

AFROTC Leadership Laboratory

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PREFACE

Use this instructor guide with suggested texts and instruction aids as part of the program for AFROTC Leadership Laboratory (LLAB) instruction.

The purpose of this text is to help you, the cadet, develop a meaningful and stimulating LLAB course for your detachment. Please keep in mind the structure of the course is up to you and your Commandant of Cadets (COC). **NOTE: Objective 32, Commander's Call Topics contains seven mandatory topics that MUST be covered by the Detachment CC at the beginning of the academic year.** You may present these lessons in any order that works for you (Exception: Objective 32) and is approved by your Detachment Commander and/or COC. You are required to teach all the lesson objectives, the only "suggested" minimum time requirement to be met is lesson objective 19: Esprit de Corps. As much as possible, you should use these lesson plans for ideas on how to meet objectives using active, participative learning methods rather than just filling time with only drill and briefings. You may modify the lesson plans as long as you present the lesson objectives over the course of the entire academic year. The lesson plans provide you with guidance and suggestions; it is up to the cadet wing to establish these programs.

If you have an activity you think could be used by other detachments, send it to us. It might make it into the next edition of this *Cadet's Guide to LLAB Curriculum*, and we'll attribute the activity to your detachment. Critiques, suggestions, and comments are welcome! Please address your correspondence to:

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This guide is the result of a lot of work by many people, both here at headquarters and out in the field. Special thanks go to all the detachments who have contributed feedback and ideas for the development of this new text.

AFROTC LEADERSHIP LABORATORY (LLAB) HANDBOOK

T-508: Cadet's Guide to LLAB Curriculum

PURPOSE

The purpose of the LLAB program is to augment the AFROTC academic curriculum by providing prospective Air Force officers the opportunities and feedback needed to develop the leadership, managerial, and supervisory skills required of successful Air Force officers.

GOALS

The goals of the AFROTC LLAB program are to:

1. Provide first-year cadets an informative and motivational program designed to recruit, retain, and familiarize cadets with the Air Force way of life and foster leadership, followership, teamwork, and esprit de corps.
2. Provide cadets scheduled to attend field training with the mental and physical skills needed to succeed in the AFROTC field training environment.
3. Provide cadets returning from field training sufficient opportunities to demonstrate and develop the leadership and management skills needed to successfully function as active duty officers.
4. Provide cadets to be commissioned additional opportunities to demonstrate and develop the leadership and management skills needed to successfully function as an active duty officer and to adequately prepare them to transition from the AFROTC environment to active duty.

The outcome of AFROTC, to produce officers of character...

- #1 with integrity who are selflessly committed to service to their country through personal and professional excellence.
- #2 who possess a breadth of integrated knowledge across the academic disciplines and the military profession that support the Air Force mission.
- #3 who are decisive leaders with the stamina, courage, and discipline to build and inspire high performing teams in demanding environments.
- #4 who appreciate the significance of their own spiritual development, accept the beliefs of others, and foster mutual respect and dignity among all individuals.
- #5 who make sound decisions grounded in the fundamentals of air and space power in a joint environment.
- #6 who promote the dynamic relationship between leaders and followers through effective communication.
- #7 who can use their understanding of global relationships, cultures, and languages to effectively employ air and space power.
- #8 who will apply their knowledge and skills to meet the present and future challenges of the military profession.
- #9 who demonstrate an unquenchable desire for personal and professional development.
- #10 who are motivated toward a lifetime of national service.

CONCEPT

LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Commandant of Cadets.

CLASSIFICATION OF CADETS

Normally, cadets are classified as AS100, 200, 300, and 400 students, corresponding to the academic course in which they are enrolled. Though this classification system works well for most LLAB students, it may not apply in all situations. Therefore, it may be more practical to classify and assign LLAB cadets according to where they are with respect to field training attendance and commissioning. For this reason, we have listed the mandatory LLAB objectives using the following categories:

Initial Military Training (IMT) – Cadets who are part of the General Military Course (GMC) but are not scheduled to attend field training, normally AS100 cadets

Field Training Prep (FTP) – Cadets scheduled to attend field training in the upcoming year, normally AS200 or AS500 cadets

Intermediate Cadet Leaders (ICL) – Cadets returning from field training, normally AS300 cadets

Senior Cadet Leaders (SCL) – Cadets scheduled to be commissioned in the upcoming year, normally AS400 cadets

Extended Cadet Leaders (ECL) – Cadets who have satisfactorily completed field training, at least 2 years of LLAB and all AS academic requirements but still have 1 - 2 academic terms remaining; normally known as AS700 cadets

Where to assign cadets that do not fit into the above classification is the decision of the Detachment Commander. Cadets should be assigned to the program that will benefit them most.

Initial Military Training – Recruiting and Retention

LLAB for the IMT cadets is a recruiting and retention tool. It should be an informative and motivational experience, one that inspires cadets to continue to pursue the AFROTC program and an Air Force commission. The focus should be on activities that promote the Air Force way of life and help effectively recruit and retain qualified cadets.

The purpose of the IMT LLAB is threefold. First, LLAB provides new cadets with basic skills and knowledge needed to be a functional member of the cadet corps. Second, LLAB provides the IMT cadet with information they can use to determine whether or not they wish to continue with the AFROTC program and subsequently pursue an Air Force commission. Third, LLAB provides IMT cadets with activities designed to build camaraderie and esprit de corps, as well as help them develop leadership, followership, and teamwork skills.

Field Training Preparation

The Field Training Preparation (FTP) program provides training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Since the focus is on preparing every cadet for field training, the FTP program will be standardized among all detachments.

To ensure standardization, the FTP curriculum provided here can be completed within normal LLAB hours. Time outside of LLAB is not required to complete the mandatory training. Following the suggested timelines for each lesson plan enables you to completely present all of these objectives during your scheduled LLAB sessions.

Realizing that cadets may not have adequate time to practice and master the basic field training skills they have learned at the regularly scheduled LLAB, they may be encouraged to practice on their own or set up voluntary Professional Military Training (PMT) activities as long as they comply with the intent and weekly time requirements in AFROTCI 36-2010, *AFROTC College Program*.

In coordination with AFROTC/DOT (Field Training Staff), the FTP curriculum specifies a set of skills all cadets must learn prior to attending field training. Every detachment is expected to teach the same skill sets; so valuable field training time isn't lost bringing a few cadets up to speed.

In the current recruiting environment, you may be required to train a wide range of cadets going to field training. You may have cadets who have been in the AFROTC program for 2 years and others who have only received one semester of LLAB before going to field training that summer. As a result, we have divided essential field training objectives into three skill sets: basic military (includes three IMT objectives for those not completing 2 years of LLAB), basic field training, and advanced field training skills. The desire and the norm are to have every cadet master all three skill sets, but the reality is that some cadets may fall short because of available training time. In these cases, follow the order of lessons designated in the below skill sets.

1. Basic Military Skills. Each cadet going to field training must achieve the following objectives:

Obj #	Objective
1	Know the Air Force and AFROTC grade structure and insignia.
3	Know the AFROTC Honor Code.
5	Apply individual and flight drill positions.
6	Apply basic individual and flight drill movements.
22	Know the principles of Air Force Health and Wellness.
23	Apply proper Air Force customs and courtesies.
24	Apply proper Air Force dress and grooming standards.
34	Know the expeditionary requirements of Field Training.

2. Basic Field Training Skills. Once basic military skills have been achieved, the next step is to develop skills directly related to the field training environment:

Obj #	Objective
12	Know road guard procedures.
13	Know flight drill evaluation.
14	Know dorm maintenance requirements for field training.
15	Know field training requirements.
16	Know open ranks inspection procedures.
18	Know field training decorum requirements.

3. Advanced Field Training Skills. After basic field training skills are learned, the final advanced objectives can be developed:

Obj #	Objective
9	Apply correct guidon procedures during cadet drill and ceremonies practice and official functions.
10	Apply the principles of advanced individual and flight drill movements.
17	Know key personnel parade procedures.
20	Know the principles of the Holm Center Training Manual (HCTM).

Intermediate Cadet Leader (ICL) -- Leadership Development and Feedback

LLAB provides our intermediate cadet leaders, typically AS300 cadets, the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the intermediate cadet leaders the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Remember, LLAB is a practicum where mistakes are tolerated and expected.

Every cadet should benefit from the program, not just those in key leadership positions. Continual, constructive feedback is necessary to ensure cadets develop their leadership abilities. For this reason, every cadet corps must establish an evaluation/feedback system to ensure every cadet, including IMT and FTP cadets, receive feedback on their performance at least once each term. Objective 29's lesson plan includes details on this program.

When assigning leadership positions to the cadets, non-AFROTC leadership positions, such as Arnold Air Society commander, student government leaders, and community leadership should be considered and credited provided the COC ensures the position provides the same opportunity for growth as that of an AFROTC cadet corps position. The Detachment Commander and COC should be judicious in awarding leadership credit for non-AFROTC cadet wing positions.

Senior Cadet Leader (SCL) -- Leadership Development/Active Duty Preparation

LLAB for SCLs, typically AS400 cadets, provides precommissioning cadets with additional opportunities to develop leadership and supervisory capabilities and prepares them for their first active duty assignment. Like the ICL development program, they should be provided ample opportunity to develop and receive feedback on those leadership skills they will be expected to possess when they arrive at their first duty station.

The SCL LLAB program is also designed to provide prospective officers with the basic active duty “survival skills.” This part of LLAB is an extension of the AS400 academic curriculum; cadre should ensure these LLAB sessions expand rather than duplicate AS400 curriculum. This phase of LLAB is the responsibility of the Detachment Commander and is to be planned and led by cadre members. To have the most impact, this training should be conducted during the term immediately preceding commissioning. Ideally, during this semester, the ICLs run the cadet corps with minimum supervision so SCLs can spend time in these survival skills sessions.

Lesson plans for Objective 30, “Know topics important to cadets about to enter active duty”, cover many discussion topics and provide ideas and activities for the staff to use. Lesson 30.10, Survival, Evasion, Resistance, and Escape (SERE) 100.1, is mandatory for all SCL cadets, and the SERE computer based training must be completed prior to commissioning. The other lessons provide a guideline for preparation for active duty. The “Flyby,” which the AS400 students receive in class, can provide additional subject areas to explore. Discussion topics may vary widely but, as a minimum, should address issues directly impacting new officers. Topics of dialogue may include pay/entitlements, the Air Force sponsor program, PCSing, insurance, housing, vehicle registration, banking, education opportunities, officer/enlisted evaluations, base inprocessing procedures, benefits, personal finances, base environment, officer/NCO relationships, travel requirements, social behavior, reporting procedures, investment options, and officer obligations. LLAB activities can take many forms to include briefings, seminars, guest speakers, base visits, social gatherings, and/or informal get-togethers. Be creative and make it an enjoyable experience.

Extended Cadet Leader (ECL) – Professional and Self-Development

LLAB for ECLs, typically AS700 cadets, provides cadets with 1 to 2 remaining academic terms the opportunity to continue developing critical leadership, managerial and communication skills along with maintaining an active, physical lifestyle needed in today’s Air Force.

It is up to the discretion of the Detachment Commander and COC what jobs, duties, or positions the ECL holds during this timeframe.

OBJECTIVES AND LESSON PLANS

For each LLAB objective, we have provided a lesson plan with a corresponding number. The lesson plans are designed to help the cadets achieve the LLAB objectives. Read the lesson plans before deciding how to meet each objective; each lesson plan explains the intent of the objective and provides example activities that can be used to meet the objective. For example, lesson Objective 8 is "Experience the Environment of an Air Force Officer." The lesson plan for Objective 8 then describes this objective more in depth and gives examples of activities, such as base visits, incentive flights, and POW/MIA ceremonies that will meet this objective.

The lesson plans are guides for you, the cadets to personalize—include individual creativity, a personal approach to the lesson, and detachment limitations. The key is not to follow the lesson plan to the letter but ensure you achieve the lesson objectives. See the final section in this preface on how to read and teach the lesson plans.

If you're viewing the electronic copy, you'll be able to click on underlined sections in the instructor notes to go directly to that portion of the teaching plan or to the relevant document on the webpage.

OBJECTIVES

The following list of mandatory LLAB objectives must be presented. Where a block is marked with an 'X', the lesson objective must be presented to cadets in that category.

#	LLAB LESSON OBJECTIVES	IMT	FTP	ICL	SCL	ECL
1	Know the Air Force and AFROTC grade structure and insignia.	X				
2	Know the Air Force and AFROTC chain of command.	X				
3	Know the AFROTC Honor Code.	X				
4	Apply proper courtesies and procedures associated with the United States flag.	X				
5	Apply individual and flight drill positions.	X				
6	Apply basic individual and flight drill movements.	X				
7	Apply effective followership and teamwork skills.	X	X			
8	Know the environment of an Air Force officer.	X	X			
9	Apply correct guidon procedures during cadet drill and ceremonies practice and official functions.		X			
10	Apply the principles of advanced individual and flight drill movements in LLAB.		X			
11	Apply the skills needed to be an effective flight commander.		X			
12	Know road guard procedures.		X			
13	Apply proper individual drill evaluation (IDE) procedures.		X			
14	Know proper dorm maintenance procedures and requirements.		X			
15	Know the mental, physical and administrative requirements of Field Training.		X			
16	Apply proper open ranks inspection procedures.		X			
17	Know key personnel parade procedures.		X			
18	Know Field Training (FT) military decorum.		X			
19	Apply learned information during esprit de corps activities.	X	X	X	X	X
20	Know the principles of the Holm Center Training Manual (HCTM).	X	X	X	X	X
21	Apply leadership and followership skills through a cadet mentor program.	X	X	X	X	X
22	Know the principles of Air Force Health and Wellness.	X	X	X	X	X
23	Apply proper Air Force customs and courtesies.	X	X	X	X	X
24	Apply proper Air Force dress and grooming standards.	X	X	X	X	X
25	Know the proper procedures and history behind the Air Force Dining-In/Out	X	X	X	X	X
26	Know how to effectively execute all functions associated with the reveille (flag-raising) ceremony, retreat ceremony, and parade.	X	X	X	X	X
27	Apply the AFROTC Awards and Decorations program in a formal awards ceremony.	X	X	X	X	X
28	Apply leadership and managements skills in supervising the cadet corps or through advanced leadership experiences.			X	X	X
29	Apply proper feedback and performance evaluation skills.			X	X	X
30	Know topics of importance to cadets about to enter active duty.				X	
31	Apply leadership, management, and problem-solving skills in special projects/positions.					X
32	Know issues and topics given in a Commander's Call environment.	X	X	X	X	X
33	Physical Training (PT).	X	X	X	X	X
34	Know the Expeditionary Requirements of Field Training.		X			
35	Introduction to AFEX and The Virtual Staff Ride.				X	

OBJECTIVES AND RECOMMENDED MINIMUM TIME REQUIREMENTS

The LLAB objectives are mandatory, so each detachment must present these objectives. To help guide you as you design the LLAB program and to ensure the intent of the LLAB program is maintained for each AS class, we have designated minimum time requirements for each objective. Your responsibility is to present the objectives. Following the time guidelines will help you ensure you're presenting the objective effectively.

TIME REQUIREMENTS

LLAB is designed as an informative and motivational experience for all cadets. For IMT cadets, LLAB is a recruiting and retention tool; one that inspires cadets to continue to pursue the AFROTC program and an Air Force commission. For the FTP cadets, it should mentally and physically prepare them for Field Training. For the ICL, it provides the opportunity to further develop their leadership and followership skills. For the SCL and ECL, LLAB provides the continued opportunity to hone their leadership skill and prepare them for active duty. This curriculum reflects that design, allowing cadets more time to participate in esprit de corps/problem-solving activities designed to build leadership, followership, and teamwork and serve as recruiting and retention tools.

AFROTCI 36-2010 limits LLAB (not including PT time) to 2 hours per week for GMC and 3 hours per week for POC. Some detachments have 1 hour, some have 1.5 hours and others will schedule 2 hours for the official LLAB class. Therefore, your responsibility is to provide the most efficient and relevant training program for your detachment within the established guidelines. For example, it will take some detachments longer to teach drill and ceremonies because of the number of cadets in the corps.

The only steadfast time requirement is the esprit de corps lesson for IMT cadets. Twenty-five percent of the LLAB program for IMT cadets must be allotted to the achievement of Objective 19, "Participate in Esprit de Corps Activities." The lesson plan for Objective 19 describes activities your detachment can incorporate to meet this time requirement.

INITIAL MILITARY TRAINING

Twenty-five percent of the LLAB program for IMT (first year cadets) must be allotted to the achievement of Objective 19, “Participate in Esprit de Corps Activities.” The lesson plan for Objective 19 describes activities your detachment can incorporate to meet this time requirement. The minimum time requirements listed below are “suggested.”

Obj #	IMT Lesson Objectives	Minimum Time Requirements (based on 1 hr/wk)	Suggested Timetable (based on 1.5 hrs/wk)	Suggested Timetable (based on 2 hrs/wk)
1	Know the Air Force and AFROTC grade structure and insignia.	0.5 hours	0.5 hours	0.5 hours
2	Know the Air Force and AFROTC chain of command.	0.5 hours	0.5 hours	0.5 hours
3	Know the AFROTC Honor Code.	0.5 hours	0.5 hours	0.5 hours
4	Apply proper courtesies and procedures associated with the United States flag.	0.5 hours	0.5 hours	0.5 hours
5	Apply individual and flight drill positions.	1.0 hours	1.0 hours	2.0 hours
6	Apply basic individual and flight drill movements.	2.0 hours	4.0 hours	6.0 hours
7	Apply effective followership and teamwork skills.	1.5 hours	3.0 hours	4.0 hours
8	Know the environment of an Air Force officer.	4.0 hours	6.0 hours	10.0 hours
19	Apply learned information during esprit de corps activities.	7.5 hours	12.0 hours	16.0 hours
20	Know the principles of the Holm Center Training Manual (HCTM).	0.5 hours	0.5 hours	0.5 hours
21	Apply leadership and followership skills through a cadet mentor program.	2.0 hours	2.5 hours	4.0 hours
22	Know the principles of Air Force Health and Wellness.	1.0 hours	1.5 hours	2.0 hours
23	Apply proper Air Force customs and courtesies.	.5 hours	1.0 hours	2.0 hours
24	Apply proper Air Force dress and grooming standards.	.5 hours	1.0 hours	1.0 hours
25	Know the proper procedures and history behind the Air Force Dining-In/Out.	3.0 hours	3.0 hours	3.0 hours
26	Know how to effectively execute all functions associated with the reveille (flag-raising) ceremony, retreat ceremony, and parade.	1.0 hours	2.0 hours	2.5 hours
27	Apply the AFROTC Awards and Decorations program in a formal awards ceremony.	1.0 hours	1.5 hours	2.0 hours
32	Know issues and topics given in a Commander’s Call environment.	2.0 hours	2.0 hours	3.0 hours
	Total:	31.0 hours	43.0 hours	60.0 hours

FIELD TRAINING PREPARATION LLAB TIME REQUIREMENTS

Obj #	FTP Lesson Objectives	Minimum Time Requirements (based on 1 hr/wk)	Suggested Timetable (based on 1.5 hrs/wk)	Suggested Timetable (based on 2 hrs/wk)
7	Apply effective followership and teamwork skills.	1.5 hours	3.0 hours	4.0 hours
8	Know the environment of an Air Force officer.	3.0 hours	5.0 hours	7.0 hours
9	Apply correct guidon procedures during cadet drill & ceremonies practice and official functions.	0.5 hours	1.5 hours	1.5 hours
10	Apply the principles of advanced individual and flight drill movements in LLAB.	1.5 hours	3.0 hours	4.0 hours
11	Apply the skills needed to be an effective flight commander.	1.0 hours	3.0 hours	4.0 hours
12	Know road guard procedures.	1.5 hours	1.5 hours	1.5 hours
13	Apply proper individual drill evaluation (IDE) procedures.	1.0 hours	1.5 hours	2.0 hours
14	Know proper dorm maintenance procedures and requirements.	1.0 hours	2.0 hours	3.0 hours
15	Know the mental, physical and administrative requirements of Field Training (FT).	1.0 hours	1.5 hours	2.0 hours
16	Apply proper open ranks inspection procedures.	0.5 hours	1.0 hours	1.0 hours
17	Know key personnel parade procedures.	0.5 hours	1.0 hours	1.0 hours
18	Know Field Training (FT) military decorum.	0.5 hours	.50 hours	.50 hours
19	Apply learned information during esprit de corps activities.	5.0 hours	8.0 hours	12.0 hours
20	Know the principles of the Holm Center Training Manual (HCTM).	0.5 hours	1.0 hours	1.0 hours
21	Apply leadership and followership skills through a cadet mentor program.	2.0 hours	2.5 hours	4.0 hours
22	Know the principles of Air Force Health and Wellness.	1.0 hours	1.5 hours	2.0 hours
23	Apply proper Air Force customs and courtesies.			
24	Apply proper Air Force dress and grooming standards.			
25	Know the proper procedures and history behind the Air Force Dining-In/Out.	3.0 hours	3.0 hours	3.0 hours
26	Know how to effectively execute all functions associated with the reveille (flag-raising) ceremony, retreat ceremony, and parade.	2.0 hours	3.0 hours	4.0 hours
27	Apply the AFROTC Awards and Decorations program in a formal awards ceremony.	1.0 hours	1.5 hours	2.0 hours
32	Know issues and topics given in a Commander's Call environment.	2.5 hours	2.5 hours	3.0 hours
34	Know the Expeditionary Requirements of Field Training.	3.0 hours	3.0 hours	3.0 hours
	Total:	33.5 hours	50.5 hours	65.5 hours

INTERMEDIATE CADET LEADER LLAB TIME REQUIREMENTS

Obj #	ICL Lesson Objectives	Minimum Time Requirements (based on 2 hr/wk)	Suggested Timetable (based on 3.0 hrs/wk)
19	Apply learned information during esprit de corps activities.		
20	Know the principles of the Holm Center Training Manual (HCTM).	0.5 hours	0.5 hours
21	Apply leadership and followership skills through a cadet mentor program.	3.5 hours	10.0 hours
22	Know the principles of Air Force Health and Wellness.	3.0 hours	3.0 hours
23	Apply proper Air Force customs and courtesies.		
24	Apply proper Air Force dress and grooming standards.		
25	Know the proper procedures and history behind the Air Force Dining-In/Out.	3.0 hours	4.0 hours
26	Know how to effectively execute all functions associated with the reveille (flag-raising) ceremony, retreat ceremony, and parade.	2.0 hours	3.5 hours
27	Apply the AFROTC Awards and Decorations program in a formal awards ceremony.	1.0 hours	2.0 hours
28	Apply leadership and management skills in supervising the cadet corps or through advanced leadership experience.	35.0 hours	51.0 hours
29	Apply proper feedback and performance evaluation skills.	10.0 hours	14.0 hours
32	Know issues and topics given in a Commander's Call environment.	2.5 hours	2.5 hours
	Total:	60.5 hours	90.5 hours

SENIOR CADET LEADER LLAB TIME REQUIREMENTS

Obj #	SCL Lesson Objectives	Minimum Time Requirements (based on 2 hr/wk)	Suggested Timetable (based on 3.0 hrs/wk)
19	Apply learned information during esprit de corps activities.		
20	Know the principles of the Holm Center Training Manual (HCTM).	0.5 hours	0.5 hours
21	Apply leadership and followership skills through a cadet mentor program.	3.5 hours	10.0 hours
22	Know the principles of Air Force Health and Wellness.	3.0 hours	3.0 hours
23	Apply proper Air Force customs and courtesies.		
24	Apply proper Air Force dress and grooming standards.		
25	Know the proper procedures and history behind the Air Force Dining-In/Out.	3.0 hours	4.0 hours
26	Know how to effectively execute all functions associated with the reveille (flag-raising) ceremony, retreat ceremony, and parade.	2.0 hours	3.5 hours
27	Apply the AFROTC Awards and Decorations program in a formal awards ceremony.	1.0 hours	2.0 hours
28	Apply leadership and management skills in supervising the cadet corps or through advanced leadership experience.	25.0 hours	30.0 hours
29	Apply proper feedback and performance evaluation skills.	10.0 hours	15.0 hours
30	Know topics of importance to cadets about to enter active duty.	13.0 hours	25.0 hours
32	Know issues and topics given in a Commander's Call environment.	1.5 hours	2.5 hours
35	Introduction to AFEX and the Virtual Staff Ride.	2.0 hours	5.0 hours
	Total:	64.5 hours	100.5 hours

EXTENDED CADET LEADER LLAB TIME REQUIREMENTS

Obj #	ECL Lesson Objectives	Minimum Time Requirements (based on 2 hr/wk)	Suggested Timetable (based on 3.0 hrs/wk)
19	Apply learned information during esprit de corps activities.		
20	Know the principles of the Holm Center Training Manual (HCTM).	0.5 hours	0.5 hours
21	Apply leadership and followership skills through a cadet mentor program.	3.5 hours	10.0 hours
22	Know the principles of Air Force Health and Wellness.	3.0 hours	3.0 hours
23	Apply proper Air Force customs and courtesies.		
24	Apply proper Air Force dress and grooming standards.		
25	Know the proper procedures and history behind the Air Force Dining-In/Out.	3.0 hours	4.0 hours
26	Know how to effectively execute all functions associated with the reveille (flag-raising) ceremony, retreat ceremony, and parade.	2.0 hours	3.5 hours
27	Apply the AFROTC Awards and Decorations program in a formal awards ceremony.	1.0 hours	2.0 hours
28	Apply leadership and management skills in supervising the cadet corps or through advanced leadership experience.	10.0 hours	15.0 hours
29	Apply proper feedback and performance evaluation skills.	10.0 hours	15.0 hours
31	Apply leadership, management, and problem-solving skills in special projects/positions.	25.0 hours	33.0 hours
32	Know issues and topics given in a Commander's Call environment.	1.5 hours	1.5 hours
	Total:	59.5 hours	87.5 hours

SAMPLE LLAB SCHEDULE

There are a number of sample LLAB schedules available on the best practices section of the AFROTC restricted website. Your COC or Detachment Commander can access these for you. These samples can help you when creating your new LLAB schedule. Keep in mind that every detachment's LLAB is scheduled differently in their school schedule, so these samples will not suit all detachment's program length. You will need to adjust your periods and activities accordingly.

ACTIVITIES

As you review the list of mandatory objectives, the sample schedule and the lesson plans, it will become apparent the focus of LLAB is now clearly on those activities that involve cadets in the learning experience.

We have also incorporated into the lesson plans a variety of options or activities to ensure you achieve the objectives. Many of these activities have been tried at various detachments and have proven to be effective. The cadet corps commander should work with the COC to select which of the activities the detachment will accomplish during a particular term. The selection of appropriate activities is especially important for the hours dedicated to building the esprit de corps and teamwork skills of the IMT (AS100) cadets. If the activities listed in the attached lesson plans are deemed inappropriate or unattainable for your particular detachment, your Detachment Commander can approve other events as long as the LLAB objectives are achieved and the intent of the LLAB objective, as described in the lesson plan, is not violated.

You should not complete all objectives in one semester. When you use the activities in the lesson plans and/or develop your own activities to present all the objectives, you should be able to prevent completing all objectives during the first semester and then merely repeating them during the second semester. The suggested hours in this plan are specifically set to be less than the maximum LLAB times allowed by AFROTCI 36-2010 (2 hrs/week for GMC and 3 hrs/week for Professional Officer Course (POC). This is to allow each detachment to have flexibility in making sure all cadets are proficient in all areas. The overall layout of the LLAB plan is to enable flexibility at the detachment level and give a good balance of objectives between semesters/trimesters.

EVERY CADET WHO TEACHES A LLAB LESSON MUST READ THE NEXT SECTION – “READING AND TEACHING A LESSON PLAN”!

READING AND TEACHING A LESSON PLAN

Giving a military briefing and teaching a class are two very different things. The styles, words, and approach you take with the audience will differ drastically. Because you have not been to Academic Instructor School and received training on this subject, this guide will help you to understand what's what in a lesson plan, why things are included and how to prepare for your LLAB.

Just as the objective times are flexible to allow detachments to adapt LLAB to individual needs, so are the lesson plans. The lesson plan is not a concrete entity that must be followed word for word. The lesson plan is a "standard" lesson plan—designed so that many people in different locations with different backgrounds can use it. You must take the standard lesson plan and personalize it for you. You are responsible to teach the material within the lesson plan, but how you teach it is up to you and your COC. Take the lesson and be creative, add your own personal anecdotes and visual aids.

A few lessons have handouts and PowerPoint slides to go with them but for the most part, it is your responsibility as the "instructor" for that LLAB to come up with interesting visual aids and activities. When you give a briefing, whether it is to a general, to your boss or to your subordinates, you are responsible for supplying the visual aids. This task will help you familiarize yourself with PowerPoint along with increasing your creative thought processes dealing with organization, time management, and the task at hand.

PARTS OF A LESSON PLAN

Before you begin personalizing the lesson plan, you must know the makeup of the lesson plan itself. There are two main parts to a lesson plan. Part I gives the instructor all the basic information he/she needs to prepare for the lesson. This is strictly informative and should be followed for the most part. Part II contains all the teachable material to include the introduction, body and conclusion. This area will need to be adjusted as necessary to personalize material to the instructor's abilities and the needs of the audience.

PART I

The first section gives overall information regarding the lesson. For example the following is included for Objective 9. Some of this information is self-explanatory; like the lesson title and who is instructing the lesson.

Lesson Title: Guidon Procedures

Instructor: POC Cadet

Teaching Method: Demonstration/Performance

Time Required: 1.5 hours (FTP/AS200)

Interrelated Information: AFMAN 36-2203 (guidon section), *Drill and Ceremonies*

Visual Aids: Guidon

The “Teaching Method” refers to the manner in which you will present the lesson (this can change if approved by the COC). A Demonstration/Performance method means you will demonstrate what you want the students to do and then let them perform it. Sometimes there will be some lecture involved as well. Other methods are Informal Lecture (you lecture and students are free to ask questions throughout); Guided Discussion (students do most of the talking but you as instructor make sure they stay focused on the specific task—you can also ask questions for students to answer and talk about); Case Study (teach a task and then have students read a scenario or watch a video clip and discuss how it is relevant to your topic); Teaching Interview (pairing an instructor, usually knowledgeable on the subject, with a recognized expert to ask dynamic questions in front of the students); or Experiential (interactive teaching usually with games, role play situations, puzzles, etc.). You will find that most times, you are going to have a combination of one or more of the above methods to best utilize your talents and the information in the lesson.

The “Time Required” block is the minimum time for the entire year. Therefore, you should determine with your COC if you will teach the entire lesson in the first semester or split the time between the two semesters. Usually this will be done by the Cadet Commander, Ops Group Commander and the COC before the school year starts.

“Interrelated Information” gives you an idea of where the information in the lesson plan came from or where you can find additional/supporting information. It’s highly recommended you find the information (usually the COC will have access to it) and review it before teaching the lesson.

The “Visual Aids” section will tell you some of the visual aids you can use to enhance the lesson. Again, this is an area where you should use your imagination to enhance the lesson. Things like PowerPoint, dry erase boards, pictures, video clips, and equipment are just a few examples of visual aids you are encouraged to use.

PART IA

This section includes the objectives and samples of behavior for the lesson. An objective is a broad and general statement that conveys to the student what he/she is supposed to learn. This also tells the instructor what needs to be taught in order for the student to learn the information. A sample of behavior is a simple performance statement specifying an observable, measurable, and verifiable behavior a student should be able to demonstrate at the end of instruction. This means it is a more specific action that will lead to the overall understanding of the objective.

There are two types of objectives and samples of behavior: cognitive and affective. Cognitive deals with the thinking aspect of learning. The cognitive objectives you teach will fall into the following categories: knowledge (simple remembering of previously learned material in the same form it was taught—regurgitation of facts); comprehension (ability to grasp the meaning of material, express it in other terms or predict consequences or effects because of an action); and application (using the information learned in concrete applications). The samples of behavior will follow the same format; only more specific in nature.

PART IB

The final section of Part I includes the Strategy Statement, Lesson Outline and Suggested Timelines for the lesson. The strategy statement serves an important function for you as the instructor—it is your roadmap. It is extremely important that you read the strategy statement before planning the lesson. It tells you why the designer arranged information in a specific way or why certain things should be taught. It is an overview of the entire lesson and gives you a “plan of attack” to teach the lesson. The lesson outline is another quick overview of how the information will be presented. And finally, the suggested timeline is included to help you determine how much time should be spent on each part of the lesson.

PART II

Part II of the lesson plan includes the actual information you will teach and is divided up into three sections: Introduction, Body and Conclusion. Most of you will be familiar with this format as it is similar to giving a briefing or writing a paper.

INTRODUCTION

The Introduction includes the attention step, motivation and overview. This is your time as the instructor to capture the audience’s attention. If you complete your introduction half-heartedly, you will lose half your audience from the start. Although it may seem obvious to you why an FTP cadet should be motivated to learn proper open ranks inspection procedures (because they need to know it for FT), it is not the intent of the attention step and motivation.

Teaching is tough, especially early in the morning, after lunch or in the late afternoon; your job is to renew the student’s interest in the subject. The subject is only as boring and as dry as its presenter. Take the time to come up with a good and APPLICABLE attention step. A clip from *The Patriot* showing Mel Gibson leading the charge against the British with the American flag in hand can be a good attention step to prepare the audience to learn about proper procedures and courtesies when dealing with the flag.

After the clip or other attention step is over you must motivate your audience. Tie in the relevance of the clip you just showed and remind the cadets of why we take the time to honor the flag and what the flag means to members of the military, families and this country. Don’t be afraid to use some emotion in your attention step and motivation—it’s what inspires people. There are suggested attention steps and motivations, but make sure to personalize this part of the lesson. It is the first impression the cadets have of you as the instructor. Again, although it may seem obvious to you why an FTP cadet should be “motivated” to learn proper flag or open ranks inspection procedures (because they need to know it for FT), you still must incorporate some sort of motivation for the students.

The overview step serves as a way to let your audience know what you are going to be discussing and learning during LLAB. It gives them a roadmap to follow your lesson.

BODY/PRESENTATION

Here is all the information to present. It is divided (and sometimes sub-divided) by main points. These main points correspond to the lesson objective and the applicable samples of behavior. If you want to add, delete or change information in the lesson, it's important to make sure you cover the information needed to teach the objective. Talk to your COC for more questions regarding changes.

CONCLUSION

Just as with the introduction, the conclusion consists of three sections: summary, remotivation and closure. The summary reminds the audience what you just got finished talking about. It is a quick review to help initiate the remembering process involved with short-term memory (and wake up anyone who might have fallen asleep). Next is the remotivation and closure. These are extremely important to wrap up an effective lesson. Take the information you talked about in the motivation and tie it in to the remotivation and what the student's learned. Finally, end with a good closure. Never leave your students with the feeling that something is missing. Make sure the students know the class has ended. A closing quote (related back to the topic) or final thoughts (do not introduce any new material here) will suffice for a good closure.

Now that you know the parts of a lesson plan, let's look at personalizing the lesson plan.

PERSONALIZING A LESSON PLAN

Personalizing a lesson plan is not just changing a few words here and there; it requires a good deal of time and energy. First, you must get prepared; then personalize the lesson; and finally present your lesson to the audience. Let's look at each of these steps in organizing your instruction period.

Preparation

Good preparation is essential in any task you accomplish. Whether as a cadet or as an officer, you will always be one step ahead of the game if you come prepared. In preparing to personalize your lesson plan you will need to read the lesson once and then accomplish the following:

1. Lesson Objective and main points – review this information to be sure you are clear on the goals of the lesson. This gives you your initial roadmap for the lesson.
2. Strategy statement – reread through the strategy statement to ensure you understand the intent of the curriculum designer. Ask your COC any questions to clarify the intent of both the designer and what the detachment feels is needed.
3. Understand lesson plan and support material – Research the interrelated information, look up information on the website, talk to other people. You must put some prep time into this lesson before standing up and teaching it.

4. Determine changes to be made – determine which, if any, sections within the lesson plan to be changed. Most often, you will adjust/change the attention step, motivation, visual aids, support material, remotivation and closure.

Personalization

After you feel confident that you have fully prepared yourself for the lesson, you need to start the personalization phase. This is crucial to the success or failure of the lesson. How you present the material and yourself has a profound effect on others. The most important thing to remember is to be yourself. People have a great sense when it comes to picking out fakes—especially if they have some prior knowledge of the person. Use your strengths and know your weaknesses to create a plan of action that is right for you.

Personal experience can be a great motivator and source of information. Determine what kind of experiences you have come across in the past and use these as examples to enhance the lesson. If you are unfamiliar with the subject, your other option is to get additional content expertise. You can do this by talking to your cadre members, other students or people around campus that may have an applicable background. Use all the resources at your disposal and don't be afraid to ask questions. It is better to feel foolish by asking someone a question than to actually look foolish in front of the audience when they ask the same question and you don't know the answer.

Once you have all the relevant changes, updates or additions to your lesson plan, it is time to validate the lesson. First, you should practice the lesson. Practice, Practice, Practice!!! Most instructors review their material at least twice, if not significantly more, before teaching a class. Once you have practiced your timing, voice and information it is time to move on to a dry run. Always get your audiovisual equipment, any handouts, etc. together and go through a dry run. You do not want to come in 15 minutes before class and realize your slides aren't compatible with the system or you have forgotten a key part of the lesson. A third way to validate your lesson is through mental imagery. Imagine yourself giving the lesson; hear yourself speak, watch for movement and imagine what kind of questions you might receive.

Presentation

Once you've finished validating the lesson, you are ready to present it. When presenting the lesson, make sure you are sincere, confident and enthusiastic. These are three key points to remember. Sincerity is important to retain control of the class as well as keep their attention. If you are not sincere while teaching, the students will not pay attention to you or the material. On the other hand, if you take a topic that seems relatively simple or silly to you and teach it with sincerity, your students are going to take it seriously. Along with sincerity is enthusiasm; if you're not enthusiastic about the subject, your students are not going to show enthusiasm to learn it. Enthusiasm helps to keep learning fun but it can also build your confidence as an instructor. When you are enthusiastic, your audience is enthusiastic and wants to learn/listen; this can then give you more confidence, which gives your audience confidence in you, which boosts your confidence, and so on....

TIPS

1. Transitions – make sure to work on your transitions while speaking. Nothing is worse or harder to follow than a choppy speaker.
2. Voice inflection – changes in tone, pitch and speed will help to make your briefing more exciting to listen to. Make a conscious effort to avoid speaking in a monotone voice.
3. You have the ability to make or break this lesson—take the time it deserves.

Objective 1

Know the Air Force and AFROTC Grade Structure and Insignia

Required for: IMT

Overview: This lesson is a follow-up lesson to an AS 100 academic class. It is designed to be more hands-on and interactive than the academic class. As will be the case with most of the objectives—the lesson plan provided is a guide for you to use.

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PART I

Lesson Title: Grade Structure

Instructor: ICL or SCL

Teaching Method: Informal Lecture

Time Required: 30 minutes (IMT/AS100)

Prerequisite Classes: N/A

Interrelated Information: AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel*

Visual Aids: Slides

Student Preparation: N/A

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know the Air Force and AFROTC grade structure and insignia.

Cognitive Samples of Behavior:

1. List Air Force enlisted grade structure by insignia and name.
2. Identify Air Force officer grade structure by insignia and name.
3. Name the AFROTC grade structure.

Affective Lesson Objective: Respond positively to the importance of knowing the Air Force and AFROTC grade structure and insignia.

Affective Samples of Behavior: Actively discuss the Air Force and AFROTC grade structure and insignia.

PART IB

Strategy: The material in Part II, particularly the grade and rank structure, is initially covered in the AS100 academic class. Coordinate with the AS100 instructor as to when he/she plans to teach that lesson and follow up with this lesson. For LLAB time, following the lesson plan here will allow you to quickly review what was learned in the academic class and apply it by using the quizzes. ROTC rank structure is not covered in the academic class so it definitely needs to be covered in LLAB. Then, conduct one of the activities listed.

To prepare, you'll need to make copies of the quizzes to help students get used to identifying insignia and ranks rather than merely getting briefed on them. You can use the quizzes to ask the new cadets for answers to the questions or it can be handed out to the cadets to accomplish on their own and bring to LLAB for review. The answers are on the bottom of the page; remember to take these off the handout if your cadets are accomplishing this as an assignment. You may also make copies of the [handouts](#). Some may be provided in the AS100 Student Reader.

Power point slides with pictures of the different active duty ranks are provided on the LLAB website. One set is titled "Rank Slides." You may also want to use the slides titled, "Rank,

Customs and Courtesies." You should also bring examples of ROTC insignia and shoulder boards to this class; the handout on page 10 of this lesson plan has pictures of ROTC shoulder boards if needed. In addition to what's provided in the Teaching Plan, you may also consider using these activities to supplement the lesson.

INSTRUCTOR NOTE: This lesson can best be accomplished during LLAB as a flight activity. The flight commander should lead the discussion and activities on this topic. The pages that follow are handouts to assist cadets in understanding chain of command and grade structure. You may want to use the information for evaluation purposes in LLAB and for quizzing the cadets during inspections. Many detachments have this information in a cadet-produced cadet guide, which is an excellent way to disseminate this information. It is a good idea to copy appropriate parts of AFI 36-2903 and distribute handouts to the cadets if it isn't already in the cadet guide.

Lesson Outline:

- A. Air Force enlisted grade structure by insignia and name.
- B. Air Force officer grade structure by insignia and name.
- C. AFROTC grade structure.
- D. Additional Activities.

Suggested Timeline:

ACTIVITY	Time (Min)
Attention Step	2
Motivation, Overview	3
Main Point 1	5
Main Point 2	5
Main Point 3	10
Conclusion	5

PART II

INTRODUCTION

ATTENTION

(Suggested: If you had a problem or concern within the cadet wing, whom would you take the issue to?)

MOTIVATION

(Suggested: As a cadet in the AFROTC program, you need to understand and recognize the rank structure not only in the AFROTC program, but also in the Air Force and other services.)

OVERVIEW

During this lesson, we will discuss the following:

- A. Air Force enlisted grade structure by insignia and name.
- B. Air Force officer grade structure by insignia and name.
- C. AFROTC grade structure.
- D. Additional Activities

TRANSITION

(Suggested: Insignias are devices identifying the grade (rank) of military members. The Air Force grade/rank system is broken down into two major categories: officer and enlisted grades. Let's first take a look at the enlisted grade/rank structure.)

BODY

PRESENTATION

A. Air Force enlisted grade structure by insignia and name.

1. General Information

- a. The enlisted grades are subdivided into airmen, noncommissioned officer (NCO), and senior noncommissioned officer (SNCO) grades.
- b. The grade insignia for the Air Force enlisted personnel (except Airman Basic—who wears no rank) consists of a chevron of one or more stripes. The background of the chevrons for airmen and noncommissioned officers (NCOs) is blue and the stripes are white with a white star in the center. The chevrons are worn on the uniform garments in a specified manner.
- c. The grade insignia worn on the ABUs differs only in color. The subdued chevron consists of dark blue stripes on a green background with a dark blue star in the center on the ABUs (differ in shade to match the uniform).

INSTRUCTOR NOTE: Now give out handout with [Quiz 1](#) and complete it at this time.

2. First Four Airmen

- a. There are four Airmen grades: Airman Basic (AB), Airman (Amn), Airman First Class (A1C), and Senior Airman (SrA).

An AB does not wear any grade insignia.

An Amn grade insignia is a chevron of one stripe with a star in the center.

An A1C insignia is a chevron of two stripes and a star in the center.

The SrA grade insignia is a chevron of three stripes and a star in the center.

- b. Pay grades for Airmen are AB (E-1), Amn (E-2), A1C (E-3), and SrA (E-4). The “E” indicates enlisted status. ** One easy way to remember the enlisted pay grade—it’s always one more than the number of stripe(s) an individual wears.

INSTRUCTOR NOTE: Now give out handout with [Quiz 2](#) and complete it at this time.

3. Noncommissioned Officers (NCO)

- a. Noncommissioned officers are enlisted members serving in the grades of Staff Sergeant through Technical Sergeant. There are two noncommissioned officer (NCO) grade insignias: Staff Sergeant (SSgt) and Technical Sergeant (TSgt).

SSgt grade insignia is a chevron of four stripes with a star in the center.

TSgt grade insignia is a chevron of five stripes with a star in the center.

- b. Pay grades for NCOs are: SSgt (E-5) and TSgt (E-6)

4. Senior Noncommissioned Officers (SNCO)

- a. Senior noncommissioned officers (SNCO) are enlisted members serving in the grades of Master Sergeant (MSgt), Senior Master Sergeant (SMSgt) and Chief Master Sergeant (CMSgt).

MSgt grade insignia is a chevron of six stripes. There are five stripes like the TSgt with an additional sixth stripe in an inverted “V” position above the other stripes.

SMSgt is a chevron of seven stripes with two of the stripes in an inverted “V” position above the other stripes.

CMSgt grade insignia is a chevron of eight stripes with three of the stripes in an inverted “V” position above the other stripes.

- b. Pay grades for SNCOs are: MSgt (E-7), SMSgt (E-8), and CMSgt (E-9).

5. Special Rank Identifiers

- a. First Sergeants wear a diamond device above the star on their chevrons. The diamond device signifies the job position. First Sergeants may hold the rank of MSgt, SMSgt, or CMSgt.
- b. The grade of Command Chief Master Sergeant (CCM) signifies the highest-ranking CMSgt in the MAJCOM, wing or comparable level. Command Chiefs wear a solid white star device above the star on their chevrons.

- c. The Chief Master Sergeant of the Air Force is the highest job held by an enlisted person. The pay grade is E-9. The grade insignia is a chevron of eight stripes with a wreath around the bottom and sides of the star. In November 2004, the Chief Master Sergeant of the Air Force insignia was updated to include the Great Seal of the United States with a white star on either side. These additions were placed in the empty blue area between the chevrons.

INSTRUCTOR NOTE: Now give out handout with [Quiz 3](#) and [Quiz 4](#) and complete it at this time.

TRANSITION

(Suggested: Now that you're familiar with the enlisted ranks, let's get acquainted with the officer grade structure.)

B. Air Force officer grade structure by insignia and name.

1. General Information

- a. The officer grades are subdivided into company grade officer (CGO), field grade officer (FGO) and general officer (GO) grades.
- b. Officers serve in the grades of Second Lieutenant through General.
- c. Insignia for officers include bar(s) for CGOs, oak leaf or eagle for FGOs, and star(s) for GOs. There are two colors used in officer rank (besides the ABU uniform): gold and silver. ABUs have subdued rank replacing the silver with a navy blue color.
- d. Sometimes in pay grades you will hear or see an "E" after the officer pay grade (ex: O-1E). This signifies the individual had at least 4 years and 1 day of prior active service (or reserve/guard equivalent time) in the US military (any branch). For this service, these officers receive extra pay for their base pay and housing allowance.

2. Company Grade Officers (CGO)

- a. CGOs are those serving in the ranks of second lieutenant (2d Lt), first lieutenant (1st Lt) and captain (Capt)
- b. Pay grades for CGOs are 2d Lt (O-1), 1st Lt (O-2) and Capt (O-3). The "O" designates Officer.

3. Field Grade Officers (FGO): Major, Lt Colonel, Colonel

4. General Officers (GO): Brigadier General, Major General, Lt General, General

The following will describe the grade insignia and give the abbreviation for each commissioned officer title.

INSTRUCTOR NOTE: Now give out handout with [Quiz 5](#) and complete it at this time.

Here are the answers for Quiz 5:

TITLE/ RANK	ABBR	DESCRIPTION	GRADE
Second Lieutenant	2d Lt	One Gold Bar	O-1
First Lieutenant	1st Lt	One Silver Bar	O-2
Captain	Capt	Two Silver Bars	O-3
Major	Maj	One Gold Leaf	O-4
Lieutenant Colonel	Lt Col	One Silver Leaf	O-5
Colonel	Col	One Silver Eagle	O-6
Brigadier General	Brig Gen	One Silver Star	O-7
Major General	Maj Gen	Two Silver Stars	O-8
Lieutenant General	Lt Gen	Three Silver Stars	O-9
General	Gen	Four Silver Stars	O-10

TRANSITION

(Suggested: How does enlisted and officer rank differ from the rank worn by cadets in ROTC?)

B. AFROTC grade structure. AFROTC grade structure is slightly different from the officer grade structure. The GMC cadets are either Cadet Fourth Class or Cadet Third Class. GMC cadets are usually freshmen and sophomores and usually attend the AS100 and AS200 academic class.

AS100s will have one diagonal stripe on their shoulder.

AS200s have two diagonal stripes on their shoulders.

POC cadets are juniors and seniors. Their rank is a number of thin and thick stripes perpendicular to their shoulders. POC cadets hold the same ranks similar to Air Force officer ranks up to Colonel.

INSTRUCTOR NOTE: Show cadets the different insignia and shoulder boards (page 10).

C. Additional Activities

Review the materials in this lesson plan with the cadets by completing the quizzes. Then perform one of these activities.

1. Jeopardy-style or flash card type game where you quickly show a random AF or AFROTC rank to the cadets, and they guess which one they saw. You can use the power point slides with pictures of ranks.
2. Skills review Group Leadership Problem (GLP) using the information from this lesson as knowledge questions. See lesson plan for objective 19 for details on putting together a campus-wide GLP.
3. Develop a bulletin board that will have enlarged pictures of the ranks and titles. Have the flight of cadets rearrange the ranks in order from lowest to highest. You can use the power point slides with pictures of ranks.
4. Pass out LLAB surveys at the end of each LLAB asking for feedback on how to improve LLAB. As part of the survey, include a knowledge question on this lesson. The flights that get the question right get points towards Honor Flight.
5. Cadets may wish to come up with their own tailored activity. This must be coordinated with the COC prior to execution.

TRANSITION

(Suggested: Now that we have applied our new knowledge in quizzes and activities, let's quickly review what we learned today)

CONCLUSION

SUMMARY

- A. Air Force enlisted grade structure by insignia and name.
- B. Air Force officer grade structure by insignia and name.
- C. AFROTC grade structure.
- D. Additional Activities

REMOTIVATION

(Suggested: As a cadet in the AFROTC program, you need to understand and recognize the rank structure not only in the AFROTC program, but also in the Air Force and other services. This is something you will use throughout your career as a cadet and officer. As a leader, you must know and recognize other military members in order to render the correct customs and courtesies.)

CLOSURE

(Suggested: You are well on your way to becoming an expert at recognizing both the AFROTC and active duty grade structure. I encourage you to continue studying the grade structure in order to become very familiar with it and its importance within the military organization.)

QUIZ 1

INSTRUCTIONS: Check the appropriate response.

1. The enlisted personnel grade insignia consists of
 - a. silver stripes and star.
 - b. white stripes and two stars.
 - c. chevron of stripe(s) and two stars.
 - d. chevron of stripe(s) and a star.

2. The chevron background color on uniforms (other than utility/ABU uniforms) is
 - a. blue.
 - b. blue/black.
 - c. white.
 - d. silver.

3. The color of the stripe(s) on uniforms (other than utility uniforms) is
 - a. white.
 - b. snow white.
 - c. silver.
 - d. silver - white

4. The utility (ABU) uniform chevron has
 - a. green stripes with a blue background.
 - b. silver stripes with a blue background.
 - c. subdued colors of blue and green.
 - d. subdued colors of blue and gray.

Answers: 1. d 2. a 3. a 4. c

QUIZ 2

INSTRUCTIONS: Match the pay grade of each Airman with the correct abbreviation.

<u>Pay Grades</u>	<u>Abbreviation</u>
1. _____ E-3	a. AB
2. _____ E-2	b. A1C
3. _____ E-1	c. Amn
4. _____ E-4	d. SrA

INSTRUCTIONS: Match each Airman title with the correct grade insignia description.

5. _____ Airman Basic	a. Chevron of two stripes with centered star.
6. _____ Airman	b. No insignia.
7. _____ Airman First Class	c. Chevron of one stripe and centered star.
8. _____ Senior Airman	d. Chevron of three stripes and centered star.

Answers: 1. b 2. c 3. a 4. d 5. b 6. c 7. a 8. d

QUIZ 3

INSTRUCTIONS: Match the abbreviations for each grade title with the correct pay grade designation.

<u>Grade Abbreviation</u>	<u>Pay Grade</u>
1. _____ Amn	a. E-1
2. _____ TSgt	b. E-2
3. _____ SMSgt	c. E-3
4. _____ SSgt	d. E-4
5. _____ MSgt	e. E-5
6. _____ CMSgt	f. E-6
7. _____ A1C	g. E-7
8. _____ AB	h. E-8
9. _____ SrA	i. E-9

Answers: 1. b 2. f 3. h 4. e 5. g 6. i 7. c 8. a 9. d

QUIZ 4

INSTRUCTIONS: Match the grade title with the description of the grade insignia.

<u>Grade Titles</u>	<u>Grade Descriptions</u>
1. _____ Master Sergeant	a. Chevron of six stripes with a centered star.
2. _____ Chief Master Sergeant	b. Chevron of seven stripes with a centered star.
3. _____ Chief Master Sergeant of the Air Force	c. Chevron of eight stripes with a centered star.
4. _____ First Sergeant	d. Chevron of at least six stripes with a diamond above the centered star.
5. _____ Command Chief Master Sergeant	e. Chevron of eight stripes with the Great Seal of the United States.
6. _____ Senior Master Sergeant	f. Chevron of eight stripes with a star above the star

Answers: 1. a 2. c 3. e 4. d 5. f 6. b

QUIZ 5

Complete the table below by filling in the missing information.

TITLE/GRADE	ABBREVIATION	DESCRIPTION	RANK
Lieutenant		One Gold Bar	O-
Lieutenant	Lt	One Bar	O-
Captain		Two Bars	O-
	Maj	One Gold	O-
Lieutenant Colonel		One	O-
	Col	One Silver	O-
General	Gen	Silver	O-
Major	Gen	Stars	O-
	Lt Gen	Silver	O-
General			O-

Answer:

TITLE/GRADE	ABBR	DESCRIPTION	RANK
Second Lieutenant	2d Lt	One Gold Bar	O-1
First Lieutenant	1st Lt	One Silver Bar	O-2
Captain	Capt	Two Silver Bars	O-3
Major	Maj	One Gold Leaf	O-4
Lieutenant Colonel	Lt Col	One Silver Leaf	O-5
Colonel	Col	One Silver Eagle	O-6
Brigadier General	Brig Gen	One Silver Star	O-7
Major General	Maj Gen	Two Silver Stars	O-8
Lieutenant General	Lt Gen	Three Silver Stars	O-9
General	Gen	Four Silver Stars	O-10

AIR FORCE ROTC RANK



C/4C

C/3C



C/2d Lt



C/1st Lt



C/Gapt



C/Maj



C/Lt Col



C/Col

Handouts

ENLISTED RANK STRUCTURE INFORMATION

Pay Grade	Air Force	Army	Marines	Navy
E-9	Chief Master Sergeant of the Air Force	Sergeant Major of the Army	Sergeant Major of the Marine Corps	Master Chief Petty Officer of the Navy
E-9	Chief Master Sergeant	Sergeant Major	Master Gunnery Sergeant or Sergeant Major	Master Chief Petty Officer
E-8	Senior Master Sergeant	Master Sergeant	Master Sergeant	Senior Chief Petty Officer
E-7	Master Sergeant	Sergeant First Class	Gunnery Sergeant	Chief Petty Officer
E-6	Technical Sergeant	Staff Sergeant	Staff Sergeant	Petty Officer First Class
E-5	Staff Sergeant	Sergeant	Sergeant	Petty Officer Second Class
E-4	Senior Airman	Corporal or Specialist	Corporal	Petty Officer Third Class
E-3	Airman First Class	Private First Class	Lance Corporal	Seaman
E-2	Airman	Private	Private First Class	Seaman Apprentice
E-1	Airman Basic	Private	Private	Seaman Recruit

**US ARMY, AIR FORCE, MARINE CORPS OFFICER RANK STRUCTURE
INFORMATION (Note: The written rank abbreviation is not the same for all services. Shown
below are specific to the Air Force.)**

Pay Grade	Rank	Insignia	Orally Addressed
O-1	2d Lt	One gold bar	Lieutenant
O-2	1st Lt	One silver bar	Lieutenant
O-3	Capt	Two silver bars	Captain
O-4	Maj	Gold oak leaf	Major
O-5	Lt Col	Silver oak leaf	Lieutenant Colonel or Colonel
O-6	Col	Silver eagle	Colonel
O-7	Brig Gen	One silver star	Brigadier General or General
O-8	Maj Gen	Two silver stars	Major General or General
O-9	Lt Gen	Three silver stars	Lieutenant General or General
O-10	Gen	Four silver stars	General

**US NAVY, COAST GUARD, PUBLIC HEALTH SERVICE
COMMISSIONED CORPS & NATIONAL OCEANIC AND
ATMOSPHERIC ADMINISTRATION COMMISSIONED CORPS
OFFICER INSIGNIA**

<i>RANK</i>	<i>PAY GRADE</i>	<i>ORALLY ADDRESSED</i>	<i>RANK</i>	<i>PAY GRADE</i>	<i>ORALLY ADDRESSED</i>
 ENSIGN	0-1	ENSIGN	 CAPTAIN	0-6	CAPTAIN
 LIEUTENANT J.G.	0-2	LIEUTENANT	 REAR ADMIRAL (L)	0-7	ADMIRAL
 LIEUTENANT	0-3	LIEUTENANT	 REAR ADMIRAL (U)	0-8	ADMIRAL
 LT. COMMANDER	0-4	COMMANDER	 VICE ADMIRAL	0-9	ADMIRAL
 COMMANDER	0-5	COMMANDER	 ADMIRAL	0-10	ADMIRAL

Objective 2

Know the Air Force and AFROTC Chain of Command

Required for: IMT

Overview: This lesson is designed to ensure cadets know their chain of command and understand what a chain of command is. The cadet should not only know their chain of command, but understand the rationale for having a chain of command, and how to use it. The lesson is designed for active and participative learning by the IMT—tailor it as necessary to fit your detachment's needs!

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PART I

Lesson Title: Chain of Command

Instructor: POC Cadet

Teaching Method: Informal Lecture

Time Required: 30 minutes (IMT/AS100)

Prerequisite Classes: None

Interrelated Information: AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel*

Visual Aids: Handouts (included) Pictures of Chain of Command as Desired

Student Preparation: Review current Chain of Command

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know the Air Force and AFROTC Chain of Command.

Cognitive Samples of Behavior:

1. List the current Air Force and AFROTC chain of command.
2. Identify the chain of command from the President of the United States to you as a cadet.

Affective Lesson Objective: Respond to the role of both the Air Force and AFROTC Chain of Command for all members of the Air Force

Affective Sample of Behavior: Answer questions regarding the chain of command.

PART IB

Strategy: The purpose of this lesson is to ensure cadets know the chain of command. A problem we have seen in the past is that a student may be able to tell you who is in their chain of command, but they really do not understand the concept. Using this teaching plan, ensure you spend some time discussing the concept of a chain of command. As you teach, ask the questions provided so students must provide answers, making the material easier to understand rather than them just memorizing it. This lesson can best be accomplished during LLAB as a flight activity. The flight commander should lead the discussion on this topic and direct the activities.

In addition, rather than just give the students a list of the people in their chain of command; remember to emphasize "active, participative" methods of learning. For this reason, you are encouraged to not merely lecture. Per the lesson plan, once you are done with the discussion as outlined, follow it with the included competition. During the competition, observe how the teams and leaders interact. After the competition, ensure the teams got the right answers and then spend a few minutes discussing how the group leaders did per the guidance given. While 30 minutes is the suggested minimum time requirement for this objective, this may take longer. After you have completed the lesson, you may opt to prepare and do some of the additional activities provided for this lesson objective.

INSTRUCTOR NOTE: Handout. You will need copies of the Chain of Command Handout for each cadet you are teaching. You will also need to complete the form to use as the Answer Key. However, do not provide the cadets with a completed copy!

Lesson Outline:

- A. Chain of Command Concept
- B. Chain of Command Components
- C. Additional Activities

PART II

INTRODUCTION

ATTENTION

(Suggested: Use your chain of command. Welcome to the world of military lingo. You will hear this phrase often in your Air Force career.)

MOTIVATION

(Suggested: Today we are going to explain what this phrase means. When you have to take something up the chain of command, you will know what to do. You need to know where you are in the chain of command so that you will know who your bosses are and who to go to when you have problems and questions.)

OVERVIEW

(Suggested: First, we'll spend about 10 minutes discussing what the chain of command is and its purpose. Then we'll spend about 20 minutes discussing who is in your chain of command and doing an activity that will help you learn who is in your chain of command.)

- A. Chain of Command Concept
- B. Chain of Command Components/Individuals
- C. Additional Activities

TRANSITION

(Suggested: Let's begin by finding out just what a chain of command is and why it's important to you.)

BODY

PRESENTATION

- A. Understand the chain of command concept.
 - 1. Think about when a kid wants something. First they go to one parent. If that parent turns them down, the child goes to the other parent. If that parent says yes, then the parents are in conflict. Or, if both parents say no, the child may go over their heads to ask a grandparent.

Question: How many uniformed personnel are in the entire Air Force?

Right answer: (Allow for guesses) approximately 330,000.

Without a chain of command, you can imagine 330,000 people running around trying to get one of the other 329,999 people to say yes. Without it, no one knows who has the authority to take care of what.

2. Now, imagine you have a toothache. Do you go to a dentist or do you go to a lawyer?

Right, you go to a dentist. You go to the person who has the most expertise or is assigned to handle that particular type of trouble.

3. As a cadet, everyone basically outranks you. You can look at virtually any officer and may want to discuss all the issues and problems of your job. Why not just go straight to the top and ask the President?

The chain of command prevents this; making sure higher-ranking people aren't flooded with problems and questions from lower ranks. The chain of command designates who is in charge of you and has the expertise and ability to handle whatever problems and issues you bring to them.

The basic reason for having the chain of command is to ensure that problems can be solved and decisions made at the lowest level. Just think how that makes sense. Do you really want the President of the United States handling the smallest problem of anyone who is able to grab his attention, or do you want him to stay focused on bigger issues for our nation? Do you really want to ask the President of the United States a question about how to handle a budget issue in your office when that's not his expertise? He's president, not a dentist, meaning he or other high-ranking officials might not have the knowledge or expertise to handle your issues and problems.

When you hear the phrase, "take it up your chain of command," that means you should take your issue to the person who is directly above you in the chain of command. In plain terms, that is your immediate supervisor.

Question: Here in the cadet corps, who do you think is directly above you?

Answer: Cadet Flight Commander.

Question: If you have a problem or question, would you go talk to the Cadet Wing Commander or the Detachment Commander? Why not?

Answer: No. That would be going over your supervisor's head.

Question: Why is going over your supervisor's head or not using the chain of command such a bad thing?

Answer: You are not giving your supervisor the chance to do his/her job, which may possibly make him/her look bad. Also, you would be burdening others with problems that should ideally be handled at your level. If you'd gone to your supervisor first, you might have found out that he/she could have handled it rather than bothering someone else with it.

Question: What are some examples you have seen of people going over their supervisor's head? What negative effects occurred?

INSTRUCTOR NOTE: If you have examples or can get some from your cadre, tell the flight about them at this time.

4. There are a couple of times you may break the chain of command.

Question: When do you think it is all right to break the chain of command?

Answer:

- When your immediate supervisor gives you permission.
- When you have a racial discrimination or sexual harassment complaint against the supervisor or any similar issue you don't feel comfortable discussing with him/her.
- When your supervisor is ordering you to do something illegal or unethical.

Question: If you ask your supervisor for permission for something, and the answer is "no", can you go to the next person in the chain of command to get them to ok it?

Answer: No. That person was assigned to you and given the authority to say yes or no to you. Note that as always, you may want to know why or give your supervisor reasons why you think they should agree with you, but ultimately, if the answer is no, that's it. It would be unprofessional to then try to go to other people in the chain of command with the same request.

Question: Do you have any questions about the chain of command and how to use it before we move on?

TRANSITION

(Suggested: Now you know what your chain of command is and how to use it. Let's find out who is actually in your chain of command. We will look at the chain of command from the President of the United States all the way down to you as a cadet.)

B. Identify the chain of command from the President of the United States to you as a cadet.

INSTRUCTOR NOTE: Divide the class into groups; number of people per group is at your discretion. Next, pass out copies of the "Chain of Command for AFROTC Cadet" handout in this lesson plan. Appoint a leader for each group.

1. Leaders, you now have 15 minutes to lead your team to come up with the first and last names of the people that belong in these blanks. The names must be spelled correctly.
2. You may not use the chain of command posted in the detachment. You may use any book or Internet. You may leave this room. When you finish, turn in one sheet to me that has your team's answers.

3. If you finish before the 15 minutes have elapsed, you may submit your team's sheet. However, you have 15 minutes, and the team who gets the most first and last names accurate wins no matter how soon they turn the sheet in before the 15 minutes elapses. Are there any questions? Begin.

INSTRUCTOR NOTE: After 15 minutes (or when all groups have submitted their team sheet), use your answer key to see which team wins. Give one point for every accurate first name and one point for every accurate last name. If the spelling is not correct, do not count it; this will emphasize attention to detail (plus, you never want to misspell a supervisor's name anyway!). To keep it simple, don't count rank. Announce the correct answer for each blank. Direct the students to fill in their own sheets with the correct answers. Announce the winning group.

4. Leadership Feedback: After the competition, if you have time, discuss a couple of observations of the leaders. Remember, these are new cadets, so you should not expect them to have gotten all the answers correct. Keep the feedback in the sandwich form (i.e. say something positive; say something to work on; say something positive) instead of just providing a list of things they could have done better to achieve the mission.
5. A particular thing to look for is how the leader organized and directed. For example: did he/she start out by asking everyone at large if they knew any of the answers? Did he/she assign the unanswered questions to different cadets in the groups? Did he/she direct them well, telling them to go find the answers and report back in plenty enough time to put the answers on the team sheet? Did the group just talk loud and all at once, or did the leader keep them focused? Keep in mind that rather than telling the leader he/she didn't do a good job in these respects, you can say, "here's how you could have done it better or more efficiently."

C. Additional Activities

1. Jeopardy-style or flash card-type game. Quickly show a random photo of someone in the chain of command (or their position) to the cadets. The cadets should identify which one they saw.
2. Skills review Group Leadership Problem (GLP). Use the information from this lesson as knowledge questions. See lesson plan for objective 19 for details on putting together a campus-wide GLP.
3. Develop a bulletin board that will have enlarged pictures of the individuals in the chain of command. Every detachment should have a chain of command board with photos. Have the flight of cadets rearrange the photos in order from lowest to highest. You can also do this with their position titles.
4. Pass out LLAB surveys at the end of each LLAB. Ask for feedback on how to improve LLAB. As part of the survey, include a knowledge question on this lesson. The flights that get the question correct earn points towards honor flight.

5. Cadets may wish to come up with their own tailored activity. Coordinate with the COC prior to execution.

TRANSITION

(Suggested: So now that you've learned all about the chain of command, what's the point of having a chain of command? Ultimately, it is to solve problems and make decisions at the lowest level.)

CONCLUSION

SUMMARY

- A. Chain of Command Concept
- B. Chain of Command Components/Individuals
- C. Additional Activities

REMOTIVATION

(Suggested: Today you learned what the chain of command is, why it's essential, and how to use it and not break it. You found out the names of all the people who are in your chain of command from the President of the United States to me to you.)

CLOSURE

Just think, before long you won't be at the bottom of the chain of command. When you are ready and have proven you belong higher up in the chain of command, more names will be put under yours!

Chain of Command for ROTC Cadet

In the blanks, put the first names and the last names of the people who hold these positions.

1. President of the United States _____
2. Secretary of Defense _____
3. Secretary of the Air Force _____
4. Chief of Staff of the Air Force _____
5. Commander, Air Education and Training Command _____
6. Commander, Air University _____
7. Commander, Holm Center _____
8. Commander, Air Force Reserve Officer Training Corps _____
9. Region Commander _____
10. Detachment Commander (Professor of Aerospace Studies) _____
11. Commandant of Cadets _____
12. Cadet Wing Commander _____
13. Cadet Group Commander _____
14. Cadet Squadron Commander _____
15. Cadet Flight Commander _____
16. You!! _____

Objective 3

Know the AFROTC Honor Code

Required for: IMT

Overview: This lesson is designed to teach the Cadet Honor Code. It should be taught by a cadre member, or a senior POC with cadre participation. Ideally, it should be one of the first lessons presented to your new cadets. The lesson plan provided can be tailored from a 30 – 90 minute lesson, depending on how you see fit. If you use the shorter lesson, the case studies and role-playing scenarios could be used for a later LLAB session to re-emphasize the Honor Code.

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PART I

Lesson Title: Cadet Honor Code

Instructor: POC Cadet

Teaching Method: Informal Lecture/Guided Discussion

Time Required: 30 minutes (IMT/AS100)

Interrelated Information: Core Values

Visual Aids: PowerPoint Slides; Handouts

Student Preparation: Article *My Turn* (at end of lesson plan)

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know the Cadet Honor Code.

Cognitive Samples of Behavior:

1. State the AFROTC Cadet Honor Code.
2. Define each element of the Cadet Honor Code.
3. Know procedures for reporting a suspected Cadet Honor Code violation.
4. Identify misuse of the Cadet Honor Code.
5. Recognize the difference between breaking a rule and violating the Cadet Honor Code.

Affective Lesson Objective: Respond to the importance of the Cadet Honor Code.

Affective Sample of Behavior: Actively participate in a discussion of the Cadet Honor Code.

PART IB

Strategy: The purpose of this lesson is to ensure cadets know the Cadet Honor Code. This lesson should be presented to IMT(AS100) cadets as early as possible in their first term to emphasize the importance of the Honor Code and living by it at all times. Cadets need to realize the benefits of living by the Code. Recommend this lesson be taught either by cadre personnel or a well-qualified cadet with a cadre member present.

Thirty minutes is the suggested minimum time requirement that must be spent on this objective. The material in this lesson plan may take up to 1.5 hours to present. You can either pick the parts you want to do during the 30 minutes, or spend more time on it as you see fit. Since you're only required to present a 30-minute lesson, explaining the essentials of the Honor Code (points A-C) is key to the lesson objective. You may opt to do any or all of the additional materials (points D-F) or use them for rainy day sessions at other times rather than teaching this all in one LLAB session.

The lesson plan provides additional material, including [case studies](#), role-playing [scenarios](#), and an [article, "My Turn."](#) For the case studies, students review them and discuss whether or not an Honor Code or regulation violation has occurred. Each case presents a different slant on the Honor Code. The essential teaching point is that Honor Code violations are different from

regulation violations; recognizing "which-is-which" is extremely important. The role-playing scenarios are designed to help students feel comfortable when confronting Honor Code violators. Finally, discussing the article, "My Turn," ties together the Core Values and the Honor Code.

Lesson Outline

- A. The Intent and Purpose of the Honor Code
 - 1. Intent of the Code
 - 2. Purpose of the Code
- B. The four elements of the Honor Code
 - 1. Lying
 - 2. Cheating
 - 3. Stealing
 - 4. Toleration
- C. Procedures for Handling a Suspected Honor Code Violation
 - 1. Approach violator
 - 2. Alert first person available
- D. Misuse of the Honor Code
- E. Case Studies: We'll look at several cases and discuss which constitute Honor Code violations and which are regulation violations.
- F. Role Playing Scenarios: Practice approaching suspected Honor Code violators.
- G. The article, "My Turn": Identify how the Honor Code relates to our Core Values, as illustrated by the article.

PART II

INTRODUCTION

ATTENTION

(Suggested: *"We will not lie, steal or cheat, nor tolerate among us anyone who does."*)

This is the Cadet Honor Code—can you live up to it? It's a code of Honor you're expected to live up to throughout your entire career—both on and off the job.)

INSTRUCTOR NOTE: Let the cadets study a written version of the Honor Code (either from slides or in book or written on board) for a minute or two. Once cadets have had an opportunity to study the code, explain that vocalizing is thought to help internalize information and have cadets repeat the code after you.

MOTIVATION

(Suggested: Why do we need an Honor Code? Trust and integrity are essential in the military. Without trust and integrity our credibility as a peacekeeping force would erode. The Air Force Honor Code establishes a standard of moral behavior we must accept. It provides the foundation of a personal code of ethics, which will last a lifetime.)

OVERVIEW

- A. The Intent and Purpose of the Honor Code
 - 1. Intent of the Code
 - 2. Purpose of the Code
- B. The four elements of the Honor Code
 - 1. Lying
 - 2. Cheating
 - 3. Stealing
 - 4. Toleration
- C. Procedures for Handling a Suspected Honor Code Violation
 - 1. Approach violator
 - 2. Alert first person available
- D. Misuse of the code
- E. Case Studies: We'll look at several cases and discuss which constitute Honor Code violations and which are regulation violations.
- F. Role Playing Scenarios: Practice approaching suspected Honor Code violators.
- G. The article, "My Turn": Identify how the Honor Code relates to our Core Values, as illustrated by the article.

TRANSITION

(Suggested: First let's see if we can memorize the Cadet Honor Code.)

A. The intent and purpose of the Honor Code.

1. Intent: The Honor Code is intended to set a minimum standard of conduct for a cadet, enlisted member or officer.
2. Purpose: To further develop Honor Code standards into a pattern of behavior, which will guide your life as a student and as an officer.

TRANSITION

(Suggested: The Honor Code has four key elements: Lying, Stealing, Cheating, and Toleration. Let's focus on each one of these individually.

B. The four elements of the Honor Code.

1. Lying - Statement of untruth meant to deceive or mislead. There are four variations to be aware of related to lying:

- a. Quibbling - Any statement (oral or written) or action based on evasion or rationalization of the point in question. It is the intentional telling of a half-truth, which knowingly creates a false impression. Usually intent on deceiving someone into thinking a person is innocent because of trivial details.

Example: *"Did you prepare your uniform properly?"*

Response: *"Yes, Sir."*

In reality, the person has the correct rank and nametag, but knows the shirt is wrinkled and not ironed as it should be. This is quibbling since the cadet was lying to imply all actions were taken to have the uniform in proper condition.

- b. Evasive Statement - Any oral or written statement leaving out important facts to imply innocence.

Example: *"Where are your gloves?"*

Response: *"I could not find them."*

In reality, he lost them over four months ago. This is an evasive statement since he was lying to imply that he just lost them.

- c. Pop-Offs and Mistakes - A pop off is generally an incorrect "yes," "no" answer, or a statement made in haste. This is typically the result of pressure or inattention but must be corrected by the cadet as soon as he/she realizes the error. Without correcting the false statement immediately, the pop-off/mistake becomes a lie. We overlook this mistake if the one who answered incorrectly tries to rectify the error within a reasonable time.

Example: "Cadet Flowers, did you review every paragraph of the Cadet Guide to Field Training last night?"

Response: "Yes, Sir!"

If the cadet in this example realizes that in fact they only reviewed *most* of the paragraphs last night, they may correct their statement and not be guilty of violating the Honor Code.

- d. Tact - Sometimes the whole truth is embarrassing; a little social avoidance of the complete truth in order to prevent the embarrassment of others is acceptable. If telling someone the whole truth is embarrassing, you might use tact **to prevent harm**.

Examples:

"Cadet Carter, how does my hair look?" Response: "Your hair looks great." In reality you think the person's hair looks really bad.

The Detachment Commander has you and some cadets over for dinner and his wife asks you if you like the meatloaf she prepared. Response: "It tastes great!" In reality, you're choking it down.

These are acceptable responses in society; they do not count as 'lying' since what was asked was your OPINION, not an OFFICIAL STATEMENT.

2. Cheating – In essence, it is taking unfair advantage of another or gaining an UNEARNED advantage. It violates the competitive sense of "fair play."

- a. Classroom/Measurements – An individual accomplishment; attempting to improve one's work through unfair means.

Examples: cheat sheets, failure to observe exact time limits, or taking answers from another's paper. When upperclassmen pass notes or information about a measurement to the lower classmen, the upperclassmen are providing an unfair advantage to the lower classmen. This is cheating.

- b. Plagiarism – Claiming another's work as your own.

Example: taking credit for a report that someone else has done, oral or written.

3. Stealing – Depriving someone else of his/her property or use of his/her property without the person's permission. Taking someone's property with no intention of returning it. If a cadet finds property not belonging to him/her, he/she has an

obligation to return the property to the rightful owner or take it to a central collection point like the cadre or cadet lounge.

4. Toleration – Enduring without complaint. Toleration is different from the first three elements of the Honor Code--the first three are internal, toleration is external. Since toleration requires that you hold others accountable for the standards of the first three elements of the Honor Code, it is by far the most difficult part of the Honor Code to live by.

Why would you tolerate someone whose actions have violated the Honor Code? Loyalty could be a typical response. However, if the person is our friend, they would never ask us to put our honor on the line.

Honor is a value (something internalized/you live by), loyalty to a person is a virtue (something done because it is good/right). You should never compromise a value for a virtue. The only time a value should be compromised is over another value (ex. love vs. honor). When this happens (two values come in conflict), you must make the difficult, personal decision of which value takes precedence.

Though the Honor Code states, "nor tolerate among us anyone who does", it is the actions of the individual that are not tolerated. You do not condemn a person for his actions, but condemn the actions. Any punitive steps to be taken against an individual should be determined through procedures established by the unit commander. Steps could involve disenrollment or other lesser penalties. Also, penalties for the same offense may become progressively more severe.

TRANSITION

(Suggested: Now that we've discussed the four elements of the Honor Code, let's learn how to report a suspected Honor Code violation.)

C. Procedures for handling a suspected Honor Code violation.

INSTRUCTOR NOTE: If possible, have the Detachment Honor Rep (or appropriate staff member) be present during this lesson. Introduce this person at this time. If not possible, tell students who the representative is and how to reach that person.

1. Approach the Suspected Violator.

Indicate you've seen a possible breach of the Honor Code. If you don't receive a reasonable explanation, both the observer and suspect should report the incident to the designated Detachment Honor Representative. In some cases, you can consider letting the suspect know that if they don't report themselves within a certain time period, you will do so yourself.

2. Alert the First Person Available.

A cadet who believes he/she may have committed an Honor Code violation should alert the first person available that a violation might have occurred. Then, as soon as possible, notify the designated Detachment Honor Rep with the time and circumstances of the possible violation.

3. Consequences

- a. Admitting you're wrong. Have the courage to admit you're wrong and accept the consequences

IMPORTANT NOTE: If you violate the Honor Code, but *report yourself*, the consequences are potentially less severe than if someone else reports it.

- b. Honor Board. If you violate the Honor Code and *deny it* but are later found guilty, the consequences will potentially be worse than if you had admitted to it. For example, if you admit to it, you might get probation. If you don't admit to it, and an Honor Board is conducted and evidence strongly shows you committed the violation, you may be disenrolled from the ROTC program altogether instead of just being put on probation.

If you genuinely made a mistake and didn't intentionally violate the Honor Code, have faith that the Honor Board will determine this and understand. In this case, there would most likely be no consequences other than to rectify the mistake.

D. Misuse of the Honor Code

Do NOT misuse the Honor Code for any reason! Asking improper questions without probable cause to determine if someone is lying, stealing or cheating is not a correct application of the Honor Code.

1. Improper Questions: Those without any purpose or without probable cause.
 - a. Questions Without Purpose: "Are you a redneck?" This question has no purpose and does not need to be answered at all; it's inappropriate and constitutes harassment.
 - b. Questions Without Cause: "Cadet Carter, did you drink last night?" Asking this question without reason is an improper question.
2. Asking these types of questions without probable cause is using the Honor Code as a means of policing. The Honor Code is a code people internalize and live by so when called upon they will give a true and honorable response. Therefore, your trainers/educators will not and cannot use the Honor Code as a weapon against someone. If we do, we are detracting from the importance of the code and preventing people from trusting/believing the Honor Code's concept.

TRANSITION

(Suggested: Now that we understand how the Honor Code can be misused, let's ensure everyone understands the difference between breaking a rule and violating the Honor Code by studying some cases.)

E. Case Study.

1. Three cadets were smoking in the dorm on open-base weekend at Field Training although the supplement to the cadet guide forbids smoking inside the dorm. Is this a violation of the Honor Code?

No, because the Honor Code involves lying, cheating, stealing, and tolerating, not failure to follow the rules. Remember, these cadets are in a training/learning environment and rules are sometimes violated, but breaking a rule is not violating the Honor Code. However, if those three cadets were asked a question, with cause, about them smoking, they must answer honorably. For example, if Captain Carter asks "Cadet Flowers, I smell smoke, were you smoking in this room?" Any answer other than "Yes" would be a violation of the code.

2. Cadet Henry picks up "his" flight cap as he leaves the cadet lounge and joins his flight. When he arrives back at his room, he puts "his" cap away. The following Thursday, service caps were designated to be worn. During the day, a flightmate notices that Cadet Henry's flight cap has someone else's name written on the inside. She notifies Cadre, the

flight commander and the Detachment Honor Rep that Cadet Henry has stolen property on display. Has an Honor Code violation occurred? If so, how?

- a. Cadet Henry is not in violation of the Honor Code. He apparently made an honest mistake. He should return the cap to the rightful owner as soon as possible.
 - b. The flightmate did not follow the procedures. She showed extremely poor judgment in slandering Cadet Henry on the limited information she possessed. No trainee is in a position to act as judge and jury in questions of Honor Code violations. Remember, the first step is to approach the suspected violator, let them know what you've seen and give them a chance to explain it.
3. Cadet Green, on the way to the bathroom, realizes he forgot his toothpaste. He stops at Cadet Black's room and borrows his toothpaste without his knowledge. When he is finished, he returns the toothpaste. Has an Honor Code violation occurred? If so, how?

Yes. Because Cadet Green did not have Cadet Black's permission to use his toothpaste, even though the value of the item may be small, Cadet Green is in violation of the Honor Code by stealing.

4. Lt Coale is applying for Undergraduate Pilot Training (UPT). His application forms request information about any previous flying experience, either civilian or military. Lt Coale lacks several hours to get his private pilot's license. He feels having his license will better his chances for selection to UPT. The deadline for the application is tomorrow. Unfortunately he is not scheduled to receive his private pilot's flight check until next weekend. On the application form, he indicates he currently has his license because he knows the form will take several weeks to process. Has Lt Coale violated the principles of the Honor Code?

Yes, Lt Coale has violated the principles of the Honor Code. Although this may seem minor, he is in essence lying about his qualifications as a pilot.

INSTRUCTOR NOTE: This may be highly debated by students as to whether this violates the Honor Code. Let the students discuss this point, then point out how serious the principles of the Honor Code can be taken. Then, tie this case into the importance of internalizing the Air Force Core Value of Integrity. The Air Force cannot and will not tolerate officers who falsify documents...Period!

Lt Coale should have indicated on the form the number of flying hours he currently has and when he approximately expects to receive his license. Then any UPT board can make a decision based on the correct information given.

The above scenario, with Lt Coale, is based on a true situation. The Lieutenant was denied selection to UPT, given an Article 15, and fined one thousand dollars. If Lt Coale had checked all the information on applying for UPT, he would have known there is an

additional deadline (after the mail-in deadline but before the selection board meets) for updating flying hours and the pilot's license block on the form.

TRANSITION

(Suggested: We've made distinctions between an Honor Code and regulation violation. We've also discussed the procedures for handling an Honor Code violation. Now that we *know* how, let's practice actually approaching suspected Honor Code violators.)

F. Role Playing Scenarios.

Confronting is necessary. In fact, it can save you a lot of trouble down the road. Instead of accusing someone of violating the Honor Code and reporting them and then spreading the word that the person has no honor, confronting allows you to question the person and get to the bottom of it. You might even find out they weren't violating the Honor Code after all.

So we got you to memorize the Honor Code. Then we explained what each element means. Then we told you to not tolerate lying, stealing or cheating because then you'd be just as guilty. But that doesn't really help you get prepared for what you have to do to confront someone when you see or suspect a violation is occurring. Today we'll do that by having some of you play the roles of a suspect and a witness. We'll see how the witnesses handle the confrontation and give them tips on how to do it better. By the end of this lesson, you'll all be more comfortable and self-assured in case you do have to confront someone.

Role Playing Scenario Outline:

- Select a suspect and witness to be role player.
- Read situation to class.
- Have suspect and witness role-play.
- Provide feedback.
- Repeat until situations are completed or LLAB session is over.

INSTRUCTOR NOTE: Solicit a couple of examples from class; comment/follow up with questions about how they felt nervous or intimidated during the confrontation. Confronting someone is hard!

OVERVIEW

First, we'll select a suspect and witness for each situation. We'll send them out of room to review their roles. They'll do this separately, not revealing the information on their card to each other. While they're reviewing their roles, I'll read the situation to the rest of you in the class without the presence of role players. Then, we'll bring the role players in and have the suspect and witness role play (up to 5 minutes). During this, all of you should observe and think about how the witness could have done better to make the confrontation go smoother or be more effective. After I call time (either at the 5 minute mark or sooner if it's clear the confrontation is over), we'll all provide feedback to the role players and class. We'll continue doing this for as many of the situations as time will allow.

INSTRUCTOR SITUATION #1 (Read to cadets)

Cadet (name of witness role player) is in the college bookstore. As he walks past a person, he realizes that person looks like he just shoved a small item into his pocket. The person did it very furtively, making Cadet (name of witness role player) suspect it was an act of shoplifting though he was unable to tell what the item was. When he glances at the person's face, he realizes it is a fellow cadet.

Have students come in and act out the situation. When the situation is finished, go over the following information.

INSTRUCTOR INFORMATION #1

In the feedback session, ask the students how they would have handled the situation differently if they were the witness. If in their answers, they fail to bring out the following information, you'll need to point it out using these questions:

Question: If you're not sure if someone is stealing or not, what should you do?

Answer: You should at least confront them meaning just ask them to explain their actions. Remember, a confrontation is NOT a hostile accusation. Confronting just means quickly, quietly, and POLITELY attempting to get answers and explanations. You have the obligation to do something. This would be the wrong mindset: "What I saw looked suspicious, but since I don't know for sure if it was stealing, I'm just going to mind my own business and not embarrass myself by accusing him of stealing if it turns out he wasn't." On the flip side, you should not immediately assume they're stealing, accuse them without asking their side of the story, and then report it and spread the word that the cadet is a thief. You must be honest about what you think you saw rather than erring on the side of becoming a super enforcer of the Honor Code. Notice how confronting helps you decide if you think an Honor Code violation has occurred or not. If you didn't confront someone, all you can do is vaguely report that you saw something happening but weren't sure what.

Question: If their answer is satisfactory, no big deal. If it's not because it doesn't sound like a reasonable explanation, what should you do next?

Answer: Report it to the appropriate person in the store and then in your cadet wing or to the staff. They'll help you determine what actions to take next.

Question: If this situation occurred off campus, off base or outside the detachment, such as the cadet was in civilian clothes in a civilian, non-school related grocery store, what would you do differently?

Answer: Nothing. You still have the obligation to confront regardless of when or where. Honor Code is a way of life, not just something you do while on duty.

SUSPECT INFORMATION #1

You may pick one of these and act accordingly.

1. You are in the college bookstore. In the aisle with some writing supplies, you furtively look around then quickly slip a small package of pens into your pocket. Just then, Cadet (name of witness role player) walks by you.
2. You are in the college bookstore. In the aisle with some writing supplies, you take out your pocket watch, wondering if you have enough time to make it to your next class. You look at it and realize you forgot to rewind it. As you place it back in your pocket, you look around desperately to see if there's a clock that can tell you how many minutes you have left. Just then, another cadet walks past you.

WITNESS INFORMATION #1

You are in the college bookstore. As you walk past a person, you realize that person looks like he just shoved a small item into his pocket. The person did it very furtively, making you suspect it was an act of shoplifting though you are unable to tell what the item is. When you glance at the person's face, you realize he is a fellow cadet.

SITUATION #2 (Read to class)

Cadet (name of suspect role player) is a student employee of the campus recreation services. He is serving as an umpire for an intramural softball game. Today, the detachment's intramural team is playing against one of the fraternity intramural teams. It's a close game. Suddenly, Cadet (name of witness role player) hits a line drive. He dashes around the bases. Just as he approaches third base, he realizes that the fielding team is throwing the ball towards the third base man. He sprints and slides into third base, but realizes he is a split second too late; he believes the third base man already caught the ball. He stands up, dusts off and starts to walk back to the dugout. Therefore he is surprised when he hears Cadet (name of suspect role player) call "Safe". When he turns to look at Cadet (name of suspect role player), Cadet (name of suspect role player) winks.

INSTRUCTOR INFORMATION #2

In the feedback session, ask the students how they would have handled the situation differently if they were the witness. If in their answers, they fail to bring out the following information, you'll need to point it out using these questions:

Question: Instead of confronting the umpire on the field, would you recommend waiting until after the game to do the confrontation out of the public eye?

Answer: No. He/she should quietly resolve the issue right then and there since the outcome of the game determines who goes to finals. This way, only that one score will be taken back instead of having the game forfeited. This way, the detachment team still has a chance to make it to the finals--fair and square.

Question: The umpire was trying to be loyal to his fellow cadets. He was trying to be a good team player. He was motivated for what appears to be good reasons. When should you compromise the Honor Code?

Answer: The values of not lying, cheating, stealing or tolerating takes higher precedence over all other values and virtues. While loyalty and teamwork are normally commendable virtues, they should never replace or substitute or take precedence over the Honor Code. You cannot justify or rationalize breaking the Honor Code for any other reason. While this was "just" a game and just a sports activity, this would still apply in other, higher levels of competitions as well.

SUSPECT INFORMATION #2

You are a cadet, but you are also a student employee of the campus recreation services. Today you are an umpire for an intramural softball game. Today, the detachment's intramural team is playing against one of the fraternity intramural teams. It's a close game and will determine if the detachment's team will get to go to finals. Suddenly, Cadet (name of witness role player) hits a line drive. He dashes around the bases. Just as he approaches third base, the fielding team is throwing the ball towards the third base man. He sprints and slides into third base. You see that he is a split second too late; the third base man already caught the ball but you realize that it's so close, the spectators and no one on the field could probably tell. Cadet (name of witness role player) probably knows he's out because he stands up, dusts off and starts to walk back to the dugout. That's when you call out "Safe." When he turns to look at you, you wink to let him know you're on his side.

WITNESS INFORMATION #2

Cadet (name of suspect role player) is a student employee of the campus recreation services. He is serving as an umpire for an intramural softball game. Today, the detachment's intramural team is playing against one of the fraternity intramural teams for a last chance at making the finals. It's a close game. Suddenly, you hit a line drive. You sprint around the bases. Just as you approach third base, you realize that the fielding team is throwing the ball towards the third base man. You sprint harder and slide into third base, but realize you are a split second too late; you believe the third base man already caught the ball. You stand up, dust off and start to walk back to the dugout. Therefore you are surprised when you hear Cadet (name of suspect role player) call "Safe." When you turn to look at Cadet (name of suspect role player), Cadet (name of suspect role player) winks. You suspect he's trying to do you a favor to help the detachment team.

SITUATION #3 (read to class)

These cadets are roommates. They are both freshman and both have enrolled in the Air Force ROTC program. They end up having a lot in common including taking some of the same classes and become best friends. Near the end of the first semester, Cadet (name of suspect role player) is struggling with a Chemistry class. His roommate is really good at it and constantly tries to help. They even study together a lot, but it's clear that Cadet (name of suspect role player) doesn't really understand the material and can't answer the sample test questions correctly. The night before the test, Cadet (name of suspect role player) asks Cadet (name of witness role player) to help him during the test by sitting close to him.

INSTRUCTOR INFORMATION #3

In the feedback session, ask the students how they would have handled the situation differently if they were the witness. If in their answers, they fail to bring out the following information, you'll need to point it out using these questions:

Question: Imagine if the witness agrees to sit close. He rationalizes that all he's doing is sitting near, that the intent is not cheating and neither roommate uses the word cheating or mentions that he's sitting close so the other roommate can see the answers on his paper. Is this an Honor Code violation?

Answer: Sitting close would not necessarily be an Honor Code violation. But since it could be perceived as helping the roommate cheat, the perceptions are what should be avoided.

Question: Suppose the witness says no, he will not sit close because he feels that he's being asked to help his roommate cheat. Is the issue resolved, or does he still have the obligation to report to the detachment that this cadet attempted to cheat?

Answer: If the request was, "Will you sit beside me", all the roommate has to do is respond, "Perception is everything; I don't feel I should sit beside you even though it would just be for moral support, but it could be perceived as trying to help you cheat, so I think it's best for me not to sit next to you." No further action is needed. If the request was, "Will you sit beside me so I can see the answers on your paper", the intent is clearly to cheat. If you feel that after the confrontation, the roommate truly sees that he shouldn't have asked that, you might opt to not report it to the detachment. This is going to be a hard decision to make but is part of being an adult.

Question: What if a POC cadet pulls you aside and tells you that you need to sit close to your roommate during the test. What should you do and how would you handle it?

Answer: The Honor Code applies to everyone. You do not have to follow the orders of a higher ranking cadet or officer if they force you to violate the Honor Code.

Question: What if you are in combat and the enemy asks you a question--are you then justified in lying?

Answer: When you go on active duty, you will receive Law of Armed Conflict training. This will tell you what you can/can't do in combat situations. The general guidance is adhere to the Honor Code in any normal interactions, be it fellow soldiers of NATO nations, in sports competitions (even though the opposing team is "the enemy", this does not qualify as "combat" unless the ROEs tell you to treat it as a true enemy), in the collegiate environment outside the detachment, with subordinates and with superiors...

SUSPECT INFORMATION #3

You and Cadet (name of witness role player) are roommates. You are both freshman and both have enrolled in the Air Force ROTC program. You end up having a lot in common including taking some of the same classes and become best friends. Near the end of the first semester, you are struggling with a Chemistry class. You've attended every class, every study session, but you're just not getting it. Your roommate is really good at it and constantly tries to help. You even study together a lot, but it's clear you won't do well on the test because you've been unable to answer the sample test questions correctly. In this scene, it is the night before the test, and you ask Cadet (name of witness role player) to help you during the test. All you ask him to do is sit close to you.

During this scenario, if the witness says, "No, I won't sit close to you or help you cheat", follow up by saying something like, "Please don't tell anyone in the detachment that I asked you to do this".

WITNESS INFORMATION #3

You and Cadet (name of suspect role player) are roommates. You are both freshman and both have enrolled in the Air Force ROTC program. You end up having a lot in common including taking some of the same classes and become best friends. Near the end of the first semester, your roommate is struggling with a Chemistry class. He has attended every class, every study session, but he's just not getting it though he's put a lot more time and effort into it than you have. You are really good in the Chemistry class, without even really having to try as hard, and you constantly try to help your roommate. You even study together a lot, but it's clear he won't do well on the test because he has been unable to answer most of the sample test questions correctly. In this scene, it is the night before the test, and your roommate asks you to sit close to him during the test.

SITUATION #4

Cadet (name of witness role player) is with a group of friends at a club in the downtown area. She notices Cadet (name of suspect role player) in the corner. As she approaches him, she watches him talking to another student who has the reputation for selling the drug Ecstasy to students. Before she gets there, she sees Cadet (name of suspect role player) take money out of his pocket and exchange it for a small package. He puts the small package into his pocket just as she arrives.

INSTRUCTOR INFORMATION #4

While this is not an Honor Code violation at this point, instruct the two role players to go ahead and carry out the scene. End the scene when it's apparent the witness can't do anything more. Then ask the class how they would have handled it differently. For this one, it will be difficult to figure out what to do and it's dependent on how the role players carry out the scene. For example, if the suspect denies the transaction, that would then be lying and violate the Honor Code so the witness could consider going to the detachment. Ultimately from this scenario, point out that when you think rules are being broken, you can still approach the violator in the same fashion as an Honor Code violation. What you do after that confrontation is case-dependent and is very much up to the cadet's maturity and discretion.

SUSPECT INFORMATION #4

You are a freshman in college and are enrolled in the Air Force ROTC program. Tonight you're in a club in the downtown area. You have just finished purchasing a small amount of the drug Ecstasy. You put it in your pocket just as a fellow cadet walks up to you.

WITNESS INFORMATION #4

You are a freshman in college and are enrolled in the Air Force ROTC program. Tonight you're with a group of friends at a club in the downtown area. You notice Cadet (name of suspect role player) in the corner. As you approach him, you see him talking to another student who has the reputation for selling the drug Ecstasy to students. Before you get there, you watch Cadet (name of suspect role player) take money out of his pocket and exchange it for a small package. He puts the small package into his pocket just as you arrive.

G. “My Turn” Article

1. Have students read article

My Turn The Honor Principle

When I told a ‘white lie’ I broke the trust that is fundamental to service in the armed forces
By Andrea L. Houk

(Newsweek, January 12, 1998, Page 14)

Welcome to Rio Bravo Grill! Can I get y’all a margarita?” With those words I began my stint as a full-time waitress, apartment renter and bill payer in downtown Atlanta. It was the first time I had ever truly been on my own, with no help from my parents except for the occasional sardonic words of advice or chastisement. At that time I had no idea what I wanted to do with my life. I had recently been forced to leave the United States Air Force Academy, and I didn’t know what to do next. My life had always been planned around a career in the Air Force, and I had never pictured myself as anything else. My leaving and subsequent return to the academy, as well as my experiences during the time I was out, taught me a lot about myself, the world around me and where I want to go from here.

I have had what might be called a charmed life. I have a family who loves me and has always supported and encouraged me to do whatever I wanted. For the most part, I have accomplished what I set out to do, graduating with highest honors from an award-winning private high school, receiving an appointment to the Air Force Academy and now, I hope, becoming an air force officer. However, in May of 1996, my junior year at the academy, I made quite possibly the most egregious mistake of my life, and my charmed world began to crumble. I violated the Cadet Honor Code.

“We will not lie, steal or cheat, nor tolerate among us anyone who does. Furthermore, I resolve to do my duty and live honorably. So help me God.”

The Air Force Academy’s Honor Code is very strict. It is all-encompassing, covering not only academic integrity but also honesty in all aspects of life. While many institutions of higher learning have academic Honor Codes, none is as broad and rigorously enforced as the service academies; it is something cadets and graduates take great pride in. I violated the Honor Code with what might be called a “little white lie.” I said that I’d made a doctor’s appointment when I had not. When I lied I broke the trust that binds everyone at the academy together. To me, that little white lie is the symbol of a temptation that everyone faces: to compromise his or her integrity for personal gain. One of the most important lessons I learned when I was living in the civilian world was that holding oneself to such a high standard is not the norm, and temptations come strong and often. Working in a restaurant for six months, every day I saw people lying for something as simple as getting out of work or trying to avoid punishment. Once, \$2,000 was stolen from the restaurant safe. It wasn’t easy to maintain my integrity in that environment, but by doing so I became much stronger and more independent.

My friends who are not in the military ask me why members of the armed forces see themselves as better than the rest of society. I think that is a misperception that stems from the

essential sense of integrity that servicemen and women must have in order to do their jobs and do them well.

Integrity should be the pillar on which everything else in the military rests. Why should we be held to such a high standard? Simply because if we aren't, it would be impossible to "protect and defend the Constitution" in good faith. I am hard pressed to believe that any American would want a liar, thief or cheat to defend his or her home and family and way of life from those who would try to destroy them. Integrity is fundamental. It should always come first and never under any circumstances be compromised.

That essential truth is what we are taught at the Air Force Academy from the minute we step off the bus in basic cadet training to the day we toss our hats in the air four years later. There is a healthy and active Honor Education System, as well as a system to prosecute violators of the code. Cadets, while overseen by officers, operate both systems.

In my case, I have just completed my final month of what the academy calls Honor Probation, which I have been serving since I returned in August. It is a time meant to both teach and punish Honor Code violators, with the emphasis placed on the teaching aspect. During my probation period, I gave speeches to peers, kept a journal and met with a senior officer who acted as a mentor to guide me through my time on probation. As I progressed, I began to feel that the world needed to know what honor and integrity mean to those who serve at the Air Force Academy, in the Air Force and in the armed forces, so I write this to attempt to convey those ideas. However, I especially wanted to express what those character attributes meant to a single cadet who has been through the experience of temporarily losing them.

In a time when the military is under close scrutiny and is often in the public eye for negative incidents, it is easy to forget that the vast majority of servicemen and women hold themselves to a higher standard of morals than the few who make headlines. The Air Force Academy is a place that exists, to quote the mission, to "develop and inspire" our nation's future leaders. It does. And there is no place I would rather be.

When I left the academy in the fall of my senior year, I never expected to be back, and I was devastated. This was my life, and with one mistake, I thought, I had thrown it away. Fortunately, there is an automatic appeal process that allowed me, as a senior cadet, to appeal my case to the highest level. The former Secretary of the Air Force, Sheila Widnall, overturned my dismissal. I am grateful that she saw something in me that warranted the chance to try again and I hope I can someday say that I was the type of leader, officer and person the air force believed I could be. I have been given a great gift by being allowed to return and graduate. I plan to hold on to it, cherish it and make the most of every opportunity I have. I hope I will have the chance to live up to the expectations of those I have sworn to defend, for those expectations are the most important of all.

2. Discuss the article.

TRANSITION

(Suggested: We have talked a lot about what the Honor Code is and how it can help or hurt your status as a cadet and your career as an AF officer.)

SUMMARY

- A. The Intent and Purpose of the Honor Code
 - 1. Intent of the Code
 - 2. Purpose of the Code
- B. The four elements of the Honor Code
 - 1. Lying
 - 2. Cheating
 - 3. Stealing
 - 4. Toleration
- C. Procedures for Handling a Suspected Honor Code Violation
 - 1. Approach violator
 - 2. Alert first person available
- D. Misuse of the Honor Code
- E. Case Studies: We'll look at several cases and discuss which constitute Honor Code violations and which are regulation violations.
- F. Role Playing Scenarios: Practice approaching suspected Honor Code violators.
- G. The article, "My Turn": Identify how the Honor Code relates to our Core Values, as illustrated by the article.

REMOTIVATION

Your code of ethics must be such that your behavior and motives do not create even the appearance of impropriety. Your commitment to integrity will lead the way for others to follow. As an Air Force officer, you have an important example to set, not just to your subordinates, but also to the community.

The Honor Code is not a difficult standard to live by although initially it may require some self-control and conscious effort. Maybe you've heard that it takes 30 days to make or break a habit. For example, if you have a habit of chewing your nails, if you concentrate for 30 days, you'll eventually be able to break that habit. Likewise, over time, abiding by the Honor Code will become an ingrained habit and part of your natural behavior and will greatly enhance your quality of life.

CLOSURE

AFI 36-3206, *Administrative Discharge Procedures for Commissioned Officers*, "An officer who fails to meet and maintain standards consistent with that officer's grade and experience is subject to having that service end ... the same applies to officers who do not maintain high standards of professional and personal conduct."

The fastest way to lose your job and/or the respect of your people is to disregard the Honor Code. Living by the Honor Code, day-in and day-out, will ensure you are living up to the trust and responsibility given to you upon becoming a cadet and ultimately an officer.

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Objective 4

Apply Proper Courtesies and Procedures Associated with the United States Flag

Required for: IMT

Overview: This lesson is designed to teach the courtesies and procedures followed with the United States flag. It corresponds to a lesson taught in the AS 100 academic class. This LLAB lesson is designed to be active and participatory—consider presenting as many scenarios as possible to show the proper procedures to follow.

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PART I

Lesson Title: United States Flag

Instructor: POC Cadet

Teaching Method: Informal Lecture/Class Activity

Time Required: 30 minutes (IMT/AS100)

Prerequisite Classes: N/A

Interrelated Information: AFMAN 36-2203, *Drill and Ceremonies*

Visual Aids: American Flag

Student Preparation: None

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know proper courtesies and procedures associated with the United States flag.

Cognitive Samples of Behavior:

1. Describe the history of the American flag.
2. Recall proper courtesies rendered during ceremonies conducted outdoors involving the American flag.
3. Recall proper courtesies rendered during ceremonies conducted indoors involving the American flag.
4. Describe how to properly display the flag.
5. Identify proper procedures involving disposal of the American flag.

Affective Lesson Objective: Respond to the importance of proper courtesies and procedures associated with the United States flag.

Affective Samples of Behavior: Practice proper courtesies when dealing with the United States flag.

PART IB

Strategy: If possible, arrange to have the cadet color guard post the colors and then play the National Anthem for the start of this lesson. Cadets should know the proper procedures to follow any time there is a ceremony, indoors or outdoors, involving the American flag. Ceremonies at the detachments should follow guidelines detailed in AFMAN 36-2203 and the Parade and Retreat Handbook. The Detachment Commander is the final authority for the type of ceremony planned by cadets.

The function of this lesson plan is to ensure cadets know the history, proper respect, and procedures for the American flag. Much of this information is in the AS100 Aerospace Studies Student Reader. This LLAB session should be more of an active, participative way to truly learn the material since they may have already read about it. Follow this lesson plan so that the cadets

learn the material in an interactive fashion instead of just listening to you brief them. Resources in the detachment should be sufficient to conduct this lesson, but if not, consider meeting your cadets at the library instead of at the detachment to conduct this LLAB.

Appoint a leader for each group. This will give them an early chance to be in charge and for you to observe them. It will also give them their first chance at public speaking in LLAB. At the end of the time, spend a few minutes discussing how the leader did per the guidance given in the lesson plan. Finally, the lesson plan has a verbal situation [quiz](#) for you to use at the end of the lesson to make sure the cadets comprehend the material enough to actually apply it.

*The minimum time requirement for this objective is 30 minutes. This lesson plan may take up to 1.25 hours. In addition to the lesson, you may consider doing some [additional activities](#).

Lesson Outline

- A. Lesson explanation/divide into groups
- B. Group research time
- C. Group presentation time
 1. The history of the American flag
 2. Proper courtesies rendered during ceremonies conducted outdoors involving the American flag
 3. Proper courtesies rendered during ceremonies conducted indoors involving the American flag
 4. Proper display of the American flag
 5. Proper procedures involving disposal of the American flag
- D. Feedback
- E. Quiz
- F. Additional Activities

Sample LLAB Timeline

ACTIVITY	Time (Min)
Attention Step	2
Motivation, Overview	3
Group Research/Planning	20
Group Briefings	25
Group/Leader/Briefing Feedback	10
Quiz	10
Conclusion	3

PART II

INTRODUCTION

ATTENTION

(Suggested: Have cadet color guard post the colors and play the National Anthem.)

MOTIVATION

The flag represents the heritage of the union. It has flown victoriously over some of the world's bloodiest battlegrounds. As military members, you have a special bond with the flag. You provide the strength symbolized by the flag. You make freedom possible. It is important that you know the history of our flag as well as the proper procedures to follow during ceremonies involving it. Your proper respect and adherence to custom **will be** noticed and emulated by others.

OVERVIEW

- A. Lesson explanation/divide into groups
- B. Group research time
- C. Group presentation time
 - 1. The history of the American flag
 - 2. Proper courtesies rendered during ceremonies conducted outdoors involving the American flag
 - 3. Proper courtesies rendered during ceremonies conducted indoors involving the American flag
 - 4. Proper display of the American flag
 - 5. Proper procedures involving disposal of the American flag
- D. Feedback
- E. Quiz
- F. Additional Activities

TRANSITION

(Suggested: Let's begin)

BODY

PRESENTATION

- A. Lesson explanation/Divide into groups
 - 1. To start this lesson, I'm going to let you attempt to first find this information and brief the rest of the cadets on it. After that, we will have a verbal situation quiz to make sure you're able to apply the information correctly.
 - 2. Divide them into five groups (or as you see appropriate for your class/flight size). Give each group one of the main points (1-history, 2-courtesies outside, 3-courtesies inside, 4-proper display, 5-proper disposal).

3. Appoint a leader for each group.
4. Leaders, you now have 20 minutes to lead your group in getting information for the topic you've been assigned. You must collect relevant information; you may leave this room to do so. Within this time, you must also organize your team so at the end of the 20 minutes, your team can then present the information during a 5-minute or less presentation. During the presentation, every member of your group must speak. After 5 minutes is up, your group will be cut off whether they're finished or not.

TRANSITION

(Suggested: It's time to take your groups and get to work. You have 20 minutes, starting now.)

B. Group research time

1. Now allow the teams to work.

INSTRUCTOR NOTE: If a team has the smarts and ingenuity to ask you to provide them with the information from the lesson plan, reward them with the information contained in this lesson plan! Only do this for the **first** team that asks. Remember that most of the information is in the AS100 Aerospace Studies Student Reader. Do not give them this hint; they should already know. If they don't, then it's good to see if they're resourceful enough to check there first.

INSTRUCTOR NOTE: Observe the teams in action, seeing how the team leader organizes and especially how he/she allocates time. Does the team use all their time on research and not have enough to figure out how they're going to present? Note any trends in problems with verbal communications skills you see the cadets commit.

2. When time is up, have everyone return to their seats.

TRANSITION

(Suggested: Now you've all done the research let's discuss the history and related information concerning the American flag. Group 1, you have the floor.)

C. Group presentation time

INSTRUCTOR NOTE: Allow each group to do their 5-minute presentation based on the order below. You will need to listen closely and, as they talk, compare the information they give to the information contained in this lesson plan for each main point. When the group's 5 minutes is up, allow them to be seated. Then quickly cover any information that you have in this lesson plan that they didn't cover. If their information contradicts the information in this lesson plan, point that out at this time as well.

1. History of the American flag.

a. The flag, properly called the "Stars and Stripes" or "Old Glory," was officially adopted by the Second Continental Congress in Philadelphia on 14 June 1777. Various designs of the flag were in use prior to this date. The flag was changed in 1795 to 15 stars and 15 stripes with the admission of Vermont and Kentucky into the union. In 1818, the flag was returned to its original thirteen stripes. Stars were added frequently thereafter as new states entered the union until 1960 when Hawaii was the last state to enter the union.

b. Ceremonies, events, etc.

Our flag symbolizes to the people of the United States, and to the people of the world, human dignity, liberty under law, equal opportunity for the fulfillment of the American dream, and above all, freedom. The flag and National Anthem are symbols of all the people. Flags and national anthems of friendly foreign nations are shown the same respect as our own. Flag ceremonies occur during parades, reveille, retreat, and prior to special events. These special events or ceremonies include:

- (1) *Decoration ceremonies* – Provides the opportunity to recognize a fellow service member formally for meritorious service, outstanding achievement or heroism. Usually, a medal is presented.
- (2) *Award ceremonies* - Affords the opportunity to recognize member's accomplishments.
- (3) *Promotion ceremonies* - Recognizes members who are promoted to the next grade--a true example of a military custom.
- (4) *Re-enlistment ceremonies* - An individual who chooses to continue in honorable and faithful service to his or her country has certainly made an admirable decision. The ceremony provides the opportunity to convey appropriate appreciation and trust to the re-enlisting airman.
- (5) *Retirement ceremonies* - Recognition of members who are retiring from long and honorable service to the country is one of the oldest traditions of military service. Many Air Force bases have retirement parades once a month during warm weather for retiring enlisted and officer personnel.
- (6) The two daily ceremonies that you will be associated with are reveille and retreat. Most ceremonies are conducted with the National Anthem. All military and civilian personnel are required to render the proper courtesies.

c. The US flag and the National Anthem.

- (1) The US flag is symbolic of the United States and the principles for which it stands. The National Anthem is a declaration of reverence and loyalty to the United States with the flag as an emblem.
- (2) On certain occasions, such as during inclement weather or when a band is not present for a retreat ceremony, To the Colors is played instead of the National Anthem. To the Colors is a bugle call sounded as a salute to the flag and it symbolizes respect to the nation and the flag the same as the National Anthem does.

TRANSITION

(Suggested: Let's focus on these different ceremonies.)

2. Proper courtesies during ceremonies conducted **outdoors** involving the American flag.
 - a. General Guidelines: The US flag is never dipped; other flags may be dipped in salute, but the US flag is always in an upright position and never allow the flag to touch ground.
 - b. During Reveille or Retreat
 - (1) In uniform and National Anthem or To the Colors is played
 - Stand at attention
 - Face the flag (or music, if flag is not visible)
 - Render military salute (begins on first note of music and held until last note)
 - (2) In uniform and no music is played
 - Stand at attention
 - Face the flag
 - Render the military salute (begins as soon as flag is lowered)
 - (3) In civilian clothes and National Anthem or To the Colors is played
 - Stand at attention
 - Face the flag (or music, if flag is not visible)
 - Place right hand over heart

 - Male - removes hat and holds in right hand places over heart
 - Female - does not need to remove hat
 - c. An escorted flag

- (1) In uniform and uncased (flying free) flag such as in parade, folded flag being carried after retreat or flag draped coffin passes by you

Stand at attention
Face front
Render appropriate salute

* Rendered six paces before flag is even with you and held until flag has passed six paces beyond you.

- (2) In civilian clothes and uncased (flying free) flag such as in parade, folded flag being carried after retreat or flag draped coffin passes by you

Same as in uniform except remove hat and/or put right hand over heart.

**Always salute each US flag carried past you—not just the first one (if multiples).

d. Flag on a stationary flagstaff

Not saluted except during reveille and retreat

e. Ruffles and Flourishes

Definition: A short musical tone played to honor individuals at parades, dining-ins/outs, other formal occasions. A Flourish is brief trumpet fanfare and the Ruffles is the roll of drums given as flourish is sounded.

- (1) In uniform

Music begins, stand at attention, face individual being honored, salute until last note of music dies out.

- (2) In civilian clothing

Music begins, stand at attention, remove hat if wearing one, face individual being honored until last note of music dies out.

f. Air Force Song.

Stand or march at attention from first to last note of music
Do not salute
Do same for sister service songs?

3. Proper courtesies during ceremonies conducted **indoors** involving the American flag.

- a. National Anthem or To the Colors played

Stand at attention

Face the flag (or music or to the front if flag not visible)

Do not salute unless under arms (or in designated cover area—e.g. LLAB indoor area)

Do not stand or salute while ceremonies are being broadcast over radio or television

- b. Ruffles and Flourish

Stand at attention (when music begins)

Face individual being honored (until last note of music dies out)

- c. Air Force Song

Stand at attention

Participate in singing if possible

TRANSITION

(Suggested: Now you know what procedures to follow when you encounter the flag. Let's look at how to display the flag.)

4. Proper display of the flag

- a. US flag always gets the highest place of honor

When flying with other flags, fly it higher than any other flag on display

Exception: Fly it even with all other national flags

- b. US flag on the left as viewer looks at it

On stage or in a classroom, flag is to viewer's left, but to the speaker's right

5. Proper disposal of the American flag (when the flag is worn out)

First cut the blue field from the flag

Then burn the two pieces (this ceremony should be performed with respect and feeling)

TRANSITION

(Suggested: There is a lot of information regarding the flag, its history and the proper customs and courtesies surrounding the flag. Make sure you take the time to know this information because it is an important part of our heritage in the military. Now, I would like to give you some feedback about how you did in your groups and how the leaders of each group did in their tasks.)

D. Feedback

1. Spend a few minutes going over quick observations you saw of how the leaders led the group.
 - a. Remember to keep this feedback positive; if you have criticism, word it as, “here’s something you could have done a little better.”
 - b. Provide this feedback to the entire group so they can all learn from it. Just be careful to not criticize to the point of discouraging any cadet leader.
2. Then give them a couple of pointers on their briefing skills. Don’t try to cover every problem with their briefing; just address the trend problems you saw.

TRANSITION

(Suggested: At this time, we’re going to have a verbal quiz to see how much each of you remembered about what we learned today.)

E. Quiz

1. Directions: This quiz is just to check to make sure you actually know how to use all the information you’ve learned today. I will read the situation out loud. If you know the answer on how to act in this situation, raise your hand. When I call on you, you may answer.
2. Give Quiz

FLAG COURTESIES AND PROCEDURES SITUATION QUIZ

1. You’re standing outdoors, in uniform not in formation, and hear the first musical notes of retreat. What two things must you do?

Answer: Face the flag and stand at parade rest during the tune “Retreat.” You don’t come to attention or salute until you hear To the Colors or the National Anthem.

2. Describe the sequence of events that should take place when you’re at a parade, in uniform, and the US flag is carried past you.

Answer: You should come to attention and present arms when the flag is six paces before you; order arms when the flag is six paces past you. Do this every time the US flag is carried past you.

3. During retreat, when not in formation, when should Order Arms be executed?

Answer: When the last note of the music has been played and the flag (if visible) has been grasped.

4. You're outdoors at a baseball game, dressed in civilian clothes, and wearing a hat. The National Anthem is played. What's the proper courtesy to be performed?

Answer: Come to attention, face the flag, remove your hat, (holding the hat in your right hand), and place your right hand over your heart until the music is done.

