

# FLIGHT TIME: Values for Living Character Development for CAP Cadets

CIVIL AIR PATROL

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## FLIGHT TIME: Values for Living

Character Development for CAP Cadets

PREFACE "Young people in their teens are faced with certain basic tasks in their growth as persons. They must find out who they are, what they believe in, and what kind of people they want to be. They must decide what kind of world they want to live in and how they are to be part of that world. Toward these ends, it is desirable that they consciously choose a set of values, interiorize them, and through choices and repeated acts strive to live in a manner consistent with those values." -James J. DiGiacome, S.J. This pamphlet is a non-sectarian curriculum used in the CAP Cadet Program to help cadets grasp the relevance of morals and ethics in all aspects of their public and private life. It seeks to develop the skill of examining their present values and decision making processes. Values addressed in the curriculum are based upon the historic, universal values commonly recognized by ethical philosophers, and religious traditions throughout the centuries.<sup>1</sup> This pamphlet provides a foundation plan for the course, lesson plans, and student handouts for use with the character development element of the CAP Cadet Program, which is defined in CAPR 52-16, Cadet Program Management. It supplements CAPP 265-2, Volumes I and II, dated July 2004 and September 2006. This edition continues the previous format that includes: Discussion questions designed specifically for younger, middle, and older teens . that achieve an appropriate level of learning for each age group. Fictional but realistic case studies that help dramatize and focus ethical concepts and dilemmas. Lesson plans that are more structured and comprehensive. . An annotated lesson plan that illustrates "how-to" conduct the lessons. A formative lesson to introduce new cadets to the CAP Core Values and the • character development program in general. An attractive, easy to follow layout that separates the instructor's lesson plans from the students' handouts. A revised Ground School section and index to lay the foundation for the rest of the course. NOTE TO PARENTS: Civil Air Patrol Cadet Programs recognizes the rights and responsibilities of parents in regard to the instruction of their children and young adults. If parents find any of the case studies objectionable, it is recommended the parent or guardian acknowledge their concern to the squadron commander or chaplain so that appropriate accommodation can be made for the cadet. The instructor may merely skip that particular case study or the cadet may be excused for that particular lesson. Cadet participation in the Values for Living program is mandatory for promotion consideration and it is recommended that other lessons be substituted for any material deemed to be in conflict with any parents' particular values or that alternative views or solutions be considered in that light.

 <sup>&</sup>lt;sup>1</sup> Universal values include ideas like: honesty, integrity, protection of innocents, love of neighbor, familial care, respect of persons and property, justice in relationships, and understanding human conflicts between good and evil.
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## PART 1 FLIGHT INSTRUCTOR GUIDE Instructions for Chaplains & Character Development Instructors

**INTRODUCTION** WELCOME TO *FLIGHT TIME*, the new "Values for Living" materials designed to engage your cadets in a meaningful learning experience through the use of case studies. Character Development is designed to allow cadets to examine their own moral standards and values in the framework of a guided discussion. The cadets are encouraged to relate these standards and values to all phases of their Civil Air Patrol experience, especially when performing tasks that involve the use of authority over other cadets.

*Flight Time's* approach is meant to create enthusiasm for Character Development among the cadets by using flight imagery to describe the elements of the program. Such imagery captures the sense of freedom and discovery that is inherent in the examination of one's own values and principles. You will notice the use of aviation terminology to describe the different aspects of the Character Development session as well as the various levels of depth found in the questions.

Your commitment to provide an environment for personal reflection and the investment of yourself in the lives of your cadets is honorable and admirable. Hopefully, *Flight Time* will equip you with the tools you need to have a lifelong impact on the values of young people and their families. CAP appreciates you for your willingness to serve cadets.

## EDUCATIONAL<br/>AIMSIn keeping with Civil Air Patrol's overall program of Character Development,<br/>Flight Time incorporates the following educational aims:

1. Using universal truths as a starting point, cadets will develop skills in examining their present values and amending them as they choose.

2. Cadets will learn to analyze the ethical components of situations and problems.

3. Cadets will develop their ability to differentiate between facts and assumptions and to identify the core issues affecting a complex situation.

4. Cadets will increase their personal expression and group interaction skills.

5. Cadets will see the relevance of morals and ethics in all aspects of their public and private life.

6. Cadets will have a mechanism and a process that will enable them to see the changes in their values and perspectives resulting from maturity and experience.

7. Cadets will accept their responsibility to make moral and ethical choices.

Why Case According to CAPR 52-16, *Cadet Program Management*, Character Studies? Development is to be taught in the framework of a guided discussion. According to *The Guidebook for Air Force Instructors*, a "guided discussion is an instructor-controlled group process in which students share information and experiences to achieve a learning objective. In a guided discussion, the instructor carefully plans the lesson to reach desired learning outcomes. The group

interacts in response to questions, and the instructor refrains from entering the discussion as an active participant" (AFMAN 36-2236).

The fuel for this guided discussion is the case study. Case studies are brief, real-life simulations, designed to challenge the cadets to find ways of solving problems and perceiving numerous perspectives. The exploration of values, principles, and ethics is particularly suited to the case study approach for a number of reasons.

First, the relevance of the discussion is emphasized by the ability of the cadets to identify with the situation or challenge in the story. Much of the reflection will be the