5. You're at an outdoor baseball game, wearing your Air Force uniform, and the National Anthem is played. What do you do?

Answer: Come to attention, face the flag, and salute.

6. You're attending an indoor sports event. You're in uniform. What do you do when the National Anthem is played?

Answer: Stand at attention and face the flag. Note: You do not place your right hand over your heart; you would do that if you were in civilian clothes.

7. You're in uniform, riding as the only passenger in an Air Force staff car. The car approaches a retreat ceremony that's about to begin. The driver stops the car. What should you do?

Answer: Sit at attention in the car.

8. You're arranging flags on a radial display. Where do you put the US flag?

Answer: In the center, at the highest point of the display.

9. You're arranging flags on a radial display. You've already determined the proper placement for the US flag. How do you arrange the remaining flags?

Answer: In order of precedence, from next highest, left to right, as viewed by the audience.

10. What is the only use of the U.S flag as a decoration?

Answer: As an interment flag. Remember, the flag's field is displayed over the heart of the deceased.

TRANSITION

(Suggested: Let's take a look at additional activities.)

F. Additional Activities (if needed or for a later time)

Retention of the material in this lesson may be accomplished through activities such as:

- a. Your detachment may consider having a flag retirement ceremony to demonstrate the proper disposal of the flag.
- b. Skills review GLP using the information from this lesson as knowledge questions. See lesson plan for Objective 20 for details on putting together a campus-wide GLP.
- c. Pass out LLAB surveys at the end of each LLAB asking for feedback on how to improve LLAB. As part of the survey, include a knowledge question on this lesson. The flights that get the question correct earn points towards Honor Flight.
- d. Cadets may wish to come up with their own tailored activity. This activity must be coordinated with the COC prior to execution.

TRANSITION

(Suggested: I encourage you to continue researching the flag. If you leave here today with questions regarding the flag there are many places you can go: the Internet, library, AS100 book, AFMAN 36-2203, *Drill and Ceremonies*, and many others.)

CONCLUSION

SUMMARY

During this last lesson, we have discussed the following:

- A. Lesson explanation/divide into groups
- B. Group research time
- C. Group presentation time
 1. The history of the American flag
 2. Proper courtesies rendered during ceremonies conducted outdoors involving the American flag
 3. Proper courtesies rendered during ceremonies conducted indoors involving the American flag
 4. Proper display of the American flag
 5. Proper procedures involving disposal of the American flag
- D. Feedback
- E. Quiz
- F. Additional Activities

REMOTIVATION

(Suggested: Cadets arrange ceremonies for recognizing the accomplishments of individuals, attend field training where they extensively participate in flag ceremonies, and participate in the civilian community. Therefore, you must stay informed on correct flag courtesies.)

CLOSURE

(Suggested: Remember, the flag and National Anthem are symbols of all the people of the United States. It represents the country we take an oath to protect and defend. You, as cadets, will have many opportunities to be a part of ceremonies requiring you to know correct flag procedures. Learn them and be proud of your national heritage.)

Objective 5

Apply Individual and Flight Drill Positions

Required for: IMT

Overview: This lesson is designed as a one-hour introduction to drill and ceremony, covering the basics of drill, including the reasons and benefits of drill and ceremony, drill cadences and terms, and four drill formations. No marching yet—the next lesson—Lesson 6—deals with flight movement.

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PART I

Lesson Title: Drill Orientation

Instructor: POC Cadet

Teaching Method: Informal Lecture/Demonstration Performance

Time Required: 1 hour (IMT/AS100)

Prerequisite Classes: None

Interrelated Information: AFMAN 36-2203, *Drill and Ceremonies*

Visual Aids: Video, "Honor & Glory" (optional); others as needed

Student Preparation: None

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know individual and flight drill positions.

Cognitive Samples of Behavior:

1. State the reason for and the benefits of drill and ceremonies in the AFROTC program.
2. Identify select drill cadences.
3. Define select drill terms and their definitions.
4. Perform the four drill formations.

Affective Lesson Objective: Each student will respond to the value of knowing individual and flight drill positions.

Affective Sample of Behavior: Actively practice and perform individual and flight drill positions.

PART IB

Strategy: This lesson is designed to be an introduction to drill and ceremonies so cadets have a good foundation to continue drill training. If you are indoors you may wish to incorporate the video "Honor & Glory" into the lesson plan (if you still have a copy). This video should be in your detachment core library. It is not required to be used with the lesson but may be helpful. Also consider using a clip from the movie "Stripes" showing Bill Murray's unit winning the drill competition. Make sure students know to come to this LLAB session with paper and pen to do part D of the lesson plan. You will need to have the visual aids provided at the end of this lesson, on hand during this session. In addition, you may opt to use the quiz in "5LLABDrillQuiz".

This lesson and the drill lessons that follow will provide a complete, easy-to-use package for the instructor to use/follow when teaching drill. If practical, a drill performance evaluation should be scheduled as part of LLAB testing and administration. It is important you convey to the cadets the importance of drill and why we spend so much time with it. It is one activity that can instill pride, teamwork and esprit de corps; and bond a flight together almost immediately. It

also requires concentration, attention to detail, and attentive listening skills to be proficient at drill and ceremonies.

Lesson Outline:

- A. Reason/Benefits of Drill and Ceremonies in the AFROTC program
- B. Drill Cadence
- C. Drill Terms and Definitions
- D. Four Drill Formations
- E. Practice Time

Suggested Lesson Times:

ACTIVITY	Time (Min)
Attention Step	5
Motivation, Overview	2
Main Point 1	5
Main Point 2	10
Main Point 3	10
Main Point 4	15
Practice/Questions	5
Conclusion	3

PART II

INTRODUCTION

ATTENTION

(Suggested: Show clip from movie, “Stripes” showing the men doing drill poorly at first, then practicing all night long, then doing so well at the parade drill that they impress the general. Another option is to have a unit of POC study the clip, practice the moves to imitate exactly that scene of them performing well at the parade drill, then having the POC perform it for the GMC. This would be an exciting way to introduce your cadets to drill and have them associate it with a motivational activity rather than perceive it as a tedious activity.)

MOTIVATION

(Suggested: Drill can give you a sense of self-confidence, pride in teamwork and give you an opportunity to see your flight improve both on and off the drill pad. It will help you develop the ability to work well with others and develop leadership skills. Last but not least, you will be learning the skills that you will need to pass your drill evaluation at field training after your AS200 year.)

OVERVIEW

- A. Reason/Benefits of Drill and Ceremonies in the AFROTC program
- B. Drill Cadence
- C. Drill Terms and Definitions
- D. Four Drill Formations
- E. Practice Time

TRANSITION

(Suggested: First let's discuss the reason for and the benefits of drill and ceremonies in the AFROTC program.)

BODY

PRESENTATION

- A. Reason/Benefits of Drill and Ceremonies in the AFROTC program.
 - 1. Reason for drill and ceremonies. Part of your Leadership Laboratory experience is the training you will receive in drill and ceremonies. Drill and ceremonies provide a means of exercising control over a group in a leader-follower situation. As a follower, you will develop your skills through practice under the guidance of your cadet leaders and drill instructors. As you advance from mastering the basic skills to assuming positions of command, you will find drill and ceremonies offer you the opportunity to develop your capability to be an effective leader. Leadership education is the focus of LLAB. Although drill is only one method of practicing leadership in LLAB, it offers some distinct advantages for GMC cadets.

2. Benefits of drill are:
 - a. Teamwork. The ability to work well with others to achieve a common goal.
 - b. Self-discipline. Training and control of one's self and one's conduct.
 - c. Leadership. Ability to lead and follow.
 - d. Military Bearing. That special something (probably nothing more than a combination of discipline and leadership) that produces an outward manifestation of professionalism, confidence, and stability.
3. Perhaps most importantly, drill is the means of progressing from the simple basic facing movements to the elaborate maneuvers of a full pass in review ceremony. The leadership problems that arise during this process increase in complexity from the relatively simple problems of the individual member, to the more difficult problems encountered by the Cadet Corps Commander. In the process, you'll learn leadership skills that will prepare you for additional cadet corps responsibilities and active duty as a lieutenant in the Air Force.

TRANSITION

(Suggested: Now that we've discussed the reason for doing drill, let's start learning how to drill. We'll start by discussing cadence.)

B. Drill Cadence

1. Cadence is the measure or beat of movement.
 - a. Commanders must match the rhythm of their commands with the cadence of their unit. The interval that produces the best effect in a movement is the one that allows one step between the preparatory command and the command of execution. In some instances, you should lengthen the interval enough to permit proper understanding of the movement to be executed and allow for supplementary commands when necessary.
 - b. At different times during drill lessons, your instructor will probably count cadence to acquaint you with cadence rhythm. If you get out of step, your instructor will either correct you by counting cadence or by halting the flight.
 - c. To count cadence, the flight commander will say, "Hut, toop, threep, fourp. Hut, toop, threep, fourp."
- (1) Notice cadence is called in pairs meaning "Hut, two, three, four" is said twice whenever it's said. You don't say it once and you don't say it non-stop—you say it twice so everyone can get in step. If the commander notices the flight getting out of step again, he/she again calls the cadence twice.

- (2) When you hear cadence, make sure your left heel lands on the ground at the same time your flight commander says “Hut” and “Threep”. Your right heel should be hitting the ground when you hear the “Toop” and “Fourp”. If not, adjust so that you are in step with the cadence.
2. The number of steps per minute for different cadences follows:
- a. Slow Time: 60 steps per minute (used in funerals)
 - b. Quick Time: 100 - 120 steps per minute
 - c. Adjutant's Time: 140 steps per minute
 - d. Double Time: 180 steps per minute

TRANSITION

(Suggested: Up to now, we have discussed the reason for and the benefits derived from drill, and cadence during drill; now, let's discuss some common drill terms.)

C. Drill terms and Definitions.

INSTRUCTOR NOTE: As you go through each definition, use the visual aids attached at the end of this lesson plan. Point out or mark in some fashion what each term means. For example, don't just say what an element is. Point it out on the visual aid. You can even form the students up and then have the people in an element raise their hand. Whatever you do, don't just lecture this part of the lesson. Memorizing these terms will not be adequate.

“Get your DCID.” (Dress, Cover, Interval, Distance)

“Get your dress and cover.”

“Who are you dressing to?”

You'll probably hear these phrases often in drill so let's familiarize you with what they stand for.

Dress. Alignment of individuals side-by-side or in line, maintaining proper interval.

Cover. Each person aligning directly behind the person to his/her immediate front while maintaining proper distance. (Alignment of individuals placed one behind the other).

Interval. Space between individuals placed side by side.

Distance. The prescribed space from front to rear between units (normally 40 inches or one arm's length).

Guide. The individual designated to regulate the direction and rate of march.

Rank. A single line of persons placed side by side.

FM	FM	FM	Rank 5
FM	FM	FM	Rank 4
FM	FM	FM	Rank 3
FM	FM	FM	Rank 2
EL	EL	EL	Rank 1
	FC		

Base File. The element on which a movement is planned, regulated or aligned.

Element. A basic formation comprised of at least 3 but usually 8 to 12 individuals.

Flank. Extreme right or left of a unit while in line or in column formation.

Flight. At least two but no more than four elements.

Formation. An arrangement of the units in any prescribed manner.

Pace. Length of full step (24 inches) in quick time.

Step. The prescribed distance measured from heel to heel between the feet of a marching person.

TRANSITION

(Suggested: Now that you have been introduced to these terms, let's take a look at the different drill formations.)

D. Four drill formations.

INSTRUCTOR NOTE: As you go through the different type of formations, give examples of when the cadets will use each of the formations, especially at field training. For example: "You'll be in line formation when you form up and prepare for inspections." You can also use the visual aids of each formation as needed provided in this lesson plan.

1. Drill Formation Pre-Quiz

Option 1: Have students take out a piece of paper (or get a student to write on a board) and draw the different formations and then follow directions for each formation.

Option 2: Give each student a handout depicting the different formations (seen below) and then have them fill in the blank as to which formation it is and then follow directions for each formation.

Tell them to draw a flight in formation using the following criteria:

The flight has 12 Flight Members, represented by 'FM'.

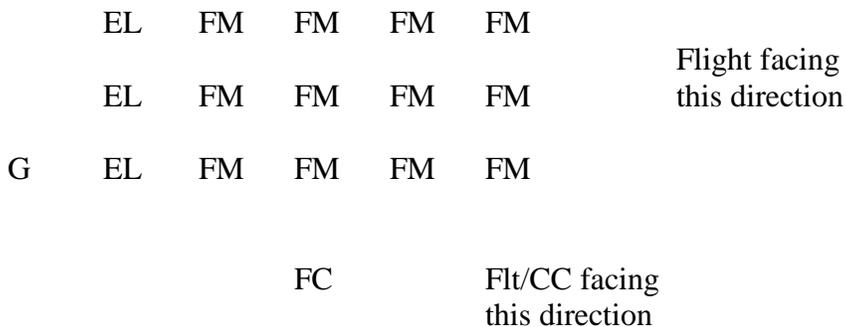
The flight has 3 Element Leaders, represented by 'EL'.

The flight's Guidon Bearer is represented by 'G'.

'FC' represents the Flight Commander and an arrow for which way Flt/CC faces

An arrow represents the direction the flight faces or marches.

a. **Line Formation.** (Ref: AFMAN 36-2203 for Squadron, Group & Wing formations)



(1) Direct them to circle members of the flight, which everyone else will dress to.

Answer (1): Dress is to the right towards the base file—element leaders

(2) Ask question, “When the command ‘cover’ is called, who takes action?”

Answer (2): It’s everyone's job to cover directly behind the person in front of them. But remember, the command of cover is more than just ‘cover,’ it is DCID

(3) Direct them to put a rectangle around part of the flight that establishes interval

Answer (3): Interval is the responsibility of the leading person in each file, which in this case would be the first element.

(4) Ask question, “Who in the flight determines the distance between individuals?”

Answer (4): Distance is the responsibility of the base file, which in this case is the element leaders.

(5) Ask question, “Where is the Flight Commander positioned?”

Answer (5): Centered on and three paces from the flight.

(6) Direct them to show the change that happens when the flight starts marching in this line formation. Check to see they change their drawing to match below.

Answer (6): Difference—flight CC repositions to left side, back 2/3 of flight

EL FM FM FM FM

EL FM FM FM FM FC Marching in this direction

G EL FM FM FM FM

b. **Column Formation.** (References: AFMAN 36-2203, for Squadron formations)

FM FM FM

FM FM FM

FM FM FM FC Marching in this direction

FM FM FM

EL EL EL

G

(1) Direct them to circle the members of the flight which everyone else will dress to

Answer (1): Dress is to the right, to the base file—3rd element in this case

(2) Ask question, “When the command ‘cover’ is called, who takes action?”

Answer (2): It’s everyone's job to cover directly behind the person in front of them. But remember, the command of cover is more than just ‘cover,’ it is DCID
Note: the Guidon Bearer does not move.

(3) Direct them to put a rectangle around part of the flight that establishes interval

Answer (3): Interval is the responsibility of the leading individual in each file, which in this case are the element leaders

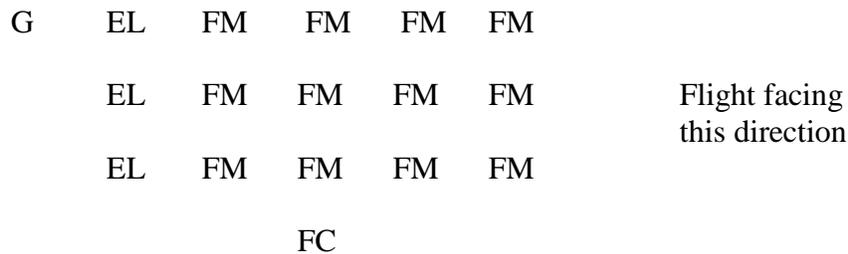
(4) Ask question, “Who in the flight determines the distance between individuals?”

Answer (4): Distance is the responsibility of the base file, which in this case is the third element.

(5) Ask question, “Where is the Flight Commander positioned?”

Answer (5): At the rear one third of the flight at normal interval

c. **Inverted Line Formation.** (Reference: AFMAN 36-2203)



(1) Direct them to circle the members of the flight, which everyone else will dress to

Answer (1): Dress is to the left, to the base file—element leaders in this case

(2) Direct them to put a rectangle around part of the flight that establishes interval

Answer (2): Interval is the responsibility of the leading individual in each file, which in this case is the 3rd element

(3) Ask question, “Who in the flight determines the distance between individuals?”

Answer (3): Distance is the responsibility of the base file, which in this case is the element leaders

(4) Ask question, “Where is the Flight Commander positioned?”

Answer (4): Rear one third of the flight, (extreme left flank), 40-inch distance from the flight

d. Inverted Column Formation. (Reference: AFMAN 36-2203)

FM FM FM
FM FM FM
FM FM FM FC Marching
FM FM FM
EL EL EL
G

(1) Direct them to circle the members of the flight, which everyone else will dress to

Answer (1): Dress is to the left, to the base file—3rd element in this case

(2) Ask question, “When the command ‘cover’ is called, who takes action?”

Answer (2): It’s everyone's job to **Cover** directly behind the person in front of them

(3) Direct them to put a rectangle around part of the flight that establishes interval

Answer (3): Interval is the responsibility of the leading individual in each file, which in this case is the individual on the opposite side of the flight as the element leaders

(4) Ask question, “Who in the flight determines the distance between individuals?”

Answer (4): Distance is the responsibility of the base file, which in this case is the third element

(5) Ask question, “Where is the Flight Commander positioned?”

Answer (5): Rear one third of the flight at normal interval

E. Practice Time.

1. Allow time so cadets can practice the procedures in their flights
2. Flight commanders should guide their flight through practice. Start by telling them to form up in a line formation. Then point out a cadet and say, “Raise your hand if you are

in the same element as this cadet.” Go through all the formations and definitions in this manner.

3. Question/Answers—time to field questions from the new cadets should also be allowed

CONCLUSION

INSTRUCTOR NOTE: With approximately 3 minutes left at the end of LLAB, start the conclusion.

SUMMARY

During this last lesson, we have discussed the following:

- A. Reason/Benefits of Drill and Ceremonies in the AFROTC program
- B. Drill Cadence
- C. Drill Terms and Definitions
- D. Four Drill Formations
- E. Practice Time

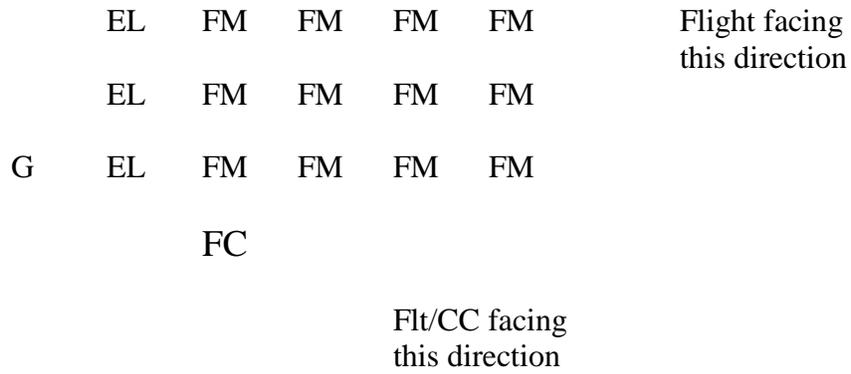
REMOTIVATION

(Suggested: The actual act of drilling is much more than learning how to do facing movements or keeping in step. It is learning to work together as a team; to build camaraderie and pride in your work; and hone your ability for attention to detail. Today you learned some basic movements. Being proficient in these basic skills is essential for success in each step of learning to drill as a flight.)

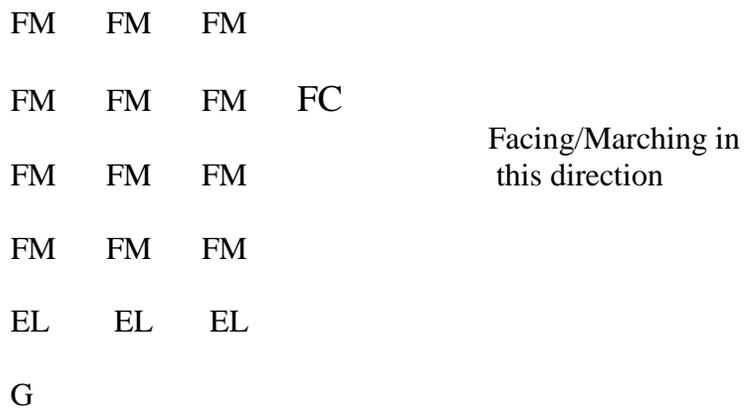
CLOSURE

(Suggested: The next lesson will get you moving as a flight, something that also requires a great deal of teamwork and motivation. It is your choice as a group if you are going to be successful in this endeavor. Drill is not an individual task or competition—you are only as strong as your weakest link.)

Line Formation



Column Formation



Inverted Line Formation

G	EL	FM	FM	FM	FM	
FC	EL	FM	FM	FM	FM	Facing/marching in this direction
	EL	FM	FM	FM	FM	

Inverted Column Formation

FM	FM	FM		
FM	FM	FM		Facing/marching in this direction
FM	FM	FM		
FM	FM	FM	FC	
EL	EL	EL		
G				

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Objective 6

Apply Basic Individual and Flight Drill Movements

Required for: IMT

Overview: This lesson is designed to build on Lesson 5 and introduce cadets to basic drill positions and movements. To meet this objective, you must teach the cadets all positions and movements listed in the lesson, and complete at least one of the activities provided. We recommend having FTP cadets actively involved as trainers and flight leaders.

The IMT cadets will demonstrate a wide range of skill at drill movements early on—depending on their background—some having marched for four years in JROTC and some having absolutely no experience. Take care to ensure all cadets learn the positions and movements listed in this lesson.

The positions and movements in this lesson include:

- Position of the Flight Commander
- Position of the Guide
- Position of Attention
- Parade Rest/Flight Attention
- At Ease/Rest
- Fall In/Fall Out
- Dress Right Dress/Cover
- Count Off
- Leaving and Returning to Ranks
- Present/Order Arms
- Right Face/Left Face
- About Face
- Open Ranks/Close Ranks
- Forward March/Flight Halt
- March to Rear
- Double Time/Quick Time
- Route Step/At Ease
- Column Left March/Forward March
- Column Right March/Forward March
- Eyes Right/Ready Front

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PART I

Lesson Title: Basic Drill Movements

Instructor: POC Cadet

Teaching Method: Informal Lecture/Demonstration Performance

Time Required: 2 hours (IMT/AS100)

Prerequisite Classes: LLAB Objective 05

Interrelated Information: AFMAN 36-2203, *Drill and Ceremonies*; Objective 5 “Drill Orientation”

Visual Aids: Guidon

Student Preparation: N/A

Certified by: Holm Center/CR (Dr Charles Nath III)

PART IA

Cognitive Lesson Objective: Comprehend basic individual and flight drill movements.

Cognitive Samples of Behavior:

1. Explain individual and flight movements
2. Demonstrate individual and flight movements

Affective Lesson Objective: Respond to the importance of basic individual and flight drill movements.

Affective Sample of Behavior: Students actively perform basic individual and flight drill movements.

PART IB

Strategy: The purpose of this lesson is to introduce IMT/AS100 cadets to basic drill positions and movements and build their understanding of drill. This lesson design can be taught in five hours. Five hours isn't enough for a cadet to become completely proficient, but keep in mind that IMT/AS100 drill lessons are intended to provide the IMT/AS100 cadet with basic drill knowledge. IMT/AS100 cadets are not expected to be experts at drill; only provide them with the amount of drill training you feel is required for them to participate in your parade, ceremonies and uniform inspections. They will get plenty of practice and experience as FTP/AS200 cadets and at field training, so they do not need much more than the recommended time requirements. Remember the basic concept behind LLAB (see the preface)—drill is not the overwhelming emphasis for IMT/AS100 cadets.

To meet this lesson objective, you must teach cadets all [positions and movements](#) listed in this lesson plan. Then, you must complete at least one of the [activities](#) listed. Materials to execute these activities are also included in this document: [Drill Down](#), [Tank](#), [Jodie Competition](#). When you teach drill, use the demonstration/performance method—meaning you show them (demonstrate)—every movement as you teach it and then allow them to practice (perform) each

movement. While they perform the movement, you evaluate them, checking to make sure they're doing it right and correcting them if they're doing it wrong.

This lesson is not in the same format of the other lessons presented in this volume. It is designed as a step-by-step outline for teaching drill positions and movements. We begin with the position of the flight commander and progress through to the more difficult flight drill movements. We recommend FTP/AS200 cadets be involved as trainers/instructors for this lesson and as flight leaders in the competitions. As usual, now that you've taught the cadets something, you'll want to conduct an activity using their new skill. After teaching the movements using the demonstration/performance method, you should then conduct an activity. Pick one of the activities listed. Notice that if you choose to conduct drill downs, tank or a Jodie competition, these are described and materials are provided in the lesson plan.

You won't complete this lesson objective during one LLAB period. It is recommended that you break the lesson plan into what you feel is manageable parts to be accomplished during each LLAB period. We also recommend not having all of the lessons back to back but spreading them out over the course of the entire year, working on the more basic commands early in the semester and progressing to the more difficult ones.

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POSITION OF THE FLIGHT COMMANDER

Teach-Demonstrate-Perform-Evaluate

Line Formation:

The flight commander's position is six paces away and centered on the flight.

Column Formation, Inverted Column Formation and Inverted Line Formation:

The flight commander's position is within the rear one-third of the flight at normal interval.

Column: A minimum of two ranks is required. May be even with or between persons in the rear one third of the flight.

Inverted Column: When determining the rear one third, the element leaders will be considered the end of the ranks. The guide will not be counted.

Inverted Line: The flight commander will be behind the flight, facing the same direction as the flight, positioned in the rear one-third as already explained and at a 40-inch distance.

When Going from Line Formation to Column Formation:

Give "Right, HACE," delay two counts, pivot 45 degrees to the right on the ball of the right foot, stepping out with the left foot and coordinated arm swing.

March to a position within the rear one-third of the flight so that your body is parallel to and at normal interval from the flight.

Execute an in-place halt. This is done by placing the lead foot (in this case the right foot), at an angle, which will position the body so that it is parallel to the flight. Stop arm swing, bring the trailing foot so that the heels are together, on line, and the feet form a 45-degree angle.

When Going from Column Formation to Line Formation:

Give the command of "Left, HACE," delay two counts, pivot 45 degrees to the left on the ball of the right foot and step off with the left foot. Maintain coordinated arm swing.

Using your peripheral vision march to a position centered on and six paces from flight.

Execute an in-place halt, centered and six paces facing away from the flight

Execute an about face

May not reposition

POSITION OF THE GUIDE

Teach-Demonstrate-Perform-Evaluate

Line Formation: The guide's position is abreast and to the right of the first element leader at normal interval.

Column Formation: The guide's position is in front of the farthest right of the formation. For example, if there are three elements, the guide is in front of the third element leader.

When Going from Line Formation to Column Formation:

On command, Right Face, guide executes a right face.

Then guide executes another right face in marching by pivoting 90 degrees to the right on the ball of the right foot, simultaneously stepping out with the left foot and with coordinated arm swing.

March to a position in front of the third element leader, halt and execute a left face.

When Going from a Column Formation to Line Formation:

Execute a left face on command.

March forward with coordinated arm swing and halt abreast of the first element leader.

INSTRUCTOR NOTE: For all of the following commands, you will teach what the command for the movement is, what the requirements are and then describe the position/movement. Then you'll demonstrate position/movement. Then you'll have the flight assume the position/movement--perform. As they perform the position/movement, you move around and make necessary corrections—evaluate.

POSITION OF ATTENTION

COMMAND: Trench Hut

REQUIREMENTS: Halted/normal or close interval/any formation.

DESCRIPTION:

Heels together, on line and feet at a 45-degree angle.

Legs straight, but not stiff--DO NOT lock knees.

Body erect, shoulders square, head and eyes straight ahead.

Arms will hang naturally, hands cupped with thumbs along the seams of the trousers or skirt.

Maintain silence and immobility.

PARADE REST/FLIGHT ATTENTION

COMMAND: Parade Hest/Flight Tench Hut

REQUIREMENTS: Halted at attention/any formation/normal or close interval.

DESCRIPTION:

On the preparatory command of "Parade," mentally prepare to do the movement.

On the command of execution, "Hest," raise the left leg from the hip just enough to clear the ground and place it 12 inches to the left of the right foot making sure heels are on line. The 12 inches are measured from the inside of the heels.

Simultaneously bring the fully extended arms to the back of the body, uncupping the hands. Extend and join fingers, turn the palms out and place the back of the right hand inside the palm of the left hand, right thumb over the left forming an "X". Be sure that the thumbs point toward the ground. Arms will hang straight but not stiff. (Turn around and show what you mean).

Flight Attention.

On the preparatory command "Flight," mentally prepare yourself to do the movement.

On the command of execution "Tench Hut," raise the left leg from the hip, just enough to clear the ground and bring it smartly into the right foot. Ensure heels are together, on line, and toes form a 45-degree angle.

Simultaneously bring arms to your side, recupping hands back to the position of attention.

Upper portion of the body at attention i.e. maintain silence and immobility.

INSTRUCTOR NOTE: From now on, any time the preparatory command of "Flight" is given, you will snap to the position of parade rest.

AT EASE/REST

COMMAND: At Ease/Rest (a combined command).

Explain that this is a combined command, meaning the preparatory and execution commands are not said separately. For example, in the command “Parade Rest”, you got prepared when you heard the word “Parade” but there was a pause and then you executed the command only when you heard the word “Rest”. So combined commands have no pause; execution happens as soon as you hear the whole command.

REQUIREMENTS: Halted at attention/any formation/normal or close interval.

DESCRIPTION:

On the command of "AT EASE," you may relax in a standing position. Your position in the flight will not change. Your right foot must remain in place. You must maintain silence.

The only difference between at ease and rest is that talking in a low conversational tone is permitted while at rest.

The only command you will receive from these positions is "Flight, Tench Hut." Be sure to snap to the position of parade rest when the preparatory command of "Flight" is given.

FALL IN/FALL OUT

COMMAND: FALL IN (a combined command).

REQUIREMENTS: Enough area to form a flight and enough personnel to form a flight.

DESCRIPTION:

Once the command of "FALL IN" has been given, there will be no running or talking. Cadets will move briskly with a sense of urgency to get into positions.

The guide takes a position to the left of the flight leader (or flight sergeant if flight sergeant falls flight in), so that the front of the formation is centered on and three paces from the flight leader.

INSTRUCTOR NOTE: Emphasize with cadets that the guide is the first to fall in and the rest of the flight will position themselves off of the guide, not the flight commander.

The center of the flight is determined from flank to flank excluding the guide. On an odd numbered front, the center is the center person. On an even numbered front, it will be the person immediately right of center. Right and left is determined from within the flight.

The guide will extend his/her left arm laterally to shoulder height with the palm down, fingers extended and joined. The guide will not move.

The first element leader will take a position to the guide's left, extend the left arm, and at the same time snap the head 45 degrees to the right. Interval and dress will be attained with short choppy steps.

The second and third element leaders will take their respective positions behind the first element leader, extend their left arm, cover, and visibly establish a 40-inch distance by taking short choppy steps.

The remainder of the flight will fall into any open position to the left of the element leaders. Each flight member will extend their left arm and snap the head and eyes 45 degrees to the right. Dress, cover, and interval will be obtained by taking short choppy steps.

EXCEPTIONS: The guide and the second and third element leaders look straight ahead, not 45 degrees to the right since no one is to their right. The flight members at the end of an element do not have to extend their left arm since no one will be to their left.

The first element will establish interval by making sure their shoulder touches the person's fingers to their right.

The second and third element will attain dress by aligning themselves on the person to their right and will attain cover by looking out of the corner of their eyes and aligning themselves on the person in front of them.

As the last person in each element falls in, it will not be necessary to raise the left arm since no one is to their left. They will, however, snap their head and eyes to the right and obtain dress and cover. The left flank of the flight must be squared. This is accomplished by extra persons filling in spaces from the third element to the first element.

Once they have obtained proper dress, cover, interval and distance, each individual will snap their head and eyes to the front. Each individual will simultaneously drop their arms to their sides without command, and remain at attention. This is done on an individual basis.

Remember, in line formation, the flight leader should be six paces away and centered on the flight. From a fall in command, after the entire flight has fallen in and members have dropped their arms to their sides, the flight is three paces away from the flight leader. Therefore, the flight leader will do an about face, take three paces, and do another about face. This repositions the flight leader to be centered and six paces away.

Center. Steps may be taken to the left or right but not both. No arm swing.

Six paces. Steps may be taken backward or forward, but not both. Any step taken will be with coordinated arm swing.

TRANSITION

(Suggested: Before we can practice "Fall In," we need to know how to break formation.)

COMMAND: FALL OUT (combined command).

REQUIREMENTS: Halted at attention/any formation close or normal interval.

DESCRIPTION:

On the command "FALL OUT," flight members break ranks and remain in the immediate area. Explain "DISMISSED" and how it is different: "Fall out" requires you to remain in the general area, while "dismissed" allows you to leave the area.

At the command of "FALL IN," individuals will resume their former places at attention, using procedures just learned.

DRESS RIGHT DRESS/COVER

PURPOSE IS TO ALIGN THE FLIGHT

COMMANDS: Dress Right (Left), DRESS; Ready, FRONT.

REQUIREMENTS: In line at a halt/normal or close interval.

DESCRIPTION:

At the preparatory command of "Dress Right (Left)," mentally prepare yourself to do the movement.

At the command of execution "DRESS", the leading element forms as prescribed for forming the flight i.e. extending left arms, snapping head 45 degrees to the right. The difference is that in the command "Fall In", members individually drop their arms and look straight ahead when they have gotten their own dress and cover. With the command "Dress Right DRESS", you don't just put your arm down and look straight ahead until you hear the command "Ready Front".

At the command "Dress Left, DRESS", the procedures are the same as dress right except the head is turned to the left. Members of the rear elements extend their arms to obtain their approximate interval but cover on the corresponding member of the preceding elements.

When the flight is at close interval, it may be aligned by the command “At Close Interval, Dress Right, DRESS”. Everything as explained earlier is the same except that close interval is used. (DEMONSTRATE Close Interval.)

TRANSITION

(Suggested: Now that I have the flight dressed properly, I have to make sure the lines are perfectly straight so let me explain what the flight commander does next.)

He/she moves by the most direct route, takes the position on the flank of the flight toward which the dress is made, one pace from and in prolongation of the front rank, and faces down the line. From this position the flight commander verifies the alignment of the front rank. If necessary, individuals are called to move forward or backward by name or number. A military bearing is maintained and instead of weaving from side to side, short side steps are taken to verify alignment. The flight commander then faces to left (right) in marching, halts on the prolongation of each succeeding rank, executes right (left) face, and aligns the rank. After verifying the alignment of the ranks, the flight commander faces to the right (left) in marching, moves three paces beyond the front rank, halts, faces to the left (right) and commands: Ready, FRONT. On the command of execution “FRONT”, the flight members drop their left arm back to their side and at the same time turn their head back to the front and assume the position of attention.

The flight commander takes the normal position by the most direct route in front of the flight, executing a minimum of movements.

When in inverted column, the command to align the flight is “COVER”. At this command, each individual stands directly behind the person in front and lines himself/herself to the right (left). Individuals in the base file assume their distance.

COUNT OFF

COMMAND: Count, OFF.

REQUIREMENTS: Halted in line or column.

DESCRIPTION:

On the preparatory command of "Count," mentally prepare yourself to act.

When in line formation, at the command of execution "OFF", everyone in the flight except the element leaders and guide turn their heads and eyes 45 degrees to the right. The element leaders call out ONE. After the element leader calls out ONE, the next person to the left of the element leader turns the head and eyes to the front and calls out TWO. The numbers are counted in the cadence of quick time succession. All movements are made in a precise manner.

In column formation, the element leaders turn their heads 45 degrees to the right in unison at the command OFF, call out number ONE sharply over their right shoulders and then turn their heads back to the front. Each succeeding cadet turns the head to the right, calling out the subsequent number. Then the head is turned smartly back to the front. Each rank sounds off with its number in unison.

For drill purposes, counting off is executed only from right to left in line and from front to rear in column or mass. Flight commanders and guides do not count off in line, column or mass.

LEAVING AND RETURNING TO RANKS

COMMANDS: Omit.

REQUIREMENTS: Line formation.

INSTRUCTOR NOTE: Set the stage, explaining that you will represent a cadet coming out of ranks, and then a cadet going back to ranks. Actually take the place of a cadet in the flight, give appropriate commands and demonstrate leaving and returning to ranks.

DESCRIPTION:

Individual to Leave Ranks.

The cadet in charge will command, "Cadet (Last Name), (pause), Front and Center." Upon hearing his/her name, the individual assumes the position of attention. At the command of "Front and Center," the individual takes one step backward with the left foot and coordinated arm swing; faces to the right or left whichever would be the shortest route.

The closest flank is determined by center. If right of center, go right and if left of center, go left. If the person is in the center then either direction is appropriate.

Thirty-inch steps are not necessary.

Once clearing the end of the flight, the cadet will flank toward the front being sure to stop arm swing during the flanking movement.

Upon clearing the front of the formation, the cadet will proceed to the cadet in charge by the most direct route. Appropriate 45-degree pivots will be used.

Execute an in-place halt one pace in front of and facing the flight commander.

Salute, and report, "Sir/Ma'am, Cadet _____ reports as ordered."

As soon as the flight leader returns the cadet's salute, the reporting cadet will drop his or her salute.

Individual to Return to Ranks.

Once the flight leader drops his/her salute, he/she will pivot 45-degrees on the ball of the foot and step out with coordinated arm swing, in the direction of the vacant spot. The shortest route must be taken.

The returning cadet will retrace the same steps in returning to ranks, making a 45-degree pivot at the front of the formation and a flanking movement behind the element which contains the vacant spot.

March to the vacant spot, halt, execute a facing movement (right or left), and take one step with coordinated arm swing into the spot.

Once in place, assume the position of the flight.

If the returning cadet misses the rank that he/she is returning to, he/she will simply march around and back to the spot by the shortest route, maintaining military bearing.

The reporting cadet becomes flight leader.

When the flight commander leaves, the reporting cadet will take one step forward with coordinated arm swing, halt, and execute an about face.

At this time the reporting cadet becomes the flight leader and will reposition to the proper position of six paces away and centered on the flight. Assume the position of the flight.

If the previous flight commander does not return to ranks, then the new flight commander simply has the rank close gap before continuing by commanding "Cover".

PRESENT/ORDER ARMS

COMMANDS: Present, HARMS/Order, HARMS.

REQUIREMENTS: Halted at attention/any formation/ normal or close interval.

DESCRIPTION:

Present Arms.

On the preparatory command of "Present," mentally prepare yourself to do the movement.

On the command of execution "HARMS," keeping the body at the position of attention, raise the right hand smartly in the most direct manner up the front of the body and close to the body without touching it. Extend and join the fingers placing the thumb along the forefinger.

Continue to raise the salute until the tip of the middle finger touches one of three contact points:

Front right corner of a brimmed hat.

Front right corner of eyeglasses when not wearing a brimmed hat.

Outer corner of right eyebrow when not wearing eyeglasses or a brimmed hat.

Upper arm will be parallel to the ground and slightly forward of the shoulder line.

The forearm will be straight from fingertip to elbow. Palm will be flat and turned in slightly.

Order Arms.

On the preparatory command of "Order," mentally prepare yourself to do the movement.

On the command of execution, "HARMS," return the right hand smartly in one motion to its normal position by the side by retracing the same movement. Make sure your fingers return to a loose fist at the seam rather than remaining flat with fingers extended.

The head and rest of the body will remain at the position of attention throughout the movement.

RIGHT FACE/LEFT FACE

COMMANDS: Right FACE or Left FACE.

REQUIREMENTS: Halted at attention/any formation/ normal or close interval.

DESCRIPTION:

On the preparatory command of "Right"/"Left," mentally prepare yourself to do movement.

On the command of execution "FACE," keeping the upper portion of the body at the position of attention and arms pinned to your sides, pivot 90 degrees to the right or left (depending on the preparatory command) on the heel of the right or left foot and the ball of the opposite foot to insure the body turns as one unit.

Bring the opposite foot straight in smartly, so the heels are together and on line, toes forming a 45 degree angle.

ABOUT FACE

COMMANDS: About HACE.

REQUIREMENTS: Halted at attention/any formation/normal or close interval.

DESCRIPTION:

This command makes the person turn around and face the opposite direction.

On the preparatory command of "About", mentally prepare yourself to do the movement.

On the command of execution "HACE," lift the right foot from the hip, slightly off the ground, and place the ball of the right foot approximately one-half shoe length behind and slightly to the left of the left foot.

While keeping the upper portion of the body at the position of attention, arms pinned to the sides, pivot 180 degrees to the right on the ball of the right foot and the heel of the left foot. Now you should be back at the position of attention, heels together and on line, toes forming a 45-degree angle.

OPEN RANKS/CLOSE RANKS

COMMANDS: Open Ranks, HARCH

REQUIREMENTS: Halted/line formation/normal interval ONLY

DESCRIPTION:

At the preparatory command of "Open Ranks," mentally prepare yourself to do the movement.

At the command of execution "HARCH", the last element stands fast and automatically executes dress right at normal interval.

Each succeeding element in front of them takes one, two, or three paces forward, halts, and automatically executes dress right. Each person covers on the person in front of him or her.

The flight commander proceeds as in aligning the flight. If the flight is to be inspected, the flight commander takes one step forward and faces to the right, in a position in front of the guide.

TO CLOSE RANKS WHEN AT OPEN RANKS.

To close ranks when at open ranks, the command is "Close Ranks, HARCH". The front element stands fast, the second element takes one pace forward and halts. Each succeeding element takes two and three paces forward respectively and halts. Each person covers on the person directly in front.

FORWARD MARCH/FLIGHT HALT

COMMANDS: Forward, HARCH/Flight, HALT.

REQUIREMENTS: Halted or marching at attention/any formation/normal or close interval.

DESCRIPTION:

Forward March:

On the preparatory command of "Forward", mentally prepare yourself to do the movement. On the command of execution "HARCH," step off with the left foot in a 24-inch step. The 24 inches is measured from heel to heel and the foot should be placed so that the heel strikes the ground first.

Arm swing will be coordinated. This means that when the left foot is out, the right arm will be out and the left arm will be back just the opposite of the right foot. Swing the arms from the shoulder straight ahead and back, keeping the arms straight but not stiff. Hands will be cupped, thumbs placed on the forefinger, palms turned in. Swing the arms six inches to the front measured from the back of the hand to the thigh and three inches to the rear, measured from the thumb to the thigh.

Shoulders will be squared, with the head and eyes straight ahead.

Cadence (100 to 120 steps per minute)

Left foot hits the ground when the flight commander says "hut" and "three"; right foot hits the ground when the flight commander says "two" and "four".

Normally given in sets of two (Demonstrate).

Flight Halt:

This command may be given on either foot as long as the preparatory and command of execution are given on the same foot. For demonstration purposes today, I will use the left foot.

As the heel of the left foot strikes the ground, you will hear the preparatory command of "Flight," continue to march.

The next time the heel of the left foot strikes the ground you will hear the command of execution, "HALT." You will take one more 24-inch step with your right foot.

As the weight of the body comes forward on the ball of the right foot, stop arm swing.

Bring the trailing foot in smartly by the most direct route, so that the heels are together, on line, and toes form a 45-degree angle.

RIGHT/LEFT STEP MARCH/FLIGHT HALT

COMMANDS: Right/Left Step, HARCH/Flight, HALT.

REQUIREMENTS: Halted at attention/normal or close interval/any formation.

DESCRIPTION:

Right/Left Step March.

On the preparatory command of "Right Step" or "Left Step," mentally prepare to do the movement.

On the command of execution, "HARCH," be sure to keep your arms pinned, and with your body at the position of attention, raise your right foot (or left foot for "Left Step") from the hip just high enough to clear the ground. Place it 12 inches to the right ("Right Step") or left ("Left Step") of the opposite foot. Then continue the motion by lifting the opposite foot from the hip and place it so the heels are together and on line. Continue taking 12-inch side steps until given the command "Flight, HALT." DCID must be maintained.

Flight Halt.

Refer to previous Flight Halt section of this lesson for explanation.

Flight Leader.

Line formation: In order to remain six paces and centered, the flight leader will need to move in the same direction as the flight. For example, if the flight leader gives the command "right step, Harch", the flight leader will need to execute left steps.

Column, inverted column or inverted line: The flight leader performs the movement with the flight and maintains relative position.

MARCH TO THE REAR

COMMAND: To the Rear, HARCH.

REQUIREMENTS: Marching at attention/close or normal interval/any formation.

DESCRIPTION:

As the heel of the right foot strikes the ground, you will receive the preparatory command of "To the Rear."

As the heel of the right foot strikes the ground again, you will hear the command of execution, "HARCH." At this time you will take a 12-inch step with the left foot, place it in front of and in line with the right foot.

As the weight of the body comes forward, stop arm swing, keep your upper body at the position of attention and pivot 180 degrees to the right on the balls of both feet.

Step out with a 12-inch step with the left foot and begin coordinated arm swing. Resume 24-inch steps with the right foot.

The flight leader will delay three to five steps, depending on the size of the flight, and pivot with the rear one-third of the flight.

DOUBLE TIME/QUICK TIME

COMMANDS: Double Time, HARCH/Quick Time, HARCH.

REQUIREMENTS: Halted or marching at quick time. Normal interval.

DESCRIPTION:

At the preparatory command of "Double Time," mentally prepare yourself to do the movement.

At the command HARCH, raise the forearm to a horizontal position along the waistline, close the fingers with knuckles out, and begin an easy run with coordinated arm swing and with the step and cadence of double-time (180 36-inch steps per minute). The entire flight stays in step; it's up to the flight commander to call cadence when he/she sees the flight getting out of step.

Talking is not permitted at double time although songs or what we call "Jodies" are often used to keep everyone in step and help pass the time on a long run.

When marching at quick time, the command of execution can come as either foot strikes the ground and you simply take one more step in quick time and then step off in double time. (DEMONSTRATE)

To resume quick time from double time, the preparatory command is “Quick Time”, with four steps between commands.

At the command of execution “HARCH”, given as either foot strikes the ground, you advance two more steps in double time, resume quick time and drop the hands by the side. To halt from double time, the command is “Flight, HALT”, with four steps between commands. Take two more double time steps and halt in two counts at quick time.

The only commands that can be given when marching at double time are “INCLINE TO THE RIGHT (LEFT)”, “Quick Time, HARCH”, and “Flight, HALT”.

ROUTE STEP/AT EASE MARCH

COMMANDS: Route Step, HARCH and At Ease, HARCH.

REQUIREMENTS: Marching at quick time/normal interval.

DESCRIPTION:

When marching over rough, uneven terrain, the flight leader might put the flight in route step or at ease. This allows flight members to watch where they put their feet while walking.

When at ease, cadence is not required but silence, prescribed interval and distance must be maintained. In Route Step, neither silence nor cadence is required, but prescribed interval and distance must be maintained.

At the preparatory command of “Route Step” or “At Ease”, mentally prepare yourself to do the movement.

At the command of execution “HARCH” of “Route Step, HARCH”, given as either foot strikes the ground, take one more step and assume route step.

At the command of execution “HARCH” of “At Ease, HARCH”, given as either foot strikes the ground, take one more step and assume at ease.

Route Step and At Ease HARCH can only be given from quick time.

The only commands that can be given when marching at other than attention is “INCLINE TO THE RIGHT (LEFT)”. Otherwise the flight must be called to attention before other commands may be given.

When called to ATTENTION at the Route Step or At Ease, you simply pick up the cadence as called by the flight commander and you're back in regular formation at the quick time.

COLUMN LEFT MARCH/FORWARD MARCH

COMMANDS: Column Left, HARCH/Forward, HARCH.

REQUIREMENTS: Marching at attention/column formation/at normal interval.

DESCRIPTION:

Column Left March.

As the heel of the left foot strikes the ground the entire flight will hear the preparatory command of "Column Left."

At this time dress will temporarily shift to the left.

Continue to march.

As the heel of the left foot strikes the ground again, you will hear the command of execution, "HARCH." At this time:

The first element leader will take one more 24-inch step with the right foot. As the weight of the body comes forward on the right foot, stop arm swing. Pivot 90 degrees to the left on the ball of the right foot, stepping out with the left foot in a full 24-inch step and coordinated arm swing. The next step will be a 12-inch step (half step) with the right foot. You will maintain the half step until you hear the command "Forward, Harch."

The remainder of the first element will march up to the pivot point and execute the movement in the same manner as the first element leader.

Pivot, step out, and begin the half step.

Establish dress and interval.

The second element leader will take 1 more 24-inch step; pivot 45 degrees to the left on the ball of the right foot, maintaining coordinated arm swing. Take two more 24-inch steps, pivot 45 degrees to the left on the ball of the right foot, and step out in a 24-inch step.

Once the second element leader comes abreast of the first element leader, he/she will go into the half step.

Establish dress and interval.

The remainder of the second element will march up to the pivot point, execute the movement in the same manner as the second element leader, pivot, take two steps, and pivot again.

They will continue to march until abreast of the person they normally march beside (in first and third elements) and then go into the half step.

Establish dress and interval.

The third element leader will take 1 more 24-inch step and pivot 45 degrees to the left on the ball of the right foot. He/she should then take four more 24-inch steps, pivot again 45 degrees to the left on the ball of the right foot, and step out with a 24-inch step.

Once the third element leader comes abreast of the second element leader, he/she will begin the half step.

Establish dress and interval.

The remainder of the third element will march up to the pivot point, execute the movement in the same manner as the third element leader, pivot, take four more steps, and pivot again.

Each individual will march until abreast of the person in the second element they normally march beside and then will begin the half step.

Establish dress and interval.

The guide will pivot at the exact same time as the third element leader and in the exact same manner. The guide will continue marching past the third element leader and pivot 45 degrees to the left on the ball of the right foot. He/she should then take enough steps (not necessarily 24 inch steps) to get in front of the third element leader, pivot 45 degrees to the right on the ball of the left foot, and begin the half step.

The flight leader will continue to march with the rear one-third of the flight, pivot 90 degrees to the left on the ball of the right foot, and step out in a 24 inch step.

Reestablish normal interval, rear one-third position, and begin the half step.

Once DCID has been reestablished, give the command, "Forward, MARCH."

Forward March.

The only command you may receive while in the half step from a column movement is forward march. Forward march is part of the movement; therefore, the movement is not complete until forward march is given.

As the heel of the left foot strikes the ground, you will hear the preparatory command of "Forward." Continue to march.

Dress immediately goes to the right at this time.

As the heel of the left foot strikes the ground again, you will hear the command of execution, "HARCH."

Take one more 12-inch step and then step out with the left foot in a full 24-inch step.

COLUMN RIGHT MARCH, FORWARD MARCH

COMMAND: Column Right, HARCH/Forward, HARCH.

DESCRIPTION:

Column Right March.

This command is a mirror of Column Left March (refer to previous section on Column Left March of this lesson).

Forward March.

Once DCID has been reestablished, "Forward, HARCH" will be given by the flight leader.

Forward march is executed the same way as in column left march.

EYES RIGHT/READY FRONT

COMMANDS: Eyes, Right/Ready, Front.

REQUIREMENTS: Marching at attention/at a halt/column formation/at normal interval.

DESCRIPTION:

The preparatory command and command of execution, "Eyes, RIGHT", are given on the right foot.

On the command of execution "RIGHT", all persons except those on the right flank turn their heads and eyes smartly 45 degrees to the right.

To return their heads and eyes to the front, the command "Ready, FRONT" is given as the left foot strikes the ground.

On the command FRONT, heads and eyes are turned smartly to the front.

TRANSITION

(Suggested: Now that you have the gist of all the basic flight movements, we're going to use them in a competition to give you more practice and see how you do under stress.)

INSTRUCTOR NOTE: Execute selected activity.

ACTIVITIES

Retention of the material in this lesson may be accomplished through activities such as:

1. Conduct drill competitions and drill downs. Winners can receive points towards Honor or Warrior Flight. Details on how to conduct a drill down competition are on page 22 of this lesson plan.
2. Allow the FTP/AS200 cadets to command IMT/AS100 flights during a game of tank. Details on how to execute this competition are on page 23 of this lesson plan.
3. Hold a Jodie competition. Details on how to execute this competition are provided on page 24 of this lesson plan.
4. Skills review GLP using the information from this lesson as demonstration tasks required which are required to pass a station. See lesson plan for objective 19 for details on putting together a campus-wide GLP.
5. Pass out LLAB surveys at the end of each LLAB asking for feedback on how to improve LLAB. As part of the survey, include a knowledge question on this lesson. The flights that get the question right get points towards Honor Flight.
6. Cadets may wish to come up with their own tailored activity. This activity must be coordinated with the COC prior to execution.

ACTIVITY: DRILL DOWN

This can be done on a wing, squadron or flight level. A POC Cadet should act as Flight Commander (Flt/CC) to ensure that when errors are committed, it's the fault of the people not marching not the flight commander. You will need to post POC 'evaluators' all around cadets participating in the drill down so they can detect errors. Flt/CC directs all GMC cadets to assemble en masse in line formation, taller taps the cadets and then begins calling all the commands listed on the drill down card. In between commands, Flt/CC should pause long enough for POC evaluators to identify anyone who commits an error. The POC evaluators will verbally indicate to that cadet that they've messed up by saying 'Cadet ___ (if known), Error' and pointing at that cadet. Cadets who have been identified in this manner must step out of the formation and no longer participate. The drill down proceeds with the next command. At the last command, whoever is still standing in formation didn't commit errors--so that person wins. If there are several members still in, you can count the number from each flight to see who has the most that lasted until the end to determine the flight winner instead of individual winner.

Drill Down Card	
1 Fall in.	17 Right Face.
2 Flight Trench Hut.	18 Forward March.
3 Dress Right Dress.	19 Column Left March.
4 Ready Front.	20 Forward March.
5 Parade Rest.	21 Eyes Right.
6 Flight Trench Hut.	22 Ready Front.
7 Present Arms.	23 Flight Halt.
8 Order Arms.	24 Cover.
9 Open Ranks March.	25 About Face.
10 Close Ranks March.	26 Forward March.
11 Right Face.	27 To the Rear March.
12 Count Off.	28 Column Left March.
13 Left Face.	29 Forward March.
14 Right Step March.	30 Flight Halt.
15 Flight Halt.	31 Cover.
16 Cover.	32 Right Face.

Activity: Tank

This competition will get IMT/AS100 cadets used to following the commands. It will simultaneously allow FTP/AS200 cadets to practice in the Flight Commander (Flight/CC) position and test their ability to think on their feet.

POC Duties:

Direct Flt/CCs to halt flights when a point is being scored to prevent collisions.

Facilitate Flt/CC swap every three minutes.

Clock the time a flight is still (can be no longer than 15 seconds); assess point if time is exceeded.

Set up cones around the drill pad to mark perimeter.

Direct two flights with equal number of flight members to form up on separate ends of the same drill pad.

Assign one FTP/AS200 cadet to be the Flt/CC in charge of each flight; designate who the succeeding Flt/CCs will be and the order they will take turns.

Explain the rules.

Tank Rules

When told to start, the Flt/CCs will begin giving their flights commands to move their flights around the drill pad. The flights may not move outside the perimeters of the drill pad. Additionally, the flights may not remain in one place (i.e. not marching longer than 15 seconds). The objective is to evade the other flight but march your own flight into theirs so that, if you kept marching, you would break into their formation. When a flight is approaching the other flight, the Flt/CC will halt its flight to avoid running into the other flight; this is a score. The flight that was going to be run into will quickly remove a member of its flight then resume marching around the drill pad; that member of the flight must go outside of the drill pad but may remain to observe. The winning Flt/CC team is the one who has the most flight members left in the flight at the end of the time allowed. If a Flt/CC allows the flight to stand still for longer than 15 seconds, that flight will be penalized a flight member. When directed by POC, Flt/CCs will immediately give the command "Flight, Halt" for safety. After every three minutes, POC supervising the competition will direct both Flt/CCs to halt their flights and then direct the next Flt/CC to take charge and resume the competition.

Activity: Jodie Competition

If possible, a POC flight should prepare a Jodie and accompanying marching/movements in advance to demonstrate for the GMC. POC will then task GMC flights to develop their own jodies and movements that will take no longer than about 4 minutes. Recommend restricting them to an area half the size of a drill pad to facilitate evaluation; this will also limit movements to more stationary movements and less double time in column formation. Give them the tasking at least two weeks before the jodie competition. They can use their own time or any spare minutes in LLAB sessions to meet and practice. The more motivated flights may spend extra time practicing on their own to perform better.

For the competition, invite Cadet Wing Staff, cadre and even the University's staff to attend and act as judges. Give them copies of the Jodie Competition Evaluation Sheet.

You can use the Jodie Competition Evaluation Sheet and Score Tally Sheet on the next pages or develop your own. Make sure you show the competing cadets the Evaluation Sheet before the competition so they'll know what they need to work on.

After the competition, gather the Evaluation Sheets from the judges, tally up the scores and announce the winner.

Jodie Competition Evaluation Sheet		Point	Judge's
Judge Name:	Flight:	Range	Score
Volume (Quiet...Adequate...Distinct & Loud)		0 - 5	
Content (Lame...Clever)		0 - 5	
Time (If over 4 minutes, 0 points; otherwise, 1 point)		0, 1	
Motivation (Lethargic...Fired up)		0 - 5	
Movements (Basic...Crisp & a Couple of Good Moves...Crisp & Complex)		0 - 5	

Total: _____

Jodie Competition Evaluation Sheet		Point	Judge's
Judge Name:	Flight:	Range	Score
Volume (Quiet...Adequate...Distinct & Loud)		0 - 5	
Content (Lame...Clever)		0 - 5	
Time (If over 4 minutes, 0 points; otherwise, 1 point)		0, 1	
Motivation (Lethargic...Fired up)		0 - 5	
Movements (Basic...Crisp & a Couple of Good Moves...Crisp & Complex)		0 - 5	

Total: _____

Jodie Competition Evaluation Sheet		Point	Judge's
Judge Name:	Flight:	Range	Score
Volume (Quiet...Adequate...Distinct & Loud)		0 - 5	
Content (Lame...Clever)		0 - 5	
Time (If over 4 minutes, 0 points; otherwise, 1 point)		0, 1	
Motivation (Lethargic...Fired up)		0 - 5	
Movements (Basic...Crisp & a Couple of Good Moves...Crisp & Complex)		0 - 5	

Total: _____

Objective 7

Apply Effective Followership and Teamwork Skills

Required for: IMT and FTP

Overview: This lesson is the cadet's introduction to the Expeditionary Leadership Problem (ELP) Process and is designed to help cadets learn effective followership and teamwork skills. You must present this lesson plan (or a similar tailored plan) before the first ELP. This includes a guided discussion on followership and teamwork that is presented to the IMT cadets. After that, cadets will participate in ELPs. The lesson provides two ELPs—feel free to design your own or pick from the T-502 lesson plan (be sure you don't duplicate ELPs used during academic courses—a list is in this lesson).

Be sure to properly utilize each category of cadet—IMT, FTP, ICL, SCL—in each ELP.

When presenting ELPs, make sure the cadets have adequate time to successfully complete the ELP, as well as a debrief, in the amount of time allocated for LLAB. This initial planning is key to the success of an ELP.

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PART I

Lesson Title: Followership and Teamwork

Instructor: POC Cadet

Teaching Method: Informal Lecture using Expeditionary Leadership Problems (ELPs)

Time Required: 1.5 hours (IMT/AS100 and FTP/AS200)

Prerequisite Classes: N/A

Interrelated Information: N/A

Visual Aids: None

Student Preparation: None

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Each student will apply effective followership and teamwork skills.

Cognitive Samples of Behavior:

1. Explain how communication is essential to an effective team.
2. Summarize the importance of working as a team.
3. Give examples of an effective team.
4. Explain the traits of an effective follower.
5. Demonstrate effective followership and teamwork skills in completing ELPs.

Affective Lesson Objective: Each student will respond to the importance of effective followership and teamwork skills.

Affective Sample of Behavior: Actively participate in ELPs during LLAB.

PART IB

Strategy: This lesson is designed to introduce cadets to the AFROTC ELP Process (plan, execute, feedback). To meet this objective, you must follow the lesson plan for the first ELP the cadets do. Two ELPs, The Low Wall and The Crossing, are included in this lesson plan, but you may opt to do other ELPs, as well. Suggestions for other ELP activities are listed in the lesson after the ELP Debrief main point. This lesson plan also includes material for ELP Debriefs.

Whatever ELP activities you use, keep in mind they should be designed to utilize the entire corps in the execution phase. Each cadet category should have a different role and responsibility during this exercise. In general, the roles are as follows:

IMT/AS100: Followers, members of the teams, participants.

FTP/AS200: Team captains, team leaders, people who are in charge of ensuring the tasks gets accomplished.

ICL/AS300: Plan the ELP activities, enforce rules, evaluate the ELP results and provide feedback to the team leaders and the team. If possible, have cadre members do some of the evaluating since they should have experience.

SCL/ECL/AS400: Supervise the entire operation, ensuring the activities meet the above objectives for each class.

Before you do the first ELP activity, you must conduct the guided discussion with the IMT/AS100 cadets, covering the materials in this lesson plan. Though this seems like basic stuff, it is not provided anywhere else in the IMT/AS100 curriculum, so this might be the first time they'll be exposed to information about teamwork and followership. Note that Lesson 12 taught in AS100 academic class is about teams but does not contain duplicate material.

Before the ELP, if the FTP/AS200 cadets haven't used the Leadership Competency Evaluation (LCE) yet, the POC in charge of the FTP/AS200 cadets needs to show the LCE to those cadets and explain the categories and how a leader is evaluated using this form. Also emphasize this is the same LCE that is used at Field Training. The LCE can be obtained from the lesson plan master CD or from a cadre member.

During the ELP, the POC in charge needs to jot down observations using the respective evaluation/feedback sheets (LCE for FTP/AS200 cadets; the debrief material located at the end of this lesson plan for IMT/AS100 cadets).

After the ELP is completed, the POC in charge of the FTP/AS200 cadets will give that cadet leader feedback using the LCE. Meanwhile, the POC in charge of the IMT/AS100 cadets will take them separately and lead them through some debrief questions included at the end of this lesson plan. Note you may not be able to cover all the issues in this debrief. Recommend you pick one or two sections such as participation and influence to focus on after observing one ELP. Then, after observing another ELP, you may choose other sections such as styles of influence and task functions to debrief the cadets on.

After this lesson cadets will be familiar with the process. You are encouraged to use additional ELPs over the course of the year to reinforce these principles. Ensure you use the LCE form (Holm Center Form 2) to provide feedback to FTP/AS200 team leaders and similarly debrief GMC team members as noted above after any ELP you do.

The two ELPs provided with this lesson plan (Low Wall; The Crossing) along with the guided discussion and debrief may only require approximately 2 hours. You may need to conduct additional ELPs to meet the recommended minimum time requirement of 3 hours for this objective.

We have included two ELPs you may use that can be accomplished outside or inside if need be. In addition, you may develop and use your own ELPs or use ELPs from the T-502. Note that if you do two ELPs during this session, you'll need to schedule time for two debrief sessions, one after each ELP. Don't do back-to-back ELPs and then only conduct one feedback session. Remember, feedback is most effective if it's immediate! Consider using separate times for variation. For example, in one two-hour LLAB session, you could spend 30 minutes doing the Honor Code lecture, 30 minutes doing motivational PT and 45 minutes doing one of these ELPs.

**Other activities such as those falling under lesson objective 19, participate in esprit de corps activities, and other activities you do in LLAB may also build effective followership and teamwork skills, but they do not meet this objective.

INSTRUCTOR NOTE: The following ELPs/Activities are **NOT** to be conducted by cadets in LLAB: OPERATION "PRAIRIE SHOWER", MISSILES, SECOND SORTIE, BOMB SHELTER, PUZZLE, NASA MOON EXERCISE, GLOBAL REACH - GLOBAL POWER or RED - WHITE EXERCISE.

Lesson Outline:

- A. Characteristics of Effective Teams
- B. Principles of Effective Teams
- C. Traits of Effective Followers
- D. ELP
- E. ELP Debrief

NOTE: After the ELP Debrief in the lesson there are optional ELP activities listed for for you to utilize.

Suggested Timeline:

ACTIVITY	Time (Min)
Attention Step	5
Motivation, Overview	3
A. Characteristics of Effective Teams	10
B. Principles of Effective Teams	
C. Traits of Effective Followers	
D. ELP*	55
E. ELP Debrief	15
Conclusion	2

PART II

INTRODUCTION

ATTENTION

(Suggested: Have students name teams they've been on including athletic, academic and job-related teams. Have them say what the most significant thing they felt their team accomplished. Then ask what they think was the source of the team's success.)

MOTIVATION

(Suggested: Think about a football team that wins the super bowl. A professional sports team needs teamwork to be successful. Members of the team know their roles and responsibilities. These members must trust in each other. Teams recognize specific talents of their members, and make use of that (but keep everyone involved) when formulating strategy. No matter what the role, every person is critical to accomplishing the goal. A sports team can be successful through planning and practice in order to achieve the objective of winning the next game. In the military, this objective can also be seen as accomplishing the mission. This lesson is designed to help you understand the importance of teamwork required in AFROTC and the Air Force. This lesson will also help you understand the importance of establishing good communication among the members of your team.)

OVERVIEW

- A. Characteristics of Effective Teams
- B. Principles of Effective Teams
- C. Traits of Effective Followers
- D. ELP
- E. ELP Debrief

(Suggested: Virtually identical teams can be dramatically different in terms of success or failure. What makes one team successful and another unsuccessful? Generally, it depends whether or not the team possesses certain characteristics.)

BODY

PRESENTATION

INSTRUCTOR NOTE: As you go through the following material, either try to come up with examples of each point from your own personal history or ask the students to give an example from teams they have been on. The idea is to discuss this material rather than just lecture them and giving them definitions.

A. Three Characteristics of Effective Teams (for IMT/AS100 cadets)

1. *A defined mission, task, objective or function.* It's essential for the team to have a purpose. The team must have a clearly defined goal or purpose for all to understand.
2. *Cooperation and communication among its members.* Can you have one without the other? No, these two must work hand-in-hand. Without cooperation, there is no communication, and without communication, there is no cooperation. Individual members must know their roles and how they contribute for the team to accomplish its mission, objective, task, or function.
3. *Interdependence among its members.* The team must be interdependent. Each member of the team is dependent on every other member to accomplish the mission, objective, task, or function. If the members are not interdependent and one person can do all the work, then there is little need for a team effort.

B. Principles of Effective Teams.

1. No team exists without problems. But some teams, particularly those that have learned to counter the negative team dynamics, seem to be especially good at preventing many typical group problems. How close a team comes to this ideal depends, to a great extent, on how well they adhere to the effective team principles.
2. Let's examine some of the principles that will make a team effective. Many of these principles also apply to effective leadership and followership.
 - a. *Trust and Confidence.* Trust is defined as total confidence in the integrity, ability, and good character of another. It is one of the most important ingredients in building strong teams. Trust is based on the mutual confidence resulting from honest efforts to learn about and understand the capabilities each member brings to the team.
 - b. *Delegation/Empowerment.* The delegation of authority, commensurate with responsibility, is a necessary part of building trust and teamwork. Over supervision disrupts teamwork. Military history demonstrates that delegation unleashes the best efforts and greatest initiative among all members of military teams.
 - c. *Cooperation.* This aspect of teamwork can be at tension with competition. Both are central human characteristics, but the nature of our profession puts a premium on cooperation with each other to compete with the enemy. Cooperation requires team players and the willingness to share credit with all team members.
 - d. *Participation.* Since every team member has a stake in the group's achievements, everyone should participate in discussions and decisions, share commitment to the project's success, and contribute their talents.

- e. *Respect for the Individual.* This happens as we recognize everyone's skills and contributions. Rank and level of responsibility should not be the measure for respect. Success comes when you understand and appreciate each person's contributions to the team.
- f. *Clearly Defined Roles.* Teams operate most efficiently if they tap everyone's talents and if all members understand their duties and know who is responsible for what issues and tasks. The team members should understand which roles belong to each person and which roles are shared amongst team members; ideally, the team should use each member's talents and involve everyone in the team activities.
- g. *Communication.* When tackling a problem, it's important to remember that team members must speak with clarity and directness, be succinct, listen actively, avoid interrupting, and share information. Ideally, the team needs to agree on its mission, see it as workable, have a clear vision and be able to progress steadily towards its goal, and be clear about the larger project goals and the purpose of individual steps, meetings, discussions, and decisions.
- h. *Dedication/Commitment.* Dedication to the mission is reflected in all we do as a team. No matter what the role, every person is critical to accomplishing the mission. Ensure your team displays dedication in all it does and create an environment that inspires trust, teamwork, and pride.
- i. *Clarity of Team Goals.* Ideally, the team needs to agree on its mission, see it as workable, have a clear vision and be able to progress steadily towards its goal. Be clear about the larger project goals and the purpose of individual steps, meetings, discussion, and decisions.
- j. *Loyalty.* A three-dimensional trait, including faithfulness to superiors, peers, and subordinates.

C. Traits of Effective Followers. No team can be successful without successful leaders and effective followers. The following are the traits of effective followers you should strive to emulate if you're not the one in charge.

1. *Make sound decisions.* After you have taken a proactive approach to your job and are confident in the responsibilities of the job, you will be looked at to make sound decisions. Remember, we're still talking about a followership role. The decisions you make will affect those around you, but they are always looking at your example. Step up and use the expertise you have, relate it to the process at hand and communicate what needs done.
2. *Own the territory.* A proactive follower critically considers policies and actively presents suggestions up the chain-of-command that will directly contribute to unit success. Making the flight better is a task that needs to be "owned" by the followers within the individual flight. You must be able to combine job knowledge and commitment into your

actions. Will this cause conflict? Yes, but with risk comes increased reward, both for your active participation and your commitment. Owning the responsibility of making the flight better is not something only one person can have. If everyone in the flight takes some ownership of problems, the typical cadet squadron will be a beehive of activity.

3. *Enthusiastic.* Enthusiasm is a contagious energy. Earlier in this lesson we discussed the point that followers have influence over the group and its leaders. Enthusiasm falls into that category. Once you're assigned a task and you accomplish that task, you will want your efforts to be accepted by the group. Your level of enthusiasm will have a direct effect on the group's, or leader's, feelings concerning the task. Display an upbeat and energetic behavior when performing and promoting tasks. Mission accomplishment will often rest with the followers' enthusiasm, as well as the leaders'.
4. *Versatile and Flexible.* Beating your head against a brick wall isn't the most efficient or effective way to get to the other side of it. Often, a better approach is to take a step back and reevaluate. A second look will usually reveal a better way around the wall (e.g., go around it, climb over it, or dig a tunnel under it). Though one way to the other side may be more practical than others, any of the three is less painful than trying to break through the wall with your head. Apply this same principle when approaching an assigned task. Take a few minutes to reevaluate a task before wasting time and energy trying to overcome seemingly insurmountable obstacles.
5. *Practice the Air Force Core Values.* The Air Force Core Values are the bedrock to a trusting environment. Lip service to them will do nothing but undermine the mission of individual units and the entire Air Force. Applying these values in your everyday life is a personal thing. You can't force them on anyone, and you'll eventually be able to spot a fraud. Having a personal mission statement that you can refer to throughout your life will help you incorporate these values into your lifestyle and increase your effectiveness as a dynamic follower.

D. Conduct the ELP.

INSTRUCTOR NOTE: You may substitute other ELPs or use the ones we have provided here. Remind the students that as they perform the ELP, they should consciously apply the items discussed.

ELP #1: The Low Wall

Purpose: Demonstrates the importance of planning, cooperation, and creative problem solving.

Preparation: Instructors should set up a rope that is stretched tight and suspended 3 – 3.5 feet off the ground. The rope should be 15 – 20 feet long. Put all the cadets (per flight) on one side of the rope, read the briefing to them, then start the clock to begin the exercise.

Briefing:

Your goal is to get everyone to the other side without anyone touching the rope. The rope represents an electrified fence.

Rule 1: You may not go under the fence.

Rule 2: You may not lower the rope.

Rule 3: You may not drape clothes on the rope in order to protect yourselves from the electric current in the fence.

Rule 4: Before anyone actually starts to cross the fence, everyone in the group must form a line and hold hands with those on either side of them. These links cannot be broken until the exercise is completed (i.e. members must hold hands until the exercise is over).

Rule 5: If a group member touches the fence and the group catches the error, then only the member who touched the fence has to start the crossing over.

INSTRUCTOR NOTES: Notice and point out this after the exercise is completed: In terms of processing, Rule 4 places a premium on planning. Cadets do not have to link up until they start to cross the fence, and they should rearrange themselves to make the crossing as easy as possible. Nonetheless, many groups erroneously elect to link up with whoever is standing next to them, which may make the crossing more difficult than it has to be.

Rule 5 demonstrates the importance of correcting one's own errors. This rule is really a metaphor for quality; it is better to detect problems before products are shipped than waiting for disgruntled customers to tell you about faulty products. It is also better for teams to communicate and talk to each other about problems before they lead to poor results.

ELP #2: The Crossing

Purpose: To demonstrate group dynamics and decision-making.

Preparation: This exercise requires a 200+ ft length rope and blindfolds for all participants. You can possibly borrow a rope from facilities management at your school or the fitness center; purchasing it should not be necessary. You can have the students bring their own materials for blindfolds rather than purchasing that as well. Knots should be tied into the rope every 20 ft or so. This exercise is best conducted outside but can be done indoors. The rope should be placed on the ground and strung around several obstacles, etc.

This exercise works best with 10-12 people. Larger groups can be split in two, with the two groups starting at opposite ends of the main rope. You may wish to use flights or divide the cadets up and have them doing something else and then rotate. Give the briefing. Then to begin the exercise, have the cadets put their blindfolds on before seeing the rope. Have the cadets form a line, so that the left hand of each participant is on the shoulder of the person in front of him or her. The person in front of the line is then handed the rope. Because the participants are all blindfolded for this exercise, instructors should ensure that the rope “course” is free of potential safety hazards such as fences, roots, low limbs of trees, ditches, etc. The course can be made more challenging if another rope is tied to the main rope, with the secondary and main ropes placed so that they form the top half of a “Y.” This often results in lively debate among team members as to which branch to take or course of action to pursue.

Briefing:

Your goal is to have the entire group successfully arrive at the end of the rope. They may not take their blindfolds off at any time, and they must rotate leaders whenever a knot in the rope is encountered. Once the group encounters a knot, the person at the front of the line hands the rope to the person behind him or her, and then moves to the rear of the line. The new leader leads the group to the next knot, where the rotation process repeats itself. This process of rotating leaders should continue until the end of the rope is reached.

E. ELP Debrief

1. ELP Debrief for IMT/AS100 cadets and team members—use attached debrief sheet

INSTRUCTOR NOTE: For each part of this feedback session, first explain the concept, and then ask the questions. Add your own observations of the group's interactions only if you are unable to elicit that information from the team members themselves by asking the pointed questions.

2. ELP Debrief for FTP/AS200 team leader—use the LCE (Holm Center Form 2)

**Other Activities

Here are some variations on this lesson plan if you want to get creative.

1. Other ELPs from T-502. Ensure feedback is given on the LCE.

2. Coordinate with local base or agency for use of ropes course or leadership reaction course. Many campus organizations such as Resident Hall staffs and Student Government Associations use leadership practicums so they may be able to give you leads on where to go for these types of resources.

Detachment contacts: Samford University (Alpine Towers Course); Wright State University (Leadership Reaction Course); Kent State University (Teamwork and Leadership Challenge course ran by student wellness center); Indiana State University (Ropes Course).

3. Cadets may wish to come up with their own ELP. This must be coordinated with the COC prior to execution. Safety must be paramount in any outdoor physical activity.

CONCLUSION

SUMMARY

During this lesson, we discussed the importance of working as a team, emphasizing:

- A. Characteristics of Effective Teams
- B. Principles of Effective Teams
- C. Traits of Effective Followers
- D. ELP
- E. ELP Debrief

INSTRUCTOR NOTE: Summarize any major lessons learned during the GLP debrief.

REMOTIVATION

(Suggested: One person cannot be successful at all things, all of the time. Without the help of others, you will not succeed as a cadet or an officer. Learning to work with others to accomplish the mission is essential for being a good leader and a good follower. Hopefully, this task showed

you the importance of working together as a group under the leadership of one individual. Through this task, you discovered the different strengths of individuals that can make your team successful.)

CLOSURE

(Suggested: By continuing to work to build these strengths, and the weaknesses, your team will develop into a well-oiled machine. You will be able to accomplish so much more than on your own...if you utilize the team.)

ELP DEBRIEF FOR IMT/AS100 CADETS

In all human interactions there are two major ingredients--**content** and **process**. The first deals with the subject matter or the task the group is working. In most interactions, the focus of attention is on the content. The second ingredient, process, is concerned with what is happening between group members while the group is working. Group process or dynamics deals with such items as influence, participation, styles of influence, leadership struggles, conflict, competition, cooperation, etc. In most interactions, little attention is paid to process, even when it's the major cause of ineffective group action. Sensitivity to group processes will better enable us to diagnose group problems early and deal with them more effectively. Awareness of this will enhance team building, which will lead to effective group interaction and accomplishing team goals.

Below are some observation guidelines to help one process and analyze group behavior with the intent of providing feedback and understanding how the group is functioning.

Participation

Concept: One indication of involvement is verbal participation. Look for differences in the amount of participation among members.

Who are the high participators? Who are the low participators?

Do you see any shift in participation, e.g., highs become quiet; lows suddenly become talkative. Do you see any possible reason for this in the group's interaction?

How are the silent people treated? How is their silence interpreted? Consent? Disagreement? Disinterest? Fear? etc.

Who talks to whom? Do you see any reason for this in the group's interactions?

Who keeps the ball rolling? Why? Do you see any reason for this in the group's interactions?

Influence

Concept: Influence and participation are not the same. Some people may speak very little, yet they capture the attention of the whole group. Others may talk a lot but are generally not listened to by other members.

Which members are high in influence? That is, when they talk others seem to listen.

Which members are low in influence? Others do not listen to or follow them. Is there any shifting in influence? Who shifts?

Do you see any rivalry in the groups? Is there a struggle for leadership? What effect does it have on other group members?

Styles of Influence

Autocratic: Does anyone attempt to impose his will or values on other group members or try to push them to support his decisions? Who evaluates or passes judgment on other group members? Do any members block action when it is not moving in the direction they desire? Who pushes to “get the group organized”?

Peacemaker: Who eagerly supports other group members’ decisions? Does anyone consistently try to avoid conflict or unpleasant feelings from being expressed by pouring oil on the troubled waters? Is any member typically deferential toward other group members--gives them power? Do any members appear to avoid giving negative feedback, i.e., who will level only when they have positive feedback to give?

Laissez Faire: Are any group members getting attention by their apparent lack of involvement in the group? Does any group member go along with group decisions without seeming to commit himself one way or the other? Who seems to be withdrawn and uninvolved? Who does not initiate activity, participates mechanically and only in response to another member’s question?

Democratic: Does anyone try to include everyone in a group decision or discussion? Who expresses his feelings and opinions openly and directly without evaluating or judging others? When feelings run high and tension mounts, which members attempt to deal with the conflict in a problem-solving way?

Decision-Making Procedures

Concept: Many kinds of decisions are made in groups without considering the effects of these decisions on other members. Some people try to impose their own decisions on the group, while others want all members to participate or share in the decisions that are made.

Does anyone make a decision and carry it out without checking with other group members (self-authorized)? For example, he decides on a way to do the task and immediately begins to do the task. What effect does this have on other group members?

Is there any evidence of a majority pushing a decision through over other member’s objections? Do they call for a vote (majority support)?

Is there any attempt to get all members participating in a decision (consensus)? What effect does this seem to have on the group?

Does anyone make any contributions that do not receive any kind of response or recognition? What effect does this have on the member?

Task Functions

Does anyone ask for or make suggestions as to the best way to proceed or to tackle a problem?

Does anyone attempt to summarize what has been covered or what has been going on in the group?

Is there any giving or asking for facts, ideas, opinions, feelings, feedback, or searching for alternatives?

Who keeps the group on target? Who prevents topic-jumping or going off on tangents?

Maintenance Functions

Concept: These functions are important to the morale of the group. They maintain good and harmonious working relationships among the members and create a group atmosphere, which enables each member to contribute maximally. They ensure smooth and effective teamwork within the group.

Who helps others get into the discussion (gate openers)?

Who cuts off others or interrupts them (gate closers)?

How well are members getting their ideas across? Are some members preoccupied and not listening? Are there any attempts by group members to help others clarify their ideas?

How are ideas rejected? How do members react when their ideas are not accepted? Do members attempt to support others when they reject their ideas?

Feelings

Concept: During any group discussion, feelings are frequently generated by the interactions between members. These feelings, however, are seldom talked about. Observers may have to make guesses based on tone of voice, facial expressions, gestures, and many other forms of nonverbal cues.

What signs of feelings do you observe in group members: anger, irritation, frustration, warmth, affection, excitement, boredom, defensiveness, competitiveness, etc.?

Do you see any attempts by group members to block the expression of feelings, particularly negative feelings? How is this done? Does anyone do this consistently?

Objective 8

Know the Environment of an Air Force Officer

Required for: IMT and FTP

Overview: This lesson is designed to provide the GMC cadets the opportunity to experience what life in the Air Force is like (the “environment”) for an Air Force officer. Some suggestions for exposing the cadets to this environment are base visits, guest speakers, joint projects, community service projects and official ceremonies. In addition, many detachment-unique events meet this objective.

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PART I

Lesson Title: Environment of an Air Force Officer
Instructor: POC Cadet
Teaching Method: Lecture
Time Required: 4 hours (IMT/AS100), 3 hours (FTP/AS200)
Prerequisite Classes: none
Interrelated Information: none
Visual Aids: none
Student Preparation: none
Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Each student should know selected elements of an Air Force officer's environment.

Cognitive Samples of Behavior:

1. Outline how an Air Force base operates.
2. Describe the environment in which the Air Force officer functions.
3. Outline the responsibilities associated with being an Air Force officer.
4. Explain how communication, confidence, planning, teamwork, and Air Force core values relate to being an effective officer.

Affective Lesson Objective: Each student should value the environment of an Air Force Officer.

Affective Sample of Behavior: Each student will voluntarily participate in activities relating to or centered around active duty.

PART IB

Strategy: The purpose of this lesson is to give GMC cadets the opportunity to learn and experience the environment of the Air Force officer, both on campus and at an Air Force base. This lesson is your opportunity to show the cadets what the Air Force looks like. This can be done through visits to Air Force installations or bringing in guest speakers. In addition, this lesson serves as a "catch-all" lesson objective you can use to do those detachment unique activities that do not fit into any of the other LLAB lesson objectives. For example, many detachments do things like POW/MIA ceremonies, Veteran's Day ceremonies, recruiting events, community service projects, etc. We have included a [list of activities](#) for you to consider doing to meet this objective. While this is a mandatory objective for GMC and FTP cadets, encourage all others to participate.

Any guest speakers you have will fall under this objective unless they are specifically talking about a topic in one of the other objectives—each guest speaker only meets one objective. Note that if cadets participate in an activity outside normally scheduled LLAB hours to meet this objective, you can allow them to not attend the normal scheduled LLAB for that week.

PART II

INTRODUCTION

At this point in their college careers, most of the cadets are gathering information with which to make career choices. You must ensure they receive every opportunity to gather this information! To satisfy this need for information, nearly any and all topics that focus on the Air Force are acceptable. Cadre, guests, or cadets in a variety of mentoring opportunities can present these. Well-planned base visits and field trips with specific objectives will allow the cadets the opportunity to observe the Air Force in operation.

BODY

PRESENTATION

ACTIVITIES

1. Base visits.
 - a. Detachment contact: Have cadets who attend the base visit take photos. They can then take the photos back to use to brief cadets who couldn't attend.
2. Invite guest speakers to LLAB.
 - a. Consider alumni, POWs, retirees, veterans, coaches, etc to address their experience or guidance on military/leadership related topics. You may want to provide them with the topic you'd like them to discuss. If you get the guest speaker to discuss a topic that falls under another objective, such as Honor Code, then that session will meet that objective, not objective 8. In that case, you will still need to make sure that material in the lesson plan for that objective is covered. For example, if they ramble over their general thoughts about the Honor Code, you will then need to go back later and cover any parts of that lesson plan that the guest speaker didn't address.
 - b. *Caution:* Remember the goals for each AS class as outlined in the preface. If cadets are constantly sitting during LLAB, listening to yet another guest speaker, they will not be getting the time to apply what they've been learning which is what LLAB is for. Use guest speakers sparingly!
 - c. A tendency is to pack the schedule with a lot of speakers because that doesn't take as much planning and preparation as other LLAB activities and fills time easily. Recommend picking no more than two powerful, motivational guest speakers for the whole year.

3. Show base videos from Family Support Center.
4. Go to an air show.
5. Shadow day at a local Air Force base.
6. Monthly brown bag lunch with detachment officers. Rotate cadets so that all cadets go to lunch with detachment officers at least once.
7. Set-up Air Force Cadet Officer Mentor Action Program (AFCOMAP) mentoring program.
8. Encourage cadets to participate in Professional Development Training (PDT) programs.
9. Participate in community service projects.

Examples include Special Olympics, food banks, blood drives. If you have a large detachment, consider doing multiple projects.

Notice that POC will do the planning to enable cadets to participate; this will count towards the lesson objective 29 for them.

Detachment contact: University of Nebraska at Lincoln (Habitat for Humanity, soup kitchens, blood drives).

10. Host officers from local Air Force base for a Career Day during LLAB.

Detachment contact: University of Central Florida

11. POW/MIA Ceremony.
12. Veteran's Day Ceremony.
13. Air Force Birthday Celebration.
14. Campus Recruiting Event. Notice that you can do one recruiting event to meet objective "participate in esprit de corps activities." If you choose to do any more, they will count here towards objective 8.

Sample Program: I went to Middle Tennessee State University (MTSU) in Murfreesboro, TN, and was a cross-town cadet to Tennessee State University in Nashville. I got MTSU to recognize MTSU cadets as an official club since the detachment wasn't located there, and then begged MTSU to give us money for recruiting (all official clubs can get money from the university; they paid for our soccer jerseys also). I used the money to get billboards all over Nashville. We also called the skyscraper downtown that did the window light advertisements and had them spell USAF ROTC and it showed up on the

news for a couple of nights. They always open and close with a shot of downtown, so that worked out well.

15. Code of Conduct Presentation. Caution: Per Air Force survival instructors, you may not conduct code of conduct training or simulate POW conditions.

Detachment contact: University of Portland. Cadets role-play various scenarios (pilots, aggressors, prisoners) as dramatic portrayal (not training or simulating!) while cadet narrator relates scenarios to respective articles of the Code of Conduct. Included ceremonial music, videos, taps, guns firing, flag waving.

16. Panel Discussion. Invite members of university faculty and other student group representatives to present points of view and answer questions on political and military topics in current events. Recommend staging in a "Crossfire" or debate type dialogue.

17. Joint Activities. If you do any of the activities listed in objective 19 with other ROTC branches, that activity would still meet objective 19. However, consider doing other types of activities with other ROTC branches to get credit towards objective 8.

Examples: Joint service flag being raised at home football games, joint commissioning ceremonies, Veteran and Memorial Day parades.

18. Activities that are traditional at the detachment that are not covered by other LLAB Objectives/Lesson Plans may count towards this lesson objective.

19. Patriotic activities. Planning and creativity at detachment's discretion.

Objective 9

Apply Correct Guidon Procedures During Cadet Drill & Ceremonies Practice and Official Functions

Required for: FTP

Overview: This lesson provides an introduction and orientation to the guidon. Allow the majority of training time for cadet practice, and try to incorporate guidon procedures in the future when doing drill. Make sure all cadets have the opportunity to serve as guidon bearer, either in this LLAB or in future drill activities.

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PART I

Lesson Title: Guidon Procedures

Instructor: POC Cadet

Teaching Method: Demonstration/Performance

Time Required: 1.5 hours (FTP/AS200)

Prerequisite Classes: none

Interrelated Information: AFMAN 36-2203, *Drill and Ceremonies* (section on the Guidon)

Visual Aids: Guidon

Student Preparation: none

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Each student should apply correct guidon procedures during cadet drill and ceremonies practice and official functions.

Cognitive Samples of Behavior:

1. Describe when the guidon is carried.
2. Describe positioning of guidon bearer.
3. Demonstrate the different commands/movements associated with the guidon.

Affective Lesson Objective: Each student should respond to the importance of the guidon during drill and ceremonies and official functions.

Affective Sample of Behavior: Actively participate in learning the guidon position.

PART IB

Strategy: This lesson is designed to be an introduction and orientation to the guidon. A knowledgeable POC cadet should present this lesson plan. This lesson will help prepare the FTP/AS200 cadets to perform the position of guidon bearer. This is a skill used at the detachment and at Field Training. You can also tie this lesson in with Core Values (excellence in all we do through practice and becoming proficient in the use of the guidon), leadership (as the guidon bearer you are in front of the flight and stand out), followership (by following the commands of the flight commander) and teamwork (through working together as a flight).

If you present this lesson during the first semester, follow it with a quick review in the second semester to reinforce their skills for Field Training. Spend the majority of the training time allowing cadets to practice with the guidon and evaluating them to make sure they're doing it correctly. Every cadet may not get a chance to become proficient in this one LLAB session. Rather than hold more sessions to focus on guidon procedures, recommend you incorporate guidon practice any time you do any drill. For example, during Individual Drill Evaluations

(IDEs), rotate the guidon bearer so that all have a chance to practice. Don't let the same person be the guidon bearer every time even if they are the best or are the only one to volunteer.

You can use the [Guidon Tracker](#) in this lesson plan to make sure flight members have had the chance to practice and you have observed them. Also, [Rules of Engagement for a Guide Competition](#), [Command Card](#), [Evaluation Sheet](#) and [Score Tally Sheet](#) are included in this lesson plan. By keeping the rules and judging for this competition simple, you can make it a fast, easy competition and even conduct it wing-wide. Since all the students have just learned the procedures and received the same amount of minimum training, they won't be perfect but should be equal in how much time they've had to practice.

Lesson Outline

- A. Guidon Procedures
 - 1. General Information
 - 2. Positioning of Guidon Bearer
- B. Commands/Movements Associated With the Guidon
- C. Practice
- D. Guidon Competition

Suggested Timeline

ACTIVITY	Time (Min)
Attention Step	2
Motivation, Overview	3
Guidon Procedures	15
Demonstration	20
Practice	30
Competition	15
Conclusion	5

PART II

INTRODUCTION

ATTENTION

(Suggested: During a pass and review ceremony (a military parade), there are many important positions, but the one that always stands out is the guidon bearer. That one individual can make the difference between an adequate ceremony and an outstanding ceremony. If you were chosen the first day of field training to be the guidon bearer for your flight, would you be confident of your abilities to perform?)

MOTIVATION

(Suggested: The guide is the visual signal for the rest of the flight. It allows those at a distance to recognize who is coming. That is why it is so important that you perform the guide movements correctly, because you will stand out from the rest of the flight.)

OVERVIEW

During this lesson, we're going to discuss the Manual of the Guidon found in AFMAN 36-2203, Drill and Ceremonies. It's not that difficult to learn because the movements are few. The real trick is to perform the positions and commands with snap and precision.

During this lesson, we will discuss:

- A. Guidon Procedures
 - 1. General Information
 - 2. Positioning of Guidon Bearer
- B. Commands/Movements Associated with the Guidon
- C. Practice
- D. Guidon Competition

Then we'll practice what we've learned for the remainder of the time.

BODY

PRESENTATION

A. Guidon Procedures

- 1. General Information

INSTRUCTOR NOTE: Hold up and show the cadets a guidon so they understand what a guidon looks like.

- a. The guidon is carried at ceremonies and at other times when prescribed by the commander. It's displayed at the flight or squadron headquarters when not carried.

The guidon bearer is a specially selected cadet designated by the flight or squadron commander to carry the guidon.

INSTRUCTOR NOTE: Point to the metal tip at the bottom of the guidon.

- b. This part of the guidon is the ferrule. The ferrule prevents the wood from splitting.
- c. Because the guidon is so visible, it becomes symbolic of the quality of the people in the unit. So before we begin, we want you to be aware of what fish poling is so you can avoid it.

INSTRUCTOR NOTE: Demonstrate fish poling while standing and while moving.

- d. Fish poling establishes an undesirable image, making the unit look less than stellar, so you'll want to represent your unit well when you are the guidon bearer, making sure you don't fish pole whether standing in place or marching around.

TRANSITION

(Suggested: Now that you know what the guidon is, when it is carried, and who's responsible for carrying it, let's discuss where the guidon bearer is positioned in the flight before we look at how the guidon is carried.)

2. Positioning of Guidon Bearer

- a. A flight forms in at least two, but not more than four, elements in line formation. The command is **FALL IN**. On this command, the guide takes a position facing the flight commander and to the flight commander's left so the first element will fall in centered on and three paces from the flight commander. Once halted at the position of attention, the guide performs an automatic dress right dress by extending the left arm to shoulder height; remember, the guide does not turn his head 45 degrees to the right since no one is to his right. When the guide feels the presence of the first element leader on his or her fingertips, the guide executes an automatic ready front by dropping the left hand to the side in the position of attention and goes to *order guide*. Once positioned, the guide does not move.
- b. The guide sets the direction and cadence of the march.
- c. When a flight in line formation is commanded to face to the right, the guide executes right face with the flight. Then in addition, the guide marches to a position in front of the right file, halts, and executes a left face. This is done because usually, when a line formation is given a "Right, FACE", they are then put in the column formation with the expectation they are going to be marching forward in the column formation. In column, the guidon bearer should be at the front right, so the guidon bearer must execute the extra steps and left face to get there.

- d. If the flight is halted in column formation, then given a face command to put them in line formation, the guide will reverse these steps to resume the front position of the line formation.
- e. When a flight marching in column is commanded to flank to the left or right or march to the rear, the guide executes the movement. The relative position of the guide does not change within the flight except when the flight is halted in line in such a manner that the guide is not abreast of the front rank. The guide then moves to a position abreast of the front rank.

B. Commands/Movements Associated with the Guidon.

INSTRUCTOR NOTE: Follow the directions in AFMAN 36-2203, covering the **Manual of the Guidon** to assist you in presenting this part of the lesson. Throughout this part of the lesson, demonstrate positions and movements using the philosophy of the **Holm Center Training Manual**.

1. **Order Guidon.** *Order guidon* is the position of attention. The guidon bearer holds the guidon in a vertical position and keeps the ferrule on the ground beside the right shoe. The guidon bearer holds the staff in the right hand in a “V” formed by the thumb and by the fingers extended and joined. The right hand and arm are kept behind the staff and the staff rests against the hollow of the shoulder.
2. **Carry Guidon.** The next position we'll discuss is *carry guidon*. In this position, the ferrule is carried approximately 6 inches from the ground.
 - a. Facings, alignments, or formal marching require *carry guidon*.
 - b. Keep the staff in a vertical position throughout the movements.
 - c. Come to *carry guidon* on the preparatory command. While at a halt, the *carry guidon* is executed at all preparatory commands that require the guidon bearer to move. For example, when the guide hears "Forward", he knows he is going to be moving. So he then lifts the guidon off the ground into the *carry guidon* position. You wouldn't wait for the executory command, "MARCH", because then you should start moving. So you'll need to lift the guidon off the ground when you hear the preparatory command.
 - d. When marching at *route step* or *at ease*, the guidon bearer may hold the guidon in either hand at the carry position.
3. **Going from Order Guidon to Carry Guidon (From on the ground to 6 inches off the ground).** Grasp the staff with the left hand while at the same time loosening the grip of the right hand on the staff. Raise the guidon vertically with the left hand letting the staff slide upward through the right hand until the ferrule is 6 inches from the ground. Then re-grasp the staff with the right hand and cut the left hand away smartly to the left side.

4. **Going from Carry Guidon to Order Guidon (From 6 inches off the ground to on the ground).** Let the staff slide through the right hand until the ferrule is on the ground, in line and touching the toe of the right shoe. Then re-grasp the staff as if at the carry position.
5. **Parade Rest.** Executed by sliding the hand up the staff and inclining the staff of the guidon forward, at arm's length, with the hand at belt level.
6. **Double Time.** Hold the guidon diagonally across the body. Grasp the staff with the right hand at the position used to carry the guidon; the right forearm should be horizontal and the elbow near the body. Grasp the staff with the left hand opposite the junction of the neck and left shoulder.
7. **Column Movements and Turns.** Execute the movement on the command of execution and then move 45 degrees to the position in front of the leading rank.

INSTRUCTOR NOTE: Movements 8 - 12 are a critical part of the guide's responsibility when the flight marches in parades and passes in review. All guides should practice the "Present Arms"/ "Order Arms" commands and "Eyes Right" / "Ready Front" commands.

8. **Present Arms.** At the preparatory command **Present**, raise the guidon vertically until the right arm is fully extended. At the same time, the left hand is brought smartly across the chest to guide the staff.

At the command of execution **ARMS**, lower the guidon straight to the front with the right arm extended and the staff resting in the pit of the arm. Then cut the left hand away smartly to the left side.

9. **Order Arms.** This 'undoes' the "Present, ARMS" command.
 - a. On the preparatory command **Order**, raise the staff to the vertical position and at the same time bring the left arm smartly across the chest to let the left hand guide the staff.
 - b. On the command of execution **ARMS**, loosen the grip of the left hand on the staff and with the right hand lower the guidon. The hand is used to steady the staff until the ferrule is either approximately 6 inches from the ground (for the carry guidon position when you know you're going to be moving with the next command) or on the ground (for the order guidon position when you aren't expecting to be moving with the next command) and then the left hand is cut away smartly.

10. **Eyes Right.** Notice, for "Eyes, RIGHT", you do the exact same motions you did for "Present, ARMS." The difference is that you are usually marching when you receive the "Eyes, RIGHT" command and that you will turn your head 45 degrees to the right upon hearing "RIGHT."

- a. At the preparatory command **Eyes**, given as the right foot hits the ground, raise the guidon vertically until the right arm is fully extended. At the same time, the left hand is brought smartly across the chest to guide the staff.
- b. At the command of execution **RIGHT**, given as the right foot hits the ground, lower the guidon straight to the front with the right arm extended and the staff resting in the pit of the arm. Then cut the left hand away smartly to the left side.
- c. At the command **RIGHT** of "Eyes **RIGHT**," turn your head and eyes in the same manner prescribed for other individuals in the formation i.e. 45 degrees to right in a crisp, precise motion.

11. **Ready Front.** This 'undoes' the "Eyes, RIGHT" command.

- a. At the preparatory command **Ready**; raise the guidon vertically until the right arm is fully extended. At the same time, the left hand is brought smartly across the chest to guide the staff.
- b. At the command of execution **FRONT**, return to the position of carry and smartly turn head and eyes to the front.

12. **Guidon Bearer Salute When NOT in Formation**

- a. **Order Guidon.** Execute the salute with the left hand in a two-count movement.
 - (1) On the first count, the left arm is moved horizontally across the body with the forearm and wrist straight, fingers and thumb extended and joined with palm down. The first joint of the forefinger touches the staff.
 - (2) On the second count the left hand is cut smartly away to the side.
- b. **Carry Guidon.** Executed in the same manner as 12.a., except the ferrule is approximately 6 inches from the ground.

TRANSITION

(Suggested: Now that we've learned the different positions of the guidon, let's practice.)

C. Practice.

They should practice these movements:

Order Guidon	Present Arms
Carry Guidon	Order Arms
Parade Rest	Eyes Right
Column Movements	Ready Front
Double Time	Individual Salute

Every cadet may not get a chance to practice and perform all these movements in this one LLAB session. Therefore, recommend you keep track all year of which students need to practice and have you observe.

D. Guidon Competition

Before concluding the lesson, let the cadets compete against each other.

1. **Guide Competition Rules of Engagement:**

- a. This can be a flight level competition; in interests of time, you may just ask for volunteers to compete. For squadron or wing level, recommend each flight pick one person to be their competitor to represent them at squadron or wing competition.
- b. Select a flight member to act as flight commander. POC will act as evaluator of guidon.
- c. For each competitor, have the flight assemble in line formation.
- d. The flight commander will then begin calling the commands on the Guide Competition Command Card (see next page).
- e. As guide and flight execute movements, the evaluator will watch the guide. Use the Guide Competition Evaluation Sheet. Any time the guide makes an error (be it timing, fish poling, positioning, etc), put a tic mark beside the command listed on the card.

Example:

When command for Right FACE is given, if guide fails to lift the guidon on the preparatory command 'Right' and then turns left instead of right—put two tic marks beside Right FACE for the two errors:

Right FACE

Whoever has the least amount of tic marks wins.

Guide Competition Command Card

Flight Commander will read 2, 3 and 4 out loud since they are not commands.

1. Fall in
2. "Guide, put the guidon in the order guidon position"
3. "Guide, put the guidon in the carry guidon position"
4. "Guide, render a salute."
5. Right Face
6. Forward March
7. Column Left March
8. Forward March
9. Double Time March
10. Quick Time March
11. Eyes Right
12. Ready Front
13. Flight Halt
14. Cover
15. Left Face
16. Present Arms
17. Order Arms

Guide Competition Evaluation Sheet

Competitor's Name _____

Instructions: If you see the guideon bearer not perform a movement correctly or mess up in any way, put a tic mark beside the command the guidon bearer made the error.

1. Fall in
2. "Guide, put the guidon in the order guidon position" (i.e. ferrule is on ground)
3. "Guide, put the guidon in the carry guidon position" (i.e. ferrule 6 inches off ground)
4. "Guide, render a salute"
5. Right Face
6. Forward March
7. Column Left March
8. Forward March
9. Double Time March
10. Quick Time March
11. Eyes Right
12. Ready Front
13. Flight Halt
14. Cover
15. Left Face
16. Present Arms
17. Order Arms

Total # of tic marks: _____

CONCLUSION

SUMMARY

- A. Guidon Procedures
 - 1. General Information
 - 2. Positioning of Guidon Bearer
- B. Commands/Movements Associated with the Guidon
- C. Practice
- D. Guidon Competition

REMOTIVATION

(Suggested: This lesson is important because you've learned one of the most important drill positions. Guidon bearers are very critical when a unit is marching from place to place and also when the unit is in a pass and review ceremony (military parade). Keep practicing, because you may be assigned this position at camp and you'll want to shine.)

CLOSURE

(Suggested: A cadet went to Field Training. In his first meeting with his Flight Commander, the FC asked, "What position do you want to have while you're here?" The cadet answered, "Anything but guidon bearer." Of course, that cadet was immediately made the guidon bearer. While the guidon bearer may be the target for demerits at Field Training, don't forget the tradition behind being the one to carry your unit's colors. Besides, you'll also reap the benefit of increased upper body strength as you hold it during the national anthem or try to keep it from fish poling when marching.)

Objective 10

Apply the Principles of Advanced Individual and Flight Drill Movements in LLAB

Required for: FTP

Overview: This lesson provides introduction to advanced drill movements. To meet this objective, you must teach cadets all of the movements listed in the lesson:

- Change Step March
- Right Flank March
- Left Flank March
- Mark Time March/Forward March
- Half Step March/Flight Halt/Forward March
- Column Half Left March
- Column Half Right March
- Close March
- Extend March
- Close March While Marching
- Extend March While Marching
- Column of Files
- Counter March

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PART I

Lesson Title: Advanced Drill Movements

Instructor: POC Cadet

Teaching Method: Demonstration/Performance

Time Required: 1.5 hours (FTP/AS200)

Prerequisite Classes: LLAB Objective 5, Drill Orientation

Interrelated Information: AFMAN 36-2203, *Drill and Ceremonies*

Visual Aids: Guidon

Student Preparation: none

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Each student will apply the principles of advanced individual and flight drill movements in LLAB.

Cognitive Samples of Behavior:

1. Drill formation pre-quiz.
2. Describe advanced individual drill movements.
3. Explain advanced flight drill movements.
4. Demonstrate advanced individual drill movements.
5. Perform advanced flight drill movements.

Affective Lesson Objective: Respond to the importance of knowing advanced drill movements.

Affective Sample of Behavior: Actively perform advanced drill movements.

PART IB

Strategy: To meet this objective, you will need to teach cadets all [movements](#) listed here. Before you teach this lesson, review the description of each movement. Compare it to how you perform the movement to ensure you do not relay an inaccurate movement, a bad habit, or perhaps an incorrect way you were taught to perform the movement.

INSTRUCTOR NOTE: As you go through the different types of formations, give examples of when the cadets will use each of the formations, especially at Field Training. For example: “You’ll be in line formation when you form up and prepare for inspections.” You can also use the visual aids of each formation as needed provided in this lesson plan.

A. Review of movements

1. Drill Formation Pre-Quiz. (A review of Objective 5, Drill Movement)

Option 1: Have students take out a piece of paper (or get a student to write on a board) and draw the different formations and then follow directions for each formation.

Option 2: Give each student a handout depicting the different formations (seen below) and then have them fill in the blank as to which formation it is and then follow directions for each formation.

Tell them they have to draw a flight in formation using the following criteria:

The flight has 12 Flight Members, represented by 'FM'.

The flight has 3 Element Leaders, represented by 'EL'.

The flight's Guidon Bearer is represented by 'G'.

'FC' represents the Flight Commander and an arrow for which way the Flt/CC faces.

An arrow represents the direction the flight faces or marches.

a. **Line Formation.** (Ref: AFMAN 36-2203 for Squadron, Group & Wing formations)

EL FM FM FM FM
EL FM FM FM FM
G EL FM FM FM FM
FC

(1) Direct them to circle members of the flight, which everyone else will dress to.

Answer (1): Dress is to the right towards the base file—element leaders

(2) Ask question, "When the command '**COVER**' is called, who takes action?"

Answer (2): COVER can not be called in **Line or Inverted Line Formation.**

(3) Direct them to put a rectangle around part of the flight that establishes interval.

Answer (3): Interval is the responsibility of the leading person in each file, which in this case would be the first element.

(4) Ask question, “Who in the flight determines the distance between individuals?”

Answer (4): Distance is the responsibility of the element leaders; the members who make up the base file.

(5) Ask question, “Where is the Flight Commander positioned?”

Answer (5): Centered on and three paces from the flight.

(6) Direct them to show the change that happens when the flight starts marching in this line formation. Check to see they change their drawing to match below.

Answer (6): Difference—flight CC repositions to left side, back 2/3 of flight

	EL	FM	FM	FM	FM	
						FC
	EL	FM	FM	FM	FM	
G	EL	FM	FM	FM	FM	

b. **Column Formation.** (References: AFMAN 36-2203, for Squadron formations)

FM	FM	FM
EL	EL	EL
G		

(1) Direct them to circle the members of the flight which everyone else will **dress** to.

Answer (1): Dress is to the right, to the base file—3rd element in this case.

(2) Ask question, “When the command ‘**COVER**’ is called, who takes action?”

Answer (2): It’s everyone's job to Cover directly behind the person in front of them. NOTE: The guidon bearer does not move. ‘**COVER**’ can only be called in **Column Formation** and **Inverted Column Formation**.

- (3) Direct them to put a rectangle around part of the flight that establishes **interval**.

Answer (3): Interval is the responsibility of the leading individual in each file, which in this case are the element leaders.

- (4) Ask question, “Who in the flight determines the **distance** between individuals?”

Answer (4): Distance is the responsibility of the base file, which in this case is the third element.

- (5) Ask question, “Where is the Flight Commander positioned?”

Answer (5): At the rear one third of the flight at normal interval

c. **Inverted Line Formation.** (Reference: AFMAN 36-2203)

G	EL	FM	FM	FM	FM
	EL	FM	FM	FM	FM
	EL	FM	FM	FM	FM

- (1) Direct them to circle the members of the flight, which everyone else will **dress** to.

Answer (1): Dress is to the left, to the base file—element leaders in this case.

- (2) Direct them to put a rectangle around part of the flight that establishes **interval**.

Answer (3): Interval is the responsibility of the leading individual in each file, which in this case is the 3rd element.

- (3) Ask question, “Who in the flight determines the **distance** between individuals?”

Answer (4): Distance is the responsibility of the base file, which in this case is the element leader.

- (4) Ask question, “Where is the Flight Commander positioned?”

Answer (5): Rear one third of the flight, (extreme left flank), 40-inch distance from the flight.

d. **Inverted Column Formation.** (Reference: AFMAN 36-2203)

FM FM FM

FM FM FM

FM FM FM

FM FM FM

EL EL EL

G

- (1) Direct them to circle the members of the flight, which everyone else will **dress** to.

Answer (1): Dress is to the left, to the base file—3rd element in this case

- (2) Ask question, “When the command ‘**COVER**’ is called, who takes action?”

Answer (2): It’s everyone's job to **Cover** directly behind the person in front of them. Remember, **cover** is more than just cover; it includes **dress, cover, interval, and distance ... DCID.**

- (3) Direct them to put a rectangle around part of the flight that establishes **interval.**

Answer (3): Interval is the responsibility of the leading individual in each file, which in this case is the individual on the opposite side of the flight as the element leaders.

- (4) Ask question, “Who in the flight determines the **distance** between individuals?”

Answer (4): Distance is the responsibility of the base file, which in this case is the third element.

- (5) Ask question, “Where is the Flight Commander positioned?”

Answer (5): Rear one third of the flight at normal interval.

B. Teaching method

1. Take the list of movements you are going to teach in this lesson (listed on page 2). For each movement, do these steps:
 - a. Say the command for the movement. Have cadets verbally practice the command.
 - b. Explain the requirements for the movement, including when you can give the command. For example, you can't give the command, "Change Step, March" from at rest. It can only be given when cadets are marching. You need to emphasize these commands because the cadets will need to know them to execute Individual Drill Evaluations (IDEs).
 - c. Next, show the movement. Demonstrate it fluidly so they see what the end product should look like. Break it down by the numbers to show each part of the movement.
 - d. Allow your cadets to practice (perform) the movement.
 - e. While they practice each movement, look at each one of the cadets carefully and make corrections as needed. Don't let them practice without feedback from you!
 - f. While this lesson can be simple, the lesson plan also includes a description, with details, for each movement. For cadets who are struggling with a particular movement, reading the movement description may help the cadet better understand the movement instead of just seeing it demonstrated.

This lesson is designed for 3 hours of instruction and will not be completed during one LLAB period. Recommend you break the lesson into manageable parts to be accomplished during multiple LLAB periods.

Once you have taught them and they have practiced all the movements, have them do [drill downs, tank and/or jodie competition](#); lesson objective 6 contains description and materials for these activities. They will find learning these advanced drill movements will increase their skill in the competition activities from when they first did these competitions using only the basic drill movements. For the drilldown, you will need to replace some of the basic drill movements on the drill cards with the advanced movements learned in these advanced drill movement sessions.

List of Advanced Drill Movements for Lesson Objective 10

ADVANCED DRILL MOVEMENTS
Change Step March
Right Flank March
Left Flank March
Mark Time March/Forward March
Half Step March/Flight Halt/Forward March
Column Half Left March
Column Half Right March
Close March
Extend March
Close March While Marching
Extend March While Marching
Column of Files
Counter March

PART II

INTRODUCTION

ATTENTION

(Suggested: Have POC demonstrate some of the moves as a flight doing it very poorly at first and then as a crisp, sharp team.)

MOTIVATION

(Suggested: When you go to Field Training (FT), you will be required to understand how to accomplish these advanced drill movements and for those of you attending 4-week FT, you will be expected to already be proficient in this area. As a member of the team, both at FT and here, you want to ensure you are not the weakest link when it comes to looking good and working well, as a flight.)

OVERVIEW

Today we are going to expound on the drill lessons you've learned before. This is your introduction to advanced individual and flight movement.

BODY

PRESENTATION

CHANGE STEP MARCH

1. *COMMAND*: Change Step, MARCH.
2. *REQUIREMENTS*: Marching at attention/any formation/normal or close interval.
3. *DEMONSTRATION*: Side view.
- 4/5. *PERFORMANCE/EVALUATION*: Students practice. Instructor makes corrections.
6. *DESCRIPTION*:

As the heel of the right foot strikes the ground, you will receive the preparatory command of "Change Step." Continue to march.

As the heel of the right foot strikes the ground again, you will hear the command of execution, "HARCH." At this time, take one more 24-inch step with the left foot.

Bring right foot forward and place it so the ball of the right foot is along side the heel of the left foot and stop arm swing. Step off with left foot, resuming coordinated arm swing.

RIGHT FLANK MARCH

1. *COMMAND*: Right Flank, MARCH
2. *REQUIREMENTS*: Marching at attention, normal interval, and any formation.
3. *DEMONSTRATION*
- 4/5. *PERFORMANCE/EVALUATION*: Students practice. Instructor makes corrections.
6. *DESCRIPTION*:

As the heel of the right foot strikes the ground, you will hear the preparatory command of execution, "Right Flank." At this time, take one more 24-inch step with the left foot.

The next time the heel of the right foot strikes the ground, you will hear the command of execution, "MARCH." At this time, take one more 24-inch step with the left foot.

As the weight of the body comes forward onto the ball of the left foot, stop arm swing. Keep the upper portion of the body at the position of attention, pivot 90 degrees to the right on the ball of the left foot, step out with the right foot in a 24-inch step, and resume coordinated arm swing.

Maintain dress, cover, interval, and distance (DCID).

LEFT FLANK MARCH

1. *COMMAND*: Left Flank, MARCH
2. *REQUIREMENTS*: Marching at attention, normal interval, and any formation.
3. *DEMONSTRATION*
- 4/5. *PERFORMANCE/EVALUATION*: Students practice. Instructor makes corrections.
6. *DESCRIPTION*:

The preparatory command and command of execution are given on the left foot.

Pivot 90 degrees to the left on the ball of the right foot and step out with the left foot resuming coordinated arm swing.

MARK TIME MARCH/FORWARD MARCH/FLIGHT HALT

1. *COMMANDS:*
Mark Time, MARCH
Forward, MARCH
Flight, HALT
2. *REQUIREMENTS:* Marching or halted at the position of attention/any formation/normal or close interval. When doing Mark Time March, only two commands can be given: "Forward, March" and "Flight, Halt."
3. *DEMONSTRATION*
- 4/5. *PERFORMANCE/EVALUATION:* Students practice. Instructor makes corrections.
6. *DESCRIPTION:* Looks like you are marching in place, so your legs are lifting, but you are not moving forward.

Mark Time March (Command given while marching)

Either foot (designate left for teaching).

As the heel of the left foot strikes the ground, you will hear the preparatory command of "Mark Time." Continue to march.

The next time the heel of the left foot strikes the ground you will receive the command of execution, "HARCH." At this time you will take one more step with the right foot. You will then begin marching in place with the left foot, alternating first the left foot and then the right.

Each foot will be lifted so the balls of both feet clear the ground by 4 inches.

Arm swing and DCID will be maintained.

Mark Time March (Command given from a halt)

On the preparatory command of "Mark Time," you will mentally prepare to do the movement.

On the command of execution, "HARCH," you will simultaneously begin arm swing and begin marching in place by first lifting the left foot and then the right foot.

Arm swing and DCID will be maintained.

Only two commands may be given out of Mark Time, March:

Forward March

As the heel of the left foot (left foot only) strikes the ground, you will hear the preparatory command of "Forward." Continue to march in place.

The next time the heel of the left foot strikes the ground; you will hear the command of execution, "HARCH." At this time, take one more step in place with the right foot and then step out a full 24-inch step with the left foot, maintaining coordinated arm swing.

Flight Halt (Refresher from Basic Drill Movements lesson)

This command may be given on either foot as long as the preparatory and command of execution are given on the same foot. (For demonstration purposes, use the left foot.)

As the heel of the left foot strikes the ground, you will hear the preparatory command of "Flight," continue to march.

The next time the heel of the left foot strikes the ground you will hear the command of execution, "HALT." You will take one more 24-inch step with your right foot.

As the weight of the body comes forward on the ball of the right foot, stop arm swing.

Bring the trailing foot in smartly by the most direct route, so that the heels are together, on line, and toes form a 45-degree angle.

HALF STEP MARCH/FLIGHT HALT/FORWARD MARCH

1. *COMMANDS:*
Half Step, MARCH
Forward, MARCH
Flight HALT
2. *REQUIREMENTS:* Marching at attention/any formation normal or close interval. When doing Half Step March, only two commands can be given: Forward, March, and Flight Halt.
3. *DEMONSTRATION:* Direct cadets to watch your feet as you show them the movement.
- 4/5. *PERFORMANCE/EVALUATION:* Students practice. Instructor makes corrections. Listen for clomping, heavy footsteps; direct students to make their feet hit the ground lightly.
6. *DESCRIPTION:* Unlike "Mark Time, March," you are moving forward in this one, but you are taking small steps.

Half Step March

Half step may be given on either foot. (Specify the left foot for teaching purposes).

As the heel of the left foot strikes the ground, you will receive the preparatory command of "Half Step." You will continue to march.

As the level of the left foot strikes the ground again, you will receive the command of execution, "HARCH." At this time, you will take one more 24-inch step with the right foot and begin a half step of 12 inches with the next left foot.

Twelve inches is measured from heel to heel.

Place the heel of the foot down first--no scraping or scooting the foot.

Maintain coordinated arm swing and DCID.

Only two commands may be given from a half step:

Forward March

As the heel of the left foot strikes the ground, you will receive the preparatory command of "Forward." Continue to march.

As the heel of the left foot strikes the ground again, you will receive the command of execution, "HARCH." At this time, you will take one more 12-inch step with the right foot and then begin marching in a normal 24-inch step, leading with your left foot.

Flight Halt

See previous section for refresher view of "Flight, Halt"

COLUMN HALF LEFT MARCH

1. *COMMANDS*: Column Half Left, MARCH
2. *REQUIREMENTS*: Marching at attention/normal interval/column formation. Unlike normal column movements, you do not have to follow this command with the command "Forward, March" because cadets will automatically resume full step.
3. *DEMONSTRATION*
- 4/5. *PERFORMANCE/EVALUATION*: Students practice. Instructor makes corrections.

6. *DESCRIPTION:*

As the heel of the left foot strikes the ground, you will hear the preparatory command of "Column Half Left." Dress momentarily shifts to the left.

As the heel of the left foot strikes the ground again, you will hear the command of execution, "HARCH."

All three element leaders will take one more 24-inch step, pivot 45 degrees to the left on the ball of the right foot, maintaining coordinated arm swing, and step out in a full 24-inch step. The first element leader (left flank of the formation) will go into a half step, and the second and third element leaders will continue to march in 24-inch steps until abreast of the first element leader. Once abreast, they will begin the half step. As soon as all three-element leaders are in the half step and have reestablished dress and interval, they will all three step out in 24-inch steps without command.

Dress goes back to the right when the 24-inch step is resumed.

This movement is performed by rank.

The succeeding ranks will continue to march until they reach the pivot point established by the first rank. Each rank will pivot on the same ground and in the same manner as the rank in front of them. Once the pivot is made, persons in the second and third element will conform to the step of the left flank or the person in the first element.

Normally all individuals in the first element will go into the half step.

When the half step is used, the 24-inch step will be resumed without command.

The guide will execute the movement in the same manner and at the same time as the third element leader. The guide will then reposition by taking appropriate 45-degree pivots.

The flight leader will pivot with the rear one-third of the flight.

COLUMN HALF RIGHT MARCH

1. *COMMANDS:* Column Half Right, MARCH

2. *REQUIREMENTS:* Marching at attention/normal interval/column formation. Unlike normal column movements, you do not have to follow this command with the command "Forward, March" because cadets will automatically resume full step.

3. *DEMONSTRATION*

4/5. *PERFORMANCE/EVALUATION*: Students practice. Instructor makes corrections.

6. *DESCRIPTION*:

The preparatory command and the command of execution will come as the heel of the right foot strikes the ground.

The element leaders will take one more 24-inch step and then pivot 45 degrees to the right on the ball of the left foot. They should maintain coordinated arm swing and step out in a 24-inch step.

The third element leader (right flank) will go into a half step.

The second and first element leaders will continue in 24-inch steps until abreast of the third element leader and then they too will begin the half step.

Once dress and interval are reestablished, all three will step out in a 24-inch step at the same time without command.

The remaining ranks will march up and pivot in the same manner. Conform to step of the person in the right flank.

The guide will execute the movement in the same manner and at the same time as the third element leader. The guide will then reposition by taking appropriate 45-degree pivots.

The flight leader will pivot with the rear one-third of the flight.

CLOSE MARCH (From Halt)

1. *COMMANDS*: Close, MARCH

2. *REQUIREMENTS*: Halted at attention/normal interval/column formation.

3. *DEMONSTRATION*: Show each element.

4/5. *PERFORMANCE/EVALUATION*: Students practice. Instructor makes corrections.

6. *DESCRIPTION*:

On the preparatory command of "Close," mentally prepare to do the movement.

On the command of execution, "HARCH":

The guide, third element leader, and third element will stand fast.

The second element leader and second element will take two full 12-inch side steps to the right with no arm swing. This movement is called Side Step. When executing a Side Step, members must keep the legs straight and stiff. The first element leader, the first element, and the flight leader will take four full 12-inch side steps to the right with no arm swing. Flight leader must maintain normal interval.

Establish DCID.

EXTEND MARCH (From Halt)

1. *COMMANDS*: Extend, MARCH
2. *REQUIREMENTS*: Halted at attention/close interval/column formation.
3. *DEMONSTRATION*: Show each element.
- 4/5. *PERFORMANCE/EVALUATION*: Students practice. Instructor makes corrections.
6. *DESCRIPTION*:

On the preparatory command of "Extend," mentally prepare to do the movement.

On the command of execution, "HARCH":

The guide, third element leader, and third element will stand fast.

The second element leader and second element will take two full 12-inch side steps to the left with no arm swing.

The first element leader, the first element, and the flight leader will take four full 12-inch side steps to the left with no arm swing.

Flight leader must maintain normal interval.

Dress, cover, and distance must be maintained.

CLOSE MARCH WHILE MARCHING.

1. *COMMANDS*: Close, MARCH (Given while marching)
2. *REQUIREMENTS*: Marching at quick time/normal interval/column formation. After this command, formation will take half steps, so you will need to follow this command with "Forward, March" command to get them back in a full step.

3. *DEMONSTRATION*: Show each element.

4/5. *PERFORMANCE/EVALUATION*: Students practice. Instructor makes corrections.

6. *DESCRIPTION*:

When marching, the command of "Close, HARCH" is given on the right foot when the base element is on the right and on the left foot when the base element is on the left. (For instruction purposes, we will assume the base element is on the right.)

On the preparatory command of "Close," mentally prepare to do the movement.

On the command of execution, "HARCH":

The base element and guidon bearer take up the half step.

The other elements obtain close interval by executing a 45-degree right pivot and take one and three steps respectively toward the base element and then take a 45-degree pivot to the left.

The original direction of march is resumed, and the half step taken up when close interval is obtained.

DCID must be maintained.

At the command "Forward, HARCH," all elements resume the 30-inch step.

EXTEND MARCH WHILE MARCHING.

1. *COMMANDS*: Extend, MARCH (Given while marching)

2. *REQUIREMENTS*: Marching at quick time/normal interval/column formation. After this command, formation will end up taking half steps, so you will need to follow this command with "Forward, March" command to get them back in a full step.

3. *DEMONSTRATION*: Show each element.

4/5. *PERFORMANCE/EVALUATION*: Students practice. Instructor makes corrections.

6. *DESCRIPTION*:

On the preparatory command of "Extend," mentally prepare to do the movement.

On the command of execution (again with base element on the right) "HARCH":

The base element and guidon bearer take up the half step.

The other elements obtain normal interval by executing a 45-degree left pivot and take one and three steps respectively away from the base element and then take a 45-degree pivot to the right.

The original direction of march is resumed and the half step is taken up when normal interval is obtained.

DCID must be maintained.

At the command "Forward, HARCH," all elements resume the 30-inch step.

COLUMN OF FILES

1. *COMMANDS:*

Preparatory:

Flight Commander: Column of Files from the Right (Left)

Element Leader of the right (left) element: Forward

Other Element Leaders: Standfast

Execution:

Flight Commander: MARCH

Element Leader of the right (left) element: No command, just start marching forward

Other Element Leaders: No command, stand still. When it is time for your element to move forward, give "Forward, HARCH" command.

2. *REQUIREMENTS:* Executed only from the halt, in column only.

3. *DEMONSTRATION*

4/5. *PERFORMANCE/EVALUATION:* Students practice. Instructor makes corrections.

6. *DESCRIPTION:* To form a single file and re-form. (Use when entering a building)

This is not a precise movement but is practiced in drill so that, when necessary, the movement is executed smoothly and without delay. These movements are executed only from the halt.

To form a single file when in a column of two or more elements, the command is "Column of Files from the Right (Left), Forward, HARCH."

At the preparatory command, the guide takes a position in front of the file that will move first. The element leader of the right (left) element turns his/her head 45 degrees to the right

(left) and command “Forward”; the remaining element leaders turn their heads 45 degrees to the right (left) and command “STAND FAST.” Each keeps the head to the right (left) until the leading element steps off. At the command “HARCH,” the leading element steps off. The element leaders of the remaining elements command “Forward, HARCH,” and then they incline to the right (left) to cause their elements to follow the leading elements in successive order.

To form a column of two or more files when in a single file, the command is “Column of Twos (Fours) to the Left (Right), HARCH.” At the preparatory command, the leading element leader commands “STAND FAST”; the element leaders behind the leading element command “Column Half Left (Right).” On the command “HARCH,” the leading element stands fast, and the remaining elements step off to column half left (right) simultaneously and incline to form to the left (right) of the leading element. Each element is halted by its element leader so as to be abreast of the element to its right or left.

In conjunction with forming single files, column movements may be executed at the same time. The commands are “Column of Files From the Right (Left), Column Right (Left) HARCH.” At the preparatory command, the guide takes a position in front of the file that will move first. The element leader of the right (left) element commands “Column Right (Left)”; the remaining element leaders command “STAND FAST.” At the command “HARCH,” the element leader and the guide execute a facing movement in marching to the right (left) and the element leader continues marching in the new direction with 30-inch steps. The guide pivots 45 degrees to a position 40 inches in front of the element leader. The element leaders are base for this movement. The remaining individuals in the base file march forward on the command of execution, pivot on the same ground as their element leader and maintain the 40-inch distance. The element leaders of the remaining elements command “Column Right (Left), HARCH,” to cause their elements to follow the leading elements in successive order.

The commands “Column of Files from the Left, Column Right, MARCH” and “Column of Files from the Right, Column Left, MARCH” are not given.

TO FORM A COLUMN OF TWOS FROM A COLUMN OF FOURS AND RE-FORM

When in column of fours at a halt, to form a column of twos the command is “Column of Twos from the Right (Left), Forward, HARCH.” At the preparatory command, the 4th (2d) element leader turns the head 45 degrees right (left) and commands “STAND FAST”; each keeps the head to the right (left) until the element steps off. At the command “HARCH,” the two leading elements step off and the two remaining elements incline in behind the two leading elements at the command “Forward, HARCH” by the 2d (4th) element leader. Distance between elements is three paces.

When in a column of twos at a halt, to form a column of fours the command is “Column of Fours to the Left (Right), HARCH.” At the preparatory command, the 4th (2d) element leader commands “Stand Fast”; the 2d (4th) element leader commands “Column Half Left

(Right).” At the command “HARCH,” the leading elements stand fast, the remaining elements step off to column half left (right) and incline to form to the left (right) of the leading elements.

COUNTER MARCH

1. *COMMANDS*: Counter, MARCH
2. *REQUIREMENTS*: Executed from the halt or while marching in column formation only.
3. *DEMONSTRATION*
- 4/5. *PERFORMANCE/EVALUATION*: Students practice. Instructor makes corrections.
6. *DESCRIPTION*:

Used to permit flexibility in the movement of units where space is limited.

On the command HARCH (given on the left foot), execute the following:

The first element leader takes four 24-inch steps forward and executes a 90-degree pivot to the right (suspending arm swing during the pivot), marches across the front of the flight just beyond the third element and executes another 90-degree pivot to the right. Each succeeding member marches to the approximate pivot points established by the person in front of him or her and performs the same procedure.

The second element leader takes two, 24-inch steps forward and executes a 90-degree pivot to the right with suspended arm swing. He/she continues to march and execute another 90-degree pivot to the right between the second and third elements. Each succeeding member marches to the pivot points established by the person in front of him /her and performs the same procedure.

The third element leader takes one 24-inch step forward, executes two 90-degree pivots to the left and marches between the remainder of the second and third elements. Each succeeding member marches to the approximate pivot points established by the person in front of him or her and performs the same procedure. The guide performs the movement in approximately the same manner as the third element leader, staying in front of the third element leader in the most practical manner.

Follow the procedures in AFMAN 36-2203 to demonstrate this movement.

CONCLUSION

SUMMARY

Today we reviewed individual and advanced drill movements.

REMOTIVATION

(Suggested: It is your responsibility to ensure you are up to speed on how to perform these movements. They are required for Field Training and will be used throughout your time here as a cadet. You will have more opportunities within LLAB to enhance your performance of advanced drill movements. Take advantage of this time to guarantee you have a good understanding of these skills.)

CLOSURE

(Suggested: There are many different aspects to drill. It is not something “to do.” It helps to develop teams, practice attention to detail, build camaraderie within a group and give you a sense of pride in mastering a skill. Take this time to work at bringing your flight together as a solid, cohesive team—who looks good out on the drill pad.)

Objective 11

Apply the Skills Needed to Be an Effective Flight Commander

Required for: FTP

Overview: One of the most challenging aspects of Field Training is serving as Flight Commander. This lesson covers the basics of flight command, including the giving of commands and the positioning and movement of the flight.

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PART I

Lesson Title: Flight Commander Position
Instructor: POC Cadet
Teaching Method: Demonstration/Performance
Time Required: 1 hour (FTP/AS200)
Prerequisite Classes: None
Interrelated Information: AFMAN 36-2203, *Drill and Ceremonies*
Visual Aids: Handouts or PowerPoint
Student Preparation: None
Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Each student will know the skills needed to be an effective flight commander.

Cognitive Samples of Behavior:

1. Identify and use correct voice commands.
2. Name and demonstrate positions of a flight commander.
3. State and perform flight commander movements.

Affective Lesson Objective: Respond to the importance of being an effective flight commander.

Affective Sample of Behavior: Students actively perform correct procedures dealing with being a flight commander.

PART IB

Strategy: Follow the lesson plan to meet this objective. For the first main point about voice, teach the material then let the cadets practice. For the second main point, you are teaching them the different formations but they won't need to practice at this point. So you may consider conducting this portion of the lesson in a classroom. Then, when you get to the third main point, they can put it all together by practicing giving the commands and keeping themselves in the flight commander position. Print out a copy of the [list of commands](#). You will provide these to the cadets during the times to practice voice characteristics and then to practice in section three. This will be the precursor to the first Individual Drill Evaluation (IDE).

Recommend putting diagrams (see [Visual Aids](#)) on an overhead transparency or on a whiteboard or in PowerPoint as a visual aid. However, don't show it until the students' first get a chance to draw it themselves; you then show the diagrams as the 'right answer'.

This will be a huge part of field training. The sooner cadets become proficient at drill and ceremonies the more confident they will become in their abilities to successfully complete FT. If they are selected to be the Flight Commander, they will be expected to take charge and get the

flight (through forming, sizing and marching the flight with proper road guard procedures) to their required destinations.

Lesson Plan Outline:

- A. Voice Commands of a Flight Commander
- B. Flight Commander Positions
- C. Flight Commander Movements
- D. Practice Time

Suggested Timeline:

ACTIVITY	Time (Min)
Attention Step	1
Motivation, Overview	2
Main Point 1	10
Main Point 2	10
Main Point 3	10
Cadet practice	55
Conclusion	2

PART II

INTRODUCTION

ATTENTION

(Suggested: When you go to Field Training, you'll get a bed and a locker and must follow very detailed rules on how the bed must be made and your clothes must be folded. Essentially, the Air Force uses these items to see if you can and will follow detailed instructions on these minor items; this is how you prove yourself before the Air Force puts you in charge of a squadron, group, wing, or expensive equipment like multi-million dollar airplanes and satellites.

Additionally, when you are at field training, you'll get to prove you can be put in charge of people and do well. This is done by putting you in charge of the flight and making you responsible for getting them where they need to be (on time), getting tasks accomplished and making decisions that affect the entire group.)

MOTIVATION

(Suggested: Drill gives you a sense of self-confidence. It will help you develop the ability to work well with others and will help you develop leadership skills. As the flight commander, you will be the person in charge. You will be learning the skills that you will need to pass your drill evaluation at field training. Learn your roles and responsibilities now, and you will be successful at Field Training.)

OVERVIEW

During this lesson, we will discuss the following:

- A. Voice Commands of a Flight Commander
- B. Flight Commander Positions
- C. Flight Commander Movements
- D. Practice Time

TRANSITION

(Suggested: First let's discuss the voice commands required of a flight commander.)

A. Voice Commands of a Flight Commander

These are the three things you need to learn about giving commands.

- First, learn the types of commands.
- Then learn the voice characteristics meaning how your voice should sound when you're giving these commands.
- Then you need to know a few rules about giving commands.

1. There are basically four types of commands.
 - a. Regular oral commands
 - (1) A drill command is an oral order.
 - (2) Most oral commands have two parts known as a Preparatory Command and a Command of Execution.
 - (a) *Preparatory*. Commonly known as the thinking command. Mentally prepares you for the movement. Tells what the movement is going to be.
 - (b) *Execution*. Identifies or tells when the movement is to be carried out.
 - EXAMPLE: "Forward (*preparatory*) March (*execution*)"
 - EXAMPLE: "Flight (*preparatory*) Halt (*execution*)"
 - b. Combined commands—the preparatory command and command of execution are combined

EXAMPLE: "Fall In"/"Fall Out"/"Rest"/"At Ease"
 - c. Supplementary commands—direct one unit of the element to execute a movement different from the other units

EXAMPLE: "Continue to March"/"Stand Fast"/"Column of Files"
 - d. Informational commands—has no preparatory command or command of execution and is not supplementary in nature

EXAMPLE: "Dress Your Flights to the Right"/"Give Your Squadrons Attention"
2. Voice Characteristics are very important in giving oral drill commands. The way the command is given affects the way the movement is executed. If you use a southern drawl and slowly say the commands, then your unit may look sluggish as the members follow your commands. If you use a very quick, crisp voice when giving commands, your unit will execute the movements accordingly. Here are the five voice characteristics of good oral commands:
 - a. *Loudness*. Volume used in giving commands
 - b. *Projection*. The ability to project your voice louder without strain

- c. *Distinctiveness*. Correct use of the tongue, lips, and teeth to form the separate sounds of a word and to group those sounds to form words
- d. *Inflection*. The rise and fall of the voice--change in pitch
- e. *Snap*. Extra quality in a command voice that demands an immediate response

INSTRUCTOR NOTE: Now that they have the definitions, they still need examples. Get each student to give the following commands. You will then ask the other cadets to critique each others' commands, specifying which of the five characteristics--loudness, projection, distinctiveness, inflection, snap—are lacking.

List of Commands to Practice Verbally:

Fall In
 Dress Right Dress
 Ready Front
 Right Step March
 Flight Halt
 Right Face
 Forward March
 Column Left March
 Forward March
 Flight Halt
 Left Face
 Present Arms
 Order Arms
 Forward March
 Right Flank March
 Left Flank March
 Flight Halt

3. Rules for Giving Commands

- a. Always give a command at the position of attention. If you are holding a card/piece of paper with the commands, do not look down at it while giving the command. Instead, briefly glance down at your card while marching, then look back ahead/towards the flight, and call the command from the position of attention.
- b. If marching, always give a command in step.
- c. The flight commander positions himself/herself at the rear of the flight when in column and inverted column formation.
- d. When halted in line formation, the flight commander is centered and three paces away.

TRANSITION

(Suggested: Now that we've discussed drill commands, voice characteristics and the rules for giving commands, we can discuss flight commander positions.)

B. Flight Commander Positions.

INSTRUCTOR NOTE: As you go through the different type of formations, give examples of when the cadets will use each of the formations especially at field training. For example: "You'll be in line formation when you form up and prepare for inspections."

1. Have students take a piece of paper or get a student to write on a board or draw in dirt. Tell them they have to draw a flight.

The flight has 12 Flight Members, represented by 'FM'

The flight has 3 Element Leaders, represented by 'EL'

The flight's Guidon Bearer is represented by 'G'

'FC' represents the Flight Commander

An arrow represents the direction the flight faces or marches

- a. Line Formation. (Ref: AFMAN 36-2203 for Squadron, Group & Wing formations)

EL FM FM FM FM

EL FM FM FM FM

G EL FM FM FM FM

FC

- (1) Direct them to circle members of the flight, which everyone else will dress to.

Answer (1): Dress is to the right towards the base file—element leaders

- (2) Ask question, "When the command '**cover**' is called, who takes action?"

Answer (2): **Cover** cannot be called in Line Formation

- (3) Direct them to put a rectangle around part of the flight that establishes interval

Answer (3): Interval is the responsibility of the leading person in each file, which in this case would be the first element.

(4) Ask question, “Who in the flight determines the distance between individuals?”

Answer (4): Distance is the responsibility of the base file, which in this case is the element leaders.

(5) Ask question, “Where is the Flight Commander positioned?”

Answer (5): Centered on and three paces from the flight.

(6) Direct them to show the change that happens when the flight starts marching in this line formation. Check to see they change their drawing to match below.

Answer (6): Difference—flight CC repositions to left side, back 2/3 of flight

	EL	FM	FM	FM	FM	
						FC
	EL	FM	FM	FM	FM	
G	EL	FM	FM	FM	FM	

b. Column Formation. (References: AFMAN 36-2203, for Squadron formations)

FM	FM	FM
EL	EL	EL
G		

(1) Direct them to circle the members of the flight which everyone else will dress to.

Answer (1): Dress is to the right, to the base file—3rd element in this case.

(2) Ask question, “When the command ‘**Cover**’ is called, who takes action?”

Answer (2): It’s everyone’s job to cover directly behind the person in front of them with the exception of the guidon bearer.

- (3) Direct them to put a rectangle around part of the flight that establishes interval.

Answer (3): Interval is the responsibility of the leading individual in each file, which in this case are the element leaders.

- (4) Ask question, “Who in the flight determines the distance between individuals?”

Answer (4): Distance is the responsibility of the base file, which in this case is the third element.

- (5) Ask question, “Where is the Flight Commander positioned?”

Answer (5): At the rear one third of the flight at normal interval.

c. Inverted Line Formation. (Reference: AFMAN 36-2203)

G	EL	FM	FM	FM	FM
	EL	FM	FM	FM	FM
	EL	FM	FM	FM	FM

- (1) Direct them to circle the members of the flight, which everyone else will dress to.

Answer (1): Dress is to the left, to the base file—element leaders in this case.

- (2) Ask question, “When the command ‘Cover’ is called, who takes action?”

Answer (2): Cover cannot be called in Inverted Line Formation.

- (3) Direct them to put a rectangle around part of the flight that establishes interval.

Answer (3): Interval is the responsibility of the leading individual in each file, which in this case is the 3rd element.

- (4) Ask question, “Who in the flight determines the distance between individuals?”

Answer (4): Distance is the responsibility of the base file, which in this case is the element leader.

- (5) Ask question, “Where is the Flight Commander positioned?”

Answer (5): Rear one third of the flight, (extreme left flank), 40-inch distance from the flight.

- d. Inverted Column Formation. (Reference: AFMAN 36-2203)

FM FM FM

FM FM FM

FM FM FM

FM FM FM

EL EL EL

G

- (1) Direct them to circle the members of the flight, which everyone else will dress to.

Answer (1): Dress is to the left, to the base file—3rd element in this case.

- (2) Ask question, “When the command ‘cover’ is called, who takes action?”

Answer (2): It’s everyone’s job to Cover directly behind the person in front of them.

- (3) Direct them to put a rectangle around part of the flight that establishes interval.

Answer (3): Interval is the responsibility of the leading individual in each file, which in this case are the individuals on the opposite side of the flight as the element leaders.

- (4) Ask question, “Who in the flight determines the distance between individuals?”

Answer (4): Distance is the responsibility of the base file, which in this case is the third element.

- (5) Ask question, “Where is the Flight Commander positioned?”

Answer (5): Rear one third of the flight at normal interval.

C. Flight Commander Movements

1. General Rules

- a. Always give a command at the position of attention when standing still
- b. If marching, always give a command in step
- c. While holding a card/piece of paper with the commands—do not look down at it while giving the command. Instead, briefly glance down at your card, then look back ahead/towards the flight, and call the command.

2. Moving with the Flight

INSTRUCTOR NOTE: Reference the diagrams of each formation earlier in this lesson plan. In each diagram, discuss the flight commander's positioning. Focus on how the flight commander will need to adjust while marching and giving commands to maintain these positions.

- a. The flight commander positions himself/herself at the rear of the flight when in inverted, column, and inverted column formation. When halted in line formation, the flight commander is centered and three paces away.
- b. When marching in column or inverted column formation, the flight commander should be positioned at the rear one third of the flight at normal interval.
- c. While marching in line formation, the flight commander should be centered and approximately 3 paces from the flight.
- d. While marching in an inverted line formation, the flight commander should be positioned at the rear one third of the flight (extreme left flank), approximately 40 inches from the flight.

TRANSITION

(Suggested: At this time, you have the opportunity to practice the procedures we just covered in your flights. Your flight commander will answer any questions you may have concerning drill and drill instruction.)

D. Practice Time

Each cadet (or however time allows) will now lead the flight in the position of flight commander through these commands (same one as practiced voice characteristics on):

Practice these commands in flight commander position:

Fall In
Dress Right Dress
Ready Front
Right Step March
Flight Halt
Right Face
Forward March
Column Left March
Forward March
Flight Halt
Left Face
Present Arms
Order Arms
Forward March
Right Flank March
Left Flank March
Flight Halt

CONCLUSION

SUMMARY

During this last lesson, we have discussed the following:

- A. Voice Commands of a Flight Commander
- B. Flight Commander Positions
- C. Flight Commander Movements
- D. Practice Time

REMOTIVATION

(Suggested: To be an effective leader, you must have a good understanding of what you are doing, why you are doing it and how to implement your plan of action. The position of flight commander allows you do to this in a contained environment. The parallels between drilling a flight and being an officer in charge of an office are endless.)

CLOSURE

(Suggested: Take advantage of this time to hone your leadership skills in an academic environment, so that when you are at Field Training, here as a POC or in the AF as an officer, you will be ready to succeed.)

Line Formation

EL FM FM FM FM

EL FM FM FM FM

G EL FM FM FM FM

FC

Column Formation

FM FM FM

FM FM FM

FM FM FM

EL EL EL

G

Inverted Line Formation

G EL FM FM FM FM

EL FM FM FM FM

EL FM FM FM FM

Inverted Column Formation

FM FM FM

FM FM FM

FM FM FM

EL EL EL

G

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Objective 12

Apply Road Guard Procedures

Required for: FTP

Overview: This lesson covers the basic road guard procedures. Allow the majority of training time for cadet practice, and try to incorporate road guard procedures in the future when doing drill. Make sure all cadets have the opportunity to serve as road guards, either in this LLAB or in future drill activities.

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PART I

Lesson Title: Road Guard Procedures
Instructor: POC Cadet
Teaching Method: Demonstration/Performance
Time Required: 0.5 hours (FTP/AS200)
Interrelated Information: AFMAN 36-2203, *Drill and Ceremonies*
Visual Aids: PowerPoint slides
Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know road guard procedures.

Cognitive Samples of Behavior:

1. Give examples of drill commands required to move a flight from one location to another.
2. Explain the use of road guards while moving the flight.
3. Describe proper road guard procedures when crossing an intersection.
4. Demonstrate proper road guard procedures.

Affective Lesson Objective: Respond to the importance of road guard procedures.

Affective Sample of Behavior: Students perform road guard procedures.

PART IB

Strategy: This lesson is designed to give the FTP/AS200 cadets the opportunity to practice moving a flight of cadets from place to place. This activity will help them prepare for the responsibilities they will have at field training (FT). Consider inviting POC to come demonstrate road guard procedures while you teach the flight.

Print out the Visual Aid before class. An explanation of the [Road Guard competition](#) is in the lesson plan. Road Guard competition materials including an [eval sheet](#) and [score tally sheet](#) are at the end of this lesson plan. Note: If you need to adjust the eval sheet or score tally sheet, you may access the original Excel spreadsheet here: [Road Guard Competition Excel Spreadsheet](#).

Once you've explained and showed them how to do the road guard procedures, allow them to practice, rotating flight commander and road guard positions. You may want to allow the cadets to march from location to location on campus as you assign them routes. If it's not feasible to allow cadets the opportunity to march around on campus, you may want to design an area to simulate different obstacles flights will encounter when moving from place to place. You can use traffic cones to design your course. After they've practiced, conduct the competition between flights. To make the competition valid, all flights should have the same amount of time to practice before the competition.

As always, they may not all get a chance to practice in the positions of flight commander and road guards during this LLAB session. It will then be left up to their own internal motivation as a flight to decide to practice on their own later. Whenever you do activities such as in the lesson plan for objective 20, require cadets to follow road guard procedures whether going to volleyball courts or doing a campus wide ELP, etc.

INSTRUCTOR NOTE: The road guard procedures contained in this lesson plan will be used at Field Training. You should teach the procedures contained in this lesson plan; do not teach road guard procedures that are different than in this text.

Lesson Outline:

- A. Importance of Road Guards
- B. Road Guard Procedures
- C. Demonstrate Procedures
- D. Practice Time
- E. Road Guard Competition

Suggested Timeline:

ACTIVITY	Time
Attention	1 min
Motivation, Overview	2 min
Teach/Demonstrate Procedures	25 min
Practice/Competition	60 min
Conclusion	2 min

PART II

INTRODUCTION

ATTENTION

(Suggested: You are in charge of a flight of cadets and lead them across an intersection where a car almost strikes several cadets in the flight.)

MOTIVATION

(Suggested: You certainly don't want this to happen. To avoid this, you need to learn how to take a large group of people in flight formation safely through an intersection. So today, we'll teach you the use and role of road guards in the flight.)

OVERVIEW

- A. Importance of Road Guards
- B. Road Guard Procedures
- C. Demonstrate Procedures
- D. Practice Time
- E. Road Guard Competition

TRANSITION

(Suggested: Let's begin by discussing why road guards are important.)

A. Importance of Road Guards

- a. Purpose: Ensure the safe, orderly crossing of an intersection by the flight. The road guards leave the flight prior to its arrival at the intersection and with caution enter the intersection and then stop any oncoming traffic. Once the entire flight is safely across the intersection, they return to the flight and continue marching with them.
- b. Primary function: SAFETY. They should have the proper equipment with them to ensure they are clearly visible to all oncoming traffic. During dusk or dark hours, they should be equipped with a flashlight. If possible, road guards should be equipped with a brightly colored orange vest to identify them as road guards and present a clearly visible person to traffic.

TRANSITION

(Suggested: Realizing safety is the primary function of the road guard; let's now look at the proper procedures to use.)

B. Road Guard Procedures

INSTRUCTOR NOTE: Refer to the Current Field Training Manual to teach the proper Road Guard Procedures.

NOTE TO STUDENTS: How you move when you perform these procedures will depend on what you're wearing. If cadets are wearing Physical Fitness Uniforms (PFUs)/gear, flight commanders and road guards should be double timing into and out of positions. If cadets are wearing blues, flight commanders and road guards should be moving at adjutant's pace (i.e. walking extremely briskly). If wearing ABUs, they will at a minimum use adjutant's pace; it is case-dependent on whether you will double time when wearing ABUs. So throughout these procedures, I will say 'double-time' but realize that may not always be the case.

Show flight this diagram to illustrate what positions of road guards and flight commander look like.

3. Review of Information

a. Quiz on Information

INSTRUCTOR NOTE: Start the quiz by saying, “Now you tell me the steps for Flt/CC. What's the first thing the Flt/CC does?” They should respond, "Give the command, 'Flight, Halt.'" If not, prompt them accordingly. Then ask, “What's the next step?” and on until you've gotten them to verbally state each step. This will help them internalize their learning when they have to think and state what the next step is rather than only have listened to you tell them the steps.

b. General Review.

C. Demonstrate Road Guard Procedures

This can be done while teaching the procedures or afterwards. The point is to not just tell them how it's done but give them a visual example. Preferably, have some POC cadets demonstrate each step. If that's not feasible, position the flight members and walk them through each step.

D. Practice proper road guard procedures

All flights should have the same amount of time to practice.

E. Road Guard Competition

1. Set up a course. It can be a marching route through campus the flights will use requiring safe intersection crossings. Or, it can be your drill pad with cones set up to represent intersections. Recommend having four intersections to cross.
2. Direct flight to pick four flight commanders; each one will guide the flight through one of the intersections. Also, direct the flight commanders to pick out four sets of road guards; each set will perform road guard duties through one of the intersections.
3. After the flight marches through the intersection and road guards have returned to the flight, the flight commander will halt the flight. That flight commander will then put the next flight commander in charge. That new flight commander will place his road guards accordingly and then march the flight on to the next intersection, execute the intersection crossing, again have the next flight commander take charge, and so on until the last intersection is crossed.
4. At each intersection, real or mock, post a POC to evaluate the flight. The POC evaluator will use the evaluation sheet (see "Road Guard Competition Evaluation Sheet"). The evaluator will observe the flight. Mark each step on the eval sheet that the flight does not complete correctly. As each flight passes through, tally up the number of errors. At the

end of the competition, the evaluators from each intersection will tally the score (see "Road Guard Competition Score Tally Sheet) from all intersections for each flight. The flight with the lowest score wins.

5. POC Flight Commanders should time how long it takes their flight to cover the entire course (i.e. all 4 intersections); if there is a tie in points, the flight who did the course in the shortest amount of time could be the winner.

INSTRUCTOR NOTE: If you need to adjust the evaluation sheet or the score tally sheet, you can access the soft copy of the Excel spreadsheet, "Obj 12 Road Guard Comp Eval.xls". The evaluation sheet is in worksheet 1; the score tally sheet is in worksheet 2.

CONCLUSION

SUMMARY

- A. Importance of Road Guards
- B. Road Guard Procedures
- C. Demonstrate Procedures
- D. Practice Time
- E. Road Guard Competition

REMOTIVATION

(Suggested: You now know how to guide your flight safely through intersections. Knowing these procedures cold will help you perform well at Field Training.)

CLOSURE

(Suggested: You'll often hear that in the Air Force, every job is important. Although 'Road Guard' does not seem particularly glamorous compared to a job like 'Wing Commander,' realize how critical the job really is. As you perform road guard duty, think of yourself as a 'Road Warrior,' as the only one standing between your team members and an 18-wheeler.)

Road Guard Competition Evaluation Sheet		Flt: _____	Flt: _____	Flt: _____	Flt: _____
Evaluator Last Name: _____ Intersection #: _____					
Step #	Step	X*	X	X	X
1	Prior to entering intersection, flight commander (Flt/CC) halts flight, "Flight, Halt. Cover."				
2	Flt/CC ensures traffic is clear, then post him/herself in the middle of the road, ensuring adequate space for flight to pass through.				
3	Flt/CC does About Face to face flight.				
4	In position of attention, Flt/CC commands "[1, 2, 3, 4--the appropriate number depending on the intersection] Road Guards (RGs) Out."				
5	Front RGs move to a position facing oncoming traffic with enough space between each other to allow for flight movement. RGs on right go to right; RGs on left go to left with no criss-crossing.				
6	RGs execute appropriate facing movement to face nearest oncoming lane of traffic.				
7	RGs assume position of parade rest with right hand out in front.				
8	Flt/CC commands, "Forward, March."				
9	When Flt/CC commands "Forward, March", rear RGs tap out and replace front RGs.				
10	Front RGs resume positions in front of flight.				
11	As front of flight comes even with Flt/CC, Flt/CC executes appropriate facing movement (left or right) to face flight.				
12	When last row of flight is even with Flt/CC, Flt/CC executes appropriate facing movement (left or right) to watch flight exit intersection.				
13	When flight is across/entirely out of road, Flt/CC commands "Flight, Halt. Cover."				
14	Flt/CC commands, "Road Guards In", not specifying # of RGs.				
15	Upon hearing the command, "Road Guards In", RGs come to attention.				
16	Rear RG(s) furthest from flight move to rear RG(s) who is closer.				
17	Rear RG taps other RG on the shoulder to let them know to return to flight.				
18	All RGs do facing movements before returning to flight.				
19	Rear RGs resume position in flight.				
20	Flt/CC exits the intersection.				
21	Flt/CC does not give further commands until rejoining flight.				
22	Flt/CC is the first into and the last to leave the intersection.				
**Score (Total # of Xs):					

*Evaluator: If the step is not done correctly, mark an 'X' in the box beside the step. **The lower the score, the better the flight performed.

Objective 13

Apply Proper Flight Drill Evaluation (FDE) Procedures

Required for: FTP

Overview: This lesson covers the FDE. The FDE remains an important cadet leadership component—showcasing leadership, confidence and problem solving skills—and an important part of Field Training. As with other drill lessons, allow the majority of training time for cadet practice, and make sure all cadets have the opportunity to serve as flight commanders, either in this LLAB or in future drill activities.

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PART I

Lesson Title: Flight Drill Evaluation
Instructor: POC Cadet
Time Required: 1 hour (FTP/AS200)
Interrelated Information: *Field Training Guide*
Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Identify proper flight drill evaluation (FDE) procedures.

Cognitive Samples of Behavior:

1. Demonstrate the procedures for the FDE.
2. Perform effective drill commands to move a flight through a flight drill evaluation.

Affective Lesson Objective: Respond to the importance of knowing proper FDE procedures.

Affective Sample of Behavior: Students practice and prepare for FDEs.

PART IB

Strategy: This lesson is designed to give the FTP/AS200 cadets the opportunity to practice the skills required to perform a Flight Drill Evaluation (FDE). This activity will help them prepare for the responsibilities they will have at Field Training (FT). One important aspect of the flight commander position is successfully completing the flight drill evaluation. This aspect of Field Training is one of the most important in demonstrating leadership, confidence, and problem solving skills. Every cadet at FT will perform an FDE. This lesson provides FTP/AS200 cadets the opportunity to practice those drill and ceremony skills at the detachment and build their confidence in performing this task. They will also develop their ability to think on their feet as they decide on which commands to use.

During LLAB time, teach them FDE procedures using this lesson plan. Then allow them to practice. You will then conduct a short FDE competition. You will find the competition [ROEs](#), [eval sheet](#) and [score tally sheet](#) in the lesson plan. Remember, your obligation in this objective is to expose students to the procedure and, if possible, ensure all FTP/AS200 cadets have practiced the FDE once before going to Field Training. Your responsibility is not to make them fully proficient; that burden is on them. Their motivation, not your motivation or you requiring them to practice more, should determine whether they become good or not and score high at Field Training. However, if they initiate extra practice and request your help in spending extra time observing, evaluating and giving pointers, you may certainly agree to do so.

Note that four example [drill evaluation forms](#) are in this lesson plan. Have enough copies of at least one of them for each cadet you'll be teaching during this session. They need to clearly know how they will be evaluated. To create more forms, simply type in different combinations of commands on the forms, renumber (Card #5, #6, etc) and print.

Lesson Outline:

- A. Procedures
- B. Drill Evaluation Form
- C. Practice Time
- D. Competition

Suggested Timeline:

ACTIVITY	Time
Attention Step	5 min
Motivation, Overview	3 min
Teach Procedures, Cadet Practice	65 min
Competition	15 min
Conclusion	2 min

PART II

INTRODUCTION

ATTENTION

[Suggested: Tell students to pair up. Direct one student in each pair to form a ring with their thumb and index finger. Tell these students to form as strong a ring as possible, and then ask the other students in the pair to insert his or her fingers in the ring and pull the ring apart. Reverse the roles and repeat the sequence. Now direct the first students to form the ring again, but this time they are to visualize their finger and thumb forming a continuous, unbreakable steel ring. Have them concentrate on this image for 15 seconds, and then direct the other student to try to pry apart the ring. Reverse roles and repeat the sequence. Usually students will report that it is much more difficult to break the ring the second time.

(Finger Ring Exercise Reprinted from “Leadership Enhancing the Lessons of Experience” workbook, 1999, which is an AS 300 instructor reference book.)]

MOTIVATION

(Suggested: Some psychologists promote a tool called 'visualization'. Like acupuncture and chiropractic, some believe it works, some don't. Today, in this finger ring exercise, some of you found that it works. Likewise, there are parallels between the steel ring image and the power of a leader's vision.

An important part of being successful at Field Training is to have a vision or goal of what you want to accomplish at Field Training. So now, imagine you are in charge of a flight of cadets and a staff member has just given you your drill evaluation card. You now have 3 minutes to successfully complete all of the commands.

When you are the leader, marching a flight around in a Fight Drill Evaluation (FDE), visualize yourself being strong, decisive, confident and doing a good job. You'll find yourself walking taller, your voice will sound pronouncedly sure of yourself instead of hesitant, and your commands will come out with snap.

Having confidence is 99 percent of the battle. In today's lesson, you will acquire the other 1 percent of what you need by learning how to do an FDE.)

OVERVIEW

- A. Procedures
- B. Drill Evaluation Form
- C. Practice Time
- D. Competition

TRANSITION

(Suggested: First let's discuss the procedures for FDE.)

BODY

PRESENTATION

A. Procedures

As a cadet, you must be familiar with drill evaluations. You could lead the flight at any time in a drill evaluation. It can consist of any combination of commands and could be used in Honor Flight or other competitions.

INSTRUCTOR NOTE: Refer to the Field Training Manual for FDE procedures.

TRANSITION

(Suggested: Now that you have a general idea of how the FDEs will run, let's take a more specific look on how you'll be evaluated during your FDE.)

B. Drill Evaluation Form. Fight drill evaluations will be recorded on the Drill Evaluation Form.

INSTRUCTOR NOTE: Hand out a copy of a Drill Evaluation Form to each cadet so they can look at it as you talk about it. Four sample ones are at the end of this lesson plan.

As you can see on this Drill Evaluation Form, your drill card will simply contain a list of commands. You must execute all of the commands, in order, during the 3 minutes. However, you will need to insert additional commands throughout the sequence in order to orient the flight properly to execute the next command.

For example, the first two commands might be "Flight, Halt" and "Order, Arms."

Question: What commands must you insert to make these two happen correctly?

Answer: "Forward, March" and "Present, Arms."

INSTRUCTOR NOTE: Consider giving more examples of more unwritten commands to make sure they understand. Now direct the flight to look over the rest of the Drill Evaluation Form and tell them to ask any questions on any of the items they don't feel are self-explanatory. Explain as much as needed before moving on to the practice session.

TRANSITION

(Suggested: That explains how you'll be evaluated, so let's give you a chance to practice so you'll do well in your evaluation.)

C. Practice Time

INSTRUCTOR NOTE: You can start by having you or another proficient POC march them through a sequence so they see how it's done. Then allow cadets to practice. As they practice, give them specific pointers off of the Drill Evaluation Form.

TRANSITION

(Suggested: Enough practice! Let's see how you do under pressure in a competition.)

D. Competition

INSTRUCTOR NOTES:

1. Since you want to spend most of the LLAB session practicing, the competition will be an abbreviated version. You can leave out the procedures listed in section 1. Just tell the flight you'll hand the flight commander a card, he has 30 seconds to look over it, you'll then say "Begin," and he has 3 minutes to do as many of the commands correctly on the card as possible. When 3 minutes is up, you'll say "Stop" regardless of whether they're finished or not. You'll see which cadet can successfully complete the most commands in 3 minutes without busting boundaries.
 2. To make this a truly challenging competition and ensure the scores aren't as close, make the drill pad area for the competition be smaller than the usual size allowed for FDEs.
 3. This can be either between flights or between different flight members within a flight. Remember, all of the cadets are inexperienced and new to this so it should be a fair competition between flights.
 4. If the competition is between flights, have each flight pick who will be the flight commander to lead them through an FDE. Each flight can compete simultaneously so technically the competition only has to last 3 minutes rather than watching one flight after another. Then, after the 3 minutes is up, the POC evaluating each flight will tally up the score, compare to the other POC evaluators and they can then announce the winner(s) and winning score(s). Consider having POC other than the flight CC's evaluate their flight.
 5. If it's a competition between members of one flight, first determine how much time you have left in the LLAB session. Estimate 5 minutes per person to figure out how many can compete. Then ask for volunteers and pick who will compete as flight commanders.
2. Competition Briefing (Read out loud to cadets): Now we're going to run a short competition. For the purposes of this competition, we will not be doing a full evaluation. Instead, here are the only criteria:
- a. See how many of the drill commands, in order, the flight commanders are able to execute correctly before the 3 minutes are up. You get 1 point for every command completed.
 - b. See if you can stay inside the boundaries. Every time you break a boundary, that's 1 point deducted.

FDE Competition Drill Card

Right Step, March
Flight, Halt
Left, Face
Column Left, March
Left Flank, March
Right Flank March
Column Right, March
To the Rear, March
Flight, Halt
About Face
Left, Face
Present, Arms
Order, Arms
Right, Face
Forward, March
Right Flank, March
Flight, Halt

FDE Competition Evaluation Sheet

1. Give competing flight commander the card.
2. After thirty seconds, say "Begin."
3. Put a check mark in the box beside every command the flight commander executes during the 3 minutes.

#	Drill Command	Check
1	Right Step, March	
2	Flight, Halt	
3	Left, Face	
4	Column Left, March	
5	Left Flank, March	
6	Right Flank March	
7	Column Right, March	
8	To the Rear, March	
9	Flight, Halt	
10	About, Face	
11	Left, Face	
12	Present, Arms	
13	Order, Arms	
14	Right, Face	
15	Forward, March	
16	Right Flank, March	
17	Flight, Halt	

Total # of check marks: _____

4. Put a tic mark (Example:) in the space below every time the flight busts a boundary:

Total # of tic marks: _____

5. After 3 minutes, say "Stop."
6. Tally final score (# of check marks minus the # of tic marks): _____

Note: Seventeen is the highest possible score.

7. Turn in flight's score to designated individual

CONCLUSION

SUMMARY

Today, you learned the following:

- A. Procedures
- B. Drill Evaluation Form
- C. Practice Time
- D. Competition

REMOTIVATION

(Suggested: During today's competition, we made it challenging for you. We made the boundaries a lot closer than they are in a normal FDE. So every FDE you do from now will seem easy compared to what you did today.)

CLOSURE

(Suggested: Don't forget the power of a leader's vision as you saw in the finger ring exercise. Imagine you have plenty of space. Don't panic. Just calmly visualize yourself leading the flight confidently through an FDE and, just like the fingers of steel were hard to break, your FDE score will be hard to beat.)

CADET:	FLIGHT:	DATE:
CARD #4 DRILL COMMANDS		
A. To the Rear, March	G. Flight, Halt	M. Column Left, March
B. Left Flank, March	H. Column Right, March	N. Left Step, March
C. To The Rear, March	I. Right Flank, March	O. Flight, Halt
D. Half Step, March	J. Forward, March	
E. Right Flank, March	K. Left Flank, March	
F. Right, Face	L. To The Rear, March	
NOTES:		
<u>Composure/Military Bearing (30 points)</u> _____ Properly reports in/out (-2 pts per infraction / max 10 infractions) _____ Maintains position of attention (-1 pt per infraction / max 5 infractions) _____ Not flustered by mistakes inappropriate comments (“As I was”) (-2 pts per infraction / max 10 infractions) _____ Maintains visual contact with flight (not looking at card/ground) (-1 pt per infraction / max 5 infractions)		
<u>Control of Formation (35 points)</u> _____ Stays within boundary limits (-5 pts per infraction / max 10 infractions) _____ Makes necessary corrections (-2 pts per infraction / max 10 infractions) _____ Proper position to command flight (-2 pts per infraction / max 10 infractions) _____ Commands called on proper foot (-2.5 pts per infraction / max 5 infractions)		
<u>Time Management (15 points)</u> _____ Completes entire drill card (-2.5 pts per infraction / max 15 infractions) _____ Limits additional commands (-1 pt per infraction) _____ Completes movement and moves to next item (-1 pt per infraction) _____ Stayed within 3 minute limit (-1 pt for every 10 seconds over)		
<u>Command Voice (10 points) – Evaluated over entire drill sequence (-2pts – Not used)(-1 pt – Moderate use)</u> _____ Inflection _____ Projection _____ Loudness _____ Distinctiveness _____ Snap		
<u>Professionalism (10 points)</u> _____ Performance of flight (-1 pt per infraction / max 10 infractions)		
TOTAL SCORE	TIER RATING FOR AFROTC FORM 708	
	OUTSTANDING	90 - 100
	EXCELLENT	80 - 89
	SATISFACTORY	65 – 79
	MARGINAL	50 - 64
	UNSAT	under 50

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Objective 14

Know Proper Dorm Maintenance Procedures and Requirements

Required for: FTP

Overview: This lesson provides the basics of dorm maintenance and requirements. The detailed information on dorm requirements for Field Training is found in the Field Training Manual. The FTP cadet will receive this manual and should be well-prepared and knowledgeable on dorm requirements before leaving for Field Training. This LLAB lesson is meant only as a quick introduction/demonstration/explanation of some dorm maintenance basics.

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PART I

Lesson Title: Dorm Maintenance
Instructor: POC Cadet
Teaching Method: Demonstration/Performance
Time Required: 2 hours (FTP/AS200)
Interrelated Information: Field Training Guide
Visual Aids: Handouts (included)
Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know proper dorm maintenance procedures and requirements.

Cognitive Samples of Behavior:

1. Identify Field Training (FT) dorm maintenance requirements.
2. Demonstrate FT dormitory maintenance requirements as described in the *Field Training Manual*.

Affective Lesson Objective: Respond to the importance of proper dorm maintenance procedures and requirements.

Affective Sample of Behavior: Students discuss and practice dorm maintenance procedures.

PART IB

Strategy: FTP/AS200 cadets are expected to know Dorm Maintenance procedures prior to Field Training. Use this lesson plan and the Field Training Manual to ensure all cadets have a basic understanding of what to expect at FT. Recommend experienced POC cadets give a demonstration on proper dorm maintenance. Suggest using at least 1.5 hours for teaching this lesson and its activities, and 1.5 hours for practice time. The practice time may be split into smaller half hour sessions throughout the semester instead of 3 consecutive hours of LLAB.

This lesson is very generic in nature due to changes that occur in the Field Training Manual (FTM). It is your responsibility as the instructor to get a copy of the FTM and research the information to teach in this lesson.

Once you've done the quiz and activities per the lesson plan, you may consider using [additional activities](#) to support this objective. The function of this lesson objective is to ensure cadets are knowledgeable on the correct procedures for FT Dorm Maintenance.

You do not have to have a perfect mock dorm set up for cadets to practice. Any college dorm room will suffice or area of the cadet lounge will suffice. You do not need a drawer to practice folding and placing clothing items. A box can function as a drawer; a table can function as a

bed. If it is impractical to obtain either one at the detachment, consider having cadets in a dorm volunteer their rooms as the meeting place for this lesson. Supply the materials for three beds for the three different arrangements.

Before this lesson, you will need to ensure cadets know which items to bring for the “Folding Competition” section of this lesson: socks, belt, T-shirt, washcloth, Physical Fitness Uniform (PFU) shorts (any kind will do), handkerchief and tie/tie tab.

Bring a copy of Figures 1 and 2 (Bedcover) and a copy of *AEEC Letter 95-153/GPS-76 – page 34 [Attachment 5 (cont.)]* of this lesson plan for the attention step.

INSTRUCTOR NOTE: Review the most current Field Training Manual before teaching this class as the rules may differ from how it was done when you went to FT—even if you went last year!

Consider finding prizes such as candy bars, “Kudos” granola bars or warrior points for winners of quiz and folding competitions in this lesson. You may need 2 or 3 for the quiz winner(s) and a maximum of 7 for the folding competition winners.

Lesson Outline:

- A. Quiz (Scavenger Hunt in Guide)
- B. Beds (Hospital Corners, E-Folded Blanket demonstrations)
- C. Inspection Drawers (Folding Competition)
- D. Wall Lockers and Dressers
- E. Shoes
- F. Laundry Bags (Demonstrate tying)
- G. Security Drawers
- F. Practice

PART II

INTRODUCTION

ATTENTION

(Suggested: Hold up a copy of the following attachments to the lesson plan: Figures 1 – 3 (bed configurations) and *AEEC Letter 95-153/GPS-76 – page 34 [Attachment 5 (cont.)]*. Hold them both up for cadets to see.

Question: What does the page of a satellite manual and a page from your Field Training Manual have in common?

Answer: Now hold up the paper with the satellite. What I'm holding up is a page of an Air Force document. It contains directions on how to conduct tests on a GPS satellite. It has very tiny details that the operator has to pay attention to. For example, angles can only be so many degrees. There are very minute measurements the operator has to abide by. And, as you can see by the diagram (point at diagram), there are detailed descriptions of how this has to be set up.

Now, let me read an excerpt from this. Read underlined Section 2.2.2.1 from the copy of page 20.

Question: What major do you think you have to have in college to do this job? (Pause, let the students guess)

Answer: Actually, the person who follows this manual is an airman in the Air Force. The airman may only have a high school degree but goes through about 10 months of training before doing this job.

Question: Whom do you think is put in charge of this airman who is doing this job, operating this satellite?

Answer: An officer—potentially a Second Lieutenant.

Question: What kind of degree do you think the officer in charge of this airman needs in order to supervise this airman and make sure the airman is operating the satellite correctly?

Answer: Actually, any officer can be put in charge. They could have been a music major, a biology major, etc.

The point is, officers are supposed to be equipped with the managerial skills to be able to supervise any body, any project. However, the Air Force needs to be able to determine if an officer has general abilities; that the officer can pay attention to detail, follow detailed written instructions, and determine if the airman is doing the right thing or not.

INSTRUCTOR NOTE: Give the copies you previously made to a couple of cadets in the flight and instruct them to pass them around. Now hold up a copy of Figures 1-3 of this lesson plan with the bed diagrams.

Question: Now, this is a diagram of what? Point at bed.

Answer: A bed--correct. Before the Air Force hands an officer a satellite and says, "We're putting you in charge of this satellite," the Air Force first hands the officer a dorm room and says, "Show me that you can follow directions, and show me you have attention to detail." Once an officer proves this on this inexpensive scale, the Air Force will determine the officer is ready for the responsibility of bigger things like satellites.)

MOTIVATION

(Suggested: Now you should understand why attention to detail—specifically dorm maintenance—is so heavily emphasized at ROTC Field Training. Before you're trusted with more important Air Force assets, you must prove you can be responsible for smaller items, even down to how you follow directions to fold your clothes a certain way.)

OVERVIEW

- A. Quiz (Scavenger Hunt in Guide)
- B. Beds (Hospital Corners, E-Folded Blanket demonstrations)
- C. Inspection Drawers (Folding Competition)
- D. Wall Lockers and Dressers
- E. Shoes
- F. Laundry Bags (Demonstrate tying)
- G. Security Drawers
- H. Practice

TRANSITION

(Suggested: Today, we'll start teaching you dorm maintenance requirements, so when you go to Field Training, you can then exhibit the attention to detail and ability to follow detailed written instructions.)

BODY

PRESENTATION

A. Quiz

INSTRUCTOR NOTE: You can add more questions to this quiz. Consider giving awards, such as warrior points or candy bars, to cadets with the highest scores. Since different questions will be easier to find than others, you will call 'time' when you see that about half of the class has their hands up.

Before you can actually operate a satellite, you need to know how. You are not expected to memorize every single detail from the operating manual; however, you need to know how to look up what you don't know.

For this part of this lesson, you're going to get practice doing just that. It's been found that when students actively seek out knowledge, rather than just watching and listening to others, they learn the material better. So instead of just lecturing you on where to put your shoes and how to hang your clothes, we're going to get you to look up the answers for yourselves.

1. Rules of Engagement:

- a. Get out a piece of paper. Write the numbers 1 through 28 on 28 separate lines.
- b. I'll ask a question. If you know the answer, write it down beside the question number. If you don't know the answer, begin looking through the Field Training Manual until you find the answer, and then write it down beside the question number. When you have written the answer down, raise your hand. After some time has elapsed, I'll tell you to put your hands down and we'll move on to the next question, whether everyone has found the answer or not.
- c. I will move on to the next question; repeat step number 2 until we're done with the knowledge quiz.
- d. After the last question, I will go through the correct answers. Total the number you answered correctly.

2. Dorm Maintenance Quiz (see below)

DORM MAINTENANCE QUIZ

1. Between what times of day must the AFROTC Form 84 be on your bed at Field Training?

Answer: 0800 – 1830.

2. What can you put under your bed?

Answer: Only your shoes--nothing else.

3. What sides of the bed must you ground your mattress to?

Answer: Head and inspection sides.

4. What degree angle do hospital corners have?

Answer: 45-degree angles.

5. (Hold up picture of [Bed A](#) on page 8) What kind of bed is this?

Answer: Dust Cover.

6. (Hold up picture of [Bed B](#) on page 9) What kind of bed is this?

Answer: White Collar.

7. (Hold up picture of [Bed C](#) on page 10) What kind of bed is this?

Answer: Open Air.

8. How do you know what side of a bed is the inspection side?

Answer: Put the shoes on inspection side.

9. How many inches are between the head of the mattress and the top of the collar on a white-collar bed?

Answer: 24 inches

10. How wide is the collar on a white-collar bed?

Answer: 6 inches.

11. What day of the week should you make an open-air bed?

Answer: Linen exchange day.

12. During inspection times, how should your wall locker doors be arranged?

Answer: Open, 90-degree angles

13. What goes on top of the wall lockers?

Answer: Nothing.

14. How many hangers can you have in your wall locker at Field Training?

Answer: 12

15. Where do you place the first and last hangers in the wall locker?

Answer: Grounded against the locker walls.

16. How many hangers with no clothing or other items on them can you have hanging in the closet?

Answer: 3.

17. What do you do with the other hangers if you have more than 12 or have more than 3 that do not have any clothing or other items hanging on them?

Answer: Put them in the supply closet.

18. When is it permissible to leave a belt in your trousers that are hanging in the wall locker?

Answer: Only if those trousers are being worn that day.

19. You are looking into the wall locker. Your trousers are on a hanger in the wall locker. Should the waist of the trousers be on the left or right of the hanger?

Answer: Left.

20. You are looking into the wall locker. Your trousers are on a hanger in the wall locker. Should the buttons/zipper be visible to you, or should they be towards the rear of the locker?

Answer: Visible to the viewer.

21. You are looking into the wall locker. Your trousers are on a hanger in the wall locker. Should the top of the pants (the waist) be higher than the bottom (the cuffs), lower than the cuffs or even with the cuffs?

Answer: Even.

22. You are looking into the wall locker. Your shirts and ABU over blouses are hanging in the wall locker. Are the buttons on the shirts and ABU over blouses facing the left of the wall locker or the right of the locker?

Answer: Left.

23. How many of your short-sleeve blue shirts hanging in the wall locker can have a nametag and rank on it?

Answer: 1.

24. How many of your short-sleeve blue shirts hanging in the wall locker can have the shirt garters attached?

Answer: None.

25. How many of your ABU over blouses hanging in the wall locker can have the sleeves folded up for hot weather?

Answer: None. All sleeves on ABU over blouses must be hung with the sleeves down.

26. How many trousers/skirts can you hang on one hanger?

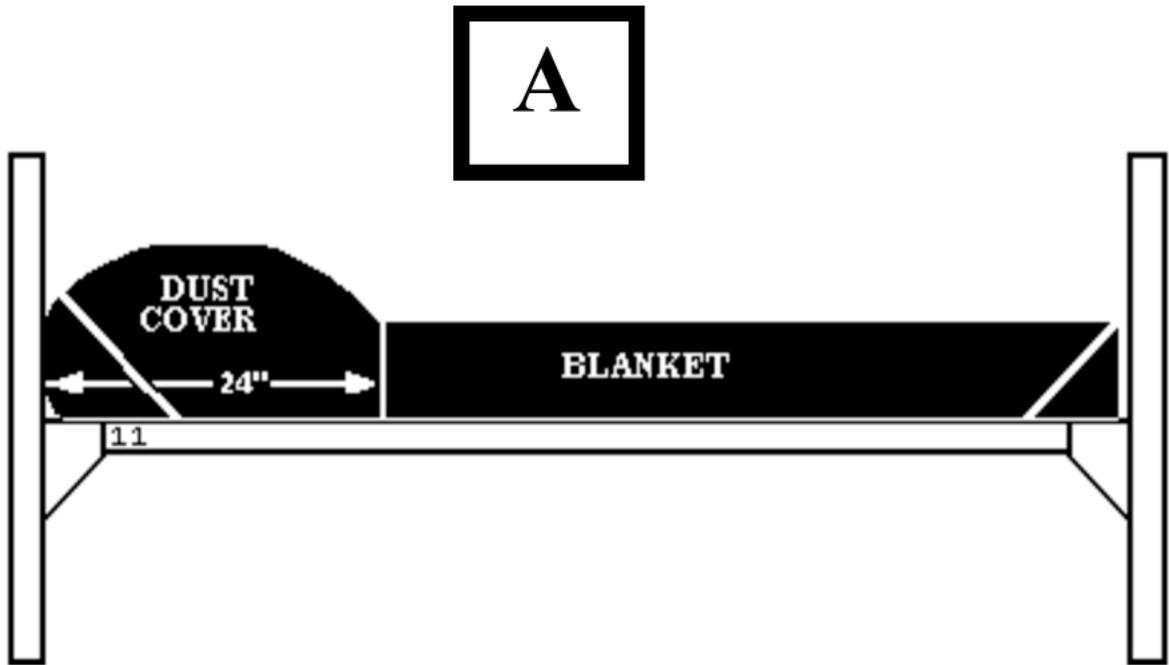
Answer: Only one per hanger.

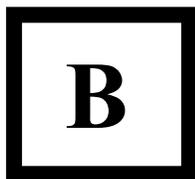
27. If you have three pairs of blue pants and four blues shirts, what is the most number of hangers you use to hang all of these items?

Answer: 4. (Whenever possible, place a shirt/over blouse over trousers/skirts.)

28. You are looking into the wall locker. You have three pair of blue pants and two blues shirts. Will the hanger with the third pair of pants be to the right of the other hangers or to the left of the other hangers?

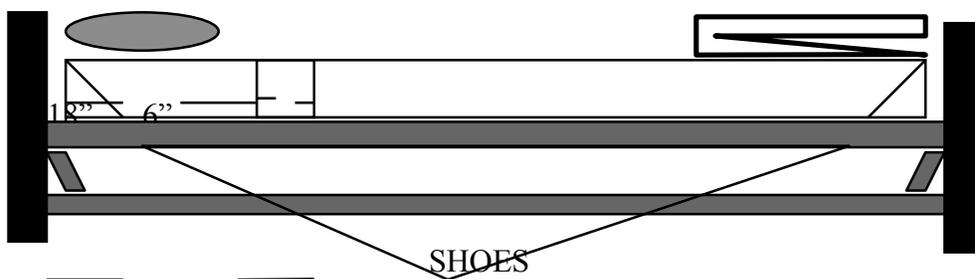
Answer: To the right of the other hangers.



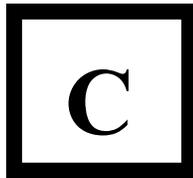


Pillow

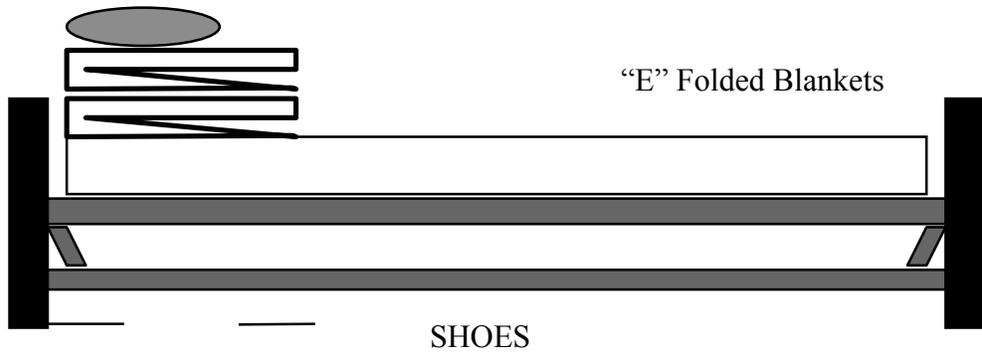
"E" Folded Blanket



Hospital Corners (45 degrees)



Pillow



Through this quiz, you have now been exposed to many of the basic dorm maintenance standards. There are other specifications, but they will be camp specific. The ones presented in this quiz apply to all camps.

You should have noticed during the quiz that the Field Training Manual has everything you need. When you get to the Field Training and are setting up your dorm room, all you'll need to do is constantly refer to your manual, just as you did today. You will do this when you become an Air Force officer too. Once you enter active duty, you will be put in charge of business that you've never had to deal with before. Often times you'll find the only way to learn your job is to crack open the manuals and Air Force Instructions that tell you how to do your job.

TRANSITION

(Suggested: Now that you have the knowledge, let's practice, starting with the bed.)

B. Beds

INSTRUCTOR NOTE: The best way to teach this is NOT to lecture the students on what a bed looks like. One option is to simply give them 10 minutes to make the three types of bed as best they can straight out of the Field Training Manual. You then inspect the bed, per Field Training requirements, using AFROTC Form 84, explaining as you inspect what is wrong.

While at FT, you will have your own bed. Because this is a training environment, when you make up your bed, it must conform to certain standards. All beds will have an inspection side; this is the side of your bed that has your shoes underneath--nothing else can be placed beneath the bed.

1. General Guidance for all Bed Displays

- a. AFROTC Form 84, *Dormitory Checklist of Authorized Items* (Field Training Manual)
- b. Mattress

INSTRUCTOR NOTE: Show them how to make hospital corners, per directions in the Field Training Manual

- c. Hospital Corners

INSTRUCTOR NOTE: Show them how to make an E-Folded blanket, per diagram below

d. E-Folded Blanket.

TRANSITION

(Suggested: Now we'll get into the specifics for the three types of bed displays.)

2. Three Bed Displays

a. Dust Cover Bed (See Figure 1)

(1) Mattress Cover

(2) Bottom (First) Sheet

(3) Top Sheet

(4) First Blanket

(5) Pillow and Pillowcases

(6) Dust Cover

(7) Mattress

b. White-Collar Bed (See figure 2)

c. Open-Air Bed—will be prepared on linen exchange day. (See Figure 3)

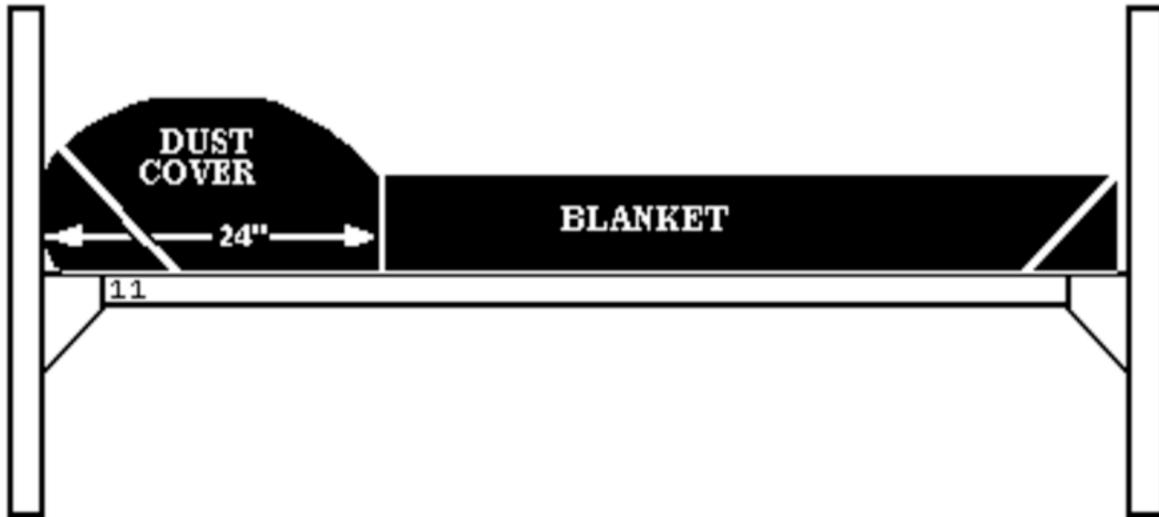


FIGURE 1. Dust Cover Bed

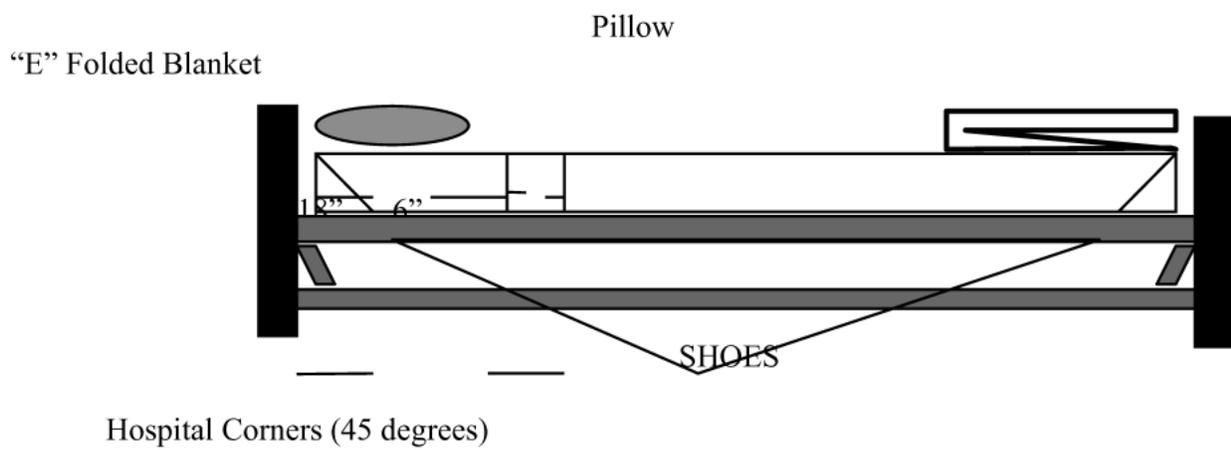


FIGURE 2. White-Collar Bed

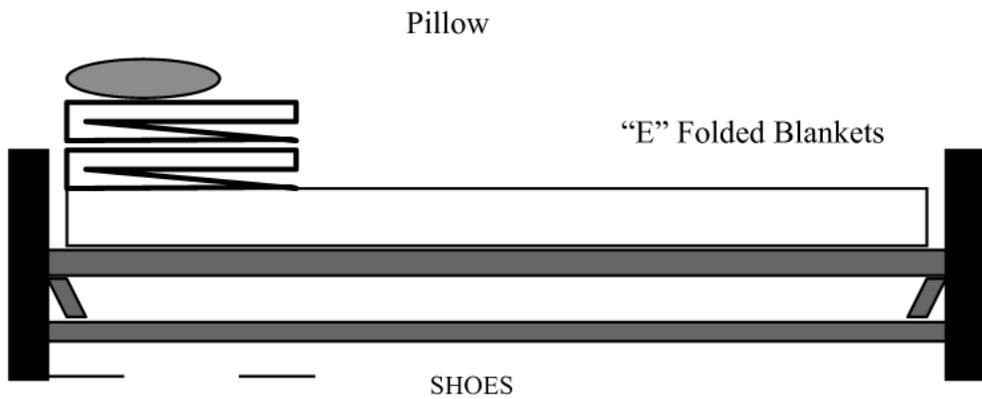


FIGURE 3. Open-Air Bed

- C. Inspection Drawers. The inspection drawers are where you keep the bulk of your uniform accessories (socks, T-shirts, underwear). Depending upon your encampment, this may be a single drawer inside the wall locker or a combination of drawers in a dresser.

For this part of the lesson, you will learn how to fold the items that go in your inspection drawers. To do this, we'll hold a Folding Competition.

INSTRUCTOR NOTE: Direct students to take out the items they were required to bring and to open their Field Training Manual to the pages regarding these items. Track winners of each item and award (candy bar, warrior points, other) to each winner (max 7).

1. Here are the Rules of Engagement:

- a. I will name an item.
- b. As soon as I say the name of the item, you may begin to fold/arrange the item, as it should be per Field Training requirements. (Follow directions in the guide as needed)
- c. When you are finished, raise your hand.
- d. I will inspect your item.
- e. If it's correct, we'll move on to the next item. If it's not, I'll direct the others to resume until someone gets it right.

- Socks
- Belt
- T-shirt
- Washcloth
- Physical Fitness Uniform (PFU) shorts
- Handkerchief
- Tie/tie tab

2. See the Field Training Manual for an excerpt with instructions on folding and displaying these items.

- D. Wall Lockers and Dressers.

INSTRUCTOR NOTE: All of the material in this section was covered in the quiz. By doing the quiz, you will not need to teach any of section D!

In addition to your own bed, you will also have closet space and a dresser as well.

1. General information
2. Hangers.
3. Shirts/over blouses, trousers, and skirts.
4. Physical Fitness Uniform/sports uniforms.

E. Shoes.

1. Combat boots.
2. Low quarters (men)/oxfords and pumps (women).
3. Shower shoes.
4. Running shoes.

F. Laundry Bags. Before I teach how to display laundry bags, I want to go ahead and address something you may have heard. In the past, cadets have attempted to hide things in their laundry bags so they'll have fewer items in their rooms that have to be properly displayed. Or they hide items that aren't permitted at Field Training. I will go ahead and tell you this is not acceptable. It violates your integrity by trying to get away with something that's wrong because you hope no one will look in the bag. It also says a lot about your excellence in all we do. It's saying you don't think you can succeed doing things the right way so you try to come up with shortcuts to succeed. Please keep this in mind when you feel pressured to use shortcuts like this.

G. Security Drawer. The security drawer is where you keep items of value and staff-approved prescription drugs; you may give these items to the CSS section for safekeeping. You may also keep overflow items and infrequently used cosmetics in this drawer. Depending upon your encampment, the drawer may be in your locker or in a separate dresser. If your security drawer is equipped with a lock, it must be locked whenever you are not physically in the area. An unlocked and unguarded security drawer **will** constitute a security violation.

1. Review security violations and what happens with each infraction.

H. Practice

Allow cadets any remaining time to practice the skills you have just taught them. Have knowledgeable POC act as coaches and evaluators ensuring they perform the task satisfactorily.

CONCLUSION

SUMMARY

Today we've discussed Field Training dorm maintenance.

- A. Quiz (Scavenger Hunt in Guide)
- B. Beds (Hospital Corners, E-Folded Blanket demonstrations)
- C. Inspection Drawers (Folding Competition)
- D. Wall Lockers and Dressers
- E. Shoes
- F. Laundry Bags (Demonstrate tying)
- G. Security Drawers
- H. Practice

REMOTIVATION

(Suggested: If you learn these basic skills now, you will be a leg up when you arrive at Field Training. Know and internalize these skills now so you can keep your focus on other areas of training. If you have any further questions, don't hesitate to contact another POC cadet who has been to Field Training or your cadre.)

CLOSURE

(Suggested: Sometimes you may feel frustrated by the high emphasis placed on dorm maintenance. Just remember, when you're getting your dorm ready for an inspection that this is how you can prove to your Flight Commander that you have the attention to detail it takes to be an officer. Prove that you should be allowed to handle any of the Air Force assets.)

ATTACHMENT 5 (cont'd)

2.2.1.4.2 Frequency Selectivity

The antenna gain shall not decrease more than 3 dB at frequencies 1559 and 1610 MHz relative to the gain at zenith and 1575.4 MHz.

2.2.1.5 Axial Ratio

The Axial Ratio shall not exceed 3.0 dB for all operating frequencies at elevation angles greater than 10 degrees, nor exceed 6 dB for all operating frequencies at elevation angles between 5 and 10 degrees.

Polarization

The polarization shall be nominally right-hand (clockwise) circularly polarized.

GNSS Antenna - With Integrated Preamplifier (optional)

The GNSS antenna, as defined in Section 2.2.1 above, integrated with a preamplifier, as illustrated in Figure 2-1, includes the antenna, cabling between the antenna and preamplifier, burnout protection, selective filtering, and a low-noise-amplifier (LNA).

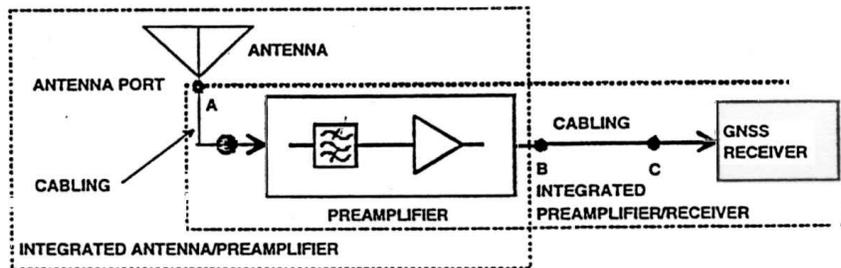


Figure 2-1. Antenna Configurations

2.2.2.1 Preamplifier Gain and Noise Figure

The preamplifier shall provide additional gain of 26.5 dB, minimum, to that specified in Section 2.2.1.4, with a maximum 4 dB noise figure, including all circuitry in the integrated antenna/preamplifier. This additional gain is applicable to points A and B in Figure 1, and does not include cabling between the preamplifier and the GNSS receiver at point C.

NOTE: No maximum gain is specified. Thus, the total gain of the preamplifier and GNSS receiver combination may be installation dependent.

Preamplifier Gain Compression

Considering the interference levels specified in Figure 2-2 defined at the antenna port, the preamplifier shall have a 3 dB margin from the 1 dB gain compression point. The CW interference levels below 1500

ADDITIONAL ACTIVITIES:

Once you've presented the lesson plan, retention of the material in this lesson may be accomplished through other activities, such as:

- a. Jeopardy-style or flash-card type game where you ask them specific questions about the material in this lesson, and see which flight can give the answer the quickest.
- b. Have a dormitory room with uniforms and all other items piled in the middle of the floor and have the cadets make up the room in a specified period of time.
- c. Other ideas approved by the COC.

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Objective 15

Know the Mental, Physical and Administrative Requirements of Field Training

Required for: FTP

Overview: This lesson covers the basics of Field Training (FT). It goes over some basic activity and training, the FT evaluation system, cadet FT entitlements, FT administrative policies and dismissal from FT. Have your POC cadets use the provided lesson plans (augmented by the Field Training Manual) as well as their own personal experiences at FT when presenting this lesson. Cadets will get the briefing again from cadre before heading to Field Training, so try to personalize this from a cadet perspective.

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PART I

Lesson Title: Field Training Requirements

Instructor: ICL or SCL

Time: 1 hour (FTP/AS200)

Interrelated Information: AFROTCI 36-2010, *Cadet Training Program*;
Holm Center T-203, *AFROTC Field Training Manual*

Visual Aids: Field Training Performance Report, T-203, Field Training Manual

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know the mental, physical and administrative requirements of Field Training (FT).

Cognitive Samples of Behavior:

1. Explain the objectives of FT.
2. Summarize activities and training events typically scheduled at FT.
3. Identify the FT Manual and the importance of learning its material.
4. Describe how the T-203 is used at FT.
5. Know the FT evaluation system.
6. Outline entitlements provided by FT orders.
7. Summarize the administrative policies relating to FT reporting and attendance.
8. Explain the reasons why a cadet would be dismissed from FT.
9. Identify what a cadet should do to prepare physically and mentally for FT.

Affective Lesson Objective: Display a willingness to understand requirements of Field Training.

Affective Samples of Behavior: Students actively participate in a discussion of requirements.

PART IB

Strategy: This lesson directly relates to the preparation of cadets for FT; exposing them to what they can expect in order to prevent unnecessary stress and self-initiated elimination (SIE). By the end of this lesson, every cadet going to FT should know that it's not a 'fun and games' environment. They need to know it will be a stressful environment both mentally and physically. Not knowing this has been a source of SIEs so you must make them understand this. Cadets who have completed the LLAB objectives for IMT and FTP should have little difficulty at FT. The best way for cadets to prepare for the FT experience is to have completed the LLAB lesson objectives and to continually strive to improve their physical fitness and mental readiness.

You may want to divide this LLAB objective and accomplish it over two training periods. The first period could consist of approximately 30 minutes of discussing the information contained in the BODY/PRESENTATION section and the remaining 30 minutes can be used for the panel

discussion (a.k.a. “hot wash”). Otherwise, you can do the hot wash and use the remainder of the time to cover any information that was not addressed by panel members.

NOTE: Cadets will hear this one more time when a staff member is required to brief them and have them initial a form before going to Field Training. It is a good thing to review this now with cadets to make sure they fully understand what they are getting into.

Plan to conduct a FT hot wash by hosting a panel of POC cadets who attended FT and any cadre member(s) (if available) who have been a staff member at FT. The hot wash questions provided in this lesson should elicit most of the information your cadets need to know to give them an idea of the administrative and emotional requirements.

Distribute a copy of Field Training Performance Report for each cadet at the beginning of this LLAB session. If you are giving a pre-brief of information, do so now. If not, proceed to the panel discussion.

Introduce panel members with yourself as the hot wash host. Encourage cadets to ask questions. Start them off by asking a question from the list of questions you have. Conduct the panel similar to a hot wash. Whenever students aren’t asking questions, ask another one from the list. Once a question is asked, you’ll need to act as an emcee by designating which panel member should answer the question or direct panel members to raise their hands if they wish to answer the question.

In advance, provide all panel members with your list of the questions, so they can mentally prepare responses. Encourage them to think of anecdotes from their FT experience and be ready to use them when answering questions.

IMPORTANT: Many changes were implemented in both 2004 and 2005. Allow panel members to use anecdotes from their FT experience to describe FT environment, but ensure you clarify for cadets going to FT that some procedures may be different.

During the hot wash, emphasize to cadets that the panel members are drawing from their own experiences. Urge cadets to check the current Field Training Manual for the most updated procedures. The rules may differ from how it was done when panel members went to Field Training, even if they went just last year!

Make one or more copies of this lesson plan for each flight, beginning with the information in Part II “BODY/PRESENTATION.” After conducting the hot wash, flight commanders should give this information to one member of their flight. All flight members will read the information; initial the copy and the final cadet will return it to the flight commander. This will ensure all requirements are covered, including any materials that weren’t brought out during the panel.

If you are unable to host a panel or if cadets miss this LLAB, you may opt to lecture this material or have them review and initial per above instructions. If you wish, you may conduct additional activities to supplement, not replace, this lesson plan to meet this objective.

PART II

INTRODUCTION

ATTENTION

(Suggested: A cadet went to Field Training. He was very excited as he'd been told it was a great time. His impression was that Field Training was a combination of a sports camp and camping out in the woods. Five days after arrival, he quit, or SIE'd (Self-Initiated Elimination) from Field Training. He hadn't known what to expect and as a result didn't handle the shock of the true Field Training environment.

A few cadets SIE from FT each summer, because the pace and demands of the environment are much greater than those found at the detachment. FT requires discipline, commitment, and mental toughness on the part of the cadet. To further emphasize this, since 2003, Field Training is no longer referred to as camp since that is misleading.)

MOTIVATION

(Suggested: How do you prepare for the most important event in your training? What is going to be expected of you? Most, if not all, of the POC cadets have been to FT. This is a mandatory "gate" if you want to progress in AFROTC and become an Air Force officer. So in today's lesson, we're going to give you a better idea of what those demands are, so you can be mentally and physically prepared to deal with them.)

OVERVIEW

During this lesson, we will discuss the following:

- A. Objectives of FT
- B. Activities and Training Events
- C. FT Evaluation System
- D. Entitlements Provided by FT Orders
- E. Administrative Policies
- F. Dismissal from FT
- G. Physical and Mental Preparation

TRANSITION

(Suggested: First, let's talk about the objectives of FT.)

BODY

PRESENTATION

(FTP Cadet Directions: When you have finished reading the materials for Lesson Objective 15, page 5 on, initial below and then pass the material on to another member of your flight. When all flight members have initialed below, return this to your flight commander.)

A. Objectives of FT (found in AFROTCI 36-2010)

1. FT Mission and Cadet Objective:

a. Mission: To evaluate cadets' suitability for entry into the POC and commissioning.

- Both the staff and you as cadets have objectives to successfully complete this mission. The staff's objective is to "train, evaluate, and stratify cadets in a standardized Field Training environment to determine their leadership potential to enter the POC."
- The key term here is the evaluate "leadership potential." Most, if not all of you have not had the opportunity to learn a lot about leadership or practice your leadership skills. That is why the Flight Commanders (FC) and Cadet Training Assistants (CTA) are there—to determine your potential to become a POC and ultimately earn your commission.
- This is not a training course to "weed" people out of AFROTC. This training is designed to start the development of your leadership skills so that your detachments can further develop those skills and make the determination on who is ready to commission as an officer in the Air Force.
- This does NOT mean people who don't meet standards will complete training. You still must meet minimum requirements in areas such as the Fitness Assessment (FA), drill and ceremonies, and different leadership positions. Failure to meet the standards will result in your dismissal from training.

b. Cadet Objective: To comprehend leadership concepts, behaviors, and skills; and to practice leadership in a field environment to a satisfactory level.

- Your job here is to learn as much as you can about leadership and begin to hone your skills through practice.
- The practice will come in the form of leadership duties/positions, leadership exercises, completing daily taskings and responsibilities, all while under the stressors of the Field Training environment. These stressors include but are not

limited to: time, weather, a new environment, new people to work for and with, new physical fitness routines, and eating habits.

2. Additional Objective Information:

- a. The first part of the objective is to *comprehend leadership concepts, behaviors, and skills*. You'll have the opportunity to learn about leadership, followership, team building and group dynamics in an academic environment.
- b. The second part of the objective of FT is to *practice leadership in a field environment*. After each academic lesson you will put your newfound knowledge into use during a practical exercise. There are also leadership positions each cadet must hold sometime during FT. These are important, but it's just as important to be a good follower and team player.
- c. A third part of the objective of FT is *to a satisfactory level*. The "satisfactory level" is determined for each of the different events.
 - Receiving an overall Marginal ('M') or Unsatisfactory ('U') on your FT Performance Report means you do not satisfactorily complete FT. There are multiple ways to receive an 'M' or 'U':
 - Failure on any FA during FT or an average FT FA score of less than 75 points will constitute a *Physical Fitness Assessment* PFR of no greater than marginal. Cadets must achieve a score of 75 or above before TD-14 in order to stay at FT.
 - Failure of 2 or more Flight Drill Evaluations (FDE) will constitute a score no greater than marginal
 - Failure to arrive and remain in compliance with any standards in AFI 36-2903, to include rules governing piercings, brandings, tattoos, etc. will result in a score no greater than marginal
 - Any cadet that fails to arrive at the FTU within weight and body fat standards IAW AFI 36-2905, Fitness Program will receive an automatic unsatisfactory
 - Image/Bearing PFR rating and will be removed from FT with prejudice
 - Failure to return or replace any equipment issued at FT will result in a score no greater than marginal
 - A cadet choosing to travel by POV and arriving late to FT will result in a score no greater than marginal
 - Expeditionary Leadership Problems, the Leadership Reaction Course, and other leadership exercises or positions are evaluated via the Holm Center IMT 2, *Leadership Competency Evaluation*. The feedback and scores you receive from this form will directly correlate to your FT Performance Report.

TRANSITION

(Suggested: Now that we've discussed the mission and objectives of FT, we will look at the activities and events that take place.)

B. Activities and Training Events

1. Administration Time

Personnel In-processing	FTM Test
Initial Feedback/Counseling	Midterm Feedback/Counseling
FTU/CC and COC Welcome	Final Feedback/Counseling
Initial FC Orientation	FTU/CC Outbrief
Dormitory Orientation	Cadet Out-processing
Initial Field Training Briefings	FC Time
Goal Setting Part I	Religious Time
Goal Setting Part II	Dorm Maintenance/Personal Hygiene
Cadet Pay	Reveille/Retreat
Dorm Inspection	Call To Quarters (CTQ)
Open Ranks Inspection	ICT/PIT

2. Leadership Training

Intro to FT Leadership Part 1	Leadership/Followership Exercise
Intro to FT Leadership Part 2	Senior Leadership Perspective
Leadership Evaluation Practice	Warfighter Perspective
Intro to Group Dynamics/Team Building	Code of Conduct
Team Building Exercise #1	POW/MIA Speaker
Team Building Exercise #2	Flight Level GLP
Problem Solving Exercise	Outdoor GLP
Problem Solving/Group Dynamics GLP	Divide and Conquer GLP
Honor Code/Core Values/Prof Values Council (PVC)	Expeditionary Leadership Problems
PVC Council with FTU/CV	Leadership Reaction Course
PVC Flight Discussions	Military Training Movie
Exercise Clean Sweep (Flight)	Peer Evaluations Part I
Exercise Clean Sweep (Squadron)	POC Discussion w/CTA
Exercise Clean Sweep (Group)	LLAB Planning Exercise
Challenges of Leadership/Followership	

3. Drill and Ceremonies

Introduction to Drill	Final Parade
Flight Drill Evaluation Practice	Special Drill Competition Practice
Flight Drill Evaluation	Special Drill Competition
Introduction to Parades	Awards Ceremony
Formal Ceremonies and Parades	

4. Physical Readiness Training

Introduction to Physical Training	Athletics
Physical Training (PT)	Athletics Review
Fitness Assessment	Confidence Course
Introduction to Athletics	Warrior Competition Day
Athletics Practice	

5. Field Training Exercise

Introduction to FTX	Intro to Security Basics
Mobility Line	Security Practice
Mobility Line GLP	Land Navigation Practice
Bare Base Beddown	Warrior Challenge GLP
Bare Base Beddown GLP	Individual Leadership Exercises
Equipment Handout Exercise	MWR Time
Deployment Execution	
Intro to NBC	

6. Air Force Activities

Marksmanship Training	
MAJCOM Briefers	
Orientation Flight and Briefings	
Career Day	

7. Field Training Manual

a. When you arrive at FT, you will receive the T-203, Field Training Manual. This booklet contains important information related to the Air Force and the military. This includes some of the following (not all-inclusive):

- Mission statements of the Air Force, Holm Center, and AFROTC
- USAF Chain of Command
- USAF Major Commands
- The Air Force Song
- The Airman's Creed
- Cadet Honor Code
- Core Values
- Quotes

- b. During FT, every day is designated a “Training Day” or TD. Your chain of command at FT will designate certain passages for you to memorize each day. During room inspections, open rank inspections, etc. the FC may quiz cadets on the previous TD’s knowledge. As FT progresses (TD-2...TD-3...TD-27), warrior knowledge becomes more difficult; however, you’re expected to remember and recite the knowledge for all of the previous TDs. There will be a Field Training Manual test on TD-1. There may also be an additional 1 – 2 quizzes on warrior knowledge while at FT.
- c. FC and CTA may ask you when you first wake up on TD-1 what that knowledge is, and you should be able to recite it in this format:

FC: “Cadet Johnson, what is the knowledge for TD-1?”

Cadet Johnson: “Sir (or ma’am), Air Force Vision 2020 is as follows...Global Vigilance, Reach, and Power.”

- d. The AFROTC Field Training Manual is designed so you will carry it wherever you go while at FT. When your flight is in formation at attention or parade rest, e.g., in the auditorium waiting for the rest of the flights to arrive, you will be expected to study your Field Training Manual booklet. Hold it directly in front of your eyes in the hand directed by the Flight Commander or someone higher in the chain of command.

When the Flight Commander calls out the command “Switch,” all cadets in the flight will immediately lower their booklet to their waist level, switch hands on the book, and bring it back immediately in front of their eyes.

That’s some of the activities and training events typically scheduled at FT. Are there any questions or discussion?

TRANSITION

(Suggested: We’ve talked about objectives and activities at FT; now we’ll discuss how you will be evaluated while at FT.)

C. FT Evaluation System

You will be evaluated at FT. If you don’t know the rules, you’ll be at a serious disadvantage, so pay close attention.

INSTRUCTOR NOTE: You should have passed out copies of AFROTC Field Training Performance Report (FTPR), so cadets can look at them as you go over items.

You’ll be observed during all phases of FT. The FC is the primary evaluator and will record your performance on a Field Training Performance Report or FTPR. This form becomes a permanent document to your cadet records here at the detachment. FT officials must recommend you for entry into the POC, or you’ll be unable to enter the last 2 years of training needed for a commission. You’ll be rated on 40 factors (seven sections) based on

standards of performance rather than comparison to peers. Remember, teamwork is very important and working as part of a team is vital.

1. The performance factors on the Field Training Performance Report are (as of summer 2012—check with Commandant of Cadets for any updates):

PREPARATION FOR FIELD TRAINING

- Initial Interview
- Initial Open Ranks Inspection
- Initial Standby Inspection
- Airman's Manual Test
- Initial Field Training Manual Test

PHYSICAL FITNESS ASSESSMENT

- FA and daily PT activities

LEADERSHIP SKILLS

- Problem solving ability: LRC; ELPs; classroom participation; leadership position; counseling; flight interaction; any sub-par performance
- Coordination/Control and Delegating/Directing: Includes coordinating actions and delegating/directing in activities such as leadership positions; assigning details; additional duties; LRC; ELPs; field leadership activities; classroom preparation/participation.
- Dynamic Leadership: use of management functions and leadership styles in different FT situations like LRC, ELPs, field leadership activities, and leadership position
- Displays Initiative: takes charge when appointed as leader; looking for opportunities to participate or lead; self-improvement; volunteer opportunities
- Performance of Duties: leadership positions (feedback from FC and FT staff); details; additional duties; classroom preparation/participation
- Followership/Team Player: ELPs; LRC; FA; field leadership activities; classroom participation; leadership position

PROFESSIONAL QUALITIES

- Officership – Exhibits loyalty, discipline, dedication, and integrity: cadets will be evaluated on these key aspects of professionalism required of an effective Air Force officer. This also encompasses Air Force Core Values.
- Accepts personal responsibility: aftermath of leadership activities/position; suspenses; behavior after making mistakes; assignments; details; appointments.
- Attention-to-detail/Situational awareness: evaluated during dorm maintenance; personal/uniform appearance; completion and accuracy of forms; LRC; details; leadership positions; additional duties; confidence course; ELPs; field leadership activities, flight sports; social situations.
- Motivates others: during field leadership activities; LRC; confidence course; classroom participation; FA; athletic events; inspections; sets the example.

- Tact/Sensitivity: classroom participation; leadership position; field leadership activities; ELPs; LRC; flight leader; social events; personal interaction.
- Attitude:
- Human Relations: daily/progress counseling; peer evaluation counseling; general feedback; peer interaction.

COMMUNICATION SKILLS

- Verbal/written; clear, concise, articulate; confident
- Interpersonal/Communication Skills Attitude: reaction to failure; run test; FA; LRC; argumentative vs. cooperative in field leadership/class; self centered vs. flight-centered; progress on any remedial program (PC, discrepancies, etc.).

JUDGEMENT AND DECISION MAKING

- Time management:
- Reaction to counseling:
- Uses resources effectively/efficiently:
- Learns from mistakes:

WARRIOR ETHOS

- Adaptability to change/stress:
- Applies training to austere environments:
- Expeditionary skills adaptability:

These seven factors will be listed on the front side of the form. The FC will evaluate you on each factor, using the following rating scale:

U = Unsatisfactory
M = Marginal
S = Satisfactory
E = Excellent
O = Outstanding

2. Under each of the areas, there is room for comments by the FC, COC, and FT Commander. FT commanders will comment only if you receive an overall marginal or unsatisfactory, are awarded a DG or SP, or are recommended for CTA duty. The FC will review your FTPR with you before you depart FT. During the review session, you are encouraged to ask the FC to clarify any part of the evaluation you have questions about or disagreements with. Remember though, it's not wise to quibble or argue. Take any criticism as constructive feedback from your FC's perspective and learn from it. This is a unique opportunity to mature and improve!

TRANSITION

(Suggested: Now that you know the "what" of FT, we need to cover "how" you'll get to the training site. You'll travel based on a document we call orders. Let's talk about orders.)

D. Entitlements Provided by FT Orders

1. FT orders entitle you to certain things; we call these *entitlements*. To ensure the entitlements are correct, the information in SMS, the AFROTC computer database, must be correct and up-to-date. Your orders allow you to travel from your summer residence to the FT site. If the information in SMS is in error, your orders will be wrong. Assuming the information is correct, you will be provided with a mode of transportation to and from (back to the same place) FT. Air transportation is the normal mode if the air distance from the terminal closest to the cadet's point of departure to the terminal serving the FT location is 200 miles or more.
2. These orders place you under military control, and they direct your travel and training. The government is liable for injuries you sustain during travel to, from, and during training. The orders authorize certain pay entitlements, such as travel pay, meals, lodging, and pay. You'll find valuable information on your orders, like the FT location, report date, FT start date, FT length, and your point of departure (effects travel pay). If you find any errors on your orders, show them to a cadre member ASAP—if they are incorrect, they must be amended to avoid legal and pay problems. *Remember this for future reference:* Always keep personal copies of all orders in case problems arise after the event!
3. Transportation
 - a. Air transportation is the normal mode of travel if the POD is 150 or more miles away from Atlanta International Airport or Maxwell AFB AL. Your detachment will provide electronic airline tickets and a flight itinerary. You will be issued electronic tickets. You must contact the designated airline, confirm your reservation, and ensure the ticket is paid for by your detachment NLT 5 days prior to your departure. If the airline has no reservation or the ticket is not paid for, contact your detachment staff immediately. Cadets with PODs less than 150 miles from Atlanta must be dropped off at the airport via automobile, bus, or rail. Overnight parking is not authorized.
 - b. Bus or rail transportation is reserved for cadets whose POD is less than 150 miles from their FTU or less than 150 miles from the servicing airport hub (Atlanta). Your detachment will provide you with bus/rail tickets, a travel itinerary, or a Government Transportation Request (GTR), which is similar to a certified check. If you receive a GTR, it is your responsibility to secure your tickets at the terminal. As with airline tickets, bus/rail tickets and the GTR are your responsibility. If they are lost or stolen, you will have to replace them at your own expense.
 - c. POV travel is highly discouraged and is **only authorized** for cadets whose POD is less than 150 miles from Maxwell AFB or less than 150 miles from the servicing airport hub. If driving or riding in a POV, you must notify your detachment and coordinate your anticipated arrival date and time. The mileage you'll be paid is reimbursable up to the cost of the GTR on your orders! Here are a couple of examples of what I mean:

Let's say the GTR cost on the order is \$400, but the amount of mileage entitlement is \$600. What do you think you'll be reimbursed? Answer - \$400.

Here's another: the GTR cost on the order is \$400, but the mileage entitlement is only \$350. What do you think you'll be reimbursed? Answer - \$350.

4. Room and Board

You do not pay for your room and board while at Maxwell AFB or Camp Shelby Joint Forces Training Center (CSJFTC); your orders cover these for you. You'll be assigned to a room or bay area, which you and your roommates are expected to keep in inspection order during inspection hours. You'll be fed in a military dining facility—all you can eat (in ten minutes)!

5. Pay

Your orders allow you to be paid during FT. You'll be paid approximately \$21 per day for each of the days at FT. FITW (federal income tax withholding) will be deducted; a W-4 will be completed during inprocessing to take care of this. FICA (social security) is also deducted. These deductions are on pay only, not on mileage reimbursement. SGLI (life insurance) is available, but the paperwork must be completed before you leave for FT. You'll receive part of your pay within the first 5 days of FT; the remainder is paid after FT.

TRANSITION

(Suggested: Remember, the items we just discussed are your entitlements. Now, let's discuss specific administrative instructions for FT reporting and attendance.)

E. Administrative Policies

1. You should not arrive at FT earlier or later than what is specified on your orders. You can find this information in the leading sentence in the orders. Cadets traveling from an overseas location may report up to 24 hours prior to TD 0. If, for whatever reason, you're going to be late, call your detachment or HQ AFROTC/DOTO @ 1-800-522-0033, extension 2817, as soon as possible.
2. When you arrive, you'll be greeted by Military Training Instructors (MTI), FCs, and/or CTAs. At all times remember your military bearing, and you'll do just fine. You'll be stressed upon arrival, so keep your self-discipline throughout in-processing. Do what you are told and process through the various stations and tasks as quickly as possible. There will be much to do during the first few days of FT, so stay alert.
3. You will be required to ask permission to do almost everything at FT. Do NOT leave formation, the dorm/bay area, or class without permission, and most of all, don't leave the base or the FT area. There will be a number of areas you'll be allowed to visit on base to take care of your needs. On occasion, you or a flight rep will be allowed to go to the

Exchange (X) to purchase necessities. Other areas may be cleared by the Flight Commander. Go to these areas only if they're cleared; don't assume anything.

TRANSITION

(Suggested: There are many administrative policies that relate to FT. Most are found in the Holm Center T-203, *AFROTC Field Training Manual*. Read it cover to cover, and don't wait until the last minute, otherwise, the next point, why you can be dismissed from FT, might become very personal.)

F. Dismissal from FT

1. FT is an evaluation period that AFROTC uses to make a decision on whether or not you will progress in the program. If you successfully make it through FT, you come back here to the detachment and can enter the POC. If you are not recommended for entry into the POC, your life as an AFROTC cadet, pursuing the opportunity to become a commissioned officer, can come to an abrupt halt! So listen very carefully to what I'm about to say! Don't arrive at FT overweight or over your body-fat maximum—you will be sent home.
2. You must be able to do and pass the Fitness Assessment (FA). Once again, I'm going to say it: you must be physically fit and ready for FT! If you're going to FT later in the summer, practice the FA all summer. DO NOT become a couch potato!
3. You can be removed from training for cause; this is for prejudicial conduct on your part. Normally, you'll really have to work at being removed for cause. Honor Code violations will send you home. Having illegal drugs are a sure fire way of being removed for cause. Drug tests will be randomly given at FT. Sexual activity of any kind between cadets is NOT permitted. Each summer, cadets are dismissed because of this. **DON'T DO IT!**
4. That's about it; it's not an all-inclusive list, but I think you get the picture. If you go to FT with the right attitude, physically fit, and wanting to be a team player, you'll do fine.

TRANSITION

(Suggested: We've talked a lot about what happens at FT, how you get there, and how you can be sent home; now, let's talk about how you prepare yourself for your FT experience.)

G. Physical and Mental Preparation

Knowing what to expect will ease your mind and lessen your concerns and worries. It is tough, but you've received training during LLAB that will help you successfully complete FT. You must be physically fit and mentally prepared for this experience, if you aren't prepared, it will affect your performance! Everyday at FT will involve physical and mental stress. You must have a desire to become an officer in the world's greatest air and space force and be willing to make the sacrifices necessary to prepare now for the rigors of FT. FT is your opportunity to prove your desire—if it were easy, anyone could be an Air Force officer! It is an extremely demanding environment which will test your will and desire. You

need to realize this is not the everyday environment you will find yourself in on active duty. Yes, you will be faced with challenges, but the working environment will not be as intense or designed to push you to your limit everyday.

1. Physical Requirements. Being physically fit for FT is very important! You must be able to do the FA properly. You should be practicing now, at least three times per week. Your physical conditioning and overall stamina will pay dividends at FT.

*WARNING: Experience has shown that the rigors of FT can reduce your FA score—the ability to obtain a passing score on the FA here at the detachment will not guarantee the ability to pass at FT! The schedule is tough and physically demanding—YOU **MUST BE PREPARED!!!***

All cadets being considered for or already selected for an FT assignment must pass the official FA and the weigh-in no earlier than within 30 days prior to the end of the spring term preceding FT attendance. Each cadet will receive one official attempt.

Something that goes hand in hand with the FA is knowing the rules of the sports used at FT. The rules are found in The Field Training Manual. Trust me, you'll impress your Flight Commander if you know the rules.

Other important ways to be prepared for the requirements of FT are:

2. Emotional Preparation. Treat FT as a deployment. Kiss your parents and significant others goodbye. Put them on the back burner for the 4 or 5 weeks you are at FT. You must clear your head of all distractions and concentrate on the task at hand, performing up to your potential at FT. Should family problems arise, make sure you bring them to the attention of your FC; your FC may be able to help you deal with them. FT is too important an event for your performance to suffer because of problems back home.
3. Emergency Notifications. Know all the required information in case of emergency! How can your family contact you? This information is on your orders as reporting instructions. Ensure your family knows this information. Remember, it is next to impossible for a family member to reach you direct by phone, so let them know that. It may save a lot of concern and worry later on.
4. Uniforms. Make sure you take all the required uniform items with you to FT. There's a checklist in the FT Manual. If you forget your belt or flight cap, you will buy new ones at your own expense. Your uniforms should be in good shape, but if you know of a problem, take care of it now; don't wait until you get to FT. Cadets reporting to FT with ill-fitting, unserviceable, or improper items will be outfitted with proper uniform at unit expense and reported to their respective region commander. Break in new shoes and boots now. You'll do lots of marching and athletics and will regret having sore feet and blisters at FT. Blisters can knock you out of FT if they're bad enough. If you have not

learned how to shine your shoes so you get a nice reflection off your shoes, find someone who has and have them teach you.

5. Automobiles. The *Field Training Manual* and your travel orders include special instructions for those of you who drive to FT. You must have a note from the owner of the car saying that you have permission to drive it (this includes parents), proof of insurance and registration.

CONCLUSION

SUMMARY

- A. Objectives of FT
- B. Activities and Training Events
- C. FT Evaluation System
- D. Entitlements Provided by FT Orders
- E. Administrative Policies
- F. Dismissal from FT
- G. Physical and Mental Preparation

REMOTIVATION

(Suggested: We've discussed FT and what you can do to prepare for this very important step for your future in AFROTC. If you know and follow the guidelines and suggestions we've talked about, you will survive and may even enjoy it. In situations not specifically covered, let common sense and your internal sense of what is right be your guide.)

CLOSURE

(Suggested: Two things I want you to remember are: *be physically fit* and *mentally ready* for FT. Those are the two keys to success! If you think of any questions between now and when you leave, please don't hesitate to ask. We want you to do well because we want you back here next year as a leader in the cadet corps.)

ADDITIONAL ACTIVITIES

In addition to the hot wash, consider:

1. Have one of the detachment officers who has been an FC explain the rigors and mental stresses.
2. Cadets may wish to come up with their own tailored activity. This must be coordinated with the COC prior to execution.

QUESTIONS FOR PANEL MEMBERS

1. What was the most important thing you got out of your FT experience?
2. What did you learn about yourself while at FT?
3. What was the hardest thing about FT?
4. What would you have done differently to prepare for FT? What things did you experience at FT that you did not expect?
5. How did the members of your flight interact at FT?
6. How did you physically prepare for FT? What was the physical training aspect of the program like? Describe a normal daily regimen of physical training.
7. What was your best experience at FT?
8. Without giving away specific details, what was the Leadership Reaction Course like?
9. What was the athletics program like?
10. Describe the peer evaluations and feedback process at FT.
11. What was the drill and ceremonies portion of FT like? How often did you participate in drill and ceremonies? What did you do in LLAB to prepare? What about FDEs and parades?
12. Without giving away some of the surprise, what was your field deployment experience like? Describe FTX.
13. How did you interact with the staff? How did MTIs, FCs and CTAs treat you? Were they polite? What tone of voice did they use?
14. What were the dorms and uniform inspections like? What were some common mistakes?
15. What if any problems did you or someone you know have traveling to or from FT? How did it work with getting your orders and your pay? For those of you who drove, how does that work?
16. What were the meals at the dining facility like? What was the environment at the dining facility like? What were some special rules you had to follow in the dining facility?
17. What were things you saw other cadets doing that caused them to not succeed at FT?
18. What is the best piece of advice you can give to the cadets going to FT this year?

Objective 16

Apply Proper Open Ranks Inspection Procedures

Required for: FTP

Overview: This lesson goes over proper Open Ranks Inspection procedures. Cadets should learn the procedures well enough to be able to participate in inspections at Field Training. Allow the majority of training time for cadet practice, and try to allow as many cadets as possible the opportunity to serve as flight commander during regular inspections throughout the year.

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PART I

Lesson Title: Open Ranks Inspection

Instructor: POC Cadet

Teaching Method: Informal Lecture

Time Required: 0.5 hours (FTP/AS200)

Interrelated Information: AFMAN 36-2203, *Drill and Ceremonies*;

Holm Center T-203, *AFROTC Field Training Manual*

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know proper open ranks inspection procedures.

Cognitive Samples of Behavior:

1. Explain how to effectively execute all positions associated with an open ranks inspection.
2. Demonstrate the commands and movements undertaken in performing the open ranks inspection.

Affective Lesson Objective: Respond to the importance of open ranks inspection procedures.

Affective Sample of Behavior: Students actively perform open ranks inspection procedures.

PART IB

Strategy: This lesson is designed to give the FTP/AS200 cadets the knowledge to properly execute an open ranks inspection. The majority of the training time should be used so the cadets may practice. FTP cadets are expected to know Open Ranks Inspection procedures well enough to participate in them at Field Training. Try to ensure all cadets have a basic understanding of what to expect. Recommend experienced POC cadets give a demonstration on open ranks inspection procedures; then rotate cadets through the various positions with POCs as coaches. Suggest using at least 15 – 20 minutes for explanation and the remaining time for practice. Another way to get your FTP cadets to practice is to assign them as flight commanders during regularly scheduled open ranks inspections throughout the semester.

Lesson Outline:

- A. Open Ranks Inspection
- B. Practice Time

Suggested Timeline:

ACTIVITY	Time (Min)
Attention Step, Introduction, Overview	2
Information/Explanation	15
Cadet Practice	40

Conclusion	3
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PART II

INTRODUCTION

ATTENTION

(Suggested: Open this lesson describing an anecdote from Field Training, maybe some cadet who had 20 different demerits in one inspection or something embarrassing during an inspections, or what you saw as the most common inspection error.)

MOTIVATION

(Suggested: The Open Ranks Inspection is designed to evaluate standards of military bearing and your personal appearance. Open Ranks Inspections occur every week during Field Training. It is part of our customs and courtesies as an Air Force professional that we should be familiar with.)

OVERVIEW

This lesson will look at the procedures used in conducting an open ranks inspection. We will discuss the following:

- A. Open Ranks Inspection
- B. Practice Time

TRANSITION

(Suggested: Let's begin...)

- A. Open Ranks Inspections—evaluates standards of military bearing and your personal appearance.

Refer to the current Field Training Manual and AFMAN 36-2203 for the open ranks inspection procedures.

TRANSITION

(Suggested: You should have a firm grasp of the Open Ranks Inspection. Now is the time for you to practice these procedures and perform your own Open Ranks Inspection.)

- B. Practice Time

INSTRUCTOR NOTE: Once trained you should allow the AS200 cadets to rotate through each of these key positions for an Open Ranks Inspection.

CONCLUSION

SUMMARY

During this lesson, we discussed:

- A. Open Ranks Inspection
- B. Practice Time

Objective 17

Apply Key Personnel Parade Procedures

Required for: FTP

Overview: Objective 17 is designed to expose the FTP cadets to the proper procedures followed by key personnel during formal parades. The material for this lesson is found in Air Force Manual (AFMAN) 36-2203, *Drill and Ceremonies*. The POC should demonstrate proper procedures, and then rotate the cadets through as many key positions—wing adjutant; wing staff positions; wing, group and squadron commander; guidon bearer and first sergeant—as possible throughout the year.

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PART I

Lesson Title: Key Personnel Parade Procedures

Instructor: POC Cadet

Time Required: 0.5 hours (FTP/AS200)

Interrelated Information: AFMAN 36-2203, *Drill and Ceremonies*; Ceremonial Music

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know key personnel parade procedures.

Cognitive Samples of Behavior:

1. Know how to execute key cadet officer functions associated with the parade ceremony.
2. Demonstrate key officer commands and movements undertaken in performing the parade ceremony.

Affective Lesson Objective: Respond positively to the importance of parade procedures.

Affective Sample of Behavior: Students respond with interest to procedural requirements for official parades.

PART IB

Strategy: FTP/AS200 cadets are expected to know the parade ceremony procedures well enough to skillfully assume cadet officer positions. Try to ensure all FTP cadets going to field training have a basic understanding of what to expect. Recommend experienced POC cadets give a demonstration on parade procedures, and then rotate FTP cadets through the various key personnel positions with the POCs as coaches. Parade procedures are clearly outlined in AFMAN 36-2203 and provide good background information that cadets should read before they're shown the parade ceremony procedures at the drill pad.

FTP cadets should try and rotate through as many positions as possible to include the wing adjutant, wing positions, group, squadron and flight commander, guidon bearer, and first sergeant. This is a good lesson to involve as many of the POC as possible in teaching the different commands and movements.

Per objective 26, all cadets must participate in a unit parade. Recommend you tie the timing of this lesson with that one.

PART II

INTRODUCTION

ATTENTION

(Suggested: All eyes will be watching as you participate in a parade. Do you feel confident in your assigned responsibilities?)

MOTIVATION

(Suggested: Every week at field training, you will usually participate in a parade. This is where the formal change of command will take place. Each flight will be observed by the MTIs who will grade the flight as a whole on how well they execute the parade commands. The results will count towards honor flight. You may be in a flight position one week and in a wing, group, or squadron position the next week. It is important you understand the format of the parade and attempt to execute as many positions as possible.)

OVERVIEW

During this lesson, we will discuss the following:

- A. Key cadet officer functions
- B. Key officer commands and movements

TRANSITION

(Suggested: Let's look at the parade procedures.)

- A. Key cadet officer functions

Using the parade procedures, you should train FTP cadets on key parade personnel commands and procedures. Key personnel are the wing adjutant, wing positions, group, squadron and flight commander, guidon bearer, and first sergeant.

- B. Key officer commands and movements

Once trained, you should allow the FTP cadets to rotate through each of these key positions for practice. This training is targeted at the FTP cadets; as such, we suggest you simulate non-key positions (flights, color guard, etc) so the rest of the wing can continue with other training objectives instead of standing around during practice.

CONCLUSION

SUMMARY

- A. Key cadet officer functions
- B. Key officer commands and movements

REMOTIVATION

(Suggested: It is important to remember your flight will be graded during the parades at field training, and the scores often count towards honor flight. Nevertheless, this is not the only reason you should take pride in your performance during a parade. Parade ceremonies require a great deal of preparation and practice, and are not something that should be taken lightly. Parades are a time to show off the teamwork and skill you have worked hard as a flight to form and it is an honored tradition of the military).

CLOSURE

(Suggested: So next time you are taking part in a parade, whether at the Det or at Field Training, remember that you are representing yourself, your flight and all the people who came before you.)

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Objective 18

Comprehend Field Training (FT) Military Decorum

Required for: FTP

Overview: This lesson presents the basic military decorum and courtesies that are expected at Field Training, including addressing staff members, reporting procedures, the seven basic responses, and saluting procedures. Check the latest Field Training Manual to ensure that you are teaching the most current procedures!

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PART I

Lesson Title: Field Training Decorum

Instructor: POC Cadet

Time Required: 30 minutes (FTP/AS200)

Prerequisite Classes: None

Interrelated Information: Holm Center T-203, *AFROTC Field Training Manual*; AETC Form 341, *Excellence/Discrepancy Report*

Visual Aids: N/A

Student Preparation: None

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Each student will know Field Training (FT) military decorum.

Cognitive Samples of Behavior:

1. Explain how to address FT staff members.
2. State how to report to FT staff members.
3. Identify the responses to use with FT staff.
4. Define saluting procedures at FT.

Affective Lesson Objective: Respond to the role of military decorum during FT.

Affective Sample of Behavior: Conform to standards of military decorum used at FT.

PART IB

Strategy: Bring a copy of AETC Form 341, *Excellence/Discrepancy Report*, to this lesson. The function of this lesson plan is to ensure cadets are fully briefed and knowledgeable on FT Military Decorum. Not only should they be knowledgeable, but they should also practice and demonstrate many of these skills.

INSTRUCTOR NOTE: The material in this lesson plan may not be current, especially reporting procedures and responses! Check the most current Field Training Manual. The rules may differ from how it was done when you went to field training, even if you went just last year!

Lesson Outline:

- A. Addressing FT Staff Members
- B. Reporting Procedures
- C. Seven Basic Responses
- D. Saluting Procedures
- E. Additional Activities

PART II

INTRODUCTION

ATTENTION

(Suggested: [Show cadets the AETC Form 341, *Excellence/Discrepancy Report*.] If you violate military decorum repeatedly, you may receive one of these. If you accumulate these Discrepancy Reports, you will prevent your flight from becoming Warrior Flight or Honor Flight. You will be the weakest link.)

MOTIVATION

(Suggested: Now you see that knowing military decorum at FT can really make your life better-- or worse. However, don't forget that the rules of military decorum are not just a FT thing; they are founded on customs and traditions. The responsibility for military decorum is a mutual one in which the junior initiates the act of courtesy and politeness, and the senior responds with like courtesy and politeness.)

OVERVIEW

During this lesson, we will discuss military decorum at FT. I'll teach you:

- A. Addressing FT Staff Members
- B. Reporting Procedures
- C. Seven Basic Responses
- D. Saluting Procedures
- E. Additional Activities

BODY

PRESENTATION

A. Addressing FT Staff Members

1. Officers – address officers by their rank and last name if you recognize the member (i.e., Captain Waight) or by “Sir/Ma'am.”
2. Cadet Training Assistants (CTAs) – address CTAs by their rank and last name if you recognize the member (i.e., CTA Smith) or by “Sir/Ma'am.”
3. Noncommissioned Officers (NCOs), including Military Training Instructors (MTIs) – addressed by their rank (i.e., Technical Sergeant O'Brien) or by “Sir/Ma'am.”
4. Cadets – either by rank or as “*cadet*.” (FT staff will address all cadets as “*cadet*.”)

B. Reporting Procedures.

1. When reporting to an officer or CTA in his/her office, you should knock ONCE on the door and announce, "*Cadet (last name), 'X' Flight*". When told to enter, take the most direct route to within two paces of the desk, come to attention (eyes caged forward), and salute. Hold your salute until it is returned and dropped and remain standing at the position of attention until you are dismissed or told to be seated.
 - a. If you have been directed to report, you will say "*Sir (Ma'am), cadet (last name) reports as ordered.*"
 - b. If you are reporting on your own, you will state appropriately: "*Sir (Ma'am), cadet (last name) reports.*" Once acknowledged by the staff member, the cadet will continue with the question or comment.
2. At the end of the conversation ask, "*Will that be all, Sir (Ma'am)?*" The officer or CTA will acknowledge; then proceed to a point one pace backward, and salute. After your salute is returned, drop your salute, execute whichever facing movement is required and move toward the door.

C. Seven basic responses.

1. Prior to asking a question or making a statement in an academic or briefing session, stand and say "Sir/Ma'am, Cadet (last name), (your phonetic flight designation) flight".
2. When you are asked a direct question, answer it appropriately. Otherwise, use one of these seven responses:
 - a. "*Yes, Sir (Ma'am).*"
 - b. "*No, Sir (Ma'am).*"
 - c. "*No excuse, Sir (Ma'am).*"
 - d. "*Sir (Ma'am), I do not know.*"
 - e. "*Sir (Ma'am), I do not understand.*"
 - f. "*Sir (Ma'am), may I make a statement?*"
 - g. "*Sir (Ma'am), may I ask a question?*"

Additional statements you may make when appropriate:

h. "Correction please, Sir (Ma'am)."

i. "Pardon me please, Sir (Ma'am)."

3. When an officer enters the room, you will come to attention and remain standing until otherwise directed or the officer leaves. The first cadet to see an officer enter an area will command "*Area, ATTENTION*"; however, if another officer of equal or higher rank is already present, no such command will be given. When an officer leaves the area, someone will call the room to attention, unless an officer of equal or higher grade remains in the area. CTAs will be treated in the same manner.
4. If an officer or CTA is about to pass you in the hallway, come to attention, place your heels to the wall, allow them to pass, and greet appropriately, i.e., "*Good morning (afternoon or evening) Sir (Ma'am),*" and then carry on. When in stairwells, render the proper greeting; however, do not stop moving.

D. Saluting. When in uniform (including the PT uniform), you will salute all officers (staff, CTA, and cadet), warrant officers, and foreign officers. The FT/CC may designate certain areas as "non-salute areas."

1. The hand salute is rendered from the position of attention, either while standing or walking (**not running**). If both your hands are full, simply render a verbal greeting. An officer may return a salute from a sitting position when a junior member is reporting.
2. Salutes are exchanged outdoors upon recognition, both on and off military installations. When not in formation, all cadets will salute.
3. Render your salute six to twelve paces away from the senior person. You will hold your salute until the person has passed by or returned the salute. Accompany your salute with an appropriate greeting.
4. You will salute all occupied staff cars with front license plates indicating senior officers and USAF staff cars. Staff Cars are a variety of colors and therefore, you need to pay close attention when walking around a base.

E. Additional Activities

1. Use remaining time for a question and answer.
2. Give a quiz to see how many cadets really absorbed the material.
3. Come up with situational scenarios, read them to the class and ask the class what they would do in the situation.

CONCLUSION

SUMMARY

- A. Addressing FT Staff Members
- B. Reporting Procedures
- C. Seven Basic Responses
- D. Saluting Procedures
- E. Additional Activities

REMOTIVATION

(Suggested: Knowing and using this decorum will help you perform well at FT. Continue to study and practice on your own.)

CLOSURE

(Suggested: Consider FT as an interview. The Air Force is trying to decide if it will hire you or not. To get hired, you must play by the rules. That means applying FT decorum correctly. Just think these procedures may seem tedious and even frustrating when you get one little thing wrong, but if you get 'hired' into the Air Force officer corps, it will be worth it!)

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Objective 19

Apply Learned Information during Esprit de Corps Activities

Required for: All cadets

Overview: Esprit de corps activities should help develop teamwork and camaraderie in your detachment through interaction while performing exciting or social tasks. This lesson presents 28 suggested esprit de corps activities you can conduct in meeting this objective. In addition, sample lesson plans are provided for several of the activities:

- Physical Fitness Challenge
- GMC Take-Over Day (Capture the Flag)
- Rock Wall
- Field Day Activities
- Small Unit Tactics
- History Field Trip
- ROTC Survival Orientation

These activities are just suggestions—feel free to develop and plan your own activities as long as they meet the intent of the objective.

These activities also serve to refine leadership and followership characteristics. Ensure each cadet class—IMT, FTP, ICL, SCL and ECL—is involved accordingly in the planning, coordination and execution of the activities. After each activity, debrief time must be scheduled to provide feedback to the appointed activity leaders.

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PART I

Lesson Title: Esprit de Corps Activities

Instructor: POC Cadet

Teaching Method: Informal Lecture

Time Required: 7.5 hours (IMT/AS100); 5 hours (FTP/AS200); N/A (*ICL/SCL)

Prerequisite Classes: None

Interrelated Information: None

Visual Aids: None

Student Preparation: None

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Each student should apply learned information during esprit de corps activities.

Cognitive Samples of Behavior:

1. Develop camaraderie and esprit de corps through participation in group activities.
2. Work as a team and demonstrate the ability to work within a group to accomplish a goal.
3. Use and refine leadership characteristics as defined by the AS300 curriculum.
4. Demonstrate effective followership and communication skills.
5. Improve physical fitness.

Affective Lesson Objective: Each student will value the importance of esprit de corps activities in building teamwork.

Affective Sample of Behavior: Actively participate in esprit de corps activities.

PART IB

Strategy: The purpose of these activities is to provide cadets with opportunities to interact with one another while performing exciting or social tasks. These activities are designed to utilize the whole corps. This lesson has value in helping cadets develop plans, communicate, organize, and manage their time. We want to move away from sitting in the classroom, listening to briefings, and move outdoors but not spend this time on the drill pad. Drill falls under other lesson objectives.

If possible, esprit de corps activities should involve the entire cadet wing. We also want you to have a great deal of flexibility in choosing the activities you wish to use to reach the lesson objective. We have listed many of the ideas and suggestions that were submitted by you as ways to motivate the cadets and energize LLAB. Each AS class has a different role and responsibility during this lesson. These roles are as follows:

IMT/AS100: Followers, members of the teams, participants.

FTP/AS200: Team captains, team leaders, people who are in charge of ensuring the tasks are accomplished.

ICL/AS300: Plan the activities, officiate during sports/competitions, evaluate the results and provide feedback to the team leaders and the team. Provide feedback using Holm Center Form 2 –*Leadership Competency Evaluation (LCE)*. You may request cadre members do some of the evaluating, since they should have experience.

SCL/AS400: Supervise entire operation; ensure activities meet the above objectives for each class.

ECL/AS700: May supervise entire operation.

*No hours specified for POC cadets. They will direct and supervise these activities but will gain credit towards Objective 29, “Demonstrate leadership traits, problem solving ability and management skills in supervising the cadet corps.”

INSTRUCTOR NOTE: Remember, these activities are just fun and games if you don't use the above structure correctly. EVERY activity should have appointed leaders. After EVERY activity, debrief time should be scheduled to provide feedback to the appointed leaders. The debriefs can also address relevant topics such as strengths and weaknesses in areas of planning, communication, teamwork, and chain of command, etc.

ACTIVITIES

We have put together a descriptive [list](#) of some of the most popular activities detachments around the country are doing. This list is not all-inclusive; if you have a great idea, please provide it to us.

You should attempt to do a variety of activities. Though volleyball, for example, may be easy to do logistically, you should not do 15 hours of volleyball. Try to limit any one of the activities listed below to 4 hours. Some of the activities, such as recruiting and socials, have particular time limitations, meaning even if cadets do more voluntarily outside of LLAB, only some of the hours as indicated here in these descriptions will count.

The activities in this lesson plan for Objective 19 are suggestions. You may develop your own as well, as long as the activity meets the intent. For example, drills, community service projects, parades, dining ins, military balls, ceremonies, and guest speakers (other than instructors for particular activities described here) do **not** meet Objective 19; those fall under other lesson objectives. Note that Expeditionary Leadership Problems (ELPs) fall under Objective 7, *Demonstrate Effective Followership and Teamwork Skills*, not under Objective 19 unless listed here.

List of Activities	Page #
<u>Team Sports Campaigns</u>	7
<u>Skills Review ELP</u>	8
<u>Wound Mgt. and CPR Training</u>	9
<u>Land Navigation</u>	9
<u>Motivational Physical Training</u>	10
<u>Field Day</u>	11
<u>Combat Oriented Training</u>	12
<u>Applied Combat Tactics (Paintball/Laser Tag)</u>	13
<u>Capture the Flag</u>	14
<u>Rappelling</u>	15
<u>Rock Wall Climbing</u>	15
<u>High Ropes Course</u>	16
<u>Weapons Qualifications</u>	16
<u>Aircraft Incentive Flights</u>	16
<u>Obstacle Course</u>	17
<u>Crud</u>	17
<u>Uncommon Sports/Exercise</u>	18
<u>History/Military Sites Field Trip</u>	19
<u>Survival</u>	19
<u>Icebreaker/Socials</u>	20
<u>GMC Take-Over Day</u>	21
<u>Basic Ground School</u>	21
<u>Computer Strategy Games</u>	22
<u>Self Defense Training</u>	22
<u>Joint Activities</u>	23
<u>Recruiting Activities</u>	23
<u>Jodie Competition</u>	24

In addition to the description of activities, this lesson plan contains miscellaneous materials you can use to support these activities including lesson plans, handouts and more in-depth descriptions. Use the table below to locate these support materials.

Support Materials for Lesson Objective 19	Page #
Physical Fitness Challenge Description	25
ROTC Challenge Event Description/Score Sheets	27
GMC Takeover Lesson Plan (Capture the Flag)	31
Rock Wall/Communications Lesson Plan	36
Various Field Day/Competitive Activities (Stretcher Carry, Structure Contest, Suspended Rope, Team Challenge, Tug of War)	41
Small Unit Tactics Lesson Plan	43
History Field Trip LLAB	63
ROTC Survival Lesson Plans (Orientation, Personal Protection, Sustenance, Signaling)	66

RESOURCES

Consider using the detachment's allocated RRAP money or develop activities that do not cost money. Also, you can look into getting a facility to provide the activity for free. For example, a school gym might be willing to allow cadets to use the rock-wall climbing facility for free for one session to expose cadets to this activity. This benefits the facility, since cadets who like the activity might return later outside ROTC and take it up as a hobby. In this way, cadets may attempt to arrange access to such activities. In addition, notice that most activities have a "Detachment Contacts" section. These name detachments which already do that activity; consider contacting the cadets at that detachment to learn how they managed the logistics of that activity, and see what works for you. For example, Wright State University might already do paintball. Practicing cross-functional review, you can call up that detachment and ask "How do you do it? How do you get the money for it? How do you arrange transport?" Larger detachments may have difficulty with control and logistical issues, but that will be a challenge for the POC to resolve; consider rotating cadets through activities such as having some play ultimate Frisbee while others do rock wall climbing and then swapping in another LLAB session.

Various bases are near detachments throughout the country. Many detachments have prior service members who may have training that other cadets would enjoy. Cadre members may possess valuable experiences that will encourage cadets. Other areas to look at for possible training include Army ROTC detachments, local police departments, hospitals, Red Cross, Guard, and reserve units. There are many different organizations that are willing to help. There are many resources available and can be sought out with the drive to conduct new and interesting activities.

SCHEDULING

Consider flexibility in scheduling. For example, if you can only set up a paintball activity on a Saturday instead of during the normal scheduled LLAB time, then cadets who attend on that Saturday would not have to attend LLAB at the normal time. Some LLAB activity would still have to be scheduled during the normal time for those who are not able to make the Saturday time. Also, some activities may take an hour for GMC to plan/prepare/practice during one LLAB session, and then they would execute the activity during 2 hours of another LLAB session for a total of 3 hours being accomplished towards objective 20. Part of the key to scheduling is to develop your entire semester's schedule at the beginning of the semester. See pages 15- 18 of the preface, sample schedule. If an activity is going to be harder to coordinate and arrange logistically, schedule it later in the semester, assign a group of POC cadets to plan it, and have them begin making the arrangements starting day 1 of that semester.

DESCRIPTION OF ACTIVITIES THAT MEET LESSON OBJECTIVE 19

1. Team Sports Campaigns (Volleyball, Ultimate Frisbee, Flag Football):

- a. Purpose: Demonstrate group dynamics and decision-making. Allows you to evaluate and teach leadership/teamwork/communication/followership skills to the cadets. In addition, cadets will improve their physical fitness through participation.
- b. Time: 2-3 hours
- c. Prerequisite Information: rules for the game you are going to play
- d. Equipment Requirements: sports equipment
- e. Facility Requirements: field/playing surface
- f. Concept of Operations: Have flights compete against each other in campaigns. In order to improve training value, you should assign AS200 cadets as team captains and evaluate their performance. POC cadets or cadre should serve in the role of evaluator. These campaigns can be broken into two phases that cover two LLABs. Phase I is the Planning and Practice Phase, while Phase II is the Execution and Feedback Phase.

Phase I – Planning and Practice: The flight learns the rules of the sport and selects members for various positions. The flight gets to practice before the actual match. This allows the team members to fully understand their individual roles and responsibilities and to formulate strategy. The Flight Commander gives a verbal briefing to the evaluator regarding their strategy for going into the game at the conclusion of Phase I.

Phase II – Execution and Feedback: Actual game is executed. Following the campaign, the evaluator will debrief the team focusing on the areas of teamwork, leadership, followership, and communication skills. Flight Commander should also comment on

what adjustments to their strategy would be made if a second campaign were to be executed.

- g. Detachment Contacts: Louisiana State University (Battle of the Blues, GMC vs. POC); Texas A&M; UMass--Amherst

2. Skills Review ELP:

- a. Purpose: Demonstrate group dynamics and decision-making. Provides an opportunity for you to evaluate and teach leadership/teamwork/communication/followership skills to the cadets. In addition, cadets will improve their physical fitness through participation.
- b. Time: 1.5 hours
- c. Prerequisite Information: cadets must have previously been trained on the skills and knowledge you are reviewing.
- d. Equipment Requirements: road-guard vest and water containers.
- e. Concept of Operations: Set up stations around campus where you will evaluate how well cadets perform tasks you have previously trained them to accomplish. Another option is to have students run to different landmarks in the city. In order to improve training value, you should assign AS200 cadets as flight commanders and evaluate their performance. Cadets will begin by receiving a clue, which they must solve to determine the location of the first station, and will double time between stations. Once the flight arrives at the station, the POC in charge of the station will provide the flight commander with a card that details which tasks the flight must accomplish to pass the station. Once the flight completes the task, the POC in charge of the station will provide the flight commander with a clue that leads him/her to the next station. The flight continues in this manner until they have completed all stations. Following the ELP, the evaluator will debrief the flight, focusing on the areas of teamwork, leadership, followership, and communication skills. It is important to properly plan the ELP—allow adequate time to complete the course and the debrief. The first flight to finish receives a prize or honor/warrior flight points. Each flight should start at a different station so you eliminate bottlenecks as much as possible. Stations that work well are as follows:

Station 1: Open Ranks Inspection

Station 2: Physical training

Station 3: Drill Review (have cadets execute drill maneuvers you have taught thus far in LLAB)

Station 4: Knowledge review (have cadets answer knowledge questions on things they already learned at LLAB such as Air Force heritage, rank, chain of command, honor code. See previous lesson plans for materials and sample quizzes.)

Station 5: Water Break

INSTRUCTOR NOTE: Information concerning how well the flights performed during the knowledge and drill reviews should be provided to the Operations Group Commander, so he/she can determine how well his training is program is working.

- f. Detachment Contacts: Michigan State University; San Jose University
- g. Sample Program: Operation BREAKTHROUGH, Michigan State University. "Five stations, 10 minutes max spent at each station. Stations included: USAF and Detachment Organization and Chain of Command Test (one spokesperson per flight but solved as a group), Flight Inspection Procedures (conducted an open ranks inspection of the flight, simply checking procedures of flight commander, element leaders, guide, flight members), group pushups (entire flight formed one line, crossing legs over backs of their peers), warrior knowledge test (same type procedure as above, except we quizzed on items in our local cadet warrior guide such as mission, vision, uniform standards, etc.); and a physical challenge (as many pushups and sit-ups as possible with personnel having to successfully traverse monkey bar between those two events.) The flight with highest point total was declared a winner."

3. Wound Management and CPR Training:

- a. Purpose: Provide cadets with a useful skill.
- b. Time: 4 hours
- c. Facility requirements: Large room.
- d. Concept of Operations: Cadets will learn basic injury-care, survival procedures. Wound Management will teach the basic lifesaving steps, shock victims, chest wounds, dehydration, hypothermia, moving casualties, and other victim assessments. Additionally, you may want to certify the cadets on American Red Cross CPR. To schedule training, contact your local Red Cross. Cost is minimal, usually around \$10 per person. At a minimum, you can get a copy of the Airman's Manual and teach basic lifesaving material from it.
- e. Detachment Contacts: University of Nebraska at Lincoln (CPR and Swimming); University of Connecticut (Wound Management)
- f. Sample Program: You can use this activity in conjunction with an ELP. For example, make it a separate station during an ELP. When the flight reports in, choose two cadets at random to perform a Wound Management skill, perform CPR on a mannequin, or verbally explain what actions they would take. Give feedback on teamwork/communication/leadership of the two cadets selected.

4. Land Navigation:

- a. Purpose: Demonstrate group dynamics and decision-making. Provides an opportunity for you to evaluate and teach leadership, teamwork, communication and followership skills to the cadets.
- b. Time: 2 hours
- c. Prerequisite Information: Participants should know how to use a compass (one compass can be given to 3-4 cadets).
- d. Equipment Requirements: Compass, map of the campus
- e. Facility Requirements: Campus should be available at time of execution, with minimum distraction from other students, vehicle traffic, etc.
- f. Concept of Operations: This activity allows the cadets to demonstrate teamwork and communications dynamics using a rarely used skill: compass reading and problem-solving. Several predetermined routes should be taken by the cadre using compass headings and pace count around campus (preferably around large buildings), taking up approximately 20 compass headings and distances (think of them as separate stations they must go through). Each flight will have a designated flight commander/leader, and they will be given a compass and written directions for how to get to their objective. The flights will be started approximately 5 minutes apart. Each flight should have a different route and separate objective of the same difficulty. As they reach each station, they will receive clues that they need in order to solve the puzzle at the objective point. The flight to reach their intended objective and gives the correct answer wins and earns points towards honor flight.
- g. Detachment Contacts: Michigan State University (map/compass reading, pace count, competition); Texas State University-San Marcos (Urban Orienteering Lesson Plan--very good template!)
- h. Sample Program: Michigan State University

"We had 10 teams, with 7 personnel on each; they all started at different locations and their objective was to reach the next point (based on direction and distance). They had a total of 10 points to reach; each point had directions to the next point. The team reaching the most points in time allotted was declared winner."

5. Motivational Physical Training (PT):

- a. Purpose: Provides an opportunity for you to evaluate and teach leadership and followership skills to the cadets. Promotes camaraderie and esprit de corps. In addition, cadets will improve their physical fitness through participation.

- b. Time: 1 hour
- c. Equipment Requirements: cadets in Physical Fitness Uniforms
- d. Facility Requirements: gym, aerobics room, etc.
- e. Concept of Operations: Motivational activity designed to promote esprit de corps and camaraderie. All cadre members are encouraged to attend to make a larger group. Recommend having an AS200 lead group through calisthenics and other exercises, using field training-unique decorum. Workouts can consist of traditional calisthenics. You may also add competitive runs and contests in calisthenics repetitions. Additional activities can include **Wing Warrior Run**, utilizing local resources to set up **Tae Bo** workouts, **Step Aerobics classes, etc.** If desired, you can invite a civilian instructor to lead these sessions. There must be 5 minutes of warm-up stretches and 5 minutes of cool-down exercises to minimize injuries. Any type of exercise that can be done as a group is an option. If a POC or GMC member is a member of a sports team, consider having him/her run the cadets through a workout they do in their sport. Detachment Contact: New Jersey Institute of Technology.
- f. Sample Program: Split a flight in half--one half at one end of the gym and one half at the other. A person from each team has to run to the other group, perform 10 pushups, and then a person from that group runs to the other end and does the same until everyone is finished. First flight to finish wins.

6. Field Day:

- a. Purpose: Demonstrate group dynamics and decision-making. Provides an opportunity for you to evaluate and teach leadership/teamwork/communication/followership skills to the cadets. In addition, cadets will improve their physical fitness through participation. This activity will promote camaraderie and esprit de corps.
- b. Time: 2 hours
- c. Prerequisite Information: cadets must know the rules to all games played during field day.
- c. Equipment Requirements: sports equipment such as Frisbees, bats, tug-of-war rope, volleyball.
- e. Facility requirements: large open area.
- g. Concept of Operations: put together field days where you have flights compete against one another in athletic games and relay races. You can also include activities such as drill downs, super PFT event, 5k race, jodie competitions, etc. See sample program section for variation. Winners receive points towards honor/warrior flight. You can finish the day by having a cookout and awards presentation.

- h. Detachment Contacts: UMass—Amherst; University of Florida; University of Utah; Clemson University.
- i. Sample Program: You can use the activities found on page 41 in this section for a Field Day; however, they can also be used as ELPs for objective 9 or you can do one at a time in 30-minute blocks, tagged onto other LLAB activities. For example, after a 30-minute briefing on uniform wear, you might consider taking them outside to do the suspended-rope activity for 30 minutes towards objective 20. This way, you will have variety in one LLAB session; cadets will not have to sit, listening to briefings an entire session.

7. Combat-Oriented Training:

- a. Purpose: provide cadets with useful combat-oriented skills.
- b. Time: .5 - 2 hours
- c. Equipment Requirements: none required; however, plastic rifles would increase realism.
- d. Facility requirements: field or large classroom.
- e. Concept of Operations: request your local Army ROTC detachment, local Security Forces squadron, or local police/fire department provide training on topics similar to those listed here. You can request they design a test or exercise so students can apply these skills. Also, see the lesson plan on page 43 for small unit tactics if you don't have access to these personnel. Note: This should be a highly active lesson, not just a briefing. For example, the lesson plan teaches hand-and-arms signals, response to ambush, immediate action drills, etc. Consider teaching these to the students then having them practice. These skills can then be used in activities such as laser tag, paintball.

Possible topics are:

1. Squad and fire team tactical movements: The basic tactical team movements to be taught are the wedge, line, traveling, traveling over watch, and bounding. The formations are fundamental to combat units, very critical in positioning, and are dependent upon the threat and terrain.
2. Patrolling: Cadets will be trained on patrolling principles, recon, combat patrolling, danger crossings, rally points, and special teams on patrols. Personnel will be taught the need and applicability to each of the various patrols and their techniques.
3. Reaction to fire: Cadets will be trained as to the appropriate reaction they would take when fired upon by an adversary. They will be taught how to react under an ambush, how to retrograde, and overcome the fire.

4. Cover and concealment: Cadets will be taught the definitions and differences between cover and concealment. They will learn how to properly apply personal camouflage face and body paint, as well as how to conceal their equipment. Purchase military issue camouflage .
5. Night observation: Cadets will learn the basic techniques as to dark adaptation, off-center vision, scanning, and use of the techniques while manning listening and observation posts. Additionally, cadets will gain an understanding and application of the use of night vision devices such as the AN/PVS-7B and AN/PVS-4 series.
- d. Detachment Contacts: Boston University (Security Forces Tactics Training); University of Connecticut (Map/compass reading, hand signals, cover and concealment, escape and evasion exercises); Texas State University-San Marcos (Small Unit Tactics); UMass-Amherst.
- e. Sample Program: See lesson plan, Small Unit Tactics, on page 43. Consider dividing the topics into segments. For example, after a drill session, you might spend 30 minutes teaching students hand-and-arm signals. You might give a copy of Section E, Immediate Action Drills, to the flight commander. Direct the commander to review the material with the flight. They are then ready to practice the drills on their own for an hour. Notice this option wouldn't require effort, resources, or guest instructors; POC merely supervises.

8. Applied Combat Tactics (Paintball/Laser Tag):

- a. Purpose: Demonstrate group dynamics and decision-making. Provides an opportunity for you to evaluate and teach leadership/teamwork/communication/followership skills to the cadets. Allow cadets to apply skills they learned in 7, Combat-Oriented Training. In addition, cadets will improve their physical fitness through participation.
- b. Time: 2 hours
- c. Equipment Requirements: Paintball gun and protective equipment (available for rent from most paintball companies).
- d. Facility Requirements: Field.
- e. Concept of Operations: Have flights compete against one another in combat scenarios. In order to improve training value, you should assign AS200 cadets as flight commanders and evaluate their performance. Cadets compete in a combat-type scenario where the objective is to eliminate the opposing force or to complete a particular objective such as completing a course or obtaining an object from the opposing-sides' territory. Cadets are armed with CO2-powered air guns that expel low-velocity paint balls that signify disqualification when marked with said paint. Cadets marked with paint will exit the playing grounds or follow established requirements. The flight and individual commanders will be given an opportunity to plan a strategy, execute it, and then be given

feedback by the evaluator. Feedback needs to be focused on the flight's leadership, teamwork, communication, and followership and how the environment (fog and friction) impacted the success or failure of their strategy. If possible, tie this activity in with the combat-oriented training in activity 7 above. For example, students could learn tactical movements and evasion techniques in one LLAB session, then apply them in the paintball LLAB session.

- f. Detachment Contacts: Indiana State University; Wright State University (using site defense techniques); University of Portland.
- g. Sample Program: UMass-Amherst. Arranged for Security Forces personnel from nearby Reserve base (Westover ARB) to teach cadets combat tactics; then used those tactics in a paintball competition.

9. Capture the Flag:

- a. Purpose: Demonstrate group dynamics and decision-making. Provides an opportunity for you to evaluate and teach leadership/teamwork/communication/followership skills to the cadets. In addition, cadets will improve their physical fitness through participation.
- b. Time: 1.5 hours
- c. Prerequisite Information: Game rules
- d. Equipment Requirements: One cloth representing flag per team, different colors
- e. Facility requirements: Field
- f. Concept of Operations: Cadets are split into opposing teams. In order to improve training value, you should assign AS200 cadets as team captains and evaluate their performance. Allow the team captain 5 minutes to produce a strategy. The team captain will brief the strategy to his evaluator. Boundaries are set, and the field is cordoned into playing fields, which are assigned to teams. Each team places a flag at their respective command posts and is tasked to defend the flag while also attempting to retrieve the others. When a cadet is “tagged” by an opposing member on that member’s territory, he/she will stand-by in a holding area until a same-team member can tag them for escape. Teams will have 15 minutes to execute the strategy. A 5-minute intermission/strategy session follows the first half. Teams resume the game for a 15-minute second half. The evaluator then provides feedback to the team captain and the team on leadership, teamwork, communication, and followership. The game can be played in urban or wooded areas. Other variations involve using paintball guns or laser-tag devices to immobilize the opponent. If possible, tie this activity into combat-oriented training in activity 7. For example, students could learn tactical movements and evasion techniques in one LLAB session, then apply them in the Capture the Flag LLAB session.

- g. Sample Program: Consider integrating combat-oriented training. Also, see page 29. This lesson plan shows how GMC takeover day can be combined with Capture the Flag.

10. Rappelling:

- a. Purpose: Learn a combat-oriented skill. Develop and practice followership skills. Improve physical fitness, attention to detail and situational awareness.
- b. Time: 4 hours
- c. Equipment Requirements: All equipment available from operator
- d. Facility requirements: High building or land mass
- e. Concept of Operations: Cadets learn the fundamentals of rappelling. Certified trainers could provide safe and effective team-building and confidence-enhancing exercises with the climbing sport. Utilization of commercial, Army ROTC, or college rappelling instruction is available in many areas.
- f. Detachment Contact: San Jose State University
- g. Sample Program: See page 36 for rock-wall climbing lesson plan. This could be used with rappelling as well.

11. Rock Wall Climbing:

- a. Purpose: Learn a new skill while tying it into communications. Develop and practice communication skills with team members. Improve physical fitness, attention to detail, and situational awareness.
- b. Time: TBD
- c. Equipment Requirements: All equipment available from operator
- d. Facility Requirements: Rock Wall
- e. Concept of Operations: Learn the fundamentals of rock climbing. Certified trainers could provide safe and effective team-building and confidence-enhancing exercises with the climbing sport. Utilization of commercial facilities and instruction is available in many areas.
- f. Detachment Contacts: Kent State University; Boston University
- g. Sample Program: See page 36 for a sample lesson plan. Includes handouts on communication skills to use during activity and debrief.

12. High Ropes Course:

- a. Purpose: Learn a new skill. Develop and practice followership and teamwork skills. Improve physical fitness, attention to detail, and situational awareness.
- b. Time: 4 hours
- c. Equipment Requirements: All equipment available from operator
- d. Facility Requirements: High Ropes course
- e. Concept of Operations: Learn the fundamentals of traversing a rope course. Certified trainers could provide safe and effective team-building and confidence-enhancing exercises with the climbing sport. Cadets may be broken up into small teams of two people. These two people must work together to successfully negotiate the course. Utilization of commercial or college ropes instruction is available in many areas.
- f. Detachment Contact: Ohio State University

13. Weapons Qualifications:

- a. Purpose: Learn a combat-oriented skill. Develop and practice followership skills. Emphasize situational awareness and attention to detail.
- b. Time: Varies with detachment size
- c. Equipment Requirements: All equipment available from operator
- d. Facility Requirements: Firing Range
- e. Concept of Operations: Take cadets to a local military installation and afford them the opportunity to gain weapons qualification. Inquire with Air Force Combat Arms Training and Maintenance personnel for AF qualification, local police department, or firearms trainers for other qualifications.
- f. Detachment Contacts: Wright State University (M-16 firing); The Ohio State University (9mm training); Samford University (9mm); Indiana State University; UMass--Amherst (Firearms Training Simulator)

14. Aircraft Incentive Flights:

- a. Purpose: Expose cadets to the environment of the Air Force. Motivate cadets towards an Air Force career.
- b. Time: Variable

- c. Concept of Operations: Set up incentive flights at your local military installation. You can set up fighter flights for your top cadets and heavies flights for the rest of the cadet wing. Also, look at helicopter rides; small aircraft rides such as Cessnas and consider simulator flights.
- d. Detachment Contacts: University of Nebraska at Lincoln (small aircraft); University of Central Florida (F-16 Simulator); The Ohio State University (KC-135 orientations flights with local NGB); University of Kansas (MH 60 incentive rides); St Joseph's University (C-130 incentive ride); Rutgers University (Army Blackhawk helicopters, KC-10, KC-135), Citadel (F-16); Kent State University (helicopter rides).

15. Obstacle Course:

- a. Purpose: Develop camaraderie and esprit de corps. In addition, cadets will improve their physical fitness and self-confidence through participation.
- b. Time: 4 hours
- c. Facility Requirements: Obstacle Course
- d. Concept of Operations: Advise cadets of procedures for negotiating a series of obstacles and have them proceed through in teams. After the cadets have completed the course, debrief the cadets on their performance. Talk about leadership, teamwork, communication, and followership and how the environment affected their ability to perform. Make contact with military bases for reservations or set up at other approved locations. Can also look for similar Alpine Towers courses. Note that activities such as ropes courses and leadership reaction courses fall under objective #7 as Group Leadership Problems so would not meet this objective.
- e. Detachment Contacts: Samford University (Alpine Towers Course)

16. Crud:

- a. Purpose: Learn an Air Force tradition. Develop and practice teamwork skills and situational awareness in high pace environment.
- b. Time: TBD
- c. Prerequisite Information: Rules. The rules can be obtained at the following website: <http://www.billiardsforum.info/pool-rules/crud-billiard-rules.asp> or simply enter "crud" into any Internet search engine. Can also request CGOs from nearby base to come teach the game.
- d. Equipment Requirements: Billiards table, cue ball, one striped ball, scarf/towel for referee

- e. Facility Requirements: Location with billiards table
- f. Concept of Operations: Cadets learn how to play crud and then participate in a competition. This can be done in one LLAB session. Another option is to do it in two LLAB sessions, one session of learning and practicing and another in which a competition is held between flights. All participating cadets receive a call sign. Consider going to a nearby base where crud is played to expose cadets to an Officers' Club and the atmosphere of an active duty unit. If that's not available, consider using pool tables in student lounges, student activities centers, etc. Can also meet lesson objective 8, Environment of the Air Force Officer.
- g. Detachment Contact: Kent State University

17. Uncommon Sports/Exercise:

- a. Purpose: Learn a new skill. Improve physical fitness.
- b. Time: 1 LLAB Session; Can do more if wanted or have some GMC do it this day, others do it on another day if large amount of GMC
- c. Prerequisite Information: Rules, description of sport, etc.
- d. Equipment Requirements: Sport-dependent
- e. Facility Requirements: Sport-dependent
- f. Concept of Operations: Fitness as a lifestyle is a concept preached to cadets and active duty personnel. However, some people simply do not enjoy typical exercise or sports such as running, biking, and doing calisthenics. Often, these people will do enough to pass the Physical Fitness Test but do not truly adhere to a steady fitness regimen. This LLAB introduces cadets to other, non-typical sports so that fitness isn't just a chore they have to do. By exposing them to these sports, they may find one they enjoy and end up pursuing it as a way of staying fit. In this LLAB, POC will pick types of sports/exercises that are non-typical (i.e., not baseball, softball, volleyball, basketball, track, football, etc). Examples: Fencing, ice skating, martial arts, yoga, water polo, rowing, rugby, swimming. POC will then arrange to have GMC spend a LLAB session becoming exposed to the sport, being shown how to do it, and then getting to play it. Consider getting POC or GMC members themselves to teach a sport. You can also contact physical education instructors at the college or even in the local area. Note: POC only has to set it up for GMC to participate, not POC. If you have a large GMC class, you may have to divide GMC so, for example, one group goes to learn fencing, one to learn yoga, etc. POC will arrange for instructors, equipment, and facilities to be available for this LLAB. Since the objective is to expose GMC to a different sport, the instructor does not have to be qualified other than having played it. So, if a POC took a fencing class, he can now teach this session to expose other cadets to this activity.

- g. Detachment Contact: Kent State University; RPI (Ice Skating); Indiana State University (Wallyball)

18. History/Military Sites Field Trip:

- a. Purpose: Actively learn more about military history/heritage in a group setting. Learn more about peers to establish camaraderie.
- b. Time: TBD
- c. Facility Requirements: Site/institution/monument with historical significance
- d. Concept of Operations: Visit and tour a local institution relating to United States, military, or Air Force history and/or heritage. Examples include presidential library, holocaust museum, historical sites, battlegrounds, museums with historical displays, capitol building, etc. You should not have to travel far or to a big city for this LLAB. Even in a small town, you can locate something of historical significance, even just a simple landmark or statue that can then be used as a setting for the discussion. The idea is to have students view a physical representation of history. After the tour, POC will lead a guided discussion on getting students to think how they want to be physically represented, focusing especially on how they want their military career to be represented and have students write obituaries, including how they want their time in the Air Force/military service to be described.
- e. Detachment Contact: Rutgers University (visited naval ships USS Wasp, USS Intrepid, etc.)
- f. Sample Program: See page 63 for more extensive information and description of execution. Includes debrief questions.

19. Survival, Evasion, Resistance, Escape (SERE):

- a. Purpose: Expose students to survival skills.
- b. Time: 1 or 2 LLAB sessions
- c. Prerequisite Information: Materials about basic survival techniques, including procurement/ preparation/preservation/use of food/water/shelter/clothing/fire, aircraft signaling, and vectoring techniques, etc.
- d. Concept of Operations: SCL cadets are required to complete a 4-hour computer based training course on SERE. You may use LLAB to reinforce these skills with the SCL and expose all other cadets to survival topics. This can be done in a variety of ways. For starters, the lesson plans that survival instructors developed for ROTC are included on

page 66. One way you can use this is to take some of the topics (fire lays, insulation beds, berry-edibility rules, preparing animals to eat, procuring water, etc) and assign one topic to a group of GMCs. During the first portion of the LLAB session, the groups of GMC cadets can research the topic (Internet, library). Then, in the latter half of the LLAB session, they can reassemble and each group has to brief what it discovered. Notice the advantages of this method of teaching this material. POC doesn't have to be knowledgeable about survival nor have to prepare extensively for this LLAB. By having to research the materials, GMC cadets learn the materials, because they are actively seeking the information instead of just hearing it in a briefing. Other methods of exposing cadets to survival topics are to request local experts (check with local adventure/outdoor recreation stores, wildlife agency personnel, park rangers, Boy Scout leaders, etc.) to see if any have expertise in these topics and can be a guest instructor (or use whatever expertise you may have in your detachment); you can provide them with the lesson plans here or let them teach related topics. However, prevent this from merely becoming a lecture as much as possible; request speakers to perform demonstrations and let students actively participate. For example, instead of just telling them what an insulation bed is, have students construct an insulation bed. Another option is to see if your local ARMY ROTC detachments cover any of these topics. If so, see if they will let your cadets attend the survival training portions, or request they come teach it to your cadets. In addition, you are not limited to the topics listed in these survival lesson plans. Water survival and winter survival are examples of alternate topics. You can research these topics on the Internet to find descriptions of techniques used in survival; provide the GMC with this material and have them practice the techniques. Since the intent is to expose them, it doesn't have to be exactly by the book. Another easy ELP is to simply teach them one part of the lesson, for example, the 5 rules of improvising (on page 78), then task them to improvise a solution to a problem in the detachment or on campus.

- e. Detachment Contacts: University of Nebraska at Lincoln; RPI (water-survival techniques, water-traversing skills, borrowed rubber ducks from Army ROTC); UMass-Amherst (water-survival flotation, high-water entry, drown-proofing, dry-equipment carry, GLP/winter survival).
- f. Sample Program: The course is broken down into three stations: drown-proofing, high-water entry, and dry-equipment carry. Cadets spend 25 minutes at each station. Upon arrival at a station, the instructing cadet briefs them on safety issues for that station and how to complete the objective. Drown-proofing is an Army term referring to the way in which you inflate your battle dress pants and use them as a flotation device. First you remove your pants and tie off the legs. While holding the waist, push the pants out in front of you, holding the opening under water. This causes the tied off legs to inflate with air.

20. Icebreakers/Socials:

- a. Purpose: Allow cadets to interact and begin process of building camaraderie.

- b. Time: This should be limited to no more than two, one-hour sessions, one per semester.
- c. Concept of Operations: The current philosophy for GMC cadets is to focus on building camaraderie and teamwork skills and help them decide if they want to enter the Air Force; social activities start this process. In keeping with this, a cadet arriving at a detachment should not be entering a hostile environment; the detachment should not attempt to wash out or eliminate new cadets. The test will come in whether they pass their academic tests and meet attendance/motivation requirements of the LLAB program per AFROTCI 36-2010; POC cadets should not use their behavior and treatment of GMC cadets as a test to see if the GMC cadets can handle it. However, on the flip side, note the time restriction: only one social activity per semester should count towards meeting time requirements for objective 20 as the intent is not for ROTC LLAB program to become a social program. You can also tie these social activities in with recruiting efforts. So, for example, if you have a picnic for anyone interested in ROTC, and GMC man the picnic activities and effort, this can count towards this objective. You can also see if the Air Force Association would be willing to provide food, drinks, or other promotional items.
- d. Detachment Contact: Indiana State University (Welcome back picnics in fall, Bring a friend to LLAB night with pizza and motivational videos, tailgate party); Georgia Tech (Reserved block of basketball seats for cadets at basketball game, hockey game and held tailgate party); University of North Texas (starts every lab with high energy music, videos, akin to a pep rally with flight cheers).

21. GMC Take-Over Day:

- a. Purpose: Exposes cadets to higher levels of leadership and management.
- b. Time: TBD
- c. Concept of Operations: GMC cadets are at the bottom tier of the detachment's hierarchy. Now, they'll get an opportunity to see what it's like to not just be responsible for one person--themselves--and instead see what it's like to be in charge of the entire cadet corps. By taking over the POC positions to plan an activity, they'll understand that POCs aren't just sitting around, doing nothing, and come to understand that planning logistics for a lot of people is a challenge.
- d. Detachment Contact: University of Texas at Austin (Operation SHOCK--excellent materials and template); New Jersey Institute of Technology; University of Portland (GMC shadow POC); University of South Florida; Michigan State University (Operation HOME ALONE).
- e. Sample Program: See page 31 for a sample lesson plan in which GMC Take-Over Day involves Capture the Flag. It can be used with any sport or activity. However, recommend you don't make the activity too easy or require little planning such as

volleyball; try to pick an activity that the detachment hasn't done yet so planning will be a challenge. Sample lesson plan includes handouts and debriefing materials.

22. Basic Ground School:

- a. Purpose: Expose cadets to flying mission and increase appreciation.
- b. Time: TBD
- c. Prerequisite Information: Ground school teaching materials and instructor.
- d. Concept of Operations: One of the central activities of the Air Force is flying. However, nearly 90% of Air Force officers are in support areas. Some have little interaction with planes and the actual flying mission. For this activity, cadets learn some fundamentals of flying. Since the object is to expose and increase appreciation, the instructor doesn't necessarily have to be an expert. It can be someone who has attended ground school. This doesn't have to be an in-depth session. Recommend introducing some of the basics such as weather and how to operate the plane. Teach students how to plot a course, calculate fuel, and give them problems to work using what they were just taught. As much as possible, provide activities such as problems to solve rather than this being a 2-hour lecture. You could also use this activity for lesson objective 8, Environment of an Air Force Officer.
- e. Detachment Contact: University of Nebraska at Lincoln.

23. Computer Strategy Games:

- a. Purpose: Learn a new computer skill. Expose students to simulated wargames. Improve attention to detail and situational awareness.
- b. Time: Only use for one LLAB session for credit towards objective 20 hours.
- c. Concept of Operations: Cadets participate in wargames/dogfights/flight simulations on computers. All cadets participate, not just the ones who want to be pilots or are technologically oriented.
- d. Detachment Contact: University of Kansas; University of Nebraska at Lincoln (computer wargames "Atlantis" or "Tandem Challenge").
- e. Sample Program: University of Kansas developed the War Room with computers networked together for the cadets to conduct wargames, dogfights, and to practice flight simulations.

24. Self Defense Training:

- a. Purpose: Learn a new skill, tie it into communications, develop and practice communication skills with team members. Improve physical fitness and attention to detail and situational awareness.
- b. Time: One LLAB session.
- c. Facility Requirements: Area large enough for GMC to practice exercises/drills.
- d. Concept of Operations: You can request a local instructor or cadet instructor lead cadets in a session in learning basic self-defense skills. Have them practice the drills.
- e. Detachment Contact: University of Nebraska at Lincoln.

25. Joint Activities:

- a. Purpose: Expose cadets to joint environment.
- b. Time: One or two LLAB sessions
- c. Concept of Operations: Pick and plan an activity that can be done with Army/Navy cadets. This can be any of the activities listed for objective 20 such as volleyball, field day, combat-oriented training, survival, social, etc.
- d. Detachment Contacts: Kansas State University; The Ohio State University (paint ball battles, picnic); Wright State University; University of California at Berkley; Louisiana State University (CORPS Wars sporting competitions including physical fitness, flag football, ultimate Frisbee, blood drive; joint Field Training Exercise--FTX--with orienteering, survival gear/weaponry, encampment protection); Indiana State University (Field Day, land navigation course instruction); University of Utah (ROTC Challenge).

26. Recruiting Activities:

- a. Purpose: Participate in recruiting activity.
- b. Time: Counts as one LLAB session
- c. Concept of Operations: The LLAB session can either be spent brainstorming and planning recruiting activities. Or, if they participate in one session of this activity, actually executing the recruiting activity outside normal LLAB hours will count towards LLAB so they wouldn't have to attend the recruiting activity LLAB scheduled in normal hours.

- d. Detachment Contacts: Tennessee State University (got local skyscraper to spell "USAF ROTC" with their lighted windows at night); The Ohio State University (Plan/participate in tailgate function for visitors and alumni in a high visibility area); Duke University (participate in campus orientation program for freshmen/admitted high school students); Miami University of Ohio (worked with varsity athletics media coordinator, developing poster with female varsity volleyball team in flights suits with F-16 as backdrop--over 5,000 posters distributed throughout the community; arranged with varsity football and basketball teams for cheerleaders to distribute AFROTC promotional t-shirts and water bottles during athletic events); Wright State University (involved in briefing high school counselors on the requirements of AFROTC scholarships; have AFROTC program highlighted on campus electronic marquee at entrance to sports arena; designed and obtained high profile billboard on the campus free of charge); University of Kansas; Georgia Tech.
- e. Sample Program: I went to Middle Tennessee State University (MTSU) in Murfreesboro, TN, and was a cross-town cadet to Tennessee State University in Nashville. I got MTSU to recognize MTSU cadets as an official club since the detachment wasn't located there, and then begged MTSU to give us money for recruiting (all official clubs can get money from the university; they paid for our soccer jerseys). I used the money to get billboards all over Nashville. That got me the recruiting award for the Det that year! We also called the skyscraper downtown that did the window-lighting advertisements and had them spell USAF ROTC. Since the local news always opened and closed with a shot of downtown, pictures of the window lights showed up on the news for a couple of nights.

27. Jodie Competition:

- a. Purpose: Build camaraderie based on Air Force tradition. Note this is the only drill activity that may be used to meet objective 20.
- b. Time: One hour during one LLAB session for flights to prepare/practice jodies; One hour during another LLAB session for the competition to occur.
- c. Facility Requirements: Area (outdoor drill pad or indoor stage) large enough for one flight to perform any drill configurations needed to accompany jodie
- d. Concept of Operations: Give GMC cadets a heads up early on that they'll be participating in a jodie competition. If needed, have an AS200 or POC flight demonstrate. This way, cadets can compose original jodies on their own time. When time is actually scheduled during LLAB to prepare for the competition, flights can decide which jodie to use and prepare and practice drill configurations to accompany the jodie. Then, in another LLAB session, they'll compete against other flights. This can also be used as a field day event. See the lesson plan for [lesson objective 6](#) for jodie competition materials including evaluation and score sheets.

Physical Fitness Challenge
(Provided by University of Utah)

Event #1

Title: Team Sprints and Pushups

Groups: 5 Groups of 2

- Rules:
1. Groups will start all running events together.
 2. Groups will not start running until previous group has completed their pushups.
 3. All pushups will be done in cadence with hands on yard lines facing their start point.

Objectives: Group 1 will run 30 yards and do 50 pushups and return to start.
Group 2 will run 40 yards and do 40 pushups and return to start.
Group 3 will run 50 yards and do 30 pushups and return to start.
Group 4 will run 60 yards and do 20 pushups and return to start.
Group 5 will run 100 yards and do 10 pushups and return to start.

First team to finish wins!

You have 2 minutes to meet at your starting points.

Physical Fitness Challenge

Event #2

Title: Group Sit-ups

Groups: 2 groups of 2
2 groups of 3

- Rules:
1. All groups will participate before any group can repeat.
 2. Groups will stay in their original order.
 3. Participants' feet will be on the 50 yard line and will face me.
 4. All sit-ups will be done in cadence.
 5. Once a group breaks cadence, or stops, the team earns a 30-second penalty until the next group can start the event.

Objective: The team that completes the most sit-ups in 10 minutes wins!

You have 2 minutes to meet at your starting points.

Physical Fitness Challenge
Event #3

Title: 15 Mile Run

Groups: 5 groups of two

- Rules:
1. Each member must run at least 1 mile.
 2. Groups must run within 6 feet of each other.
 3. All groups will start and stop at start line.
 4. Groups must remain in the same groups throughout the event.
 5. Following groups may not cross the start line until both members in the running groups cross the start line.

Objective: First team to run a total of 15 miles, with all members **running at least 1 mile**, and all members crossing the start line wins!

You have 2 minutes to meet at your starting points.

Physical Fitness Challenge
Event #4

Title: Pushup, Sit-up, and Run Medley

Groups: 3 pairs doing pushups
2 pairs doing sit-ups

- Rules:
1. 3 pairs will start from the starting line.
 2. 2 pairs will start from the 50 yard line.
 3. Pairs must complete all pushups and sit-ups in cadence.
 4. Pairs will do their pushups/sit-ups with hands/feet on line facing their starting point.
 5. Pairs may not start running until previous group has completed all pushups/sit-ups.

Objective: Group 1 runs from start to 50-yard line and does 10 pushups.
Group 2 runs from 50-yard line to start and does 10 sit-ups.
Group 3 runs from start to 50 yard line and does 20 pushups.
Group 4 runs from 50-yard line to start and does 20 sit-ups.
Group 5 runs from start to 50 yard line and does 40 pushups.

First group to finish wins!

You have 2 minutes to meet at your starting points.

ROTC Challenge Event Break-down
(Provided by University of Utah)

Event #1 (Help your buddy)

Task: Divide your team into two groups. Group 1 will do pushups, while Group 2 runs sprints. If you have an odd number of team members, place the extra member in Group 1. Seniors and juniors will accomplish these first; once completed, sophomores and freshmen teams will compete. You have 3 minutes from the time I stop talking until I blow my whistle to begin.

Objective: The first team to have all their runners return to the ready line from the far cones wins.

Rules: Group 1 members will start in the front-leaning rest, lined up 5 feet behind and facing their runners who will be on the ready line. At the whistle, Group 2 will run to the far cones and return to the ready line. At the same time, Group 1 accomplishes cadence pushups. A cadre member will call cadence. If someone stops doing correct pushups, their entire team must stop, and all runners will return to the point of the slowest runner. Group 2 may continue running once all runners are relined and Group 1 returns to accomplishing cadence pushups. A 30-second penalty will be asserted for every runner who doesn't fully cross the far cones.

Event #2 (Buddy Run)

Task: Divide your team into two groups. Group 1 will run one lap around the park. Group 2 will run a half lap around the park and do 40 sit-ups. If you have an odd number, put him/her in Group 1. There is a cadre member at the start and midway point to assist you. All teams will be staggered 1 minute. Teams will start Navy Seniors, AF Seniors, Navy Juniors, AF Juniors, etc. You have 5 minutes from the time I stop talking until I blow my whistle to begin.

Objective: First team to complete all events wins.

Rules: Group 1 will start running at the ready line. Once everyone from Group 1 passes the halfway point, Group 2 may start to run. Once everyone from Group 1 & 2 crosses the finish line, Group 2 will do 40 sit-ups with Group 1 spotting their feet. All sit-ups will be done in cadence, counted aloud from your own group. If any person from Group 2 starts running before everyone from their Group 1 crosses the mid-way line, the team will be eliminated.

Event #3 (Sit-up, Pushup, Sprint)

Task: Divide your team into two groups. Group 1 will run to the first set of cones, return, and do 20 group counted cadence sit-ups with Group 2 holding their feet. Group two will then run to the second set of cones, return to the ready line where they will do 20 group counted cadence pushups. Next, Group 1 will run to the first set of cones, return to the ready line, and complete 10 group-counted cadence pushups. Finally, Group 2 will run to the second set of cones, return to the ready line, and do 30 group-counted cadence sit-ups. Seniors and juniors will accomplish

these first. Once completed, sophomores and freshmen teams will compete. You have 3 minutes from the time I stop talking until I blow my whistle to begin.

Objective: The first team to complete the event wins.

Rules: Only one group of your two groups can participate in the event at one time. All participants from one group must complete their event before the next group may start. All pushups and sit-ups will be done with bodies behind the ready line and their hands/feet grounded on the ready line, facing the far cones. No pushups or sit-ups will count if not done correctly. A 30-second penalty will be asserted for every cadet in your group who doesn't fully cross the assigned far cones.

ROTC Challenge
Event Break-down (Cadre Score Sheet)

Event #1 (Help your buddy)

Group 1 – Pushups facing cones, on ready line, while Group 2 runs.
Group 2 – Runs to/from cones while Group 1 does pushups.

Rules:

- Runners MUST stop when anyone in their Group 1 stops doing correct cadence pushups.
- Cadre member will give cadence for ALL groups aloud at same time.

Score/Time: Time to complete event _____ / Place # _____

Event #2 (Buddy Run)

Group 1 – Runs one full lap (Senior Navy, AF; Junior Navy, AF, etc...)
Group 2 – Runs one-half lap and does 40 sit-ups.

Rules:

- Everyone from Group 1 MUST pass the halfway point before Group 2 can start to run. We need someone there to watch. All teams start 1-minute apart.
- Once both groups have crossed the starting/finish line, Group 2 will do 40-cadence sit-ups, spotted by Group 1.

Score/Time: Time to complete event _____ / Place # _____

Event #3 (Sit-up, Pushup, Sprint)

Group 1 – Run to/from first set of cones then 20 sit-ups.
Group 2 – Run to/from second set of cones then 20 pushups.
Group 1 – Run to/from first set of cones then 10 pushups.
Group 2 – Run to/from second set of cones then 30 sit-ups.

Rules:

- Only one group can compete at a time (first group must complete before the next group starts).
- All pushups and sit-ups must be done behind ready-line, facing cones.
- Don't count anything that isn't done correctly; make them redo that part.

Score/Time: Time to complete event _____ / Place # _____

ROTC Challenge
Event Break-down (Cadre Score Sheet)

Event #1 (Help your buddy)

Group 1 – Pushups facing cones, on ready line, while Group 2 runs.
Group 2 – Runs to/from cones while Group 1 does pushups.

Rules:

- Runners MUST stop when anyone in their group stops doing correct cadence pushups.
- Cadre member will give cadence for ALL groups aloud at same time.

Score/Time: Time to complete event _____ / Place # _____

Event #2 (Buddy Run)

Group 1 – Runs one full lap (Senior Navy, AF; Junior Navy, AF, etc.).
Group 2 – Runs one-half lap and does 40 sit-ups once done.

Rules:

- Everyone from Group 1 MUST pass the halfway point before Group 2 can start to run. We need someone there to watch. All teams start 1-minute apart.
- Once both groups have crossed the starting/finishing line, Group 2 will do 40-cadence sit-ups spotted by Group 1.

Score/Time: Time to complete event _____ / Place # _____

Event #3 (Sit-up, Pushup, Sprint)

Group 1 – Run to/from first set of cones then 20 sit-ups.
Group 2 – Run to/from second set of cones then 20 pushups.
Group 1 – Run to/from first set of cones then 10 pushups.
Group 2 – Run to/from second set of cones then 30 sit-ups.

Rules:

- Only one group can compete at a time (first group must complete before next starts).
- All pushups and sit-ups must be done behind ready line, facing cones.
- Don't count anything that isn't done correctly; make them redo that part

Score/Time: Time to complete event _____ / Place # _____

PART I

Lesson Title: GMC Takeover Day (Capture the Flag)

Instructor: GMC/POC/Cadre (All POC should be accessible to GMC for this LLAB period.)

Teaching Method: Informal Lecture/Demonstration/Participation

Time Required: 2 LLAB sessions (one to plan, one to execute)

Detachment Contact: Texas Tech University

Interrelated Information: AS100 Department of the Air Force

Instructor Preparation: Before this lesson, prepare the detachment's POC wing chain of command, showing all the positions but insert names of GMC to fill these positions. Do not try to put anyone with good or bad abilities (such as putting the most promising GMC in the Cadet Wing Commander position) in any particular positions. Recommend alphabetical assignment. Also, be prepared to discuss what each position does. Finally, pick the date of the LLAB in which this activity will be done.

Date of Lesson Development/Last Major Revision: May 2002

PART IA

ROTC LLAB Objective Met: 19

Samples of Behavior:

1. Describe examples of effective and ineffective interpersonal communications.
2. Describe how nonverbal communications affect performance.
3. Detect some of your own strengths and weaknesses in interpersonal communications.

PART IB

Strategy: First, all GMC will assemble. POC will then explain the chain of command and organizational chart, describing what each position in the cadet wing does. Then, the POC will announce that it is a GMC take-over day. They will give a copy of the new GMC organizational chart to the GMC Wing Commander. They will also give the Wing Commander a copy of the handout with instructions on what mission--Capture the Flag--he has to plan for. He then has to make it happen by taking charge of the GMC. GMC will use the rest of the LLAB to plan the Capture the Flag activity. If needed, they will be able to go to their POC counterparts to ask questions. If the POC recognizes the GMC is going to the wrong person for the answer or breaking the chain of command, he/she should tell the GMC and point him/her in the right direction. GMC will make calls as needed, for example, to reserve fields. At the end of this session, POC will review what the GMC turns in to ensure all is set up satisfactorily. POC will provide feedback on how they think the GMC did in the planning session. GMC will then execute their plan during the LLAB period slotted for Capture the Flag. POC should observe their counterparts, taking notes on how the GMC handle their positions and taskings, and be prepared to give feedback at the end of this LLAB period.

PART II

INTRODUCTION

ATTENTION

(Suggested: Suppose you and a friend decide to go to the movies. What arrangements would you have to make? As you can see, it's fairly simple. Now, suppose you have to arrange for 150 cadets to go to the movies. What arrangements will you now have to make? Now, you can see that the planning becomes more complicated. You must arrange for transportation, plan the best time for all to attend, make reservations at the theater, decide what to wear, decide how much money the cadets need to bring, where to meet and at what time, and ensure all 150 cadets receive the information.)

MOTIVATION

(Suggested: As you can see, the more people in an organization, the more complex the planning is. As leaders in the Air Force, you must become accustomed to not just taking care of yourself or a small group. You've got to learn how to use the chain of command and the Air Force organizational charts to get tasks done on a large scale. This LLAB session will get you started.)

OVERVIEW

- A. Review organization chart
- B. Assign mission
- C. GMC planning
- D. POC debrief

TRANSITION

(Suggested: We're going to give you, the GMC, an activity to plan for the whole Det. Before we do this, we want to make sure you understand the organizational chart and who does what.)

BODY

PRESENTATION

- A. Review organization chart

Have each POC member state his position and briefly describe the responsibilities. Now show the GMC the organization chart with the GMC plugged in.

- B. Assign the mission

Give the appointed General Military Course (GMC) Wing Commander the mission handout. Explain that he is to lead the GMC wing in planning for the Capture the Flag activity. Tell him that 15 minutes before the session is over, he should make sure all GMC reassemble, turn in all required items (listed in handout), and get debriefed by POC.

C. GMC planning

GMC meets, then carries out, all tasks needed to plan. POC will be accessible and will shadow the GMC who took their positions and inject helpful comments as needed.

D. POC debrief

All will assemble. POC will debrief each of the GMCs they observed using the debrief handout as needed. Provide pointers on how they could have made things run smoother or what else needs to be done before the actual day this plan is executed.

CONCLUSION

SUMMARY

- A. Review organization chart
- B. Assign mission
- C. GMC planning
- D. POC debrief

REMOTIVATION

(Suggested: Sometimes you may think POC cadets aren't doing much because they're not outside every LLAB participating in all the activities. Now you see that behind the scenes, a lot of time and effort is going into planning events. Today you realized there's a lot more to planning activities when more people are involved. You should see that having an organizational chart and chain of command helps the flow of information as well as planning.)

CLOSURE

(Suggested: You'll need to remember this when you become a second lieutenant so that when you're assigned a large task, you'll be able to get it done by going to the right people in the organization.)

GMC TAKE-OVER DAY Handout

MISSION: GMC will plan for a LLAB session, date: __, in which the detachment will play, 'Capture the Flag.' The following tasks must be assigned and executed during today's LLAB planning session:

- Identify/assemble supplies needed
- Reserve location to play game
- Determine/publicize rules to game
- Assign teams
- Assign taskings for day of event (example; referees, set up field, team leaders, etc.)
- Determine schedule for day of event, including which teams play each other
- Publish operations orders
- Draft inclement weather plan
- Determine safety requirements/arrange for a safety briefing on day of event

The following items must be turned in to POC 20 minutes before LLAB period is over:

- List of supplies
- Confirmation of location reservation
- Copy of ops order
- Copy of inclement weather plan
- Copy of schedule

GMC will execute this plan during the designated LLAB period.

POC Debrief for GMC Take-Over Day

POC will observe GMC in this planning session. Be prepared to give GMC feedback using the below questions:

1. What was first done after GMC received the task? What could they have done instead? (Informing everyone of mission and tasks and then assigning tasks to groups would be ideal.)
2. How did the GMC organize? Did they communicate effectively that way? If not, how could they have done better?
3. Was everybody involved in some part of the task? If not, how could they have been utilized better?
4. How did the chain of command come into play?
5. How was the organization chart used?

PART I

Lesson Title: LLAB Rock Wall

Instructor: POC and rock-wall staff

Teaching Method: Informal Lecture/Demonstration/Participation

Time: 2 hours

Detachment Contact: Detachment 630, Kent State University

Interrelated Information: AS100 Interpersonal Communications

Instructor Preparation: POC should review what GMC knows about interpersonal communications. Even if cadets haven't had that lesson yet, the material you preview in this lesson plan will be sufficient. You will have to arrange with the facility for cadets to use a rock-climbing wall; try both commercial establishments as well as the college wall. Attempt to get a free session; explain it is for educational purposes. Also, emphasize this is a good promotional for the facility, because the cadets who are exposed may enjoy it and then become future customers. If necessary, offer to do a labor/service in exchange for a session (for example, the cadets could spend 20 minutes cleaning up or moving equipment). Determine the amount of equipment the facility can provide; from this, determine how many cadets can participate in one 2-hour LLAB period. Break flights down as needed for participation; develop an advance schedule for who goes when. Pair cadets with cadets they don't know, aren't comfortable with, or from different flights. If the rock wall can't accommodate everyone during the 2-hour period, consider having only a portion of cadets do this activity while others are doing other lesson plans. Then those who didn't do it this time can do it in another LLAB period. Arrange for an instructor to go over safety and technical information. If possible, use someone from the cadet corps to provide this briefing. Let cadets know to wear proper athletic gear. Remember, this activity is for GMC to learn; POC should act as an observer to be able to point out good/bad examples of interpersonal communications.

Student Preparation: Wear appropriate athletic gear. Notify POC if you are injured/ill and unable to participate. You can still participate in the observation of interpersonal communications.

Date of Lesson Development/Last Major Revision: May 2002

PART IA

ROTC Objective Met: 19

Objective: Comprehend how interpersonal communications influence mission accomplishment.

Samples of Behavior:

1. Describe examples of effective and ineffective interpersonal communications.
2. Describe how nonverbal communications affect performance.
3. Detect some of your own strengths and weaknesses in interpersonal communications.

PART IB

Strategy: During this lesson, cadets will get to climb a rock wall, but this will not be solely a physical exercise. Instead, cadets will apply concepts learned in the AS100 Interpersonal Communications class. By previewing the questions that will be asked after the activity, cadets will watch their peers and themselves, scrutinizing the communications, making them very conscious of it. This will enable them to observe and analyze the interpersonal communications. Simultaneously, they'll be participating in a fun activity, possibly exposing them to something they'll want to continue to do as a part of their fitness lifestyle.

PART II

INTRODUCTION

ATTENTION

(Suggested: Look at the wall in front of you. To some of you, this looks intimidating. Some of you have never done this before and are worried about how you'll perform. Others are excited about trying it out.)

MOTIVATION

(Suggested: Today, we're not just going to have fun playing on a rock wall. Instead, we're going to use this exercise to show how interpersonal communication and teamwork is necessary in any endeavor. So when you become a second lieutenant and you're intimidated or excited about your new job, you'll use the lessons learned here.)

OVERVIEW

- A. Interpersonal communications preview
- B. Safety info
- C. Rock-wall climbing instruction
- D. Activity
- E. Equipment return
- F. Interpersonal communications review

TRANSITION

(Suggested: You're probably eager to get started on the wall, but before we do, let's look at some elements of interpersonal communication.)

BODY

PRESENTATION

A. Interpersonal communications Preview

You should have/will learn this in your AS100 class. However, let's go ahead and look at some basics. First, interpersonal communication is what people use to understand each other.

QUESTION: What do you have to do to get someone to understand you?

ANSWER: Talk, explain, use gestures, points, and nonverbals.

You especially need to be detailed when directing them to do something. For example, if you say, "Hand me that," your direction may be unclear. What is "that"? Now, if you say it and point, your direction is clearer. Also, be specific. For example, saying "I need more rope" is not as effective as saying, "Tom, give me two more feet of rope." Notice how instead of saying to the world in general, "I need something," your words indicate who should provide you what you need and exactly how much you need.

FOQ: How can you tell that someone doesn't understand you?

ANSWER: Confused facial expression, do something other than what you intended them to do, asks questions...

FOQ: What do you do if they don't understand you?

ANSWER: Explain it a different way, draw it, ask them what part is confusing them...

One of the most valuable things you can do in interpersonal communication is provide feedback. So if you don't understand something, you should let the other person know and ask questions until you do understand. Also, if you tell someone something, you'll want to make sure they understand so you need to ask for their feedback, then they'll feel more comfortable giving it.

(Pass out handout.)

Now we're going to begin the activity. You need to go ahead and look at the handout and as we do the activity, think and jot down examples you observe. Be prepared to discuss the items on the handout after we're through climbing.

TRANSITION

(Suggested: Keep these basics in mind. Once we're done with the climbing activity today, we're going to ask for examples of interpersonal communication and see how communication helped people understand each other during this activity. (Introduce instructor.) Our instructor will now teach us how to climb the walls.)

B. Safety info.

To be provided by rock-wall climbing instructor.

C. Rock-wall climbing instruction.

To be provided by rock-wall climbing instructor.

D. Activity

Pair cadets up and allow all to do the activity as much as time allows.

E. Equipment return

With 20 minutes left, direct all cadets to return equipment and clean up as applicable. You'll then assemble all for the discussion.

F. Interpersonal communications review

Go over each question on the handout and get cadets to give examples. Summarize the lessons learned.

CONCLUSION

SUMMARY

- A. Interpersonal communications preview
- B. Safety info
- C. Rock-wall climbing instruction
- D. Activity
- E. Equipment return
- F. Interpersonal communications review

REMOTIVATION

(Suggested: Today you thought you were just going to have a good time on the rock wall. You also saw how your interpersonal communications affected this activity. Likewise, your communications in any other activity any time in your Air Force career will be critical to your performance.)

CLOSURE

(Suggested: Keep studying how you communicate with others. Think about how you can get them to understand you, how as a leader you'll need to be careful in how you communicate so that your followers understand you.)

Interpersonal Communications Handout--Rock Wall

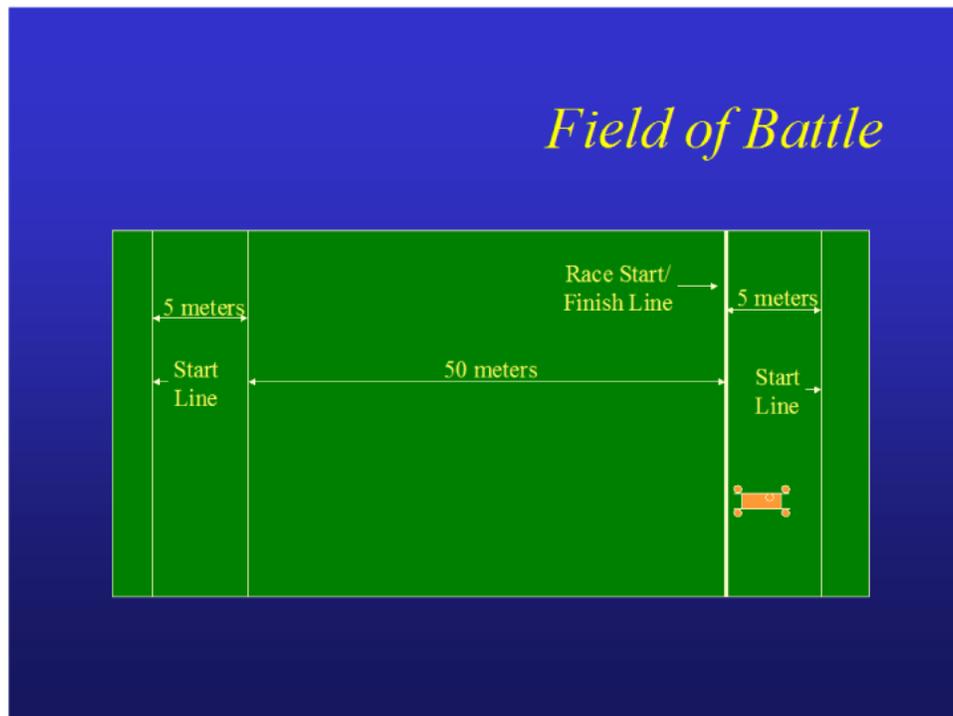
1. What were some examples of nonverbal communications between you and your partner?
2. What were some examples of different tones of voice used in communicating with your partner?
3. What were some examples where someone initially didn't understand a partner? What was done to overcome the initial misunderstanding?
4. What directions did the person on the wall give? What directions did the person on the ground give?
5. How did communication affect the level of trust between you?
6. What examples of feedback did you receive when you spoke?
7. What weaknesses in your communication skills did you discover? What strengths?
8. How did you communicate to increase motivation and encourage your partner?
9. What other observations of interpersonal communications did you see?
10. What other lessons, even outside communication skills, did you learn while rock-wall climbing today?

Various Field Day/Competitive Activities

Stretcher Carry:

Each unit will field a group of 20 people, four teams of five. Each unit is issued an old army style stretcher called a “litter”.

Four of the 20 unit members must be female and at least one of the four shuttles must have a female carrying. Five members per shuttle (1 riding and 4 carrying); male/female composition of shuttle is up to team. Each team of 5 will start behind the ready line, while stretcher is on the start line (reference attached graphic for visual of 5 meter drop off/pick up zone). The first teams start with GET READY, GET SET followed by the judge’s whistle. Each team will man stretcher and sprint 50 yards at which time they will switch to a new team of five. Only one stretcher is allowed per team. This will be done a total of four times. The stretcher and the team must completely cross the 50-yard line before the next team can cross the start line. The next team must be waiting behind the ready/start line. The person must be carried in the stretcher the entire distance. Rider will lay feet first in direction of travel, on his/her back, and must hold on to sides of stretcher. Judges will not allow team to start or continue if the rider is not positioned correctly (safety issue). Stretcher should receive final inspection by team prior to use. If a stretcher is dropped, it doesn’t disqualify the team. Four of the team members must pick up the litter with the victim on board to continue. The fourth team and litter must completely cross the 50-yard line to finish the race.



Structure Contest (Can also be used as GLP for objective 7):

Provide a small pile of miscellaneous building materials (chair, wood scraps, rope, pipe, anything). Team members will build a structure that is x amount of feet off the ground, will hold all members, and is able to remain stable for x amount of time without falling down.

Each team has a maximum of seven minutes to build their structure. No points awarded for early finishers.

Points = X (inches off the ground) + Y (Seconds standing without falling apart)

X: 1-3 inches = 1 pt, 4-6 inches = 3 pts, 7-10 inches = 6 pts, 11 + inches = 9 pts

Y: 0-15 sec = 1 pt, 16-20 sec = 3 pts, 21-25 sec = 6 pts, 26+ sec = 9 pts

Suspended Rope (Similar to GLP described in objective 7):

Place a rope between two trees about 4 feet off the ground. Blindfold all team members. When time starts, team tries to get all members over the rope in the quickest amount of time.

Timed event where different time ranges equal different point totals

1-5 minutes = 6 pts, 6-10 minutes = 5 pts, 11-13 minutes = 4 pts

14-16 minutes = 3 pts, 17- infinity = 2 pts

Team Challenge:

Need bats, eggs, obstacles (can be cones, chair, or some other marker), and tarp. This is a combination of four sub-events. Assign members of team to each sub-event (for example, if team has eight people, two of them will do the fireman's carry, two others will do the dizzy lizzy, etc). When time starts, team members doing the first sub-event start with the egg and must pass the egg to the two people doing the next sub-event when a tag is made. Sub-events include:

A. Fireman's Carry around obstacles

B. Dizzy Lizzy w/obstacles

C. Piggy Back w/blind folded carrier and the passenger being eyes, negotiate around obstacles

D. Slide home with the egg in hand (big tarp with water/slip'n'slide)

A

D

B

C

<2 mins = 9 pts, 3 mins = 6 pts, 4 mins = 3 pts, 5 mins = 1 pt

Lose 45 seconds if egg breaks

Tug-of-War:

Winning team acquires four points from the losing team's point total.

Bonus: Winning team acquires three extra points (not from the losing team's point total) if they win in less than 10 seconds.

PART I

Lesson Title: Small Unit Tactics

Instructor: Anyone capable of exposing students to this material. Does not have to be trained instructor or expert. Consider coordinating with Army ROTC detachments who may be teaching similar materials and might allow your cadets to attend some of this training or will conduct a training sessions for you; in exchange. Also, consider simply providing this material to a flight and telling them to use the time in a LLAB session to learn the material and practice the hand and arm signals and tactical movements rather than conducting a training session.

Instructor Preparation: Optional: Before teaching lesson, pick a group of eight students or staff. Explain to them the different types of immediate action drills. Have them practice doing each kind. Then, when that part of the lesson comes, you'll let them demonstrate each type; watching this will help the audience learn better than just verbally going over the drills. Doing this will also save time during the lesson, so you're not showing the group from scratch. You may teach cadets how to apply camouflage face paint only if you are knowledgeable; see page 46. In that case, you will need to supply face paint. Per page 51, you will need to get a copy of the hand and arm signals from the internet in advance to use as visual aids while teaching.

Date of Lesson Development/Last Major Revision: March 2002

PART IA

Objective: Comprehend small unit tactics.

PART IB

Lesson Outline

- A. Security
- B. Tactical formations
 - 1. File
 - 2. Column
 - 3. Line
 - 4. Wedge
- C. Movement
 - 1. Route selection
 - 2. Movement techniques
- D. Command and Control
 - 1. Hand and arm signals
 - 2. Challenge and reply
- E. Immediate Action Drills
 - 1. Freeze
 - 2. Hasty ambush
 - 3. Immediate assault
 - 4. Counter ambush
 - a. Near ambush
 - b. Far ambush

- F. Handling prisoners
 - 1. Speed to the rear
 - 2. Search
 - 3. Segregate
 - 4. Silence
 - 5. Tagging

PART II

INTRODUCTION

ATTENTION

(Suggested: Name some military movies. Top Gun, Stripes, Full Metal Jacket, We Were Soldiers. Even just thinking about the movie, "We Were Soldiers," you'll notice that the only time you saw Mel Gibson or any of his troops marching was on base. How do our military members move when they're not on base, when they're in an area that has unknown hazards and enemies? If you're traveling with a group of people, how do you travel without being detected?)

MOTIVATION

(Suggested: Small-unit tactics is the answer. Though you learn how to march in ROTC, marching is not how you'll transport your people when you're off base, especially in a deployed location. In case you ever lead a small unit in this situation, let's get you familiar with some basic small-unit tactics.)

OVERVIEW

- A. Security
- B. Tactical formations
- C. Movement
- D. Command and Control
- E. Immediate Action Drills
- F. Handling prisoners

TRANSITION

(Suggested: Before we even begin having you move in hostile areas in small groups, we need to review your security lesson to make sure that when you move, you're not detected, if possible.)

- A. Security.

Now let's learn how to apply security concepts to you and your people in small-unit tactics.

QUESTION: How should you carry your weapon?

ANSWER: Inside perimeter performing security function and outside perimeter at all times: Weapon should be at the ready: the rifle is held with two hands, one at the trigger well and one at the hand guards. The finger is not on the trigger, and the barrel is pointed down.

That's how you safely carry your weapon. Just remember that no matter how you carry it, you always CARRY it--that means no leaning it against a table while you go to pick up something or laying it on the ground while you go to the portajohn. These are classic errors that an enemy can capitalize on by using your own weapon against you.

QUESTION: What does passive defense mean?

ANSWER: When you protect something, keep it secure but without using weapons. The idea is to LESSEN damage from enemy attack. The effort you put into protecting it should be minimal, i.e., you shouldn't have to use much money, manpower, material, or time to set up this protection.

QUESTION: What are types of passive defense?

ANSWER:

Hardening

Camouflage

Concealment

Deception/decoys

Dispersal

Blackout

Light discipline

Noise discipline

Movement discipline

Litter discipline

Contamination avoidance

Let's analyze how to apply them to you, an individual, when you're engaged in small-unit tactics.

QUESTION: How can you apply hardening to small-unit tactics?

ANSWER: **Hardening**—parking an aircraft in a hangar is considered hardening, because you're using existing facilities to shelter the asset. Sandbagging is another typical example of hardening. So "hardening" a person can mean having a shield or hiding behind a tree or a building.

QUESTION: How can you apply camouflage to small-unit tactics?

ANSWER: **Camouflage**—anything you use to keep yourself, your equipment, and your position from looking like what they really are. Both natural and man-made material can be used for camouflage. Make yourself blend into your surroundings so it's hard to spot you but also so that no one can tell you're a human, even if they can tell "something" is there. Wearing camouflage clothes and facial paint helps. You can also hide under camouflage,

concealment and deception (CCD) netting. Also, since outlines and shadows may reveal your position or equipment, you'll want to stay in the shadows when possible. Shine may also attract the enemy attention, so dull the surfaces of equipment/weapons you're holding with paint, mud, or some type of camouflage material. Think about the movies where you've seen military people decorating their hats, weapons, and uniforms with sprigs of bushes and trees; those are examples of camouflage. YOU need to be camouflaged in a high-risk environment. The clothes of an individual must blend with the predominant color of the background. Skin and light-colored equipment are toned down for the same purpose. In movies, you've seen military people plop a lot of **camouflage** paint on their faces. However, there's a correct way of doing this rather than just putting neat, warrior-looking patterns on your face.

INSTRUCTOR NOTE: Teaching how to apply face paint is optional; do only if you're knowledgeable and supplies are available.

Let's look at how to apply camouflage paint correctly. Face and hands, exposed skin on the back of the neck, ears, arms, and hands must be painted. Field expedients may be used such as shoe polish, burnt cork, and mud. Caution must be used when utilizing mud as it may contain harmful germs and fungus, and will not adhere to the skin when dry. To break up shape, the face, neck, and hands should be toned down in disrupting-type patterns. This will break up the feature outlines of nose, eyes, cheekbones, and chin. You'll need to lighten dark, shadowy areas on your face; to do this, use light colored paint around eyes, under nose and under chin. Then, you'll darken shiny areas; put dark paint on your forehead, cheekbones, nose ears and chin.

HAVE CADETS APPLY CAMOUFLAGE TO THEIR FACES NOW.

QUESTION: How can you apply concealment to small-unit tactics?

ANSWER: **Concealment**—hiding is the complete concealment of an object by some form of physical screen; you conceal things so the enemy ideally can't see it. Notice that concealment doesn't mean cover; it does not protect you from enemy fire but rather enemy observation. Hopefully, if they can't see you, they won't fire. Effective concealment depends on the proper use and choice of background. Background is the surrounding area seen from the ground and the air. Aside from hiding, concealment also emphasizes blending. Blending is the arrangement or applying of camouflage materials on, over, and around an object, so that the object appears to be part of the background.

Examples of natural concealment would be an overhead canopy of trees hiding objects beneath the trees from aerial observation, bushes, grass, trees, and shadows. Notice you don't need official CCD netting to conceal. For example, you can apply burlap, paint, and live vegetation to yourself to make you inconspicuous.

QUESTION: How can you apply deception/decoys to small unit tactics?

ANSWER: **Deception/decoys**—disguising involves the simulation of an object or activity of military significance. Clever disguises can mislead the enemy as to identity, strength, and intention; i.e., you could set up mannequins or make footprints leading in one direction but then go another, brushing away your actual footprints.

QUESTION: How could you apply dispersal to small-unit tactics?

ANSWER: **Dispersal**—the spreading of people over a wide area. When moving in a small group, don't stand beside each other. When you stop for a break, don't crowd together. Don't stack all your food and equipment in one pile--keep it scattered!

QUESTION: How can you apply blackout and light discipline to small-unit tactics?

ANSWER: Use light sticks inside instead of flashlights. When outside at night, don't shine any light. For light discipline, the general guidance is don't smoke in the open, and don't use a flashlight without proper cover. Even covered with a blanket, a small flashlight is highly visible to night-vision devices. Nowadays, consider other sources of light such as from a laptop computer screen and eliminate those when your Rules of Engagement (ROEs) demand a blackout.

QUESTION: How can you apply contamination avoidance to small-unit tactics?

ANSWER: **Contamination avoidance**—remember, passive defense is anything you do to LESSEN damage should you or your unit be attacked. After you're attacked, you still want to do things that will lessen the effects of that attack. Suppose you're driving when a bomb lands nearby. The attack is technically over, but now the contamination from that attack could affect you if you don't take action to avoid that contamination. Something as simple as rolling up your windows so you don't get choked by the smoke and other toxic substances in the air is an example of the minimal effort you can take to lessen the impact of that attack. In a post attack environment, there may be pools of water or flammables, so you'd avoid those; you'd also not kneel or sit on the ground but would squat instead. If you see white powdery material after a bomb blast, try not to inhale and stay away from it. Basically, any unfamiliar material can kill you, so stay away. These substances can contaminate your equipment, so you can prevent contamination in the first place by covering computers and weapons, etc, with plastic trash bags when not in use or when you get word that attack may occur.

QUESTION: How can you apply noise discipline to small-unit tactics?

ANSWER: **Noise discipline**—taking action to prevent sounds made by your team from reaching the enemy. You want to use methods to communicate that do not generate sounds; that's what hand and arm signals are for. Tape equipment so it will not rattle. Travel during rain and storms so the weather noise covers the noise of your movement.

QUESTION: How can you apply movement discipline to small-unit tactics?

ANSWER: Movement discipline—this includes such things as not moving unless necessary (so not taking the humvees for a spin for the heck of it!) and not moving on routes that lack cover and concealment. If possible, you'll want to move in woods or terrain that give concealment. You want to avoid open areas and not skyline yourself on hilltops and ridges. To get protection from enemy fire when moving, use routes that put cover between you and the places where the enemy is known or thought to be. Use ravines, gullies, hills, wooded areas, walls and other cover to keep the enemy from seeing and firing at you. As you're moving, whether by vehicle or on foot, stay away as much as possible from the things the enemy may target. If they might target your water sources, don't hang out near the water tower or near the water buffalos. Use the cover and concealment of the terrain. Move during periods of reduced visibility and favorable weather conditions. Ideal conditions are when it is dark, windy, and raining.

QUESTION: How can you apply litter discipline to small-unit tactics?

ANSWER: Litter Discipline—keep all materials in zip-lock bags so nothing is loose. Have team members check you for loose, hanging objects. Make sure nothing protrudes from your rucksack that might be caught on low-lying branches or brambles. Keep zip-lock bags and cloth in your rucksack to let crumbs drop on. When you pack your rucksack, leave space for trash.

Whatever security measures you take, maintain constant security. As the team leader, you'll be supervising numerous actions, whether checking with the map and compass personnel or conferring with team members. Therefore, you alone can't provide the security for your people. Plan for and delegate responsibility for security en route. You'll want to constantly check the security status but aren't going to do the security yourself. As you'll see in formation types, you can appoint a point security as well as security to flank your people and be in the rear. You'll also want to make one of your people be in charge of these security members.

Also, when you arrive at danger points, everyone will need to be highly involved in security. Particularly, when you get to your destination, you don't just walk in and say "Hi." You're going to want to observe it carefully, secure the area—be suspicious! If you're going there for a reason or to get something, an enemy may know you're going there, or they may be going there for the same reason, or they may want to get the same thing.

TRANSITION

(Suggested: Now that you see how to keep your people secure, let's look at how to form them up. They won't be marching in the ordinary columns you're used to doing; instead, there are particular tactical formations your people need to learn to move in a hostile environment.)

B. Tactical formations

When you know you're going to be moving a small group of people, you need to analyze your mission to decide which of these formations will be appropriate. You'll also need to

adjust to a different formation if the conditions you're traveling in change, requiring a formation more suited for its environment. Let's look at four types of formations and get information to help you decide which would be best for what circumstances. (Instructor: As you explain each type, pass the handouts around or draw the formation on a board or the ground.)

1. File (see handouts, pages 60-62)
 - a. Easy for inexperienced personnel
 - b. Maximum firepower to the flanks
 - c. Facilitates good control and movement
 - d. Commonly used in dense terrain and during periods of limited visibility
 - e. Limited firepower to the front and the rear
2. Column (see handouts, page 61)
 - a. Used when enemy contact is not likely and the team can operate on roads and trails
 - b. Visibility must be good to use the column formation
 - c. Alpha team goes to the left, Bravo to the right, or left security goes to the left column, right security goes to the right column
3. Line
 - a. The line formation is used on two occasions:
 - (1) To assault the enemy
 - (2) To cross short open or linear type danger areas
 - b. Advantage: Entire team can cross a danger area in a minimum amount of time
 - c. Disadvantages:
 - (1) If team is spotted, the entire formation is compromised.
 - (2) No one is behind to cover tracks.
 - d. Variations to line formation (see handouts, page 60-62)
 - (1) The entire formation can be to the right of the point man
 - (2) The entire formation can be to the left of the point man
 - (3) The formation can be split in two lines
4. Wedge (see handouts, page 60-62)

- a. Basic formation used by the Army
- b. Offers good all-around security and is a workable formation down to four personnel
- c. Can quickly be converted into a line formation for an assault or into a file
- d. Each man's security is to the flank he is positioned on

TRANSITION

(Suggested: The tactical formations give you a way to organize your people into positions that best suit your need for security and accountability. However, your people will not just stand in those positions; they'll be moving. Next we'll study principles of movement in small-unit tactics.)

C. Movement.

1. Route selection. To move, you'll need to know what route you're going to take.
 - a. Pick routes to avoid contact with the enemy and local inhabitants. Remember, you must reach your target without being detected.
 - b. Analyze the terrain in the area in which the team will operate. Normally this is done with maps and aerial photos.
 - c. Follow OCOKA
 - (1) Observation. Pick routes offering you good ability to observe while avoiding exposure to the enemy.
 - (2) Cover and Concealment. Pick the route that offers natural cover and concealment.
 - (3) Obstacles. Can impede your march or may also be used to impede enemy attack or pursuit.
 - (4) Key Terrain. The enemy will probably have it occupied or covered by fire.
 - (5) Avenues of Approach. Avoid likely avenues of approach. Think of it this way: if it's easy, it's probably dangerous.
2. Movement techniques
 - a. Camouflage yourself and your equipment.
 - b. Tape or pad the parts of your weapon and equipment that rattle or may snag.
 - c. Move from covered position to covered position.

- d. Do not carry unnecessary equipment.
- e. Stop, look, and listen when moving. Pay attention to the following:
 - (1) Sounds
 - (2) Dust or vehicle exhaust
 - (3) Movement
 - (4) Positions—of landmarks and your own people: Are your people where they should be in the formation? Is anyone missing?
 - (5) Outlines or shadows
 - (6) Shine or glare
 - (7) Contrasting colors
- f. Cross roads and trails at places that have the most cover and concealment, such as large culverts, low spots or curves.
- g. Avoid cleared, open areas and tops of hills and ridges.
- h. Maintain proper personnel spacing. This is generally 10 meters during the day and 5 meters at night. This means that when you and your group of people are moving through any terrain during the day, any two people in the formation shouldn't be walking right beside each other or directly behind each other.

QUESTION: Why is personnel spacing important?

ANSWER: If enemy attacks, they have two separate targets instead of being able to take out two targets with only one grenade or bullet. Also, if there is a disturbance such as an attack, the two people have space to maneuver and take cover instead of getting in each other's way. Depending on the terrain, each person needs plenty of room to see what's in front of them; for example, if there is uneven footing, you don't want to block each other's view of the next step by being too close. Finally, if there is a landmine or Unexploded Ordnance (UXO), the one person who tripped it might be harmed, but ideally no one else will be too close to be harmed as well.

- D. Command and control. While your troops are moving, the team leader still needs to perform the role of leading by maintaining command and control.
 - 1. To maintain command and control, you'll need to be able to communicate to your troops. However, depending on the conditions, you may be torn between needing to communicate, yet trying to maintain noise discipline.

QUESTION: What can you do to maintain noise discipline, yet be able to communicate to the members of your team?

ANSWER: Hand-and-arm signals.

You can either indicate to your troops what some of your basic signals will be or you can use the standard military ones.

2. Challenge and Reply. Using these hand-and-arm signals, you'll be able to communicate your commands to them. However, you still need to be in charge when your unit encounters unknown personnel. "Challenge and Reply" is a procedure used to identify friendly personnel in a tactical situation.
 - a. First, you'll need to select a challenge word or phrase and a reply word or phrase. However, these code words must change every 24 hours or sooner if it is compromised.
 - b. When members of your unit detect another individual approaching the group, the following challenge and reply procedures should be followed:
 - (1) Take cover, or concealment if cover isn't available.
 - (2) Keep watch in all directions.
 - (3) Halt and identify personnel before they are close enough to be of danger.
 - (4) Do not reveal your position.
 - (5) If not recognized, call "HALT."
 - (6) Speak clearly and no louder than necessary.
 - (7) Keep individual covered, i.e., security team members should point guns at approaching individual; however, still maintain security in all directions.
 - (8) When he halts, ask, "Who goes there?"
 - (9) He should give an answer that identifies him.
 - (10) Then say, "Advance and be recognized."
 - (11) Halt him two to three paces away.
 - (12) Give him the challenge.
 - c. Those are the procedures for when your unit detects an individual approaching the group. However, you'll change the procedures a bit when your unit sees another group of people approaching:
 - (1) Advance one to be recognized
 - (2) Same procedures as before
 - (3) When sure of that person's identity, that person may
 - Vouch for everyone else in the group and pass them to your flank; or
 - Identify each man as he passes and advise you when last man is passed

QUESTION: What do you do if the person does not reply to your challenge, gives the wrong reply, or you do not recognize him?

ANSWER: Consider the individual hostile. Apply the ROEs/Law of Armed Conflict (LOAC) for your environment.

TRANSITION

(Suggested: Now you know how to use challenge and reply procedures when your group encounters unknown people who you want to verify are friendly people. If those people end up being enemies or hostile, you may not have the option of even using these procedures. In this case, you'll need to be familiar with some basic immediate action drills. If it's an enemy who wants to surrender or a civilian who wants to defect, you'll also need to know how to take them prisoner.)

INSTRUCTOR NOTE: If you opted to train a group in advance, let them demonstrate each drill as you describe.

E. Immediate Action Drills

While you're moving around, your unit may contact enemy units. Usually, the contact is unexpected and at close range. The team leader will have little or no time to fully evaluate the situation and issue orders. In these situations, Immediate Action Drills (IADs) provide a means for swiftly taking positive action to protect the team and ensure mission success.

You use IADs when you see or physically contact enemies. They are simple courses of action in which all the people traveling with you are so well trained that minimum signals or commands are required to initiate action. Speed and simplicity are the keys to a successful IAD.

Almost all movements **AVOID** the enemy, and therefore, are **DEFENSIVE** in nature. Contact, if unavoidable, is broken as quickly as possible and the team, if still capable, continues its mission.

Let's look at several types of drills you can practice with your unit.

1. Freeze. This is the situation where your team members detect the enemy but are undetected by the enemy. The first man detecting the enemy (visually or otherwise) gives the signal, **FREEZE**. Every man halts in place, weapon at the ready, and remains absolutely motionless and quiet until further signals or orders are given. The team leader can now decide to have the team remain as is, initiate the immediate assault drill if detected, or initiate the hasty ambush drill if time is available.
2. Hasty ambush. This IAD is both a defensive measure to avoid contact and an offensive measure to make contact. It may often be a subsequent action of the freeze. The team leader signals hasty ambush and indicates left or right. The entire team moves quickly right or left as indicated by the signal and takes up the best available concealed firing positions. The team leader initiates ambush by opening fire and shouting, "fire." This ensures initiation of the ambush in the event his weapon should misfire. If the team is detected before this, the first person aware of detection initiates the ambush by firing and shouting.

When used as a defensive measure to avoid contact, ambush is not initiated unless the team is detected.

When used as an offensive measure, the enemy is allowed to advance until he is in the most vulnerable position before the ambush is initiated.

An alternate means for initiating the ambush is to designate an individual (point or rear security) to open fire when a certain portion of the enemy reaches or passes him.

3. Immediate Assault. This IAD is used defensively to make and quickly break unavoidable contact and offensively to engage the enemy. This means you can use this drill whether the enemy is ambushing you or you are ambushing the enemy, because they are so near but haven't seen you yet but will soon.

When used in chance contact, team members nearest the enemy open fire and shout, "contact ("front," "right," "left," or "rear"). The team moves swiftly into line formation.

When used defensively, the assault is stopped if the enemy withdraws and contact is broken quickly. If the enemy stands fast, the assault is carried through enemy positions and movement is continued until contact is broken. Basically, if you're on the team, you hear "contact left," you're going to rush over to the left side of the formation, line up with your peers, and start firing at the enemy; while you're firing, you're not just standing there but moving forward until the enemy retreats or until the team leaders gives a command to do otherwise. Anyone attempting to escape is pursued and destroyed.

4. Counter Ambush. You used the immediate assault IAD during ambushes that were chance. The chance contact means the enemy wasn't planning to ambush you but did when they saw you, or you didn't plan to ambush them but did when you saw them. However, when an enemy is purposely ambushing you, they have planned it, are positioned, and will put your people under heavy fire. That's when you use the counter ambush instead of the immediate assault IAD. Here's what you do in the two types of planned ambush, near ambush and far ambush.

- a. Near Ambush. In a near ambush, the killing zone is under heavy, highly concentrated, close-range fire. There is little or no time or space for team members to maneuver or seek cover. The longer they remain in the killing zone, the more certain their destruction. Therefore, if caught in a near ambush, react as follows:

- (1) Team members in the killing zone: Without order or signal, initiate the immediate assault IAD into the ambush position and occupy it. Continue the attack or break contact, as directed. This action moves men out of the kill zone, prevents other elements of the ambush from firing on them without firing on their own team members, and provides positions from which other actions may be taken.

- (2) Team members not in the killing zone: Maneuver as directed against the attack force and other elements of the ambush. The attack is continued to eliminate the ambush or the break contact as directed.
- b. Far Ambush. In a far ambush, the killing zone is also under very heavy, highly concentrated fires but from a greater range. The greater range provides the team members in the killing zone some space for maneuvers and opportunity to seek cover at a lesser risk of destruction.

Therefore, if attacked by a far ambush, react as follows:

- 1) Team members in the killing zone: Without order or signal, get down, present as small a target as possible, take as much cover as possible, observe where the enemy is, and return fire.
- 2) Team members not in the killing zone: Maneuver as directed against the ambush force. The attack is continued as directed to eliminate the ambush or break contact.

Notice that in these drills, the leader will have to make case-dependent orders for the team members not in the killing zone. If you're the team leader, you can't stand there watching the fire show; your people will not know what to do unless you start issuing orders.

QUESTION: How will you know what to do and what to order your people to do if you're the leader in these ambush situations?

ANSWER: Look around, see what happens, use common sense, make rapid decisions about what to direct people to do, and then make sure you give them that direction. If you're silent and don't give them direction, you will either get them killed, because they don't know what to do, or they'll start doing something other than what you might want them to do. They might even scatter, and then you will have a disorganized group of people who aren't there to defend against the ambush. This is definitely an opportunity to be a real leader, because there is no set procedure to follow for you; you have to quickly figure out what to do, and then get your people to do it.

5. Withdrawal by fire. In the previous drills, ideally, you'll return fire to the enemy and then begin moving towards them until they withdraw. The leader may have to decide that your team is the one that needs to withdraw rather than try to keep moving towards the enemy. For this drill, the fire team not directly engaging the enemy will position itself to provide support if not already in position; they'll then return fire to cover the engaged teams withdrawal. The team under fire will withdraw past the supporting fire team and position itself to support the presently engaged team. This is continued until contact is broken.

The drill itself flows like this, depending on whether the attack comes from the sides or the front and back:

- a. Attack is on the right or left side of your formation. When someone comes under fire, they'll yell, "contact right (for example)." Upon hearing, team members will immediately drop to the ground and return fire. The ranking man/team leader will yell, "BREAK," which signals the lead half of the formation to retreat on line approximately 20 steps or as terrain dictates. The lead half will position themselves to cover the trailing half's retreat. Once the lead half begins providing cover fire, the trailing half retreats on line past the lead half approximately 20 steps or as the terrain dictates. The trailing half then provides cover fire for the lead half, who retreats approximately 20 steps or as terrain dictates and so forth until contact is broken.
- b. Attack is on the front or rear of your formation. When someone comes under fire, they'll sound off with, "contact front/rear," as appropriate. When hearing "contact front" (for example), team members immediately take approximately two steps in the direction of their security (i.e., right security take two steps to the right; left security take two steps to the left) and take cover. Point Security (PS) lays down automatic suppressive fire. After shooting approximately one magazine, PS gets up, turns around and runs through the alley that is now formed by the team (since team members moved to the right or left as soon as they heard "contact"). The number 2 team member opens fire after the PS comes abreast of him. As PS man reaches the end of the formation, the last man will call "last man" so the PS doesn't keep running; PS then takes security on the opposite side of the last man. This leapfrog is continued until enemy contact is broken.

QUESTION: When you're the front man and you've just used up a magazine of ammo, when do you think you'll reload your weapon?

ANSWER: Each man will change magazines while running through the center.

After contact is broken, the team will form a security perimeter and change their route of march. You'll also account for ammunition and equipment. The contact rear is accomplished the same as contact front, except it is run in the opposite direction.

TRANSITION

(Suggested: If you and your team practice these drills enough, you can be successful against an enemy; if you're successful, you might end up being able to take some of the enemy prisoner. Maybe you'll even be so intimidating that the enemy surrenders. In case this happens, I'm going to teach you how to handle any enemy you capture, enemy who surrender, or even civilians who wish to defect from the country/regime you're fighting.)

E. Handling prisoners and defectors (AFMAN 10-100, pages 85–86).

1. Speed to the rear. Just like with a bomb, if you're not a bomb expert, you shouldn't attempt to disarm it. Similarly, you should call the experts in when you get a prisoner. That means the very first thing you need to do is get info about the prisoner back to your Security Forces; these are not the same people you designated in your formation to do

security but rather the base military police. Getting word back to your higher headquarters is called "speed to the rear."

QUESTION: Why is it so important to get word quickly back to your higher headquarters?

ANSWER: The prisoners might have time-sensitive information.

Once Security Forces gets word that you have a prisoner, they will try to come to your location and take custody of the prisoner for you. However, you do need to know what to do with the prisoner in the meantime.

2. The first thing you'll do is **search** the prisoner. While you search, don't put your weapons anywhere near the prisoner. Also, have one of your own people be armed and observing the search in case the prisoner tries something on you.

QUESTION: What should you be looking for when you search the prisoner?

ANSWER: Booby trap devices, weapons, anything potentially of intelligence value, identification.

Once you've searched the prisoner, make sure they get their protective clothing such as raincoats and chemical warfare protection (NBC) gear back.

3. After you've searched the prisoner, the next task is to "**segregate.**" This applies when you have more than one prisoner. You'll want to separate hostile prisoners from those who are surrendering. You'll want to separate military prisoners and military that surrendered from hostile civilians and civilian defectors.

QUESTION: Why is this separation necessary?

ANSWER: Hostile enemy may want to harm the fellow enemy who is surrendering or harm other prisoners who are willing to give up information.

Next you'll separate the military into sub-groups if possible, which means divide the officers from the enlisted if you're familiar with their rank.

QUESTION: Why is this separation necessary?

ANSWER: The officers in charge might attempt to organize an escape or relay orders to the enlisted. Basically, you don't want them to have an intact chain of command. This proved to be very effective against American prisoners of wars.

Finally, separate male and female.

4. Once you've segregated the prisoners, you need to enforce **silence**. Basically, don't let the prisoners talk or communicate with each other.

QUESTION: Why is silence an important step of handling prisoners?

ANSWER: They can't communicate with each other about an escape plan; they can't encourage each other to not release secrets; they can't plan anything.

QUESTION: If the prisoner seems unable to understand what you're saying when you direct them to not talk, what should you do?

ANSWER: Get them far enough away from each other, so even if they do keep talking in the foreign language, they can't hear each other.

Finally, if the prisoner does say anything, record it, and send it up the chain of command, especially back to your headquarters. Though it may seem innocuous to you, others including code breakers may recognize the meaning.

5. Throughout the entire interaction with the prisoner, you must **safeguard** the prisoner. This means you have to protect the prisoner.

QUESTION: Why do you have to protect the prisoner?

ANSWER: The prisoner may be a valuable asset if he has information that can be used. Also, safeguarding is required in accordance with the Law of Armed Conflict (LOAC).

QUESTION: Whom are you protecting the prisoner from?

ANSWER: Other prisoners of war, local people who may demand you give the prisoner up, your own fellow troops who may get excessively agitated, our allied forces who may not adhere to LOAC as closely as American troops.

Safeguard also includes safeguarding yourself and your people from the prisoner. Keep watch to make sure they can't get materials to cause harm to you and your people.

6. There's one thing left to do in handling prisoners: **tagging**. There are Enemy Prisoner of War (EPW) tags you can use to do this. However, if you don't have these tags, you can use any paper. You need a paper tag for each prisoner, each piece of equipment, and each weapon you take from the prisoner.

QUESTION: What kind of information would you want to include on these tags?

ANSWER:

Date/time of capture

Person/unit that caught the prisoner

Place of capture
Circumstances surrounding capture

TRANSITION

(Suggested: You are now prepared to handle a prisoner should your small unit have to do so; let's review all the other elements of small-unit tactics.)

CONCLUSION

SUMMARY

- A. Security
- B. Tactical formations
- C. Movement
- D. Command and Control
- E. Immediate Action Drills
- F. Handling prisoners

REMOTIVATION

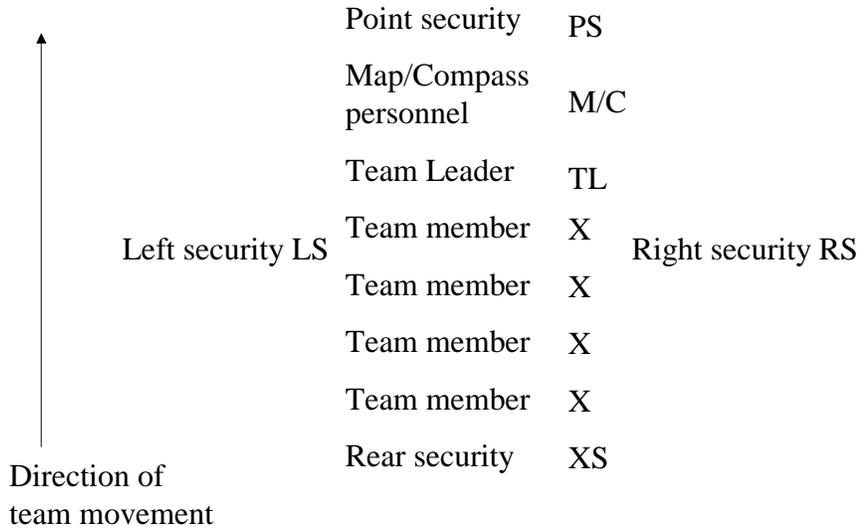
(Suggested: More than likely, you'll go your entire 20 plus years in the Air Force never being in the position to conduct small-unit tactics. For that one time you're deployed and detailed out to go do something beyond your base gates, this lesson has exposed you to enough of the basics that you'll be able to lead your troops without having an Army or Marine person there.)

CLOSURE

(Suggested: Remember, in the movies many of the actors died fake deaths. Practice your small-unit tactics to prevent real deaths.)

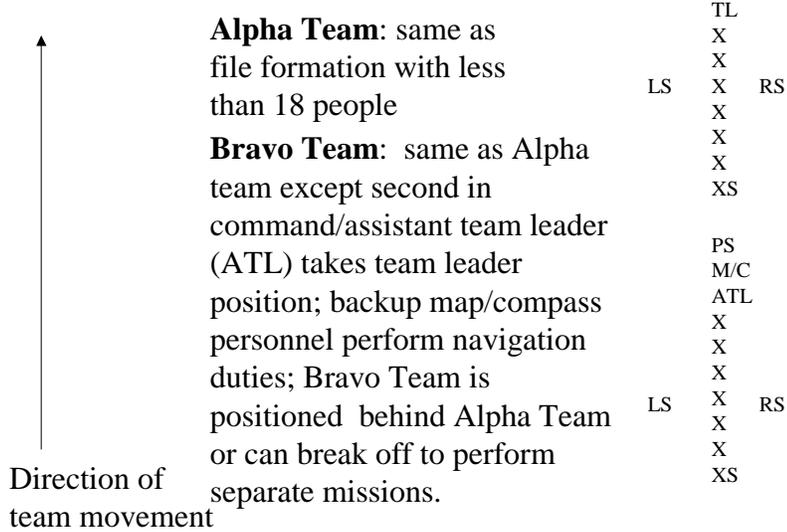
Small Unit Tactics—File Formation

(less than 18 people in group)



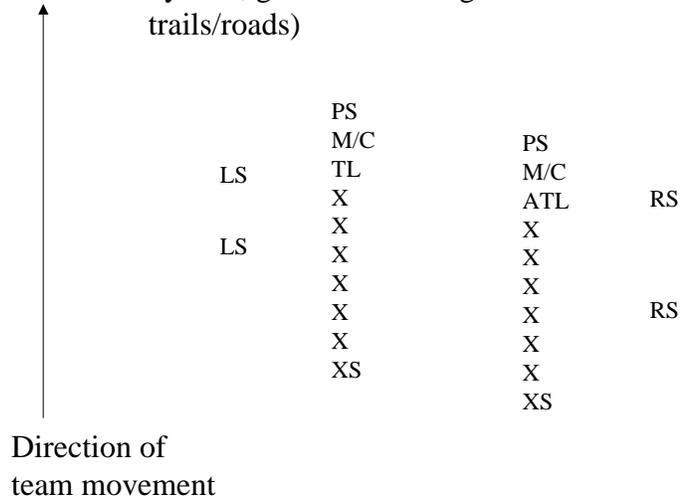
Small Unit Tactics—File Formation

(more than 18 people in group)

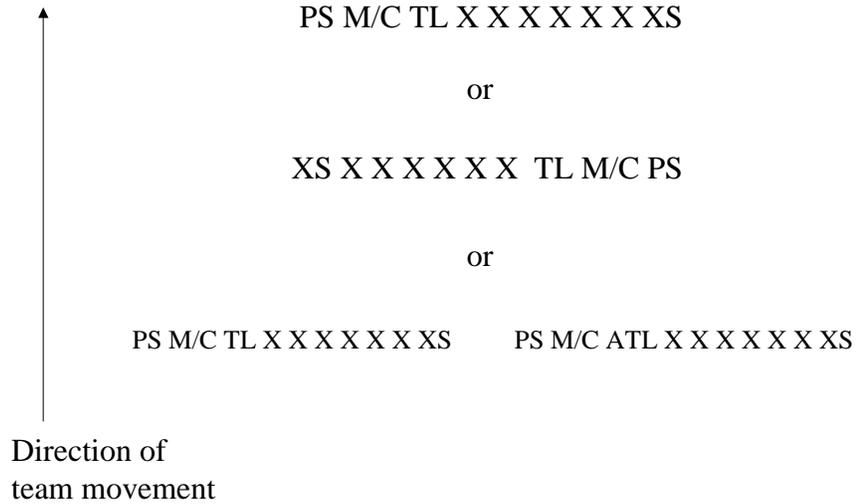


Small Unit Tactics—Column Formation

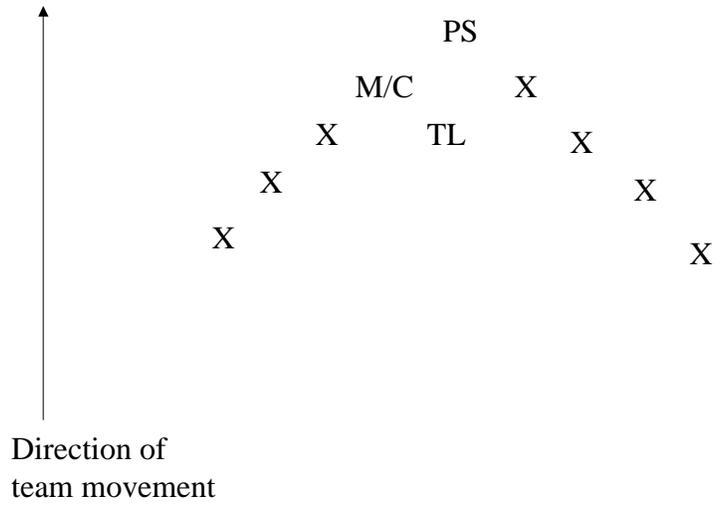
(Alpha Team and Bravo Team walk side by side; good for walking down broad trails/roads)



Small Unit Tactics—Line Formation



Small Unit Tactics—Wedge Formation



HISTORY FIELD TRIP LLAB

Preparation: Pick possible institutions. Contact them to determine if you'll be able to visit during the LLAB hours. If not, determine if a majority of cadets can attend LLAB at a different time. They will not have to attend LLAB during the normal time but instead visit the site at the arranged time. For students who can't come to the LLAB at the historical site at another time, you'll have to arrange for them to be at the detachment at the normal time or another suitable time; POC should be there to give them the obituary assignment and have the guided discussion using any historical site the cadet has viewed previously (see below). If there is a fee for visitors to the institution, consider going to meet the head of that institution directly to discuss waiving the fee for the cadets, emphasizing you won't be there long, an hour and a half at the most; consider getting your APAS involved to make the request. Also, consider offering to do something to help that institution in exchange for the waived fee (example: have the cadets spend 10 minutes before or after the visit picking up litter near the site or make supporting the institution a goal in a future community project LLAB). Determine if the site has a meeting room or area with tables/chairs/desks for the discussion after the tour. Get detailed directions to the site and be prepared to publish them to the cadets. Determine the method of transportation: Will you just have the ops order direct GMC cadets meet at the site instead of at the detachment? How will those with no vehicles get there? Do you need to set up carpool assignments? Is it a site within 3 miles that you can all run to for a round trip of 6 miles? If so, make sure you have enough POC to accompany them for safety purposes, including crossing roads and having water available during the run and/or at the site. For a visit to a large institution, POC should determine if they are going to simply turn the GMC loose or compile a list of particular displays relating specifically to military/Air Force history that GMC should view. If it's a simple landmark, POC should research it thoroughly to provide additional information if possible. Finally, POC should obtain samples of obituaries from newspapers that will be used for cadets to see format. The Ops Order should direct GMC to bring paper/writing utensil to the LLAB.

Execution: LLAB starts at the institution (unless you're running to the site from the detachment). Before turning cadets loose to view the site, POC will explain the following: "The purpose of this LLAB is not for you to just mill around. Instead, we're prompting you to think about how you and your career in the Air Force will be looked at in the future. While you're looking at this site, think about how the events and people are represented. Be prepared to discuss the following questions (give cadets copy of handout on next page). Also, be prepared to write your obituary based on how you want to be seen when you die. Report back to your flight 30 minutes before LLAB session is over to discuss your thoughts." The cadets will tour the site, depending on how POC set up the tour (i.e., turning them loose versus providing a list of things GMC must view during the time). Thirty minutes before the LLAB session is over, all cadets will reassemble. This can be done at the flight or wing level, depending on number of GMC. POC will then ask the questions in the handout, and cadets will answer out loud to the group; POC can opt to go around in the circle getting every cadet to answer every question or ask the question and let the ones who want to respond do so. Finally, direct cadets to spend 10 minutes writing obituaries (Note: If this is not an adequate location, i.e., no tables or desks or chairs,

consider returning to detachment, or if you're out of time, do it at the start of the next LLAB back at the detachment. Another alternative is to assign the obituary for homework and have cadets turn it into Flight Commander in next LLAB.). POC will provide sample obituaries so cadets can see the format. POC can consider posting outstanding obituaries, i.e., those reflecting desire to live a life of honor, courage, dedication to military service, etc, somewhere in the detachment. Also, if someone seems to take the assignment frivolously (such as describing a life as a convenient store clerk with no reference to military service), POC may bring this to attention of cadre or put MFR in cadets' record and counsel them in a feedback session. Obituaries should be turned in with reasonable writing skills. If POC detects a lot of grammar errors, for example, this may be brought to the attention of the cadre or MFR put in the cadets' record.

HISTORY FIELD TRIP LLAB Debrief Handout

NOTE: Cadets should preview these questions before viewing the historical institution or site. They can then consider answers while looking at the display(s). POC will adjust these questions to the nature of the display/site/institution being viewed.

1. Which exhibit did you like most in terms of aesthetics? What did you like about it?
2. What was something you learned about US/military/Air Force history that you didn't know before you took this tour?
3. If you were to be immortalized in a museum, what object/display do you think would be used to represent you today? Describe the object/display you want to represent you when you are 60 years old. How do you think your military career will be represented in history?
4. Which people represented here impressed you most? What did they do that impressed you? What values do you think those people held? What did they do to be remembered in history? Why was this visit important to you as a future officer in the United States Air Force?

ROTC Survival Orientation

INTRODUCTION TO SURVIVAL AND
COMBATING PSYCHOLOGICAL FACTORS

OBJECTIVES

1. Determine the survivor's mission.
2. Determine the conditions affecting survival.
3. Determine methods to combat psychological stress of survival.
4. Determine methods to strengthen the will to survive.

SUPPORT MATERIALS AND GUIDANCE

INSTRUCTIONAL REFERENCES

1. AFI 16-1301, *Survival, Evasion, Resistance, and Escape (SERE) Program*
2. Psychological Aspects of Survival Series, Non-technical Report #1, Fear in Survival, E. Paul Torrance
3. Report #2, Seven Enemies of Survival, E. Paul Torrance

INSTRUCTIONAL AIDS

1. Dry Erase Board
2. Slide Projector, 35mm
3. Slide Set, 35mm

TRAINING METHOD

Lecture (1.15 Hrs)

INSTRUCTIONAL GUIDANCE

Students will understand the survivor's mission, be introduced to the five conditions affecting survival, and learn how these conditions affect the five basic needs. Students are taught to recognize and understand how to combat psychological factors encountered in survival. Through examples presented, students will develop a comprehensive understanding of the signs and symptoms of psychological stress common to survival. Students will understand the importance of and how to strengthen the will to survive. This lesson sets the tone for the course and all subsequent lessons are based on the information presented.

No. of Printed Pages: 5

OPR: DOTC

Approved by: Major William S. Mayes

Editor: Margi Strub

INTRODUCTION:

1. Attention:
2. Motivation:
3. Overview:

PRESENTATION:

1. DETERMINE THE SURVIVOR'S MISSION.

a. **Define** the survivor's mission:

"Return to friendly control without giving aid or comfort to the enemy, to return early, and return in good physical and mental condition."

b. **Explain** how the three duties of a survivor apply to the survivor's mission:

- (1) Maintain life - good physical and mental condition.
- (2) Maintain honor - without giving aid or comfort to the enemy.
- (3) Return - to friendly control and early.

2. DETERMINE THE CONDITIONS AFFECTING SURVIVAL.

a. **Explain** the conditions affecting survival:

(1) Environmental conditions:

- (a) Climate.
- (b) Life forms.
- (c) Terrain.

(2) Survivor's condition:

- (a) Physical.
- (b) Psychological.
- (c) Material.
- (d) Legal and moral obligations.

(3) Duration.

(4) Sociopolitical:

(a) Friendly people.

(b) Hostile people.

(c) Unknown people.

(5) Induced.

b. **Explain** the five basic needs:

(1) Personal protection:

(a) Clothing.

(b) Equipment.

(c) Shelter.

(d) Fire.

(2) Sustenance:

(a) Water.

(b) Food.

(3) Health.

(4) Travel.

(5) Signaling and recovery.

3. DETERMINE METHODS TO COMBAT PSYCHOLOGICAL STRESS OF SURVIVAL.

a. **Define** stress. Anything which causes an individual to react (physically or psychologically).

b. **Explain** psychological factors:

- (1) Fear.
- (2) Pain.
- (3) Cold and heat.
- (4) Thirst and hunger.
- (5) Insecurity.
- (6) Boredom and loneliness.
- (7) Depression.
- (8) Fatigue.
- (9) Frustration.

NOTE. At least one example should directly relate to survival.

c. **Explain** how to combat psychological factors:

- (1) Understanding source and nature of stress.
- (2) Using problem solving techniques.
- (3) Survival skills and knowledge.
- (4) Keeping mind and body active.
- (5) Setting goals.
- (6) Overcoming aversions.
- (7) Tolerating discomfort.
- (8) Taking frequent rest breaks.

4. DETERMINE METHODS TO STRENGTHEN THE WILL TO SURVIVE.

a. **Explain** the will to survive:

The desire to live, despite seemingly insurmountable mental or physical obstacles.

b. **Explain** how to strengthen the will to survive:

- (1) Positive mental attitude is the most important element.
- (2) Never forget the survivor's mission.
- (3) Have faith.
- (4) Develop personal strengths and understand and accept weaknesses.
- (5) Use methods to combat stress.
- (6) Bounce back.

CONCLUSION:

1. Summary:
2. Remotivation:
3. Closure:

MICHAEL L. YOUNG, GS-12
Chief, Training Development

23 April 1998

ROTC Survival Orientation
PERSONAL PROTECTION

OBJECTIVES:

1. Provide shelter.
2. Build fire.
3. Use fire.
4. Care for clothing.
5. Use clothing.
6. Care for equipment.
7. Use the five rules of improvising.

SUPPORT MATERIALS AND GUIDANCE

INSTRUCTIONAL REFERENCES

1. AFI 16-1301, *Survival, Evasion, Resistance, and Escape (SERE) Program*
2. AFP 64-5, Aircrew Survival
3. AFP 64-15, Survival and Emergency Uses of the Parachute

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Approved by: Mr. Michael L. Young

Editor: Mrs. Dee Smith

Distribution: F; X:

INSTRUCTIONAL AIDS

1. Knife
2. Shelter Material
3. Metal Match
4. Matches
5. Personal Clothing

TRAINING METHOD

Demonstration/Performance

INSTRUCTIONAL GUIDANCE

Students develop skills and confidence in providing protection against prevailing environmental conditions. They are taught to prioritize their protection needs based on existing conditions and learn to prioritize protection needs in various climatic conditions. Students learn to adjust

clothing (as necessary), select shelter sites, and build shelters appropriate for conditions. They are exposed to care and use of clothing and equipment and learn the five rules of improvising to meet survival needs. Students will learn to prepare, build, and use fire. Instructors should conduct student practices of demonstrated skills when practical.

INTRODUCTION:

1. Attention:
2. Motivation:
3. Overview:

PRESENTATION: NOTES:

1. PROVIDE SHELTER.

- a. **Explain** the importance of providing immediate protection from the environment.
- b. **Explain** how to determine basic shelter requirements, depending on environment:
 - (1) Maximum protection from environment.
 - (2) Free of hazards.
 - (3) Level.
 - (4) Near resources.
 - (5) Avoid cold sump.
 - (6) Use the sun to best advantage.
 - (7) Large enough to accommodate shelter.
 - (8) Near signaling site.
- c. Demonstrate selecting a shelter site.
- d. Demonstrate an improvised shelter:
 - (1) Wind considerations.
 - (2) If using framework, achieve correct pitch and ensure sturdiness to support weight.

- (3) Cover with available material.
- (4) Large enough for survivor and all equipment.
- e. **Explain** how shelter construction would be determined when prioritizing under different conditions:
 - (1) Desert
 - (2) Arctic
 - (3) Tropical
 - (4) Temperate
- f. **List** various insulation materials for a bed.
- g. **Demonstrate** an insulation bed.
- h. **Explain** survival shelter living considerations:
 - (1) Ventilate when using heat source.
 - (2) Brush clothing before entering.
 - (3) Care of bedding and shelter.
 - (4) Do not store food in shelter.
 - (5) Use of sleeping bag:
 - (a) Fluff before using.
 - (b) "S" fold when not in use.
 - (c) Protect when not in the immediate area.
- i. **Explain** natural shelters and how to modify them:
 - (1) Tree well.
 - (2) Windfall/deadfall.
 - (3) Caves/rock formations.
- j. **Point out** examples of naturally occurring shelters.

2. BUILD FIRE.

a. **Explain** the fire triangle:

- (1) Heat.
- (2) Oxygen.
- (3) Fuel.

b. **Explain** aspects of firecraft:

- (1) Dry, split hard woods produce less smoke and more heat.
- (2) Soft woods burn faster and produce more smoke, unless a large flame is maintained.

c. **Demonstrate** techniques for gathering natural fuels for igniting and maintaining a fire:

- (1) Tinder.
- (2) Kindling.
- (3) Fuel.

d. **Explain** methods of protecting fuels from environmental conditions:

- (1) Waterproof containers or materials.
- (2) In pockets or between dry, warm layers of clothing.
- (3) Under or in some sort of shelter or protective covering.

e. **Explain** fire building preparations:

- (1) Site selection:
 - (a) Keep fire site away from under snow-covered branches of trees.
 - (b) Use wind to best advantage.
 - (c) Avoid hazards.
- (2) Clear away snow or ice, if possible.
- (3) Use a platform if snow or ice cannot be removed.

- (4) Divide squaw wood into varying stages.
- (5) Split wood and divide into varying stages.

f. **Demonstrate** methods of igniting tinder:

- (1) Use a match to ignite a tinder.
- (2) Use a metal match to ignite a tinder.

g. **Demonstrate** building a fire:

- (1) Have all materials available.
- (2) Ensure platform and brace are in place.
- (3) Stages of development:

NOTE. When feasible, use natural ignition and tinder for conservation before using man-made materials.

- (a) After ignition of tinder, secondary tinder can be added in cold, wet conditions.
- (b) Add kindling.
- (c) Construct a fire lay.
- (d) Add fuel to maintain fire.

h. **Explain** fire lays and demonstrate as applicable:

- (1) Tepee fire.
- (2) Log cabin fire.
- (3) Long fire.

i. **Explain** hazards of using fire:

- (1) Burns.
- (2) Flammables.

j. **Explain** banking a fire.

k. **Explain** extinguishing a fire.

3. USE FIRE.

Explain how a fire is used:

- (1) Warmth.
- (2) Light.
- (3) Drying clothes.
- (4) Signaling.
- (5) Making tools.
- (6) Cooking.
- (7) Water purification.
- (8) Morale.
- (9) Discourage insects.

4. CARE FOR CLOTHING.

a. **Explain** the "COLDER" principle:

- (1) Keep clothing clean:
 - (a) To avoid wear of material, don't kneel, sit, or lie on the ground.
 - (b) Change and wash clothing, if possible.
- (2) Avoid overheating:

Adjust clothing prior to strenuous activities and prior to becoming chilled.
- (3) Wear it loose and in layers:
 - (a) Provides dead-air space.
 - (b) Ventilation.

(c) Adjustability for activity.

(4) Keep it dry:

(a) Enhances insulating quality.

(b) Prevents rotting.

(c) Methods for drying:

1. Air dry.

2. Sun dry.

3. Freeze dry.

4. Wear dry.

5. Fire dry.

(5) Examine clothing:

(a) Inspect for damage.

(b) Methods of improving.

(6) Repair tears or rips immediately.

5. USE CLOTHING.

Explain use of clothing:

(1) Avoid restricting circulation.

(2) Use sun or snow goggles to prevent blindness.

(3) Wear gloves, roll down sleeves, and blouse pants to prevent cuts, scratches, and insect bites.

(4) Cover the back of the head and neck to prevent sunburn and heat loss.

(5) Assure clothing and footgear remain as dry as possible.

6. CARE FOR EQUIPMENT.

Discuss care of equipment used in the field:

- (1) Battery-operated devices.
- (2) Water containers.
- (3) Sleeping gear.
- (4) Cutting tools.
- (5) General items.

7. USE THE FIVE RULES OF IMPROVISING.

Explain the five rules of improvising:

- (1) Determine a need.
- (2) Inventory possessions and available natural materials.
- (3) Consider all alternatives to solving needs.
- (4) Select the alternative which provides the most efficient use of time, energy, and materials.
- (5) Plan all construction to ensure safety and durability.

SUGGESTED DEMONSTRATIONS:

1. Select a shelter site.
2. Improvise a shelter.
3. Improvise an insulation bed.
4. Point out two naturally occurring shelters.
5. Techniques for gathering natural fuels for igniting and maintaining a fire.
6. Use a match and metal match to ignite tinder.
7. Build a fire.
8. Demonstrate fire lays.
9. Demonstrate application of the "COLDER" principle.

CONCLUSION:

1. Summary:
2. Remotivation:
3. Closure:

ROTC Survival Orientation

SUSTENANCE

OBJECTIVES:

1. Procure water.
2. Prepare water.
3. Store water.
4. Procure food.
5. Prepare food.
6. Preserve food.
7. Identify food storage techniques.

SUPPORT MATERIAL AND GUIDANCE

INSTRUCTIONAL REFERENCES

1. AFI 16-1301, *Survival, Evasion, Resistance, and Escape (SERE) Program*
2. AFR 64-5, *Aircrew Survival*
3. *Management of Wilderness and Environmental Injuries* (Auerbach & Geehr)

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INSTRUCTIONAL AIDS

1. Snare Wire
2. Knife

TRAINING METHODS

Demonstration/Performance

INSTRUCTIONAL GUIDANCE

Students learn principles and techniques for meeting sustenance needs in various climates. They identify local indicators of water and procure, prepare, and store water throughout field operations. Students learn to identify animal signs and how to construct and use simple snares to procure food. Students are introduced to the edibility test to determine edible plants and to animal preparation techniques. They learn food preservation and storage methods and are

exposed to survival principles of sustenance. Instructors should conduct student practices of demonstrated skills when practical.

INTRODUCTION:

1. Attention:
2. Motivation:
3. Overview:

PRESENTATION:

1. PROCURE WATER.

a. Point out available water indicators:

- (1) Follow drainages to low-lying areas.
- (2) Note sudden cooling of air while traveling.
- (3) Look for patches of deciduous growth in a primarily evergreen forest.
- (4) Limestone or lava formations.
- (5) Base of steep slopes.
- (6) Intersection of game trails.
- (7) Flight of birds.

b. Explain methods of procuring water and demonstrate, as applicable:

- (1) Solar still.
- (2) Sediment hole.
- (3) Water machine.
- (4) Transpiration bag or vegetation bag.
- (5) Absorbent cloth.
- (6) Water catch.

(7) Melt snow and ice:

(a) In metal container.

(b) Body heat.

(8) Open water sources.

c. Explain when water procurement is determined when prioritizing under different conditions.

2. PREPARE WATER.

a. Demonstrate filtering water.

b. Explain methods of purifying water:

(1) Boil a minimum of ten minutes.

(2) Chemical methods:

(a) Iodine tablets.

(b) Iodine drops.

(c) Halozone tablets.

(d) Chlorine bleach.

NOTE. Water procured from some sources does not require purification.

3. STORE WATER.

Explain methods of water storage:

(1) Keep covered to avoid contamination.

(2) Prevent from freezing.

(3) Store on body.

(4) Keep covered to avoid evaporation.

4. PROCURE FOOD.

a. Explain animal life indicators and point out available signs:

- (1) Game trails.
- (2) Feeding signs.
- (3) Bedding signs.
- (4) Droppings.
- (5) Dens.
- (6) Nesting areas.
- (7) Ant/termite mounds.
- (8) Scrapings on ground or trees.

b. Explain methods of procuring animals:

- (1) Firearm.
- (2) Throw stick.
- (3) Rock.
- (4) Slingshot.
- (5) Club.
- (6) Snare (e.g., large game, squirrel pole, bird snare).
- (7) Baiting for birds.

c. Demonstrate construction of a simple snare:

- (1) Size.
- (2) Strength.

d. Explain snaring considerations:

- (1) Small animals are more abundant.

- (2) Check twice a day.
 - (3) Triggers.
- e. Demonstrate setting a snare:
- (1) Approach trail.
 - (2) Placement.
 - (3) Funneling (as needed).
- f. Explain methods of procuring fish:
- (1) Using personal survival kit items.
 - (2) Improvised hooks, line, and/or poles.
 - (3) Gill net.
 - (4) Fish trap.
 - (5) Poisons.
- g. Explain characteristics of poisonous plants:
- (1) Avoid beans, bulbs, mushrooms, and fungi.
 - (2) Plants with milky sap.
 - (3) Plants with umbrella-shaped flower clusters.
 - (4) Plants that are irritants to the skin.
 - (5) Shiny leaves.
- h. Explain the berry edibility rule:
- (1) White and yellow - are to be avoided.
 - (2) Red - sometimes toxic (test).
 - (3) Blue or black - are generally safe.

(4) All aggregated berries are safe.

i. Explain the edibility test and demonstrate the first five minutes:

(1) Select an abundant plant without poisonous characteristics. Test only one plant at a time. Prepare in the manner in which it will be eaten.

(2) Touch the plant to the inner forearm or tip of the tongue. If there are no ill effects, such as a rash or burning sensation to the skin, bitterness to the taste, or numbing sensation of the tongue or lips, then proceed with the next step.

(3) A teaspoonful should be held in the mouth for five minutes and chewed. Do not swallow.

(4) If there is no burning sensation, bitterness, or soapy taste, swallow it and wait eight hours.

(5) If, after eight hours, no ill effects (nausea, cramps, diarrhea, etc.) have occurred, then eat two tablespoons of the plant and wait another eight hours.

(6) If there are still no ill effects, the plant may be considered edible in the method it was prepared.

j. Explain when food procurement is determined when prioritizing under different conditions.

5. PREPARE FOOD.

a. List animal preparation considerations:

(1) Mammals:

(a) Hang animal to cool and allow parasites to leave hide.

(b) Skin animal.

(c) Save internal organs.

(d) Cut into meal-size portions.

(e) Large animals may require the camp be moved to the animal rather than vice versa.

(f) All animal parts should be used.

(2) Birds:

- (a) Pluck and cook with skin on, except for sea birds.
 - (b) Carion-eating birds should be boiled for 20 minutes.
 - (c) Skin fish-eating birds.
- (3) Fish:
- (a) Remove internal organs from fish measuring four inches or more.
 - (b) Scaling is not necessary.
 - (c) Remove gills.
 - (d) The black line inside of backbone is the kidney and should be removed.
- (4) Reptiles:
- (a) Skin.
 - (b) Discard internal organs.
 - (c) Snake heads should be buried if thought to be poisonous.
- (5) Amphibians:
- (a) Due to size, legs are generally the only usable parts.
 - (b) Skin.
 - (c) Discard internal organs.
- b. Explain preparation of food for cooking:
- (1) Small size for quick cooking:
 - (a) Minimizes nutritional loss.
 - (b) Breaks down nutrients for easier digestion.
 - (2) Cook thoroughly:
 - (a) Avoid internal parasites or diarrhea.
 - (b) Avoid dehydration.
- c. Explain cooking methods:

- (1) Boiling.
- (2) Baking.
- (3) Roasting.
- (4) Frying.

d. Explain food rationing concepts.

6. PRESERVE FOOD.

Explain preservation methods:

- (1) Refrigeration.
- (2) Freezing.
- (3) Cook, re-cook.
- (4) Dehydration.
- (5) Keep alive.

7. IDENTIFY FOOD STORAGE TECHNIQUES.

List food storage techniques:

- (1) Food cache.
- (2) Burying.
- (3) Wrap in material.

CONCLUSION:

1. Summary:
2. Remotivation:
3. Closure:

SUGGESTED DEMONSTRATIONS:

1. Point out available water indicators.
2. Two methods of procuring water.
3. Filtering water.

4. Point out available animal life indicators.
5. One method of procuring animals.
6. Construction of a simple snare.
7. Setting a snare.
8. Edibility test (initial five minutes).

ROTC Survival Orientation

SIGNALING

OBJECTIVES:

1. Select a signaling site.
2. Signal recovery forces.

SUPPORT MATERIAL AND GUIDANCE

INSTRUCTIONAL REFERENCES

1. AFI 16-1301, *Survival, Evasion, Resistance, and Escape (SERE) Program*
2. AFP 64-5, Aircrew Survival

INSTRUCTIONAL AIDS

1. Signal Mirror
2. C-9 Parachute Canopy

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Editor: Mrs. Dee Smith

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TRAINING METHOD

Demonstration/Performance

INSTRUCTIONAL GUIDANCE

Students are shown how to locate a signaling site and construct a ground-to-air signal. Students are taught to use a signal mirror and other means of communicating with recovery forces.

INTRODUCTION:

1. Attention:
2. Motivation:
3. Overview:

PRESENTATION: NOTES:

1. SELECT A SIGNALING SITE.

Explain signaling site requirements:

- (1) Large as possible.
- (2) High as possible.
- (3) 360-degree visibility.
- (4) Flat and level.
- (5) Free of obstructions.
- (6) Possible recovery site.

2. SIGNAL RECOVERY FORCES

a. Demonstrate an improvised ground-to-air signal:

- (1) Materials available.
- (2) Size.
- (3) Angularity.
- (4) Contrast.
- (5) Ratio.
- (6) Shape (Y,N,V,X & arrow).

b. Explain ground-to-air considerations:

- (1) Shadows.
- (2) Maintenance.

c. Demonstrate operating procedures of a signal mirror:

- (1) Find aim indicator.
- (2) Sighting methods:

- (a) Facing the sun.
- (b) Facing 180o from the sun.
- d. Demonstrate an alternate sighting method.
- e. Demonstrate other possible signaling means for a survivor:
 - (1) Electronic devices.
 - (2) Pyrotechnics.
 - (3) Fire and smoke.

CONCLUSION:

- 1. Summary:
- 2. Remotivation:
- 3. Closure:

SUGGESTED DEMONSTRATIONS:

- 1. Improvise ground-to-air signal.
- 2. Operating procedures of a signal mirror.
- 3. Alternate sighting method.
- 4. Demonstrate other possible signaling means for a survivor.

Objective 20

Comprehend the Principles of the Holm Center Training Manual (HCTM)

Required for: All cadets

Overview: T-700, *Holm Center Training Manual*, guides all training in AFROTC. This lesson introduces the HCTM philosophy—it is vital for the General Military Course (GMC) cadets to understand the type of training they will and should receive and for the Professional Officer Course (POC) cadets to understand the proper way to train GMC. This lesson should be covered at your first or second LLAB of each semester. The HCTM philosophy should ideally be presented by the Detachment Commander or Commandant of Cadets (COC).

The HCTM philosophy is based on mutual respect, and is guided by five basic principles: expectations, skills, feedback, consequences and growth.

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PART I

Lesson Title: Holm Center Training Manual
Instructor: POC Cadet or Cadre
Teaching Method: Informal Lecture
Time Required: 30 minutes (all cadets)
Prerequisite Classes: N/A
Interrelated Information: T-700, *Holm Center Training Manual*
Visual Aids: PowerPoint Slides
Student Preparation: None
Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know the principles of the Holm Center Training Manual (HCTM).

Cognitive Samples of Behavior:

1. Explain the rationale for the HCTM.
2. Give examples of guidelines when applying the HCTM.
3. Summarize how your superiors set expectations.
4. Describe your obligations as a subordinate.

Affective Lesson Objective: Value the principles of the HCTM.

Affective Sample of Behavior: Respond with interest and follow the principles of the HCTM.

PART IB

Strategy: The purpose of this lesson is to allow GMC cadets the opportunity to learn about the environment in which they will be working and learning with the POC cadets. It is an introduction to the HCTM philosophy. The HCTM philosophy is found in the T-700 book that your Commandant of Cadets or any AS300 cadet has. The lesson should be covered at your first or second LLAB of each semester. You may wish to have the Commandant of Cadets or Detachment Commander discuss the material in the lesson in their introductions. However, you may then need to cover the HCTM more extensively as indicated in this lesson plan rather than having it only mentioned in the Commandant of Cadets/Detachment Commanders general remarks.

The entire corps will receive this briefing. The GMC will be expected to understand this philosophy, and be able to know when it is not being applied properly, and how to voice their concern. The POC receive this briefing to ensure they understand the proper way to train GMC.

This is the IMT/AS100 cadet's first opportunity to understand the environment in which they will be training and learning the skills necessary to successfully complete the ROTC program. Although it is important to get across the type of training environment they can expect, it is also important to start the first LLAB on the right note. We recommend some sort of exercise to get the cadets involved and out of the classroom. Don't stay indoors for the entire time; get outside and do something exciting and energizing to motivate the new cadets. Performing skits for each example is one way to liven up this lesson. The Intermediate Cadet Leader (ICL) cadets who get this in their AS300 class are fresh out of Field Training, so having them take on this lesson might liven it up some.

Lesson Outline

- A. Mutual Respect
- B. Five Basic Principles (Guided Discussion)
 1. Expectations
 2. Skills
 3. Feedback
 4. Consequences
 5. Growth

PART II

INTRODUCTION

ATTENTION

(Suggested: You've probably noticed a lot of different training styles. Some coaches and teachers try the tough love approach. Others are very nurturing and supportive. In a military training environment, different instructors have different styles. If you've seen the movie, *Full Metal Jacket*, then you know that there is a balance that must be found to prevent our training from becoming too soft that it's useless or too hard that it's dangerous or not educational. At AFROTC, we have a tool to help us be consistent; it's called T-700, *Holm Center Training Manual* (known as the HCTM).

MOTIVATION

(Suggested: Here at AFROTC, the POC and the staff will motivate and help train the GMC. The GMC will in turn eventually get the chance to train others. So we all need to ensure that we use the proper training methods. The more you know and understand about these training methods, the better you will be able to apply them and the greater the impact you will have on your students' future officership.)

OVERVIEW

- A. Mutual Respect
- B. Five Basic Principles (Guided Discussion)
 - 1. Expectations
 - 2. Skills
 - 3. Feedback
 - 4. Consequences
 - 5. Growth

TRANSITION

(Suggested: As trainers/instructors/supervisors, it is our job to help our subordinates develop as leaders. This lesson will provide you with the proper tools needed to be successful. Let's start by talking about mutual respect.)

- A. Mutual Respect. Mutual respect is the linchpin that holds together the principles of training. Before we can talk about training, we have to understand how to gain and provide mutual respect. There are two ways of showing respect:
 - 1. Commitment or loyalty.

- a. If you respect the person, you will feel a commitment to that person. You don't want to let them down; you enjoy working with them. In essence, you become more productive and more efficient because of your desire to earn that person's respect.
 - b. You start to take pride in your workmanship.
2. Fear or Obligation.
- a. If you do not have respect for the individual, you will perform/do your job out of fear to get the person off your back.
 - b. You may have a self-generated obligation to at least do a satisfactory job.
 - c. As a trainer, you must establish an environment where your subordinates know to ask questions. As a subordinate, you are obligated to ask questions when you're not clear on material. You cannot use the excuse that you were too afraid to ask. Your responsibility is to get the training you need to be successful, even if that means you have to overcome being timid.
3. As a supervisor, you should know that before a person can feel respect, they must first be shown respect. Showing your subordinates respect helps to foster respect out of commitment or loyalty for you.
4. Guidelines for earning mutual respect.
- a. Set the example. Always portray a "do what I do" attitude.
 - b. Avoid sarcasm. Sarcasm easily confuses your subordinates.
 - c. No profanity. This should be self-explanatory.
 - d. Corrections should be constantly consistent. Students' notice when they are treated differently. If you think similar situation warrants different consequences, let the involved party know why.
 - e. Physical discipline. This is a change of policy from what the AFROTC Training Manual presents. We do not use any form of physical discipline (PD) (i.e. push-ups or crunches) at AFROTC.
 - f. Know the regulations. You cannot correct that which you do not know. Also your students will know when your own understanding is deficient.

- g. Be serious. Ensure that you reward hard work with the respect that it deserves. There is a time to laugh and joke, but when we're at LLAB training to master new material, all of us need to lock it up and show we take it seriously.

5. Inappropriate training.

- a. Physical maltreatment: screaming into a student's ear or striking a student. Governed by Articles 93 or 128 of UCMJ.
- b. Physical contact. exception: to correct military bearing or posture after first receiving the student's permission.
- c. Verbal maltreatment: abusive language degrading or slandering a student's character, religion, sex, race, color, national origin or ethnic background.
- d. Maltraining: unnecessarily embarrassing a student in front of their peers, assigning remedial training that does not fit the discrepancy. Practice that meets no training objective -- degrading or excessive tasks.

INSTRUCTOR NOTE: Ask the cadets to describe an incident or even a movie scene in which they saw maltraining occurring. You want to be able to show examples of maltraining instead of just defining it.

- e. Hazing: Any conduct whereby a military member, regardless of service or rank, suffers or is exposed to any activity which is cruel, abusive, humiliating, oppressive, harmful or demeaning
 - (1) Does not imply physical contact only and consent does not eliminate responsibility.
 - (2) "Is contrary to good order and discipline, is not acceptable and will not be tolerated." (General Michael Ryan – Former Chief of Staff)

INSTRUCTOR NOTE: Ask the cadets to describe an incident or even a movie scene in which they saw hazing occurring. You want to be able to show examples of hazing instead of just define it.

TRANSITION

(Suggested: Now that we understand mutual respect, let's turn to the five basic principles that make up the Holm Center Training Guide.)

B. Five Basic Principles.

Question: What are the five basic principles in the Holm Center Training Manual?

- Answer:**
1. Expectations
 2. Skills
 3. Feedback
 4. Consequences
 5. Growth

1. Expectations

Question: What is the first step in the expectation phase?

Answer: Introduce yourself.

Question: What are the three things you should emphasize when introducing yourself?

Answer: Position, background (things that make you credible) and values. For example, you might want to cover your pet peeves at this time.

Question: What is the second step in the expectation phase?

Answer: Set a positive atmosphere.

Question: What are some of the things you can do to set a positive atmosphere?

- Answer:**
1. Let them know you will support them.
 2. Let them know you will help them, but will not take over for them.
 3. Reaffirm you think they are a valuable member of the team.
 4. Be open to receiving feedback, as well as giving feedback.
 5. Show you are committed to the program.

Question: What are some obligations that should be discussed with subordinates?

Answer: Respect for authority, compliance with standards and always giving a maximum effort.

INSTRUCTOR NOTE: Discuss each of the following.

- a. Respect for authority: Regardless of personal values or differences in personality, the subordinate must recognize and respect the authority the supervisor has in the position they hold. An example of not showing proper respect for authority is if a cadet rolled their eyes when a superior speaks.
- b. Compliance with standards: As a subordinate you must comply with the established standards. As a supervisor they must enforce the standards. This concept is new to many of you first coming into the program. Honest mistakes happen and are forgiven. We all learn from our mistakes. However, intentional, willful noncompliance will not be tolerated and will result in corrective action being taken.

Compliance with standards means demonstrating timeliness by meeting appointments and obligations. If you are scheduled for an appointment at the detachment, you should arrive 5 to 10 minutes prior to that appointment. If for any reason you are unable to make your appointment, it is your responsibility to let the appropriate individual know prior to the appointment. You should never miss or be late for a scheduled appointment.

Compliance with standards means attention to detail. Once you have been issued your uniform, you are expected to keep it in immaculate condition. Wearing the uniform is a privilege and it is your responsibility to appear professional in it. This means having a clean, ironed, and pressed shirt, not one wrinkled up and dirty. It means having all the additional items on properly such as the belt, nametag, service cap and insignia, etc.

When it comes to compliance with standards, both subordinates and supervisors must understand the difference between a reason and an excuse.

Question: What do you think is the difference between a reason and an excuse?

Answer: When someone isn't in compliance with standards, they may explain why they're not. If the explanation is legitimate--meaning there truly is nothing they could do about it--then it is a good reason that the supervisor should accept. An excuse is a plea offered for release of obligation or responsibility—it is an explanation of an event offered as a reason. Ultimately, what matters is if you are complying with standards or not. A reason is an explanation why something did or didn't happen, usually out of the person's control. An excuse is generally an explanation of why something did or didn't happen, that is generally under the person's control. When issuing consequences for not complying with standards, supervisors should first take into account whether there were legitimate reasons. For example, if a cadet arrives at the detachment in a mud-splattered uniform, a POC cadet shouldn't immediately start a diatribe against the cadet. They should first attempt to determine why the cadet is wearing a mud-splattered uniform. If a car passed the cadet just as he was walking up the steps to the detachment, then it might be a good reason. If, however, the car passed the cadet, flinging mud on him 30 minutes ago, and the cadet did have sufficient time to change shirts but just didn't want to go through the trouble of walking back to his dorm room, then that might be a poor excuse.

- c. Maximum Effort: As a subordinate you will not always get it correct the first time you try and you aren't expected to, but you are expected to always put forth your best effort. If you don't put forth your best effort, then you should re-examine your desire and commitment to the program.

Question: When explaining the rationale behind the task, what two things need to be covered?

Answer: Relevance and importance.

Your supervisor should talk to you about the relevance and importance of tasks you are undertaking. You may wonder why we have to drill. Your flight commander teaching you drill should explain that drill increases one's self-discipline and attention to detail as well as the ability to work in a group. Sometimes in LLAB, we'll do activities that seem like fun (give examples--sports, paintball), but all have important, relevant rationales beyond having fun.

Question: What is the final step in the expectation phase?

Answer: Provide an overview of what is going to happen.

Question: What things do you need to cover in an overview?

Answer:

1. Explain the future: provide them a basic overview of events.
2. Realistic Expectations: The tasks to be accomplished are realistic and you are confident they can accomplish them.
3. Seek feedback: Ensure subordinate is willing to accomplish the task.

TRANSITION

(Suggested: Stating your expectations is important to ensure your subordinates understand what you require from them. Once your subordinates understand this, you need to ensure they have the skills necessary to accomplish the task.)

2. Skills – are taught through both teaching and training.

Question: What is the difference between teaching and training?

Answer: Teaching is explaining the information in a way that is understandable. Training is learning the task through repetition. When you teach information, you are a role model for that information.

Question: What are the two things you should do when teaching information?

Answer: Lead by example (never expect subordinates to do something you are not willing to do) and show them, don't tell them (your actions always speak louder than your words).

Question: In training, there are two methods you can use. What are they?

Answer: Image rehearsal (imaging yourself performing the skills) and demonstrated rehearsal (actual repetition of a skill).

TRANSITION

(Suggested: Now that your subordinates are equipped with the necessary skills to complete the task, it is essential to their development that feedback is provided to them throughout the entire process.)

3. Feedback – should be given for both positive and negative behavior.

Question: How do you provide positive feedback?

Answer:

- a. INPUT + Rules for effective feedback = INPUT +

I = Immediate

N = No labeling, it's destructive

P = Proper person, not the group. For example: if one person is acting up, you don't rate them all low.

U = Uniquely specific, don't use generalities. Don't just say "Your performance is awful". Instead, you would specify, "You aren't giving the command on the correct foot and you're not speaking up loud enough for the flight to hear."

T = Talk about behavior, not the person. So you wouldn't say, "You can't do this right. You're stupid"; you'd say, "The way you call commands needs work." You should focus on the performance and behavior, not the person.

+ = End on a positive note -- impacts receptivity (Progressively more +w/development)

- b. Provide it! This helps to set a positive atmosphere and build self-confidence.
- c. Public recognition: "Praise in public, Punish in Private", let others know how well people are performing. Even the improvements of middle-of-the-road performers should be mentioned.
- d. Challenge: After providing positive feedback, add a realistic challenge for them to obtain. For example, if the cadet gave 10 commands incorrectly, you would say, "Next time, I want you to improve and call no more than five commands incorrectly."

Question: Everyone has either received or given negative feedback. What is the proper way to provide negative feedback?

Answer:

- a. INPUT +

b. Get subordinates' impression: this will let you know if it is a skill or a problem.

c. Ask "what" or "how" questions: this will help provide a reason for the behavior.

d. Model the observed behavior: it's easier to understand what they did wrong if you demonstrate both the wrong behavior and the right behavior.

e. Sandwich approach: Tell them something they did well; tell them something they did wrong and end on a positive note.

f. Re-support: ensure that the individual knows that although they did something wrong, they still have your support of their ability to accomplish the task.

g. Their responsibility: ensure they understand they are responsible for their actions.

- h. Consequences: ensure they know what the consequences will be if they do not improve their behavior.
- i. Game-plan for improvement: have the individual provide you with their game plan to improve their behavior.
- j. Follow-up: set a time in the future to discuss their progress or lack thereof.

TRANSITION

(Suggested: Feedback is extremely important, because without it, your students will not know whether they are performing properly. Now, let's talk about the step that provides meaning to the feedback that has been given. This is the most important phase of training, the consequences phase.)

- 4. Consequences – provide action for the feedback you have been giving; without it the feedback is meaningless.

Question: How do rewards and discipline differ?

Answer: Rewards are for positive behavior. Discipline is for negative behavior.

Question: What are the 6 rules for providing consequences and why are they important?

Answer:

- a. Immediate: The longer the consequence is delayed, the less likely the subordinate will associate the consequence with a behavior.
- b. Consistent: Inconsistency creates resentment when tough consequences are finally given.
- c. Tied to the behavior: Rewards reinforce a particular behavior, discipline punishes negative behavior. If the consequence is not tied to the behavior, the subordinate will not know what they should or should not do to improve their performance.
- d. Progressive build-up: Increase the reward or discipline incrementally according to the behavior that is displayed. If you start with a strong consequence, where do you go when that behavior improves or continues to get worse?
- e. Subordinate's viewpoint: Make sure the reward or discipline is meaningful for the subordinate. If there is no meaning, the reward or discipline will not be effective.
- f. Provide it: If you do not provide the consequences, good subordinates will become demotivated and poor subordinates will take advantage of you.

Question: What techniques can you use when applying consequences?

Answer:

- a. Be creative: Challenge yourself to provide a wide variety of rewards. Certificates and points for warrior flight can get old. Consider being innovative. For example, arrange to let an award recipient park in the commander's slot for two weeks instead of having to walk all the way from the parking lot (with the commander's approval, of course).
- b. Shape the desired behavior: Only provide rewards when positive changes are made in the subordinate's behavior, even if the change is small.

Question: Discipline should be provided as positive motivation in order to produce respect. What are the reasons that discipline should be given?

Answer:

- a. To correct a behavior: you want to fix a behavior, not destroy the individual's self-confidence/esteem.
- b. To teach which behavior is unacceptable.
- c. To help: if you do not provide some discipline now, you are only hurting the individual in the long run. You want to help them to learn the correct behavior.
- d. Back-up what you said: if you said there would be a consequence, you need to provide it.
- e. Reaffirm your commitment: both to the success of the individual and to the completion of the mission.

TRANSITION

(Suggested: If a supervisor is unwilling to provide the appropriate consequence, they will not be successful in training the subordinate. Both rewards and discipline must be applied properly to earn mutual respect. After consequences have been applied, the effective supervisor needs to move to the final phase of leadership development.)

5. Growth. Eventually you want your subordinates to get to the point where you do not have to continually look over their shoulder and you still know the job is being done right. Confidence is one of the driving factors behind a person's performance.

Question: Why is confidence so important?

Answer:

- a. It helps to propel a person towards good work.
- b. It promotes assertiveness and helps people rise to the top.
- c. It promotes initiative. Showing your approval for their initiative will increase their confidence.

Question: What type of actions can decrease confidence?

Answer:

- a. Poor comparison to peers: people naturally compare themselves to others to see how they are matched up. Typical areas include intelligence, attractiveness and athletic ability.
- b. Failure: If someone is often told they are a failure, regardless of the actual performance level, they will begin to believe they are a failure and their performance will decrease to match what they believe.
- c. No-win situation: If someone feels they are in a no-win situation, they will quit or give-up on ever achieving success. The instructor has virtually ensured poor performance by the student in the future.

- d. Labeling: This is very damaging to someone's self-confidence. Just like failure (discussed above), they will eventually believe they are what you have labeled them.
- e. Crisis of competence: Unnecessary change causes stress in most individuals. They may be confident at one task, but when the expectations change, they are unsure of whether they can continue to perform well.
- f. Public ridicule: "Praise in public, punish in private". If someone is consistently ridiculed in public, they will lose the mutual respect they have for that person as well as confidence in themselves. Their performance level will decline.

Question: What actions can you take to increase someone's confidence?

Answer:

- a. Positive feedback: A person's confidence is largely formed around the feedback that they receive.
- b. Public praise: again, "Praise in public, punish in private".
- c. Success: If a student experiences success, he or she will have greater self-confidence and will look for more opportunity. They say "success breeds success." Even if it is a small success, it will eventually lead to bigger ones.
- d. Focus on strengths: Teach subordinates to focus on their strengths and not their weaknesses. One method is through positive self-talk, which increases their self-confidence in their abilities.
- e. Development of a niche: Providing praise and focusing on an area that the student feels particularly skilled, confident or comfortable.
- f. Your support: If the student believes he or she has your support, the student will be more confident in his or her own abilities.

There are two methods for enhancing growth in subordinates: performance goals and homework assignments.

Question: What are the steps you should take in establishing performance goals?

Answer:

- a. Know your goals and their goals: You have to know what your goal is before you can provide a goal for your student.
- b. Student's responsibility: Ensure your students feel they're responsible for establishing the performance goal. This will help to establish commitment on their part and, in essence, increase the mutual respect.
- c. Unified decision: Make suggestions that will lead your student to the correct response then support it as if it was his or her idea. This will allow the student to be more committed to the end task.
- d. Your approval: Show your approval for the student's plan on reaching the performance goal.
- e. Your support: Ensure they know you will continue to support them if they have questions in the future concerning the performance goal.
- f. Successful expectations: Optimism is contagious. If you express your optimism in their success, they will leave believing they will be successful.

The second way to foster growth in a subordinate is by providing homework. This has nothing to do with academics and everything to do with correcting a deficient skill.

Question: What are the steps you should take when providing appropriate homework assignments?

Answer:

- a. Subordinate's idea: Let the student create the homework assignment. This can be prompted by using "how" or "what" questions.
 - b. "Do" statements: The assignment must clearly establish what the student must do to improve the deficient behavior.
 - c. Quantity statement: Quantify how much, how often, how precise the homework must be accomplished.
 - d. Self-monitoring statement: Make student state how they can "check-up" on themselves in order to accomplish the homework.
 - e. Follow-up: Establish a definite time to check-up on the subordinate to ensure the homework is being accomplished.
- Once a student has the necessary skills to accomplish a task without supervision, you need to continually challenge that person to improve himself or herself.

Question: What things should you consider when providing a challenge to a subordinate?

Answer:

- a. Realistic, but difficult to obtain: a mix between being realistically obtainable and something that requires true effort.
 - b. Short-term: If the challenge is too long-term, the student will lose interest.
- c. Not a "have to": Never challenge someone to do something that is expected or required - it will cease to be a challenge.
- d. Show merit upon accomplishment: If there is no merit in accomplishing the task, it will seem like a lot of wasted effort.

TRANSITION

(Suggested: The growth phase is the final phase in the successful leadership development of your subordinates. Once they have reached the growth phase and are challenged with a new task, the cycle starts all over again with the expectation phase. It is a continuous cycle that will help your subordinates to reach their full potential.)

CONCLUSION

SUMMARY

- A. Mutual Respect
- B. Five Basic Principles (Guided Discussion)
 1. Expectations
 2. Skills

3. Feedback
4. Consequences
5. Growth

REMOTIVATION

(Suggested: There exists, among some instructors, the idea of a "rite of passage", the "I went through and so shall all those that come after me" philosophy in order to "build character". This philosophy does not build the mutual respect that is so important to ensuring that effective training takes place. By using the 5 phases in the Holm Center Training Manual, not only here in ROTC, but also on active duty, you can ensure those you supervise achieve success and reach their highest potential.)

CLOSURE

(Suggested: Everyone can remember a supervisor they were honored to work for, that they had the utmost respect for and that treated them with respect. The requirements for establishing mutual respect are simple: a clear understanding of what to do and the desire to go out and do it.)

Objective 21

Apply Leadership and Followership Skills Through a Cadet Mentor Program

Required for: All cadets

Overview: Every detachment is required to have a mentoring program for cadets. Generally, the Professional Officer Course (POC) cadets will mentor the General Military Course (GMC) cadets. This lesson plan provides lecture material to be presented to the POC cadets. It also contains some supplemental material, including sample topics for mentoring sessions and excerpts from articles on mentoring. After the POC lecture, the remaining hours of lesson time should be dedicated to mentoring activities.

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PART I

Lesson Title: Cadet Mentoring Program

Instructor: POC Cadet

Teaching Method: Informal Lecture

Time Required: 2 hours for GMC, 3.5 hours for POC (split time for lecture/application as needed in the detachment)

Prerequisite Classes: N/A

Interrelated Information: AFI 36-3401, *Air Force Mentoring*

Visual Aids: None

Student Preparation: None

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Each student should know leadership and followership skills through a cadet mentor program.

Cognitive Samples of Behavior:

1. Define the characteristics/styles of a mentor.
2. List the rules of mentoring.
3. Establish a Cadet Mentoring Program.

Affective Lesson Objective: Each student should respond to the importance of mentoring.

Affective Sample of Behavior: Voluntarily participate in mentoring other AFROTC cadets.

PART IB

Strategy: Every detachment must have a cadet mentoring program. This lesson is designed to provide background information and guidance for the cadet-mentoring program. You must provide the lecture material in this lesson plan to Professional Officer Course (POC) cadets; they should have all relevant information on how to be mentors before trying to be effective mentors. The informational and planning portion of this lesson should last around one hour. The other two hours of lesson plan time should be used as LLAB time for your cadet mentoring program. A sample program is presented below.

Per AFI 36-3401, *Air Force Mentoring*, mentoring is to be emphasized throughout the Air Force. Therefore, POC cadets should be given the opportunity to practice mentoring in ROTC LLAB through a cadet mentoring program so they'll be able to do so when they get on active duty. This requirement will also help them participate more fully in the development of General Military Course (GMC) cadets.

For cadets to understand the mentoring process, they must grasp the four core mentor responsibilities: (1) as future officers, they must accept responsibility for their subordinate’s development; (2) they will be expected to evaluate the performance and potential of the people they supervise; (3) they should be able to counsel and advise their people on professional development; and (4) they must be willing to “show the way” by being positive role models.

In your mentoring program, your upperclassmen (POC) typically serve as mentors, and your underclassmen (GMC) will be the mentorees. NOTE: Recommend cadet supervisors not mentor the cadets they supervise. Supervisors are more focused on performance feedback. This will also give GMC cadets more diverse exposure to other POC leaders than just their flight commanders/supervisors.

Additional [excerpts](#) at the end of this lesson contain supplemental information. You may give it to POC mentors as handouts. You may also use it in supplemental lessons. For example, one attachment discusses ways to mentor. You can have mentors read it then discuss how they plan to use that way of mentoring in an upcoming mentoring session.

Lesson Outline:

- A. Characteristics/Styles of a Mentor
- B. Rules for Mentoring
- C. Cadet mentoring

Suggested Timeline

ACTIVITY	Time (Min)
Attention	3
Motivation, Overview	2
A. Characteristics/Styles of a Mentor	10
B. Rules for Mentoring	10
C. Cadet mentoring	10
Conclusion	3

PART II

INTRODUCTION

ATTENTION

(Suggested: Who are the people who have helped to make you who you are today? What did they do to help you?)

INSTRUCTOR NOTE: Allow only a couple of responses before moving on.

Can you see the extraordinary power of a relationship? It can transform a person's life. There is no substitute for knowing and being known by another human being. There is no other way to experience what deep down we really want as people – to be heard, to be understood, to be valued. The Air Force defines a mentor as a trusted counselor or guide. Today we'll look at the characteristics and styles of a mentor and discuss some of the rules, which will enhance a mentoring relationship.)

MOTIVATION

(Suggested: If you are interested in mentoring, the benefits are strong—here's why: a mentor promotes genuine growth, is a model to follow, helps you efficiently reach your goals, plays a key role in your professional growth, and benefits other people in your life. But to get these benefits, to be a good mentor, you've got to do it right. So in this lesson, we'll teach you what being a mentor is truly about. This will help you understand what it's not about. Sometimes in a military training environment, 'mentoring moment' takes on negative connotations—as in, "let's have a mentoring moment while you're on your face doing push-ups" or "give me 20 and consider yourself mentored." Through this lesson, we want to make sure you take being a mentor seriously. It's not just chatting with your mentorees for 5 minutes about something you have in common and then claiming you mentored them. Some people try to be a mentor but they don't go about it quite right. Some misinterpret it to be a chance to pour advice onto a mentoree and the mentor does all the talking. Let's prevent this by teaching you what a mentor actually should do and be.)

OVERVIEW

During this lesson, we will discuss the following:

- A. Characteristics/Styles of a Mentor
- B. Rules for Mentoring
- C. Cadet mentoring program

TRANSITION

(Suggested: Let's discuss the characteristics/styles of a mentor.)

BODY

PRESENTATION

A. Characteristics/Styles of a Mentor

1. Characteristics

- a. See the potential in a person.
- b. Tolerate mistakes and character flaws in order to see potential development. Too often, when someone messes up, our tendency is to jump all over their case about it. This is not the proper role for a mentor. A mentor would focus on how to fix them.
- c. Have flexibility in responding to people and circumstances
- d. Build up and encourage the individual.

Why are these characteristics so important? Because people need to know you care before they will care about what you know. So telling someone, “I’m your mentor so listen to me” is not enough, especially if you’re being assigned to mentor someone. You’ll have to start simply by showing you care about them and their well-being for the simple reason that they are a fellow potential officer.

The Air Force requires mentoring to be a fundamental responsibility of all Air Force officers. Before you conduct your mentoring session over such areas as promotion, career training, professional military education (PME), academic education, physical fitness, and/or personal goals, it is important to know what your mentoree needs. Once you know, then you can build your style. The four mentoring styles are: “Coach,” “Facilitator,” “Advocate,” and “Model.”

You need to understand the needs of your mentoree because it will help increase communication and further build the relationship. The example scenario below shows the appropriate mentoring style to use.

2. Styles:

- a. Coaching Style: You have a freshman in your flight, Cadet Johnson, who is eager to learn how to correctly wear the uniform but doesn’t know how.

Question: As a mentor in this situation, how would you mentor this cadet using this style?

Answer: Offer to inspect him informally before he has to go through a formal inspection; show him the tricks you learned about ironing uniforms and shining shoes;

offer to come by and help him get his uniform squared away; tell him the errors you most commonly made when you first started wearing your uniform to prevent him from making those mistakes; whatever you do, it would involve patiently showing him how to wear his uniform; you wouldn't scold him for not correctly wearing his uniform.

- b. Facilitator Style: Late in the semester, Cadet Johnson (who now looks sharp), has a question about pursuing the Air Force as a career.

Question: As a mentor in this situation, how do you think you would help Cadet Johnson using the facilitator style?

Answer: "Facilitate" him getting the information he wants. Consider scheduling a time to sit down and go over his questions and answer as many as you know. But more importantly, facilitate by showing him where to look and who to talk to get the answers. Suggest he look at Internet websites, talk to detachment staff. As a mentor, you won't have all the answers, but you help your mentoree find the answers.

- c. Advocate Style: Cadet Johnson stays with the corps (thanks to your mentoring relationship). Unfortunately, his money is running out for school and he needs your help to pursue an Air Force scholarship.

Question: As a mentor in this situation, how do you think you would help Cadet Johnson using the advocacy style?

Answer: As his mentor, you support him. It goes beyond saying "good luck" which is a superficial level of support. Instead offer to write a recommendation or see if there's anyone you know who has influence on the process that you can drop a good word with on your mentoree's behalf. Basically, you use your resources and connections to promote your mentoree.

- d. Model Style: Cadet Johnson is selected for a Field Training allocation and comes back as a POC cadet. You are both busy and have little time to meet. You want to encourage him in his new leadership role as Flight Commander.

If you've been a good mentor, then something as small as a compliment will mean a lot since it's coming from you. You might not have much time but you can pointedly show you're keeping an eye out for him/her. For example, you go to watch him/her command his flight in an activity; you could watch for just 5 minutes, catch his/her eye and give a thumbs up. Just a quick comment as you pass in the hall can mean a lot. For example, you could say "the cadets have only been in their uniforms for a couple of weeks but I noticed that your troops already look sharper compared to the others." It shows you've noticed, and verbalizing that you've noticed doesn't take much time at all but can mean the world to someone else.

B. Rules for Mentoring

The process of mentoring is like a person flying a kite. The kite does the flying, but it needs another person's help to take advantage of the wind. Kites don't fly on their own—unless they are out of control, in which case they are completely at the mercy and shifts in the wind and downward pull of gravity. In a similar way, you as a mentor can help another person take advantage of prevailing conditions so that they soar to new heights of personal growth and achievement. The following rules provide practical boundaries to the mentoring process:

1. Stronger relationships lead to greater empowerment—In a mentoring relationship, you can loosen up and not be as rigid and formal as the normal chain of command dictates. You are their mentor because you have something in common (i.e. you're both going through the ROTC program). Since you're further along in the program, you've already been through everything they are now going through so you are knowledgeable to act as a mentor.
2. Expectations should be expressed, negotiated and agreed upon.
3. Set ground rules for regular interaction—How often? Just when it shows up in the ROTC schedule or do you want to have additional sessions?
4. Accountability and mutual responsibility are a must—If a mentoree asks for information and you say you'll find out, you have to. That's a responsibility just as much as if the mentoree says he'll meet you at a set time, he's responsible for showing up. So though you as the mentor are technically superior, you're still responsible to and for this mentoree. Don't 'blow off' your mentoree even though mentoring is not an official 'job' or duty.
5. Define communications mechanisms—Can they call you late at night if they have an issue or would you rather they address you during LLAB hours or...?
6. Maintain a level of confidentiality—Should go without saying, but you need to let the mentoree know this is so they'll feel more comfortable in expressing themselves without worrying that what they say may be passed on to their cadet supervisor.
7. Periods of mentoring vary in length of time—Depends on the needs of the mentoree. If you've got a mentoree who is thriving without much guidance and doesn't seem to need much attention, adjust accordingly rather than flooding them with unwanted and unneeded advice.
8. No mentoring relationship is a bad idea—No matter what, you can find something to mentor them on. Basically, your duty as a mentor is to find out what they need to be mentored on, then help them access information in that area of weakness.
9. Expectations are the root of most disappointments—So clarify expectations!

Question: Why is it important that expectations be discussed?

Answer: To understand each other's intent and reduce the possibility of misunderstanding.

For example, if they're expecting you to hold their hand through all the trials and tribulations of being a freshman ROTC cadet, they will be disappointed when they only have a few sessions with you during LLAB. But if you indicate to them up front that you are anticipating a hectic semester and only plan to meet with them during LLAB hours, they'll know exactly what to expect and won't be disappointed because you give them exactly what you told them you would give them.

10. Begin with an end in mind—Maybe you'll define the end as when they get a POC slot. Or define it as when you graduate. Or when the semester is over. Or when they accomplish some goal you worked with them on. Whatever it is, define it.

C. Cadet mentoring program.

You should now brief your cadet mentoring program to the entire cadet wing. For example, if you follow the sample program, you would announce mentoring family assignments and provide them with the topic to be used in the first scheduled mentoring session. Also recommend you compile a list of topics to be used in future mentoring sessions. The sample list in this lesson plan will get you started. Ensure you comply with the guidance that your mentoring program utilizes 2.5 hours of LLAB time each year. Total lesson objective time (recommended) is 3 hours consisting of .5 hours for briefing POC on responsibilities and 2.5 hours of mentoring activities.

CONCLUSION

SUMMARY

- A. Characteristics/Styles of a Mentor
- B. Rules for Mentoring
- C. Cadet Mentoring Program

REMOTIVATION

(Suggested: Mentoring is an important part of being a leader. It is up to each of us to pass on the knowledge we have gained in our time at the detachment to the next set of leaders, the GMC.)

CLOSURE

(Suggested: "To be a successful leader," says General Fogleman, "an Air Force officer must know their people, accept personal responsibility for them, and be accountable for their professional development." The mentoring program is a key to developing better followers and ultimately a better Air Force.)

SAMPLE MENTORING PROGRAM

All cadets are broken into mentoring families. Families consist of one POC and 1 - 5 GMC (this will depend on the size of your cadet corps). Twenty minutes of mentoring time is set aside every month during LLAB for mentoring. The POC in the mentoring family is provided a talking paper detailing the topics he must discuss with his family. Topics vary depending on the time of year. For example, if it's early in the year, the mentor might discuss topics relating to student life on campus. If the PFT is coming up the mentor might discuss physical fitness and how he prepares for the PFT. Time is also allotted during this 20 minutes for Q&A. Mentors are also encouraged to meet with mentorees outside of LLAB, but the time recommended for meeting this objective should be met *during* LLAB hours.

Recommend creating a POC position putting a cadet in charge of this program. That cadet should review the Air Force Instruction 36-3401, *Air Force Mentoring*, about mentoring and include any relevant materials when teaching POC cadets how to be a mentor. This cadet could also assign mentoring groups per sample program above, ensure the hour requirements are scheduled throughout the year, and provide topics and materials to POC mentors. In addition, the cadet in charge of this program could observe mentoring sessions and give mentors feedback on how to be better mentors.

A list of [sample topics](#) you could use for mentoring sessions is included in this lesson plan.

SAMPLE TOPICS FOR MENTORING SESSIONS

- Picking classes for next semester; how to fit schedule around AFROTC classes
- Field Training Preparation (FTP): Planning your summer when four weeks are already taken for field training
- FTP: What I would do differently to prepare for field training
- GMC: Stress and time management tips
- Things you would do differently if you were GMC all over again
- Your goals as a cadet—identify POC job you'd like to have and how to get it
- Campus life issues relevant to AFROTC cadets
- My experience at Professional Development Training (PDT)
- My PFT strategy
- Financial Survival Skills for college students
- Review/describe all terms and acronyms being used now and those that will be used
- Discuss relevance of activities being done in LLAB (for example, if they don't understand why it matters which way you fold your socks or whether your shirt is six inches versus 5.92 inches)
- If your detachment develops a more extensive topics listing, please send them to the Field Leadership Curriculum Area Manager. They may get included in the next edition of this lesson plan!

Excerpts from Air Force Instruction 36-3401, *Air Force Mentoring*

"A mentor is defined as "a trusted counselor or guide." Mentoring, therefore, is a relationship in which a person with greater experience and wisdom guides another person to develop both personally and professionally."

Application in cadet mentoring program: A POC cadet typically has been in AFROTC longer than a GMC. The POC cadet knows the ropes and should help a GMC who now has to go through the same things the POC dealt with on his way to becoming a POC cadet. Basically, a POC cadet is an appropriate mentor because he has 'been there and done that' and so can now help a GMC 'get there and do that' without as much trial and error in learning.

"Additionally, the supervisor is in a position to note evidence of stress or other personal difficulties in their people and assist in resolving it."

Application in cadet mentoring program: GMC may perceive POC cadets as higher ranking and 'untouchable', but a POC cadet mentor should not see the GMC protégé as just another body. Instead, the POC should be aware of what's going on in that protégé's personal life, and help them cope as needed. That's why class schedules, time management, family life are all topics that can be addressed in mentoring sessions.

"At a minimum, mentoring will consist of a discussion of performance, potential, and professional development plans...the feedback should at least include promotion, PME, advanced degree work, physical fitness, personal goals and expectations, professional qualities, next assignment, and long-range plans. Mentoring will be annotated by the subordinate's rater on the applicable feedback form. Organizations may also develop their own mentoring feedback forms."

Application in cadet mentoring program: Like the Air Force at large, we will not specify at this time what the mentoring program at each detachment must look like. It should simply meet the intent of mentoring and general guidance described in these pages.

Excerpts from "Leadership and the Art of Mentoring: Tool Kit for the Time Machine"
by John C. Kunich and Richard I. Lester.

"Through mentoring, the wisdom and experience of the senior is passed to the junior. This included passing on and discussing principles, traditions, shared values, quality, and lessons learned."

"A mentor is a trusted advisor, teacher, counselor, friend, and/or parent, older and more senior than the person he or she helps."

"The individual who is assisted by a mentor is usually called a protégé--in essence, a student or pupil who learns from the mentor."

Ways of mentoring:

"Model ... The protégé is always observing...the mentor...to see how the mentor actually deals with a variety of situations...because it takes things from the abstract, conceptual level to the realm of practical, pragmatic application."

"Empathize ... When a mentor puts himself or herself in the protégés stiff, squeaky new shoes, he or she knows without being told which areas are likely to be causing discomfort and difficulties. The mentor can anticipate problems and needs and proactively take steps to smooth the path."

"Nurture ... encompasses a caring attitude....To nurture a human being...we cannot reasonably expect ... expert-level performance from someone who has not had the appropriate training...There is a difference between nurturing someone and being a mother hen. Good parents must let their children make some of their own decisions, including the inevitable mistakes, and learn to deal with the consequences. Through grappling with gradually increasing degrees of autonomy and living with the natural aftershocks of bad decisions, children eventually become responsible adults who gain independence from their parents. So, too, must good mentors allow their protégés progressively increasing degrees of independence"

"Teach ... the most effective teaching method ... is a common-sense approach The mentor must realize that this material is totally new to the novice, and that most people need to see or hear unfamiliar material several times before they truly learn it. A one-time explanation is not enough...Some people learn by reading, so the mentor must provide a written set of resources to the protégé, complete with instructions on where to look for further help...Some learn by watching others perform the task...so the mentor must model the appropriate behavior. Other people learn by listening, so the mentor must also methodically, thoroughly, and with repetition talk the protégé through each concept. Still other people learn by doing, armed with a basic overview of the material. Thus, every effective training program will include ample practical exercises...These exercises must be done with the mentor's participation to correct errors swiftly, offer helpful tips, and answer questions as they arise...include understandable definitions of all terms and acronyms ... It is a good idea to provide a written handout that defines all the key terms

and acronyms in laymen's verbiage..... Mentors should incorporate this technique of periodically asking their protégé questions...If a student can thoroughly explain the material to the teacher, in the student's own words, that is strong evidence that the material has in fact been taught and learned...include frequent reviews of previous lessons"

"Organizing. Mentoring is too important...to commence without...an organized...plan of action. "Winging it" does not do it justice...the need for organization is greatest where a mentor is most knowledgeable and experienced, because such an expert is more likely to take the basics for granted and omit key points...people prefer to spend their limited time actually interacting with protégés...a topic-by-topic breakdown provides a ready-made outline to keep us on track..."

"Respond. Mentoring is not a method for shooting information at a person who writes down every word. The ideal mentor is not a guru perched motionless atop a remote Himalayan mountain peak, sitting with legs folded and navel in mind, dispensing wisdom periodically like a fortune-telling vending machine. Mentoring involves genuine two-way communication between mentor and protégé on a protracted, continuing basis...A mentor should be available much of the time. Particularly in the early phases of a mentoring relationship, a mentor must be prepared to devote sizable amounts of time."

"Inspire. A mentor should be more than a good role model, teacher, and helpful acquaintance...When inspired, a person is powerfully motivated to transform himself or herself into something better than before.... Inspiration is one way in which leaders differ from managers. A leader goes beyond the more limited focus on daily operations that is the typical province of managers. The best mentors will also be good leaders because similar qualities are required of both. Although a protégé might be inspired by the mentor's words, that will soon wear off if the mentor's actions fail to support what is said."

"Network ... A good mentor introduces the protégé to other people who can also provide support, information, and resources...the mentor should give the protégé a head start on establishing those key contacts. One of the greatest resources an "old head" owns is a network of people who can help cut through the usual tangle of red tape and quickly obtain the desired result. These contacts are enormously valuable shortcuts who effectively reduce untold hours wasted in researching issues from scratch or running into bureaucratic roadblocks."

"Goal-Set. Many young people confuse goals with wishes, and fail to grasp the elements that are essential to transforming mere wishful thinking into an attainable and worthwhile plan for the future...It is not uncommon for people to be unfamiliar with the very concept of deferred gratification, let alone be able to implement it. A mentor's work is not done until the protégé moves beyond that level into the realm of a mature goal-setter and goal-achiever. An excellent way of doing this is to meet privately with the protégé and let the person talk about background, goals (both near - and long-term), and hopes and dreams. The mentor can share present and past goals with the protégé too, and in so doing illustrate by example some of the factors the mentor has used in his or her own goal setting."

Objective 22

Know the Principles of Air Force Health and Wellness

Required for: All cadets

Overview: This lesson is designed to explain and demonstrate each activity on the Fitness Assessment (FA). This lesson also stresses the importance of physical fitness to the Air Force today (“Fit to Fight”) and helps the cadets understand how they will be scored on their FA and how they can improve their overall fitness. This lesson must be presented prior to the official FA. Cadre will take all weight and body fat measurements and conduct the FA. This lesson may be presented by a Professional Officer Course (POC) cadet, with cadre input. This LLAB objective is not met by physical training.

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PART I

Lesson Title: Air Force Health and Wellness

Instructor: POC, Cadre or Guest Speaker

Teaching Method: Informal Lecture/Demonstration

Time Required: 1 hour for GMC, 3 hours for POC

Prerequisite Classes: None

Interrelated Information: AFROTC Supplement to AFI 36-2905, *Fitness Program*, DoDI 1308.3, *DoD Physical Fitness and Body Fat Programs Procedures*

Visual Aids: As required to show each activity

Student Preparation: None

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know the principles of Air Force Health and Wellness.

Cognitive Samples of Behavior:

1. State AFROTC weight/body fat check requirements.
2. Identify the components of the AF fitness assessment.
3. Explain the significance of the "Fit to Fight" policy.
4. Identify healthy lifestyle choices.

Affective Lesson Objective: Each student should respond to the role of health and wellness in the Air Force environment.

Affective Sample of Behavior: Discuss activities to incorporate health and wellness principles in their life.

PART IB

Strategy: Weight/body fat management and physical fitness are linked to self-image and self-esteem and promote an overall healthy lifestyle for Air Force members while improving military appearance and performance. AFROTC cadets are responsible for achieving and maintaining weight/body fat and physical fitness standards found in AFROTC Supplement to AFI 36-2905 according to their particular status in the program. This time in LLAB is devoted to ensuring cadets understand the requirements and their importance. In order to ensure student privacy, it is the cadre's responsibility to take all weight and body fat measurements according to the AFROTC Instruction. It is a good idea to have **ALL** cadre members present to help monitor these activities.

Before conducting the Fitness Diagnostic (FD) or Fitness Assessment (FA), you should present this lesson plan to explain and demonstrate each FA activity as well as help cadets know the scoring system and begin building their goals. In general, the Cadet Physical Fitness Officer will plan the official FD and FA to be conducted during PT time. You do not meet this objective by conducting physical training. Activities that build physical fitness fall under the PT Objective.

Make copies of the following sheets to give to all cadets: Male/Female Weight Standards, Male/Female FA Standards, and the FA Score Sheet. Other internal tracking sheets or goal sheets could be used during this time.

NOTE: Per AFI 36-2905, paragraph 9.1.1.3, “While units may perform unofficial practice tests for diagnostic purposes, commanders will refrain from taking adverse action based solely on the results of these tests.”

Lesson Outline:

- A. Weight/Body Fat Requirements
- B. Fitness Assessment (FA) Requirements
- C. “Fit to Fight”
- D. Healthy Lifestyle Activity

PART II

INTRODUCTION

ATTENTION

(Suggested: How would you like to get free medical care? No matter what health problem you had, you could get it taken care of without paying a dime. Now imagine that you're sick and you don't have to go to work until you're healthy again. There wouldn't be any limit to how many sick days you take, and all your doctor bills get paid, but not by you.)

When you join the Air Force, this is exactly what you get--free medical care and unlimited sick days. However, studies have shown that people who are obese and who are not physically fit tend to be sick more often. So it only makes economic sense that if the Air Force offers these medical benefits, they want to only hire people who are not obese and who are physically fit.)

MOTIVATION

(Suggested: There are many more reasons why you must meet physical standards before being allowed into the Air Force.)

Question: What are some reasons why you should meet physical standards before being allowed into the Air Force?

Answers: Military image, able to do duties requiring physical fitness, may be deployed to a harsh climate--very hot or very cold--in which you'll perform and adjust better if you're physically fit. There are even some additional duties you may be tasked with such as filling sandbags that you'll need to be fit for. Overall, physically fit people also are more mentally fit and handle stress better.

Physical fitness is a key component in the development of an Air Force officer and should be taken seriously.)

OVERVIEW

During this lesson, we will discuss the following:

- A. Weight/Body Fat Requirements
- B. Fitness Assessment (FA) Requirements
- C. "Fit to Fight"
- D. Healthy Lifestyle Activity

TRANSITION

(Suggested: Let's begin our discussion with a review of the weight and body fat requirements.)

BODY

PRESENTATION

A. Weight/Body Fat Requirements

The objective of the weight program is to ensure cadets keep their weight within prescribed limits and present a proper physical appearance and military image.

A member of the cadre will conduct height, weight and Body Mass Index or body fat measurements (as required) each fall and spring term.

An individual will have their body fat determined if they exceed their maximum allowable weight, appear to exceed body fat standards, do not present a professional image, or when deemed appropriate by the Detachment Commander.

B. Fitness Assessment (FA) Requirements

1. Administration

A **cadre member officially administers** the FD and FA to all cadets each term.

The cadet corps is responsible for planning and executing the FD and FA.

2. The FA consists of a combination of exercises designed to test your strength and stamina as well as a body circumference measurement to assess your overall health risk.

INSTRUCTOR NOTE: Review AFI 36-2905 to make sure you have the most updated material regarding points/times and rules of how to accomplish the activities.

3. Conduct of the FA

INSTRUCTOR NOTE: At this time, provide guidance and demonstrations on the proper technique required to successfully complete each exercise. If this has been done already in the academic class or through a video, you will not need to do it here.

- a. In accordance with AFI 36-2905, paragraph 2.4.1.1., the body composition (height, weight, and abdominal circumference) must be the first component of the FA.
- b. Warm-up (5-10 minutes)

Conduct warm-up exercises before the FA to prevent injury and ensure flexibility.

Warm-up exercises should not include events which will stress muscle groups (i.e., push-ups, sit-ups, etc.).

c. Push-ups (1 minute)

Push-ups are the first exercise of the FA and are used to assess upper body muscular fitness.

Place your palms or fists on the floor, hands will be slightly wider than shoulder width apart with your elbows fully extended. Your feet may be no more than 12 inches apart and should not be supported, braced, or crossed. Your body should maintain a rigid head to heel form. This is the up/starting position.

Begin by lowering your body to the ground until your upper arms are at least parallel to the floor (elbow bent at 90 degrees) then return to the up position (arms fully extended but not locked). This is one repetition

Your chest may touch but not rest on or bounce off of the floor. If you do not come down parallel to the floor, the push-up will not count.

Resting can be only done in the UP position. You may remove your hands or feet from the floor or bridge or bow your back, but only in the up/rest position, resting any other body part on the floor is not allowed. If there is any resting other than in the up position the push-up portion of the test is terminated and your score will be based on the correct number of push-ups performed up to that point.

Your breathing should be as normal as possible. Make sure that you do not hold your breath.

You have one minute to perform as many correct push-ups as you are able. Your counter will count the correct number of push-ups aloud. Your counter will not count incorrect push-ups. The total number of correct push-ups in one minute is recorded as your score.

d. Rest (There is a minimum 3-minute rest period between components)

e. Sit-ups (1 minute)

Sit-ups are the second exercise of the FA and are used to assess the cadet's muscular fitness.

Begin by laying face up on the floor or mat. Your feet may extend off the floor or mat, but your buttocks, shoulders, and head must not extend beyond the mat. Bend your knees at 90 degrees with your feet or heels in contact with the floor at all times. Cross your arms over your chest with your open hands or fingers at your shoulders or resting on your upper chest. This is the starting position.

From the starting position, raise your upper torso until your elbows touch your knees or thighs. Then lower your upper torso until your shoulder blades contact the floor. This is one repetition.

Your elbows must touch your knees or thighs at the top of the sit-up, and your shoulder blades must contact the floor or mat at the bottom of the sit-up (keeping any part of your hands/fingers in contact with your shoulders/upper chest at all times).

The repetition will not count if your hands/fingers come completely away from the chest/shoulder or if your buttocks or heels leave the ground. Additionally, you may not grab onto your shirt as it makes it difficult to determine if you are maintaining proper contact.

Any resting must be done in the UP position. While resting, you may not use knees or any object to support yourself. If there is any resting other than in the up position the sit-up portion of the test is terminated and your score will be based on the correct number of sit-ups performed up to that point.

Your breathing should be as normal as possible. Make sure that you do not hold your breath.

You have one minute to perform as many correct sit-ups as you are able. Your counter will count the correct number of sit-ups aloud. Your counter will not count incorrect sit-ups. The total number of correct sit-ups in one minute is recorded as your score.

f. Rest (There is a minimum 3-minute rest period between components)

g. 1.5-Mile Run

Acceptable: Walking at any time or momentarily stopping to re-fasten shoe lace(s) during the run, provided the cadet remains within the lateral limits of the running surface; signaling current lap count verbally or using fingers; wearing a watch; walking for one lap on the outside of the track to cool down after completing the 1.5-mile run.

Unacceptable: Crossing an inside barrier (if present); deliberate physical contact with another runner or observer, regardless if the contact occurs on or off the running surface.

Completion of exercise: Crossing the finish line—failure to cross the finish line (regardless of reason) results in a score of zero for the component.

Spotters: Must remain off the running surface; cannot physically aid or impede any runners on the track in any way; must remain focused on lap counts and time hacks.

4. Scoring the FA

INSTRUCTOR NOTE: Sample score sheets are provided on the CDROM and HQ website. You may opt to use the ones already developed at your detachment.

Knowing how to do the exercises is important, but the next thing you'll want to know is how many of the exercises you need to do to pass.

At this time, direct every cadet to look at the current FA standards.

(UPDATE in January 2012) Pass the AF Fitness Assessment with a minimum composite score of 75 or greater and meet the minimum component scores identified on age and gender-specific fitness score charts in Attachment 14 of AFI 36-2905.

(UPDATE in January 2012) Minimum requirements are outlined in AFI 36-2905, Attachment 18. An “Unsatisfactory” FA is the result of having a composite score <75 and/or more component minimums not met.

Review how to fill out the score sheet for your partner when performing the FA.

C. “Fit to Fight”

INSTRUCTOR NOTE: Below are three areas of the fit to fight program that can be addressed and discussed. Recommend breaking into small groups.

1. A historical view on fitness—physical training is a vital part of the military lifestyle. Along with the workout your body receives, it helps you relieve and deal with stress, provides a sense of accomplishment, and gives you a sense of mental toughness. It will also enable you to deal with the difficulties of combat stress.

“The great advantage of the gain in moral force through all forms of physical training is that it is an unconscious gain. Willpower, determination, mental poise, and muscle control all march hand in hand with the general health and wellbeing of the man. Fatigue will beat men down as quickly as any other condition, for fatigue brings fear with it.”
Brig Gen (Ret) S.L.A. Marshall, 1947 (Former USA combat historian)

2. A new focus—there is a new mindset in the AF, a cultural change in how our members view physical fitness. It is a focus on Airmen beginning to live a fit, healthy life. This is not a passing fad; it is the AF of the 21st Century...a culture where Airmen are “Fit-to-Fight!”

“I want to make very clear that my focus is not on passing a fitness test once a year. More important, we are changing the culture of the Air Force. This is about our preparedness to deploy and fight. It’s about warriors. It is about instilling an expectation that makes fitness a daily standard -- an essential part of your service. Commanders, supervisors, and front-line leaders must lead the way -- through unit physical training, personal involvement and, most important, by example.” General (Ret) John P. Jumper, CSAF #17, Fit to Fight Message, 17 October 2003

3. Commitment from leadership—from your Detachment Commander to the current CSAF, you will soon realize the importance and focus on physical fitness. AFROTC implemented mandatory PT in 2003/2004 to show cadets this is something to take very seriously if you want to be in the Air Force.

“Fitness is a vital component of Air Force culture. These challenging times underscore the importance of properly caring for our most valuable resource: our Airmen.”
General Norton Schwartz, CSAF, 10 June 2009.

D. Healthy Lifestyle Activity

INSTRUCTOR NOTE: Use this time to invite a guest speaker, etc. from a local or university hospital/health care center. Below are some ideas, feel free to come up with other applicable topics (approved by the COC) or activities useful for your cadet environment.

Topics for Guest Speakers:

Alcohol Use/Abuse

Dietary concerns/issues in the college environment

Tobacco Issues

Strength Training/Workout routines

Benefits of Sleep

Health Fair: During LLAB or coordinated with your host university

CONCLUSION

SUMMARY

During this lesson, we discussed:

- A. Weight/Body Fat Requirements
- B. Fitness Assessment (FA) Requirements
- C. "Fit to Fight"
- D. Healthy Lifestyle Activity

REMOTIVATION

(Suggested: Hopefully you are aware of the benefits of being physically fit. The programs in AFROTC are designed to motivate you towards participation in lifetime fitness and ensure you meet and maintain the Air Force fitness standards. We'll be doing more activities during mandatory PT sessions which will help build your physical fitness. However, you'll still need to work on your own to ensure you are maintaining a healthy life.)

CLOSURE

(Suggested: An awareness of health and wellness in your life will not only help you become a better person but also a better cadet and officer.)

Attachment 1

“Fit to Fight” Case Study Article 1

Focus on fitness—are you fit to fight? - Signature Article
John P. Jumper

Our superb Total Force performance in Afghanistan and Iraq has reinforced our reputation as the greatest air and space force in the world. We combine 21st century strategies and concepts of operation, the tremendous advanced technologies of modern air and space power, and the professional training of Airmen to put cursors on targets and steel on the enemy.

We recognize however, that without motivated and combat - ready expeditionary Airmen throughout our Total Force, our strategy, technology and capabilities would be nothing more than hollow concepts and ineffectual hardware. We must be fit to fight--to enter the rigors of combat--and that demands we reorient our culture to make physical and mental fitness part of our daily life as Airmen.

Expeditionary Operations--The Natural State of Our Air Force

Our Airmen have deployed to austere environments that test their stamina, their fitness and their ability to survive in milieu of risks to one's health--including the presence of our enemies who will even kill themselves in their mission to kill Americans. Today, our business takes us to the "hot spots" of the world--often doing the heavy lifting for our nation and protecting our vital interests around the globe. This has been the case throughout the decade of the 1990s, and especially since the terrorist attacks on Sept. 11, 2001.

Since that fateful day we've opened 36 new expeditionary bases. More than 54,000 Airmen deployed during the height of Operation Iraqi Freedom. We flew more than 41,000 sorties in just 30 days. During that month we pumped 196 million gallons of jet fuel and expended 29,000 munitions. In short, meeting the frag is backbreaking work.

And, for anyone who's lived in a tent in 120-degree desert heat, you know just how stifling and overwhelming the physical burden can be. I've visited virtually every one of these locations. I've observed the conditions myself, and, most important, I've talked with and listened to our Airmen tell me about their experiences.

Changing Our Fitness Mindset

These realities demand a mindset change in the Air Force, and an evolution of our culture to one that places the highest priority on maintaining our most important weapon system, our Airmen!

The amount of energy we devote to our fitness programs is not consistent with the growing demands of our warrior culture. It's time to change that.

Our new fitness program gets back to the basics of running, sit-ups and pushups. At the heart of this program is commander accountability and unit PT--with the responsibility for physical fitness squarely in the hands of squadron commanders and their Airmen.

In addition to ensuring Airmen are available, trained and appropriately equipped, commanders must also ensure the physical readiness of their Airmen. In this context, readiness translates to fitness.

We've published clear criteria you can use to assess your fitness. They have a dual purpose--they help individuals assess their personal fitness levels and give commanders a benchmark to determine who needs help. If someone falls below the standard, a commander will immediately know it because they'll see it, and they'll be able to help.

We also intend to give commanders and supervisors the tools they need to help their Airmen. For example, our medical community has already developed a variety of programs to assist. The Fitness Improvement Program and Body Composition Improvement Program are two efforts we've begun to help improve the health status of our Airmen. I expect you to use these resources, and to direct those who don't meet standards to participate in these programs.

While our new focus is on fitness, military image and professional appearance are an important part of a disciplined and ready force. Our new fitness program has combined our fitness guidelines and weight/ body fat standards into one program that encompasses the total health of an individual.

When an individual falls below the minimum acceptable guidelines, commanders and supervisors must take an active role in ensuring their Airmen get the help they need. Today, we involuntarily discharge far too many Airmen for failing to meet physical fitness standards when all they need is a little help.

There may be some who simply do not present a professional military image nor want to meet the standards. When this happens, I expect commanders to step in and make a decision about that Airman's suitability for continued service.

Leading from the Front--An Imperative

Over the past several months, I have received some extremely positive feedback regarding our fitness program changes. I've also personally observed some outstanding leadership out in our Air Force--commanders and supervisors leading from the front and making fitness a priority in their daily schedules. Where commanders have engaged, we have seen some remarkable improvement in performance and readiness.

Some commands can do better, and I expect them to do so. Those that don't, fail themselves and the men and women they are charged with leading.

I think we all can agree that we were disappointed with the fitness standards we found when we came into the operational Air Force. The message is simple: If you are out of shape, fix it. If you have people in your units who need help, help them. And let's make sure that when our people go into harm's way, they are ready--with the training, equipment and fitness worthy of the world's most powerful air and space force.

Gen. John P. Jumper
Air Force Chief of Staff

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Attachment 2

“Fit to Fight” Case Study Article 2

Air Force Officials Revise Fitness Program

by Tech. Sgt. Amaani Lyle
Secretary of the Air Force Public Affairs

6/10/2009 - **WASHINGTON (AFNS)** -- The need for a "clear, understandable and simpler" fitness program will mean significant changes to the Air Force's current fitness program, said the service's top officer during a senior leadership conference held June 4 through 6 at Wright-Patterson Air Force Base, Ohio.

Air Force Chief of Staff Gen. Norton Schwartz met with the service's other four stars at CORONA TOP where one of the key agenda items was Air Force fitness.

His intent was to fine tune fitness testing, promote a year-round fitness culture and send a clear message that health and fitness are critical to mission readiness.

"Fitness is a vital component of Air Force culture," General Schwartz said. "These challenging times underscore the importance of properly caring for our most valuable resource: our Airmen."

The Air Force's top enlisted leader agreed that good fitness is a fundamental requirement for Air Force warriors.

"Maintaining the proper fitness levels is really about maintaining combat capability," said Chief Master Sergeant of the Air Force Rodney J. McKinley. "Being fit can make the difference between life and death for Airmen when actions require concentrated physical activity on or near the battlefield."

Chief McKinley explained that Airmen must constantly hone their fitness abilities to withstand and overcome the demanding rigors of deployment and combat.

"Airmen must present the proper military appearance and project to the American public our ability to defend our nation and its interests," the chief said.

While commanders have responsibility of their unit fitness programs, each Airman is responsible for meeting and maintaining fitness standards 365 days a year, said Lt. Gen. Richard Y. Newton III, the Air Force deputy chief of staff for manpower and personnel.

"With these program revisions and enhancements, we encourage a culture of fitness, empowering all Airmen to take responsibility for being physically mission ready," General Newton said.

General Newton added that the new Air Force instruction, projected for publication in July 2009, will better emphasize the service's fitness expectations of its Airmen. Who will conduct the testing, when and how Airmen will test are among the most significant revisions to the fitness program, which takes effect January 2010.

Perhaps the most significant difference in fitness testing will be its frequency, Air Force officials said. Full-time active-duty Airmen will now test twice each year, and most reservists or guardsmen will continue to test once per year.

To maximize testing objectivity, the AFI designates trained civilian proctors to conduct fitness tests administered at new centralized locations called fitness assessment cells.

Aerobic fitness is the best indicator of current and future health risk, followed by body composition, said Lt. Col. Scott Arcuri, the chief of promotions, evaluations, and fitness policy at the Air Staff. Because of this, the aerobic run will now account for 60 percent of the test (previously 50 percent), body composition will account for 20 percent (previously 30 percent), while sit-ups and push-ups remain at 10 percent each.

"We developed evidence-driven, health based criterion standards for aerobic fitness and body composition and muscle fitness," Colonel Arcuri said. "Airmen can be confident the new standards and corresponding points have sound rationale behind them."

Colonel Arcuri also stated that the points awarded within each component directly reflect health risk and fitness and are designed to reward incremental fitness improvements.

Senior leaders said in order to pass the test, Airmen will be required to have a composite score of 75 but also will need to meet minimum requirements for each component.

Air Force officials said age range requirements will be simplified to five categories: less than 30, 30-39, 40-49, 50-59 and 60-plus years of age. Additionally, because overall fitness is a readiness issue, fitness results will be categorized using operational readiness or unit compliance inspection-type ratings. Those scoring 90 and above will be "Excellent;" those scoring between 75 and 90 will be "Satisfactory;" and those scoring under 75 will be "Unsatisfactory."

"The time has come for all Airmen to better integrate fitness into their daily lives," said Chief Master Sgt. Mark Long, the Air Staff enlisted promotions, evaluations and physical fitness chief.

Chief Long said the new AFI will provide commanders clear guidance on recommended actions based on the number of failed tests.

Chief McKinley noted that making a commitment to fitness puts the responsibility on each Airman to get in shape and remain wartime ready year-round.

"Proper fitness is an important aspect of an overall healthy lifestyle," Chief McKinley said. "When our Airmen are fit, eat healthy and reduce risk factors such as tobacco use and irresponsible alcohol consumption, their health will improve, they will visit the hospital less, and in the end, Tricare costs will be reduced."

Failure to comply with the new fitness standards could impact more than an Airmen's waistlines. The new AFI links unsatisfactory fitness test performance directly to enlisted and officer performance reports. Chief McKinley said the upcoming revised evaluation AFI will ensure no Airman can have a referral enlisted performance report for fitness and receive an overall five rating.

The rewritten AFI mandates that fitness compliance be reported from unit to wing to major command for review.

General Newton asserts that while the Air Force fitness AFI outlines Airman's responsibilities, the Air Force Fitness Management System will be enhanced to provide detailed post-test feedback designed to help Airmen improve in targeted areas.

Airmen will be able to view component scoring charts in the new AFI. Further questions on the program can be directed to Colonel Arcuri, Lt. Col. John Giles and Chief Long at DSN's 224-8270, 222-4532 and 227-1661 respectively.

Attachment 3

“Fit to Fight” Case Study article 3

Airman Fit to Fight, Fit for Life

by Airman 1st Class Valerie Hosea
82nd Training Wing Public Affairs

5/7/2010 - **SHEPPARD AIR FORCE BASE, Texas** -- Combat ready Airmen practice, live and breathe physical fitness by participating in a wide scale of challenging events from squadron physical training to running marathons to competing in bicycle races. One Sheppard Airman shines in the running arena and has even impacted others because of her achievements.

1st Lt. Erin Fitzpatrick, 82nd Contracting Squadron contracting officer, began her physically-fit lifestyle at the young age of 10.

She said she wasn't preparing for her future career, but simply continuing her childhood passion, soccer.

"I've been running since I was ten," Lieutenant Fitzpatrick said. "I started playing soccer and our coach said that we should run to stay in shape."

Since then, Lieutenant Fitzpatrick has graduated from running for soccer to more challenging events.

"I was at the (U.S. Air Force) academy and started training for marathons in the fall of 2006," she said.

In 2007, Lieutenant Fitzpatrick ran the Colorado Marathon in Fort Collins, Colo., and followed that achievement with the Marine Corps Marathon in Arlington, Texas, in 2008 and 2009.

This year she finished in the top 12.5 percent of the 9,524 female runners for the Boston Marathon in Boston, Mass., April 19. With her conditioning, the demanding training for the event wasn't the hard part, it was making the time for it.

"The preparation is just a lot of running," she said. "I didn't have a lot of time to train at night, so I would train in the morning. It's about getting into a routine. To get a good 10 miles in, I had to start at 4:30 a.m. every morning. But even that wasn't enough. Most marathoners will run 20 miles on weekends."

The lieutenant said knowing the effects of physical fitness serves as fuel for her goals. She said that her recent accomplishment even motivated another Airman to compete in a popular local fitness challenge.

"One Airman at our squadron signed up for the Hotter N' Hell Hundred (bicycle race) because he felt like if I can do a marathon then he can at least try to do the Hotter N' Hell Hundred (bicycle race)," she said. "I think one Airman's fitness can contribute to helping others stay fit to fight and stay in shape."

Lieutenant Fitzpatrick said staying fit affects more than an Airman's PT.

"Don't just stay in shape to pass a fitness test; it's also for your own health," she said. "You have to make time to stay in shape, even if the only time you have is at 4:30 in the morning.

"You want to stay in shape the whole year and do it for yourself. The fitness test should only be a motivator, not the deciding factor. Make it a habit to stay in shape because it will benefit everyone," she said.

Objective 23

Comprehend Proper Air Force Customs and Courtesies

Required for: All cadets (IMT are required 1 hour)

Overview: This lesson is designed to ensure that cadets know proper Air Force customs and courtesies. This is a follow-up lesson to an AS 100 academic class, so the LLAB lesson is designed to focus on demonstration, practice and performance. Plan this lesson early in the school year to be taught by a well-qualified Professional Officer Course (POC) cadet.

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PART I

Lesson Title: Customs and Courtesies

Instructor: POC Cadet

Teaching Method: Lecture

Time Required: 1 hour (IMT/AS100)

Prerequisite Classes: None

Interrelated Information: *Service Etiquette*, Fourth Edition, Oretha Swartz; Current Field Training Manual; Air Force Enlisted and Officer Information Sheet (attachment)

Visual Aids: None

Student Preparation: None

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know proper Air Force customs and courtesies.

Cognitive Samples of Behavior:

1. Recognize customs and courtesies expected of cadets to peers, superiors, and subordinates.
2. Identify proper forms of saluting and recognize who and when to salute.
3. State common customs and courtesies associated with AFROTC and military service.
4. Identify the proper courtesies displayed during informal and formal activities.

Affective Lesson Objective: Each student should respond to the vital role of Air Force customs and courtesies.

Affective Sample of Behavior: Actively practice use of Air Force customs and courtesies.

PART IB

Strategy: The purpose of this lesson plan is to ensure cadets know proper customs and courtesies associated with being an AFROTC cadet and Air Force officer. Schedule this lesson early during the first term. A well-qualified cadet should teach this lesson. The AS100 academic class in lesson 4 covers much of this same information, so this lesson in LLAB time should really focus on demonstration, practice and performance of saluting, reporting in/out and other courtesies rather than lecture. Following the lesson plan provided here will ensure this is done.

Follow the lesson plan for a short lecture. In the lecture, you will demonstrate the proper use of customs and courtesies. Cadets will then practice what they have learned. After the lecture, demonstrations and practice, you will verbally go over the [quiz](#) provided. If time is remaining, consider using one of the [additional activities](#) listed.

Handout. You may wish to make copies of the enlisted/officer information and distribute to each cadet.

You may use the provided power point slides (see your COC) with pictures of the ranks throughout this lesson. You may also opt to use the last half of the slides provided for Objective 1. *This lesson plan contains the material to present to the Initial Military Training (IMT) cadets to meet the 1-hour time requirement. However, all cadets are expected to demonstrate proper custom and courtesies even though no time requirement is indicated for this lesson objective for them.

Lesson Outline:

- A. Expected Customs and Courtesies
- B. Proper Forms of Saluting
- C. Common Customs and Courtesies
- D. Proper Courtesies during Informal and Formal Activities
- E. Quiz
- F. Practice Time

Suggested Timeline:

ACTIVITY	Time (Min)
Attention Step	2
Motivation, Overview	3
Expected Customs and Courtesies	5
Proper Forms of Saluting	12
Common Customs and Courtesies	5
Proper Courtesies during Informal and Formal Activities	5
Cadet Practice, Quiz, Activities, Questions	25
Conclusion	3

PART II

INTRODUCTION

ATTENTION

(Suggested: Tell the students that what they will observe is happening outdoors [or if possible go outdoors to enact the scene]. Have three cadets come into the classroom; one out-ranking the other two. Have one of the junior cadets pass the senior cadet and wave and simply say "Hi" and then have the other pass and properly give the senior a salute and say "Good morning/evening, Sir/Ma'am." Ask the following: *Which one of the two junior cadets do you believe displayed the proper military courtesy?*)

MOTIVATION

(Suggested: As a cadet assigned to AFROTC, you represent the United States Air Force. High standards of conduct, both social and military, are expected of you. You come from different backgrounds and your knowledge of military customs and courtesies vary. Therefore, during this lesson we will discuss the customs and courtesies—the standard of decorum—that is required and expected of you.)

OVERVIEW

During this lesson, we will discuss the following:

- A. Expected Customs and Courtesies
- B. Proper Forms of Saluting
- C. Common Customs and Courtesies
- D. Proper Courtesies during Informal and Formal Activities
- E. Quiz
- F. Practice Time

TRANSITION

(Suggested: First, let's talk about expected courtesies rendered by cadets to fellow cadets, officers, and enlisted personnel.)

BODY

PRESENTATION

A. Expected Customs and Courtesies

- a. Custom – an act or ceremony that stems from tradition and is enforced as unwritten law
- b. Courtesy – if guidance is in written form, it's a military courtesy. Military customs and courtesies go beyond basic politeness.

The lack of military customs and courtesies has a direct relationship with a decrease in esprit de corps, morale, discipline, and mission effectiveness. The respect a junior shows to a

senior acknowledges responsibility and authority. In turn, the courtesy a senior extends to subordinates reflects the respect and regard for their part in accomplishing the Air Force mission.

The single most important thing to remember is that you are cadets--**not** officers. No officer, or Noncommissioned Officer (NCO) for that matter, will be favorably impressed by a cadet who attempts to treat him or her as a military equal. You must make every effort to demonstrate the proper courtesy and respect to every officer you come in contact with. Courtesy is an attitude—an attitude that leads to success. Here are important points to remember:

Relationships among cadets

- Excessive familiarity between superiors and subordinates makes it difficult to establish a professional relationship.
- The cadet corps operates within a class system. This is an excellent training environment to learn military customs and courtesies.

Cadets and officers

- Officers will treat you fairly; all cadets will receive the same treatment.
- The *appearance* of excessively familiar relationships can be as detrimental as *actual* excessively familiar relationships.
- You should use Sir/Ma'am when conversing or responding with senior ranking officers; “Yeah,” “uh-huh,” etc. is too casual and therefore considered disrespectful.

Cadets and enlisted personnel

- It is inappropriate for a cadet to act in any way superior to an NCO.
- NCOs have better authority-making credentials than a cadet, from the newest General Military Course (GMC) cadets to the cadet corps commander.
- Respect them and they'll respect you.

TRANSITION

(Suggested: We're ready to discuss one of the most important courtesies we do in the military--saluting.)

B. Proper Forms of Saluting.

a. History

Since the earliest days of warfare, men at arms have used various types of salutes to greet one another. Our own salute evolved from medieval times, when military men often wore armor, which included a helmet and visor. Upon encountering a stranger, a knight would lift his hand and raise his visor, thus uncovering his face for recognition. If recognized as a friend, each man left his visor up, dropped his hand, and the greeting was completed.

Though it varies in form across the globe, the rendering of the hand salute says, in effect, "I greet you." The gesture is always friendly and is rendered cheerfully and willingly. It is rendered with pride and as a signal of recognition and respect between comrades.

b. Whom to salute

Tradition has it that if you are junior in rank, you salute first. It has become perhaps customary for 1st and 2nd Lts not to salute each other because they are Lieutenants. However, this practice is wrong. You won't see a Lieutenant Colonel *not* salute a Colonel because they are both considered "colonels." Besides enlisted members are watching and if you don't salute those superior to you, they will question. The one saluted always returns the salute unless unable to do so by reason of physical incapacity or because the right hand cannot be freed.

Any commissioned and warrant officer in the Army, Navy, Air Force, Marine Corps and Coast Guard is entitled to be saluted. Additionally, commissioned officers of friendly foreign countries are entitled to salutes. You should also salute the President of the United States, Secretary of Defense and Secretary of the Air Force. Remember, you should return salutes rendered to you by subordinates.

While it is acceptable to greet contemporaries of the same rank with a salute, it is traditional to not salute someone of the same rank.

c. How to salute

Whether you initiate a salute or return one, the salute should be executed smartly and with pride. A sloppy salute is not a "more friendly" salute; it's poor military conduct.

INSTRUCTOR NOTE: As you explain the following, have a POC cadet demonstrate the steps.

1. You should never have anything in your mouth or right hand when saluting.
2. Raise your right hand smartly so that the tip of your forefinger touches the lower part of your headgear just to the right of your right eye. (When you're not covered--military term for not wearing headgear--your forefinger should just touch your right eyebrow or rim of your glasses.)
3. Your arm, shoulder to elbow, should be parallel to the ground at a *natural* angle from your body. Your thumb and fingers are extended and joined with a straight line between the tip of your middle finger and your elbow.
4. Your posture should be erect and alert; head and eyes should be turned toward the person being saluted. Be careful not to tilt your head toward your hand; bring your hand all the way up.

5. The junior officer who initiated the salute does not lower the salute until the senior member lowers his salute. Therefore, once you put your forefinger to your headgear, eyebrow or eyeglasses, you leave it there until after the person you are saluting raises *and* lowers his/her salute. You then drop your salute smartly. You should move your hand smoothly to your side in one motion. You should not slap your side.

INSTRUCTOR NOTE: You can have each cadet salute at this time or during the practice session. A POC cadet should inspect the salute and critique it until all cadets are saluting properly.

d. When to salute

1. General information

Your guide for saluting should be recognition. Distance and uniform should not be criteria for saluting. When outdoors, salute your seniors when in uniform. It is still appropriate to salute a senior if you are in uniform and they are in civilian clothes and you recognize them as a senior officer. On active duty, normally a junior does not salute a senior when both are in civilian clothes. Do not expect someone junior to you to salute when both of you are in civilian clothes. It is just not the customary practice in today's Air Force. Salute regardless of location. Saluting should be as natural and comfortable as the respect shown by "yes sir" and "no ma'am."

2. Saluting vehicles

When you see an occupied staff car bearing either a plate or flag identifying the occupant as a Colonel, a general officer or a commander, you're required to salute.

When you see an unoccupied staff car, you **do not** salute the vehicle.

3. Saluting indoors: There are three times when it's appropriate to salute indoors:

- When formally reporting to a senior officer
- During a formal awards presentation
- When an area is designated as a cover/salute area (such as the LLAB drill area)

INSTRUCTOR NOTE: Explain and demonstrate take, shake, salute procedures for recognition ceremonies. Allow cadets to practice.

TRANSITION

(Suggested: Now let's focus on some common customs and courtesies associated with AFROTC and military service.)

C. Common Customs and Courtesies.

1. Reporting.

- a. When reporting to an officer or Cadet Training Assistant (CTA) in his/her office, knock ONCE on the door and announce, "*Cadet (last name), 'X' Flight*". When told to enter, take the most direct route to within two paces of the desk, come to attention (eyes caged forward), and salute. Hold your salute until it is returned and dropped and remain standing at the position of attention until you are dismissed or told to be seated.
- b. If you have been directed to report, you will state, "*Sir (Ma'am), Cadet (last name) reports as ordered.*"
- c. If you are reporting on your own, you will state appropriately: "*Sir (Ma'am), cadet (last name) reports.*" Once acknowledged by the staff member, the cadet will continue with the question or comment.
- d. At the end of the conversation ask, "*Will that be all, Sir (Ma'am)?*" The officer or CTA will acknowledge; then proceed to a point one pace backward, and salute. After your salute is returned, drop your salute, execute whichever facing movement is required and move toward the door.

NOTE: If the officer states, "*That will be all*" or "*You are dismissed*" before you ask, "*Will that be all, Sir (Ma'am),*" then do not ask that question; just salute and execute whichever facing movement is required and move toward the door.

INSTRUCTOR NOTE: After you explain the procedure, have a cadet demonstrate the steps.

2. Places of honor

- a. Common rules
 - = First place - on the right (remember by phrase "rank to the right").
 - = Second place - in front or "going first."
 - = Always combine common sense with common courtesy.

b. Exceptions

Just as there are exceptions to the rules of courtesy and conduct, and the same holds true for places of honor. Two common exceptions:

1. Aircraft—unless instructed otherwise, you should be aboard in a designated seat before the senior arrives at the aircraft. You should remain in your seat until the senior officer leaves the aircraft at its destination.

2. Autos/boats—when entering an auto or a small boat, the senior officer is the last to enter and the first to leave. If the driver cannot open or close the door, it is proper for a junior passenger to assume the driver's duties.
3. Other common courtesies
 - a. Appointments--the importance of making all appointments on time cannot be stressed enough. If something unforeseen delays you, immediately call the officer or department involved and reschedule.
 - b. Assistance to seniors—common courtesy dictates offering assistance with baggage when boarding and departing a vehicle. In similar situations, as a cadet, you should offer such assistance as a matter of common practice.
 - c. Courtesy when dining—when entering a dining room and before joining a senior at a table, you should request permission to do so. If, however, you have been invited to dine by the senior, requesting permission is not required. The senior should order first, be served first, and should start eating first.
 - d. Welcoming visitors or newcomers—visitors and newcomers to your unit (cadet or operational Air Force) should be extended all possible hospitality, regardless of rank. In addition, this is true for military contingents visiting the detachment for drill or sports events.

TRANSITION

(Suggested: The last part of this formal lesson will be a discussion concerning the proper courtesies to observe during informal and formal activities.)

D. Proper Courtesies during Informal and Formal Activities

All social activities can be classified by type; either formal or informal.

- a. A formal affair is one at which you are expected to wear formal clothes and is characterized by certain established procedures. It is conducted according to rules; in short, the formal affair is relatively ceremonious...
- b. In contrast, the informal function is quite different. The clothes you wear will depend on the occasion and the plans of the host/hostess. As a guest, you conduct yourself with proper decorum, but the atmosphere is relaxed and there is no ceremony. However, you will still be courteous, still using "Sir/Ma'am" when conversing with senior officers. Also, remember, your conduct is always on display. If alcoholic beverages are served, you must be of legal drinking age, drink responsibly if you partake and never drink and drive.

TRANSITION

(Suggested: Now let's take a short quiz. I will ask the question aloud; if you know the answer, raise your hand.)

E. Quiz

QUIZ

1. You're in uniform, walking outdoors, and you have a briefcase in each hand. An airman approaches and salutes you. What do you do?

Answer: If you cannot shift both briefcases to your left hand, you're unable to salute. You should give a verbal greeting, thus acknowledging the salute.

2. An airman is working outdoors as a member of a work detail. You pass by, in uniform. What action should the airman take?

Answer: The airman should continue working uninterrupted. The detail leader should come to attention and salute for the detail.

3. You're in uniform, standing under a porch roof. You're wearing your hat. An airman salutes you while passing by. What action should you take?

Answer: You should return the salute and give a verbal greeting. Remember, a salute should always be returned (if physically possible).

4. You're working at your desk when a major approaches. What should you do?

Answer: Stand up and offer your assistance.

5. What should an Air Force enlisted person in the pay grade of E-6 be addressed as in oral communication?

Answer: Sergeant or Technical Sergeant (Last Name). The rank is technical sergeant, but Air Force NCOs except E-9s can be properly addressed as sergeant. AF E-9s are addressed as Chief, Chief (Last Name).

6. The Navy grade of lieutenant is the same as what Air Force grade?

Answer: Captain. The collar insignia looks the same.

7. The Navy grade of captain is the same as what Air Force grade?

Answer: Colonel. Air Force captains are discouraged from calling Navy bases and simply saying, "this is Capt so-and-so..." If you must call a Navy base, let them know you are Air Force Captain so-and-so. This will alleviate any confusion for both parties.

TRANSITION

(Suggested: Sounds like you have a handle on this material, so at this time, you have the opportunity to practice saluting and reporting procedures as the AS200 and POC cadets assist you and answer any questions you may have concerning customs and courtesies.)

F. Practice Time

Allow time so cadets can practice saluting and reporting procedures. Also allow time to field questions from the new cadets. With approximately 3 minutes left in the lesson, do the conclusion.

CONCLUSION

SUMMARY

- A. Expected Customs and Courtesies
- B. Proper Forms of Saluting
- C. Common Customs and Courtesies
- D. Proper Courtesies during Informal and Formal Activities
- E. Quiz
- F. Practice Time

REMOTIVATION

(Suggested: If you know and follow these guidelines, you will do well. In situations not specifically covered here, let common sense and consideration for others guide you. Habits of thoughtful, considerate behavior are the foundations for the conduct of truly civilized people. Start developing these habits today.)

CLOSURE

(Suggested: Here at the detachment, you may not understand how vital applying these customs and courtesies are. After all, if you don't follow them, you will be corrected. The worst that will happen is you may get demerits when you're at Field Training. Let me leave you with this anecdote to show you how vital these customs and courtesies may be to your career. A Lt Col was looking for a Lt to fill a slot in his unit. After reviewing the packages of several 2d Lts who expressed interest in the job, it was clear that one particular 2d Lt was the best applicant for the job. The Lt Col was excited and so directed his secretary to set up an interview. When the 2d Lt arrived, the secretary noticed how sharp the Lt looked in dress and grooming. She was quite impressed with him as he interacted with her while waiting to meet the Lt Col. Finally, the Col brought the Lt in for the interview. Ten minutes later, they emerged from the Lt Col's office, shook hands, and the Lt departed. The secretary asked, "Sir, should I bother setting up any more interviews?" Expecting him to say no, she was surprised when he said "Yes, and you can send

that Lt's package back." When asked why the 2d Lt wasn't selected, the Lt Col answered, "He said 'yeah' instead of yes sir." That was the only reason.)

Remember, in the military, a good impression is often going to depend on how well you apply your customs and courtesies.

AIR FORCE ENLISTED & OFFICER INFORMATION

AF Pay Grade	Proper Titles	Abbreviation	Term of Address
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<i>Supervisor -- Manager Tier</i>		<i>Commonly referred to as "Senior NCOs"</i>	
E-9	Chief Master Sergeant	CMSgt	Chief
E-8	Senior Master Sergeant	SMSgt	Senior Master Sergeant Or Sergeant
E-7	Master Sergeant	MSgt	Master Sergeant Or Sergeant

<i>Technician – Supervisor Tier</i>			
E-6	Technical Sergeant	TSgt	Technical Sergeant Or Sergeant
E-5	Staff Sergeant	SSgt	Staff Sergeant Or Sergeant

<i>Trainee – Apprentice Tier</i>			
E-4	Senior Airman	SrA	Senior Airman Or Airman
E-3	Airman First Class	A1C	Airman First Class Or Airman
E-2	Airman	Amn	Airman
E-1	Airman Basic	AB	Airman Basic Or Airman

<i>Company Grade Officer</i>			
0-1	Second Lieutenant	2d Lt	Lieutenant
0-2	First Lieutenant	1st Lt	Lieutenant
0-3	Captain	Capt	Captain

<i>Field Grade Officer</i>			
0-4	Major	Maj	Major
0-5	Lieutenant Colonel	Lt Col	Colonel
0-6	Colonel	Col	Colonel

0-7	Brigadier General	Brig Gen	General
0-8	Major General	Maj Gen	General
0-9	Lieutenant General	Lt Gen	General
0-10	General	Gen	General

ADDITIONAL ACTIVITIES

1. Create scenarios involving new cadets—have two new cadets stand a short distance apart outdoors in front of the cadet audience; have them put enlarged officer, enlisted or cadet rank on their shoulders (print from rank power point slides); then, direct them to walk towards each other and render the proper customs and courtesies.
2. Challenge the cadet public affairs officer to create a cadet home video of do's and don'ts of customs and courtesies.
3. Create knowledge questions from this lesson and include them on a GMC examination.
4. Pass out LLAB surveys at the end of each LLAB asking for feedback on how to improve LLAB. As part of the survey, include a knowledge question on this lesson. The flights that get the question correct earn points towards Honor Flight.
5. Cadets may wish to come up with their own tailored activity. This must be coordinated with the COC prior to execution. Safety must be paramount in any outdoor physical activity.

Objective 24

Comprehend Proper Air Force Dress and Grooming Standards

Required for: All cadets (Initial Military Training (IMT) cadets are required 1 hour)

Overview: This lesson is designed to ensure that cadets know proper Air Force customs and courtesies. This is a follow-up lesson to an AS 100 academic class, which discusses the dress and grooming standards. Use the lab to demonstrate the proper wear of the uniform and proper grooming habits. You may have cadets identify errors in uniform wear or grooming, and then complete the lesson with an Open Ranks Inspection.

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PART I

Lesson Title: Dress and Grooming

Instructor: POC Cadet

Teaching Method: Informal Lecture

Time Required: 1 hour (IMT/AS100); N/A (FTP/ICL/SCL)

Prerequisite Classes: N/A

Interrelated Information: AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel*

Visual Aids: Students as Models for Uniforms

Student Preparation: As Requested

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know proper Air Force dress and grooming standards.

Cognitive Samples of Behavior:

1. Define the history and purpose of uniforms.
2. Describe the AFROTC cadet uniform in detail.
3. List when it is appropriate to wear your uniform.
4. Describe the placement of the various cadet insignia and badges.
5. Identify various fitting requirements such as length of trousers, skirt, flight cap placement, etc.
6. State AFROTC grooming standards.

Affective Lesson Objective: Respond to the importance of utilizing proper Air Force dress and grooming standards.

Affective Sample of Behavior: Respond with interest and practice proper Air Force dress and grooming.

PART IB

Strategy: This lesson should be given as early in the first semester as possible. The IMT/AS100 cadets also receive instruction on this in their academic class. This lesson plan supplements that lesson. You should coordinate with your AS100 academic instructor to see what areas were covered in class. While the academic class helps them know what the standards are; you'll want to start the students in identifying errors, i.e. applying what they learned in class. So a lecture during LLAB would not be sufficient to meet this objective. If possible you may attempt to have the classes in the same week and go from the classroom into this LLAB lesson.

Recommend using the allotted 1 hour of LLAB time by completing the lesson plan with a 'uniform fashion show.' Then do the visual quiz and/or another one of the [activities](#) listed. Then inspect each IMT cadet's uniform. Since they don't know Open Ranks Inspection procedures, just have them stand at attention while flight commanders inspect their flight members, giving

them feedback on what to do to get up to par with dress and grooming standards. Other Professional Officer Course (POC) cadets should assist with these in-depth inspections to make sure all IMT cadets get feedback. Emphasize that except for cadet rank and insignia, it's the same uniform worn as those on active duty. Be sure to emphasize the grooming standards. Although this lesson is written to be taught to the entire IMT/AS100 population, large corps may wish to revise for presentation by flight commanders. It's important that cadre, POC and AS 200 cadets continue to make spot corrections on uniform standards (immediately) to ensure cadets understand all requirements.

You should review AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel*, prior to teaching this class. Also, bring a copy of this instruction to the LLAB session and let the cadets know where the detachment copy is so they can access it any time. All cadets need to know the dress and appearance policy.

FOR FTP/AS200 CADETS

They should have a session in which they are taught the proper dress standards for the Airman Battle Uniform (ABU). The material for this lesson is included in this lesson plan.

ICL/SCL CADETS

While there are no minimum recommended time requirements for the other cadets, they are still obligated by this objective to demonstrate they are in compliance with dress and grooming standards. POC cadets are responsible for planning events that allow them to evaluate the corps' dress and grooming standards. Consider having Open Ranks Inspections for all cadets, even the POC, and/or documenting non-compliance in MFRs and/or feedback/evaluation reports.

Lesson Outline:

- A. History and Purpose of Uniforms
- B. Proper Wear of the AFROTC Cadet Uniform
 - a. AFROTC Cadet Uniform Details
 - b. Appropriate Wear of the Uniform
 - c. Placement of Various Cadet Insignia and Badges
 - d. Fitting Requirements
 - e. Other
- C. AFROTC Grooming Standards
- D. Question/Answer Time
- E. Additional Activity or Informal Inspection
- F. Airman Battle Uniform (ABU)

Suggested Timeline:

ACTIVITY	Time (Min)
Attention	2
Motivation, Overview	5
History	5
Cadet Uniform	10
Grooming	10
Activity	20
Conclusion	3

PART II

INTRODUCTION

ATTENTION

(Suggested: Have two cadets come into the classroom; one slovenly and clearly out of uniform and grooming standards according to the instructions and the other dressed properly. Ask the following: *Which one of these cadets do you want to look like? Based on appearance, which one do you want to work for? Which one do you want to work with?*)

MOTIVATION

(Suggested: Appearance really says a lot about you. When people think of someone in military service, the first image likely to flash into their minds is a person in uniform. The uniform is the public symbol of the nation's defense forces. It represents a long and honorable tradition of devotion to duty in the service of one's country. Thus, the uniform is something more than wearing apparel, it should be worn proudly and—equally important—it should be worn properly.

We wear the uniform with pride because we have every reason to be proud of the privilege of wearing the AFROTC uniform. Our attention to appearance enhances the standing of both ourselves and the Air Force in the eyes of others. Your responsibility regarding the wearing of the uniform is comparable to that of the active duty person. AFROTC places considerable emphasis on the matter throughout its entire program during indoor and outdoor training periods, at cadet social functions where the uniform is worn and during base visits.)

OVERVIEW

During this lesson, we will discuss the following:

- A. History and Purpose of Uniforms
- B. Proper Wear of the AFROTC Cadet Uniform
 - a. AFROTC Cadet Uniform Details
 - b. Appropriate Wear of the Uniform
 - c. Placement of Various Cadet Insignia and Badges
 - d. Fitting Requirements
 - e. Other

- C. AFROTC Grooming Standards
- D. Question/Answer Time
- E. Additional Activity or Informal Inspection
- F. Airman Battle Uniform (ABU)

TRANSITION

(Suggested: First let's talk about the history of the uniform.)

BODY

PRESENTATION

A. History and Purpose of Uniforms

In an effort to place the cadet uniform and its wear in the proper frame of reference, let's examine the evolution of the military uniform. The English word "uniform" is derived from a combination of two Latin words, unus and forma, the literal meaning of the combination being "one form." The word "uniform" thus suggests a distinctive mode of dress. In ancient times, the Roman togas provided a distinctive mode of dress.

Military dress in ancient times acquired a certain degree of uniformity but in a much different sense from modern military uniforms. The Athenian and Spartan soldiers dressed according to their position in military formations during the Peloponnesian War in the fifth century B.C. The Greek heavy infantryman wore a helmet, breastplate, armor covering his legs below the knee, and carried a shield and sword. The light-foot soldier had only a lighter-built shield and a spear. These were military uniforms in the sense that all the combatants looked alike. To this extent, therefore, we assign the origin of the military uniform to an early date in western civilization.

During the latter half of the seventeenth century, the armies of serfs and freemen had no distinctive dress and no standardization in their weapons of warfare. The use of colors and standards came to be the means for identification of units. Troops serving under individuals having personal fortunes were dressed by their wealthy leaders in distinctive and colorful uniforms.

During the Great Rebellion (1642-1646), the English Parliament decided to raise and support an army. National armies, with standardized uniforms, thereby became a reality. The English uniform, red in color but with different colored facings to distinguish regiments, acquired national significance. These regiments were named by their facings colors: blue, red, orange, etc. The uniform styles were really an adaptation of civilian dress and featured an ample coat, waistcoat, breeches, stockings, and shoes or, in the case of cavalry, boots.

From these beginnings, the military uniform evolved. During the slow process, the uniform ranged from the extreme of ornamentation to the opposite extreme of drabness. It has been

claimed that when the uniform of the soldier was the most colorful, he was also a most uncomfortably dressed man. High, tight collars, tight breeches, and boots, which restricted knee action, were striking in appearance, but not functional.

As I mentioned earlier, the uniform worn by AFROTC cadets is, with certain exceptions, the same as that worn by active duty Air Force personnel. The cadet uniform is worn to Leadership Laboratory each week and at such other times as prescribed by the Professor of Aerospace Studies.

TRANSITION

(Suggested: Now let's talk about the AFROTC cadet uniform.)

B. Proper Wear of the AFROTC Cadet Uniform

- a. AFROTC Cadet Uniform Details
- b. Appropriate Wear of the Uniform
- c. Placement of Various Cadet Insignia and Badges
- d. Fitting Requirements
- e. Other

Uniforms must also be worn when flying on military aircraft and when serving as a member of a color guard or drill team. The uniform will not be worn with other clothing or by anyone who is not a member of the AFROTC program. Now, we'll take a look at what the AFROTC insignia and badges look like and where to place them on the uniform.

TRANSITION

(Suggested: Enough of the preliminaries – let's get on with the show!)

INSTRUCTOR NOTE: Have female and male cadets come up to model as you discuss the following cadet uniform combinations: the service dress, light blue long-sleeve/short sleeve with epaulets (men and women), ABUs, (mess dress and semiformal uniforms are optional for modeling). Suggest contrasting correct wear with incorrect wear simultaneously.

While the cadets are modeling the uniforms, have them explain the following:

- Military hair cuts/styles
- The gig line
- Trousers and slacks pant-leg bottom lengths
- Flight cap placement

Additionally, you may have cadets model the following:

- Handbag, carried in the hand and over the shoulder
- All-weather coat
- Umbrella, explain it must be plain black/dark blue (no university or other logo/patterns)
- Book bags: carry on either shoulder as long as it does not hinder your salute; if carrying a backpack while walking, riding a two-wheeled vehicle or using crutches, you may use both shoulder straps.
- Drill team/color guard items

INSTRUCTOR NOTE: Using attachments from the current regulation as overheads, point out the following:

- Common AFROTC insignia and badges
- Placement of insignia and badges, both for men and women

TRANSITION

(Suggested: Let's take a few minutes to discuss grooming standards for both men and women.)

C. AFROTC Grooming Standards

The following guidelines will ensure maintenance of proper personal appearance. If there's any doubt concerning grooming standards, refer to AFI 36-2903 or current AFROTC guidance.

INSTRUCTOR NOTE: Remember, since this is LLAB, this should not just be a verbal lecture. As much as possible, demonstrate. For example, in academic class they learn they're supposed to keep a shine on their shoes. During LLAB, you should be giving them advice and/or showing them how to shine their shoes.

1. General Review

- Clean: If stained, you can't wear anymore. So when eating, take major precautions.
- Always keep another uniform prepared and accessible in case you stain the one you're wearing and need to quickly change into an unstained one.
- Neat: This means no lint and no strings.
- Pressed: Instructor should show where the creases in the uniform should be (example: sleeves) and emphasize that cadets should be diligent to have a single crease, not multiple ones. Tip: during the day while you're wearing blues, pull the back of your shirt down and tight before you sit down; this decreases wrinkling while sitting.
- Wear the cap when outdoors; remove it when indoors. Going inside, you should take the cap off as you cross the threshold. Don't wait until your several paces inside or outside of the building to follow this protocol! Even if your car is parked only a short distance away from the building, the custom is to wear the hat even while outside walking that short distance.
- Keep hands out of pockets, buttons buttoned and don't fill pockets with bulky items.
- Keep shoes shined, including the heels and the edge of the soles.

- Keep all metal uniform devices such as belt buckles, badges or insignia clean and polished as applicable. Check throughout day, wiping smudges and fingerprints off. Saying "I shined it this morning" isn't a good reason for it being dirty later in the day.
- If the uniform does not fit properly, see unit personnel to help you correct the problem. Do not wait until someone else calls attention to it.
- The hair for both genders will not be worn in an extreme or fad style and, if dyed, will look natural. If in doubt, your COC will provide guidance.
- Check appearance in a mirror.

Question:

Why does everyone here need to know these standards, even the standards for the opposite gender?

Answer: You will probably have subordinates of both genders so you need to be knowledgeable to detect dress and grooming errors and make corrections.

2. Male Requirements

- **Hair:** Keep hair clean, neat, and trimmed. It should present a groomed, tapered appearance. The bulk (no more than 1 and 1/4") and length of the hair must not interfere with the proper wear of any Air Force headgear. Hair must not touch the ears or the collar, be visible below the front band of the headgear, or touch your eyebrows.
- **Sideburns:** are permitted but must be neatly trimmed and tapered, form a clean-shaven, horizontal line at the base, and not flare. Sideburns may not extend below the lowest part of the exterior ear opening.
- **Beards:** are not permitted; you must be clean-shaven at all times when in uniform. If you have a medical condition preventing you from shaving regularly, you must first get a medical diagnosis from a doctor. You must then present this to the commander; only with this medical diagnosis can the commander authorize a shaving waiver. Even with the shaving waiver, your beard must not exceed 1/4 inch in length.
- **Mustaches:** Through custom, officers do not typically wear mustaches. If you do wear a mustache, it will not extend downward beyond the lip line of your upper lip or extend sideways beyond a vertical line drawn upward from both corners of your mouth.

3. Female Requirements

- **Hair:** Wear the hair no longer than the bottom of the collar edge at the back of the neck. It should be styled to permit proper wear of the headgear. Bulk must not exceed 3 inches. This means that the hair should not be excessively full or high on the head. A ponytail longer than 3 inches is not permitted. Hair may be visible from the front of the women's flight cap but should not touch the eyebrows. Wigs or wiglets worn should conform to the regulations that apply to natural hairstyles. Hair accessories can be worn for the purpose of keeping hair in place, not for decoration; it

must be plain, conservative and match the color of the hair. Hair accessories may not include hair ornaments such as ribbons or jeweled pins.

- Skirt: The skirt should fit smoothly. The skirt length may not vary beyond the top and bottom of the kneecap.
- Jewelry: Rings (no more than three total; worn at the base of the fingers and not on the thumbs), wristwatches, identification bracelets and small conservative gold, pearl, or silver spherical earrings are the only jewelry permitted to be worn while in uniform.
- Nail polish: Nail polish will be conservative, single color, and in good taste.
- Male cadets are not authorized to wear cosmetics. Female cadets may wear cosmetics; however if worn, they will be conservative (moderate, being with reasonable limits; not excessive or extreme) and in good taste. Cosmetics will not be worn during field conditions.

4. Clothing/Accessory Standards (for both genders)

- Footwear - In good repair and worn when wearing all uniforms
- Watch - conservative
- Bracelet - conservative, no wider than one inch, and not present a safety hazard
- Earrings - males may not wear earrings on military installations at any time whether in or out of uniform or on or off duty; female may only wear one earring per earlobe
- Eyeglasses/sunglasses – may have conservative ornamentation on nonprescription sunglasses or eyeglasses, frames may be black or brown material or gold or silver wire. Brand name glasses may be worn with small logo on frame or lenses. Logo must be the same color as frames or lenses. Conservative, clear, slightly tinted photosensitive lenses are authorized. Faddish styles and mirrored lenses prohibited. Sunglasses (to include darkened photosensitive lenses) are not authorized in formation unless you have a medical waiver. Eyeglasses and sunglasses will not be worn around the neck or on top/back of head or exposed hanging on uniform.
- Necklaces - concealed under collar or undershirt
- Pencils and pens - concealed (exception when stowed in the pen pocket on the ABU sleeve).
- Hand-held electronic devices – One (plain black, silver, dark blue or gray) device may be attached to a belt/waistband on either side, clipped to a purse or carried in left hand
- Wear/use of an earpiece, any blue tooth technology or headphones while in uniform, indoors or outdoors, is prohibited, unless required to perform duties

5. Special Appearance Standards:

- Body piercing and tattoos should not detract from a professional image. Excessive and offensive tattoos are prohibited and the member at their own expense will remove them. Members are prohibited from attaching objects, articles, or jewelry to any body part (such as ear, nose, tongue, or any exposed body part except the female earring) in uniform, in civilian attire on official duty, and in civilian attire off duty on a military

installation. Review AFI 36-2903 for specific guidelines regarding body piercing and tattoos.

- Tongue forking/splicing, teeth filing and skin implants are prohibited.

INSTRUCTOR NOTE: At this time, pass out a copy of AFI 36-2903, Chapter 3, Grooming and Appearance Standards, paragraphs 3.4 (Tattoos, Brands, Body Markings), 3.5 (Body Piercing/Ornamentation), and 3.6 (Body Alteration/Modification). Have all cadets initial that they have read it.

D. Question/Answer Time

Allow time to field questions from the new cadets. Realize, at this point in their training, many cadets are seeing the uniform for the first time. Take enough time to carefully answer their questions. What may seem obvious to you (such as teeth filing looking unprofessional in uniform) may not be obvious to someone who thinks of such things as the norm.

Do you have any questions concerning the AFROTC uniform or grooming standards? If you have future questions or concerns, ask your cadet supervisor, look in the current AFROTC guidance and AFI 36-2903, or ask your academic instructor.

E. Additional Activity or Informal Inspection

ACTIVITIES

1. Hold a uniform fashion show. As you describe each type of uniform and the specifications for each, have a POC cadet come in modeling that uniform. Show all uniform combinations including ABU's, skirt, mess dress, etc.
2. After the lecture, do a "uniform visual quiz bowl."

Get several POC cadets to help you. In advance, tell each POC cadet what should be wrong with their uniform using list below (and any other errors you can think of). Recommend each model only have one thing wrong. Then, during the quiz, each POC cadet comes forward.

Divide the GMC in the audience into teams. Then they will take turns trying to figure out what's the matter with the cadet's dress and grooming. They get a point for each one they get right.

List of uniform/grooming errors for competition:

nametag on wrong side of shirt

nametag not centered

excessive wrinkles on back of shirt

multiple creases in pants legs

lapel on ABUs not flat with sharp crease

hat not worn correctly
lint on uniform
shoes not adequately shined
boots not clean and serviceable
fingernail polish other than clear
more than allowed # of rings
necklace visible
bracelet other than ID bracelet.
female hair in ponytail that is over 3 inches long
female hair lower than bottom part of collar
rank backwards, not centered, etc.
sideburns too long (give this POC model time to grow 'em out!)
shirt tuck not adequate
gig line drastically off
belt pointing wrong way
wrong color socks
back pocket not buttoned down
smudged belt buckle

3. POC panel on dress and grooming. Have each discuss different things they they've seen cadets get wrong in inspections. Also have them give tips they've learned. Below is list to use to prepare panel. Can add other topics and tips. Have panel members bring materials to demonstrate when possible.

Dress and Grooming Panel--Sample Topics and Tips

What most cadets get 'dinged' for during inspections

Strings--How to get rid of them

How to position garters

Backing for nametag

How to make creases sharp

Best way to iron shirts (collar first, then sleeves, then back, then front)

Make a habit out of adjusting tuck and gig line as soon as you stand up after sitting

Tips on how to shine shoes/boots

- MTIs advise put on polish, melt with lighter, buff with damp cloth

No stains on uniforms! How to get stains out

Time management for preparing uniforms

- Don't wait until right before LLAB!

- Keep a spare ready at all times in case a stain happens

F. Airman Battle Uniform (ABU, see attached message)

1. The following undergarments will be worn with the battle dress uniform:
 - a. Males must wear underwear.

- b. Females must wear a bra and underwear.
- c. You must wear a crew-neck style tan T-shirt without pockets.
- d. You must wear plain black or plain white socks. White socks are not to be worn during contingencies.

2. ABU Shirt

- a. Three embroidered badges max.
- b. Chaplain, aeronautical, space, and cyberspace badges are mandatory and always worn in the highest position. All other occupational badges are optional.
- c. The first badge is centered ½ inch above the “US Air Force” name tape.
- d. The second badge is centered ½ inch above the first badge.
- e. The third badge is centered on the left breast pocket.
- f. Rank insignia can be metal or cloth.

(1) Rank will be centered 1 inch from the bottom of the collar.

(2) Lt/Capt bars will be long side parallel to the collar.

3. ABU Trousers

- a. The trouser waistband will rest on the cadet’s waist. Pockets will be secured and items stowed in pockets will not be visible except pens stowed in pen pocket.
- b. Tucking the ABU trouser into the boot is optional. Whether tucked in or bloused, the trouser must be evenly bloused (gathered in and draped loosely) over the top of the combat boot and must present a bloused appearance.
- c. You must wear a blue cotton web or elastic belt with a black metal buckle and tip. The belt will face to the left when worn. Females have the option of which way the belt tip faces.
- d. Always wear boots with your ABUs and ensure that they are clean and in good repair.
- e. Wear your ABU cap whenever you are outdoors. Wear the cap squarely on your head, and make sure that none of your hair is showing under the front of the cap.

- f. Outer garments/cold weather accessories. Outer garments (i.e. light weight blue jacket, All Purpose Environmental Clothing System (APECS), Improved Rain Suit (IRS), and sage green fleece) will only be worn outdoors. Cold weather accessories (i.e. sage green or black gloves, black scarf, black earmuffs) will only be worn when wearing authorized outer garments (Exception: gloves may be worn solely with ABUs). Cold weather accessories are only worn outside.
- g. You may wear your ABUs off-base for short convenience stops or when eating at restaurants where people wear comparable civilian attire (work clothing).
- h. You may not wear ABUs off-base for extended dining, shopping, socializing, taking part in entertainment, or going to establishments that operate primarily to serve alcohol.

INSTRUCTOR NOTE: At this time, conduct one of the listed activities. Then have your POC cadets mingle with the new folks and assist them with adjustment/correction of uniform wear. All GMC uniforms should be inspected at least informally before this session is over. Refer to AFPC's "Policy Changes and Updates" webpage for the latest information regarding Air Force Dress and Appearance policy: <http://www.afpc.randolph.af.mil/dress/policy.asp>.

CONCLUSION

SUMMARY

- A. History and Purpose of Uniforms
- B. Proper Wear of the AFROTC Cadet Uniform
 - a. AFROTC Cadet Uniform Details
 - b. Appropriate Wear of the Uniform
 - c. Placement of Various Cadet Insignia and Badges
 - d. Fitting Requirements
 - e. Other
- C. AFROTC Grooming Standards
- D. Question/Answer Time
- E. Additional Activity or Informal Inspection
- F. Airman Battle Uniform (ABU)

REMOTIVATION

(Suggested: With practice and attention to detail, all the "dos" and "don'ts" about proper wear and care of the uniform and personal appearance/grooming will soon become *almost* automatic. A smart appearance is important not only for drill, but in performing all the other duties in the corps and attending military functions.)

CLOSURE

(Remember--how you look DOES matter. You may be the most competent hard worker in the world. But if someone perceives you differently because you have an unprofessional appearance, you'll never get to prove how competent and hard working you are because they'll never give you

the chance. Attention to detail in uniform wear not only presents the proper image of an Air Force cadet, it is also a direct indication of your personal pride and professionalism.)

Objective 25

Know the Proper Procedures and History Behind the Air Force Dining-In/Out

Required for: All cadets

Overview: This lesson details the procedures expected at the dining in/out, and should be presented a week or two before the event. Review the procedures and rules of the dining in/out using information from this lesson plan, plus any unique requirements or procedures required at your specific event. Be sure to adequately prepare for any questions that may arise, and cover the uniform requirements for the event, the dress code for civilian guests and the conduct expected from guests. For detailed information on the dining-in, reference the T-1626, *Guide for the Air Force AFROTC Dining-In*.

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PART I

Lesson Title: Dining-In/Dining-Out

Instructor: Staff/Cadre Member

Teaching Method: Informal Lecture

Time Required: 30 minutes for official lesson and 2.5 hours for Dining-In Ceremony (all cadets)

Prerequisite Classes: None

Interrelated Information: T-1626, *Guide for the Air Force AFROTC Dining-In*

Visual Aids: As Needed

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know the proper procedures and history behind the Air Force Dining-In/Out.

Cognitive Samples of Behavior:

1. Define the history and purpose of the Air Force Dining-In/Out.
2. Identify the rules and protocol of the Dining-In/Out in order to participate in the activity.

Affective Lesson Objective: Each student will respond to the importance of an Air Force Dining-In/Out.

Affective Sample of Behavior: Actively participate in learning about the Air Force Dining-In/Out.

PART IB

Strategy: This lesson should be presented to all cadets approximately 1 week prior to attending a dining-in/out to ensure they maintain proper military decorum during the event. Review information concerning the history behind, and reasons why, we have the dining-in/out. Then go into the rules and protocol behind what we do. Although you may think some of the rules are silly (e.g. not bringing drinks into the mess from the lounge), these are tradition and you will be required to follow these rules on active duty. Go over the rules of the mess and the grog bowl. Make sure to leave time for questions or break into flights for question/answer time. It may be necessary to have a couple of students demonstrate interaction between Mr./Madam Vice and an audience member—especially the rhymes for the grog bowl. You may wish to have a male and female student model the mess dress and/or the modified mess dress. Additionally, address things like civilian attire for guests, how to make introductions, etc.

Lesson Outline:

- A. History and Purpose of the Air Force Dining-In/Out
- B. Rules and Protocol of the Dining-In/Out
- C. Rules of the Mess
- D. The Grog Bowl
- E. Question/Answer Time

Suggested Timeline:

ACTIVITY	Time (Min)
Attention Step	1
Motivation, Overview	1
Main Point 1	5
Main Point 2	15
Cadet Questions	5
Conclusion	3

PART II

INTRODUCTION

ATTENTION

(Suggested: If I told you we are going to have a wingding, what would you think? Some of you may not like the idea of having to dress up for a fancy, formal event. Well we are! But don't worry. Although it's a formal event with a lot of rules, a dining-in is by no means a stiff, dull event or just a formal sit-down dinner.)

MOTIVATION

(Suggested: A wing-ding is an historic term for the Air Force Dining-In/Out. You need to learn the history and rules for this important social activity during this lesson, so you'll act appropriately not only here but also when you get on active duty. The dining-in is a formal dinner for members of a military organization or unit. We're going to specifically focus on how we do a Dining-In for AFROTC.)

OVERVIEW

During this lesson, we will discuss the following:

- A. History and Purpose of the Air Force Dining-In/Out
- B. Rules and Protocol of the Dining-In/Out
- C. Rules of the Mess
- D. The Grog Bowl
- E. Question/Answer Time

TRANSITION

(Suggested: First let's discuss the history and purpose for the Air Force Dining-In/Out.)

BODY

PRESENTATION

A. History and Purpose of the Air Force Dining-In/Out

The present Dining-In format has its beginnings in the Air Corps when General H. H. "Hap" Arnold held his famous "wing-dings." During World War II, the association between US Army Air Corps personnel and the British (and their dining-in) gave additional impetus for its growth in the USAF. It is now recognized that the dining-in is an occasion where ceremony, tradition, and good fellowship play an important part in the life of an Air Force unit.

Specifically, this ceremony provides an occasion for officers to meet socially at a formal military function. It is also accepted as an excellent means of saying farewell to departing personnel, welcoming new ones, and providing an opportunity to recognize individual and

unit achievements. All of these are effective in building and maintaining high morale and esprit de corps. The only significant difference between a dining-in and a dining-out is that spouses and guests are invited to attend the dining-out.

Two key positions of the mess we need to discuss are the President of the mess: who usually is the commanding officer of the unit (cadet wing commander), and the vice president, called "Mr./Madam Vice." He/she is a junior officer in the command, chosen for his or her keen wit and ability to speak well. "Mr./Madam Vice" serves essentially as master or mistress of ceremonies. A successful evening often hinges on "The Vice's" imagination and humor.

TRANSITION

(Suggested: Now let's focus on the rules and protocol that will allow you to participate in and enjoy our coming dining-in/out.)

B. Protocol of the Dining-In/Out

1. Level of Formality

All social activities can be classified by type, either formal or informal. A formal affair is one at which you are expected to wear formal clothes and is characterized by certain established procedures. It is conducted according to rules; in short, the formal affair is relatively ceremonious and stylized.

The dining-in is a formal activity. Remember, your conduct is always on display.

If alcoholic beverages are served, drink responsibly if you partake. While you should enjoy this occasion, you do not want to drink beyond a level where your behavior is out of control. Also, if you drink you should arrange for a driver in advance.

Note that we stress the enjoyment of dining-in, but we must also emphasize the formal behavior expected. You should still act like a professional, though in a social setting. This is **NOT** the military equivalent of a fraternity party. It would be more the equivalent of a banquet. You should act accordingly.

2. Taboos

In the past, students have not understood this, so today let me give you a few examples of what you would NOT do at a dining-in:

- a. Run inside while in mess dress. You may run smack into a general officer attending the event!
- b. Throw food. While you may have heard that food fights occur, don't get confused! That may happen at a COMBAT dining-in where attendees wear ABUs remember, you will be wearing mess dress at a formal dining-in so this would not be appropriate!

No food fights during a formal event! Don't even toss something on a flightmate sitting beside you as this may start an irreversible food fight! If someone, no matter who throws food at you, do NOT respond likewise!

- c. Walk in a comical fashion. While this may be okay in a small group setting, remember that 200+ other people may see you and while they may not hear the joke you're making to accompany the movement, they see your odd behavior, which wouldn't be appropriate at a formal event.
- d. Wear clothes in a comical fashion. Anything you do that others can SEE but not hear or understand why you're doing it would be inappropriate unless you are participating in a skit or part of the planned entertainment for the evening. Remember the Mess Dress is a uniform, wear it properly.
- e. Talk to staff/head table members in too comfortable a manner. Though it's a social occasion, it is not necessarily casual. You don't want to go up to the wife of the guest speaker and begin teasing her in a familiar way if you don't know her personally. The same goes with other members of the head table including AFROTC leadership.
- f. Drink in excess. Drinking in excess is unprofessional and unacceptable at any Air Force official function. You should have your wits about you at all times--formal occasions are not the place to risk getting intoxicated.

TRANSITION

(Suggested: Keep in mind that you are socializing in a professional atmosphere and you should be fine. Now that you understand the appropriate behavior expected at a formal dining-in, let's look at how the evening will progress.)

3. Arrival

Each "member of the mess" should arrive in the lounge within 10 minutes of opening time to meet the guests before dinner is served. When the signal is given to enter the dining room, members should enter and stand behind their chairs until the members of the head table enter the room and the president of the mess directs the members of the mess to sit. While you're waiting for the head table to enter, take a quick look at the agenda in the program to familiarize yourself with the sequence of events for the evening.

INSTRUCTOR NOTE: There is a sample sequence of events on page 6/7/8 of this lesson plan. Take this time to walk them through it verbally. If available, you may opt to refer students to the **SAMPLE AGENDA** at T-1626, Atch 2, *Guide for the AFROTC Dining-In*.

Do not take drinks into the dining room. In years past, many active duty members smoked at affairs such as these. The proper procedures were no smoking from the time the members enter until the president of the mess indicates the smoking lamp is lit,

usually during or after the serving of dessert. At our Dining-In, there will be no smoking lamp so the smoking lamp won't be lit at all during the function.

4. Toasting

The custom of toasting is universal. Toasting is a simple courtesy to the person being honored. It is not necessary or proper to drain the glass at the completion of each toast. Toasts should be proposed in sequence and at intervals during the evening.

When you get to the tables, the list of toasts and appropriate responses will be included in the program on your table. Be sure to open it to the correct page when the toasts begin. People doing the toast have already been identified; so don't take it upon yourself to initiate any toasts. This makes sense because impromptu toasting can make for a long evening, causing you to run behind schedule and dampening the enthusiasm of the members of the mess.

5. Departure

During the convening of the dining-in/out, all members should try to pay their respects to the guest of honor and/or guest speaker. After the mess is adjourned, members should remain in the dining room, standing at their chairs, until the members of the head table have left.

6. Receiving Line

The receiving line is a perfect example of an established procedure for a formal occasion, usually held at a reception or formal ball or dining-in/out. The receiving line affords you and your guest the opportunity to meet your official hosts for the occasion.

The procedures for passing through a receiving line are simple. Introduce yourself and your guest to the aide who is assisting the host. It is important, even if the aide is your best friend, that you say your name and your guest's name clearly and distinctly so that you can be introduced to the guest of honor. Cadets should go before their guests as they move down the line. You will proceed down the line, being introduced by each member of the receiving line to the next. Do not hesitate to mention your name to anyone who may have missed it.

TRANSITION

(Suggested: Now that you know the sequence of events, you need to understand what rules to follow as those events are happening. Let's check out the Rules of the Mess.)

C. Rules of the Mess

The rules of the mess are designed to conform to tradition and promote levity.

INSTRUCTOR NOTE: Refer students to the **RULES OF THE MESS** at Atch 7 of the *Guide for the Air Force ROTC Dining-In* (T-1626).

1. General Information

At most dining-ins, violators of the Mess' rules are subject to punishment. All penalties will be carried out before the membership. Punishment might include singing a song, telling a joke, being sent to the grog bowl or other activities decided on by the president.

For your dining-in/out, Rules of the Mess will be listed in the program at your table. An infraction of these rules may be noted at any time. However, you must wait until the President opens the Grog Bowl before you may snitch on someone who violated a rule.

When the President announces you are permitted to publicize violations, members may bring infractions to the attention of the president through Mr./Madam Vice by raising a point of order. However, you must present the violation with a rhyme. The president then makes the final decision on whether the person you're accusing of violating a rule is guilty or not.

2. Generally Violated Rules

Point out and explain the rules that are commonly violated at your dining-in.

3. Points of Order

Now give an example of a point of order given in rhyme form:

Cadet _____ clapped his hands
Instead of his spoon
To see him violate rule
I did almost swoon
So for this I'm sure
You'll agree too
He should go to the grog
And sip that nasty brew

D. The Grog Bowl

1. The grog bowl is not a necessary part of the dining-in and is not normally a part of the dining-out. The use of the grog bowl is a custom that varies greatly among organizations. The bowl is usually located on Mr./Madam Vice's table. When the president directs a violator to the grog bowl, the individual proceeds to the bowl promptly, squaring all corners in a military fashion.
2. Upon arriving at the grog bowl, the violator:

- a. Salutes the grog
- b. Fills the cup with grog (at least one-third full)
- c. Faces about to the mess, raises the cup, and declares "To The Mess!"
- d. Drains the grog from the cup without removing it from the lips
- e. Tips the cup upside down over his/her head
- f. Faces about to the grog, replaces cup, again salutes grog and returns to his/her seat
- g. The violator is not permitted to speak during the process except for c. above

INSTRUCTOR NOTE: Have an experienced student demonstrate the grog bowl procedure or direct all the students to stand up and practice as you read the rules aloud.

TRANSITION

(Suggested: At this time, we will answer your questions concerning the dining-in/out.)

E. Question/Answer Time

Allow time so cadets can ask questions. Address any other Det specific issues, civilian attire, etc. at this time.

CONCLUSION

SUMMARY

During this last lesson, we have discussed the following:

- A. History and Purpose of the Air Force Dining-In/Out
- B. Rules and Protocol of the Dining-In/Out
- C. Rules of the Mess
- D. The Grog Bowl
- E. Question/Answer Time

REMOTIVATION

(Suggested: You now have been exposed to the history and rules of the mess. I encourage you to continue studying them and preparing for the dining in to prevent yourself from taking too many trips to the grog bowl.)

CLOSURE

(Suggested: Remember the dining-in/out provides experience and training in a traditional Air Force social activity. It is important for the success of the dining-in/out that members enjoy the festivities and the ceremony is done in a tasteful and dignified manner. Have a great time!)

Objective 26

Apply All Functions Associated with the Reveille (Flag-Raising) Ceremony, Retreat Ceremony, and Parade

Required for: All cadets

Overview: Cadets are required to participate in a reveille ceremony, a retreat ceremony and a formal parade. This lesson builds on Objective 17, which dealt with key personnel parade procedures for the Field Training Preparation (FTP) cadets, and provides the basics for the three ceremonies. Detailed information and procedures are found in AFMAN 36-2203, *Drill and Ceremonies*. All cadets are expected to participate in these events. Typically, the Professional Officer Course (POC) cadets are responsible for planning and participating in the event, and may fill key personnel positions as needed. The FTP cadets should be used as color guard, guidon bearers and as many key personnel positions as possible, providing maximum practice before Field Training. The Initial Military Training (IMT) cadets will be standing in formation and following commands.

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PART I

Lesson Title: Unit Formal Reveille/Retreat/Parade
Instructor: POC Cadet
Teaching Method: Informal Lecture/Demonstration Performance
Time Required: 1.5 hours (IMT); 3 hours (FTP/ICL/SCL/ECL)
Prerequisite Classes: None
Interrelated Information: AFMAN 36-2203, *Drill and Ceremonies*
Visual Aids: As Required
Student Preparation: Review AFMAN 36-2203, *Drill and Ceremonies*
Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know all functions associated with the reveille ceremony, retreat ceremony, and parade.

Cognitive Samples of Behavior:

1. Explain the proper procedures for reveille.
2. Describe the proper procedures for retreat.
3. State the proper procedures for parade.
4. Demonstrate commands and movements during reveille and retreat ceremonies.

Affective Lesson Objective: Each student should value the importance of reveille, retreat and parade ceremonies.

Affective Sample of Behavior: Respond with interest and follow guidelines for reveille, retreat and parade ceremonies.

PART IB

Strategy: This lesson is designed to give the cadets the opportunity to practice, plan and execute a reveille (flag-raising) ceremony, a retreat ceremony and a parade. This lesson plan contains material to teach proper procedures for reveille and retreat. Consider having POC cadets do the reveille and retreat informally and very slowly. While General Military Course (GMC) cadets watch, the instructor will narrate to them what the POC cadets are doing as they do it. Then allow GMCs to practice what they saw.

Refer to lesson plan for [Objective 17](#), perform key personnel parade procedures, to teach, practice, plan and conduct parade.

This lesson plan utilizes the entire corps. POC cadets will be responsible for planning, attending, and executing the event. Typically, FTP/AS200 cadets should be used for color guard/flag detail,

guidon bearer positions; IMT/AS100 cadets will be standing in formation and following commands.

As an alternative, consider having POC participation consist of the planning and execution while FTP/AS200 cadets can perform the key personnel positions to help meet objective 18.

For small detachments, consider making arrangements with nearby ROTC detachments (Air Force, Army, Navy) for the parade. Other detachments will be able to provide scripts and guidance on how to conduct joint parades.

Cadets are expected to know the reveille/retreat ceremony/parade procedures well enough to participate in all of them. Try to ensure all cadets have a basic understanding of what to expect. The procedures are outlined in AFMAN 36-2203. The regulation provides good background information cadets should read before they're shown the flag-raising/retreat ceremony procedures at the flagstaff. Suggest using at least a half-hour for practice and a half-hour for each of the ceremonies. Estimate taking 1.5 hours for parade practice and 30 minutes for the actual parade.

INSTRUCTOR NOTE: This lesson plan only covers reveille and retreat portions of the lesson objective.

Lesson Outline:

- A. Execution of all functions associated with the reveille and retreat ceremonies
- B. Commands and movements while performing reveille and retreat ceremonies
- C. Plan and Execute a Retreat/Reveille Ceremony

Suggested Timeline:

ACTIVITY	Time (Min)
Attention Step	2
Motivation, Overview	3
Execution of Reveille	5
Execution of Retreat	5
Commands and movements	20
Plan and Execute a Retreat/Reveille Ceremony	30
Summary	5

PART II

INTRODUCTION

ATTENTION

(Suggested: Show a video clip of something meaningful regarding the flag. Examples might include: Mel Gibson in the Patriot, taking the flag and thus inspiring the men to continue fighting; Samuel Jackson returning under fire to secure the embassy flag while under attack in Rules of Engagement, etc.)

MOTIVATION

(Suggested: The flag is a symbol of the freedom and democracy we enjoy in our great country. Many have come before us and given their lives in its defense. It is our responsibility to show the proper reverence and respect due to the flag and ceremonies associated with it. Reveille and retreat occur every duty day on every Air Force base throughout the world. As an Air Force professional, we should be familiar with our customs and courtesies. This lesson will look at the procedures used by the flag detail and commander during a reveille or retreat ceremony.)

OVERVIEW

During this lesson, we will discuss the following:

- A. Execution of all functions associated with the reveille and retreat ceremonies
- B. Commands and movements while performing reveille and retreat ceremonies
- C. Plan and Execute a Retreat/Reveille Ceremony

TRANSITION

(Suggested: Now, let's begin with reveille.)

- A. Execution of all functions associated with the reveille and retreat ceremonies

1. Reveille

Reveille is the signal for the start of the official duty day. If more than the flag detail is present for the raising of the flag, those members will face towards the flagstaff in formation. The commander in charge of the formation will command "Parade Rest" followed by the command "Sound Reveille."

The flag detail assumes the position of attention, moves to the flagstaff, and attaches the flag to the halyards. After reveille has been played, the commander commands "Attention" (pronounced "tench hut") and "Present Arms," then faces the flagstaff, and executes present arms. At this time, the National Anthem or To the Colors is sounded. On the first note, the flag detail begins to raise the flag briskly. The senior member of the detail holds the flag to keep it from touching the ground.

The commander holds the salute until the last note of the music is played. Then he or she executes order arms, about faces, and commands "Order Arms." The formation will

remain at attention until the flag is secured and the flag detail has departed. The formation is then dismissed.

The flag detail should consist of three individuals. The detail is formed in line with the senior member carrying the flag in the center. The detail is marched to the flagstaff and halted, and the flag is attached to the halyards. The two other members of the detail attend the halyards, taking a position facing the staff to hoist the flag without entangling the halyards. The senior member continues to hold the flag until it is hoisted clear of the grasp, taking particular care that no portion of the flag touches the ground. When the flag is clear of the grasp, the senior member comes to attention and executes presents arms. On the last note of the music or after the flag has been hoisted to the staff head, all members of the detail execute order arms on command of the senior member. The halyards are then secured to the cleat of the staff or, if appropriate, the flag is lowered to half-staff and the halyard secured. The detail re-forms and marched to the dismissal area.

TRANSITION

(Suggested: Now let's discuss how the retreat ceremony is conducted.)

2. Retreat

The retreat ceremony serves a twofold purpose. It signals the end of the official duty day and serves as a ceremony for paying respect to the flag.

If the wing is formed for retreat at the flagstaff, the commander commands "Parade Rest," then faces the flagstaff, assumes the position of the formation, and waits for the specified time for retreat.

At the specified time, the commander comes to attention and commands "Sound Retreat." During the playing of retreat, junior members of the flag detail assume the position of attention and move to the flagstaff to arrange the halyards for proper lowering of the flag. Once the halyards are arranged, the junior members of the flag detail execute parade rest in unison.

After retreat finishes playing, the commander faces about and commands "Group (Squadron, etc.) Attention." The commander then commands "Present Arms." As soon as the formation executes present arms, the commander faces to the front and also assumes present arms. The members of the flag detail execute present arms on command of the commander.

At this time the National Anthem is played. On the first note of the National Anthem, the members of the flag detail not lowering the flag execute present arms. The junior members of the flag detail lower the flag slowly and with dignity. The lowering of the flag is coordinated with the playing of the music so the two are completed at the same time. The senior member of the flag detail commands the detail "Order Arms" when the

flag is low enough to be received. If at half-staff, the flag is hoisted briskly to the staff head while retreat is sounded and then lowered on the first note of the National Anthem.

The commander executes order arms when the last note of the music is played and the flag has been securely grasped. The commander about faces, gives the formation "Order Arms," and then faces to the front.

The flag detail folds the flag. When the flag is folded, the flag detail with the senior member on the right and flag bearer in the center, marches to a position three paces from the commander. The senior member salutes and reports, "Sir (Ma'am), the flag is secured." The commander returns the salute and the flag detail marches away. The formation is then marched to a dismissal area or dismissed there.

TRANSITION

(Suggested: You should have a firm grasp of the reveille and retreat ceremonies. Now is the time for you to practice these procedures.)

B. Commands and movements while performing reveille and retreat ceremonies

INSTRUCTOR NOTE: Allow the cadets time to practice the ceremony prior to actually executing the ceremony.

C. Plan and Execute a Retreat/Reveille Ceremony

The cadet wing should plan and execute a retreat or reveille ceremony. Many detachments do this ceremony in conjunction with other ceremonies, for example, after the awards ceremony, after the parade, or as part of a Veteran's Day ceremony.

CONCLUSION

SUMMARY

During this lesson, we discussed:

- A. Execution of all functions associated with the reveille (flag raising) and retreat ceremonies
- B. Commands and movements while performing reveille (flag raising) and retreat ceremonies
- C. Plan and Execute a Retreat/Reveille Ceremony

REMOTIVATION

(Suggested: There is a lot more to reveille and retreat ceremonies than raising and lowering the flag. It is a tradition, to honor the flag, this Nation and all who have honorably served the United States of America.)

CLOSURE

(Suggested: So next time you are standing in formation or performing flag detail, don't just go through the motions. Take the time to reflect on what the flag means to you and this nation.)

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Objective 27

Apply the AFROTC Awards and Decorations Program in a Formal Awards Ceremony

Required for: All cadets

Overview: Cadets are required to participate in a formal unit awards ceremony. This lesson provides a sample script for an awards ceremony—tailor the script as needed for your detachment. AFROTCI 36-2011, *Cadet Operations*, provides a detailed listing of cadet awards and decorations. The lesson is designed for one ceremony per semester. The entire cadet corps will attend and participate in the awards ceremony.

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PART I

Lesson Title: Unit Formal Awards Ceremony

Instructor: POC Cadet

Teaching Method: Informal Lecture/Demonstration

Time Required: 1 hour (all cadets)

Prerequisite Classes: None

Interrelated Information: AFROTCI 36-2011, *Cadet Operations*; Sample Awards Ceremony Script (included)

Visual Aids: As Required

Student Preparation: Practice as Required

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Each student should know the AFROTC Awards and Decorations program in a formal awards ceremony.

Cognitive Sample of Behavior: Participate in a unit formal awards ceremony.

Affective Lesson Objective: Each student will value the importance of conducting formal awards ceremonies.

Affective Sample of Behavior: Actively participate in the planning and execution phase of a formal awards ceremony.

PART IB

Strategy: The purpose of this lesson is to allow cadets an opportunity to observe a unit formal awards ceremony. This lesson objective utilizes the entire corps. All cadets will be in attendance and witness the ceremony. All cadets need to be briefed on the proper way to receive an award "take--shake--salute." 1.5 hours is allotted for this objective. This lends itself to one ceremony per semester. If one ceremony doesn't last 45 minutes, that's fine as long as your detachment conducts a formal awards ceremony including a script and formal presentation of awards.

Professional Officer Course (POC) cadets will be responsible for planning and executing the event. Time spent other than attending the ceremony will be credited towards lesson objective 29.

Consider enhancing the ceremony. Examples are awards luncheon or jazzing the ceremony up with skits, power point slides with detachment photos from the semester, or an intricate routine by the color guard/drill team, etc.

A sample awards ceremony script is provided on the next pages, using a joint, awards luncheon format. This was contributed by University of Connecticut.

SAMPLE AWARDS CEREMONY SCRIPT

ARMY/AIR FORCE ROTC ANNUAL AWARDS CEREMONY – 4 May 2002 SCRIPT

- 1100 POSTING THE COLORS: (Lt Radulski) “Good morning, ladies and gentlemen, welcome to the annual Army/Air Force ROTC Awards Ceremony. Thank you all for coming. I am First Lieutenant Radulski, your MC for the first half of today’s events. Please rise for the NATIONAL ANTHEM and the posting of the colors by members of Air Force ROTC Detachment 115. START NATIONAL ANTHEM AS SOON AS COLOR GUARD SALUTES COLORS (THEY WILL HOLD SALUTE FOR DURATION OF NATIONAL ANTHEM).
- 1105 INVOCATION Lt Radulski: “Chaplain Secker, will you please come forward and give the invocation.”
- 1110 INTRODUCTIONS Before we begin, I’d like to recognize some of the distinguished guests we have with us here today.
- Dr. Michael E. Pernal, Executive Vice President of Eastern Connecticut State University
 - Dr. Veronica Mackowsky, Associate Dean of the College of Liberal Arts and Sciences, the University of Connecticut
 - Major General (Retired) James Throwe, AUSA Connecticut Chapter, Vice President, Legal Affairs
 - COL (Retired) Nicholas Fannelli, State of Connecticut Civilian Aide to the Secretary of the Army
 - Mr. Joe Zaranka, a National Director for the Air Force Association
 - Dr. Gene D’Andrea, a National Director for the Air Force Association
 - And of course, your hosts for today’s event, Colonel Mario K. DiPrimo, Commander, Air Force ROTC Detachment 115, and LTC Paul C. Veilleux, Commander, Nathan Hale Battalion, Army ROTC
- 1111 Lt Radulski: Ladies and gentlemen, at this time the wait staff will direct individual tables to the buffet.
- LUNCH*
- 1200 OPENING REMARKS Lt Radulski: “LTC Veilleux, Professor of Military Science will now provide some opening remarks. Sir?”
LTC Veilleux remarks.

1205 AWARDS CEREMONY Lt Radulski: "Ladies and Gentlemen, please continue to enjoy your meal as we begin the awards portion of today's ceremony. As I announce each award, I ask that the presenters please come forward on to the stage. As the presenter or presenters make their way to the stage, I will describe the award and announce the recipient or recipients. If you are named as an award recipient, please come forward to accept your award."

GENERAL SOCIETY OF THE WAR OF 1812 AWARD

Presenters: LTC Durbin and SSgt Gainey
AWARD: Ribbon and Certificate
FOR: Superior Performance
TO: AROTC Cadet Peter Pollard
AFROTC Cadet Erin Gresh

Cadet Pollard is a senior majoring in finance & computer information systems, Quinnipiac Univ.
Cadet Gresh is a freshman majoring in bioscience at the University of Connecticut.

THE AIR FORCE ROTC PROFESSOR OF AEROSPACE STUDIES RIBBON DEVICE

Presenter: Colonel DiPrimo
AWARD: Ribbon Device and \$100 scholarship
FOR: Outstanding Leadership
TO: AFROTC Cadet Forest Sisson

Cadet Sisson is a sophomore majoring in biology at the University of Connecticut.

THE NATHAN HALE AWARD

Presenter: LTC Veilleux
AWARD: Certificate
FOR: Achievement
TO: Army ROTC Cadets Lisa Camire, Jennifer Auger, Francis Karpinski, Joseph Blandsfield, Stephen Jung, E. J. Urbansky, Rachel Withers, and Michael Russo

NATIONAL DEFENSE INDUSTRIAL ASSOCIATION AWARD

Presenters: MAJ O'Neil and Capt Sorokin
AWARD: Medal, Certificate, and 1-year membership
FOR: Academic Excellence and Military Achievement
TO: AFROTC Cadet Emily Gumkowski
AROTC Cadet Thomas Foral

Cadet Gumkowski is a freshman majoring in mechanical engineering at the Univ. of Connecticut.
Cadet Foral is a graduate student pursuing pathobiology at the Univ. of Connecticut.

ARMY ROTC UNSUNG HERO AWARD

Presenter: CPT Colby, MAJ O'Neil, LTC Durbin, and LTC Veilleux
AWARD: Desk Plaque
FOR: Cadet in each Military Science Class exemplifying Continuous Improvement in Leadership Abilities and Selflessness
TO: AROTC Cadets Mathew Preiss, Richard Holiday, Jonathan Wojcio, Sean Dixon
Cadet Preiss is a sophomore majoring in political science and sociology at the University of Connecticut.
Cadet Holiday is a sophomore majoring in political science at Yale University.
Cadet Wojcio is a junior majoring in political science at Sacred Heart University.
Cadet Dixon is a senior majoring in leadership for military science at the University of Connecticut.

CADET COMMAND COIN AWARDS

Presenter: LTC Veilleux
AWARD: Coin
FOR: Outstanding Leadership
TO: AROTC Cadets David Wood, Eric Johnson, Wilford Nave
Cadet Wood is a senior majoring in English at the University of Connecticut.
Cadet Johnson is a sophomore majoring in history at Sacred Heart University.
Cadet Nave is a junior majoring in political science and economics at the University of Connecticut.

ARMED FORCES COMMUNICATIONS AND ELECTRONICS ASSOCIATION AWARD

Presenter: LTC Durbin and SSgt Jackson
AWARD: Ribbon and Certificate
FOR: Academic Excellence, Outstanding Leadership, and Outstanding Potential
TO: AFROTC Justin Elliot
AROTC Cadet Ryan Attar
Cadet Elliot is a freshman majoring in mechanical engineering at Yale University.
Cadet Attar is a senior majoring in psychology at the University of Connecticut.

MILITARY ORDER OF THE PURPLE HEART AWARD

Presenters: Capt Sorokin and MSG Lane
AWARD: Medal and Certificate
FOR: Outstanding Leadership
TO: AROTC Cadet Jeffrey Odette
AFROTC Cadet Brendan Allan
Cadet Odette is a senior majoring in political science at Quinnipiac University.
Cadet Allan is a freshman majoring in psychology at the University of Connecticut

ASSOCIATION OF AIR FORCE MISSILEERS AWARD

Presenter: Mr. Stephen Forbes, Lt Col, USAF Retired
AWARD: Certificate
FOR: Outstanding Space and Missile Candidate
TO: AFROTC Cadet Matthew Scully

Cadet Scully is a freshman majoring in electrical engineering at the University of Connecticut.

NATIONAL SOJOURNERS, INC-HARTFORD CHAPTER 56 AWARD

Presenter: Mr. Stanley S. Sheldon, Chapter Secretary and Treasurer
Mr. Sheldon is a 1952 graduate of the University of Connecticut and was
Commissioned into the Army through ROTC

AWARD: Medal and Certificate
FOR: Patriotism
TO: AROTC Cadet Patrick Miller
AFROTC Cadet Jennifer Sykes

Cadet Miller is a senior majoring in management information systems at the University of Connecticut.

Cadet Sykes is a junior majoring in political science at the University of Connecticut.

CT SOCIETY OF THE SONS OF THE AMERICAN REVOLUTION COLONEL JEREMIAH WADSWORTH BRANCH AWARD

Presenter: Mr. Robert Wolff, President
AWARD: Medal and Certificate
FOR: Academic Excellence and Outstanding Leadership
TO: AFROTC Cadet Scott Rosenbloom
AROTC Cadet Stephen Ostrander

Cadet Rosenbloom is a freshman majoring in journalism at Quinnipiac University.

Cadet Ostrander is a freshman majoring in political science at the University of Connecticut.

ASSOCIATION OF THE UNITED STATES ARMY AWARD

Presenter: COL Fannelli
AWARD: History book, medal and certificate
FOR: Demonstrated Leadership Excellence
TO: AROTC Cadet Jamie Carroll

Cadet Carroll is a senior majoring in physical education at Eastern CT State University.

DAUGHTERS OF FOUNDERS AND PATRIOTS OF AMERICA CT CHAPTER #1 AWARD

Presenters: Mrs. Barbara S. Gowen, President of the Chapter
AWARDS: Medal and \$100 scholarship
FOR: Outstanding Leadership and Patriotism
TO: AROTC Cadet Julia Ciesluk

Cadet Ciesluk is a senior majoring in English at the University of Connecticut.

MILITARY ORDER OF WORLD WARS
NEW HAVEN CHAPTER AWARD

Presenters: Lt Col Michael Kulick, USAF Retired and Lt Col Nicholas Marchetti, USAF Retired
AWARD: Medal and Certificate
FOR: Military Achievement and Academic Excellence
TO: AROTC Cadet David Balfour
AFROTC Cadet Marybeth Koller
Cadet Balfour is a senior majoring in electrical engineering at the University of Connecticut.
Cadet Koller is a junior majoring in criminal justice at the University of Connecticut.

THE RETIRED OFFICERS ASSOCIATION-CT COUNCIL OF CHAPTERS AWARD

Presenters: COL William Rodgers, US Army Retired and President and LTC George Beeny, US Army Retired and Past President
AWARD: Medal and Certificate
FOR: Military Achievement
TO: AFROTC Daniel Morrissey
AROTC Cadet Giancarlo Diangelli
Cadet Morrissey is a freshman majoring in sociology at the University of Connecticut.
Cadet Diangelli is freshman majoring in political science at the University of Connecticut.

AIR FORCE ASSOCIATION-GEN GEORGE C. KENNEY CHAPTER AWARDS

Presenter: SSgt Jackson
AWARD: \$100 scholarship
FOR: Outstanding Leadership
TO: AFROTC Cadet Carlos Bastos
AWARD: Biography of Gen Kenney entitled "MacArthur's Airman"
FOR: Academic Excellence
TO: AFROTC Cadet Robert Jordan
Cadet Bastos is a sophomore majoring in civil engineering at the University of New Haven.
Cadet Jordan is a freshman majoring in mathematics at the University of Connecticut.

THE RESERVE OFFICERS ASSOCIATION OF THE UNITED STATES- CT DEPARTMENT
AWARD

Presenter: COL Harold "Red" Lawson, US Army Retired, ROTC Committee Co-Chair
AWARD: Medal
FOR: Outstanding Leadership
TO: AFROTC Cadet Matthew Kowalski
AROTC Cadet Lucas Watson
Cadet Kowalski is a freshman majoring in management information systems at the University of Connecticut.
Cadet Watson is a freshman majoring in economics at Eastern Connecticut State University.

AMERICAN LEGION AUXILIARY
DEPARTMENT OF CONNECTICUT AWARD

Presenter: Mrs. Sheila Y. Smart, Department President and Mrs. Terri M. Fischer,
Department Senior Vice President
AWARD: \$50 U.S. Savings Bond, Medal, and Certificate
FOR: Academic Excellence
TO: AROTC Cadet Daniel Kenyon
Cadet Kenyon is a junior majoring in political science at the University of Connecticut.

CADET RANGER CHALLENGE TEAM AWARD

Presenter: LTC Durbin
AWARD: Plaque
FOR: Best Ranger
Most Improved Ranger
TO: Best Ranger - AROTC Cadet David Balfour
Most Improved Ranger - AROTC Cadet Christopher Jgetaj (JEDI)
Cadet Balfour is a senior majoring in electrical engineering at the University of Connecticut.
Cadet Jgetaj is a freshman at the University of Connecticut.

CONNECTICUT STATE CHILDREN OF THE AMERICAN REVOLUTION AWARD

Presenters: Ms. Caitlin Nelson, President and Mrs. Phyllis Nelson, Sr. Vice President
AWARD: \$50 U.S. Savings Bond
FOR: Outstanding Patriotism
TO: AROTC Cadet Brian Osoweiki
Cadet Osoweiki is freshman majoring in biology at the University of Connecticut.

LADIES AUXILIARY-JEWISH WAR VETERANS DEPARTMENT OF CONNECTICUT
AWARD

Presenter: Mrs. Paul Fine, President
AWARD: \$100 U.S. Savings Bond
FOR: Patriotism
TO: AROTC Cadet Joseph Billingsley
Cadet Billingsley is a sophomore majoring in history at the University of Connecticut.

THE AMERICAN LEGION
DEPARTMENT OF CONNECTICUT AWARD

Presenters: Mr. Edward D. Barry, Department Commander and Mrs. Joan Barry, wife of Mr.
Barry
AWARD: \$100 U.S. Savings Bond, Medal, and Certificate
FOR: Military Achievement and Academic Excellence
TO: AROTC Cadet Henry Rowland
AFROTC Cadet Erin Pinkston
Cadet Rowland is a freshman majoring in criminal investigation at the University of New Haven.
Cadet Pinkston is a sophomore majoring in biology at the University of Connecticut.

THE COLONEL MICHAEL J. LOMBARDO LEADERSHIP AWARD

Presenter: SSgt Gainey
AWARD: \$100 scholarship
FOR: Outstanding Leadership
TO: AFROTC Cadet Scott Hinck
Cadet Hinck is a junior majoring in electrical engineering at the University of Hartford.

VETERANS OF FOREIGN WARS GOLD STAR POST 1724

Presenters: Mr. Thomas J. Kelly, Post Commander and Mr. John Kaczowski, Post Adjutant
AWARD: Medal and Certificate
FOR: Outstanding Leadership
TO: AROTC Cadet Christopher Verrastro
Cadet Verrastro is a sophomore majoring in finance at the University of Connecticut.

DEPARTMENT OF CONNECTICUT POLISH LEGION OF AMERICAN VETERANS LADIES AUXILIARY

Presenter: Mrs. Adrianna Piotrowski, State President
AWARD: \$100 U.S. Savings Bond
FOR: Outstanding Potential
TO: AFROTC Cadet Kristin Lucy
Cadet Lucy is a junior majoring in psychology at Yale University.

AIR FORCE ASSOCIATION AWARD

Presenter: Capt Sorokin
AWARD: Medal, ribbon, and certificate
FOR: Outstanding Leadership and Academic Excellence
TO: AFROTC Cadet Ira Steinberg
Cadet Steinberg is a freshman at the University of Connecticut.

USAA SPIRIT AWARD

Presenter: MAJ O'Neil and SSgt Gainey
AWARD: Brass Mantle Clock
FOR: Outstanding Potential
TO: AFROTC Cadet Danny Schiller
AROTC Cadet Timothy Eagleson
Cadet Schiller is a junior majoring in criminal justice at Sacred Heart University.
Cadet Eagleson is a sophomore majoring in business management at the University of Connecticut.

AIR FORCE ROTC DISTINCTIVE GMC AWARD

Presenter: Colonel DiPrimo
AWARD: Certificate and Ribbon

FOR: Outstanding Performance as a GMC cadet
TO: AFROTC Cadets Forrest Sisson, Carlos Bastos, and Andrew Nemeth
Cadet Sisson is a sophomore majoring in biology at the University of Connecticut.
Cadet Bastos is a sophomore majoring in civil engineering at the University of New Haven.
Cadet Nemeth is a freshman at the University of Connecticut.

MC CHANGEOVER: CPT Colby: I'm CPT Glenn Colby of Army ROTC and will MC for the remainder of today's events.

DISTINGUISHED MILITARY GRADUATE AWARD

Presenter: LTC Veilleux
AWARD: Certificate
FOR: Displaying Outstanding Qualities of Leadership, High Moral Character, Noteworthy Academic Achievement, and Exceptional Aptitude for Military Service
TO: Army ROTC Cadet Jamie Carroll
Cadet Carroll is a senior majoring in physical education at Eastern CT State University.

ARMY ROTC SUPERIOR CADET AWARD

Presenter: LTC Veilleux
AWARD: Certificate, Ribbon and Medal
FOR: Having been selected as the most outstanding cadets in the academic year 2001-2002
TO: Army ROTC Cadets James Locke, Timothy Eagleson, Silve Nave, and Jamie Carroll

AIR FORCE ROTC SUPERIOR PERFORMANCE AWARD

Presenter: Col. DiPrimo
AWARD: Certificate and Ribbon
FOR: Sustained Superior Performance
TO: AFROTC Cadet Millard Matthews, Robert Buzzell, and Scott Hinck
Cadet Matthews is a junior majoring in political science at the University of Connecticut.
Cadet Buzzell is a junior majoring in civil engineering at the University of Connecticut.
Cadet Hinck is a junior majoring in electrical engineering at the University of Hartford.

FRANCO-AMERICAN WAR VETERANS, INC. CONNECTICUT DEPARTMENT AWARD

Presenter: Mr. Raymond D. LaVoie
AWARD: \$200 U.S. Savings Bond
FOR: Military Achievement and Outstanding Leadership
TO: AFROTC Cadet Jennifer Sykes
Cadet Sykes is a junior majoring in political science at the University of Connecticut.

DEPARTMENT OF CONNECTICUT POLISH LEGION OF AMERICAN VETERANS

Presenter: Mr. Stanley Piotrowski, Past National Commander
AWARD: \$200 U.S. Savings Bond
FOR: Patriotism
TO: AROTC Cadet Jonathan Wojcio
Cadet Wojcio is a freshman majoring in political science at Sacred Heart University.

AIR FORCE ROTC NCO RECOGNITION AWARD

Presenter: SSgt Gainey and SSgt Jackson
AWARD: Plaque
FOR: Member of the Air Force ROTC Senior Class who, through professionalism, hard work, discipline, and character, has best exemplified the traits of an NCO. As the noncommissioned officer is highly regarded as the backbone of the Air Force, this award recognizes the backbone of the senior class.
TO: AFROTC Cadets Bill Kerr and Paul Fiasconaro
Cadet Kerr is a senior majoring in economics at the University of Connecticut.
Cadet Fiasconaro is a senior majoring in business administration at Eastern CT State University.

ARMY ROTC NCO's CHOICE AWARD

Presenter: MSG Lane
AWARD: Plaque
FOR: Cadet who best exemplifies the traits of an NCO
TO: AROTC William Murphy
Cadet Murphy is a senior majoring in criminal justice at the University of Connecticut.

AMVETS, DEPARTMENT OF CONNECTICUT AWARD

Presenter: Mr. Edward J. Bissonnette, Commander
AWARD: \$500 scholarship, a medal and certificate
FOR: Military Achievement and Academic Excellence
TO: AROTC Cadet Christopher Ruel
AFROTC Cadet Justin Elliott
Cadet Ruel is a freshman majoring in history at the University of Connecticut.
Cadet Elliott is a freshman majoring in mechanical engineering at the University of Connecticut

AIR FORCE ASSOCIATION - CONNECTICUT AWARD

Presenter: Capt Wayne B. Ferris, State President
AWARD: \$100 scholarship
FOR: Military Achievement
TO: AFROTC Cadet Brendan Allan
Cadet Allan is a freshman majoring in psychology at the University of Connecticut.
AWARD: \$100 scholarship
FOR: Outstanding Leadership

TO: AFROTC Cadet Daniel Morrissey
Cadet Morrissey is a freshman majoring in sociology at the University of Connecticut.

AIR FORCE ASSOCIATION – LINDBERGH/SIKORSKY CHAPTER

Presenter: Capt Sorokin
AWARD: Book entitled “Charles Lindbergh: An Airman, His Aircraft, and His Great Flights”
FOR: Outstanding Leadership at Field Training
TO: AFROTC Cadet Paul McKinney
Cadet McKinney is a junior majoring in management information systems at the University of Connecticut.

ARMY ROTC CADRE’S CHOICE AWARD

Presenter: LTC Veilleux
AWARD: Plaque
FOR: Outstanding Cadet
TO: AROTC Cadet Daniel Kenyon
Cadet Kenyon is a sophomore majoring in political science at the University of Connecticut.

AIR FORCE ROTC CADRE EXCELLENCE AWARD

Presenter: Col DiPrimo
AWARD: Certificate
FOR: Outstanding Cadets Overall
TO: AFROTC Cadets Scott Ryder and Nicole Motschwiller
Cadet Ryder is a senior majoring in management information systems at the University of Connecticut.
Cadet Motschwiller is a senior majoring in sociology at the University of Connecticut.

POST 9800 VETERANS OF FOREIGN WARS AWARD

Presenter: COL Edwin E. Passmore, US Army Retired, Post Adjutant
AWARD: \$100 scholarship, Medal, and Certificate
FOR: Outstanding Leadership
TO: AFROTC Cadet Matthew Collins
AROTC Cadet Corrie Van Dyke
Cadet Collins is a junior majoring in political science at Yale University.
Cadet Van Dyke is a freshman majoring in social work at Eastern Connecticut State University.

DET 115 SNAKEYES FIVE AWARD

Presenter: Col. DiPrimo
AWARD: \$100 scholarship
FOR: Outstanding Potential

TO: AFROTC Cadet Matt Mele
Cadet Mele is sophomore majoring in political science at the University of Connecticut.

CONNECTICUT DAUGHTERS OF THE AMERICAN REVOLUTION

Presenter: Col DiPrimo
AWARD: \$300 Scholarship
FOR: Patriotism
TO: AROTC Cadet Silve Nave
Cadet Nave is a junior majoring in pathobiology at the University of Connecticut.

AIR FORCE ROTC WARRIOR SPIRIT AWARD

Presenter: Capt Sorokin
AWARD: Ribbon and Certificate
FOR: Cadet who Best Exemplifies the Warrior Image
TO: AFROTC Cadet Millard Matthews
Cadet Matthews is a junior majoring in political science at the University of Connecticut

ARMY ROTC JUNIORS' CHOICE AWARD

Presenter: Cadet Silve Nave
AWARD: Desk Plaque
FOR: Senior Cadet with the Most Positive Impact on the Junior Class
TO: AROTC Cadet Jamie Carroll
Cadet Carroll is a senior majoring in physical education at Eastern CT State University.

AIR FORCE ROTC LEADERSHIP AWARD

Presenter: SSgt Gainey
AWARD: Certificate and Ribbon
FOR: Outstanding performance in a leadership position
TO: AFROTC Cadets Jennifer Sykes, Charles Restall, and Matthew Collins
Cadet Sykes is a junior majoring in political science at the University of Connecticut.
Cadet Restall is a junior majoring in civil engineering at the University of Rhode Island.
Cadet Collins is a junior majoring in political science at Yale University.

ARMY ROTC SENIORS' CHOICE AWARD

Presenter: Cadet Jamie Carroll
AWARD: Desk Plaque
FOR: Junior Cadet with the Most Positive Impact on the Cadet Corps
TO: AROTC Cadet Henry Rowland
Cadet Rowland is a junior majoring criminal investigation at the University of New Haven.

MAE K. KAPLITZ MEMORIAL SCHOLARSHIP

Presenter: MSgt Paul Kaplitz, USAF retired MSgt Kaplitz was an instructor at UConn AF ROTC from 1947 through 1952
AWARD: Two \$250.00 Scholarships
FOR: Academic Excellence and Outstanding Potential
TO: AFROTC Cadets Marybeth Koller and Charles Restall
Cadet Koller is a junior majoring in criminal justice at the University of Connecticut
Cadet Restall is a junior majoring in civil engineering at the University of Rhode Island.

ARMY ROTC NATHAN HALE BATTALLION COMMANDER'S AWARDS

Presenter: LTC Veilleux
AWARDS: Ribbons
FOR: Having been selected as outstanding leaders in the AROTC Program
CPT Colby: Please hold your applause until after the last recipient has been named.

COLONEL RONALD BURDELL STEVENS AWARD

Presenter: Col DiPrimo Colonel Stevens graduated from the University of Connecticut in 1934. Normally, this award is given to the single most outstanding AF ROTC Wing Commander each year. This year, however, it was far too difficult to select one over the other.
AWARD: Air Force Sword and scabbard in a personalized wall display case
FOR: Outstanding Performance as Cadet Wing Commander
TO: AFROTC Cadets Scott Ryder and Nicole Motschwiller
Cadet Ryder is a senior majoring in management information systems at the University of Connecticut.
Cadet Motschwiller is a senior majoring in sociology at the University of Connecticut.

COLONEL WILLIAM T. HAMILTON JUNIOR AWARD

Presenter: LTC Veilleux Colonel Hamilton was the Professor of Military Science for UConn Army ROTC from 1965-1970.
AWARD: \$1000 U.S. Savings Bond
FOR: Outstanding Leadership
TO: AROTC Cadet William Murphy
Cadet Murphy is a sophomore majoring in criminal justice at the University of Connecticut.

SOCIETY OF AMERICAN MILITARY ENGINEERS SCHOLARSHIP

Presenter: LTC Veilleux
AWARD: \$1,000 Scholarship
FOR: Outstanding Academic Achievement

TO: AROTC Cadet David McKelvin
Cadet McKelvin is a junior majoring in mechanical engineering at the University of Hartford.

INTERNATIONAL ORDER OF CHARACTERS, INC.

Presenter: Col DiPrimo
AWARD: 2 \$1000.00 Scholarships
FOR: Promising Future in Aviation and Aerospace
TO: AFROTC Cadets Millard Matthews and Robert Buzzell
Cadet Matthews is a junior majoring in political science at the University of Connecticut.
Cadet Buzzell is a junior majoring in civil engineering at the University of Connecticut.

US ARMY GEORGE C. MARSHALL AWARD

Presenter: LTC Veilleux
AWARD: Certificate
FOR: Academic Excellence and Outstanding Leadership
TO: AROTC Cadet Jamie Carroll
Cadet Carroll is a senior majoring physical education at Eastern CT State University.

THE COL ROSS L. MEYER TALON LEADERSHIP AWARD

Presenter: Cadet Sykes, Fall 2002 Wing Commander
AWARD: Trophy on permanent display in the detachment offices
FOR: AFROTC Cadet exhibiting the most Potential, Leadership, and Commitment as voted by the entire cadet corps
TO: AFROTC Cadet Scott Ryder
Cadet Ryder is a senior majoring in management information systems at the University of Connecticut.

MAJOR FRANK AND MRS. ALICE FERDIAN EDUCATION FOUNDATION AWARD

Presenter: First Sergeant Winston "Win" Gaskins, USAF retired
AWARD: \$1000 scholarship
FOR: Overall excellence as a non-scholarship cadet
TO: AFROTC Cadet Andrew Nemeth
Cadet Nemeth is a freshman at the University of Connecticut.

169TH INFANTRY VETERANS CORPS AWARD

Presenter: Command Sergeant Major Robert C. Moeller, US Army Retired, Commander
AWARD: Sabre
FOR: Outstanding Leadership in a Leadership Position
TO: AROTC Cadet Jamie Carroll

Cadet Carroll is senior majoring in physical education at Eastern CT State University.

ASSOCIATION OF THE UNITED STATES ARMY – CT CHAPTER

Presenter: Major General James H. Throwe, US Army retired

AWARD: Saber

FOR: Cadet Battalion Commander

TO: AROTC Cadet Julia Ciesluk

Cadet Ciesluk is a senior majoring in English at the University of Connecticut.

ASSOCIATION OF THE UNITED STATES ARMY – CT CHAPTER

Presenter: COL Fannelli and Command Sergeant Major Robert Moeller

AWARD: 1-Year Membership in the Association of the United States Army

FOR: Juniors Enrolled in Army ROTC

TO: AROTC Junior Cadets

ARMY AND AIR FORCE MUTUAL AID ASSOCIATION SCHOLARSHIP AWARD

Presenter: SSgt Jackson

AWARD: \$1000 scholarship

FOR: Outstanding Potential

TO: AFROTC Cadet Kristin Lucy

Cadet Lucy is a junior majoring in psychology at Yale University.

THE USAA CADET SCHOLARSHIP AWARD

Presenter: Capt Sorokin

AWARD: \$1500 scholarship and brass clock

FOR: Outstanding Achievement

TO: AFROTC Cadet Robert Berschinski

Cadet Berschinski is a senior majoring in political science at Yale University.

ARMED FORCES INSURANCE SCHOLARSHIP AWARD

Presenter: SSgt Gainey

AWARD: \$1000 scholarship and Plaque

FOR: Academic Excellence and Military Achievement

TO: AFROTC Cadet Shauna Andersen

Cadet Anderson is a senior majoring in English at Western Connecticut State University

DAEDALIAN COLONEL CHARLES W. GETCHELL MEMORIAL SCHOLARSHIP

Presenter: None (just mention award since it was awarded early in Fall 01 semester)

AWARD: \$1700 Scholarship
FOR: Being one of six top pilot candidates in Air Force ROTC nationwide
TO: AFROTC Cadet Paul Fiasconaro

Cadet Fiasconaro is a senior majoring in business administration at Eastern Connecticut State University.

CPT Colby: "Ladies and Gentlemen, at this time I would like to turn the floor over to Col DiPrimo"

Scholarship winners:

Col DiPrimo announces (CLS) AFROTC Cadets Erin Pinkston and Daniel Morrissey

Col DiPrimo gives closing remarks

1355 BENEDICTION

CPT Colby: "Would Chaplain Secker please come forward to lead the benediction."

Chaplain Secker gives benediction

CPT Colby: "I'd like to thank Chaplain Secker, the Pastor of Hope Lutheran Church here in Storrs, for joining us today."

1357 RETIRING OF COLORS

CPT Colby: "Ladies and Gentlemen, please rise for the retiring of the colors by members of the Nathan Hale Battalion."

Colors Retired.

CPT Colby: "Once again, thank you all for attending our annual awards ceremony. Without the kind generosity of all donors, this worthwhile event wouldn't be possible. We look forward to seeing you all again next year. This concludes the ceremony."

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Objective 28

Apply Leadership and Management Skills in Supervising the Cadet Corps or through Advanced Leadership Experiences

Required for: Intermediate Cadet Leader (ICL) and Senior Cadet Leader (SCL) cadets

Overview: Professional Officer Course (POC) cadets are required to demonstrate their leadership and management skills in supervising and leading the cadet corps or through advanced leadership experiences. This lesson provides a broad overview of this requirement—it's not a formal lesson plan.

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PART I

Lesson Title: Leadership/Management/Supervisor Positions
Instructor: Cadet Wing Commander
Teaching Method: Informal Lecture
Time Required: 35 hours (ICL/AS300); 25 hours (SCL/AS400, ECL)
Prerequisite Classes: N/A
Interrelated Information: N/A
Visual Aids: None
Student Preparation: None
Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Each student should know how to use leadership and management skills in supervising the cadet corps or through advanced leadership experiences.

Cognitive Samples of Behavior:

1. Plan and execute successful LLAB objectives to ensure the General Military Course (GMC) cadets are adequately trained to complete field training and become AF officers.
2. Operate the cadet corps using leadership and management information learned throughout the AS curriculum.
3. Demonstrate effective leadership traits through proper execution of customs and courtesies, protocol, and dress and appearance.

Affective Lesson Objective: Each student should respond to the role of leadership in the Air Force and ROTC.

Affective Sample of Behavior: Participate in taking on leadership roles through supervision of cadets and advanced leadership exercises.

PART IB

Strategy: The suggested hours indicate that POC cadets should be spending LLAB working on planning and conducting LLAB. When POC cadets are not mentoring, conducting feedback or attending other mandatory LLAB duties, they should be performing duties related to this lesson objective or assisting fellow POC cadets with their duties. SCL/AS400 and Extended Cadet Leader (ECL)/AS700 cadets aren't expected to spend as much time accomplishing this lesson objective since they will be using some LLAB time receiving instruction for objective 31 to prepare to enter active duty.

Lesson Outline: N/A

PART II

ACTIVITIES

Cadet Corps Position

POC cadets are leaders and managers of the cadet corps. Almost all of their time during LLAB is dedicated to managing the cadet corps and ensuring the GMC are being trained. Like active duty officers, POC cadets are assigned positions with leadership responsibility in the cadet corps. They must design and conduct the LLAB program, guided by the Mission Directive and the LLAB lesson plans. LLAB provides an environment where cadets can apply principles, skills and techniques learned in the academic classroom. POC cadets may identify corps problems, procedures or activities and apply quality principles to improve the program.

Corps Activity Leaders

These activities may be useful at detachments that have a large amount of cadets but limited leadership positions in the chain of command.

Besides traditional command and staff positions within the cadet corps, there are a number of other worthwhile activities that may be used as "leadership experiences." Some of these include small-group activities that enable POC cadets to participate as leaders in officer-like functions. Activities of this nature may include recruiting, developing informational activities, planning base visits, serving as a liaison to coordinate activities with Army/Navy ROTC units, running the cadet mentoring program, running the cadet feedback/evaluation programs or other similar functions.

Another option is to break away from the traditional Operations Group arrangement. Instead, put groups of cadets in charge of planning various LLAB activities. For example, look at the sample schedule in the preface. You can task one group to plan and execute a 2-hour activity to meet objective 20 for LLAB 5 of the first semester. Task another group to plan and execute LLAB 8, second semester, to include a 1.5 hour activity to meet objective 20 for IMT/AS100 cadets, 1.5 hour for objective 13 for FTP/AS200 cadets and coordinate with Detachment Commander for SCL/AS400 cadets to do 1.5 hour towards objective 31. You can easily e-mail them the lesson plan for the corresponding objective so they'll use it to develop their LLAB activity. If you assign the entire semester of LLAB activities in this way from the very start of the semester, they will have time to plan for it. In this way, the cadet wing staff is still planning the strategy and supervising the activities, but the actual creativity and logistics get delegated. A group, for example, can consist of four POC cadets--three POC cadets and one POC cadet to be the team leader. This option has the advantage of reducing the burden on the few Operations Group personnel and increases the quality of the activities since the same people aren't planning every activity all semester long. It can also increase the quality through competition; groups will see who can plan and direct the best, smoothest activity. This could even become the basis for a new award by having GMC cadets rate LLAB and vote on the best LLAB. It also gives more cadets more opportunities to manage an activity and supervise some people.

Leadership Positions Outside the Detachment

Another option is for cadets to hold leadership positions outside the detachment and request that it counts towards leadership management skills. This would be in lieu of spending time in a leadership position in the cadet corps. Examples include resident advisors, highly active student government positions, campus publication editors, campus organization presidents, etc. Generally, you should be in charge of other people for this to count.

More than likely, detachment cadre will not come to you asking if you've done anything to get leadership credit. Cadets wishing to fulfill the leadership position requirement in this way will have to go to the Commandant of Cadets (COC) BEFORE starting that position. They will need to request credit for it, discuss what they will have to do in that position to get credit and how to document that they are performing well.

Recommend documentation consists of having the cadet's supervisor outside the detachment fill out the POC Initial Feedback Form, POC Midterm Feedback Form and POC Evaluation Report. The cadet will turn these to the COC. The cadet should document number of hours worked in that position, describe what was done during that time and whom he/she supervised. The cadet should also be able to brief the COC on examples of how he/she exhibited these skills in the leadership position outside the detachment: problem solving, planning, organizing, coordinating, directing, and controlling. Finally, the cadet should brief the COC on leadership lessons learned on the job and on successes and rewards occurring as a result of his/her leadership.

Hotwash

If your wing staff does not already do this, the cadet wing commander should consider incorporating a hotwash after every LLAB session. A hotwash basically means getting together after performing a task or activity, looking at things to see what went right, what went wrong, what caused them to go right or wrong, then deciding how to prevent bad things from happening again as well as how to fix any problems or improve.

It can be a simple meeting where the cadet wing commander goes around the table asking for input on the good and bad.

It can be a meeting that basically fills in the blanks for this format:

Observation	Recommendation	POC	Suspense

Another option is to use the LLAB Feedback and Debrief Form (**attached to this document**, contributed by UMASS--Lowell) after every LLAB.

Regardless of the format, the Cadet Wing Commander should consider running a 5-minute hotwash with cadet wing staff members who attended the LLAB activities after each LLAB. The key to the hotwash is using it as a tool for cadets to evaluate themselves and become self-correcting. The hotwash is best used when it is kept to no more than 15 minutes and with policy of nonattribution so information can be freely exchanged in a manner that will bring the maximum improvement to LLABs. Lastly, whoever leads the hotwash should be more of an observer/coach that refocuses efforts and collects information rather than being the key speaker.

LLAB Feedback and Debrief

Date _____

LLAB# _____

Start Time _____ On Time? Yes No

Stop Time _____ On Time? Yes No

Rate the following factors:

Was the LLAB organized well? If not list any problems.

Was there any "dead time" between presentations or activities? If yes, list when dead time took place.

Were the colors posted?

Was attendance taken?

Was a safety briefing given?

How could this LLAB have been improved?

Was all equipment stored after the LLAB?

Was the cadet area and any facilities used cleaned after LLAB?

Were all new cadets introduced?

Any suggestions and/or feedback for the Cadet Operations Group Commander or Cadet Wing Commander?

Give an overall rating for this LAB on a 1 - 10 scale with 10 being the best.

NAME OF EVALUATOR:

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Objective 29

Apply Proper Feedback and Performance Evaluation Skills

Required for: Initial Cadet Leader (ICL), Senior Cadet Leader (ICL) and Extended Cadet Leader (ECL) cadets

Overview: All detachments are required to establish a formal performance feedback and evaluation system. This lesson is designed to teach the importance of performance feedback and acquaint the cadets on the proper way to apply feedback and evaluation in the Air Force. The lesson plan provides information on the importance of feedback, how a feedback session is conducted and provides examples of the forms used to provide feedback. All Initial Military Training (IMT) and Field Training Preparation (FTP) cadets will receive official feedback. All Professional Officer Course (POC) cadets will give feedback to subordinates and receive feedback from superiors.

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PART I

Lesson Title: Cadet Feedback and Evaluation
Instructor: POC Cadet
Teaching Method: Informal Lecture
Time Required: 10 hours (ICL/SCL*/ECL)
Prerequisite Classes: N/A
Interrelated Information: Field Training Manual
Visual Aids: None
Student Preparation: None
Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know proper feedback and performance evaluation skills.

Cognitive Samples of Behavior:

1. Explain the importance of performance feedback and evaluation.
2. Explain how to conduct a performance feedback session.
3. Provide performance feedback and evaluation to cadet wing subordinates.

Affective Lesson Objective: Value the role of feedback and performance evaluation skills.

Affective Sample of Behavior: Actively give feedback to other cadets.

PART IB

Strategy: The purpose of this lesson is to teach cadets the importance of performance feedback and evaluation and allow POC cadets the chance to practice giving feedback. All detachments are required to establish a formal performance feedback and evaluation system. Within this system, IMT/FTP cadets will receive official feedback. POC cadets will give feedback to subordinates and receive it from superiors.

POC cadets are the trainers, leaders, and managers of the cadet corps. Almost all of their time during LLAB is dedicated to training and managing the cadet corp. Like active duty officers, POC cadets are assigned positions with leadership responsibility in the cadet corps. One of the main responsibilities we have as leaders is to provide feedback to our subordinates on their performance. Feedback is required on active duty, so this lesson objective serves to acquaint cadets with the process and allow them to apply feedback and evaluation skills by practicing these skills on their subordinates at the detachment.

First, present this material to any cadet who will be supervising others and therefore responsible for giving feedback. Next, you will need to be prepared to brief all supervisors on what your detachment's feedback and evaluation program is going to consist of. This will need to include a review of the mandatory forms, starting on page 10 of this lesson plan that all detachments will use. Be sure to brief supervisors on how you want these forms filled out and the system your detachment decides to use to handle them.

[GMC/AS100 Feedback Form](#)

[POC Feedback Form](#)

[GMC/AS100 Final Eval Report](#)

[POC Final Eval Report](#)

[FTP/AS200 Feedback and Eval Form \(Field Training Performance Report - FTPR\)](#)

Note the different forms reflect the different levels of abilities and expectations each class has. GMC are not evaluated on the same criteria as POC. Also note that FTP cadets will be using the Field Training Performance Report (FTPR). This is the form used at Field Training; by using it at the detachment throughout their FTP year, they'll be exposed to it. You will have to modify it a bit to be used at the detachment.

*POC cadets will spend approximately 5 hours during one academic year on this objective. This time can be spent as follows: 30 minutes being taught the content of the lesson plan; POC cadets will give and receive initial and midterm feedback and final evaluation every semester. Time will also be spent providing IMT/FTP subordinates with feedback. No time is set for how much time GMC will spend in this objective; however, Commandant of Cadets (COC) will ensure feedback is thorough. Note the feedback sessions are to be done during LLAB time. The sample schedule in the preface gives you an example of how to incorporate feedback sessions into LLAB time.

Your detachment is required to put together a program that provides all cadets with performance feedback and evaluation. At a minimum all IMT/FTP cadets will be given the following performance feedback and evaluation each academic year: an initial feedback session, a midterm feedback session and a performance evaluation report. At a minimum, all POC cadets will be given the following performance feedback and evaluation each semester: an initial feedback session, a midterm feedback session and a performance evaluation report. Your immediate supervisor should conduct performance feedback and evaluation.

We have attached a sample [Cadet Performance Feedback and Evaluation Operating Instruction](#) we received from one of the detachments. You may opt to use it as a template to establish a program at your detachment or develop your own system. However, the forms are mandatory, not optional, to standardize feedback and evaluation forms used by all detachments.

Suggested Timeline:

ACTIVITY	Time (Min)
Attention Step	2
Motivation, Overview	3
A. Importance of performance feedback and evaluation	10
B. How to conduct a performance feedback session	10
C. Providing performance feedback and evaluation	10
Conclusion	5

*This Teaching Plan takes ~ 30 minutes. The rest of the minimum time requirements is fulfilled by conducting feedback sessions, ~ 2.5 hours per semester.

PART II

INTRODUCTION

ATTENTION

(Suggested: Have you ever taken a class and the teacher was really poor at grading your assignments and letting you know the grade in a timely fashion? It's not a good feeling, not being sure if you're doing ok, much less knowing if you should be doing something different or not. Now imagine you didn't get any grades all semester long. You work hard and plug along and assume that since you haven't heard one way or another, you're doing all right. Then at the end of the semester, you find out you failed the class. It's somewhat shocking and unfair. That's what it's like for a subordinate who doesn't get feedback.)

MOTIVATION

(Suggested: In the AFROTC academic classes, you will at some point learn about the officer and enlisted feedback and evaluation systems. You'll learn what the forms—Officer Performance Reports (OPR) and Enlisted Performance Reports (EPR)—look like, and you'll learn how to fill them out. However, we don't want you to go on active duty with only knowledge about performance evaluation. So we will use LLAB to practice giving feedback AND evaluation. We'll start with this lesson. You'll also be part of the cadet wing performance and evaluation system, both as a subordinate who receives feedback and as superior who gives feedback and evaluates subordinates.)

OVERVIEW

During this lesson, we will discuss the following:

- A. Importance of performance feedback and evaluation
- B. How to conduct a performance feedback session
- C. Providing performance feedback and evaluation

TRANSITION

(Suggested: Now that you know what we're going to cover in this lesson, let's get started in learning how to give feedback.)

BODY

PRESENTATION

- A. Importance of performance feedback and evaluation.

A performance feedback session is a formal written communication between the ratee and the rater about the ratee's responsibilities and duty performance. To be effective, the rater must clearly state job duties as well as expectations of performance, and both the rater and ratee must understand it. The performance feedback session is not to be confused with normal day-to-day feedback; that type of feedback does not require formal documentation whereas a formal performance feedback session must be documented. Remember, feedback occurs at the beginning and towards the middle of the evaluation period. Think how awful it

would be to get an 'F' at the end of semester in a class where you thought you were doing 'B' work. It would be better to get grades all throughout the semester so that you can sense what grade you'll get in the end. Think about how you calculate what grade you need to make on a test, or multiple tests, throughout the semester to get an 'A' in a course. Therefore, feedback is a way of helping your troop(s) calculate what they need to do to get an 'A' on their evaluation.

The purpose of the performance evaluation is to document the performance of a cadet over a specified time period. The performance evaluation serves as a permanent record of the cadet's performance over time. Care must be taken to ensure you evaluate the cadet's performance versus the standard and not against the other cadets. Also, ensure you are honest in your assessment of your subordinates' performance. If your subordinate is not meeting standards, and you tell them they are, their understanding of the situation is that they are meeting standards. The training environment at your detachment is the perfect place for you to work on your evaluation and counseling skills, so when you come on active duty you know how to get results.

B. How to conduct a performance feedback session (i.e. Helpful Hints for Effective Feedback Sessions)

1. Preparation.

- a. *Observe Performance and Keep Notes.* The most important factor in preparing for a feedback session is to routinely observe the performance of the ratee. You cannot expect to comment on strong and weak areas, trends and any degree of improvement without routinely watching performance. Routinely take notes about behavior and the impact of that behavior. Information should be collected over time and in a variety of circumstances to foster a solid evaluation.
- b. *Schedule the Time and Place.* Schedule the feedback session far enough in advance so the rater and ratee have sufficient time to prepare for it. Set aside enough time to ensure that everything on the agenda is covered. Select a room that allows for privacy, face-to-face discussion, has proper lighting and ventilation, and prevents outside distractions or interruptions to ensure that both parties are comfortable.
- c. *Setting the Agenda.* For initial feedback sessions, include ratee's duty description and responsibilities, expectations and targets to hit in order to meet those expectations, and a brief synopsis of the mission of the unit. These items will lay the groundwork for an effective, productive working relationship between the rater and the ratee by providing the motivation to achieve the highest levels of performance. For follow-on sessions, establish an agenda that reviews the last feedback session, covers observed behaviors since the last feedback session, what was done well, what could have been done better and any additional areas you feel are necessary.
- d. *Avoid Pitfalls.* Pitfalls include personal bias, stereotyping, loss of emotional control, inflexible methods, reluctance to provide feedback and inadequate planning.

Examples include rating someone outstanding when they are not. Another example is drawing conclusions based on limited observations. So take care that you are able to back any criticism you give with a specific example. Instead of just saying, “I think you haven’t showed you’re willing to accept responsibility,” be able to give examples such as, “you never volunteered for any tasks, even when I asked for a volunteer and on another occasion, when I asked you why you were late, you blamed multiple causes instead of admitting you could have been on time if you had planned ahead.” There are many other examples; however, pitfalls always lead to a discussion of general impressions versus specific aspects of performance. By practicing good observation skills and a positive attitude, potential pitfalls can easily be avoided.

- e. *Preparing the Feedback Form.* The Performance Feedback Worksheet (PFW) is prepared before the session takes place. Remember the worksheet is private and should be handwritten, not typed. (Note: Official USAF PFW can be handwritten or typed). It serves to direct the discussion and includes conclusions about each area. The form also provides space for goal setting and other comments the rater cares to make. The rater must sign and date the form the day of the session.

2. During the Feedback Session.

- a. *Opening the Feedback Session.* Creating a relaxed atmosphere is key to opening a discussion. Seating arrangement should foster open communication, place the chairs around a table rather than conducting the session across a desk.
- b. *Identifying the Purpose and Discussing Topics.* Take the time to fully explain the purpose of the feedback session and to seek input from the ratee. Remember to focus on the individual's strengths and accomplishments as well as the recommended improvement areas. Be specific about the observed behavior and the impact it had on others. Give your full attention to the individual, both mentally and physically; they know when you are not being sincere.
- c. *Develop and Implement a Course of Action.* Develop a plan to achieve success and include specific objectives and priorities. Ensure that you write everything down on the PFW; this will help to summarize everything for the individual and to serve as a “memory jogger” for later.
- d. *Miscellaneous Tips:*
 - Perceptions and opinions should be presented as such and not as facts
 - Feedback is pointless unless a ratee benefits from it. Praise for the sake of praise has no value. It should motivate, build self-confidence, or reinforce top performance.
 - Listen carefully, paraphrase what is heard to check perceptions, and ask questions for clarification.
 - Avoid “loaded” terms that produce emotional reactions and heighten defenses.

3. Closing the Session.

- a. *Summarizing.* Take a few minutes to review the key items discussed and reinforce the goals for the next observation period. Be sure to end on a positive, encouraging, and forward-looking note. And don't forget to sign the PFW, make a copy to file, and give the original to the ratee.
- b. *Follow-up and Monitoring the Subordinate's Performance.* Use your existing notes to monitor the individual's progress. Remember; never wait to give feedback, informal feedback given on a regular basis helps to keep the ratee on the road to improvement, increase motivation and prevent new problems from developing.

C. Provide performance feedback and evaluation to cadet wing subordinates.

INSTRUCTOR NOTE: At this time, brief your detachment's feedback and evaluation program. Let supervisors know the dates of when they can conduct feedback sessions so they have time to complete their forms. Brief how to fill in the forms. Also brief how your detachment's program will handle the forms (i.e. where to put them).

CADET TRAINING AND EVALUATION PROGRAM

PURPOSE: This Operating Instruction (OI) establishes the requirements documenting cadet performance using feedback and evaluation.

1. **Scope:** This OI applies to all cadets currently enrolled in the AFROTC program.
 - 1.1. Requires a training notebook be established for each flight.
 - 1.2. Requires recurring performance feedback sessions for each cadet.
 - 1.3. Provides performance evaluation forms and methods to evaluate each cadet.
 - 1.4. Provides PAS a key tool for gauging the extent to which GMC are ready to become POC.
 - 1.5. Provide a record of POC job performance during their tenure in the cadet corps.

2. GMC/STAR TRAINING NOTEBOOKS. The cadet wing must establish training notebooks for each flight. The notebooks will provide a comprehensive record of all performance evaluations and feedback sessions. File forms alphabetically in the specified section of each flight-training notebook. The Cadet Wing Commander will spot check notebooks at least twice a semester to ensure the program is being managed correctly. Flight commanders from the previous semester are highly encouraged to brief new flight commanders on best methods and lessons learned about managing the program. Each training notebook will contain the following:

2.1. GMC/STAR Training Notebook Contents:

2.1.1. Performance Feedback. The cadet wing feedback system resembles the Air Force's feedback system. Providing feedback to cadets is a critical element of the cadet-training program. In addition, it's equally critical that POC cadets learn how to provide effective feedback to their subordinates. During all phases of feedback, the cadet senior leadership must notify the Commandant of Cadets (COC) when cadets are not meeting standards.

2.1.1.1. Initial Feedback. GMC/STAR cadets should receive an initial expectations feedback within two weeks of joining the cadet corps. Initial feedback sheets will be filed in Tab 1 of the flight training notebooks. Each cadet will have an initial feedback worksheet. Whenever possible, the immediate cadet supervisor should give

the feedback. GMC/STAR cadets receive only one initial feedback per academic year. Due to the size of some cadet wings, it is acceptable to conduct a mass briefing for GMC/STAR cadets or have flight commanders brief their flights.

2.1.1.2. AS 100. Use the AS 100, *Initial Performance Feedback Worksheet* (Atch 1) to conduct initial feedback.

2.1.1.3. AS 200/STAR. Use the AFROTC Form 708 (Atch 4), *Field Training Performance Report*, to conduct this initial expectations feedback. This should help cadets understand the criteria that will be used to evaluate them at field training.

2.1.2.1. Midterm Feedback. GMC/STAR cadets will receive midterm feedback at the end of the Fall term. This is critical so the GMC/STAR cadet can receive feedback on their performance from the flight commanders responsible for their training during the Fall term before being assigned new flight commanders for the Spring term. The new flight commanders use the midterm feedback sessions to determine where their cadets are in their training and where they need work. Mass briefings aren't acceptable for midterm feedback. Midterm feedback sheets will be filed in Tab 2 of the flight training notebooks.

2.1.2.2. AS 100 Midterm Feedback. Use the AS 100, *Midterm Performance Feedback Worksheet*, (Atch 2) to conduct this feedback.

2.1.2.3. AS 200/STAR Midterm Feedback. Use the AFROTC Form 708 (Atch 4), *Field Training Performance Report*, to conduct this feedback.

2.1.3. GMC/STAR EVALUATION. Each GMC/STAR cadet must be evaluated at the end of the Spring term. This is critical so the GMC/STAR cadet can receive feedback on their performance from the flight commanders. Mass briefings aren't acceptable for GMC/STAR evaluation. GMC/STAR performance evaluation sheets will be filed in Tab 3 of the flight training notebooks.

2.1.3.1. AS 100 Evaluations. Use the AS 100, *Evaluation Report* (Atch 3) to conduct all AS 100 performance evaluations.

2.1.3.2. AS 200/STAR Evaluations. Use the AFROTC Form 708 (Atch 4), *Field Training Performance Report*, to conduct this feedback.

2.1.4. Miscellaneous Items: Tab 4 is reserved for storing miscellaneous training documentation not mentioned above. Examples of items that will go here include:

2.1.4.1. Leadership Evaluation Reports - Feedback on GMC when they lead during LLAB GLPs or Motivational Activities. These forms are generally only filled out on AS 200 or STAR cadets.

2.1.4.2. Individual Drill Evaluation - Score sheets from AS 200 and STAR cadet graded IDEs.

2.1.4.3. LLAB Knowledge Test Score Sheets - Results from any GMC LLAB Warrior, Field Training or professional knowledge tests.

3. POC Training Notebooks. A notebook will be established for AS300 and AS400 cadets. It contains all performance feedback worksheets and performance evaluation reports generated while the cadet is a POC. The Cadet Wing Commander will spot check notebooks at least twice a semester to ensure training is documented and the program is being managed correctly.

3.1. POC/STAR Training Notebooks Contents:

3.1.1. POC/STAR Feedback. POC/STAR Cadets will receive initial and midterm performance feedback each semester. Feedback sessions are to be accomplished by the cadet supervisor.

3.1.1.1. Initial Feedback. All POC/STAR will receive initial performance feedback within two weeks of the beginning of each term. Initial Feedback Worksheets will be placed in Tab 1 of the AS 300 and AS 400 training notebooks. Use the POC Initial Feedback Worksheet (Atch 5) to accomplish this feedback.

3.1.1.2. Midterm Feedback. All POC/STAR cadets will receive midterm feedbacks during the midpoint of each term. Midterm Feedback Worksheets will be placed in Tab 2 of the AS 300 and AS 400 training notebooks. Use the POC Midterm Feedback Worksheet (Atch 6) to accomplish this feedback.

3.1.2. POC Evaluations. All POC/STAR cadets will be evaluated for job performance at the end of each semester. Evaluations are to be accomplished by the cadet's immediate supervisor. POC/STAR evaluations will be filed in Tab 3 of the AS 300 and AS 400 training notebooks. Use the POC Evaluation Sheet to accomplish this evaluation.

3.1.3. Miscellaneous Items: Tab 4 is reserved for storing miscellaneous training documentation not mentioned above.

JOHN Q. SMITH, Capt, USAF
Commandant of Cadets

Attachments:

1. AS 100, *Performance Feedback Worksheet*
2. AS 100, *Evaluation Report*
3. AFROTC Form 708, *Field Training Performance Report (FTPR)*
4. *POC Feedback Worksheet*
5. *POC Evaluation Report*

AS 100 PERFORMANCE FEEDBACK WORKSHEET

I. PERSONAL INFORMATION

NAME

FLIGHT: _____

TYPE OF FEEDBACK: MID TERM

III. PERFORMANCE FEEDBACK

IV. COMMENTS

Unsat. Sat. Outst.

1. PROFESSIONAL QUALITIES

Timeliness for Appointments/Obligations	←	→
Principles of the ATG	←	→
Respect for Authority	←	→
Military Bearing/Standards of Conduct	←	→
Attention to Detail	←	→
Willingness to Accept Responsibility	←	→

3. DRILL & CEREMONIES

Individual Positions & Movements	←	→
Flight Positions & Movements	←	→

4. COMPLIANCE WITH STANDARDS

Weight	←	→
Physical Fitness Test	←	→
Dress & Appearance	←	→
Customs & Courtesies	←	→

5. PROFESSIONAL KNOWLEDGE

Participation in Formal Activities	←	→
Principles of Followership and Teamwork	←	→
AFROTC Honor Code	←	→
Reporting In and Out	←	→
AF/AFROTC Rank Structure	←	→
Chain of Command	←	→

6. ADDITIONAL FACTORS

←	→
←	→
←	→
←	→
←	→

Trainee Signature/Date

Trainer Signature/Date

AS 100 EVALUATION REPORT

NAME	FLIGHT:		
EVALUATION FACTORS	EXCEEDS STANDARDS	MEETS STANDARDS	DOES NOT MEET STANDARDS (X)
Quantitative			
Basic Drill Competence (Individual and Flight)			
Physical Fitness:			
PFT			
Weight			
Dress and Personal Appearance			
Customs and Courtesies			
Attendance			
Qualitative			
Professional Qualities:			
Principles of the ATG			
Respect for Authority			
Military Bearing/Standards of Conduct			
Attention to Detail			
Timeliness for Appointments/Obligations			
Willingness to Accept Responsibility			
Professional Knowledge:			
Participation in Formal Activities			
Displaying Principles of Followership/Teamwork			
AFROTC Honor Code			
Reporting In/Out			
AF/AFROTC Rank Structure			
Chain of Command			
Other Factors (Include Additional AFROTC Activities):			
OVERALL EVALUATION			
COMMENTS			
SIGNATURE OF EVALUATOR	DATE	CADET INITIALS	COC INITIALS

Field Training Performance Report

1. CADET NAME (Last, First MI)	2. FTU	3. FLIGHT	4. INCLUSIVE DATES
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5. EMPLID	6. DET	7. LEADERSHIP POSITIONS HELD
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8. AWARDS EARNED

<input type="checkbox"/> DISTINGUISHED GRADUATE	<input type="checkbox"/> PHYSICAL FITNESS	<input type="checkbox"/> HONOR FLIGHT	<input type="checkbox"/> EXPERT MARKSMANSHIP
<input type="checkbox"/> SUPERIOR PERFORMANCE	<input type="checkbox"/> WARRIOR SPIRIT	<input type="checkbox"/> WARRIOR FLIGHT	<input type="checkbox"/> TOP GUN

9. PERFORMANCE RATINGS: Unsatisfactory / Marginal / Satisfactory / Excellent / Outstanding

A. PREPARATION FOR FIELD TRAINING: Initial Interview, Initial Open Ranks Inspection (ORI); Initial Stand-By

Inspection (SBI); Airman's Manual Test (AMT); Initial Field Training Manual Test (FTMT)

Interview: ORI: Fail SBI: Fail AMT: Fail FTMT: Pass

B. PHYSICAL FITNESS ASSESSMENT (PFA):

Date	# Pushups	# Situps	Run Time	Ab Circ	Score	Result

C. LEADERSHIP SKILLS: Problem solving ability; Coordination, Control, Delegating, Directing; Dynamic Leadership;

Initiative; Performance of Duties; Followership/Team Player

D. PROFESSIONAL QUALITIES: Officership (loyalty, discipline, dedication, integrity); Accepts personal responsibility;

Attention to detail/situational awareness; Motivates others; Tact/Sensitivity; Attitude; Human relations

E. COMMUNICATION SKILLS: Verbal/written; Clear, concise; Articulate; Confident

F. JUDGEMENT AND DECISION MAKING SKILLS: Time management; Reaction to counseling; Uses resources

effectively/efficiently; Learns from mistakes

G. WARRIOR ETHOS: Adaptability to change/stress; Applies training to austere environments; Expeditionary skills adaptability

Additional FC Comments

Name/Grade	Duty Title	Date
Det/Location	Signature	

10. FTU/CC COMMENTS	<input type="checkbox"/> Concur	<input type="checkbox"/> Nonconcur	11. CTA RECOMMENDATION
<div style="border: 1px solid black; height: 30px; width: 100%;"></div>			

Name/Grade	Duty Title	Date
Det/Location	Signature	

	12. PERFORMANCE WITHIN FLIGHT	13. COMPLETION STATUS

POC FEEDBACK WORKSHEET

I. PERSONAL INFORMATION

NAME:

AS YEAR:

II. DUTY TITLE:

IV. COMMENTS

JOB DESCRIPTION

III. PERFORMANCE FEEDBACK

Unsat.

Sat.

Outst.

1. JOB PERFORMANCE

Performs required duties effectively



Uses proper leadership techniques



Exhibits effective followership



2. LEADERSHIP SKILLS

Sets and enforces standards



Works well with others



Fosters teamwork



Displays initiative



3. PROFESSIONAL QUALITIES

Exhibits discipline, dedication, integrity,
and officership



Adheres to Air Force standards



Is fair and objective



4. ORGANIZATIONAL SKILLS

Demonstrates ability to plan



Coordinates actions



Schedules effectively



Uses resources effectively and efficiently



Meets suspenses



5. ADDITIONAL FACTORS



6. ADDITIONAL COMMENTS:

Trainee Signature/Date

Rater Signature/date

POC EVALUATION

I. RATEE IDENTIFICATION DATA

NAME:	AS YEAR:	PERIOD OF REPORT FROM: THRU:
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II. JOB DESCRIPTION

1. DUTY TITLE:

2. KEY DUTIES, TASKS AND RESPONSIBILITIES:

III. PERFORMANCE FACTORS

	DOES NOT MEET STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
1. JOB PERFORMANCE PERFORMS REQUIRED DUTIES. USES PROPER LEADERSHIP TECHNIQUES. IS AN EFFECTIVE FOLLOWER.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. LEADERSHIP SKILLS SETS AND ENFORCES STANDARDS. MOTIVATES SUBORDINATES. WORKS WELL WITH OTHERS. FOSTERS TEAMWORK. DISPLAYS INTIATIVE. FAIR AND CONSISTENT IN EVALUATION OF SUBORDINATES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. PROFESSIONAL QUALITIES EXHIBITS DISCIPLINE, DEDICATION, INTEGRITY, AND OFFICERSHIP. ADHERES TO AIR FORCE STANDARDS. IS FAIR AND OBJECTIVE.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ORGANIZATIONAL SKILLS PLANS, COORDINATES, SCHEDULES AND USES RESOURCES EFECTIVELY. MEETS SUSPENSES.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. JUDGEMENTS AND DECISIONS MAKES TIMELY AND ACCURATE DECISIONS. RETAINS COMPOSURE IN STRESSFUL SITUATIONS. RECOGNIZES OPPORTUNITIES AND ACTS TO TAKE ADAVANTAGE OF THEM.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. RATER OVERALL ASSESSMENT

OVERALL PERFORMANCE STATEMENT:

STRENGTHS:

AREAS FOR IMPROVEMENT:

RATER SIGNATURE:

Objective 30

Comprehend Topics of Importance to Cadets About to Enter Active Duty

Required for: Senior Cadet Leaders (SCL)

Overview: One of the biggest concerns of SCL students is their transition to active duty after graduation. This section presents ten separate lessons—all taught by staff and cadre. The lessons are:

- 30.1 Transitioning Into Your First Assignment
- 30.2 Active Duty Pay and Benefits
- 30.3 Formal and Developmental Education Issues Relevant to 2d Lts
- 30.4 Evaluation/Recognition Issues Relevant to 2d Lts
- 30.5 Basic Social Etiquette
- 30.6 Air Force Core Values
- 30.7 Career Field and/or Base Assignment
- 30.8 Personal Finance and Budget on 2d Lt Pay
- 30.9 Mobility and Immunization Requirements
- 30.10 Survival, Evasion, Resistance, and Escape (SERE) 100.1 Computer Based Training

Again, lesson plans are presented for each section as a guide. Personalize these lessons or create alternate lessons as you see fit to best present these topics to your SCL cadets.

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PART I

Lesson Title: Transitioning Into Your First Assignment

Instructor: Staff/Cadre Member

Teaching Method: Informal Lecture

Time Required: 1 hour

Prerequisite Classes: N/A

Interrelated Information: N/A

Visual Aids: N/A

Handouts: *The Flyby*, 2011 Edition

Student Preparation: None

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know proper procedures and events to transition to the first duty assignment.

Cognitive Samples of Behavior:

1. Outline travel and pay entitlements.
2. State the process and options for household goods shipments.
3. Define the purpose of the Air Force Sponsor Program.
4. Explain how to report and in process at the first duty station.
5. Explain how to report into your unit of assignment.

Affective Lesson Objective: Value the proper way to transition to the first duty assignment.

Affective Sample of Behavior: Follow the proper procedures to transition to the first duty assignment.

INSTRUCTOR NOTE: The function of this lesson is to provide cadets with some of the information they need to make their first Permanent Change of Station (PCS) move.

PART IB

Strategy: Ideally, this lesson should be taught near the end of the spring semester by one of the detachment officers or non-commissioned officers. Recommend teaching it after the cadets receive their base assignments. The majority of this information comes from *The Flyby*. During LLAB time, you can prompt cadets to actually start getting ready for their FIRST PCS. This fits the purpose of LLAB in which 'application' is the emphasis. The instructor for this LLAB lesson has several options. You can add your own personal examples to what was discussed as well as bring in guests. Going over this as one of the last lessons in LLAB will make it fresh for cadets who are leaving for their first base. Finally, execute one or more of the activities listed below to cover the topics here rather than just discuss the materials.

Lesson Outline:

- A. Travel and pay entitlements
- B. Process and options for getting household goods shipments
- C. Purpose of the Air Force sponsor program
- D. Reporting-in process at the first duty station
- E. How to report into your unit of assignment

ACTIVITIES

1. Take seniors to host base Force Support Squadron (FSS) and do a mock in processing.
2. Question and answer session with detachment officers and NCOs.
3. Have someone from host base FSS come to the detachment and discuss PCS procedures.
4. Task cadets to develop detachment PCS checklist and then have all cadets begin doing items on the checklist.
5. Have cadets report to the Detachment Commander as if they were reporting to their first unit.
6. Give the cadets an assignment: They must contact the base they are going to and find out who their sponsor is. Some bases won't even be expecting the cadet nor know where the cadet will be placed, so this tasking will get the ball rolling.

PART II

INTRODUCTION

ATTENTION

(Suggested: Who here doesn't care about your "Stuff"? Well if you care about it, let's talk about how the Air Force will get you to your next duty assignment during your PCS. Then once you arrive, how do you check into your first duty squadron?)

MOTIVATION

(Suggested: First impressions are everything. When you first enter active duty there are a lot of things going through your mind—trying to remember which uniform to wear, should you formally report into the commander, or where each building is located on base. This lesson is going to help answer these questions so you can make the best first impression possible.)

OVERVIEW

- A. Travel and pay entitlements
- B. Process and options for getting household goods shipped
- C. Purpose of the Air Force sponsor program
- D. Reporting in process at the first duty station
- E. How to report into your unit of assignment

TRANSITION

(Suggested: Since pay is an important issue for all of us, let's start with an explanation of your travel expectations and pay issues.)

BODY

PRESENTATION

- A. Travel and pay entitlements. The AF will pay for certain travel expenses and other payments to defray the cost of your move.
 - 1. Per Diem: funds paid to offset the cost of staying in an area, away from your home station.
 - 2. Mileage allowance: funds paid to offset the cost of using your privately owned vehicle.
 - 3. Dislocation allowance: funds paid to offset the cost of establishing a new household at a new assignment.
 - 4. Temporary Lodging Expense: funds paid to cover lodging cost while leaving your losing base or arriving at your new base.

5. Advance Pay: a no-interest loan that is repaid from your normal monthly pay, usually over 12 months.
6. How to get there: depending on the distance of your travel, you can either drive yourself or fly to your new base. Contact your Traffic Management Office (TMO) Passenger Travel section for more details.
7. Drive: under certain conditions you may want to drive to your new base, and you will get reimbursed with a mileage allowance.
8. Fly--get ticket from TMO Passenger Travel. Usually used for longer distance travel or for overseas travel.

B. Process and options for getting belongings shipped.

1. Contact TMO as soon as you get orders
2. Traffic Management Office (TMO)
 - a. Personally Procured Move (PPM) (formally called Do-it-Yourself (DITY) Move)
 - b. Partial PPM
3. Have TMO handle everything;
 - a. TMO is responsible for shipping your household goods (House Goods element). They will contract with a commercial mover who will pack up your belongings and move them to your new duty location. You are required to be present when they pack and unpack all of your household goods to ensure the contracted shipping company packs everything and seals all of the boxes. They will give you an inventory of what is contained in the boxes.
 - b. You may want to take photographs of your belongings prior to packing. This will provide you with evidence, should the contracted shipping company remove or replace any of the items in your shipment. Also, if you have any valuable items, be sure the contracted shipping company labels the boxes correctly. If they damage a box that is labeled as glasses when it really contains crystal wine glasses, you will have a hard time justifying the expense of replacing your fine crystal. Contact your TMO office for more information on shipping valuables.
 - c. If you are moving to an overseas location, you will be given two shipments; household goods and unaccompanied baggage. The first shipment is your household goods (HHG). This will contain the majority of your large, bulky items like furniture, pictures, kitchen accessories, gardening tools, etc. In most cases these items will be delivered by ship, so this shipment can take a while to reach an overseas base. The second shipment is called unaccompanied baggage or UB. This shipment contains

- items that you will need immediately upon your arrival at your new duty station. Items such as a set of sheets, dishes, a stereo, and clothing can be included. There is a strict weight limit to this shipment because it is shipped by a commercial cargo aircraft, so be sure to only include those items you will need. You will also be allowed additional weight for any professional items such as books or computer equipment in your unaccompanied baggage.
- d. TMO will also handle shipping of a vehicle. Some overseas locations restrict certain larger vehicles, so contact TMO for further guidance.
4. Contact TMO upon arriving at your new location. You will need to provide them with a phone number so they can reach you when your household goods arrive. They should be able to give you an estimated arrival date for your household goods and unaccompanied baggage.
 5. When you receive your household goods, you will be required to sign paperwork for the receipt of your goods. Contained in the paperwork is the necessary form to file with the Base Legal Office if any of your household goods were lost or damaged. If this is the case (and it is for a lot of moves), be sure to file the paperwork in the required time limit, and to follow the directions for obtaining an estimate to repair or replace the items.

C. Purpose of the Air Force sponsor program (See also AFI 36-2103).

1. Purpose:

- a. The primary purpose of the Air Force sponsor program is to provide individualized TLC (tender loving care) to new personnel, whether it's their first assignment or subsequent PCS. It's really nothing more than treating newcomers as we, ourselves, would like to be treated if we were in their place. Chances are that you, as the newcomer, will know little about your new area, base, unit, or job. Therefore you will, no doubt, have some apprehensions and concerns about your PCS, not to mention a million questions.
- b. The first impression a newcomer gets of a base comes from his/her sponsor and how he/she is treated.
- c. Your sponsor, generally an officer of similar rank appointed from your new unit and briefed on the duties of a sponsor, will be your personal "answer-person," a role that begins with sending you a sponsor package. This package will give you a lot of information on what to expect of the area and the base. It will include a personal letter that will fill in the gaps, particularly regarding your new unit and job. It will also pass on hints and tips regarding your move and the new location that your sponsor has learned through personal experience. By the way, it's a good idea to send a couple of copies of your orders to your sponsor in case he/she needs to make any special arrangements, such as, setting up a post office box or general delivery address prior to your arrival.

- d. Put your sponsor to work but don't abuse him/her. He/she can take care of some very important arrangements, such as reserving temporary quarters for you or a temporary lodging facility if your family will arrive with you; helping you get onto the base housing waiting list; meeting you when you first arrive in the area; and even picking you up at the airport, if necessary.
 - e. If you have pets, traveling with them can be an experience. You will find that the Lodging Office, as well as most hotels/motels do not allow pets. Make sure that you call ahead and make appropriate arrangements for your arrival. Your sponsor may volunteer to pet-sit for you, know someone else who is willing to pet-sit, or can provide you with a list of boarding kennels in the area. If you do board your pets, be sure to keep the receipts. This, as well as any airfare you had to pay to transport them is considered a "moving" expense and is tax-deductible. If you are traveling overseas with pets, be sure to have all of the required documentation, in order to clear your pets through quarantine at your point of debarkation. Remember, traveling in a small box for over 15 hours is very stressful for your pets; they are anxious to get to their final destination and check out their new home.
 - f. After you arrive, your sponsor will orient you around the base and your unit, help you get to your many appointments, give you rides if you don't have wheels, and, most importantly, be a friend who will help see you through the uncertainties of a PCS move. Many lifelong friendships have developed as a result of the sponsor program. If you received good sponsorship, pass it on. If you didn't, make sure your newcomer does.
2. How you get a sponsor. If you're going to a temporary duty (TDY) or Under-graduate pilot training (UPT), you won't have an individual sponsor, but the school will probably send you a package of brochures, letters, and pamphlets describing the local area, the base, and the school. This packet should answer most of your questions. If it doesn't answer them all, don't hesitate to write or call either your school or your gaining unit.
 3. What to do if you do not hear from your sponsor. Call the unit you are assigned to and ask them to track down your sponsor or assign you another one.
- D. Reporting-in process at the first duty station.
1. 24-hour arrival point is Base Lodging/Billeting
 2. Call your sponsor when you arrive (unless it is extremely late)
 3. GO TO WORK IN UNIFORM (so remember to pack a full uniform in your carry on luggage/in your vehicle)
- E. How to report into your unit of assignment.

1. Report to the Commanders Support Staff (CSS) on or before your Report No Later Than Date. (RNLTD) on your orders.
 - a. RNLTD is located on your Permanent Change of Station (PCS) orders (coordinate arrival with your sponsor).
 - b. You may report in earlier than your RNLTD but you must report in NLT your RNLTD.
 - c. If an emergency prevents compliance with your orders, you must inform the commander of your new organization of the circumstances and request and extension of the reporting date.
 - d. Extensions are normally granted for such emergencies as illness, death in the immediate family, or a serious accident.
2. Report in uniform, usually short-sleeve blues will suffice (ask your sponsor which uniform is appropriate—most squadrons want you to come in your blues but occasionally you will have a commander request the service dress uniform.)
3. Check in with the unit Commander's Support Staff
 - a. Get in-processing checklist for the unit
 - b. Set-up in-processing appointment with the Military Personnel Flight (MPF), Finance, and the Medical Group.
 - c. Meet the commander: schedule an appointment through the commander's secretary or executive officer.
 - d. Meet your boss and find out when you have to start work.
 - e. Meet the first sergeant: the pulse of enlisted force and he/she has the ear of the commander. The first sergeant also manages the dependant care program. There are many circumstances that will require you to have a documented dependant care plan in case you deploy. Check with the first sergeant as to whether or not you need a dependant care plan for you family.

CONCLUSION

SUMMARY

- A. Travel and pay entitlements
- B. Process and options for getting household goods shipped
- C. Purpose of the Air Force sponsor program
- D. Reporting-in process at the first duty station
- E. How to report into your unit of assignment

REMOTIVATION

(Suggested: Reporting for active duty is a time consuming and very hectic time of your life. There is a lot to be done to prepare yourself for your new career. Knowing the ins and outs of in-processing and reporting to your first unit will allow you to focus on making a great first impression.)

CLOSURE

(Suggested: You never get a second chance to make a first impression. If you know your procedures, plan ahead and adjust when necessary...the rest will fall in place.)

PART I

Lesson Title: Active Duty Pay and Benefits
Instructor: Staff/Cadre Member and POC Cadet
Teaching Method: Informal Lecture
Time Required: 1 hour
Prerequisite Classes: N/A
Interrelated Information: N/A
Visual Aids: N/A
Student Preparation: None
Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know the significant elements of the Air Force entitlements.

Cognitive Samples of Behavior:

- A. State the Air Force education programs available to military members.
- B. Identify the types of pay and the different types of allowances.
- C. State how leave is accrued and used.
- D. Identify the benefits of the medical, legal, and liturgical services offered by the Air Force.

Affective Lesson Objective: Value the benefits package available to military members.

Affective Sample of Behavior: Compare benefits offered by the Air Force with other future career opportunities.

PART IB

Strategy: This lesson focuses on the opportunities and benefits afforded members of the military. The lesson is taught from the standpoint that these, as well as material presented in the Air Force Installations lesson, combine to form a package of benefits highly competitive with other packages offered by many civilian employers. Included are: the different post-graduate educational programs offered by the Air Force. These include the Air Force Institute of Technology (AFIT) and Air Force tuition assistance. The second part of the lesson and the lecture presents an introduction to pay, allowances, and leave. Realize that getting too detailed in some areas is not necessary (especially since the actual numbers on the pay scale vary yearly), but an overview of the types of pay, allowances, and leave gives the students a picture of the benefits they will receive as an officer on active duty. Included in the student reading are charts to determine basic pay. Though the pay charts change often, the purpose of their inclusion is as an aid to understanding how rank and time in service affect pay. Finally, the sections on medical, legal, and liturgical benefits round out the package. Medical coverage for the member and immediate family offers a substantial advantage over standard medical and dental insurance. The special concerns of Air Force members are commonplace to the legal office and chaplain corps. They can offer tailored services to meet service member's needs.

Lesson Outline:

- A. Educational Programs
 - 1. AFIT
 - 2. Tuition Assistance
- B. Pay
 - 1. Basic Pay
 - 2. Special Pay
 - 3. Incentive Pay
- C. Allowances
 - 1. Basic Allowance for Housing (BAH)
 - 2. Basic Allowance for Subsistence (BAS)
 - 3. Uniform
- D. Leave
- E. Medical
- F. Legal
- G. Liturgical

ACTIVITIES

- 1. Question and answer session with detachment officer and NCOs.
- 2. Jeopardy-style game with this information.
- 3. Have TRICARE representative brief AS400 cadets on the TRICARE program.
- 4. Have students research the base they have been assigned to, or you can assign them any of the topics in this lesson plan. They can research it on the web then each give a 5-minute briefing to other cadets on what they found out.

PART II

INTRODUCTION

ATTENTION

(Suggested: You all volunteered to be here at ROTC. How many of you would enter the Air Force for no pay, no benefits, etc.? Not too many. You probably will not become a millionaire in the military, but you will get compensated in a way to which you're not accustomed.)

MOTIVATION

(Suggested: The opportunities and benefits that the Air Force can offer should be important to you. These opportunities and benefits are a part of a package of benefits offered to military members and are highly competitive with benefits packages offered by many civilian employers.)

OVERVIEW

- A. Educational Programs
 - 1. AFIT
 - 2. Tuition Assistance
- B. Pay
 - 1. Basic Pay
 - 2. Special Pay
 - 3. Incentive Pay
- C. Allowances
 - 1. BAH
 - 2. BAS
 - 3. Uniform
- D. Leave
- E. Medical
- F. Legal
- G. Liturgical

TRANSITION

(Suggested: From the moment you come onto active duty, your pay and other benefits will be a continuous thought. Let's begin with educational programs.)

BODY

PRESENTATION

- A. Educational Programs.
 - 1. AFIT.

- a. The Air Force Institute of Technology (AFIT), located at Wright-Patterson AFB, Ohio, is the Air Force's graduate school and its premier professional continuing education institution. A component of Air University, AFIT provides responsive

- graduate and professional continuing education, as well as research and consulting programs to keep the Air Force and DoD on the leading edge of technology and management.
- b. AFIT accomplishes this mission through three resident schools (the Graduate School of Engineering and Management, the School of Systems and Logistics, and the Civil Engineer and Services School). Through its Civilian Institution Programs, AFIT manages the educational programs of Air Force officers enrolled in civilian universities, research centers, hospitals and industrial organizations.
 - c. The Graduate School of Engineering & Management provides scientific and technological education in an Air Force research and development environment. The Graduate School of Engineering and Management offers master's degrees in engineering and environmental management, military meteorology, operational analysis, space operations, systems engineering. The graduate school also offers doctor of philosophy and master's degrees in aeronautical engineering, applied mathematics, astronautical engineering, computer engineering, computer systems, electrical engineering, electro-optics, engineering physics, nuclear engineering and operations research. The graduates of this school are assigned to widely ranging positions in a constantly changing technological environment.
 - d. The School of Systems and Logistics is the Air Force's professional continuing education (PCE) technical school of management. The school's mission is to plan, develop, and conduct courses and programs to satisfy the technical management educational needs of logistics, systems, and acquisition customers from the Air Force, Department of Defense, and other federal agencies.
 - e. The Civil Engineer School provides professional continuing education in engineering, environmental, and management subjects for military officers and civilians in the civil engineer career field. The school offers more than 70 courses delivered in-residence and by on-site seminars, distance education and satellite presentations, and consultation services. More than 5,000 students worldwide receive education from the Civil Engineer and Services School annually.
 - f. The Office of Civilian Institution Programs manages the graduate degree programs of more than 2,300 Air Force members in civilian universities, research centers, hospitals, and industrial organizations to meet the specific educational requirements of the Air Force. Additionally, this program arranges professional continuing education courses for approximately 3,600 Air Force personnel annually.
 - g. AFIT programs provide a tremendous educational benefit to Air Force officers, who earn advanced academic degrees and complete a variety of continuing education programs while serving on active duty, with all associated pay, benefits, and tuition provided during school. There is also an AFIT Direct Accession program that AFROTC students can apply for that allows attendance at AFIT directly after commissioning as the first active-duty assignment.

2. Tuition Assistance.

Tuition Assistance is available to active duty service members and is designed to encourage personnel to pursue voluntary, off-duty educational opportunities.

The Air Force provides financial assistance for the combined cost of tuition and authorized fees, not to exceed \$250 per semester hour or \$166.67 per quarter hour and has an annual cap of \$4,500 per fiscal year. The individual pays the remaining (plus fees and books).

TRANSITION

Now that we've taken a look at your educational entitlements, let's take a look at the pay you will be eligible for in the Air Force.

INSTRUCTOR NOTE: It is important to emphasize to the students as you teach this lesson that all personnel (officers and enlisted) are responsible to verify that the data on their Leave and Earnings Statements correctly reflects their proper entitlements. They are responsible for the accuracy of their pay.

B. Pay.

1. Basic Pay.

- a. All members receive basic pay. Basic pay is the salary for your military service. Your salary will be based on two variables: pay grade and time-in-service. Reference the sample pay scale in your reader and note that as rank increases, so do salaries; also note that every 2 years--independent of rank--salaries again increase.

INSTRUCTOR NOTE: 2013 pay scale is available at:
<http://www.dfas.mil/militarymembers/payentitlements/militarypaytables.html>

- b. The "E" suffix after O-1 through O-3 is only available to those with at least 4 years and 1 day of Total Active Federal Military Service (TAFMS) through some sort of prior enlistment.

2. Special Pay.

- a. Pay given to individuals with specialized skills or for individuals assigned to specified locations. Some types of Special Pay recipients include:

(1) Medical, Dental, and Optometry officers.

- (2) Personnel who receive Hostile Fire or Imminent Danger (Combat) Pay. For example, members participating in Operation ENDURING FREEDOM (OEF) would receive imminent danger pay.
- (3) Various bonuses for career fields that the Air Force has a critical need for.
- (4) Personnel who have certain foreign language proficiency. Foreign Language Proficiency Pay is offered to those with a certain level of proficiency in a foreign language (other than Spanish).

3. Incentive Pay.

- a. Pay which is given to individuals performing hazardous duties (note the difference from the Special Pay Definition). Some types of Incentive Pay include:

- (1) Aviation Career Incentive Pay (ACIP) (Flight Pay) is paid to pilots to ensure we retain the experience and skills required to maintain our force and teach the next generation of pilots.

- (2) Hazardous Duty Incentive Pay (HDIP).

- (a) Flying duty as a noncrewmember. For example, Advanced Warning Airborne Controllers (AWACS).

- (b) Other Hazardous Positions: parachute jumping, explosive ordinance disposal, toxic fuel handlers, etc.

C. Allowances. The key difference between basic pay and allowances is that federal and state taxes are not withheld from allowances.

1. Basic Allowance for Housing (BAH) is available when base housing is unavailable or when you are authorized to live off base. BAH rates are dependent upon your pay grade, locality, and whether or not you have dependants; with or without dependant rate. It may be beneficial to look up the local BAH rate and compare it to rates in other locations such as Washington DC or Cannon AFB.

INSTRUCTOR NOTE: There is a website that will link to all travel allowances to include BAH, DLA, COLA, and Per Diem Rates. Let students know how to find it:

<http://www.defensetravel.dod.mil/>.

2. Basic Allowance for Subsistence (BAS) is not variable. This compensation is intended to keep the member fed. Enlisted members receive a per day rate, while officers receive a fixed amount.

3. Finally, the Uniform and Equipment Allowance or just “Clothing Allowance,” is a one-time payment for officers to help defray the initial cost of purchasing uniforms. Enlisted members receive a clothing allowance annually to help maintain their military uniforms.

D. Leave.

1. What is leave? Leave is a term encompassing all forms of time off work, such as sick leave and vacation time.
2. Leave is accrued at the rate of 2.5 days per month for a total of 30 days a year.
3. It’s important to note that not many employers offer this much time off to employees, especially new personnel.
4. Leave that is earned can be used in the ordinary manner, which is forecasted and scheduled with the supervisor, or can also be used in the event of an emergency. In the latter case, no preplanning with supervisor is necessary. It’s simply designed as unscheduled leave for emergencies where your presence could help the situation, such as a close relative with a terminal illness.
5. We have a “use or lose” policy based on the fiscal year that helps prompt the use of leave by military members. All days of accrued leave in excess of 60 at the end of September are lost without compensation. The Air Force has found that its members are more productive and better able to handle stress if they take time away from work in the form of leave, and this policy is used to “motivate” members to take that time off to “recharge.” Commanders face serious questions if any of their Airmens’ leave, in excess of 60 days, is lost at the end of the fiscal year.
6. Another important difference from the typical “time off” compensation package is that military members do not accrue sick days. The term “Convalescent Leave” is used to denote those who, on a doctor’s recommendation, are unfit for duty and require time to recuperate from illness, injury, surgery, child birth, etc. Note that this is Nonchargeable Leave (not counted against accrued leave).

E. Medical.

1. As a military member, your medical and dental needs will be provided for, no matter where you are stationed. Every location that Air Force members operate has access to a medical treatment facility varying in size from hospitals, with a full range of services and specialists, to small clinics. Even in deployed locations, a mobile Air Transportable Hospital is set up to care for sick and wounded. If the needs of the member cannot be met at their particular station either by the Air Force or through agreements with local area hospitals, the individual will be transported to an Air Force facility with the specialty to meet that member’s needs.
2. TRICARE is a managed-care program that the military member is automatically enrolled

in and that the immediate family has the opportunity to enroll in. It offers medical coverage through a military health care provider that serves as a gatekeeper to other medical services. This single-point-of-contact has, at their fingertips, knowledge of and access to a myriad of agencies and specialists throughout the hospital and the local area.

F. Legal.

1. The base legal office is an important addition to the array of services offered to our members. They offer civil law advice, as well as assistance with wills, powers of attorney, and notary public. The base legal office offers claims assistance associated with Permanent Change of Station (PCS) moves.
2. The legal office's primary function is to be legal advisors to commanders on base. This includes advising them in environmental issues, labor law, ethics dilemmas, and military justice. Legal offices help commanders by being the corporate knowledge in matters of military justice and ensuring that the Uniform Code of Military Justice is applied fairly and accurately across the base, much as a city district attorney's office. Commanders, however, make the final call in areas of military justice with the advice of the legal office.
3. Since 1974, every Airman and officer who comes under charges or administrative discharge action in the Air Force is entitled to an attorney free of charge and free from any conflict of interest. Attorneys that represent Air Force members in disciplinary actions do not work for the base commander or in the base legal office but instead have a distinct chain of command through the Air Force Legal Services Agency in Washington DC. These attorneys are called Area Defense Counsel (ADCs) and are stationed at or within reach of everywhere Air Force members might need representation. The role of the ADC also includes representing DoD Civilians in matters overseas.

G. Liturgical.

1. The base chaplains and their staff serve the base population's spiritual needs. They offer diverse services for Catholic, Jewish, Muslim, Orthodox, and many Protestant denominations. They offer confidential counseling, as well as marriage, spiritual, and personal counseling.
2. Air Force chaplains also provide information to commanders regarding the morale of the unit. Chaplains visit units talking to members about almost anything in an effort to gauge or bolster morale, especially on deployments or during exercises.

CONCLUSION

SUMMARY

- A. Educational Programs
 - 1. AFIT
 - 2. Tuition Assistance
- B. Pay
 - 1. Basic Pay
 - 2. Special Pay
 - 3. Incentive Pay
- C. Allowances
 - 1. BAH
 - 2. BAS
 - 3. Uniform
- D. Leave
- E. Medical
- F. Legal
- G. Liturgical

REMOTIVATION

(Suggested: If you're undecided about the Air Force, compare our benefits, pay, and opportunities with other companies and make a more informed employment decision. The Air Force benefits package will hold up very well in the comparison.)

CLOSURE

(Suggested: "We don't need more strength or more ability or greater opportunity. What we need is to use what we have." - Basil S. Walsh - Take advantage of what's provided to you!)

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PART I

Lesson Title: Formal and Developmental Education Issues Relevant To 2d Lts

Instructor: Staff/Cadre Member

Teaching Method: Informal Lecture

Time Required: 30 minutes

Prerequisite Classes: None

Interrelated Information: Most current promotion statistics

Visual Aids: As needed

Student Preparation: None

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Objective: Know formal and developmental education (DE) issues relevant to 2d Lts.

Cognitive Samples of Behavior:

1. Explain the importance of continuing formal education.
2. Explain the importance of completing developmental education (DE).

Affective Lesson Objective: Respond to the importance of continuing formal and developmental education.

Affective Sample of Behavior: Voluntarily discuss with cadre some potential options in continuing one's education.

PART IB

Strategy: This does not duplicate any AS400 lesson plan material. This lesson plan goes more in depth in educational benefits and focuses on how education affects promotion, as well as explaining the DE progression. Care should be taken to focus on AFIT and Basic Developmental Education (BDE) (Squadron Officer School) with some information concerning Intermediate Developmental Education (IDE) and Senior Developmental Education (SDE).

Lesson Outline:

- A. Importance of continuing your formal education
- B. Importance of completing developmental education

ACTIVITIES

1. Use AFPC website information and slides (if available) on promotions to augment information.
2. Divide students into three groups and have them investigate each school, the different methods of instruction (in-residence, correspondence or seminar), the objective of the school, etc. Objective 30.3-1

PART II

INTRODUCTION

ATTENTION

(Suggested: Download some information from the Air Force Virtual Education Center (AFVEC) or a base's education website on DE or Tuition Assistance (TA).)

MOTIVATION

(Suggested: From the time you commission until the time you separate or retire from the Air Force, education will be a focus of your development. Whether it is obtaining an advanced degree or attending a developmental education course, every officer you work for will stress the importance of continuous education.)

OVERVIEW

- A. Importance of continuing your formal education
- B. Importance of completing DE

TRANSITION

(Suggested: Let's begin by first looking at the formal education aspect of professional development.)

BODY

PRESENTATION

A. Importance of continuing your formal education

1. Master's degree completion highly encouraged before you meet your Major's Board. You are in-the-zone for your Major's Board during your 8th year of commission service.
2. Masked for O-5 and O-6 promotion board
3. Recommended for certain special duty jobs. For example, ROTC instructor duty
4. Start early; use Air Force tuition assistance
 - a. One hundred percent reimbursement for up to \$250/semester hour (cap at \$4500 per year)
 - b. Incur active duty service commitment (ADSC) of 2 years from the end of each class you take (ADSC for classes runs concurrently...i.e., you will have a 2-year commitment from the time you graduate the program or from the end of your last class taken.)
5. AFIT is another avenue available for continuing formal education (See Objective 30.2-3). For more information contact AF Virtual Education Center (AFVEC) accessible through the Air Force Portal.

B. Importance of completing DE

1. Completion of DE is mandatory to remain competitive for promotion.
2. Three levels of DE for officers
 - a. Basic Developmental Education (BDE)
 - i. Squadron Officer School (SOS)
 - a. Mission: Educate, motivate, and mentor Captains as current and future Air Force leaders.
 - b. Captains, 4-7 years total commissioned service and DoD civilians grades GS-9 and NSPS Pay Band 2 and above with four years as a civil service employee
 - c. 8-week program at Maxwell AFB, Alabama; also offered by correspondence
 - d. Officers step out of their specialties and broaden their focus on officership, Air Force core values, and the Air Force as an institution in the profession of arms. Students strengthen their officership and leadership techniques and apply what they learn in class and field exercises.
 - b. Intermediate Developmental Education (IDE)
 - i. Air Command and Staff College (ACSC)
 - a. Majors, 11-14 years total commissioned service and DoD Civilians GS 12 and 13 equivalent
 - b. 10-month program at Maxwell AFB, Alabama; also offered by correspondence/seminar
 - c. Broadens the knowledge and increases the professional qualifications of future commanders and staff officers, emphasizing combat and combat support operations
 - c. Senior Developmental Education (SDE)
 - i. Air War College (AWC)
 - a. Lieutenant colonels and colonels, less than 23-years commissioned service and DoD Civilians GS 14 and 15 equivalent
 - b. Limited to 250 officers annually
 - c. 10.5-month program at Maxwell AFB, Alabama

- d. Prepares senior military officers to develop, maintain, and lead the aerospace components of national power to deter conflicts and win victory in war

CONCLUSION

SUMMARY

- A. Importance of continuing your formal education
- B. Importance of completing DE

REMOTIVATION

(Suggested: If you want to have a successful career in the Air Force, you must always challenge yourself by becoming more educated. Knowledge of your career field and the Air Force will be important factors to your longevity in this service.)

CLOSURE

(Suggested: Being informed on the opportunities available to you is the first step to a successful career. The second step is taking action when those opportunities present themselves.)

PART I

Lesson Title: Evaluation/Recognition Issues Relevant To 2d Lts
Instructor: Staff/Cadre Member
Teaching Method: Informal Lecture
Time Required: 30 minutes
Prerequisite Classes: None
Visual Aids: As Needed
Student Preparation: None
Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know evaluation/recognition issues relevant to 2d Lts.

Cognitive Samples of Behavior:

1. Outline the importance of performance evaluation to military personnel.
2. Explain the importance of a good recognition program.

Affective Lesson Objective: Value the importance of proper evaluation/recognition of Air Force members.

Affective Sample of Behavior: Voluntarily review the applicable Air Force restructuring.

PART IB

Strategy: In AS400 curriculum, cadets cover the Officer Performance Report/Enlisted Performance Report (OPR/EPR) system. This time should be allotted for increased hands-on work, role-play or question and answer time.

Lesson Outline:

- A. Performance evaluations
- B. Recognition programs

PART II

INTRODUCTION

ATTENTION

[Suggested: Make a copy of the article on “Becoming a Better Leader through Improved Writing Skills”].

MOTIVATION

(Suggested: As a leader, it’s critical that you are efficient and effective when you evaluate and recognize those people who work for you. When it comes to recognizing people, efficiency and accuracy are important to make sure those who are deserving get the timely recognition they need. And being effective, mostly through writing skills, will get individuals the proper recognition they deserve from the proper level.)

OVERVIEW

- A. Performance evaluations
- B. Recognition programs

TRANSITION

(Suggested: Before you can recognize an individual, they must have the proper evaluations completed, so let’s start here.)

BODY

PRESENTATION

A. Performance evaluations

1. Enlisted Performance Report (EPR)

- a. As a 2d Lt, you may be responsible for writing and/or reviewing EPRs
- b. The EPR is the main tool for enlisted personnel to get promoted; it counts for 35% of their total Weighted Airman Promotion System (WAPS) score
- c. EPRs can be used for: promotions, assignments, awards/decorations, special duty assignments and maintenance of discipline
- d. EPRs are completed on an annual basis or for each change of supervisor with more than 120-days of supervision

2. Officer Performance Report (OPR)

- a. Be as involved as you can in your own OPR; keep notes to remind you of what you do; provide clear, hard-hitting input to your boss

- b. Main tool used to get you promoted to major and above
- c. Also used in: promotions, assignments, awards/decorations, special duty assignments and maintaining discipline
- d. OPRs are completed on an annual basis or for each change of supervisor with more than 120-days of supervision

B. Importance of a good recognition program

- 1. Good recognition program will positively affect morale of your troops
 - a. Make sure you recognize the hard work of your people; this is part of your job!
 - b. Unit/base awards and medals impact officer and enlisted promotion potential
- 2. Types of recognition:
 - a. "Pat on the back" verbal recognition or a written, genuine "Letter of Appreciation" or innovate ways to recognize!
 - b. Unit awards (Company Grade Officer (CGO) of the Quarter)
 - c. Base awards (CGO of the Quarter, Manager of the Year)
 - d. Medals (Commendation Medal, Achievement Medal, Meritorious Service Medal)

CONCLUSION

SUMMARY

- A. Performance evaluations
- B. Recognition programs

REMOTIVATION

(Suggested: Recognizing the feats of those who work for you is essential. Timely recognition can mean the difference between a motivated work environment and one that just gets the job done. Knowing the policies and procedures of both the evaluation systems as well as the recognition programs will help ensure success for both you and your subordinates.)

CLOSURE

(Suggested: Men are slower to recognize blessings than misfortunes. ~Titus Livius (59 BC - 17 AD) As a leader, don't get caught up in the mistakes but do recognize and praise the good that comes from your people. It will enhance their view of you as well as their motivation levels.)

Becoming a Better Leader Through Improved Writing Skills

Captain Kathleen Drapeaux, USAF

In today's Air Force, lieutenants are thrust into leadership rolls quicker than ever, doing jobs that captains did not so many years ago. A typical lieutenant can expect to supervise anywhere from 0 – 100 people during their first tour, depending on the career field and unit size. Being new to a profession that expects the most from its leaders is hard enough, but when you have to look out for the careers and welfare of others, the pressure is on.

'I don't need to write; I'm only a lieutenant. Commanders, secretaries and executive officers do the writing.' Commanders and their executive officers are not the only officers requiring great writing skills to be effective leaders. Your writing puts the careers of your airmen on the line. Everything from letters of appreciation, Enlisted Performance Reports and award nominations will significantly influence future promotions and ensure the Air Force's best are recognized.

Recognizing the outstanding skills, acts or progress of your airmen and then ensuring they receive adequate documentation is the sign of a concerned and dedicated leader. When it comes time for Senior Airman below-the-zone (BTZ) promotions or Stripes for Exceptional Performers (STEP) promotions, your first trip, as a supervisor, is to your airmen's Personnel Information File (PIF). You are looking for documentation, both positive and negative, that distinguishes what your airman has done over the last year or throughout their career.

Letters of Appreciation: A simple pat on the back can be wonderful for morale, but documentation is better. Letters of appreciation are one way to recognize your airmen's achievements. First, you need to determine the purpose of the letter and decide the appropriate format: either the personal letter or official memorandum format. Next, determine who the appropriate signer for this letter should be. Is it you the supervisor, the unit commander, group commander or higher? Make sure your troop gets the recognition they deserve at the level they deserve. Now comes the hard part—writing the letter. Knowing what to write and how to write is an essential task.

Stripes for Exceptional Performers (STEP): This program supplements existing airmen promotion programs and is designed to accommodate unique circumstances that, in the commander's judgment, clearly warrant promotion. It is intended to provide a "means to promote airmen for compelling, although perhaps not quantifiable, reasons. . .STEP promotions are to grades SSgt, TSgt, and MSgt." As found in para 2.10, AFI 36-2502, *Airman Promotion Program*.

Personnel Information File (PIF): A PIF is a file located in the unit commander's support staff and contains information relevant to the person's Air Force career. A PIF can include, but is not limited to the following contents: "separation actions, newcomers letters, line of duty determinations, assignment and sponsorship correspondence, local clearance actions, promotion actions, credit information, favorable or unfavorable correspondence not filed in the UIF, counseling records, appointment scheduling correspondence, additional duties and duty roster information, duty status correspondence, personnel actions correspondence, and participation or

training information on ARC personnel.” As found in para. 4.2, AFI 36-2608, *Military Personnel Records System*.

AFH 33-337: *The Tongue and Quill*. This is the accepted guideline for writing in the Air Force today. It has wonderful examples, definitions and rules of writing for military-specific occasions.

Whether writing for yourself or a colonel, the presentation (e.g. writing and formatting) should be professional and error free. The letter should say what the individual(s) did, its significance and impact on the unit, base or civilian community. This way, no matter who reads the letter, it is clear why it was a task worthy of recognition. Also, a well-written letter will avoid numerous requests from secretaries and executive officers who love to make changes. This is essential because a letter of appreciation should also be timely. Timely means the letter should be signed and presented within a few days or weeks (at the most) of the event.

Enlisted Performance Reports (EPR): EPRs are a critical component of the enlisted evaluation system. Each time a supervisor completes an EPR, he/she is expected to evaluate an airman’s performance during the rating period and the individual’s potential for future success. EPRs differ from letters of appreciation in one major way—you write in telegraphic bullet statements, not full sentences. Throughout our lives, we are taught to write in complete, flowing sentences that are pleasing to the eye. Forget that. You are now in a different world with different customs, courtesies and writing styles.

Bullets are short statements written to do three things: recount an action (action), state the outcome (result) and show significance (impact). If a bullet is missing one or more of these three components, it is inadequate. A lack of crucial information will lead to confusing, ambiguous or weak bullets. Compare the following bullets:

- Superstar NCO--took care of his responsibilities in a timely manner--ready for more

- Revamped unit weight management folders--created history sheets to chronicle each individual’s performance

- Tracks and reports gains/losses to unit superintendent--enabled SFS/CC and ACC/SF to make accurate manning decisions regarding AEF

The first bullet has none of the three critical components mentioned above. It is vague and meaningless and shows laziness on the part of the writer. Throughout the entire reporting period, you should be keeping notes on specific accomplishments and acts of the airmen you supervise. It is also important to have your airmen keep notes on themselves. This will be a tremendous help when it comes time to write an EPR. It is hard to know everything your airmen do during the rating period, and even more difficult to recall their achievements in a short time.

The second bullet shows promise but could be better. This bullet exhibits two of the three critical elements of a well-written bullet. It did recount the action and give the related outcome: revamped weight management folders and created history sheets. However, it is missing the

‘significance’ factor. As a new supervisor taking over this airman, what does this statement mean to you? It probably does not mean much, unless you have worked with the weight management program before. This is why the ‘significance’ aspect is so important—certain things will mean little to others not directly involved or with first-hand knowledge.

The third bullet has each of the three critical components. Any new commander or supervisor can understand the importance of sustaining critical mission requirements at home during times of deployment, especially large deployments like those seen after September 11th. When you, as the writer/supervisor, produce quality bullets on your EPRs, you send a signal to your airmen that you care about their future in the Air Force. Furthermore, when it comes time to write other awards packages, you will have quality inputs to cut and paste from the EPR to the Air Force Form 1206.

Award Nominations: The Air Force uses the AF Form 1206 as the accepted method of submitting awards packages. We use this form for a multitude of different award nominations. This tool can be used at the base level for quarterly and annual award nominations or to determine who should be STEP promoted. A squadron commander can use the AF Form 1206 to determine his/her top choices to receive allocated BTZ stripes or as a tool to pick the best nominees for a career field-specific award. Finally, there are countless awards at the MAJCOM and Air Force levels that recognize the best in a career field, spouses that contribute to the AF or individuals whose off-duty activities merit special recognition. You can find all of these awards, and more, in the governing Air Force Instruction.

Similar to the EPR, the AF Form 1206 is written in bullet statements expressing what the individual did, the outcome, and significance. Although each award’s criteria is different, there are set categories in which to write. For example, a quarterly award package usually contains the following categories: Job Performance in Primary and Additional Duties, Significant Self-Improvement and Unit, Base and Community Activities. Most awards look for the well-rounded individual, not just the best worker. Therefore, you must encourage your airmen to volunteer for activities and events both on base and in the local community. Along with volunteering their time and efforts for good causes, they should also ensure they are improving themselves. Check on-the job and training qualification progress and Community College of the Air Force or higher-level college involvement. These are all important aspects of bettering themselves and their chances for promotion. Keeping involved on a daily basis instead of waiting until an awards package is due will make you a better leader and writer, and your airmen become more productive Air Force members.

Being a good officer and leader means managing your time between mission and people. You must be able to successfully accomplish your unit’s mission, but you can’t do it without the help of your people. If you take care of your people by taking the time to recognize their efforts, they will give a 100 percent effort to get the mission accomplished for you. In July 2002, Chief of Staff General John Jumper relayed the following message to members of the Air Force through his Chief’s Sight Picture: “One aspect of the post-September 911 environment is the reality that we are no longer experiencing surge operations; rather, we are faced with a new, higher standard of operations tempo. And it is unlikely we will return to a pre-September 911 level. Given this new reality, our success hinges on the ability to meet our future head-on.”

Ensuring you take the time to write high-quality EPRs, getting airman the recognition they deserve for their efforts, and submitting them for various awards are all great ways to look out for the well being and future success of your airmen. Developing your writing skills will not only help each individual you supervise, but will make the Air Force a better place to work.

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PART I

Lesson Title: Basic Social Etiquette

Instructor: Staff/Cadre Member

Teaching Method: Informal Lecture/Student Research

Time Required: 1 hour

Prerequisite Classes: None

Interrelated Information: *A New Officer's Guide to Etiquette and Decorum*
Service Etiquette, Fourth Edition, Oretha Swartz

Visual Aids: As Required

Student Preparation: None

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Identify basic social etiquette.

Cognitive Samples of Behavior:

1. Explain how to make introductions.
2. Describe rules regarding social correspondence.
3. Give examples of dining etiquette.
4. Summarize telephone etiquette.
5. Demonstrate proper saluting etiquette.

Affective Lesson Objective: Each student should value the role of basic social etiquette.

Affective Sample of Behaviors: Follow basic social etiquette in given situations.

PART IB

Strategy: This lesson should be more activity based for the students to get a better impression of what is expected in proper etiquette conduct. Consider assigning cadets each of the main points found in this lesson plan. They will research that topic in "*A New Officer's Guide to Etiquette and Decorum*" and brief the other cadets in LLAB. If possible, invite base protocol to come brief cadets on the topics found in this lesson plan and tell "protocol horror stories." Gather staff members who can all tell anecdotes of mistakes they've seen officers commit.

Lesson Outline:

- A. How to Make Introductions
- B. Rules Regarding Social Correspondence
- C. Dining Etiquette
- D. Telephone Etiquette
- E. Proper Saluting Etiquette

Suggested Timeline:

ACTIVITY	Time (Min)
Attention Step	2
Motivation, Overview	3
How to Make Introductions	10
Social Correspondence	10
Dining Etiquette	10
Telephone Etiquette	10
Proper Saluting Etiquette	10
Conclusion	5

PART II

INTRODUCTION

ATTENTION

(Suggested: Show a video clip of inappropriate social etiquette—Animal House, Major Payne, etc.)

MOTIVATION

(Suggested: Most people’s opinions are based upon first appearances/first contact. Knowing the rules to basic social etiquette, along with some military specific information, will go a long way in helping you create the professional demeanor expected of an officer.)

OVERVIEW

- A. How to Make Introductions
- B. Rules Regarding Social Correspondence
- C. Dining Etiquette
- D. Telephone Etiquette
- E. Proper Saluting Etiquette

TRANSITION

(Suggested: Introductions are an easy way to get a first impression of someone. Let’s learn some of the basic etiquette rules for making introductions.)

BODY

PRESENTATION

A. How to Make Introductions

1. General rules
 - a. You should normally shake hands during introductions unless it's inconvenient. If a woman is being introduced, wait for her to extend her hand first.
 - b. If attending a function with a receiving line, ensure you go directly to the receiving line first.
2. Introduce senior-ranking people to junior-ranking people. Always say the name of the higher-ranking person first.

Examples: “Colonel Damato, this is Captain Scott.”
“General Wiggins, may I introduce you to Cadet Balcom?”

3. Introductions to a group: State the newcomer's name and then the names of the others in the group, in whatever order they happen to be standing or sitting.

4. Self-introductions: When at a social or nonofficial occasion-do not use your rank or title. Handle these type of introductions with care and do not be presumptuous.

Examples: “Good Evening, I’m John Lewis.”
“Good Evening Capt Lewis, I’m Lt Senegal.”

B. Rules regarding Social Correspondence

1. If you receive an informal, written invitation to a function with an RSVP, ensure you reply promptly by letter or telephone. If you receive the invitation in person or by telephone, respond immediately. If an RSVP is not included, no reply is necessary.
2. If you receive a formal, written invitation to a function with an RSVP, ensure you reply promptly in an appropriate written format so the hostess/host can plan the event.
3. Regardless of the type of invitation, keep in mind that a delayed reply without reason, reply, or failure to attend the function after accepting the invitation, are all serious breaches of etiquette. Don't rely on answering machines or others to RSVP—communications can often get lost, forgotten etc.
4. Prepare a thank-you note* as soon as possible after the function.

*In any written correspondence in the examples above, do NOT write a handwritten note on a piece of loose, notebook paper! It should look professional, not sloppy. Handwritten notes are acceptable in cards or on personalized/formal stationery.

C. Dining Etiquette. The checklist below provides you a general list of things to keep in mind when you're invited to dine out (e.g. banquet, private home, restaurant, etc.)

- Promptly accept or refuse
- Arrive on time (“fashionably late” is not fashionable)
- Greet hostess/host first
- Speak/converse with everyone
- Make introductions, if necessary
- Offer to help the host/hostess
- Maintain your table manners
- Thank your hostess/host
- Make a timely departure

- Send a thank you note promptly

D. Telephone Etiquette. The telephone is one of the most valuable time savers ever invented; for official and social purposes, it can be a great convenience in getting things done quickly and smoothly. Some important telephone tips are as follows:

1. When answering the phone, identify yourself first by unit, then "rank" and "last name." Ensure you speak clearly and distinctly.
2. Do not call a private residence before 9 a.m. in the morning or after 10 p.m. at night unless it is absolutely necessary (unit recall or personal/professional emergency); avoid calling during meal hours.
3. When telephoning, junior officers do not leave messages for senior officers to call them except in unusual situations where it is important to communicate ASAP. In such situations, always apologize to the superior for asking him/her to call.
4. When you take a message, include the caller's name, phone number, message, date, time of the call, and your name as the person who took the call. It's your obligation to be sure the message is received.

E. Proper Saluting Etiquette. This information is designed to provide the cadet with information on saluting situations that he/she may not encounter at the detachment. However, he/she is sure to encounter some of these situations on an Air Force base.

1. "No hat--salute" areas. Many bases have areas that are designated as "No hat--salute" areas. Saluting is not normally required in: aircraft parking area, area designated for aircraft maintenance, aircraft static display, aircraft alert hangar area, or an enclosed compound such as a motor pool or a civil engineering work area.
2. Reveille. While driving or walking on base during the morning and reveille sounds, continue moving towards your destination. You will only stand at parade rest if in formation by the flagpole. If the National Anthem accompanies reveille you will follow the same procedures as Retreat.
3. Retreat/National Anthem. All bases conduct a retreat ceremony at the end of each duty day, normally between 1630-1700. If you are outdoors in uniform during this ceremony, you must stand at attention, face the US flag or music, and salute during the National Anthem. If you are in your vehicle, you must stop your vehicle and sit at attention until the end of the National Anthem. If outdoors in civilian clothes, stand at attention, remove hat and place in right hand (if applicable), face the direction of the music or base flagpole and render the proper civilian salute (hand over heart—hat will be over left shoulder).

4. End of Day/Taps. When Taps is played in the evening, normally around 2000 hours, you will continue with what you are doing or where you are going. There is no need to stand at attention during Taps.
5. Staff Cars. You are expected to salute staff cars when you pass it as a pedestrian (in uniform). A plate on the front bumper showing either an Eagle (O-6) or star (O-7+) will identify most vehicle as a staff car.
6. Entering a Base. Most DoD installations require that a base sticker be affixed to a vehicle belonging to military personnel. (Many Air Force bases are no longer requiring base stickers). You will need to find out from your local Security Forces whether or not you need to obtain a base sticker when you first arrive at your base. If a sticker is required the color of the sticker will indicate that you are an officer. Therefore, as a courtesy, the security forces personnel who man the gates will salute you when you pass through the gate. Always be prepared to salute back. It is tradition and courtesy to salute back even though you're sitting in your car. Do it regardless of whether you're in uniform or not. If you have to stop to show your identification card (keep your identification card on your person at all times) or ask a question, the security forces personnel will typically salute you after the transaction is completed; keep your right hand clear so you can return the salute. Also, as a courtesy to the security personnel, dim your lights when you approach the gate.

CONCLUSION

SUMMARY

- A. How to Make Introductions
- B. Rules Regarding Social Correspondence
- C. Dining Etiquette
- D. Telephone Etiquette
- E. Proper Saluting Etiquette

REMOTIVATION

(Suggested: Etiquette is something you are going to be expected to know and apply on a regular basis. Making each of these acts a habit will ensure you are always making a professional impression.)

CLOSURE

(Suggested: Don't reserve your best behavior for special occasions. You can't have two sets of manners, two social codes - one for those you admire and want to impress, another for those whom you consider unimportant. You must be the same to all people. ~Lillian Eichler Watson)

PART I

Lesson Title: Air Force Core Values
Instructor: Staff/Cadre Member, POC Cadet
Teaching Method: Informal Lecture/Case Study
Time Required: 1.5 hours
Prerequisite Classes: N/A
Interrelated Information: Holm Center Character Guide -- Core Values of the USAF
Visual Aids: As needed
Student Preparation: None
Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know the importance of Air Force core values.

Cognitive Samples of Behavior:

1. State the importance of core values to the Air Force members' personal growth, professional growth and development.
2. Predict the effect of internalizing Air Force core values on mission accomplishment.

Affective Lesson Objective: Value the role of the Air Force core values.

Affective Sample of Behavior: Present justification on the impact of Air Force core values on personal character development.

PART IB

Strategy: This lesson plan has a reading on the core values and five case studies. The material contained here differs from the material in the lesson plans and study guides taught during the academic courses (AS100 and AS300). Holm Center/CC has directed us to make sure the core values taught in the academic classes are again emphasized to SCL/AS400 cadets during LLAB, especially as they are applied to active duty.

For this lesson, the three core values are covered in detail. Recommend you have the students read the entire selection, and then break the class into three different groups. Assign one core value to each group to present. Briefings are sufficient, but encourage them to be creative and require all group members to be involved in the presentation (i.e. not have just one group member get up and brief for the whole group.)

Next, have the SCL/AS400 cadets sit down together and take at least 30 minutes or so to discuss the five case studies of this lesson plan. No answers are provided to the case studies. The cadets should openly discuss among themselves the cases and how core values relate to them. Also, prompt them to use these case studies to highlight the culture of compromise versus conscience that exists in daily activities.

ACTIVITY

Put together a panel of staff (can even be civilian staff) in advance. They should all prepare notes on incidences they've seen in their careers of what happens when someone doesn't abide by these core values. During the panel, have them take turns telling anecdotes to the cadets, emphasizing the impact that lack of core values had. For example, they might give a real-life story in which a friend was killed, because someone didn't do all the items on a checklist, showing a lack of integrity, because he knew no one would check to see if he did everything on the checklist. Or use movie clips, news items, items in Air Force history, etc. to emphasize the same point.

AIR FORCE CORE VALUES

The Core Values exist for all members of the Air Force family officer, enlisted, and civilian; active, reserve, and retired; senior, junior, and middle management; civil servants; uniformed personnel; and contractors. They are for all of us to read, to understand, to live by, and to cherish.

The Core Values are much more than minimum standards. They remind us what it takes to get the mission done. They inspire us to do our very best at all times. They are the common bond among all comrades in arms, and they are the glue that unifies the force and ties us to the great warriors and public servants of the past.

Integrity first, Service before self, and Excellence in all we do. These are the Air Force Core Values. Study them . . . understand them . . . follow them . . . and encourage others to do the same.

INTEGRITY FIRST

Integrity is a character trait. It is the willingness to do what is right even when no one is looking. It is the "moral compass" the inner voice; the voice of self-control; the basis for the trust imperative in today's military.

Integrity is the ability to hold together and properly regulate all of the elements of a personality. A person of integrity, for example, is capable of acting on conviction. A person of integrity can control impulses and appetites.

But integrity also covers several other moral traits indispensable to national service.

Courage. A person of integrity possesses moral courage and does what is right even if the personal cost is high.

Honesty. Honesty is the hallmark of the military professional because in the military, our word must be our bond. We don't pencil-whip training reports, we don't cover up tech data violations,

we don't falsify documents, and we don't write misleading operational readiness messages. *The bottom line is we don't lie, and we can't justify any deviation.*

Responsibility. No person of integrity is irresponsible; a person of true integrity acknowledges his or her duties and acts accordingly.

Accountability. No person of integrity tries to shift the blame to others or take credit for the work of others; "the buck stops here" says it best.

Justice. A person of integrity practices justice. Those who do similar things must get similar rewards or similar punishments.

Openness. Professionals of integrity encourage a free flow of information within the organization. They seek feedback from all directions to ensure they are fulfilling key responsibilities, and they are never afraid to allow anyone at any time to examine how they do business.

Self-respect. To have integrity also is to respect oneself as a professional and a human being. A person of integrity does not behave in ways that would bring discredit upon himself or the organization to which he belongs.

Humility. A person of integrity grasps and is sobered by the awesome task of defending the Constitution of the United States of America.

SERVICE BEFORE SELF

Service before self tells us that professional duties take precedence over personal desires. At the very least it includes the following behaviors:

Rule following. To serve is to do one's duty, and our duties are most commonly expressed through rules. While it may be the case that professionals are expected to exercise judgment in the performance of their duties, good professionals understand that rules have a reason for being, and the default position must be to follow those rules unless there is a clear, operational reason for refusing to do so.

Respect for others. Service before self tells us also that a good leader places the troops ahead of his/her personal comfort. We must *always* act in the certain knowledge that all persons possess a fundamental worth as human beings.

Discipline and self-control. Professionals cannot indulge themselves in self-pity, discouragement, anger, frustration, or defeatism. They have a fundamental moral obligation to the persons they lead to strike a tone of confidence and forward-looking optimism. More specifically, they are expected to exercise control in the following areas:

Anger. Military professionals and especially commanders at all echelons are expected to refrain from displays of anger that would bring discredit upon themselves and/or the Air Force.

Appetites. Those who allow their appetites to drive them to make sexual overtures to subordinates are unfit for military service. Likewise, the excessive consumption of alcohol casts doubt on an individual's fitness, and when such persons are found to be drunk and disorderly, all doubts are removed.

Religious toleration. Military professionals must remember that religious choice is a matter of individual conscience. Professionals, and especially commanders, must not take it upon themselves to change or coercively influence the religious views of subordinates.

Faith in the system. To lose faith in the system is to adopt the view that you know better than those above you in the chain of command what should or should not be done. In other words, to lose faith in the system is to place self before service. Leaders can be very influential in this regard: if a leader resists the temptation to doubt 'the system', then subordinates may follow suit.

EXCELLENCE IN ALL WE DO

Excellence in all we do directs us to develop a sustained passion for continuous improvement and innovation that will propel the Air Force into a long-term, upward spiral of accomplishment and performance.

Product/service excellence. We must focus on providing services and generating products that fully respond to customer wants and anticipate customer needs, and we must do so within the boundaries established by the tax paying public.

Personal excellence. Military professionals must seek out and complete professional military education, stay in physical and mental shape, and continue to refresh their general educational backgrounds.

Community excellence. Community excellence is achieved when the members of an organization can work together to successfully reach a common goal in an atmosphere free of fear that preserves individual self-worth. Some of the factors influencing interpersonal excellence are:

Mutual respect. Genuine respect involves viewing another person as an *individual* of fundamental worth. Obviously, this means that a person is never judged on the basis of his/her possession of an attribute that places him or her in some racial, ethnic, economic, or gender-based category.

Benefit of the doubt. Working hand in glove with mutual respect is that attitude which says that all co workers are 'innocent until proven guilty'. Before rushing to judgment about a person or his/her behavior, it is important to have the whole story.

Resources excellence. Excellence in all we do also demands that we aggressively implement policies to ensure the best possible cradle-to-grave management of resources.

Material resources excellence. Military professionals have an obligation to ensure that all of the equipment and property they request is mission essential. This means that residual funds at the year-end should not be used to purchase 'nice to have' add-ons.

Human resources excellence. Human resources excellence means that we recruit, train, promote, and retain those who can do the best job for us.

Operations excellence. There are two kinds of operations excellence: internal and external.

Excellence of internal operations. This form of excellence pertains to the way we do business internal to the Air Force from the unit level to Headquarters Air Force. It involves respect on the unit level and a total commitment to maximizing the Air Force team effort.

Excellence of external operations. This form of excellence pertains to the way in which we treat the world around us as we conduct our operations. In peacetime, for example, we must be sensitive to the rules governing environmental pollution, and in war time we are required to obey the laws of war.

WHY THESE CORE VALUES?

There are four reasons why we recognize the Core Values and have developed a strategy to implement them.

The first reason is that the Core Values tell us the price of admission to the Air Force itself. Air Force personnel whether officer, enlisted, civil servant, or contractor must display honesty, courage, responsibility, openness, self-respect, and humility in the face of the mission. All of us must accept accountability and practice justice, which means that all Air Force personnel must possess *Integrity first*. At the same time, a person's "self" must take a back seat to Air Force service: rules must be acknowledged and followed faithfully; other personnel must be respected as persons of fundamental worth; discipline and self-control must be in effect always; and there must be faith in the system. In other words, the price of admission to the Air Force demands that each of us places *Service before self*. And it is imperative that we all seek *Excellence in all we do* whether it is product/service excellence, resources excellence, community excellence, or operations excellence.

The second reason for recognizing the Core Values is that they point to what is universal and unchanging in the profession of arms. Some persons are bothered by the fact that different branches of the service recognize different values; other persons are bothered by the fact that the Air Force once recognized six values and has now reduced them to three. But these persons need not worry. It is impossible for three or six or nine Core Values to capture the richness that is at the heart of the profession of arms. The values are road signs inviting us to consider key features of the requirements of professional service, but they cannot hope to point to or pick out everything. By examining integrity, service, and excellence, we also eventually discover the importance of duty, honor, country, dedication, fidelity, competence, and a host of other

professional requirements and attributes. The important thing is not the three road signs our leaders choose. The important thing is that they have selected road signs, and it is our obligation to understand the ethical demands these road signs pick out.

The third reason for recognizing the Core Values is that they help us get a fix on the ethical climate of the organization. How successful are we in trying to live by the Core Values? Our answer to this question may not be the one we'd like to give. All of us have heard about the sensational scandals--senior officers and NCOs engaged in adulterous fraternization; the tragic and senseless crashes of the Ramstein CT-43 and the Fairchild B-52; contractor fraud and cost overruns; and the shutdown of the two Blackhawk helicopters over Iraq. We all have read about these incidents and experienced the shame associated with them. But these big ticket scandals don't just happen in a vacuum, and they aren't always caused by evil people acting on impulse. The people involved knew the difference between right and wrong, and they knew what professionalism demands in these situations.

These big ticket scandals grew out of a climate of ethical corrosion. Because we believe our operating procedures or the requirements levied upon us from above are absurd, we tend to 'cut corners', 'skate by', and 'get over'. As time goes by, these actions become easier and they become habitual until one morning we wake up and can no longer distinguish between the 'important' taskings or rules and the 'stupid' ones. Lying on official forms becomes second nature. Placing personal interests ahead of the mission seems sensible. And we develop a 'good enough for government work' mentality.

In such a climate of corrosion the Core Values are like a slap in the face. How far have you strayed from integrity, service, and excellence? What about the folks with whom you work?

Fortunately, there is a fourth reason for recognizing the Core Values: just as they help us to evaluate the climate of our organization, they also serve as beacons vectoring us back to the path of professional conduct; the Core Values allow us to transform a climate of corrosion into a climate of ethical commitment. That is why we have developed the Core Values Strategy.

CORE VALUES CASE STUDIES

CASE 1

Red is a Mortuary Affairs Officer assigned to a remote overseas location, and he takes his job seriously. During Red's tour of duty, a person fairly high in the wing's chain of command is killed when his jet crashes on a bombing range during a training mission. Air Force regulations leave no doubt whatsoever that all personal effects are to be turned over to the next of kin, and so Red begins the sad task of sorting through and inventorying the personal effects of this deceased pilot (legally referred to as the decedent). In the decedent's barracks room closet, Red finds a small footlocker containing various items of clothing, a CD player, and some camping gear. Underneath all of this other stuff, Red finds a shoebox, and what he finds in that shoebox shocks him. There are several photographs, all of which he considers to be pornographic. Even more alarming to Red is the fact that he recognizes at least two of the persons in those photographs as personnel presently assigned to the wing--a female captain and a female NCO. Like the decedent, the captain and the sergeant have spouses waiting for them back in the States; and these pictures leave no doubt whatsoever they were engaged in adultery. Nevertheless, Red inventories the pictures along with the decedent's other effects and packs them for shipment, as the rules require. Once the process is completed, the group commander calls Red into the office and asks to see the inventory. The group commander moves his finger down the page until he stops at the inventoried photographs. "I want to see those pictures," he says in a very direct way, "and I want to see them now." After digging them out of the shipping box, Red delivers them to the group commander, who carefully goes through them one by one. "I'll take care of these," the group commander says. "We don't want to cause his wife any more grief."

CASE 2

You are the sponsor for a new lieutenant selected for assignment to your unit. Although his orders read that he must report not later than 1 June, he informally requests that he be allowed to take some leave in early June to be married—a big church wedding that is already scheduled for 5 June. For mission reasons, your unit commander regretfully denies the request. Later, you find out and report to the commander that the lieutenant and his civilian fiancée have managed to reschedule the wedding for 15 May, which is well before his scheduled reporting date. In early April, the lieutenant visits your base on a house-hunting trip. The commander learns from you that his fiancée is accompanying him on this trip, that the wedding is still scheduled for May, and that they are sharing a room at the base visiting officers' quarters. The commander has faith in the character of the lieutenant, whom he knew from a previous assignment, yet these seem to be the facts, and they trouble him. The commander personally believes sex outside of marriage is wrong and wants you to take appropriate action now.

CASE 3

When Brown was a second lieutenant and knew almost nothing about the Air Force, he requested his first official leave. He dutifully filled out the leave request form, his commander gladly signed it, and, when the approved time came, Brown took 18 days of well-deserved leave. Second Lieutenant Brown was completely unaware, however, that he was supposed to sign more paperwork when he returned from his vacation. Three weeks after his return, Brown was tracked down by the unit administrative clerk, who politely but firmly directed him to complete this post-leave paperwork, which Brown promptly did after apologizing for being a dumb lieutenant. Eight months later, Brown was scanning his most recent Leave and Earning Statement (LES) when he noticed he had more leave days credited to his balance than he thought he merited. As a wave of fear crossed his mind, he pulled out every LES for the past eight months and realized the 18 days were never deducted. He suspected this problem was caused by his inadvertent failure to complete the post-leave paperwork in the time required. His ignorance caused him to be late; and because he was late, the paperwork fell through the cracks, and he wasn't charged for the leave. In other words, because of something he did, he had 18 extra days of leave--days that could be sold back to the government for thousands of dollars when he eventually retired from the service. That is to say, because of something he did, he was in possession of something valuable that properly belonged to his employer, and he had a strong obligation to give (not sell) it back. "Isn't this stealing?" he asked himself, "and isn't it a felony to steal something worth thousands of dollars? I should have noticed this 8 months ago. No one will now believe this was an honest mistake, so I better not tell anyone what's happened." That was eleven years ago. Today, Brown is a senior captain on the promotion list for major, and he is currently serving as a squadron commander. Those 18 days are still credited to his balance, and he feels guilty about it.

CASE 4

Base X has just received an outstanding on its operational readiness inspection. Captain Birch is an instructor pilot (IP) at Base X, and even though he is very young, Birch is chosen to fly the inspector general (IG) and his team back to major command headquarters at Base Y. This is quite an honor and a big vote of confidence from Birch's commander. The IG is an imposing, "take charge" kind of a guy, and he assumes full control of the aircraft for the flight back to Base Y. It is for that reason that Captain Birch is on board #190; a general officer may fly an aircraft only when accompanied by an IP detailed for the purpose. The trip to Base Y goes smoothly until just before the descent. That's when the IG makes an announcement to Birch. "I'm going to go in low, buzz the tower, then pull a tight closed pattern for a full-stop landing. That ought to let 'em know we're home!" "Excuse me, General," the IP stammers, "but that isn't the safest way to approach the base, especially with passengers on board. It also violates several federal aviation regulations." The General turns to look Birch in the eye: "I'll fly it as briefed, Captain."

CASE 5

Master Sergeant (MSgt) Ponderosa and Staff Sergeant (SSgt) Mesquite have been attending the same formal retraining course for the past 5 weeks. Having been in the Air Force for quite a while, Ponderosa is by no means happy to be retraining into a new career field. He liked his old career field just fine; he knew the technical data and was deeply familiar with its processes and procedures. SSgt Mesquite, on the other hand, is excited about retraining. She never did like her old career field, and she is now eager to learn new things and gain skills that may be useful in the civilian sector. Ponderosa can't stand Mesquite. He can't help but notice that the instructors teaching the retraining course tend to gravitate toward her during breaks, and they joke around with her during class. "The reasons are obvious," Ponderosa frequently mumbles to himself. "She is very attractive and nicely fills out her uniforms. Besides, she has a bubbly personality, and the instructors can't help flirting with her, "Makes me want to puke." On one particular Friday afternoon, the class is reviewing the previous week's work in preparation for an "end-of-block" test they will take the following Monday. Things have ground to a halt while Mesquite interrupts the instructor with a couple of jokes that break up the whole class. Almost immediately the class is side tracked as the instructor goes off on a tangent telling war stories and flirting with Mesquite. As this "fooling around" continued Ponderosa gets madder and madder. He had found the week's material quite difficult to grasp, and now she is robbing him of valuable review time. After about 15 minutes Ponderosa can't take any more and says: "Listen, Mesquite, will you just shut up so the rest of us can learn this stuff?"

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PART I

Lesson Title: Career Field and/or Base Assignment
Instructor: Staff/Cadre Member
Teaching Method: Informal Lecture
Time Required: 1.5 hours
Prerequisite Classes: None
Interrelated Information: None
Visual Aids: As needed
Student Preparation: None
Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know the specifics of their career field and base of assignment.

Cognitive Samples of Behavior:

1. State the importance of knowing the location you are about to be assigned to.
2. Identify the chain of command in the group and squadron of assigned career field/base.
3. State why it is important to know benefits of renting vs. owning.
4. State why it is important to stay within your housing budget.

Affective Lesson Objective: Value specifics of their career field and base assigned.

Affective Sample of Behavior: Voluntarily complete worksheet on base and career field.

PART IB

Strategy: By the time this lesson is taught, each cadet should know what career field and base they've been assigned to. (Note: Pilots and navigators may not know their assignments at this time, so this worksheet may not be applicable to them.) Too often, cadets, especially those assigned to support career fields, will only know the name of their career field, the name of the base, and only vaguely understand what they're supposed to do. Use this LLAB time to prompt them to find out more of the specifics of what they're getting into and where they're going. They can even use this time to start researching the local area they're moving into, so they can prepare accordingly and possibly even look into where they want to live.

For this LLAB, make copies of the worksheet included and direct the cadets to find the answers to the worksheet questions. You can then have them brief you and each other on what they find out. They can get much of the info for this straight off the Web. Prompt them to call the base they've been assigned to if necessary.

Caution: some cadets who research the area may become discouraged if they find out information they don't like. Be aware of this and encourage them to research the positives—information can be great.

LESSON 30.7: CAREER FIELD AND/OR BASE ASSIGNMENT WORKSHEET

Directions: to do this worksheet, you should know what career field and/or base you've been assigned to. Find the answers to the following questions. You can use any source including the Internet. Also consider calling the base you will go to and ask for contacts there to get the information. You may need to contact your unit to get the answers and request a sponsor.

1. What career field are you assigned to?

2. What base are you going to?

What is the mission of that base?

3. What type of training will you attend to begin learning your career field?

Where will you go for that training, how long will it be, and where will it be?

Will this affect your family?

Will you be on casual status awaiting training?

4. What unit are you assigned to?

What does the person in your position do on a daily basis?

5. What are the names of the flights in the squadron of your career field/unit (varies on base size)?

What are the differing responsibilities of each squadron?

6. What does a typical chain of command look like in a group and squadron of your career field? Take it all the way up from the level you will be entering in that career field.

7. How many people will you be supervising when you enter active duty at your base?

8. What city is your base near?

9. Will you be able to live on base? Will you opt to? Will you be required to live on base? If you don't live on base, what is the BAH for a 2d Lt?*

What part of that city would you like to live in? Has the Housing Office blacklisted any properties?

Will you rent/lease/buy an apartment/house?

What is the general price range of renting an apartment? Buying a house?

How much money will you plan to spend on rent/mortgage per month?

How much does a security deposit in that area cost?

10. What are your hobbies?

What places of business near your base have these activities?

11. What are some recreational activities you'd like to try in the area you're moving to?

12. What TDY opportunities will you have in your job?

13. What deployment opportunities will you have?

What AEF rotation is your unit on?

What months is this rotation on call for deployment next?

*You will need the answers to these bolded questions for the Budget Worksheet in Lesson 30.8.

CONCLUSION

SUMMARY

- A. Know the location you are about to be assigned to.
- B. Know the chain of command for your group/squadron of your career field.
- C. Know the benefits of renting vs. owning.
- D. Know why it's important to stay within a budget.

REMOTIVATION

(Suggested: PCSing is a natural part of military life. Remember, the more prepared you are, the better off you and your family will be to PCS. Make a habit of finding the good and keeping a positive view in the locations you PCS to.)

CLOSURE

(Suggested: Don't be that Airman in the unit who always talks about the bad things of your current assignment. Yes, there will be some good and some not so good. It's all about what you make of the assignment that counts.)

PART I

Lesson Title: Personal Finances and Budget on 2d Lt Pay
Instructor: Staff/Cadre Member
Teaching Method: Informal Lecture/Activity
Time Required: 2 hours
Prerequisite Classes: None
Interrelated Information: Lesson 30.2—Active Duty Pay and Benefits
Visual Aids: Copy of Leave and Earnings Statement (LES)
Student Preparation: None
Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know personal finance and budget practices on second lieutenant pay.

Cognitive Samples of Behavior:

1. Explain the Leave and Earnings Statement (LES).
2. Create a budget.
3. Explain the costs of moving from base to base.
4. Explain the necessity to track debt and plan for repayment.
5. Describe the Thrift Savings Plan.

Affective Lesson Objective: Value creating a budget on second lieutenant pay and beyond.

Affective Sample of Behavior: Present rough estimates of the money they save and spend a month.

PART IB

Strategy: Prior to this LLAB, let the students know they will need to bring rough estimates of all the money they owe and have a fair idea of how much money they spend a month, and on what, for this lesson.

If a cadet supports a family, consider having that cadet invite the spouse to this session so they can work on their budget together.

For this lesson, make copies of a sample LES that reflects a current 2d Lt's pay, the Budget Worksheet, and the Debt Tracker. Give each cadet a copy. If you have a 2d Lt at your detachment, you may want to get a copy of his/her latest LES and blacken out the name and SSN.

ACTIVITY

Invite representatives of USAA, other financial planners, local accountants, etc. to come discuss personal finance, investment and retirement options. (Note: they can share information but may not collect student rosters or schedule appointments during their presentation. Students may contact the representative on their own if they so desire.)

PART II

INTRODUCTION

ATTENTION

(Suggested: If you are a Wal-Mart employee and you can't keep up with the money in your cash register, will Wal-Mart fire you? Probably. They can't let you work for them if you're financially irresponsible on the job. Now, if you are a Wal-Mart employee and don't pay your electric bills or you go bankrupt or you default on your student loans, will Wal-Mart fire you? Probably not. That's your personal life so they're not concerned about it one way or another generally. However, as an officer in the Air Force, you can be "fired," or discharged, for being irresponsible with your personal finances.)

MOTIVATION

(Suggested: Think about that. As Air Force officers, some of you will be in charge of budgets for your unit. Some of you will be in charge of million dollar projects. Some of you will be flying million dollar planes. How can US taxpayers trust you with this much monetary responsibility if you can't keep up with your own personal bills, and especially if you're not to be trusted to pay back your own debt? For this reason, it's important for you to maintain your personal finances. There is another reason. You may be supervising enlisted troops. You may find yourself getting reports that one of your enlisted troops has not been paying bills, hasn't been covering credit card minimums, hasn't made payments on a house mortgage, etc. If their financial troubles don't get fixed, you may find yourself counseling that enlisted troop and maybe one day even supporting an Article 15 for that enlisted troop based on his inability to manage his personal finances. If you yourself aren't financially responsible with your own money, how can you perform these supervisor duties without being a hypocrite?)

OVERVIEW

- A. Sample LES
- B. Budget worksheet
- C. Moving expenses
- D. Debt Tracking and Planning
- E. Investments/Retirement (Roth IRA)/Major Purchases (Vehicle), Etc.
- F. Thrift Savings Plan (TSP)

TRANSITION

(Suggested: Some of you have spent 4 years working towards becoming an officer. Don't lose all you've worked for just because you're careless with your own money. Today, I will help prevent that by getting you to start looking ahead at your financial status as a second lieutenant.)

BODY

PRESENTATION

A. Sample LES

1. Lead the cadets through the LES. Show them what each box means (to the extent needed).
2. Explain how to fill out an electronic funds transfer (if they haven't already) to get their pay deposited into their checking account.
3. Explain how they can make regular payment through allotments, so that every month money will go directly from their paycheck to a company they owe—this might be useful for car payments, investments, and savings, etc.
4. Show where the number of leave days are displayed.
5. Explain the myPay system and the advantages of checking financial records online.

B. Budget Worksheet

1. Have the cadets fill out the Budget Worksheet.
2. Point out the normal percentages. No one's budget will exactly match these target numbers, and everyone's situation is different. However, matching the cadet's actual budget to these numbers may highlight some areas where their expenses are out of line, or identify an area where they may want to consider lowering their standard of living when it comes to purchases.
3. For example, suppose one of the cadets has a car payment that is over \$500 a month. Have the cadet consider buying a cheaper car until they get a pay raise, or show how they will have to make cuts in other areas, such as a cheaper apartment or spending less money on entertainment to be able to make the car payment.

*In Lesson 30.7, Career Field and/or Base Assignments, cadets should have obtained the BAH rate for the area they will live in. If they have not done so, have them obtain it now so they can use this BAH amount when filling out the budget worksheet. They can research the BAH and apartment costs on the Internet. Explain that it's best to find a place where their BAH can cover the cost of rent and utilities, not just rent.

C. Moving Expenses

1. Discuss moving expenses a cadet will need to anticipate.

- a. Mention apartment/home security deposits, electricity deposits, water deposits, pet deposits, telephone connection, cable hookup, gas for travel, and discuss possible avenues such as advance pay for meeting these expenses.
 - b. Explain they need to check with their base housing office; some base housing offices have arranged for active duty military members to get a waiver from the local utility agencies, such as electric and water, so they may not have to pay some of these deposits.
2. Discuss new home/apartment expenses.
 - a. Mention furniture purchases.
 - b. Discuss advance BAH and Temporary Lodging Expense Reimbursement.

D. Debt Tracking and Planning

1. Have the cadets write down all the debt they have in the debt tracker.
2. The cadets may need to research this and bring to the next LLAB session if they didn't prepare it for this class. They should include school loans, car loans, credit card debt, etc. If they think they're going to take advance pay, help them calculate how much it will be.
3. Now have them look at their budget worksheets. Using the amount of money calculated that they will have to pay off personal loans, car loans, and credit cards as indicated, have them fill out the Monthly Payment column in the debt tracker.
4. From that, they can calculate the # of months and # of years until the debt is paid off. Encourage them to look at how long (in years especially) it's going take to pay off that debt, and let them know that this calculation doesn't consider interest, which will prolong the payoff even longer. Have them consider cutting down some of the luxuries they budgeted for in order to pay off these debts sooner; they will need to go back to their budget worksheet to recalculate to allow them to pay off more on their debt. Remind them to stick to this debt payment schedule and try not to accumulate any more debt.

E. Investments/Retirement (Roth IRA)/Major Purchases (Vehicle), Etc.

Consider these topics to supplement this lesson. Use your own experience, invite other cadre members to provide advice or invite guest speakers who are experts in this area to discuss these topics.

F. Thrift Savings Plan (TSP). For more information: www.tsp.gov.

The Thrift Savings Plan (TSP) is a Federal Government-sponsored retirement savings and investment plan. Congress established the TSP in the Federal Employees' Retirement System Act of 1986. The purpose of the TSP is to provide retirement income. It is a retirement savings plan for civilians who are employed by the United States Government and members of the

uniformed services. The Federal Retirement Thrift Investment Board administers the Thrift Savings Plan.

The TSP is a defined contribution plan. The retirement income that you receive from your TSP account will depend on how much you have contributed to your account during your working years and the earnings on those contributions.

You can contribute up to 10 percent of your basic pay each pay period to your TSP account as soon as you become a member of the uniformed services. If you contribute to the TSP from your basic pay, you may also contribute from 1 to 100 percent of any incentive pay or special pay (including bonus pay) you receive, up to the limits established by the Internal Revenue Code.

The TSP can provide you with a supplemental source of retirement income in addition to your uniformed services retired pay. Your contributions and earnings are yours to keep, even if you separate from the uniformed services before retirement. (Note: If you leave the uniformed services and enter the Federal civilian service, you will be able to continue contributing to the TSP; you can also combine your uniformed services account with your civilian account).

What if I can't afford to contribute very much?

You can contribute as little as one percent of your basic pay each pay period. Even small savings add up over time. If you put in only \$40 from your pay each month, here's the approximate amount you could have in your TSP account in 20 years:

\$40 monthly contributions	\$ 9,600
Earnings (assuming 7% a year)	\$ 11,359
Your total in 20 years	\$ 20,959

Can I withdraw my money while I am a member of the uniformed services?

The purpose of the TSP is to provide you with a source of income for your retirement. The TSP is not a savings account that can be withdrawn at any time. If you think you may need your money in the near future, or if you do not have other funds saved for emergencies, you will want to consider your other needs carefully before deciding how much to contribute to the TSP.

However, while you are still a member of the uniformed services, the TSP loan program can give you access to money that you have contributed to your account. In addition, participants who are age 59 ½ or older can make a one-time withdrawal from their TSP accounts while they are still in service. In-service withdrawals for reasons of financial hardship are also available. In-service withdrawals are restricted by law, and funds withdrawn are taxable and may be subject to early withdrawal penalties. Other conditions and restrictions apply.

CONCLUSION

SUMMARY

- A. Sample LES
- B. Budget worksheet
- C. Moving expenses
- D. Debt Tracking and Planning
- E. Investments/Retirement (Roth IRA)/Major Purchases (Vehicle), Etc.
- F. Thrift Savings Plan (TSP)

REMOTIVATION

(Suggested: Keeping track of your finances is an important part of being an officer. You set the example for your Airmen in everything you do—this includes paying your bills on time. As a lieutenant you may encounter a situation where you are going to have to counsel or reprimand someone for not paying his or her bills. What message does it send if you can't keep up with your own bills?)

CLOSURE

(Suggested: Being financially responsible doesn't mean just paying the bills on time. It takes planning, preparation and sometimes a little sacrifice.)

SECOND LIEUTENANT PERSONAL FINANCES: BUDGET WORKSHEET

Instructions: This budget worksheet will give you an idea of your budget as a 2d Lt. The Normal column provides a typical budget breakdown for a 2d Lt. Using the given Base Pay, BAH* and BAS figures from 2d Lt monthly pay, fill in the columns under Your Estimate. This should give you an idea of what to budget should look like your first year on active duty. When you get on active duty, consider filling in the columns under Your Actual to set a budget for yourself, sticking as closely to Normal as possible.

Base Pay: \$2,555.70 + BAH: \$817.00 + BAS: \$202.76 = \$3,575.46

Category:	Normal		Your Estimate		Your Actual	
	%	Amount	%	Amount	%	Amount
Savings/Investments	10	\$358				
Housing	20	\$715				
Food	16	\$572				
Car Payment	13	\$465				
Car Upkeep	8	\$286				
Utilities	5	\$179				
Car Insurance	4	\$143				
Telephone	3	\$106				
Personal Loans	2	\$72				
Credit Cards	2	\$72				
Insurance (Life, House)	2	\$72				
Miscellaneous	15	\$535				
Total		\$3,575				

Amount left over for miscellaneous expenses: \$535

Now fill in other expenses:

Other Expenses:	%	Amount	%	Amount	%	Amount
Entertainment						
Charity						
Clothing						
Personal Care						
Other						
Total		\$535				

* \$817 is used for BAH in this sample. You should find out how much BAH you will receive at the base you are assigned to; use that amount for your calculations.

SECOND LIEUTENANT DEBT TRACKER

Type of Debt:	Total Owed:	Monthly Payment:	# of Months:	# of Years:
Car Loan(s):				
Credit Card(s):				
Student Loan(s):				
Other:				

Monthly Payment is determined from budget worksheet

of Months is determined by dividing Total Owed by Monthly Payment (doesn't consider interest)

of Years is determined by dividing # of Months by 12

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PART I

Lesson Title: Mobility and Immunization Requirements

Instructor: Staff/Cadre Member

Teaching Method: Informal Lecture

Time Required: 30 minutes

Prerequisite Classes: None

Interrelated Information: None

Visual Aids: As Needed

Student Preparation: None

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know mobility and immunization requirements.

Cognitive Samples of Behavior:

1. Explain mobility and immunization requirements.
2. Explain how the Servicemember Civil Relief Act (SCRA) can help you.

Affective Lesson Objective: Each student will respond to the importance of being prepared prior to deployment.

Affective Sample of Behavior: Ask/answer questions on what and how they can prepare themselves to meet mobility requirements.

PART IB

Strategy: The purpose of this lesson is to discuss some of the deployment requirements for today's Airmen. This will help insure the information is given to the students and explain the importance of being ready for deployment. This information can also be shared with their spouses so they will have better knowledge of what their spouse has to do to get ready for deployment.

Background info: A second lieutenant went to the hospital to receive the mandatory shots. She refused to take them and said she had never been told she would be required to take shots. As a result, she had to be discharged from the Air Force. We need to emphasize the military requirements so at the very least, our cadets can't claim they weren't informed.

PART II

INTRODUCTION

ATTENTION

(Suggested: Short video clip or story relating to AEF, mobility/deployment.)

MOTIVATION

(Suggested: More and more people are being tasked to deploy in the AEF environment. Some of you will deploy shortly after getting to your assignments. But even if you personally don't deploy right away, chances are you will have Airmen working for you who will. In both circumstances you need to know a few basic principles to get yourself ready to deploy.)

OVERVIEW

- A. Virtual Record of Emergency Data (vRED)
- B. Shot Records
- C. Dog Tags
- D. Leave and Earnings Statement
- E. Legal Aspects of Mobility

TRANSITION

(Suggested: When getting ready to deploy, there are a few things that you need to know and do before embarking on your deployment.)

BODY

PRESENTATION

A. vRED

1. You will have to fill out when you come on active duty
2. You'll identify your next of kin
 - a. That person will be notified if you're captured, missing, ill or killed while on active duty.
 - b. Also designates who receives unpaid pay and allowances if you die.
 - c. Next of kin you designate also makes decisions regarding your funeral/burial.

Important! Keep updated throughout your career. True-life example: An Airman got divorced then remarried. He was then killed in the line of duty. His ex-wife, not his current wife, got his unpaid pay and allowances and got to make all the decisions about his funeral— all because he didn't update this vital form!

B. Shot records : PHS Form 731, *International Certificate of Vaccination*, a.k.a. shot record

1. Yellow card or a computer generated form documenting all the immunizations you receive.
2. When you come on active duty, there are mandatory shots you must take—cannot refuse!
 - a. Examples: typhoid, tetanus-diphtheria, oral polio, influenza, yellow fever.
 - b. May have to get other special vaccinations given during deployment processing.
 - (1) If you're ordered to take anthrax vaccine because the location you're deploying to requires it, you don't have a choice!
 - (2) If you lose your shot record, you can get another one. Request a printout from Public Health Office—everything is kept electronically now!

C. Dog Tags

1. If you deploy, you'll be issued two dog tags with a chain
2. Not just a nifty accessory! Very functional:
 - a. Dog tags have blood type so if you're injured and can't talk, they'll read your dog tags to see what type of blood you have.
 - b. If you die and are unidentifiable, can use name from dog tag to identify you—don't leave your family wondering if you're alive or not!
 - c. Designates your religious preference so proper ritual and handling can be followed in case of your death.
 - d. Make sure info is accurate! You don't want to die because they give you the wrong kind of blood! And you don't want the wrong parents or spouse to be told you're dead because you didn't make sure your name was spelled correctly!

D. Leave and Earnings Statement

INSTRUCTOR NOTE: A copy of one was provided in Lesson 30.8. If you already covered it for that topic, you will now only need to cover how it's necessary to update for deployments.

1. Leave and Earning Statement (LES) is equivalent of a pay stub in the real world but has more information. It is available online at the myPay website. The LES shows:
 - a. Allotments (discuss), address, dependent status, number of days of leave you have (keep track and make sure it's correct!), tax withholds, and more.
 - b. Make sure info on LES is accurate and updated, especially before deploying. If you deploy and haven't done this, you or your family might have trouble accessing your

money. See the Accounting and Finance, Military Pay section, to take care of this update.

E. Legal Aspects of Mobility

1. Will

- a. You really should have a will. It protects everything you own from going to the state. You don't want your things intestate (hung up in the court system for years). Go to your base Legal Office and get one. It's free!

2. Powers of Attorney – There are two kinds of Powers of Attorney:

- a. Special: Example: If you want someone to pay your car payments.
- b. General: You should really trust the person you give this power to. Just about anything can be done with a General Power of Attorney.
- c. If you deploy, you can use a Power of Attorney to designate someone to take care of things while you're away. Examples:
 - (1) Authorize medical care for children.
 - (2) Managing rental property.
 - (3) Sale of property (vehicle, home, etc.)
 - (4) Pay your bills, write checks for you, etc.

F. Servicemember Civil Relief Act (see attachment 1)

1. If you suddenly have to deploy, you won't get penalized for not meeting court appointments, etc., if you use this act correctly ... See Base Legal Office
2. Examples: If you're suing someone or being sued, required to show up to court for traffic infractions, etc.

CONCLUSION

SUMMARY

- A. Virtual Record of Emergency Data (vRED)
- B. Shot Records
- C. Dog Tags
- D. Leave and Earnings Statement
- E. Legal Aspects of Mobility

REMOTIVATION

(Suggested: Deploying goes hand in hand with being in the military. Don't wait until the last minute to prepare yourself and your family for the chance of your deployment. If you are fully prepared to deploy, it will make the entire experience more successful and enjoyable.)

CLOSURE

(Suggested: "What you have chosen to do for your country by devoting your life to the service of your country is the greatest contribution that any man could make.")

~ John F. Kennedy)

Attachment 1

Servicemember Civil Relief Act Notification

The Servicemember Civil Relief Act (SCRA) protects persons serving on active duty from adverse consequences to their legal rights that may result from such service. Some SCRA protections apply to reservists and guardsmen called to serve on active duty. Other protections apply to members who are just entering active duty; members whom have always been on active duty; and, military dependents including spouse, children, and those you provide with more than one-half of their support. You must take action either before or during your activation to be afforded some protections, while other protections allow you to take action within 30 to 180 days after completing an active duty assignment. Yourself, a person you've delegated the ability to exercise your rights under a Power of Attorney, or an attorney, may assert your rights. You may contact any military legal assistance office with questions. The "Legal Assistance Locator" includes contact information for many military legal offices at: <http://assistance.law.af.mil/>. Also, an "SCRA Fact Sheet" is located under "Essentials" on this website: <http://legalassistance.law.af.mil/index.php?tabid=1>.

The following is a listing of primary SCRA protections:

Administrative or Court Proceeding: If you are involved in an administrative proceeding of any kind or a civil court case and cannot appear because of your military service, you may request an automatic 90-day delay, and request additional delays, while serving on active duty or within 90 days after completing an active duty assignment.

Automobile Lease: You may terminate an automobile lease that was entered into before: (1) being called to active duty for a period of 180 or more days; (2) receiving orders for a permanent change of duty station outside the U.S., or from a duty station outside the U.S.; or (3) deploying with a military unit for 180 days or more.

Rental Lease: You may terminate a rental lease that was entered into before: (1) being called to active duty; (2) receiving orders for a permanent change of duty station; (3) deploying with a military unit for 90 days or more; or (4) separating or retiring from the military.

Contracts: A creditor cannot terminate an installment contract for the purchase, lease or bailment of real or personal property, such as an automobile, that you entered into before serving on active duty, without a court order.

Eviction: You or your dependents cannot be evicted from your primary residence while serving on active duty without a court order. Even with a court order, evictions could be delayed 90 days.

Foreclosures and Forced Sales: A mortgagor or lien holder cannot foreclose a mortgage or enforce a lien on property you acquired before serving on active duty.

Interest Rates: On purchases you made before serving on active duty, interest-rate payments cannot be over 6%—including credit cards and mortgages but not student loans.

Insurance: Private professional, health or life insurances that you acquired before serving on active duty cannot be terminated if your military service affects your ability to pay the premiums. You may also suspend such insurances while on active duty.

Judgments: A default judgment cannot be entered against you while on active duty without a court-appointed attorney. Such judgments may be reopened within 60 days after active duty.

State & Federal Income Taxes: If active duty service materially affects your ability to pay state or federal income taxes, such taxes may be deferred. You are subject to state taxes based on your military income or other property, such as a car, only to your state of legal residency.

Student Handout PA-HO-1

SCRA §305 - Terminating Leases: You may be able to terminate a lease for your home that was entered into before being called to active duty; after receiving orders for a permanent change of duty station; when deploying with a military unit for 90 days or more; or separating from the military.

SCRA §305 – Terminating Auto Leases: You may terminate an auto lease that was entered before being called to active duty for a period of 180 or more days; receiving orders for a permanent change of duty station outside the U.S. or from a duty station outside the U.S.; or when deploying with a military unit for 180 days or more.

SCRA §207 - 6% Interest Rate: May give you a 6% maximum interest rate on certain PRE-active duty debts, if you follow strict statutory steps. Interest in excess of 6% is forgiven, not postponed.

Taxes: Ask about SCRA state tax benefits, new rules for combat zones, hazardous duty pay, and the Earned Income Credit (EIC). You may be due a state tax refund. If family income changed, consider adjusting your income tax withholding with a new W-2 or paying estimated income tax. Tax forms and new W-2 calculator @ www.irs.gov.

SCRA §301 – Eviction Protection: If rent for your dwelling (as of 2005) is \$2,534 or less, court could stay eviction up to 3 months, and a court order is required to evict. Criminal sanctions for landlord violating section.

SCRA §108 - Credit Protection: Prohibits adverse credit actions when exercising SCRA rights.

SCRA §206 - Statute of Limitations: While on AD, SCRA may toll the statute of limitations in some actions, not torts or IRS collections. Ends last day of AD.

SCRA §703 – Professional Liability: Suspends coverage, reinstatement at original rates, stay of actions for physicians, lawyers, and other professionals called to AD.

SCRA §533 – Foreclosures: If because of active duty military service, a member breaches the terms of the purchase contract for real property or an automobile, the property may not be foreclosed or repossessed without a court order.

SCRA §704 – Health Insurance: If in effect before active duty and terminated while on AD, then immediate reinstatement of the coverage if no Dept of VA determination of disability.

SCRA §202 – Stays: If you are involved in an administrative or civil court proceeding and cannot appear because of your military service, you may request an automatic 90-day delay, and request additional delays, while serving on active duty or within 90 days after completing an active duty assignment.

SCRA §532 - Installment Contract Protection: Motor vehicles fall within the umbrella of installment contract protections. If a military member falls behind on car payments, the lessor must obtain a court order before repossessing the car. Previously, no court order was required to repossess an automobile. This provision applies only to contracts for which a deposit or installment payment was made by the service member prior to the time the service member entered military service.

SCRA §521 – Default Judgments: When it appears the defendant is on active duty, the court or administrative body may not enter judgment against the defendant until it has appointed an attorney to represent the member.

PART I

Lesson Title: Survival, Evasion, Resistance, and Escape (SERE) 100.1

Instructor: Staff/Cadre Member

Teaching Method: Informal Lecture/Computer Based Training

Time Required: 4 hours

Prerequisite Classes: None

Interrelated Information: SERE 100.1- Level B Training Computer Based Training

Visual Aids: As Required

Student Preparation: None

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Identify basic survival, evasion, resistance, and escape skills (SERE).

Cognitive Samples of Behavior:

1. Explain the basics of SERE.
2. Describe steps you would take to ensure your survival and eventual recovery if placed in a life or death situation.
3. Summarize your code of conduct in such a situation.

Affective Lesson Objective: Value the importance of SERE in today's Air Force.

Affective Sample of Behaviors: Follow basic SERE skills in given situations.

PART IB

Strategy: All cadets are required before commissioning to complete the SERE 100.1-Level B Training Computer Based Training (CBT). You should allow 4 hours for this training, but the actual training time will vary depending on the individual. Each detachment is provided a disk copy of the training. It's up to the individual detachment to set up the procedures for taking the CBT. You may break up the training into several sections, depending on the number of SCL cadets and the availability of computer resources. You should provide a brief introduction to the training before giving detailed instructions on taking the CBT.

PART II

INTRODUCTION

ATTENTION

(Suggested: How would you respond if your plane had to make an emergency landing in hostile territory? Or your Humvee becomes separated from your convoy in a terrorist hotbed? Or you are taken prisoner?)

MOTIVATION

(Suggested: This lesson—on Air Force survival, evasion, resistance, and escape—will provide you the basic skills necessary to navigate through these life or death situations.)

BODY

PRESENTATION

At this time, go over the directions for completing the SERE 100.1 CBT. Clearly present your detachment's procedures for taking the CBT. Be sure to follow the directions provided (found on the ReadMe File on the disk) regarding training startup, how to save completed training and printing a certificate to show completion.

Objective 31

Special Projects for Extended Cadets

Required for: ECL

Overview: ECL cadets are still active members of the detachment and should still be assigned duties that will be challenging and continue to prepare them for active duty. This lesson provides several possible projects or positions for ECL cadets to hold during the year. These are only suggestions—the Detachment Commander or COC, based on the needs of the detachment, makes the decision on how to best utilize these cadets.

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PART I

Lesson Title: Special Projects for Extended Cadets

Instructor: N/A

Teaching Method: Demonstration/Performance

Time Required: As Designated

Prerequisite Classes: N/A

Interrelated Information: N/A

Visual Aids: N/A

Student Preparation: None

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Apply leadership, management and problem-solving skills in special projects/positions.

Cognitive Samples of Behavior: Know how leadership, management and problem-solving abilities are applied within the cadet corps through special projects/positions.

Affective Lesson Objective: Respond to the importance of leadership and management in the Air Force and AFROTC.

Affective Sample of Behavior: Voluntarily participate in taking on leadership or management roles as directed by the Detachment Commander or Commandant of Cadets.

PART IB

Strategy: The suggested hours indicate that ECL cadets should be spending LLAB working on special projects or positions directed by the Det CC or COC. When ECL cadets are not mentoring, conducting feedback or attending other mandatory LLAB duties, they should be performing duties related to this lesson objective or assisting fellow ICL and SCL cadets with their duties.

Lesson Outline: N/A

PART II

ACTIVITIES

Special Project Officer

There are many times the detachment would like to do a special project within the community and ECL students are the perfect choice for this duty. Many new lieutenants are required to run additional duty programs and this job will help them prepare for that time.

Executive Officer to Detachment Commander/PAS or Commandant of Cadets

One valuable experience for any young officer (or soon to be officer) is the position of executive officer. This cadet can be utilized in assisting the PAS or COC with administrative functions.

Quality Task Force

Excellence in all we do is not just a motto—it should be a driving force to help us excel with precision. A Quality Task Force officer or team can help the detachment become both efficient and effective in developing the officers of tomorrow. This person/team should report directly to the COC or detachment commander.

Standardization/Evaluation Section

ECL students (especially those who have been in the cadet corps for 3-4 years) have a good idea of what has and has not worked during LLAB in the past. Use these cadets as a way to help standardize and evaluate ICL and SCLs running the LLAB program. This person/team should report directly to the COC.

Cadet Corps Position

ICL and SCL cadets are leaders and managers of the cadet corps. Almost all of their time during LLAB is dedicated to managing the cadet corps and ensuring the IMT and FTP cadets are being trained. Like active duty officers, ICLs and SCLs are assigned positions with leadership responsibility in the cadet corps. Sometimes, depending on detachment size or a need for further leadership development, it will be essential for an ECL to hold a position within the cadet corp. If this happens, they should refer back to Lesson 28.

Other

These are only a few of the many ways an ECL student can be utilized in the LLAB environment. The Detachment Commander or COC may have other ideas on how to utilize these cadets. These duties should be challenging and have military training or active duty preparation value.

Objective 32

Comprehend Issues and Topics Given in a Commander's Call Environment

Required for: All cadets

Overview: This lesson serves to acquaint cadets with the Commander's Call concept while also providing mandatory training required annually for all cadets. **This mandatory training must be provided by the Detachment Commander.** The seven mandatory topics are suicide awareness, safety, honor code, religious respect, academic freedom, sexual assault and sexual harassment, **NOTE: These seven topics must be covered at the beginning of the academic year.** This section is broken down into the following lessons:

- 32.1 Commander's Call (includes outline of seven mandatory areas)
- 32.2 Sexual Assault—A Safety Message (all cadets)
- 32.3 Minimizing the Risk to Be a Victim or Perpetrator of Sexual Assault (IMT/FTP)

Again, lesson plans are presented for each section as a guide. Personalize these lessons or create alternate lessons as you see fit to best present these topics.

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PART I

Lesson Title: Commander's Call

Instructor: PAS

Teaching Method: Informal Lecture

Time Required: 1 hour (all cadets)

Prerequisite Classes: None

Interrelated Information: N/A

Visual Aids: As appropriate

Student Preparation: None

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Describe issues and topics given in a Commander's Call environment.

Cognitive Samples of Behavior:

1. Describe the warning signs and signals of depression and impending suicide.
2. Explain the steps cadets may take to intervene in or report impending suicides
3. Explain the relevance of the Honor Code in the AFROTC environment.
4. Describe the implications of violating the Honor Code in the AFROTC environment.
5. Summarize Air University Policy on Academic Freedom.
6. State the Air Force policy on Religious Respect.
7. Give examples of important safety issues affecting AFROTC cadets.
8. Summarize the Air Force policy on sexual assault and sexual harassment.
9. State the proper procedures for reporting sexual assault and/or harassment incidents.

Affective Lesson Objective: Each student will respond to the various training requirements in a Commander's Call environment.

Affective Sample of Behavior: Voluntarily study issues and topics important to the cadet.

PART IB

Strategy: The purpose of this lesson is to acquaint cadets with the Commander's Call concept while also getting mandatory ancillary-type training accomplished. The Detachment Commander (Det CC) can use this time during LLAB to cover many different areas of importance to the cadet wing, give out special awards or recognition, or use it as a hail/farewell time for staff members or students. **Although there is a lot of flexibility in this objective, there are seven mandatory topics the Det CC MUST cover at the beginning of the school year: suicide awareness, safety issues, honor code, religious respect, academic freedom, sexual assault and sexual harassment.**

The honor code is covered in depth during LLAB and the other topics are covered in depth during the academic courses to certain year groups; the commander's call time should be used for a quick review of the relevant issues affecting the cadets (except for sexual assault). The Det CC can choose to talk about all seven issues at one "commander's call" or can break it up over the course of the semester/year. The sexual assault topic does have a 30-minute (all cadets) lesson and a 1-hour (IMT/FTP cadets) lesson.

PART II
INTRODUCTION

A. Suicide Awareness.

1. Facts we know.
 - a. Occurs across all spectrums of society.
 - b. Often a cry for help.
 - c. May occur without prior warning.
 - b. Depression is a frequent precursor.
 - c. Females make more attempts; however, males complete more suicides.
 - d. All suicidal people aren't depressed, mentally ill, or insane.
2. Myths about suicide.
 - a. Directly asking about suicide plants the idea.
 - b. Ignoring a minor suicide attempt is preferable to addressing it.
 - c. Suicide in a family increases the chance of other family members attempting suicide.
 - d. Few professionals commit suicide.
 - e. If someone wants to kill him or herself, nothing will stop them.
 - f. Suicidal people are unwilling to seek help.
3. Awareness of warning signs.
 - a. Warning signs of impending suicide.
 - (1) Specific talk about suicide.
 - (2) Trouble eating or sleeping.
 - (3) Withdrawal from friends or social activities.
 - (4) Loss of interest in hobbies, work, sex, and school.

- (5) Giving away prized possessions.
 - (6) Previous suicide attempts.
 - (7) Suffered a recent or severe loss.
 - (8) Preoccupied with death or dying.
 - (9) Loss of interest in personal appearance.
 - (10) Increased use of alcohol or drugs.
 - (11) Sudden unusual changes in behavior
- b. Common characteristics of suicide victims.
- (1) Intense emotional pain.
 - (2) Frustrated needs for security, achievement, or friendship.
 - (3) Suicide is seen as only solution.
 - (4) Hopeless, hapless, and helpless.
 - (5) Stop the pain by ending awareness.
 - (6) Black and white thinking: death the only answer.
 - (7) Feelings of ambivalence; want to die, but want to live.
 - (8) Give clues about imminent suicide.
 - (9) Want to run away from the pain.
 - (10) Lifelong pattern of poor coping skills.

B. Safety Issues...here are a few of the topics you can cover during a safety brief. If there are others pertaining to your cadets, feel free to address those as well.

- 1. Prevent Drinking and Driving
- 2. Automotive Travel Tips
- 3. Motorcycle or Snowmobile Safety

4. Water Safety
5. Lawn and Garden Safety
6. BBQ Tips
7. Camping Safety
8. Bicycle Safety
9. Heat Stress
10. Golf Course Safety
11. Cold/Hot Weather Issues
12. Holiday Stress

C. Honor Code – We will not lie, steal or cheat nor tolerate among us anyone who does.

1. What it is and why we have it: a minimum standard of conduct for a cadet, enlisted member or officer to develop and guide your life as a student and as an officer.
2. Reporting an honor code violation: **INSTRUCTOR NOTE: Explain the process for reporting honor code violations by oneself or others at your institution.**
3. Implications of an honor code violation: **INSTRUCTOR NOTE: Explain the different ramifications for violating the honor code at your institution and specifically within the AFROTC Program.**

D. Religious Respect

1. General information about religion and the military.
 - a. First Amendment
 - b. DoDD 1300.17: *Religious Accommodation*
 - c. AFI 36-2707: *Nondiscrimination*
 - d. AFI 36-2706: *Equal Opportunity Program Military and Civilian*, USAF definition of religion
2. The importance of religious diversity

3. Guidelines concerning free exercise of religion in the Air Force.
4. USAF Core Values and free expression of religion.
5. Appropriate referral agencies.

E. Academic Freedom

1. Air University Instruction 36-2308, *Academic Freedom*

This instruction establishes Air University's policy on academic freedom. It applies to all Air University schools and colleges, all activities in the Air University educational forum, Air University-sponsored events as well as publications. Portions of this instruction are subject to Article 92 of the Uniform Code of Military Justice (UCMJ) as described in paragraphs 2.5 and 2.6.1.2.

INSTRUCTOR NOTE: Per AUI 36-2308, *Academic Freedom*, is defined according to an amended form of the American Association of University Professors (AAUP) definition of academic freedom, as follows:

Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Teachers are entitled to freedom in the classroom in discussing their subject, but should be careful not to introduce into their teaching controversial matter that has no relation to their subject.

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes certain obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

All laws and standing regulations concerning the conduct of government employees (both military and civilian) apply to Air University faculty members as employees of the U.S. government.

2. Free expression of opinions and ideas. Air University faculty, students, and staff are members of a learned profession, and members of their respective educational organizations. The free exchange of opinions and ideas is essential to the educational process and, to the greatest extent possible, faculty, students, and staff are encouraged to

Speak and write freely. Even in this academic setting, however, the importance of Air University's military mission requires limits on some types of expression.

Instructor's Note: Additional Information: Statements, disagreements, and other comments made by individuals or groups in the educational forum are safeguarded through the practice of non-attribution. It is acceptable to say "a previous speaker" made a particular statement, but the speaker's identity may not be divulged without permission. AUI 36-2308, para. 2.4. Although individuals may debate relevant issues, academic freedom must be tempered by good judgment to refrain from making offensive remarks, unfounded opinions, or irresponsible statements either verbally or in writing. Offensive remarks or irresponsible statements include comments disparaging any person's race, color, national origin, ethnic group, religion, or sex. Offensive remarks or irresponsible statements by any speaker at any event sponsored by Air University are not tolerated. This is not meant to restrict classroom discussions of controversial subjects; however, discretion must be a guiding criterion. Statements made by individuals that are clearly designed to incite riots, advocate overthrow of the government, encourage intellectual dishonesty or the capricious and arbitrary disregard of standards of professional conduct, also fall under the category of irresponsible statements. AUI 36-2308, para 2.6.

3. Restrictions IAW Articles 88 and 89 of the UCMJ
 - a. In accordance with the Uniform Code of Military Justice (UCMJ), commissioned officers, officer trainees, and cadets subject to the UCMJ may not use contemptuous words toward the President, Vice President, Congress, the Secretary of Defense, the Secretary of the Air Force, and others. In addition, military members may not make disrespectful remarks about a superior commissioned officer, nor may an enlisted member make a disrespectful statement toward a superior noncommissioned officer. While ROTC cadets are not covered by the laws and regulations listed herein, they should attempt to adhere to the rules and regulations that will apply to them during their military career.
 - b. In any public forum, Air University faculty, students and staff members should make every effort to indicate clearly that the opinions they express are personal to the member, and do not represent the official views of their organization, Air University, the United States Air Force, the U.S. government, or any other government or academic community.
4. Air University Instruction 36-2309. This instruction contains Air University policy and directives on academic integrity. It applies to all Air University organizations and faculty, whether they are permanently assigned or serve in a TDY or other temporary capacity. Portions of this instruction are subject to the Uniform Code of Military Justice (UCMJ).
5. Definition of Academic Integrity. Uncompromising adherence to a code of ethics, morality, conduct, scholarship, and other values related to academic activity.

6. Breach of Academic Integrity

- a. **Plagiarism.** The act of appropriating the literary composition of another, parts or passages of their writings, or the ideas or language of the same, and intending to pass them off as the product of one's own mind. An example is copying verbatim without quotation marks with the intent to claim that material as one's own work is plagiarism, as is the intentional use, without credit, of a source's sentence structure and style with only minor word changes. Intent is established based on consideration of all circumstances and evidence presented. The correct method for giving credit to a source in written work is to use quotation marks and an accompanying footnote when quoting directly and a footnote when paraphrasing. In the case of oral presentations, credit must be given for direct or paraphrasing of direct quotes.
- b. **Cheating.** The act of giving or receiving improper assistance such as, but not limited to, gaining unauthorized access to faculty materials that have not been released for student use; copying answers from another's examination; using texts, notes, issue materials, or other references not authorized for examinations or other assigned work; using previously written research papers, briefings, or other types of student work normally assigned by the school, provided by former students of the course; knowingly permitting another student to copy one's writing assignments, speech or briefing materials, or answers from an examination paper; and collaborating with other persons on individual assignments except as specifically authorized by the school.
- c. **Misrepresentation.** The act of making an assertion to intentionally deceive or mislead. Misrepresentation may be an oral or written statement that is misleading or deceiving and meant to be so; for example, false reporting. Students enrolled in a course who previously took the same course (or a variant of it; for example, a on resident version of the same course) and attempt to resubmit research papers or other work in fulfillment of a current school assignment, while disguising the fact that it is a resubmission, would be guilty of misrepresentation.
- d. **Unprofessional Relationships (Including Fraternalization).** Relationships are deemed unprofessional, whether pursued on or off duty, when they detract from the authority of superiors or result in, or reasonably create the appearance of, favoritism, misuse of office or position, or the abandonment of organizational goals for personal interests. Fraternalization is an aggravated form of unprofessional relationship and is recognized as a violation of Article 134 of the UCMJ. AFI 36-2909, *Professional and Unprofessional Relationships*, provides specific guidance related to training and educational situations. For instance, paragraph 3.5 states that "personal relationships between...students and faculty or staff in training schools or PME settings are generally prohibited. The integrity and leadership of faculty and staff in all formal training and PME settings must not be compromised by personal relationships with trainees or students."

- e. All students and permanent-party personnel must adhere to the highest standards of academic integrity. They are prohibited from engaging in plagiarism, cheating, misrepresentation, unprofessional relationships, or any other act constituting a lack of academic integrity. Failure on the part of any individual to practice academic integrity reflects discredit both on the Air Force and on the individual and is not condoned by Air University. All individuals who violate this instruction are subject to adverse administrative action including disenrollment from school, disciplinary action, and discharge from the service. Individuals subject to the Uniform Code of Military Justice may be prosecuted under the UCMJ. Violations by civilian employees may result in administrative disciplinary action without regard to otherwise applicable criminal or civil sanctions for violations of related laws.

F. Sexual Assault.

There are two different briefings for this portion of the lesson: A 30-minute brief for all cadets (SLP 32.2-1) and a 1-hour lesson for the IMT and FTP cadets (SLP 32.3-1).

INSTRUCTOR NOTE: See Lesson Plans 32.2-1 “Sexual Assault – A Safety Message” and 32.3-1 “Minimizing the Risk to Be a Victim or Perpetrator of Sexual Assault” for this topic. There is also a student handout for the IMT/FTP cadet lesson 32.3. This can be printed out at your detachment or ordered through the textbook management webpage on the restricted site.

G. Sexual Harassment.

1. Department of Defense and Air Force policy on sexual harassment: Zero Tolerance
2. Definition: A form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.
3. Reporting sexual harassment:
 - a. Confronting the offender – if you feel comfortable (alone or with a friend), let the offender know how you feel about his/her behavior. Many times the individual may not realize he/she is being offensive to others and this will stop the offensive behavior. If it does not, report it immediately to a staff member.
 - b. Reporting to a staff member – sometimes confrontation does not work or the behavior is so offensive it is necessary to report it to a staff member. You may approach any staff member you feel comfortable talking to about the incident.
 - c. There should never be any retribution against someone for reporting sexual harassment or sexual assault incidents.

INSTRUCTOR NOTE: Attached below is a sample Commanders Call script for student review.

USAFE CSS Commander's Call
Date/Time: 28 Feb 03, 1000 Hrs
Location: Nightingale Theatre

0940- Assembly and seating of troops, guests, and recognition personnel
(MC at podium throughout ceremony)

0950- MSgt Woodham watches for commander

1000- Arrival of Lt Col Hopson

1000- THE FIRST SERGEANT WILL CALL THE ROOM TO ATTENTION AND THE
COMMANDER WILL ASSUME THE POSITION FOR DECORATIONS

MC: Attention to orders. This is to certify...

*MSgt Kevin Drake
MSgt Mary Negrete
TSgt George Hall
SSgt Timothy Corey
SSgt Robert Morris
SrA Kip MacTaggart
SrA Doria M. Owens
SrA Ivory Desper
SrA Melissa R. Walters
A1C William Matthews
A1C Teresa Wade*

(The commander will remain at the front of the stage to congratulate the medal recipients)

(Lt Col Hopson will tell the squadron and guests to be seated) (If not..)

PLEASE BE SEATED.

MC: Good afternoon ladies and gentlemen, on behalf of the USAFE Computer Systems Squadron Commander, Lt Col Hopson, I would like to welcome you to Commander's Call. I'm Lt Kris Merritt from the SCO Flight, and I'll be your MC for today's commander's call.

MC: Today we have the opportunity to promote the outstanding members of the CSS selected for the next higher grade.

When your name is called, please come forward to receive your promotion certificate.

Rank XX, assisting with the pin-on is:

The First Sergeant will read the SNCO Induction to TSgt Oglesby

MC: At this time we will announce the USAFE CSS fourth-quarter award winners.

Please come forward when your name is called for the plaque presentation.

For the Airman Category from SCI: AIC Christopher M. Gonzales

For the NCO Category from the NOSC: TSgt Jeffery A. Freeman

For the SNCO Category from SCI: MSgt Everton S. Phillips

For Civilian, Category 1 Winner, from SCX, Ms. Opal McAdams

For Civilian, Category 2 from Det 1: Mr. Timothy Hamilton

For CGO Category from the NOSC: 2d Lt Joseph S. San Filippo

MC: At this time, we will recognize the USAFE CSS 2002 annual award winners. Please come forward for the plaque presentation when your name is called.

For the Airman Category from SCN: SrA Bacarri R. Hall

For the NCO Category from the NOSC: TSgt Steven R. Parks

For the SNCO Category from SCI: MSgt Everton S. Phillips

The Civilian, Category 1 Winner from SCX, Ms. Opal McAdams

For Civilian, Category 2 from Det 1: Mr. Timothy D. Hamilton

For CGO Category from the NOSC: Capt Jeffrey A. Sorrell

MC: The final award presentations will be made to the 2002 USAFE CSS Communications & Information award winners. Please come forward to receive your plaque when your name is called.

The CSS & USAFE/SC Information Assurance Unit: Network Operations & Security Center

The USAFE Best C&I Small Work Center Award: Defense Message Systems Branch

The USAFE Best C&I Medium Work Center Award: Mission Systems Branch

The USAFE Best C&I Large Work Center Award: Intel Systems Support Center

The 2002 General Rawlings Team Award for the CSS & USAFE/SC: Detachment 1 Special Maintenance Team Consolidation Project

The CSS & USAFE/SC 3C Airman Communications-Information Professional of the Year: SrA Raymond H. Emery III

The CSS & USAFE/SC 3A NCO Communications-Information Professional of the Year: TSgt Rodney W. Zackary

The CSS & USAFE/SC NCO Communications-Information Professional of the Year: TSgt Joseph V. Seger

The CSS & USAFE/SC Spectrum NCO Communications-Information Professional of the Year: TSgt John C. Zimmerman

The CSS & USAFE/SC 2E NCO Communications-Information Professional of the Year: TSgt Allen J. Rutter

The 3A SNCO Communications-Information Professional of the Year: MSgt Jeffrey A. Biser

The CSS & USAFE/SC 3C SNCO Communications-Information Professional of the Year: MSgt Brian E. Curtis

The CSS & USAFE/SC 2E SNCO Communications-Information Professional of the Year: MSgt Michael E. Bennett

The 33S Company Grade Officer Communications-Information Professional of the Year: Capt Jeffrey A. Sorrell

The CSS & USAFE/SC 33S Field Grade Officer Communications-Information Professional of the Year: Maj Michael Finn II

The CSS & USAFE/SC C& I Civilian Specialist Communications-Information Professional of the Year: Mr. Stanely Hardesty

The CSS & USAFE/SC C&I Civilian Manager Communications-Information Professional of the Year: Ms. Cheryl Hepp

MC: Additionally, the USAFE Computer Systems Squadron was awarded the USAFE SC-level General McClelland Award. Let's have a final round of applause for our quarterly, annual, & C&I award winners.

(Wait for applause).

MC: Next, the Commander will pass out Letters of Appreciation to a group of individuals. Capt Robinson, Capt Kotkin, MSgt Martinez, Mr. Whaley, and Mrs. Rogers, please come forward.

MC: Now we will recognize those individuals who contributed to the success of the CSS' recent change of command. If you were a part of this successful event please stand and be recognized.

Let's have a final round of applause for all our recipients today.

Thank you Lt Col Hopson for assisting in recognizing our people.

(Lt Col Hopson has a seat—maybe says a few words)

MC: Now to commence the briefing portion of the ceremony is the First Sergeant, MSgt Woodham.

MC: Finally, Lt Col Hopson will brief the Key Spouses Program.

(Suggest speaking on the current ops tempo, everyone's current importance in the critical mission of the Air Force & the squadron)

Lt Col Hopson starts off the CSS' first Hail & Farwell. Kicks it off by naming the different work sections.

(Lt Col Hopson dismisses the squadron for refreshments in the break room)

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PART I

Leadership Lab: Sexual Assault – A Safety Message

Instructor: PAS

Teaching Method: Guided Discussion

Time Required: 30 minutes (All Students)

Prerequisite Classes: none

Visual Aids: PowerPoint slides (**need to add local phone numbers on slides**)

Student Preparation: none

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know the problem of sexual assault and what to do if it happens to you or someone you know.

Cognitive Samples of Behavior:

1. Define sexual assault.
2. Identify steps to consider when reporting a sexual assault.
3. Identify steps in supporting a victim of sexual assault.

Affective Lesson Objective: Value the impact sexual assault has on a person's life.

Affective Samples of Behavior:

1. Post phone numbers of local helping agencies when a sexual assault happens (Det, dorm room, bulletin boards).
2. Seek help if a sexual assault happens.
3. Report sexual assaults to the authorities.
4. Compassionately support a victim of sexual assault; *an assault on a team member is an assault on the team.*

PART IB

Strategy: We've designed this introductory lesson to be a safety message for the students. In order to be safe from this crime, the students need some information to understand the crime and know how to respond if the crime should happen to them. We are unable to include the phone numbers of local helping agencies. **Please update the slides to include the phone numbers of your local resources.**

The Detachment Commander has the first opportunity to speak about sexual assault in the unit. This lesson provides an opportunity to network with the local helping agencies. Consider inviting a representative from the campus sexual assault prevention program or local rape crisis center to be present and help answer questions. The overarching message ("Minimizing the Risk to be a Victim or Perpetrator of Sexual Assault") cannot be repeated enough.

*The Air Force is a Team.
For a Team to be successful,
Teammates have to rely on and trust each other.
An assault on one is an assault on the team.*

Note: Many victims of sexual assault (and other traumas, such as combat, car accidents, and the Sept 11th tragedy) often meet the diagnosis for *Post Traumatic Stress Disorder (PTSD)*. With PTSD, victims avoid thinking about their trauma because when they think about it—they RELIEVE the trauma. Reliving the trauma occurs like a movie playing in front of the victim’s face. Not only do the victims see the traumatic event, they re-experience all the emotions (e.g., fear, desperation, hopelessness) and physiological responses (e.g., pounding heart, adrenaline rush, sweating). Many times the trauma is also relived in nightmares, causing serious sleep problems. Therefore, “persistent avoidance” of the trauma can be an initial way to cope with the trauma. This avoidance might be seen as a victim’s efforts to avoid thoughts, feelings or conversations about the assault, including avoidance of any activities, places, or people that might trigger memories of the trauma. Therapeutic discussion of the trauma should only take place with mental health/counseling professionals; only professional investigators should conduct interviews about the details of the assault. The victim may show a lack of interest in important activities, appear estranged from family and friends, and have difficulty showing emotion/affection. Some of the observable behaviors for victims include: difficulty falling/staying asleep, irritability/outbursts of anger, problems concentrating/studying, hyper vigilance, and exaggerated startle response. (note: information about PTSD was taken from the Diagnostic Criteria from the DSM-IV, American Psychiatric Association.) Because of the high propensity for victims to avoid thinking about their trauma, victims find ways of coping that may be unhealthy and may postpone effective treatment. Therefore, sincerely encourage victims of sexual assault to see a professional counselor.

Lesson Outline:

- A. Sexual assault
- B. Reporting a sexual assault
- C. Supporting a victim

PART II

INTRODUCTION

ATTENTION

(Suggested: Today we're going to talk about a sensitive topic, sexual assault. Many lives have been affected from sexual assault: young, old, male, female. It's possible some people in this room have already been assaulted. If you need help to fully recover, please seek professional help ASAP!)

MOTIVATION

(Suggested: We're talking about sexual assault because it's a serious societal problem that can happen anywhere, to anyone. We often picture a rapist as a stranger jumping out of some bushes; however, most assaults to people your age are committed by someone you know. If an assault does happen, what should you do?)

OVERVIEW

- A. Sexual assault
- B. Reporting a sexual assault
- C. Supporting a victim

BODY

PRESENTATION

TRANSITION

(Suggested: Before we go any further, let's go over the definition of sexual assault.)

A. Sexual assault.

1. The term sexual assault is an "umbrella" term that includes many different types of sex-related offenses. The Department of Defense defines sexual assault for training purposes as follows:
2. Sexual assault is a crime. Sexual assault is defined as intentional sexual contact, characterized by use of force, physical threat or abuse of authority or when the victim does not or cannot consent. Sexual assault includes rape, nonconsensual sodomy (oral or anal sex), indecent assault (unwanted, inappropriate sexual contact or fondling), or attempts to commit these acts. Sexual assault can occur without regard to gender or spousal relationship or age of victim.
3. Sexual assault is *actual* or *attempted* sexual relations with another person against her or his will or without her or his consent. Sexual assault is a crime. Offenders can be prosecuted in a criminal court and if found guilty, an offender may go to prison.

TRANSITION

(Suggested: Sexual assault is the most underreported crime because: alcohol is involved most of the time, it's hard to report the humiliating details, we don't want our family to know about it, and we might get some of our friends in trouble (e.g., reporting sexual assault might involve others who were drinking under age). With so many reasons NOT to report, why is it important to report sexual assaults?)

B. Reporting a sexual assault.

1. Importance in reporting a sexual assault:
 - a. Serious impact to well-being—medically (injury, STDs, pregnancy) and emotionally (PTSD, Post Traumatic Stress Disorder).
 - b. For serious emotional issues, such as PTSD, early treatment means early recovery. For many victims, it's important to seek professional counseling that may include therapy and drugs.
 - c. Immediate reporting means critical forensic evidence can be saved. There is generally a 72-hour window for forensic evidence to be viable, but the sooner the better. The

evidence primarily includes the clothing, hair-blood-body fluid samples, medical exam, and internal exam.

- d. Finally, none of us want to see perpetrators harm anyone else or not be held accountable for their criminal behavior.

TRANSITION

(Suggested: When someone makes the decision to report his/her sexual assault, here are some important things to know.)

2. Considerations when reporting a sexual assault

- a. Immediate safety is number one! Find a safe place and/or safe person ASAP!
- b. Seek medical attention for any injuries, the possibility of sexually transmitted diseases (STDs), or possible pregnancy.
- c. A common response to sexual assault is to wash away the “dirty” feeling. However, to have usable forensic evidence, the victim should not bathe/shower and save clothing. When a Rape Kit is used to collect evidence, clothes are removed over paper in case any evidence falls from the clothing onto the paper. SANE stands for Sexual Assault Nurse Examiner. The SANE program provides the best way to administer the rape kit, a nurse specifically trained to do the kit—rather than an ER doctor who maybe distracted by other patients with life-threatening problems. The SANE nurse will have another location away from other patients that includes clothing for victims, special equipment (e.g., the coposcope can take microscopic pictures of the vaginal/anal areas and detect damaged tissue that normally may not be visible), and special training for comforting victims and testifying in court.
- d. So who do you call? Here are the critical phone numbers for our area:

Campus SA Hotline: _____

Local Rape Crisis Center: _____

Campus Counseling Center: _____

Campus Clinic: _____

Hospital/ER: _____

Campus Security: _____

Community Law Enforcement: _____

- e. One of the issues that’s important to victims is the level of confidentiality that’s provided by each agency. For example, the cost of the Rape Kits will often be reimbursed by county or state funds IF the victim makes a police report.

- f. Otherwise, Rape Kits cost \$200-\$400. (filing a police report is not the same as filing charges against someone)

TRANSITION

(Suggested: What if you're the first person who a sexual assault victim tells about his/her assault? What should you say or do? Let's look at some guidance if this should happen to you.)

C. Supporting a Victim.

1. What are the victim's immediate needs? Any safety, medical, or emotional concerns? A victim might not appear emotionally upset; however, you might be observing an initial phase where the victim feels numb or in shock about what's happened. Different emotions can show up later.
2. Be calm. Be a good listener. Your natural inclination might be anger or threats toward the person who did this terrible thing to someone you care about. However, visible anger—although directed at the perpetrator—can still make an uncomfortable situation for the victim even more uncomfortable. If you want to help, appear calm. Listen without judgment toward the victim.
3. The victim might share his/her response to the assault. Don't question the reaction. Typical responses to any threat are to freeze, fight, or run. We can't predict how we might react to such a dangerous situation. Avoid any statements that criticize the victim's reaction.
4. Next, let the victim make the decisions about what to do. When an assault happens, control over the victim's life was taken away. To give a feeling of control back to the victims, it's important to let the victims make decisions about their lives. For example, at the local SANE program in Montgomery, AL, they provide victims with clothing that comes in a variety of colors, allowing the victims to choose the color. Opportunities to give the victim control of their lives—even small ones—promote the healing process for victims. We can make a BIG difference to victims by providing information, but letting the victim make informed decisions.
5. As mentioned earlier, we don't need to know the details of the assault and victims don't want to "relive" their assault by talking about it. In addition, it's been found that unprofessional interviews of the victims can HINDER the legal and investigative process. Even in the Air Force, commanders are reminded not to interview sexual assault victims; the Office of Special Investigations (OSI), are trained to do so and need to be the only folks doing so.
6. Finally, keep in mind that local hot lines have experts who can answer any questions. You don't have to have all the answers. It's okay to call a hotline for your support of a victim. In addition, trained victim advocates are often available to take over from you.

CONCLUSION

SUMMARY

- A. Sexual assault
- B. Reporting a sexual assault
- C. Supporting a victim

REMOTIVATION

(Suggested: You're part of the Air Force family. We need to take care of each other. We need to rely on and trust each other in many situations.)

CLOSURE

(Suggested: As part of the safety message, we've learned about sexual assaults and how to respond. However, another safety approach is to PREVENT an assault from ever happening.)

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PART I

Lesson Title: Minimizing the Risk to Be a Victim or Perpetrator of Sexual Assault

Instructor: PAS/APAS

Teaching Method: Student Reading/Guided Discussion

Time Required: 1 hour (IMT/FTP cadets)

Prerequisite Classes: Det CC Briefing on Sexual Assault

Interrelated Information: Core Values

Student Preparation: Read Student Study Guide: Sexual Assault: Minimizing the Risk to be a Victim or a Perpetrator

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Describe the problem of sexual assault and the necessary steps to take in order to minimize the risk of becoming a victim or perpetrator.

Cognitive Samples of Behavior:

1. Define sexual assault.
2. Define rape.
3. Describe the two elements of sexual assault, “sexual contact” and “without consent.”
4. Define sexual integrity.
5. Identify “at risk” behaviors that increase the danger for anyone to be a victim or a perpetrator of sexual assault.
6. Explain how aggressive and passive behaviors can put people at risk to be a victim or perpetrator of sexual assault.
7. Explain how assertive behaviors, including communication, can minimize the risk to be a victim or perpetrator of sexual assault.

Affective Lesson Objective: Respond to the need for preventing sexual assaults through sincere respect and consideration of others, a personal “Bill of Rights,” effective communication, and other assertive behaviors.

Affective Samples of Behavior:

1. Actively participate in a guided discussion about sexual assault and behaviors to reduce risk
2. Use decision-making and pre-planning skills for healthy decisions and behaviors
3. Practice assertive and respectful behaviors

PART IB

Strategy: The lesson should follow one to two weeks after the Det CC’s sexual assault briefing to the cadet Wing during LLAB. After the CC’s briefing, the AS 100 and 200 cadets should receive a copy of the student study guide on sexual assault, “Minimizing the Risk to be a Victim or Perpetrator.” Have the students read the study guide prior to this class period. The lesson plan will provide a few guided discussion questions for LLAB cadets to consider in discussing the assigned reading.

The first thing to realize when discussing this topic is the very important job of addressing the likelihood that sexual assault victims may be sitting in the audience. The statistics for young adults to already be a victim of sexual assault are impressive—about 1:4 women and 1:6 to 1:10 men in the Cadet Wing may already be a victim or survivor of sexual assault. Keep an eye on any unusual reactions among the cadets. If a concern arises, please follow up. While some previous victims of sexual assault/incest have “survived” their experience, others may still be in need of professional counseling.

Note: Many victims of sexual assault (and other traumas, such as combat, car accidents, and the 11 September tragedy) often meet the diagnosis for *Post Traumatic Stress Disorder (PTSD)*. With PTSD, victims avoid thinking about their trauma because when they think about it—they RELIVE the trauma. Reliving the trauma occurs like a movie playing in front of the victim’s face. Not only do the victims see the traumatic event, they re-experience all the emotions (e.g., fear, desperation, hopelessness) and physiological responses (e.g., pounding heart, adrenaline rush, sweating). Many times the trauma is also relived in nightmares, causing serious sleep problems. Therefore, “persistent avoidance” of the trauma can be a way to cope. This avoidance might be seen as a victim’s efforts to avoid thoughts, feelings or conversations about the assault, including avoidance of any activities, places, or people that might trigger memories of the trauma. The victim may show a lack of interest in important activities, appear estranged from family and friends, and have difficulty showing emotion/affection. Some of the observable behaviors for victims include: difficulty falling/staying asleep, irritability/outbursts of anger, problems concentrating/studying, hyper-vigilance, and exaggerated startle response.

NOTE: Information about PTSD was taken from the Diagnostic Criteria from the DSM-IV, American Psychiatric Association. Because of the high propensity for victims to avoid thinking about their trauma, victims find ways of coping that may be unhealthy and may postpone effective treatment. Therefore, sincerely encourage victims of sexual assault to see a professional counselor.

Lesson Outline:

- A. Brief Introduction (1-2 minutes)
- B. Reading: Sexual Assault: Minimizing the Risk to be a Victim or a Perpetrator
- C. Discussion (10 minutes)

PART II

INTRODUCTION

ATTENTION

(Suggested: College age students are the highest *risk* to be a victim of sexual assault. Also for this age group, the perpetrator will most likely be someone the victim already knows and thought she/he could trust. How do 18-24-year-olds get into situations that can end up being a sexual assault?)

MOTIVATION

(Suggested: If we can better identify the decision points that can get us into risky situations, we can do a better job of making safe decisions.)

OVERVIEW

- A. Introduction (1-2 minutes)
- B. Reading: Sexual Assault: Minimizing the Risk to be a Victim or a Perpetrator
- C. Discussion (10 minutes)

TRANSITION

(Suggested: Before we begin it will be helpful to review some basic information about sexual assaults.)

BODY

PRESENTATION

- A. Introduction. Sexual assault can be defined in four words, sexual contact without consent. Rape refers to sexual contact that includes penetration. The phrase “without consent” refers to either of the following two situations. First, the person’s right to give consent was taken away because the perpetrator used force or threats to obtain the consent. For example, a person is getting a ride home from an acquaintance who suddenly stops at a dark, isolated location and says, “Sex or walk.” The other situation is when a person was unable to give consent due to reasons such as alcohol impairment, drug impairment, under age, or mental/physical limitations. Alcohol impairment is most often associated with an acquaintance sexual assault. However, impairment is not easy to observe—there’s no Blood Alcohol Content (BAC) to tell us that we’ve reached the cognitive impairment level. Common sense tells us that if a person drinking alcohol has slurred speech, difficulty walking, or needs to lie down, she/he may not have the ability to give consent or communicate “no” clearly.

TRANSITION

(Suggested: While the legal definition of “without consent” sounds simple, communication of consent or “no” can be confusing. The communication is often derailed by the passive response of victims and the aggressive approach of perpetrators. Let’s clear up any confusion with a discussion about your reading: “Sexual Assault: Minimizing the Risk to be a Victim or a Perpetrator”.

B. Guided Discussion (10 minutes)

GUIDED DISCUSSION

LOQ: What is the definition of sexual assault?

ANTICIPATED RESPONSES (AR):

- Any intentional sexual contact without consent or attempts to commit such acts

FUQ: What is the definition of Rape?

AR:

- A subcategory of sexual assault that includes penetration

FUQ: Describe the two elements of sexual assault, “sexual contact” and “without consent”.

AR:

- Sexual contact – includes fondling/petting, oral sex, vaginal or anal penetration with a finger, tongue, or object
- Without consent: force, threat of force, or coercion used and incapacity to give consent: *alcohol or drug impaired, unconscious; asleep, underaged (e.g., child molestation, incest, statutory rape), mentally handicapped, physically helpless

LOQ: What is the definition of sexual integrity?

AR:

- Solicit student responses. (Instructor Note: In the reading on page 4 the students were asked to define sexual integrity – have them share their answers).
- The following concept of sexual integrity offers guidance for appropriate sexual behavior, including the behavior to abstain. The concept of sexual integrity does need to fit under our umbrella of core values. The following definition includes a blend of assertive and respectful behaviors.
 - I am respectful and considerate of others
 - I communicate my expectations
 - I avoid manipulation, coercion, threat, or force
 - I seek clear prior consent for any interpersonal contact

FUQ: What are some tips discussed in the reading to reduce your chances of becoming a victim of sexual assault?

AR:

- Solicit student responses – refer to the chart on pages 7 and 8 of the student reading.

LOQ: What do you do if you're sexually assaulted?

AR:

- After a sexual assault, immediate emotions of shock and disbelief gradually give way to anger, fear, guilt, distrust, helplessness, denial, and depression. The shock and disbelief are especially strong for acquaintance rape victims. These victims believed they were with a person they could trust—and the trust was shattered. Victims need to be able to talk to someone about these feelings and to know their feelings are normal.
 - Try to remain calm and alert. Get to a safe place.
 - Don't bathe, douche, brush your teeth, change clothes or do anything else that may destroy physical evidence.
 - Seek medical attention right away. The first 72 hours after an assault is the most critical time to collect evidence and reduce the risk of sexually transmitted diseases (STDs) and pregnancy. A rape kit is used to collect forensic evidence from both the victim and perpetrator.
 - Call the rape hotline or someone you trust to be with you.
 - Report the rape to the local police or military security forces. Your report may assist the authorities in preventing another incident of this kind. If the crime is reported to the civilian authorities, many states provide the victim Crime Victims Compensation to pay for the exam and rape kit.
 - Seek counseling and emotional support from your local crisis center (confidential), military Life Skills Center (limited confidentiality), or chaplains (confidential). The Air Force has sexual assault response teams (SARTs) at each base to respond optimally to a sexual assault, including the opportunity for a victim to have a personal support person, a Victim Liaison, throughout the investigative, legal, medical, and recovery process. (**Instructor Note: Know your campus resources and share them at this time**).

FUQ: What are some of the guidelines for supporting a sexual assault victim?

AR:

- **Assess any immediate needs.** Consider the victim's safety, medical issues (STDs, pregnancy, injuries, rape kit exam), and emotional status. Remember that a victim might not show any emotion at this time due to a state of shock; be careful not to assume that no emotion means the person is doing okay.

- **Be calm, not angry or threatening. Listen.** It is natural to feel intense anger toward the person who would cause harm to your friend or family member. However, the victim is already extremely stressed. The victim does not need to deal with your anger, too---even if the anger is directed at the perpetrator. Being a supportive listener will be very appreciated.
- **Be nonjudgmental about the victim’s response to the sexual assault.** Neither you nor I can predict how we might respond to a threatening situation. Common responses to danger include to: freeze, fight, or run. Avoid using any “why” questions, such as “Why were you there so late at night?” Why questions elicit a defense response from the victim—a feeling to defend one’s actions or behaviors. Whatever the victim did was the right thing for him or her at that time and place.
- **Let the victim make his/her decisions.** Help the victim to make informed decisions. Give the victim as much information as you can. If you forget, look up the number to a local crisis hotline (base, campus, and city). The hotline worker can validate your information or provide answers to any questions or concerns. Oftentimes, victims feel a loss of control of their lives during the assault. Letting victims regain control of their lives by making decisions after the assault can be therapeutic.
- **Do not pressure the victim for information.** Retelling the events of the assault can be like reliving the trauma. Avoid gathering information about the assault.
- **Call base, campus, or civilian hotlines.** Doing so will put the victim in touch with experts on the medical, investigative, and legal aspects of the crime of sexual assault. The Air Force has base programs that specifically assist sexual assault victims. Notifying Air Force authorities can provide the opportunity for a trained Victim Advocate to be assigned to the victim (voluntary option). Hotlines generally provide 24 hour service.

TRANSITION

Let’s review what we discussed today.

CONCLUSION

SUMMARY

- A. Brief Introduction (1-2 minutes)
- B. Reading: Sexual Assault: Minimizing the Risk to be a Victim or a Perpetrator
- C. Discussion (10 minutes)

REMOTIVATION

(Suggested: While it's unlikely that the crime of sexual assault will ever go away, we can minimize our risk to be a victim or perpetrator through assertive and respectful treatment of others and ourselves!)

CLOSURE

(Suggested: In the military, our core values are critical to keeping trust within our units and from our nation. Our sexual integrity, our utmost respect for others feelings and choices, is a step in making Air Force core values a part of lives.)

REFERENCES

Simon, Toby & Harris, Cathy. "Sex Without Consent: Peer Education Training for Colleges & Universities," (Brown University), Intermediate: Seattle, WA.

Student Study Guide: Minimizing the Risk to be a Victim or Perpetrator of Sexual Assault (2004)

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Leadership Lab Study Guide Handout

Sexual Assault: Minimizing the Risk to Be a Victim or a Perpetrator

READING FOCUS

Review: Read this lesson prior to class. The case studies will be used for a class exercise.

Cognitive Lesson Objective: Comprehend the problem of sexual assault to understand how to minimize the risk to be a victim or perpetrator of sexual assault.

Cognitive Samples of Behavior:

1. Define sexual assault.
2. Define rape.
3. Describe the two elements of sexual assault, “sexual contact” and “without consent.”
4. Define sexual integrity.
5. Identify “at risk” behaviors that increase the danger for anyone to be a victim or a perpetrator of sexual assault.
6. Explain how aggressive and passive behaviors can put people at risk to be a victim or perpetrator of sexual assault.
7. Explain how assertive behaviors, including communication, can minimize the risk to be a victim or perpetrator of sexual assault.

Affective Lesson Objectives: Respond to the need for preventing sexual assaults through a sincere respect/consideration of others, personal “Bill of Rights,” effective communication, and other assertive behaviors.

Affective Samples of Behavior:

1. Actively participate in a case study discussion about sexual assault, at risk behaviors, and behaviors to reduce risk.
2. Use decision-making and pre-planning skills for healthy decisions and behaviors.
3. Practice assertive and respectful behaviors.

"We do not tolerate assaults, and we make every effort to prevent such criminal behavior. But if despite our best efforts deterrence fails, our top priority is to provide swift and compassionate aid to the victims, thoroughly investigate the circumstances surrounding assaults and prosecute perpetrators."

General Donald G. Cook



THE SEXUAL ASSAULT PROBLEM

Gen Cook has stated, “AETC is a vital part of the national defense team. Every member of that team deserves the respect and trust of fellow teammates. When a member of our team is the victim of a crime committed by another team member, that respect and trust is irrevocably broken and the entire team is weakened. This is especially true when the crime is sexual assault. I expect leadership to make sexual assault awareness and deterrence a priority. Should deterrence fail, I expect leadership to swiftly and compassionately render aid to the victim, thoroughly investigate, and, when evidence dictates, take appropriate action against the perpetrator.” As with any problem-solving process, it’s important to clearly understand the problem. The next section will help us to have a better understanding of sexual assault.

What is Sexual Assault?

***Sexual assault* – any intentional sexual contact without consent or attempts to commit such acts**

- ***Sexual contact* – includes fondling/petting, oral sex, vaginal or anal penetration with a finger, tongue, or object**
- ***Rape* - a subcategory of sexual assault that includes penetration**
- ***Without consent:***
 1. **force, threat of force, or coercion used**
 2. **incapacity to give consent:** *alcohol or drug impaired, unconscious; asleep, underaged (e.g., child molestation, incest, statutory rape), mentally handicapped, physically helpless

* Alcohol/drug impairment is not easy to determine. There is no blood alcohol content (BAC) that gives us a

Laws governing members in the military, the Uniform Code of Military Justice (UCMJ), addresses various crimes of sexual assault:

UCMJ (Uniform Code of Military Justice)

- **Article 120 – Rape & carnal knowledge**
- **Article 125 – Sodomy**
- **Article 134 – Indecent Assault**
- **Article 134 – Assault with rape or sodomy**
- **Article 134 – Indecent acts/liberties w/a child**
- **Article 134 – Indecent exposure**
- **Article 134 – Indecent acts with another**



UCMJ – Basic Definitions

- ***Rape:* sexual intercourse w/force & w/o consent**
- ***Carnal knowledge:* sexual intercourse w/person < 16**
- ***Sodomy:* oral or anal penetration with force & without consent**
- ***Indecent exposure:* indecent public view of self**
- ***Indecent acts:* sexually obscene, corrupt acts w/another**

When sexual assaults involving military members occur off base or with a civilian, we need to be aware that state laws may be used to prosecute the perpetrator. Here is a resource to check out any state’s laws: <http://www.findlaw.com/11stategov/indexcode.html>. Some of the terms that state laws may use to show the continuum of sexual assault offenses include: 1st degree (very

serious), 2d degree (less serious), 3rd degree, misdemeanor, felony (Class A, B, or C). Overall, the definition we've given for you covers the broadest considerations of sexual assault for military and civilian laws.

Sexual Assault Myths: Misconceptions to Blame Victims. Knowledge is a powerful weapon to help prevent sexual assaults. Therefore, it's important to address the myths surrounding sexual assault. All the myths point the blame on the victim, making victims look responsible for their terrible experience. Consequently, the focus on the perpetrator gets obscured. Let's be wise to the myths and put the responsibility of the crime back where it belongs!

Myth: A victim's appearance or behaviors caused the assault.

TRUTH - Appearance or behaviors do not cause sexual assaults; perpetrators do.

Myth: Without any penetration, no sexual assault occurred.

TRUTH - Any unwanted sexual contact, such as fondling, is a sexual assault.

Myth: If a person gets drunk, s/he is to blame for getting sexually assaulted.

TRUTH - No matter how much a person drinks, s/he does not deserve to be sexually assaulted.

Myth: If victims don't resist, it means they wanted it to happen.

TRUTH - Many victims do not resist rape due to fear and shock.

Myth: Only women can be raped; only men can be rapists.

TRUTH - Men and women can be victims or perpetrators of sexual assault.



Myth: Some victims "ask for" or secretly enjoy rape.

TRUTH - Victims never seek this terrible experience.

Myth: Men should be able to prevent their rape.

TRUTH - It's not likely you or I can predict how we'd react if we believed our life was threatened; never judge how any victim reacts.

Myth: Same-sex rape is a homosexual act.

TRUTH - Same-sex rape may or may not involve someone who is gay; sexual orientation is NOT an issue. Perpetrators disregard a victim's human dignity. This myth keeps victims from getting help or reporting their sexual assault.

What is the extent of the sexual assault problem? Sexual assault is a societal problem. Being in the military does not give us immunity from the problem. Perpetrators can be strangers, acquaintances, friends, dates, or family members, including spouses. Sexual assault occurs along a human relations continuum that includes: disrespect for another person; disregard for another person's comfort level or right to make a choice (including to say "no"), aggressive behaviors (threats, pressure, intimidation, manipulation, tricks, etc.), and violence.

Next, we'll look at some statistics about sexual assault. Keep in mind that statistics come from various sponsors (e.g., college research, government research) using various populations (e.g., college students, prisoners, women only, telephone surveys) with different definitions along many points in time. Bottom-line: statistics for the same topic, such as number of male victims,

is going to vary. Sometimes you'll see "one in six males are victims," then you'll see research findings that show "one in ten males are victims." These differences in statistics don't take away from the problem; using data from various research is a step in putting the puzzle pieces together to understand sexual assault.

Common Statistics of Sexual Assault

102,000 sexual assaults, 84,000 rapes, and 63,000 attempted rapes were reported in the US in 2001. (Criminal Victimization, Bureau of Justice, 2001)

2 in 3 sexual assaults are committed by an acquaintance. (2002 US Dept of Justice, Nat'l Crime Victimization Study)

73% of those forced to have sex fail to recognize their experience as rape. (Criminal Victimization, 2001)



30,440 MALES, ages 12 and over, were sexually assaulted in the US. (Annual Average, 1992-2000; US Dept of Justice, 2002)

1 in 8 rape victims was male in 2002. (2002 US DOJ Nat'l Crime Victimization Study)



1 in 6 women will experience rape or attempted rape during her lifetime. (Nat'l Violence Against Women Survey, 2000)

Sexual Integrity. Before we look at behaviors that put us at risk to be a victim or a perpetrator, let's look at behaviors that minimize our risk to be a potential victim or perpetrator. Let's call this concept, *sexual integrity*. Before you read any further, take the time NOW to write down what ideas you'd include in your definition of *sexual integrity*:



Sexual assault is clearly an unacceptable behavior. Embracing our core values means we maintain a positive approach to living, and we consistently focus on what we can do to better our lives. As we continue to discuss appropriate sexual behaviors, we will keep core values in mind. In addition, we want to emphasize we're not encouraging premarital sex. However, the reality is premarital sex does happen. Therefore, we're identifying behavioral considerations to prevent someone from being a victim or perpetrator of sexual assault.

The following concept of sexual integrity offers guidance for appropriate sexual behavior, including the behavior to abstain. The concept of sexual integrity does need to fit under our umbrella of core values. The following definition includes a blend of assertive and respectful behaviors.

<p style="text-align: center;">SEXUAL INTEGRITY</p> <ol style="list-style-type: none">1. I am respectful and considerate of others.2. I communicate my expectations.3. I avoid manipulation, coercion, threat, or force.4. I seek clear, prior consent for any interpersonal contact.

Let's look at the first part of the definition for sexual integrity, "***I am respectful and considerate of others.***" In other words, each person is respectful of the other person's comfort zone and behavioral limits—for sexually intimate behaviors, including use of alcohol. Being respectful means we don't use comments to embarrass or insult a person's choices. Being considerate means each person takes the time and effort to understand other person's comfort zone.

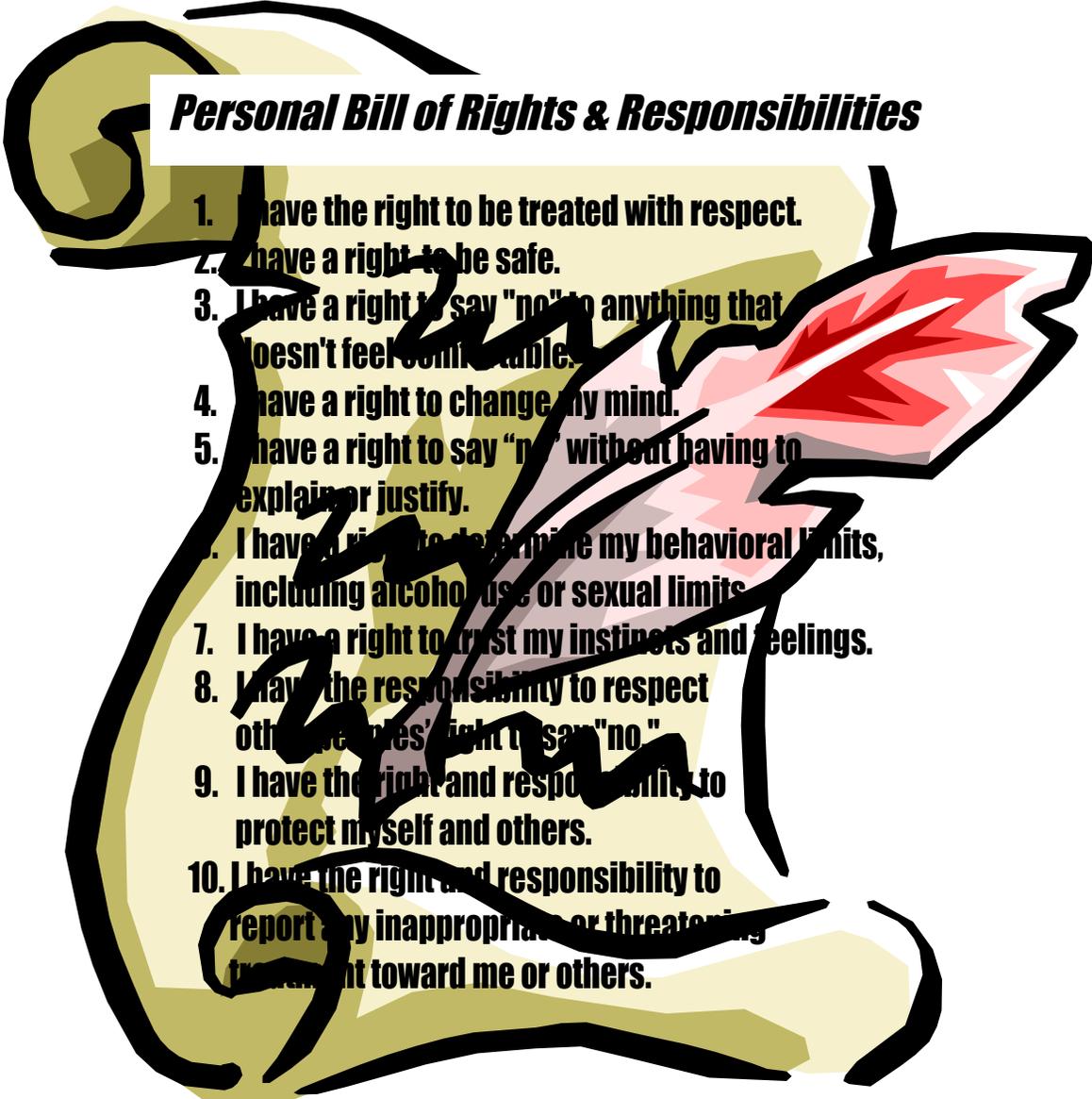
The second statement under sexual integrity, "***I communicate my expectations.***" refers to assertive behaviors in communication. The statement sounds easy, but is challenging in our efforts to prevent sexual assault for three reasons. First, talking about anything related to sex can be uncomfortable. Generally, unless you're in a human sexuality class, we're not given many comfortable forums to discuss intimacy and sexual behaviors. Second, this communication requires that we've done some thinking ahead of time about our wants and expectations. Waiting until moments of passion to determine and then communicate our expectations may be disastrous. Our third reason is our human tendency to interpret another person's expectations from the person's behaviors (e.g., smiles, eye contact, general friendliness). Interpreting another person's behaviors without checking out our conclusion is not communication—it's more likely the wrong conclusion or just wishful thinking.

"I avoid manipulation, coercion, threat, or force." means we avoid aggressive and disrespectful behavior toward another person. Put-down comments such as, "Aw, c'mon, you're not in Jr High anymore" or "Only a real man would ___" are examples of comments to manipulate another person's decision. Coercion is a form of manipulation. Webster's dictionary defines "*to coerce*" as "*to force to act or think in a given way by pressure, threats, or intimidation; to compel; to dominate or restrain forcibly.*" One of the dictionary's synonyms for "to coerce" is

“to strong-arm.” The last piece of the definition for sexual integrity suggests how to avoid the trap of wishful thinking.

When we “*seek clear, prior consent for any interpersonal contact*,” we are making an active effort to test our interpretations and our assumptions about the relationship with the other person. Also, this healthy behavior ensures SILENCE is not interpreted to mean consent. We cannot rationalize that since the person didn’t say no, the person must have wanted the contact. As our type of contact changes (e.g., hugging to kissing), we need to keep seeking consent. Everyone has a right to say “no” at any point that the interpersonal contact becomes uncomfortable.

In the pamphlet, “Pathway to Hope, Breaking the Silence,” one section is titled, “If it hurts...it’s not love.” The list of warning signs includes: threats of violence, extreme jealousy or possessiveness, insults, humiliating comments, unfair criticisms, and attempts to control your dress/behavior. Their bottom-line is: THERE’S NO EXCUSE FOR ABUSE!



Personal Bill of Rights & Responsibilities

- 1. I have the right to be treated with respect.**
- 2. I have a right to be safe.**
- 3. I have a right to say "no" to anything that doesn't feel comfortable.**
- 4. I have a right to change my mind.**
- 5. I have a right to say "no" without having to explain or justify.**
- 6. I have a right to determine my behavioral limits, including alcohol use or sexual limits.**
- 7. I have a right to trust my instincts and feelings.**
- 8. I have the responsibility to respect other people's right to say "no."**
- 9. I have the right and responsibility to protect myself and others.**
- 10. I have the right and responsibility to report any inappropriate or threatening treatment toward me or others.**

Risk Reduction Tips:

Do NOW!	In social situations.	In your home/car.
<p>Pre-planning/Setting limits: a) Think about what your limits are for intimate, sexual contact. What does sex mean to you? Acceptable or unacceptable behaviors for you? What about protection from STDs or pregnancy? b) Identify your reasons for setting personal limits for sexual contact. c) Think about what your limits are for alcohol use. Decide ahead of time (not the evening of a party) what your personal limits are for alcohol. For example, will you drink alcohol? If so, what kind? How much? How fast? How will you get home? Will a trusted friend be with you who is not drinking? What are the possible consequences? d) Identify your reasons for setting personal limits of alcohol use.</p>	<p>a) Avoid alcohol; your best defense is a clear mind. b) Watch opened drinks for tampering c) Hang out where there are other people, and you feel safe. d) Be assertive; speak up if the situation makes you feel uncomfortable, scared or pressured; act fast to end the situation. Use direct messages-- what you mean in fewest words possible</p>	<p>a) All entrances and the garage should be well lighted. b) Never hide a key outside. c) Do not admit strangers to your home under any circumstances.</p>
<p>Decision-making: a) Identify the decision to be made. b) List options c) Identify positive & negative consequences d) Choose the best option e) Reflect...why is it the best choice now? KEEP IN MIND THE PERSONAL BILL OF RIGHTS AND RESPONSIBILITY!</p>	<p>Buddy-Wingman system: be sure to have at least one person you trust to watch out for you and any unattended drinks.</p>	<p>Always lock your car as soon as you enter it and when leaving.</p>
<p>Situational awareness: a) Any danger signs? Trust your intuition. If you feel like you're being pressured, you probably are. b) What will alcohol do to my ability to be aware of dangerous situations or people?</p>	<p>Use confident body language (voice, posture); look directly at the person to say "no" in a firm, serious voice.</p>	<p>Look in the back seat before entering your car.</p>
<p>Self defense classes: such classes help to provide confidence in most social situations. In a dangerous situation, each person must assess the danger and make a decision to resist or not resist</p>	<p>Don't reset your "limit" in order to avoid disagreement, unpleasantness or embarrassment.</p>	<p>Always have your keys in your hand to avoid lingering before entering your car.</p>
<p>Find out about the use of date rape drugs in your area from a local rape crisis center or law enforcement agency.</p>	<p>Use "I" statements... "I feel ____." "I want ____."</p>	

Example of the Decision-making Process

Decision to be made: attend another friend's 21st birthday party at a downtown hotel		
Options:	Pro ☺	Con ☹
a. attend; don't drink	a. under age; stay out of trouble	a. friends will pester
b. attend & drink	b. hang with friends; celebrate	b. illegal; jeopardize scholarship
c. attend for 2 hrs, but not drink	c. enjoy friends, enjoy sleep	c. miss some partying
d. don't go	d. avoid trouble; get to bed early	d. miss fun, friends
Best option? Attend for 2 hrs and not drink		
Reflect...why best option? <i>Want to finish program on time; keep my nose clean; get plenty of sleep. Graduate!</i>		

Although no one can completely eliminate risks to health and well-being, those risks can be significantly reduced through thoughtful pre-planning of decisions and actions. Acting impulsively or not thinking ahead can lead to—at worst—dangerous consequences. Keep in mind that setting behavioral limits for sex or alcohol is a personal activity; limits will vary from one person to another. What's right for one person may not be a good fit for another.

Alcohol use increases the risk to become a victim or a perpetrator. The effect of alcohol on the brain decreases our abilities to recognize dangerous situations. In addition, we lose our ability to escape dangerous situations. Under the influence of alcohol, our ability to clearly assert our personal boundaries is diminished. Binge drinking is often encouraged in college environments; however, losing consciousness from binge drinking puts us in extreme danger. Alcohol abuse is the #1 factor for predicting who among us will be a sexual assault victim.

Bystander...Facilitator...Buddy-Wingman

What role will you play? Before a sexual assault is about to happen, there are three general roles we might fit into. First, we might look like a **bystander**. You'll recognize this person as someone who is in the area when a sexual assault has the potential to happen—and then watches the situation progress. For example, the bystander will observe how a naïve person is talked into drinking too much alcohol. The bystander will watch as someone maneuvers a staggering person away from the party—upstairs, outside, or for a drive. Basically, the bystander looks on without lifting a finger to help a clueless person from a potentially dangerous situation.

The second role a person might choose is the *facilitator* role. The facilitator contributes to dangerous situations—they facilitate situations that are fertile grounds for a sexual assault to happen. Facilitators can often times be friends/couples who act as unassuming “matchmakers,” setting up the prologue to the event. Matchmakers will often provide a romantic opportunity that includes alcohol and reassuring words. Naïve friends/couples have good intentions for their friends and think they are good judges of character—until alcohol is introduced. Under the influence of alcohol, the “new” couple might do, say, or interpret behaviors incorrectly—not the right way to start a relationship. In addition, a facilitator might give someone a ride to a party, and then forget about the person as the evening progresses—leaving the person stranded to find his/her way home. A facilitator could also be the alcohol provider—especially a concern when under age guests are invited. Ultimately, the facilitator makes it easy for something bad to occur.

Finally, the *buddy-wingman* is the person who plays a safety role. The buddy-wingman can prevent a sexual assault just like the designated driver can prevent a drunk-driving situation. The buddy-wingman looks out for others in potentially dangerous situations, especially when alcohol is a factor—dorm rooms, bars, motel room parties, skiing parties, etc. The buddy-wingman needs to take their responsibility seriously. Some potential perpetrators target drunk party-goers, offering to take them out for fresh air or to a “quiet room to talk”—some may offer the party-goers a ride home. To someone under the influence of alcohol, these dangerous persons appear friendly and safe. Some potential perpetrators will even target someone, using his/her unattended drink to drug the person—premeditated criminal behavior. Volunteering to be a buddy-wingman involves responsibility for the welfare of others and requires exceptional “situational awareness!” Employing a buddy-wingman system for social events is an effective way to ensure a safe event for you and your friends.

What to do if you’re sexually assaulted. After a sexual assault, immediate emotions of shock and disbelief gradually give way to anger, fear, guilt, distrust, helplessness, denial, and depression. The shock and disbelief are especially strong for acquaintance rape victims. These victims believed they were with a person they could trust—and the trust was shattered. Victims need to be able to talk to someone about these feelings and to know their feelings are normal.

1. Try to remain calm and alert. Get to a safe place.
2. Don’t bathe, douche, brush your teeth, change clothes or do anything else that may destroy physical evidence.
3. Seek medical attention right away. The first 72 hours after an assault is the most critical time to collect evidence and reduce the risk of sexually transmitted diseases (STDs) and pregnancy. A rape kit is used to collect forensic evidence from both the victim and perpetrator.
4. Call the rape hotline or someone you trust to be with you.
5. Report the rape to the local police or military security forces. Your report may assist the authorities in preventing another incident of this kind. If the crime is reported to the civilian authorities, many states provide the victim Crime Victims Compensation to pay for the exam and rape kit.
6. Seek counseling and emotional support from your local crisis center (confidential), military Life Skills Center (limited confidentiality), or chaplains (confidential). The Air Force has sexual assault response teams (SARTs) at each base to respond optimally to a

sexual assault, including the opportunity for a victim to have a personal support person, a Victim Liaison, throughout the investigative, legal, medical, and recovery process.

STAGES OF SEXUAL ASSAULT RECOVERY... There are four common stages of sexual assault recovery. Not everyone goes through these stages at the same pace or in the same order. It is common for survivors to vary in their experience of these stages.

Crisis Stage: Shock, denial, strong emotions, no emotions, fear, physical reactions.

Denial Stage: Minimize effect, make major life changes, may turn to harmful coping mechanisms such as food, alcohol, or drugs to numb the pain.

Suffering Stage: Depression, no sense of security or control, anger, guilt, shame, flashbacks.

Resolution Stage: Integration of sexual assault, move from victim to **SURVIVOR**.

Earlier, we mentioned that rape kits are used to collect forensic evidence from the “crime scene”—the victim’s body and clothing. If the perpetrator is identified early enough, s/he will also have to complete a rape kit. Generally, the rape kits are used at hospitals; however, some local rape crisis centers may have trained personnel to conduct rape kit exams. Many victims may be seen by a Sexual Assault Nurse Examiner (SANE). The SANE nurse is a registered nurse who is specially trained to provide comprehensive medical care to sexual assault patients, conduct forensic exams, and serve as an expert witness during any legal proceedings. Oftentimes, the SANE program includes equipment that can take microscopic pictures of internal damage to the vaginal and/or anal area.

Rape Drugs. Alcohol and other drugs are involved in many rape cases. Alcohol is involved in the majority of acquaintance rapes of young adults. Date-rape drugs are often put into alcohol, soft drinks, water, or other drinks. Many of these drugs are tasteless and odorless. You may not know you’ve been drugged until you feel drowsy.

Three drugs that are commonly used are Rohypnol, GHB, and Ketamine. Rohypnol, also called “roofies,” is a strong tranquilizer that is illegal in the US. GHB or Gamma-Hydroxybutyrate is a clear liquid anesthetic. It is also known as “G,” “Grievous Bodily Harm,” and “Easy Lay.” Ketamine is also a liquid animal anesthetic commonly called “Special K,” “Vitamin K,” or “Bump.” The use of drugs to sexual assault a targeted person is another important reason for using a Buddy system for social events.

Symptoms of being drugged:

- Suddenly and unexpectedly becoming drowsy.
- Feeling very agitated, jittery or nervous for no known reason.
- Experiencing hallucinations (seeing or hearing things that aren’t there).
- Suddenly getting sick or vomiting after having a drink.
- Memory loss for several hours.
- Waking up and not remembering what happened hours earlier.

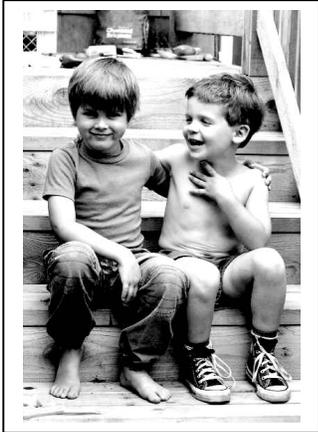


If you suspect drugs are involved with a sexual assault, request blood or urine tests at the hospital. If possible, try to save a sample of the suspected drink for the authorities.

Supporting a Sexual Assault Victim. If someone you know is sexually assaulted, and you're the trusted friend that s/he tells, how should you respond? What should you say? Here are some guidelines:

1. **Assess any immediate needs.** Consider the victim's safety, medical issues (STDs, pregnancy, injuries, rape kit exam), and emotional status. Remember that a victim might not show any emotion at this time due to a state of shock; be careful not to assume that no emotion means the person is doing okay.
2. **Be calm, not angry or threatening. Listen.** It is natural to feel intense anger toward the person who would cause harm to your friend or family member. However, the victim is already extremely stressed. The victim does not need to deal with your anger, too---even if the anger is directed at the perpetrator. Being a supportive listener will be very appreciated.
3. **Be nonjudgmental about the victim's response to the sexual assault.** Neither you nor I can predict how we might respond to a threatening situation. Common responses to danger include to: freeze, fight, or run. Avoid using any "why" questions, such as "Why were you there so late at night?" Why questions elicit a defense response from the victim—a feeling to defend one's actions or behaviors. Whatever the victim did was the right thing for him or her at that time and place.
4. **Let the victim make his/her decisions.** Help the victim to make informed decisions. Give the victim as much information as you can. If you forget, look up the number to a local crisis hotline (base, campus, and city). The hotline worker can validate your information or provide answers to any questions or concerns. Oftentimes, victims feel a loss of control of their lives during the assault. Letting victims regain control of their lives by making decisions after the assault can be therapeutic.
5. **Do not pressure the victim for information.** Retelling the events of the assault can be like reliving the trauma. Avoid gathering information about the assault.
6. **Call base, campus, or civilian hotlines.** Doing so will put the victim in touch with experts on the medical, investigative, and legal aspects of the crime of sexual assault. The Air Force has base programs that specifically assist sexual assault victims. Notifying Air Force authorities can provide the opportunity for a trained Victim Advocate to be assigned to the victim (voluntary option). Hotlines generally provide 24 hour service.

Being a friend and making a difference...LISTEN (Author Unknown)



When I ask you to listen to me, and you start to give me advice, you have not done what I asked.

When I ask you to listen to me, and you begin to tell me why I shouldn't feel that way, you are trampling on my feelings.

When I ask you to listen to me, and you feel you have to do something to solve my problems, you have failed me, strange as that may seem.

LISTEN...All that I ask is that you listen, Not talk or do...just hear me.

When you do something for me that I need to do myself, you contribute to my fear and feelings of inadequacy.

But when you accept as simple fact that I do feel what I feel, no matter how irrational, then I can quit trying to convince you, and go about my business of understanding what's behind my feelings.

So please listen and just hear me. And if you want to talk, wait a minute for your turn...and I'll listen to you.

Impact on Life after the Assault. Support from friends, family, and co-workers is extremely important for sexual assault victims. The effects after the assault can be just as devastating as the actual assault. Victims need to be reminded that they're not alone. There are people who are willing and capable of helping the victim through the recovery. Generally, early intervention means early recovery. It's important for victims to seek help to fully recover.

- **Lowered self-esteem:** Victims may find it hard to feel good about themselves or reach their capabilities.
- **Lack of feeling:** Victims may have no emotional response—feel nothing at all (feel numb all the time).
- **Extreme feeling:** Victims may feel angry or sad all the time, even when good things happen.
- **Relationship problems:** Victims may have difficulty trusting others or believing others really care about them. It may be difficult for victims to get close to others.

- **Sexual problems:** Victims may not want to be sexual at all or they may want to have sex with almost anyone and not know why.
- **Cognitive problems:** Victims may have problems concentrating or remembering. In addition, victims may experience flashback or nightmares, panic attacks, and excessive fears.
- **Unhealthy coping** Substance or food abuse.
- **Sexually transmitted diseases (STDs)** AIDS/HIV, chancroid, Chlamydia, crabs, gonorrhea, hepatitis, herpes, human papillomavirus/genital warts, pelvic inflammatory disease, scabies, syphilis, vaginitis; see <http://www.ashastd.org/stdfaqs/> for more information.
- **Physical or genital injury** Ranges in amount of pain, discomfort, and recovery time.
- **Anxiety** Constant feeling of worry, fear; hyperalert.
- **Post Traumatic Stress Disorder (PTSD)** A mental health diagnosis for people who experience severe trauma, such as people in combat, car wrecks, or Sexual assaults.
- **Powerlessness** Feeling like you have no control or power for your life.
- **Gastrointestinal disorders** Abdominal pain or bloating, heartburn, irritable bowel syndrome, constipation, diarrhea, incontinence; see <http://www.iffgd.org/GIDisorders/GImain.html> for more information.

CONCLUSION

Sexual assault is a serious crime. Sexual assault is one of the most underreported crimes. As Air Force officers and supervisors, we may need to respond and support a sexual assault victim in our unit. Through education and discussion, we can go a long way to prevent sexual assault from happening. We can overcome the misinformation from myths that blame the victim. Victim blaming keeps victims from reporting their crime. Victim blaming keeps perpetrators on our campuses, in our communities, and in our military. In addition, education can help to overcome fears in reporting sexual assault. Victims agonize about reporting their sexual assaults for many reasons. *“Will I be believed? Did I cause the assault? What will my friends and family say? If I report my assault, I’ll have to mention the party where my friends were drinking underage—I’ll get other people in trouble!”* However, we want to encourage victims to report the assault. The impact of the sexual assault can be serious to the victim for medical and emotional reasons. Research has shown that early intervention means early recovery. Also, we know that the forensic evidence has a limited viability. Early reporting means critical forensic evidence is saved. Finally, reporting sexual assaults helps to take perpetrators off our campuses, out of our communities, and out of the military.

So how are you doing right now? The percentage of college students sexually assaulted before coming to college hovers around 25% for female students and 6% of male students. Some people who've experienced a sexual assault earlier in their life, such as from child sexual abuse or incest, have not had a chance to talk to someone or seek counseling. During a briefing on sexual assault to new AFROTC staff, one captain shared this story. The captain supervised a TSgt (female) who let the captain know that her daughter had recently been raped. During the discussion of this traumatic family event, the TSgt seemed to be acting "not quite right." The captain had the foresight to ask the TSgt if she'd been having thoughts of hurting herself—thoughts about suicide. The TSgt would not say "yes" or "no." Immediately, the captain notified the base's mental health office, Life Skills, about the situation. Life Skills folks immediately came to help the captain. As it turned out, the TSgt had been raped earlier in her life. For many years she had coped by not talking or thinking about the rape. Now, with her own daughter's rape, she was forced to confront both events and was not doing well. If you are a victim who has not talked or received counseling for what happened to you in the past, we highly encourage you to do so now. How important is this to you? After alcohol, the #1 predictor for someone to be a sexual assault victim is the person who is already a sexual assault victim. Don't wait.

**Now that you're
part of our
Air Force
FAMILY...**

**Let's TEAM up
to avoid the RISK
of being a VICTIM
or a PERPETRATOR.**



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Objective 33

Physical Training

Required for: All cadets

Overview: This lesson formalizes the Physical Fitness requirements required of all cadets IAW AFROTC 36-2010. There is no formal lesson to teach with this objective. However, the Cadre must brief the AFROTC physical fitness policy to all cadets at the beginning of the year that clearly spells out the detachment physical training policy. A cadre member must supervisor any PT activity.

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PART I

Lesson Title: Physical Training (PT)
Instructor: Qualified CADRE
Teaching Method: Demonstration/Performance
Time Required: Varies by activity
Prerequisite Classes: None
Interrelated Information: Air Force Health and Wellness.
Visual Aids: N/A
Student Preparation: None
Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Affective Lesson Objective: Value the importance of physical training in the Air Force and AFROTC.

Affective Sample of Behavior: Participate in physical training activities.

PART IB

Strategy: AFROTC-sponsored PT activities include, but are not limited to, conditioning exercises, calisthenics, 1.5-mile run, the Physical Fitness Diagnostic (PFD), Physical Fitness Test (PFT), Warrior Runs, etc. Participation in the Cadet PT Program is mandatory for all cadets. The Cadet PT Program is an essential component of Leadership Laboratory. In order to successfully complete the PT portion of Leadership Laboratory, cadets must meet the attendance requirements IAW AFROTCI 36-2010.

The detachment commander or Cadre must brief the detachment Physical Training policy at LLAB within the first 30 days of the term. The detachment must begin conducting PT activities approximately 30 days after the start of the term once all the pre-requirements are completed.

ICL, SCL and/or ECLs, under the supervision of qualified cadre, should organize and lead PT activities whenever possible. Cadets will not supervise PT activities or act as the primary Safety Observer (SO). Detachment Commanders are responsible to assign a cadre member as SO/supervisor for any PT activity (to include warrior runs). SOs should be CPR/AED certified if at all possible.

PT Activity Matrix		
General Physical Training Activities Defined by Level of Intensity		
Light Activity	Moderate Activity	Vigorous Activity
< 3.0 METs	3.0 to 6.0 METs	> 6.0 METs
(< 3.5 Kcal/min)	(3.5 to 7 Kcal/min)	(> 7 Kcal/min)
Basketball, non-competitive	Aerobic dancing, low impact	Aerobic dancing, high impact

Field or rollerblade hockey, noncompetitive	Aquatic aerobics	Backpacking
Football, non-competitive	Badminton	Basketball, competitive
Kickball, non-competitive	Baseball	Biking, > 9 mph
Lacrosse, non-competitive	Basketball, shooting baskets	Boxing, competitive
Land navigation	Biking, < 9 mph	Calisthenics, vigorous
Leadership reaction course	Biking, stationary, moderate effort	Circuit weight training
Soccer, non-competitive	Boxing	Field or rollerblade hockey, competitive
Swimming, non-competitive	Calisthenics, light	Flickerball
Trekking, non-competitive	Fencing	Football, competitive
Volleyball, non-competitive	Frisbee	Handball
Walking, slow pace	Gymnastics	Ice hockey
	Hiking	Jogging
	Paintball	Jumping jacks
	Race walking, < 5 mph	Jumping rope
	Rollerblading or skating, leisurely pace	Kickball, competitive
	Softball	Lacrosse, competitive
	Stair climber, low effort	Martial arts
	Swimming, recreational	Mountain climbing
	Table tennis, competitive	Race walking, > 5mph
	Tennis, doubles	Racquetball
	Trampoline	Rollerblading or skating, moderate pace
	Trekking, competitive	Rowing machine
	Volleyball, competitive	Rugby, competitive
	Walking, moderate or brisk, flat surface	Running
	Water aerobics	Soccer, competitive
	Yoga	Squash
		Stair climber, moderate effort
		Swimming, competitive
		Tennis, singles
		Ultimate Frisbee
		Volleyball, sand or beach court
		Walking, moderate or brisk pace, uneven surface
		Walley Ball
		Water polo

Objective 34

Comprehend the Expeditionary and Leadership Requirements of Field Training

Required for: FTP

Overview: This is a five part lesson to prepare students for the expeditionary and leadership requirements of Field Training. Part one formalizes the required Field Training deployment requirements. The lesson consists of three separate computer based training (CBT) lessons. The lessons are:

- Land Navigation
- Basic Expeditionary Airman Orientation Course
- Improvised Explosive Device (IED) and Unexploded Ordnance (UXO) Identification and Reporting

Each detachment is provided a disk copy of the training. It's up to the individual detachment to set up the procedures for taking the CBTs. Be sure to coordinate well in advance of this LLAB with the COC or detachment commander about setting up the process for completing the training. Each CBT is approximately an hour long.

Parts two and three are designed to familiarize the cadets with the leadership requirements for Field Training.

Parts four and five are the reading assignments for Holm Center T-203, *AFROTC Field Training Manual*, and the AFPAM 10-100, *Airman's Manual*. Students will be tested on both of these reading assignments when they arrive at their respective FTU's during Field Training.

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PART I

Lesson Title: Expeditionary and Deployment Requirements of Field Training

Instructor: POC Cadet

Teaching Method: Informal Lecture/Computer Based Training

Time Required: 3 hours (FTP/AS200)

Prerequisite Classes: None

Interrelated Information: Computer Based Training (CBT): Land Navigation, Basic Expeditionary Airman Orientation Course, Improvised Explosive Device (IED) and Unexploded Ordnance (UXO) Identification and Reporting

Visual Aids: As Required

Student Preparation: None

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Identify the basic expeditionary requirements of Field Training.

Cognitive Samples of Behavior:

1. Identify the basic components of being an expeditionary airman.
2. Describe the basic steps involved in identifying and reporting IEDs and UXOs.
3. Know the basics of land navigation.

Affective Lesson Objective: Value the importance of readiness training in today's Air Force.

Affective Sample of Behaviors: Follow proper procedures in given situations in a deployed environment.

PART IB

Strategy: All cadets are required to complete the three expeditionary based CBTs—Land Navigation, IED and UXO Identification and Reporting and Basic Expeditionary Airman Orientation Course—before attending Field Training. You should allow 3 hours for this training, but the actual training time will vary depending on the individual. Each detachment is provided a disk copy of the training. It's up to the individual detachment to set up the procedures for taking the CBT. You may break up the training into several sections, depending on the number of FTP cadets and the availability of computer resources. You should provide a brief introduction to the training before giving detailed instructions on taking the CBT. The instructions on how to access the training are attached to this lesson plan.

PART II

INTRODUCTION

ATTENTION

(Suggested: Field Training is an opportunity for you to demonstrate that you are ready to lead as an officer in today's Air Force. One of the major aspects of the Air Force today is that we are an expeditionary force. As an officer, you must be prepared to lead in this expeditionary environment.)

MOTIVATION

(Suggested: This lesson—which contains lessons on land navigation, IED and UXO identification and reporting, and basic expeditionary airmen orientation—will provide you some of the basic skills necessary to lead in our expeditionary force today.)

BODY

PRESENTATION

At this time, go over the directions for completing the three required CBTs. Clearly present your detachment's procedures for taking the training, including a suspense date on when training is to be complete. Be sure to follow the directions provided to the detachment regarding training startup, how to save completed training and printing a certificate to show completion.

Instructions for AFROTC Field Training Preparation CBT

This CD is not an auto run program. To begin the program, insert the CD into your computer's CD/DVD player and follow the instructions spelled out below.

Insert Disc into CD-ROM

Open "My Computer"

Click Start (with left mouse button)

Place cursor over "My Computer" & click "left" mouse button

Double click left mouse button on CD-ROM drive that you loaded the CD with
(Should be "D:" drive)

A new window will appear

Three folders will appear: Disregard the Force Protection Folder

BEOC

IED & UXO Identification

Land Nav

You must complete training from each folder...

BEOC

Double click left mouse button on the BEOC Folder

Double click left mouse button

Place cursor over BEOC folder

Double click left mouse button

Place cursor over menu file

Double click left mouse button

Complete all lessons & exercises

IED & UXO Identification

Place cursor over IED & UXO Identification folder

Double click left mouse button

Place cursor over React to IED folder

Double click left mouse button

Place cursor over ctt093-401-5050 folder

Double click left mouse button

Place cursor over index file (Word document)

Double click left mouse button

Complete all lessons & exercises

Land Nav

Place cursor over Land Nav folder

Double click left mouse button

Place cursor over index file

Double click left mouse button

Complete all lessons & exercises

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PART I

Lesson Title: Introduction to Field Training Leadership I

Instructor: COC, POC Cadet

Teaching Method: Informal Lecture

Time Required: 2 hours

Prerequisite Classes: None

Visual Aids: PowerPoint Slides, LCE, FTPR

Student Preparation: None

Certified by: Holm Center/CR (Dr. Charles J. Nath III)

PART IA

Cognitive Lesson Objective: Know the fundamental leadership and management principles, along with the evaluation tools, needed to perform at Field Training (FT).

Cognitive Samples of Behavior:

1. Define leadership.
2. Explain the importance of using basic leadership principles.
3. State the four management principles.
4. Understand how the Leadership Competency Evaluation (LCE) and Field Training Performance Report (FTPR) are used to evaluate leadership potential during Field Training.

PART IB

Strategy: This lesson introduces leadership and management fundamentals that cadets can use at FT. This lesson should be presented during orientation day early in training. The purpose is to get cadets to think about leadership and realize it is much more than giving orders and expecting immediate compliance. This lesson will give cadets some straightforward principals they need to consider during their initial experience as cadet leaders. The concepts will be explored more fully in POC academics. The lesson should be taught by the COC in the auditorium to the entire group of cadets—this will ensure continuity within the subject. A later class will give them the opportunity to discuss further details with their FTO and individual flights.

Lesson Outline:

- A. Definition of leadership
- B. Basic Leadership Principles
- C. Basic Management Principles
- D. LCE
- E. FTPR

PART II

INTRODUCTION

ATTENTION

(Suggested: A primary purpose of Field Training (FT) is to allow the staff to observe cadets in leadership positions. Here at FT you will get a chance to practice leadership and to be evaluated on your leadership skills.)

MOTIVATION

Suggested: The FT staff is constantly evaluating your potential to be a member of the Professional Officer Corps and ultimately an Air Force officer. Fundamentally, every officer must be a leader. Now is the time to find out your leadership strengths and weaknesses. You will have the remainder of FT and up to 2 years as a POC cadet to develop your leadership skills.

OVERVIEW

- A. Definition of leadership
- B. Basic Leadership Principles
- C. Basic Management Principles
- D. LCE
- E. FTPR

TRANSITION

Suggested: Let's look at some leadership principles that you can apply immediately.

BODY

PRESENTATION

A. Review definition of leadership

1. Air Force definition: The art of influencing and directing people to accomplish the mission (AFDD 1-1, *Leadership and Force Development*).
2. Two fundamental elements of leadership presented in this definition: mission and people
 - a. Mission: effectively performing the mission is the primary duty of any military organization, whether it is an active duty unit, an office within a squadron, an AFROTC detachment or a flight within Field Training.

Example of General LeMay: General Curtis LeMay is known for his tough mission mindset. During World War II, he developed two crucial B-17 bombing tactics that would be adopted throughout USAAF.

The first of these was to require a long, straight bomb run from the initial point, with no deviations from course or altitude. Secondly, he devised what became known as the combat box, the arrangement in which the American bombers flew in staggered formations that optimized the

firepower they could bring to bear on German targets. Using these tactics, bombers could not maneuver or change course to avoid enemy anti-aircraft fire.

The driving force behind these tactics was mission effectiveness – putting bombs on target. His bomb group, the 305th, consistently put more bombs on the target than did other groups. With more bombs on target, less trips to the target were necessary, and this meant aircrew were in less danger. Taking care of the mission took care of the people.

Source: Air Force Magazine

- b. People: You must have people to perform the mission. If this crucial link in the unit is neglected, the mission cannot and will not be accomplished successfully. Successful leaders balance the needs of the mission with the needs of their people.

B. Basic Principles of Leadership

1. Lead by Example

- a. Leading by example is absolutely critical
 - A cadet who gives 100% at PT will have an easier time motivating others to work out
 - A cadet who leaves his bunk a mess as he hurries out will have a hard time motivating his teammates to excel during room inspections

Example of Gen Benjamin O. Davis, Jr.: General Benjamin O. Davis, Jr. is known as the first black Air Force general, and as the commander of the Tuskegee Airmen, the 332d Fighter Group. During World War II, he held himself and his airmen to the highest standards, instilling competence and discipline among his pilots. During 200 escort missions, totaling about 10,000 sorties into some of the Third Reich's most heavily defended areas, the Tuskegee Airmen never lost a bomber to an enemy fighter. It was a tribute to their skill and to Davis's leadership.

2. Followership

- a. Be a good follower. Everyone in the AF is a follower to some extent. We all have to know when the time for our input is over, and the time to get on board with the leader's decision has come.

Example: Imagine a grandparent patiently telling his granddaughter that it's time for some indoor activities. The granddaughter protests, and says she wants to play outside in the rain. The grandfather patiently explains that she'll get wet, and that she doesn't have any dry clothes to change into. So he gets out a coloring book, and he proposes "Why not color in this coloring book." The granddaughter whines and says she wants to go make mud pies in the rain. The grandfather says that she'll be too dirty, and that her parents would be furious if she got their new car dirty. He gets out some crayons, and says "Here, you'll like coloring once you get started." The granddaughter stamps her foot and says, "I want to play outside!" The grandfather is starting to tire of this conversation and says, "That's not an option now. You have a nice coloring book and crayons. How about coloring?" Now the granddaughter is crying and says, "Why can't I ever do what I want?" The grandfather has no pity. He says, "Shut up and color!"

It may sound cruel, but in the military, leaders often don't have the time to explain their rationale for their decisions. As followers, you must recognize for yourselves when it's time to "Shut up and color!" so you don't have to be told.

- b. Followership is directly related to leadership
 - Get your job done
 - Be aggressive in your duty performance
 - Be reliable
 - Make the boss feel secure in the fact that you can be trusted
 - Communicate with the boss; surface problems
 - Support the boss after decision is made

All these actions will help your supervisor know you're ready to take on additional responsibility.

- c. Take the initiative; always look for things to do before you are told, and share your ideas about how to improve processes for everyone's good.

3. Teamwork

- a. Be a team player.
 - Impossible to "go it alone" in this environment
- b. Subordinate personal desires/goals to group or team goals
 - Lance Armstrong competed with a team of excellent American cyclists when he entered the Tour De France. Maybe some of them wanted to win the Tour De France as well. But instead of moving out and trying to get in the front of the pack, each of them stayed in position, and played a role in helping Lance Armstrong win the race.
- c. Accept other people's views -- be congenial
 - It's your team's diversity that will help you when new ideas are needed. Diversity is strength as long as it is respected.
- d. Realize the value of working together as a group
 - Synergy is accomplishing more as a team than the sum of the individual contributions of each member. Ideally your team would work together to accomplish each day's tasks, while having an immaculate dorm, and bolstering each others morale. Dysfunctional teams tend to drag their members down, lowering morale, failing to get the day's tasks done, or keeping their dorm very clean. How will your flight work together: synergistically or dysfunctionally?

- e. Be a team builder in any task
 - Some of you might be embarrassed if you were asked to be a cheerleader for your school's football team. It's not always a respected position. But not everyone can be on the field making the plays. Similarly, not everyone is going to have the brilliant idea in the flight discussion. What can everyone else do? They could sulk and wish they had thought of it, or they can give some credit and encouragement to the one who made the contribution. Always seek to encourage your team regardless of the task.

4. Caring for and Motivating your People

- a. People are your most valuable resource – morale, effectiveness and cohesion all relate back to treatment of people
- b. Well being – knowing what's going on with your people can help to resolve potential problems.
- c. Motivation is a key force in accomplishing a mission.
 - Self-motivation lasts the longest — strive to provide an environment that fosters and rewards self-motivation

5. Communication.

- a. Two-way process critical for mission success. There is a message to be sent, with a sender and a receiver, and a medium for that message. Regardless of the medium, an officer makes sure that he/she understands the communication and that his/her subordinates understand the communication as well.
- b. Communication must flow up and down the chain of command.
- c. Successful leaders listen to what their people are saying.
 - Always look out for the good ideas (and give credit where it is due).

TRANSITION

(Suggested: Leadership principles deal with the people aspect of leading. To be a well-rounded leader, you also need to know and employ some basic management principles.)

C. Basic Management Principles.

1. Definition of Management: the process of getting things done, effectively and efficiently, through and with other people. Efficiency: Means doing the thing correctly; refers to the relationship between inputs and outputs; seeks to minimize resource costs. Effectiveness: Means doing the right thing; goal attainment.
2. Four Functions of Management: Planning, Organizing, Leading and Controlling.

- a. Planning: A good plan should...
 - (1) Define goals.
 - (2) Establish strategy.
 - (3) Be written down (when necessary or applicable) and kept up-to-date—remembering to always be flexible when the environment dictates change.

- b. Organizing: To organize you should...
 - (1) Determine the tasks involved.
 - (2) Establish the structure (roles & responsibilities: who's doing what, where, etc.).
 - (3) Allocate resources (who will take each role).
 - (4) Develop procedures.

- c. Leading: successful leaders know how to direct
 - (1) Take command or charge – motivate.
 - (2) Give orders or instructions – select the most effective communication channels.
 - (3) Obtain unified action – resolve conflicts.

- d. Controlling
 - (1) Establish standards (if not already done).
 - (2) Compare results with standards – observe people and progress for performance.
 - (3) Take corrective action – either immediate (corrects behavior on the spot) or administrative (involves further investigation and planning for future).

TRANSITION

(Suggested: Now that you know some of the skills and traits needed to be a good leader, let's look at how you will be evaluated during FT on these basic leadership skills.)

D. LCE

1. Leadership Competency Evaluation (LCE).

a. Parts of the LCE.

- (1) Ratings: Unsatisfactory (U), Satisfactory (S), and Outstanding (O).

You will receive ratings on each of the 14 areas on the form as well an overall score.

- (2) Two Evaluation Sections (front page): Leadership Competencies and Decision Analysis. Evaluation is based on the following tools/principles:

- Management Functions: The four functions we discussed earlier in this lesson: Planning, Organizing, Leading, and Controlling.
 - Institutional Leadership Competencies: developing and inspiring others, taking care of people, fostering diversity, builds teams and coalitions, negotiating.
 - OODA Loop: Observe, Orient, Decide and Act.
 - 8 Step Problem Solving Process: (1) Clarify and validate the problem, (2) Breakdown the problem/Identify performance gaps, (3) Set improvement targets, (4) Determine root causes, (5) Develop countermeasures, (6) See countermeasures through, (7) Confirm results and processes, (8) Standardize successful processes.
- (3) Mission Completion (on top of back page): If, as the leader, you completely fail to recognize the correct mission or problem and lead your flight astray, you may get a referral on the LCE. In addition, if you abdicate (or give away) command to another while being evaluated you will require a referral rating.
- (4) Comments (back page): FTOs will write notes about what they see during the event. Make sure to review this information as it will help you for your next event and with your leadership skills overall.
- b. How the LCE is used.
- (1) To evaluate a person's leadership skills and potential.
 - (2) Give formalized feedback to the individual to help them become a better leader.
- c. When the LCE is used.
- (1) The Leadership Reaction Course (LRC).
 - (2) Expeditionary Leadership Problems (ELP).
 - (3) AEF Exercise.
- d. How the LCE affects you the cadet.
- (1) Gives you a good look at both your strengths and weaknesses as a leader.
 - (2) Allows you to practice honing your leadership and getting constructive feedback to correct problem areas.
 - (3) Has direct input into the Field Training Performance Report (FTPR) and therefore your overall Field Training evaluation and stratification.
- E. Field Training Performance Report (FTPR).

a. Performance Factors on the FTPR.

(1) Preparation for Field Training.

- Knowledge of Field Training Manual
- Customs and Courtesies
- Physical Fitness Assessment
- Drill and Ceremonies
- Image/Bearing

(2) Physical Fitness Assessment

(3) Leadership Skills.

- Problem solving ability
- Displays Initiative
- Performance of Duties
- Judgment and Decision Making
- Followership/Team Player

(4) Professional Qualities.

- Exhibits Loyalty, Discipline, Dedication, Integrity, Honesty, and Officership
- Accepts Personal Responsibility
- Attention-to-Detail/Situational Awareness
- Problem Solving Ability
- Coordination/Control and Delegating/Directing

(5) Communication Skills.

- Clear
- Concise
- Articulate
- Verbal Communication
- Tact/Sensitivity

(6) Judgment/Decision making skills

(7) Warrior Ethos

b. How the FTPR affects you the cadet.

(1) It is a permanent part of your cadet record and helps your detachment commander determine your admission to and or continuation in the POC and your suitability for commissioning.

(2) Effects Rated Classification Boards, Scholarship Boards, etc.

(3) Need certain ratings and comments on FTPR to come back for CTA duty next year.

(4) Cadet Rankings and Stratifications both here at FT and at your Dets.

CONCLUSION

SUMMARY

- A. Definition of leadership
- B. Basic Leadership Principles
- C. Basic Management Principles
- D. LCE
- E. FTPR

REMOTIVATION

(Suggested: These next few weeks are a time to really start practicing your leadership skills to demonstrate your ability to learn and grow as a leader. The evaluation tools being used here are here to help you on your endeavor from being strictly a follower in the cadet corps to becoming a leader in your flight here at FT and back at your detachment.)

CLOSURE

(Suggested: Take advantage of this opportunity to hone your leadership in this unique environment.)

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PART I

Lesson Title: Introduction to Field Training Leadership, Part II

Instructor: COC, POC Cadet

Teaching Method: Informal Lecture/Guided Discussion

Time Required: 1 hour

Prerequisite Classes: Intro to FT Leadership Part I

Visual Aids: LCE, FTPR

Student Preparation: None

Certified by: Holm Center/CR (Dr. Charles J. Nath III)

PART IA

Cognitive Lesson Objective: Comprehend the fundamental leadership and management principles, along with the evaluation tools needed to perform at Field Training (FT)

Cognitive Samples of Behavior:

1. Determine the expectations of the FC when evaluating a cadet with the Leadership Competency Evaluation (LCE).
2. Explain the importance of using basic leadership and management principles at FT.
3. Describe how the Leadership Competency Evaluation (LCE) and Field Training Performance Report (FTPR) are used to evaluate leadership potential during Field Training.

PART IB

Strategy: This lesson is a follow-up lesson to LT-1A. In Part 1, the students learn some basic leadership and management principles, as well as learn how the LCE and FTPR play a role in their evaluation during FT. Part 2 is designed for the FC to give more specific guidance on the LCE and FTPR as well as answer questions cadets have for the FC on the evaluation process and leadership in general.

Lesson Outline:

- A. FC Perspective/Expectations
- B. LCE
- C. FTPR
- D. Question/Answer Time

PART II

INTRODUCTION

ATTENTION

(Suggested: Tell a personal experience story about leadership—good or bad—from your active duty experience.)

MOTIVATION

(Suggested: Whether someone is a good or poor leader often depends on the person you ask, the day you are asking, or the condition of the workplace at the time. Leadership is a very subjective thing that many, many people have studied for a very long time. Although there are a lot of different ways to define and evaluate leadership, we in AFROTC, have come up with one way we will evaluate you as cadets wanting to make it into the POC.)

OVERVIEW

- A. FC Perspective/Expectations
- B. LCE
- C. FTPR
- D. Question/Answer Time

TRANSITION

(Suggested: Let's begin.)

BODY

PRESENTATION

A. FC Perspective/Expectations.

1. Share your perspective and expectations on evaluating using the LCE.
2. Let the cadets know up front what you focus on or look for while evaluating a leader.

B. LCE

1. The COC covered the very basic sections of the LCE with cadets.
2. Make sure each cadet has an LCE (they will keep these for the next lesson LT-1C) to use
3. Go in-depth about the different sections on the front.
4. Answer questions as they arise from the cadets

C. FTPR

1. The COC covered the very basic sections of the FTPR with cadets.

2. Discuss the sections and what it takes to get an Outstanding, High Satisfactory, Satisfactory, Marginal or Unsatisfactory on the different sections.
 3. Reiterate the importance of the FTPR (for specifics, look at the LT-1A lesson plan).
 4. Answer questions as they arise from the cadets.
- D. Question/Answer Time. Open the floor for any questions about leadership, the LCE or the FTPR.

CONCLUSION

SUMMARY

- A. FC Perspective/Expectations
- B. LCE
- C. FTPR
- D. Question/Answer Time

REMOTIVATION

(Suggested: Being a good leader is something you will have to work hard at. Everyone must work to build their leadership skills and you are no different. What sets you apart from the average college student, is that you are here making this commitment to becoming a better leader and future officer.)

CLOSURE

(Suggested: If you always work hard, follow the Core Values and the Honor Code, and continue to challenge yourself as a person, your leadership skills will grow. If not, they will stagnate and fade away. It's your choice.)

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PART I

Lesson Title: Holm Center T-203, *AFROTC Field Training Manual*

Teaching Method: Reading Only

Prerequisite Classes: None

Interrelated Information: None

Visual Aids: None

Student Preparation: Holm Center T-203, *AFROTC Field Training Manual*

Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know the information contained in Holm Center T-203, *AFROTC Field Training Manual*.

Cognitive Samples of Behavior:

1. Identify the USAF Major Commands.
2. Know the duties of the Field Training (FT) Staff.
3. Describe the in-garrison cadet positions.
4. Know the cadet Honor Code and describe the USAF Core Values.
5. Identify prohibited items/actions while attending FT.
6. Know FT policy on tattoos and the use of drugs and alcohol.
7. Describe the rules of military decorum at FT.
8. Know FT policy on discrimination and sexual harassment.
9. Explain the personal and government security policy while at FT.
10. Identify daily schedule requirements at FT.
11. Describe the formations at FT.
12. Know road guard and guidon procedures.
13. Know building entrance and departure procedures.
14. Describe religious accommodations, individual cadet time telephone and mail procedures.
15. Describe the dining facility entrance procedures.
16. Know dining facility procedures.
17. Identify dining facility departure procedures.
18. Know dorm and bay general information.
19. Identify general guidelines for dormitory beds.
20. Identify general guidelines for the dormitory closet.
21. Know the shoe display and security drawer rules.
22. Explain the five drawer dresser display.
23. Know all the special displays.
24. Describe the medicine cabinet set-up and supplemental information.
25. Explain the types of formal inspections.
26. Know inspection guidelines.
27. Explain informal inspections and drill evaluations.
28. Explain evaluation and counseling procedures.

Affective Lesson Objective: Respond to the information in the T-203.

Affective Samples of Behavior: Voluntarily read the assigned text.

PART IB

Strategy: Students will be tested on T-203, AFROTC Field Training Manual, when they arrive at their respective FTU's during Field Training.

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PART I

Lesson Title: AFPAM 10-100, *Airman's Manual*
Teaching Method: Reading Only
Prerequisite Classes: None
Interrelated Information: None
Visual Aids: None
Student Preparation: AFPAM 10-100, *Airman's Manual*
Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Know the information contained in the AFPAM 10-100, *Airman's Manual*.

Cognitive Samples of Behavior:

1. Know your responsibilities for staying ready to deploy
2. List important consideration for handling host nation sensitivities
3. Identify tasks you can do at home station prior to deploying
4. Identify concepts associated with team integrity and accountability
5. Know what rules of engagement are and what they are used for
6. Know what is expected of you under the Law of Armed Conflict
7. Explain your role and Public Affairs role in handling the media during a deployment
8. Know legal concerns while serving outside the continental United States (OCONUS)
9. Define the five force protection conditions and the standardized warning signals
10. List the "field gear" of the CBRNE individual protective equipment
11. Identify donning procedures for the chemical protective overgarment (CPO)
12. Explain mission oriented protective posture (MOPP) procedures and clothing requirements for each level
13. Define the "Split-MOPP concept"
14. List four steps to proper lifting
15. Identify the agencies you will need to see upon arrival in a deployed environment
16. Identify different types of improvised explosive devices (IED)
17. List personal hygiene actions you can take in a deployed environment to prevent disease
18. List steps to take to prevent disease transfer from insects
19. Know the three steps that promote good mental health
20. Know the fire safety procedures used in a deployed environment
21. Know the procedures for waste control in a deployed environment
22. List steps to the mess kit cleaning process
23. Know the steps to good resource protection and crime prevention
24. Explain passive defense measures
25. Explain expedient hardening
26. Define camouflage, concealment and blackout and their limitations
27. Define defensive fighting positions (DFPs) and list the types of DFPs
28. Identify steps to be taken as part of contamination avoidance and CBRN pre-attack
29. Know the functions of the Unit Control Center

30. Explain the importance of maintaining secure communications in the field
31. List actions taken to maximize your personal anti-terrorism force protection
32. Identify procedures for checking a vehicle
33. Know tasks to be accomplished during alarm conditions green and yellow
34. Define integrated base defense (IBD) and list the interacting measures of IBD
35. Identify the correct security procedures for setting up a cordon and the proper procedures for challenging intruders
36. List the three types of codewords
37. Identify six steps for handling prisoners and defectors
38. List the steps of the SALUTE report
39. Know common procedures to maximize safety with reaction to flares
40. Know convoy attack procedures
41. Identify the seven steps of weapon safety and the ten fundamentals of shooting and firing weapons
42. Know immediate action procedures of Assess, Roll, Tap and Charge (ARTC) for handling weapons
43. Identify the steps of post-attack reconnaissance
44. List five steps for handling unexploded ordinances (UXO) and the six steps for reporting UXOs
45. Know the difference between M8 and M9 detection paper
46. Explain Nuclear and Biological Protection
47. Know the difference between chemical warfare and biological warfare agents
48. List operational considerations of both the MCU-2 Series Protective Mask and the M45 Land Warrior Chemical-Biological Mask
49. Identify the steps for drinking through the mask
50. Explain the steps for immediate life saving and how to control bleeding
51. Identify symptoms and treatments for common injuries
52. Know symptoms and actions to take for dehydration, heat exhaustion, and heat stroke
53. List different types of heat and cold injuries
54. Know steps for the handling human remains
55. Know the six articles of the Code of Conduct

Affective Lesson Objective: Respond to the information in the AFPAM 10-100.

Affective Samples of Behavior: Voluntarily read the assigned text.

PART IB

Strategy: Students will be tested on the AFPAM 10-100, *Airman's Manual*, when they arrive at their respective FTU's during Field Training.

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Objective 35

Introduction to AFEX and the Virtual Staff Ride

Required for: SCL

Overview: These two lessons are designed as capstone lessons for AS 400 cadets. The first lesson, Introduction to AFEX is an introduction to wargaming and can be presented by the SCL cadets. The second lesson, Virtual Staff Ride is a guided discussion lesson that is presented by an AS 400 flight commander.

Lesson plans and slides are available for each lesson.

PART I

Lesson Title: Introduction to AFEX
Teaching Method: Informal Lecture/Demonstration Performance
Time Required: 4 hours
Prerequisite Classes: None
Interrelated Information:
Visual Aids: Powerpoint Slides
Student Preparation:
Certified by: Holm Center/CR (Dr. Charles J. Nath III)

PART IA

Activity Statement: Apply Air and Space Power capabilities in a wargame scenario.

Affective Lesson Objective: Respond to discussion on the purpose of wargaming.

Affective Sample of Behavior: Respond with interest to the opportunity to build and execute a war plan.

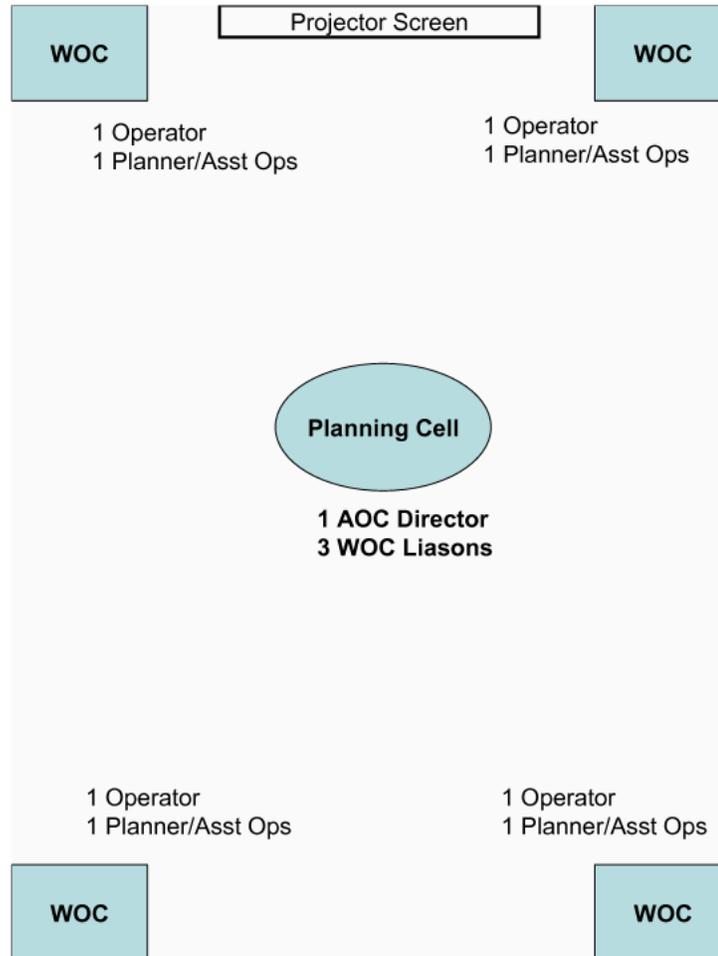
PART IB

Strategy: In AFROTC this lesson will be executed in LLAB by the cadets. This lesson will lay the foundation for upcoming AFEX wargames. This lesson moves from a broad focus on general wargaming concepts through the building block approach of AFEX wargaming. The discussion should ensure the knowledge level objectives on wargaming fundamentals are met. After satisfactory responses, the flight commander transitions the discussion and links AFROTC's curriculum to wargaming. This lesson is the first opportunity students will have to combine the concepts they have learned to date. After reviewing the capabilities of our current airpower systems and the operational art of force packaging, students should be able to plan missions and packages using the AFEX Software. The entire AFEX block consists of two seminars. This first seminar prepares students for the exercise by discussing the objectives and reviewing the game mechanisms for AFEX. Encourage students to ask questions during this lesson, because during the actual scored exercise your input should be limited. The students will have limited time to prepare for the exercise.

The second seminar is the application portion of the exercise, or AFEX execution.

Setup and assignments will be as follows

The result will be as follows:



Lesson Outline:

1. Purpose of Wargaming
2. AFEX Objective
3. AFEX Fundamentals
4. Begin Strategizing

PART II

INTRODUCTION

ATTENTION

Throughout our curriculum we have spent quite a bit of time talking about airpower systems and capabilities, missions and functions, and force packaging. Starting today, you'll have a chance for some "hands on" application of your knowledge.

MOTIVATION

Wargames are a valuable tool for the military professional because that they aid in historical study, problem solving, plan development, and significant cost savings over fielded exercises. AFEX is your first opportunity to put all of these concepts together to plan and execute missions against a fierce opponent—members from another flight. Your ability to effectively employ air and space power will determine your success during the wargames conducted here at AFROTC. This gained experience will also continue the process of understanding uses and advantages of wargames as future leader of the Air Force

OVERVIEW

1. Purpose of Wargaming
2. AFEX Objective
3. AFEX Fundamentals
4. Begin Strategizing

BODY

PRESENTATION

A. Purpose of Wargaming

1. Define a wargame:
 - a. A simulation by whatever means, of a military operation involving two or more opposing forces, using rules, data, and procedures designed to depict an actual or assumed real life situation
 - b. A military simulation that has live, thinking opponent (even if it's a computer)
 - c. A depiction of a past or possibly future military operation that is played out by opposing players

2. Historical examples of wargaming:
 - a. Japanese planning the strike at Pearl Harbor
 - b. Germans using wargame analysis in an attempt to forecast where the allied invasion of Western Europe would take place
3. How does the Air Force use Wargaming?
 - a. USAF Checkmate Planning Cell used wargames, simulations, etc. to prepare contingency plans for events like Desert Storm, Enduring Freedom, and Iraqi Freedom
 - b. Blue Flag at Hurlburt Field to improve Air Operation Center (AOC) coordination/function and red Flag at Nellis AFB to improve our tactical capabilities

TRANSITION

Most war planners understand you must have an objective in order to effectively develop a strategy. Let's quickly cover the AFEX objective.

B. AFEX Objective

1. AFEX is a game designed to test your ability to employ airpower against a computer opponent with an unknown capability. Mission orders are provided in an Execution Order (exord) in the form of a set of prioritized objectives. Your goal is to work as a team to accomplish the assigned tasks. Given the robust capabilities of your opponent this will be no easy task.
2. Although AFEX does not cover all aspects of an air and space operation, it does effectively convey some basic concepts of airpower employment.
3. There will be four two-person teams manning each computer position. One person will be the operations lead, and the other will act as the mission planner/ Assistant Opso. The remaining members of the flight will be grouped together in the planning cell. It will be their job to plan, coordinate missions to achieve your objectives.
4. Centralized control and decentralized execution is the cornerstone of air and space operations. For this reason you are logically divided groups that will act as operations, or plan. Planners devise the strategy to achieve objectives while the operators execute the plan.

TRANSITION

Now that you are familiar with the concept of AFEX objective, let's take a look at a brief tutorial and then afterwards you can test your skills in a simple tutorial.

- C. AFEX Fundamentals: **Instructor's Note:** Minimize PowerPoint and run AFEX student tutorial. The tutorial will walk student through some of the basic game functions, and show them how to assemble a strike package. This tutorial is not intended to take the place of reading the TAV application manuals. Be sure that students read the game materials even after going through the tutorial. When the video is complete see if students have any questions, feel free to review any of the topics presented.

TRANSITION

Now it's your turn let's see how well you understand how to build a package for a mission.

- D. Begin Strategizing: **Instructor Note:** Break flight into four groups. Give them a 5-10 minute planning period and then have them begin practicing. Walk around and assist as necessary. After each group has completed the practice scenario continue with the lesson.

CONCLUSION

SUMMARY

1. Purpose of Wargaming
2. AFEX Objective
3. AFEX Fundamentals
4. Begin Strategizing

REMOTIVATION

You can see that our doctrine clearly emphasizes the importance of modeling the Air Force's way of war. Remember the lessons you have had so far. Your goal is to apply the concepts you have learned thus far. These wargames should stir debate and discussion, sometimes heated, about how we conduct air operations. The real victory is not determined by who kills the most enemy troops or breaks the most hardware, but by who generates the most honest and thorough discussion of air and space power and employment.

CLOSURE

Today is your chance to put all of the pieces together and work as air operation planners. You have learned about the Air Force resources available to you and how to employ those resources. With this information, you now have the opportunity to successfully plan and execute a small air operation. Good Luck!

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PART I

Lesson Title: Virtual Staff Ride: Battle of Roberts Ridge
Instructor: FC
Teaching Method: Guided Discussion
Time Required: 2 hours
Prerequisite Classes: None
Visual Aids: Powerpoint slides, Video clips
Student Preparation: Read the Hastert Article (On the CD)
Certified by: Holm Center/CR (Dr. Charles J. Nath III)

PART IA

Cognitive Lesson Objective:

Comprehend the nature of leadership in an “improvised” war.

Cognitive Samples of Behavior:

1. Discuss the impact of the “fog of war” on the mission.
2. Summarize the ways that lack of unity of command or unity of effort influenced the events surrounding the battle.
3. Discuss the contribution of airpower during the Battle of Roberts Ridge.
4. Explain the significance of adhering to the American military tradition of never leaving a fallen comrade behind.

Affective Objectives:

1. Relate the events of the Battle of Roberts Ridge to the Air Force Core Values of integrity first, service before self and excellence in all we do.
2. Appreciate the impact of the “fog and friction” of war on the outcome of events as evidenced in the Battle of Roberts Ridge.
3. Provide examples of the “warrior ethos” as it applies to the Battle of Roberts Ridge.

PART IB

Strategy: The purpose of this lesson is to employ the methodology of a virtual staff ride to present students with an understanding of leadership, decision-making, and the challenges of command. Students will address the application of air power in a complex modern battlefield environment and the enduring moral values that underpin the professional ethos of American men and women in uniform. Using video clips that include interviews with participants in the Battle of Roberts Ridge, computer simulated fly-throughs and other visual aids, the exercise will give students the opportunity to discuss why events unfolded as they did and how they might have happened differently. The lesson will progress through an understanding of the strategic situation in early 2002, the progress of Operation ENDURING FREEDOM and the planning and preparation for Operation ANACONDA. Then the lesson will look at the Battle

for Roberts Ridge and the ensuing fight for control of the observation post on the top of Takur Ghar (tay-kur gahr) mountain. Through guided discussion the students will discuss the many varieties of air power and its synchronization with ground maneuver; how ethical considerations are embedded in tactical decisions; and the nature of leadership in an “improvised war”.

The lesson begins with an orientation of the terrain and an overview of Operation Anaconda. Then the instructor will use seven different video clips to guide the students through the events of what happened at the Battle of Roberts Ridge. The video clips show a variety of ethical, moral and leadership problems affecting both leaders and followers. This lesson consists of two one-hour sessions. Each section of this lesson follows a three step process: a brief informal lecture to set up the video clip, followed by the students viewing the video clip, and ending with a short guided discussion focusing on the leadership/followership issues presented in the video clip. Each video clip is preceded by a “talking point” slide that will set up the clip and give the students an idea of what to think about for the upcoming guided discussion. You must keep the informal lecture portion of the class very brief to allow ample time for discussion after each video clip.

It is very important that the instructor become familiar with the lesson plan, video clips and the student reading for this lesson. Make sure the students read the student reading material prior to the class. (on the VSR CD). This is crucial as the lesson builds upon the reading. Not all slides are placed in the lesson plan due to space. Some are slides just to set the scene for students and may not be in the L/P.

Lesson Outline:

- A. Introduction and Terrain Orientation
- B. Operation ANACONDA Concept of Operations
- C. Fixed Wing Support
- D. The Creed

PART II

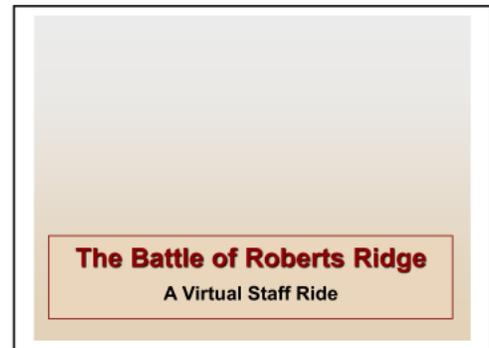
INTRODUCTION

ATTENTION

(Suggested: The terrorist attacks of 11 September, 2001 pushed the United States into a war in Afghanistan for which its military forces were only partially prepared. The capabilities of the Joint Force were superb, yet for decades general-purpose forces, designed to conduct large-scale campaigns such as Operation Desert Storm, against a conventional adversary, had been the highest priority. Further, despite the known presence of Osama bin Laden and the al Qaeda senior leadership, little contingency planning had been done to think through what an operation in Afghanistan might require beyond brief strikes or raids; indeed, an invasion of the “graveyard of empires” had been thought to be the height of folly. Yet initial operations succeeded beyond expectations; al Qaeda and the Taliban were either overwhelmed or simply fled. It appeared that the first battle in the Global War on Terror had been decisively won. In March 2002, Operation ANACONDA was intended to destroy the last bastion of enemy resistance).

MOTIVATION

(Suggested: “Every man, every woman, has certain defining moments in their lives. Today is one of those defining moments. You will be going into battle to avenge the firefighters, police and all the others who went into the burning towers of the World Trade Center to help others. A lot of you are thinking: I’ve never been in combat, I don’t know how I’ll do. You will be good in combat for a lot of reasons. The first is because of who you are. You volunteered. And you’ll be good in combat because of comrades. You will do it for each other.”)



“We have two missions tonight. One is to defeat an enemy. The second one is a goal: to bring everyone home. Never leave a fallen comrade.”

Colonel Frank Weircinski

Commander, 187th Airborne Infantry Regiment
101st Airborne Division
0130, 2 March 2002
The eve of Operation ANACONDA

Not merely words but a promise made by a warrior to never leave a fallen comrade behind. Our Airman’s Creed makes this same promise; “I will never leave an Airman behind, I will never falter and I will not fail”. (Excerpt from The Airman’s Creed). Powerful words often said with a great deal of pride but when the time comes will you be ready to lay down your lives for a fallen comrade? Remember these words and remember the leadership burden you

will carry as an officer and a commander. You must understand this commitment if you are going to fulfill your oath to your country.

OVERVIEW

- A. Introduction and Terrain Orientation
- B. Operation ANACONDA Concept of Operations
- C. Fixed Wing Support
- D. The Creed

TRANSITION: Let's get familiar with the lesson by looking at what a virtual staff ride is and then do some orientation to the area and terrain.

OVERVIEW

- A. Introduction and Terrain Orientation
- B. Anaconda Concept of Operations
- C. Fixed Wing Support
- D. The Creed

BODY

PRESENTATION

A. Introduction

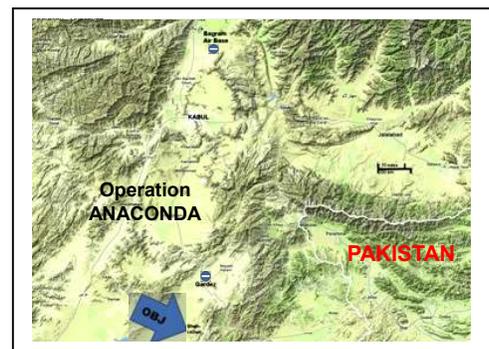
1. This exercise is a combination of a very traditional form of military education -- the staff ride. The present day staff ride contains many modern forms of communication and educational materials to include: video clips, terrain fly-throughs and, of course, a PowerPoint presentation.

2. Staff rides were first conducted in the early nineteenth century by Prussian military reformers who sought to transform the conduct of war from the blood-sport of aristocrats to the business of professionals. They were forced by Napoleon, and the devastating defeats he inflicted upon them, to bring the rigors of Enlightenment arts and sciences to bear in understanding a rapidly and radically changing battlefield environment.

3. After suffering through a similarly bloody learning process during the Civil War, American officers adopted many similar reforms. For the past century, staff rides have been a key method in helping officers think their way through tactical, operational and strategic challenges; preparing themselves for the difficulties of decision-making while enveloped in the fog of war; and mastering the arts of military leadership.

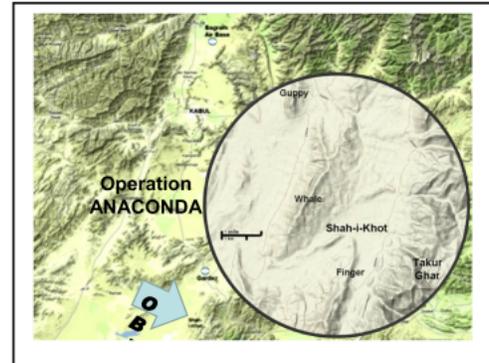
INTRODUCTION

- Virtual Staff Ride – present day form of military education using multi-media to take the student to the battlefield
- The Roberts Ridge staff ride is designed to familiarize you with a battle fought in Afghanistan in 2002



4. The Roberts Ridge virtual staff ride is designed to familiarize you with a conflict in Afghanistan that is still being fought. In particular, we will examine the conduct of sophisticated, networked, air-land warfare under extremely demanding and highly irregular conditions. The fight for the peak of Takur Ghar [in Pashto: *Tall Mountain*], as the Afghans call Roberts Ridge is a fascinating case study in which a global command and control, space-and-air network influences the outcome of a 50-meter, small-unit infantry firefight. **The combat shows us the wonders of American military technology and its limits. And at the end of the day it is a testament to the courage and resourcefulness of those in all the services who wear the uniform of the United States.**

5. Beginning with the regional locator map note how remote Afghanistan is, and the proximity of many states with which the United States has had complex and often hostile relations, including Pakistan and Iran. Afghanistan is about the size of Texas with a population of 29 million people. While Afghanistan is a very poor and undeveloped country, its location gives it great strategic importance.



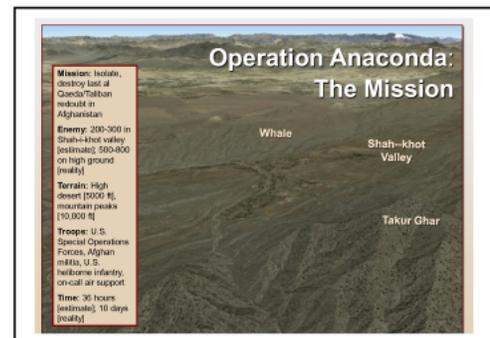
6. Next note the area along the Afghanistan-Pakistan border, known to history as the Durrand Line for the British diplomat who negotiated the border. The border essentially splits the region’s Pashtun (pash-tun) peoples and tribes in two. Southern and eastern Afghanistan are dominated by Pashtuns, and Pashtuns have for the last two centuries dominated Afghan politics. The Taliban is largely a Pashtun group; likewise, Afghan President Hamid Karzai (haw-mihd kahr-Z-eye) is from a prominent Pashtun family. Note also the cities of Gardez (gurdaz) and Khost (hohst – heavy stress on first “h”), which lie just to the north and to the east of the Shah-i-khot (shah-ee-kaht) Valley, the scene of Operation ANACONDA and the battle for Roberts’ Ridge.

7. Finally, in the large photo at the bottom, note the basic shape of the Shah-i-khot, with the Gardez Plain in the background and the peak of Takur Ghar as indicated.

TRANSITION: In order to understand the complexities of this engagement it’s important that we discuss the mission of Operation ANACONDA.

B. Operation Anaconda: The Mission

1. Operation ANACONDA would mark the first time that U.S. conventional land forces were employed in large numbers in Afghanistan. The operational concept reflected a number of lessons from previous combat in Afghanistan: that al Qaeda forces would more likely flee to survive than stand and fight when attacked from the air, and that while putting an Afghan face on the operation remained a political and strategic necessity, Afghan militias could not or would not by themselves destroy enemy formations as the Tora Bora experience indicated.



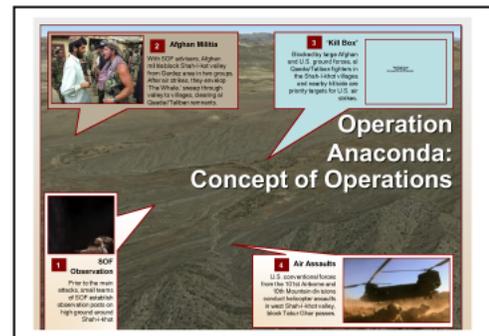
a. The invasion of Afghanistan, Operation ENDURING FREEDOM was mounted remarkably fast in the wake of the 11 September 2001 al Qaeda attacks. It was an improvised (rapidly planned and executed) war that achieved surprisingly successful results. Operation ENDURING FREEDOM began with air attacks on 7 October 2001. By 7 December Taliban leader Mullah Omar fled from Kandahar, in the south of Afghanistan, the last major city to fall to the U.S. led coalition.

b. By 10 December 2001 al Qaeda and Taliban remnants had been reduced to a small toehold in eastern Afghanistan in the Tora Bora region, about 50 miles northwest of the Khyber Pass and the border with Pakistan. Sensitive to Afghan pride, U.S. commanders chose to delegate the final assault on Tora Bora to local militias, but rather than fight to the finish, militia leaders negotiated a surrender that allowed many Taliban fighters, and probably Osama bin Laden himself, to slip away.

c. By early February, after an Afghan loya jirga (loy-yah jeer-gah, assembly of regional leaders and tribal chiefs) had named Hamid Karzai as head of an interim, replacement government, Taliban and al Qaeda forces attempted to reconstitute in Afghanistan's Paktia (pahk-tee-ah) province, moving from South Waziristan in Pakistan into the Shah-i-khot valley a historically known defensive emplacement for guerillas. This valley whose name in Pashto, "Shah-i-khot" means place of the kings had grown in mythical status during the Soviet war as a region never conquered by the Red Army in its 1979 invasion. In fact, the Soviets suffered more casualties there than in any battle since 1945.

d. Based on documented intelligence reports that showed the growth in Taliban and al Qaeda strength, U.S. commanders began to formulate a plan to assault the Shah-i-khot valley. The goal of the plan was to destroy enemy forces and to kill or capture senior leaders, perhaps including bin Laden and his lieutenants. This plan became known as Operation ANACONDA.

2. Concept of Operations: Initial intelligence estimates put Taliban/al Qaeda strength at 200 to 300 personnel, and located them in the villages on the Shah-i-khot valley floor. Planners at the 10th Mountain Division, a light infantry formation from Fort Drum, N.Y. that had only recently arrived in Afghanistan developed a scheme of maneuver and fires based on the political, strategic, operational and tactical requirements of the situation. They believed they could pin down the Taliban/al Qaeda enemy using Afghan militias and air power and employ U.S. conventional forces from the 10th Mountain and 101st Airborne divisions to destroy them. The plan was a classic anvil-and-hammer approach. (An approach that involves a large force attacking the enemy from one side and driving them back into an entrenched force you have established behind them, smashing them in between the two groups).



a. The main attack would be preceded by the insertion of small special operations teams to establish observation posts [OPs] at key points overlooking the valley. They would be dropped off just outside the Shah-i-khot several nights prior to the attack so that they could infiltrate covertly by ground, moving after dark, until they reached their observation posts. Their mission was to provide targeting information and last-minute intelligence on enemy positions.

b. The first phase of the main attack would be conducted by several hundred Afghan militiamen under the command of Zia Lodin. During the invasion, U.S. forces had cooperated with a variety of indigenous forces, usually militias under ethnic warlords who had fought during the long civil war that followed the withdrawal of the Soviets and only ended with the victory of the Taliban. Those warlords who had continued to resist the Pashtun Taliban proved convenient allies during the U.S. invasion, but had proved reluctant to close with the enemy in the absence of American air support and in Tora Bora it was clear that they had their own political and strategic calculus that differed significantly from U.S. goals.

c. Zia Lodin's forces had been trained in the six weeks prior to Operation ANACONDA, under the tutelage of U.S. Army Special Forces. Approaching the Shah-i-khot from the north, their job was to block the northern and southern entrances to the valley. They would split into two groups and encircle the "Whale". In theory they would fix the Taliban and al Qaeda forces in place.

d. The second phase of the main attack would be air strikes on the enemy positions in and around the three villages in the Shah-i-khot. Past experience indicated that, faced with blocked exits to the north and south and caught in an aerial bombardment, Taliban forces would retreat; al Qaeda fighters, motivated by extremist ideology, might be tougher to dislodge but the tide of Taliban retreat would sweep them away or expose them to defeat in detail.

e. In the Anaconda plan the third phase would be decisive: As enemy forces fled, U.S. Army heliborne infantry would conduct an air assault to block the escape route through the mountains to the east. They would kill or capture the broken remnants, thus destroying the last remnants of Taliban and al Qaeda resistance in Afghanistan. Further air strikes would target any small groups that might elude the U.S. blocking positions.

f. Seemingly simple in concept, the Anaconda plan, developed by the 10th Mountain Division headquarters in conjunction with attached staff from the 101 Airborne, was an attempt to synchronize forces from many different U.S. and Afghan military organizations and communities: U.S. Army conventional infantry, U.S. Army Special Operations Forces (SOF) working with untested Afghan militias, elite units from U.S. Special Operations Command, the Central Intelligence Agency and the U.S. Air Force. However, the headquarters, designated Task Force Mountain, did not have control of these varied units; there was no unity of command, so that each element first reported to its own higher

VIDEO ONE

- Underestimated Taliban Strength
- Not as quick an operation as originally thought
- MAKO 30 bypasses landing zone and lands on peak
- MAKO 30 hit by gunfire CPO Roberts falls out
- QRF ordered in to rescue MAKO 30

headquarters. As this was the first opportunity since the invasion of Afghanistan for conventional forces to play a significant role in OEF, Task Force Mountain was determined to conduct an air assault which they were convinced would have a demoralizing effect on the enemy.

Transition: Not all plans survive first contact with the enemy. Let's take a look at how this plan unraveled by watching the first video.

Instructor Note: This presentation contains slides which have the guided discussion questions on them. There are additional questions in the lesson plan. You may use the additional questions or choose to only use the ones on the slides. Use the appropriate questions to cover the objectives and keep the discussion on track.



g. [**Play first movie clip – 9:14 minutes long**] Set up the clip with the talking points slide. Things to look at in video one: underestimation of Taliban strength, not as quick an operation as originally thought, MAKO 30 lands in the wrong spot, CPO Roberts falls out of helicopter and the QRF is ordered to rescue Roberts.

Transition: (Suggested: Let's begin with a closer look at the situation and see what you observed during the first clip).

Instructor Note: In the video MAKO 30 is referred to as MAKO 3. In order to guide this discussion properly it is imperative that you have reviewed the lesson plan, read the student reading and viewed all the videos.

LOQ: What was the mission of the SEAL Team MAKO 30?

AR:

- The mission of the SEAL team with the call sign MAKO 30 was to establish an observation post on Takur Ghar.
- Such special operations forces observation posts rely on stealth and the ability to call for fires from many sources to be effective.
- The SEAL team was supposed to be inserted during the night, not at the peak thus giving away the purpose of the mission but at an offset site some distance down the mountain.

FUQ: Why did the MAKO 30 team take the risks they took when they landed on the peak of Takur Ghar?

AR:

- Because this was a hastily planned mission, commanders chose to accept increased risk and to take liberties with standard procedures.

- Technological means of surveillance, including the last-minute sweep of the area by the AC-130 gunship, did not reveal the full extent of enemy positions.
- There were large gaps in the U.S. intelligence picture. Further, there is a gap between intelligence collection, the gathering of facts and data and tactical understanding.
- The all clear report from the AC-130 encouraged the SEAL team leader to take increased risk, not only to chance a landing closer to daybreak but directly on the objective, the ridge at the peak of Takur Ghar.

FUQ: Was the decision to place an observation post on Takur Ghar essential to success in Operation Anaconda? As delays postponed the insertion, would it have been better to wait until the next night? Was the reconnaissance adequate?

AR:

- Intelligence showed that an observation post on Takur Ghar was essential to the success of the overall mission.
- The SEAL team did not know the danger on Takur Ghar therefore they decided not to wait until the next night to insert the team.
- As seen by the results of the insertion, the reconnaissance was not adequate to safeguard the team.

FUQ: How do you feel about Slab's (MAKO 30 SEAL team leader) decision to attempt a rescue of Neil Roberts?

AR:

- Once Slab, the MAKO 30 leader, discovered that Roberts was missing, he made a quick and firm decision to try to rescue him. He did not ask for permission, since for elite units, never leaving a comrade is a deeply embedded ethical imperative. Yet, once he realized that their original helicopter, call sign Razor 03, was out of action and that it had crashed too far from Takur Ghar to return on foot, he had to wait for a second helicopter, Razor 04, which had been sent to rescue the first. Slab convinced the Razor 04 pilot to return MAKO 30 to the top of Takur Ghar.

FUQ: How do you weigh the moral imperative to return for a comrade against potentially larger tactical and operational implications?

AR:

- *Solicit various student responses.* The moral imperative to return for a fallen comrade is deeply rooted in the Code of Conduct, Airman's Creed and Ranger Creed – "Leave no Man Behind."

Instructor Note: In order to keep the lesson on time, do not get bogged down in a moral discussion on the implications of leaving a fallen comrade behind at this point in the lesson. As the lesson progresses there will be ample opportunities to discuss this issue.

FUQ: How did the lack of clear and concise communications affect the rescue attempt of Roberts?

AR:

- Lack of clear communication caused the team to fly into a hot landing zone. The Quick Reaction Force (QRF) did not know the situation on Takur Ghar. They flew in blindly and were shot down.

Transition: Let's take a closer look at the situation they're currently in.



h. Situation: Takur Ghar, 0455.

1. MAKO 30 Mission: In an attempt to rescue Neil Roberts, SEAL leader “Slab” commandeers a second helicopter, Razor 04 and leads Team MAKO 30 back to Takur Ghar. They are ambushed as they land, but the helicopter manages to get away.
2. MAKO 30 Assault: Unable to immediately link up with CPO Roberts, “Slab” orders an assault on the enemy bunker. The attack is unsuccessful, and the team takes further casualties. U.S. Air Force pararescueman TSgt John Chapman is killed.
3. MAKO 30 Retreat: Failing to take the al Qaeda/Taliban position, “Slab” leads the SEALs off the southeast face of Takur Ghar, and radios for relief. With wounded and still under fire the team cannot safely MEDEVAC out of the area.

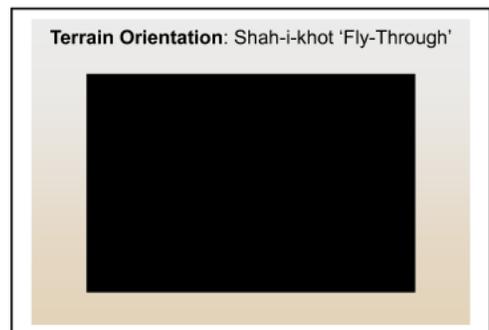
Instructor Note: Here is a list of call signs for the helicopter involved in this engagement to clear up any confusion.

- Razor One – carries the QRF led by Capt Self shot down attempting to rescue the SEAL team – video centers around this group
- Razor Two – carries second QRF sent into rescue the SEAL team – this helicopter lands 2000 feet down the side of the mountain
- Razor Three – the first helicopter carries MAKO 30 – CPO Roberts falls out of this helicopter
- Razor Four – the second SEAL team helicopter commandeered by Slab (SEAL team leader) to try and go back up to rescue Roberts after they discover he fell out of Razor Three

Transition: In order to better understand the many moving parts of this engagement it's important that we do some further orientation.

3. Shah-i-khot Terrain Orientation

a. Let's look a little closer and begin to familiarize ourselves with the Shah-i-khot region. One of the most valuable elements in any staff ride is trying to



understand that where you sit is where you stand; that is, the ground does much to shape a commander's view of his fight and thus the decisions he makes. As we will see, this is true even when the ground where a commander stands is a headquarters tent, and his view is that of a video screen showing a satellite picture or a feed from an unmanned aerial vehicle.

b. Terrain Fly-Through (Bagram to Takur Ghar)

Instructor Note: Remember that, as the video indicates, this fly through is from north to south, so features on the right are to the west and to the left are in the east.

a. About halfway through, the video will seem to pause momentarily and identify the Shah-i-khot valley proper and the Finger and Whale ridgelines.

b. The motion will then continue down the valley, turning east. The ground will begin to rise, and the video will pause once again and indicate the Takur Ghar peak.

c. The final segment climbs the west face of Takur Ghar, rising over the summit to reveal a bowl-shaped crest. This is the immediate ground where the Roberts Ridge fight occurred.

Transition: Now let's discuss the concept of operations. (Explanation of events before insertion of MAKO 30).



5. Stalemate in the Shah-i-khot: The insertion of special operations forces into their hide positions on 28 February went relatively well. It required a further day to establish the full ring of observation posts, with the last getting into place just as the preliminary air attacks commenced. However, little else went according to plan.

a. The Afghan militia did not have sufficient transport to get from their staging point in the city of Gardez to their attack positions. Also, it is nearly certain that the enemy knew of their movements.

b. As it happened, the bulk of al Qaeda and Taliban fighters were not in the villages on the floor of the Shah-i-khot, but dug into higher ground around the valley. The fires that defeated the Afghan militias came mostly from the Whale, but the full extent of the enemy's positions only became clear as the air attack and infantry air assaults began. The enemy was not only in different positions but they were dispersed and dug in, limiting the effect of U.S. air power.

c. The air assaults were planned to block the passes to the east of the villages, at the base of the mountains that included the Takur Ghar peak. As the large, heavy CH-47 Chinooks, the transport helicopter best

VIDEO TWO

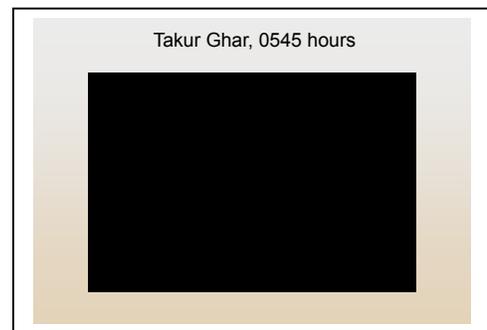
- RAZOR 01 approaches landing zone unaware of danger
- RAZOR 01 is shot down
- QRF is trying to get their bearings against a well entrenched enemy force
- SSgt Gabe Brown (USAF) immediately attempts to establish communication

suites to operate at high altitudes touched down, they and the infantry they carried came under heavy fire from the mountains on both sides of the valley. With no artillery and few mortars, supporting fixed-wing and rotary-wing aircraft did their best to suppress enemy fire and, particularly, to attack mortar positions, but without serious effect. Rather than blocking the enemy's escape, the enemy had the air-landed troops pinned down; the second wave of the air assault was cancelled and the immediate tactical goal became the survival and possible extraction of the first wave. The trapped American infantry found cover as best they could, consolidated defensive perimeters, and waited for dark.

d. Yet even as American commanders wrestled with how to save the trapped infantry, they looked for ways to get the attack going again: now that they were engaged with Taliban and al Qaeda, they did not want to let them slip away again. The most effective actions during the day had been the calls for fire from the special operations forces observation posts; they alone had a good look at enemy positions and the targeting and communications gear to call for effective fires. Seeking a way to reinforce these successes, SOF commanders identified the best spot for an additional observation post: the commanding heights of Takur Ghar. Taking charge from the SOF commander on the ground, senior leaders of the Special Operations task force, dubbed Task Force 11, gave the SEAL team MAKO 30 its mission.

Transition: This brings us back to where we began: the insertion of MAKO 30. Despite the high and escalating tactical risks associated with the mission, there was great urgency from senior commanders to establish the observation post. The next video will pick up the story of the struggle for Takur Ghar that would become the Battle for Roberts Ridge.

Instructor Note: (Play second video clip, 6:46 minutes long). Set up the video clip with the talking points slide. Things to look for in video two: QRF approaches the LZ with no idea of the danger, QRF is shot down, QRF is facing a well entrenched enemy and SSgt Brown immediately sets up communications.



LOQ: Why was the QRF deployed to Takur Ghar?

AR:

- Once word spread among special operations forces that CPO Roberts was missing, an alert went out to the command's quick reaction force, a platoon of Army rangers. Understanding that time was of the essence, Capt Nate Self moved his element from Bagram Air Base to Gardez in order to be closer to the battlefield. Unable to squeeze the entire platoon into one helicopter, they split into two chinks designated Razor 01 and Razor 02.

FUQ: What happened when Razor 01 attempted to land on Takur Ghar?

AR:

- For the third time, an MH-47 landed atop Takur Ghar and was ambushed; this time, in daylight, Razor 01 was shot down, just a short distance from where the SEALs had landed a little over an hour before.
- The al Qaeda fighters dug into their defensive positions poured rifle and rocket-propelled-grenade fire into the length of the crashed Chinook, quickly killing several of the members of the crew and the Ranger QRF and wounding others before they could get out.

FUQ: Why did this happen?

AR:

- Lack of communication caused them to fly into a perilous situation.

FUQ: Why did we send the third helicopter in?

AR:

- At the time the situation on Takur Ghar was still unknown. As far as RAZOR 01 knew they were flying a rescue mission into a relatively safe landing zone.

FUQ: Was miscommunication or lack of communication an area of concern?

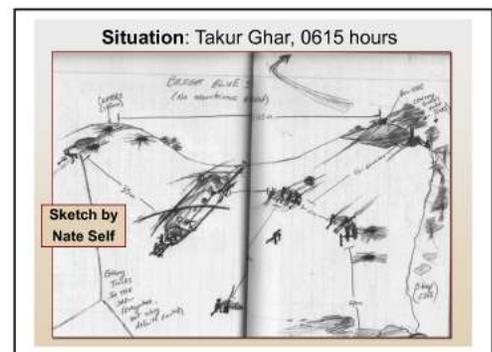
AR:

- A proper assessment of the landing zone could have prevented RAZOR 01 from being shot down. Lack of communication was a key factor to losing the second helicopter.

FUQ: Thinking about the actions of SSgts Vance and Brown in relation to the USAF Core Values. Did they show competence and composure under pressure? Where they decisive when making their decisions?

AR:

- Both SSgts Brown and Vance were exhibiting service before self and excellence in all we do.
- Their composure, confidence and bravery in the situation epitomized our Core Values.



Transition: Let's take a closer look at the situation that the QRF was in by looking at a map drawn by Capt Self.

6. QRF Situation Map

a. As the Rangers and Airmen scrambled to defend the crippled helicopter, the casualties and themselves, Capt Self realized that he had only half a dozen Rangers, his attached tactical air controller, Air Force staff sergeants (SSgt) Kevin Vance, and another Air Force controller,

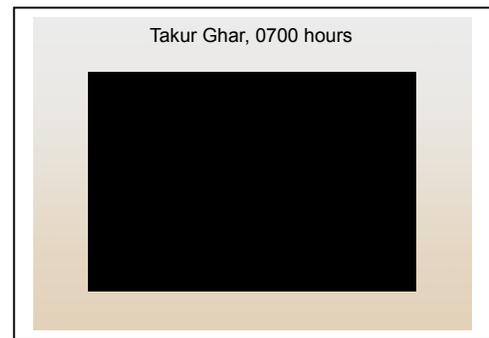
VIDEO THREE

- QRF sets up defenses around downed helicopter
- Capt Self takes control and starts directing fire
- QRF does not even know if they are in the right landing zone
- RAZOR 02 inbound does not know the danger

SSgt Gabe Brown, who were not killed, wounded or attending to the casualties. Taking advantage of several rock outcroppings that provided some scant cover, he established a defense behind them, employing Vance, who had been training with the QRF for several months, as an additional infantryman. Self sent his squad automatic weapons (lightweight, gas-operated, one-man-portable automatic weapon capable of delivering a large volume of effective fire at ranges up to 800 meters) gunner slightly to the rear to provide support and to cover the exposed rear. Brown positioned himself in the middle and began to work his radios in search of air support.

b. The MAKO 30 SEAL team had hunkered down among the rocks on the southeast face of the mountain, under occasional mortar fire and, though very close to the QRF, were effectively cut off.

Transition: (Show Third video – 5:54). Set up video with talking points slide. Things to look for in video three: QRF sets up defenses, Capt Self takes control, QRF still not sure where they're at and RAZOR 02 is inbound and does not know danger.



LOQ: How do you feel about the nature of leadership in an improvised battle? Do leaders take on different responsibilities in hastily planned operations?

AR:

- Yes, leaders must be able to adapt to an ever changing battle scenario.
- This was especially true as evidenced in the actions taken by the leadership during the Battle of Roberts Ridge. Capt Self, SSgts Vance and Brown had to adapt and change their leadership focus numerous times during the battle.

FUQ: What qualities distinguished the performances of Self, Vance, Brown and Walker?

AR:

- Bravery, confidence under pressure, decisiveness and leadership. All were well trained and confident in their abilities to assess the situation and take control.

FUQ: What do you think about SGT Walker's behavior? What motivated him to act? Did it have a positive/negative impact on the outcome?

AR:

- His reaction could be a combination of courage and foolhardiness. After his helmet was shot off he became enraged and attacked the enemy.
- Although this wasn't the safest move to make he did rally the team to take up a better defensive fighting position.

- In the end his actions actually had a positive effect on the outcome.

FUQ: What are some examples of decisions leaders have had to make in a hastily planned operation?

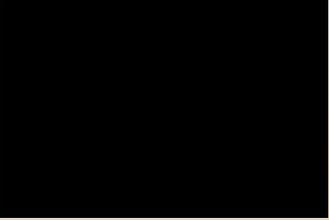
AR:

- *Solicit student responses and have them explain their answers.*
- One example is the Battle of Mogadishu in 1993. On 3 October 1993 Special Forces and Army Rangers were sent in to Mogadishu to capture Somali warlord Mohamed Farah. The operation did not go as planned and the American forces ended up facing a much more formidable force than they anticipated.
- Another example of a hastily planned operation is Operation EAGLE CLAW or DESERT ONE in 1980. On 24 April 1980 a joint operation was launched to rescue the American hostages held in Iran. Because of poor planning the operation ended up a total failure.

VIDEO FOUR

- Capt Self and three others launch a frontal assault on the bunker
- SSgt Brown finally makes contact with another controller sets up CAS
- F-15's now inbound – directed to hit one pine tree 75 meters from RAZOR 01
- Enemy is hurt but not killed – Danger Close Airstrike?

Fixed-Wing Air Strikes: F-15/F-16



Instructor Note: Plan on taking a break at this point to end the first hour of discussion.

Transition: (After Break). Let's discuss fixed wing support. **(Show fourth video 9:29).** Set up video with talking points slide. Things to look for in video four: QRF launches frontal assault, SSgt Brown finally establishes comm, F-15's and F-16's inbound and enemy is hurt but not killed.

Instructor Note: In the video SSgt Brown was having trouble establishing communications. He ran into the following problems before he was able to successfully establish communications: poor communication links between joint forces and the lack of an Air Support Operations Center (ASOC) at Bagram.

C. Fixed Wing Support

LOQ: Why did Capt Self and his men launch a frontal assault – was this prudent?

AR:

- No, by doing this Capt Self exposed all leadership to a dangerous situation.
- Capt Self felt that this was the only way to knock out the enemy bunker.

FUQ: What was the result of Capt Self's frontal assault?

AR:

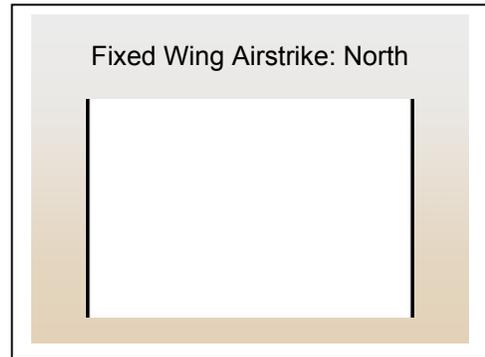
- Self's quick dispositions prevented the al Qaeda fighters atop Takur Ghar from overrunning the downed helicopter and finishing off the QRF.

- However, Capt Self was vividly aware of his exposed position and understood that the momentary standoff could not last. Lacking much firepower of his own, he relied on Brown to call in air cover.

FUQ: How much responsibility was SSgt Brown assuming? How did the pilots respond to his directions? Did the pilots trust SSgt Brown's decisions? Why?

AR:

- SSgt. Brown assumed all responsibility to control aircraft in his sector.
- The pilots trusted his direction and responded in kind to his instructions.



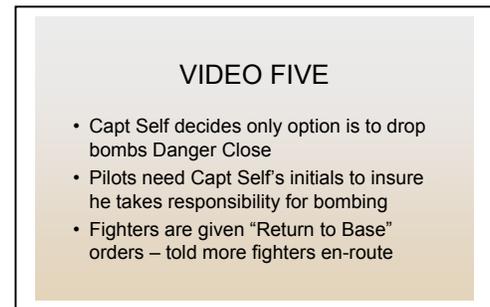
1. F-15 Fly-Through – Fixed wing airstrike north: emphasizes how the target looks at 570 mph also shows the true professionalism and training of our pilots.

The first aircraft to arrive on station after dawn over the Shah-i-khot were two F-15Es, at about 0715. Because the al Qaeda positions were well hidden on a reverse slope from Self's line, coordination with the F-15s had to be done the old-fashioned way: by voice communication with reference to various landmarks like the few trees on Takur Ghar. Because the Rangers were so close to the enemy positions, the F-15s could not employ bombs. After an orientation run, the jets attacked from the north, perpendicular to the Rangers' position, strafing the ridge with their 20mm cannons.



2. F-16 Fly-Through – Fixed wing airstrike west

Forty-five minutes later, just after 0800, a second flight, of F-16s, came on station. The process was repeated, but this time the aircraft attacked from the west. To Capt Self, it was unclear what effect the fixed-wing attacks had achieved. The jets had temporarily silenced the enemy fire, but not eliminated resistance.



Transition: As the situation worsened, Capt Self had to call in a danger close airstrike. Show fifth video. **[Play Video Clip – 3:44]** Set up video with talking points slide. Things to look for in video five: Capt Self takes



responsibility for “Danger Close” airstrike and fighters are given “return to base” orders.

LOQ: Why didn’t they pull down the mountain before they ordered the danger close strike?

AR:

- The enemy was too close, enemy would know their plan.
- They could not, moral ambiguity, leave no man behind.
- Also it was too dangerous to attempt to move the casualties while still receiving fire from the bunker.

FUQ: What do you think was going through the pilots mind when asked to do the danger close strike? How did he respond? How was his performance under pressure?

AR:

- The pilot was hesitant to jeopardize the lives of the men on the ground.
- After weighing it out in his mind he eventually agreed to do the danger close strike by himself. He would not let his wingman participate because he didn’t want that on his conscience in case American lives were lost.
- He performed very well under pressure.

FUQ: Could you have made the same decisions that Capt Self made given the circumstances? Explain your answer.

AR:

- *Elicit student responses. Have them explain their answers.*

FUQ: Why didn’t the pilot drop the second bomb closer as requested? How do you think the pilots felt as they were ordered to “return to base” (RTB)?

AR:

- He felt it was too close and that he would be taking the lives of the men on the ground.
- They were disappointed and unsure why they were ordered to RTB.

FUQ: How do you feel about leaders who have to make the tough call?

AR:

- *Elicit student responses. Have them explain their answers.*

VIDEO SIX

- Predator loitering overhead with 2 Hellfire Missiles
- 2nd QRF (RAZOR 02) links up with RAZOR 01
- SrA Jason Cunningham is critically wounded
- QRF will lose three men if not MEDEVAC’ed before dark

Transition: The F-15 and F-16 airstrikes were unsuccessful in dislodging the enemy. SSgt Brown had to call in a Predator strike. (**Show sixth video – 6:49**). Set up video with talking points slide. Things to look for in video six: predator strike is called in, second QRF links up with the first QRF, SrA Cunningham is critically wounded and no MEDEVAC until dark.



LOQ: What prompted Capt Self to order the Predator strike?

AR:

- The failure of his ground assault essentially threw Capt Self back to square one: if the situation stayed the same, he and his men could not survive. He asked SSgt Gabe Brown to find out if there were any armed CIA drones on station.
- Brown, an air controller for conventional forces was not aware that the CIA had armed their drones, called Predators, with two Army Hellfire laser-guided missiles. Capt Self, as part of U.S. Special Operations Command, had been briefed on the CIA capabilities in theater.

FUQ: How did SSgt Brown make the Predator strike happen?

AR:

- Again working his radios, SSgt Brown discovered that indeed there was a Predator overhead.
- Communicating not with a fighter pilot but a CIA Predator pilot operator flying the drone by operating a joystick and looking at a video display, Brown called for help. Across the valley to the north, one of the SOF observation posts identified the target, which he now knew was the al Qaeda bunker.
- Neither Brown nor Self had a perfect understanding of the size of the Hellfire warhead, the basic Hellfire is an anti-tank missile. They knew it was a much smaller munition than an Air Force bomb, and they assumed that if it hit the al Qaeda position on the reverse slope they would be shielded from the blast, but they were nevertheless in a danger-close, exposed position and an error might prove fatal.

Instructor Note: The Predator only carried two Hellfires. The first one missed, badly, several hundred meters down the face of Takur Ghar to the north of the bunker. Across the valley to the north, one of the SOF observation posts illuminated the target with a laser. Thus guided, the second Hellfire scored a direct hit and suppressed the al Qaeda fire.

FUQ: What happened next?

AR:

- Shortly thereafter, the second half of Self's platoon, Chalk 2 that had been aboard the second Chinook, call sign Razor 02, linked up with the survivors atop Takur Ghar.

- Despite discarding extra gear including body armor, in the extreme altitude it had taken the second squad of Rangers about 2 hours to hike up the snow-covered loose rock, circling to the south to arrive in Self's rear.
- The successful attack revealed the devastating effect of the Predator strike.
- After the strike they discovered the bodies of CPO Roberts and TSgt Chapman. Once the al Qaeda bunker complex was secure, Capt Self began to consolidate his defensive perimeter and move the casualties from the exposed area near the helicopter to the new position.

FUQ: Why is planning so important? Why didn't they know the Predator was an asset?

AR:

- Planning is essential to the success of any military operation. Without a well thought out plan the mission will fail.
- SSgt Brown did not know the predator was armed because it was a CIA asset.

FUQ: When considering the decision to wait until dark to MEDEVAC the wounded: was the risk of another ambush greater than the risk to the wounded? Should Capt Self's assessment of the safety of the landing zone been given more weight?

AR:

- Personnel at Bagram had to make a call based on the information at hand. As far as they knew the landing zone was still under fire and another helicopter mission may have been shot down like the other three before it.
- As stated in the video this was a tough call the commander had to make and live with.

LOQ: What were the decisive moments in the battle?

AR:

- The enemy's failure to overrun the crash site and the ability of the QRF to establish a defensive perimeter.
- The strafing runs by the fixed wing aircraft. The strikes by the predator drone. Another decisive moment was when the two QRF's linked up and their final assault on the bunker.
- The aerial attacks by the F-18s to suppress the enemy mortar fire.

FUQ: What areas for improvement do you see?

AR:

- Overall improvements were needed in communication. There should have been better communications between Bagram and the QRFs.
- A lack of clear communication was partly to blame for sending in the third helicopter to a very hot landing zone.

VIDEO SEVEN

- Is there a balance? How much will you risk to bring back a fallen comrade?
- The Fog of War
- Honor, Bravery and Courage

- Intelligence gathering also needed improvement. The poor assessment of the enemy's location on Takur Ghar caused a myriad of problems.
- There were also chain of command problems. The chain of command became blurred between the headquarters, special operators and the QRF on the ground.

Transition: It's time for the final video – a look at the aftermath. (Show seventh video clip. **Play video – 4:16**). Set up video with talking points slide. Things to look for in video seven: Is there a balance? How much will you risk to bring back a fallen comrade? Fog of War, and Honor, Bravery and Courage.



D. The Creed

LOQ: Was it a case of courage that was ultimately successful despite the confusion and the fog of war?

AR:

- Courage, camaraderie and the moral obligation to “leave no man behind” were key factors in this battle.

FUQ: Why did the men on Takur Ghar overcome so many obstacles to bring one man home? Was it worth it? Why?

AR:

- Strong beliefs in the respective service Creeds and the over arching Core Values of all personnel enabled them to overcome all obstacles so that they could bring everyone home.
- *Elicit student responses and have them explain their answers as to whether or not they think the sacrifice was worth it.*

Transition: Let's review what we've talked about today.

CONCLUSION

SUMMARY

- Introduction and Terrain Orientation
- Operation ANACONDA Concept of Operations
- Fixed Wing Support
- The Creed

DISCUSSION FOR VIDEO SEVEN

- Was it a case of courage that was ultimately successful despite the confusion and the fog of war?
- Why did the men on Takur Ghar overcome so many obstacles to bring one man home?
- Was it worth it?
- Why?

SUMMARY

- A. Introduction and Terrain Orientation
- B. Anaconda Concept of Operations
- C. Fixed Wing Support
- D. The Creed

REMOTIVATION

(Suggested: “I am an American Airman, I am a warrior...I will never leave an Airman behind, I will never falter, and I will not fail” – excerpt from The Airman’s Creed. Powerful words often said with a great deal of pride but when the time comes will you be ready to lay down your lives for a fallen comrade? In today’s Air Force these aren’t merely words but a conviction to action – your actions! Be prepared to go into combat not only to defend your country but your fellow Airman as well).

CLOSURE

(Suggested: Very soon you will become an Officer in the United States Air Force. You will have achieved another milestone in your life, and add your name to the long list of officers who have served their country so that others may enjoy the freedoms we all take for granted. At all times remember the Core Values and most importantly remember your Creed!).

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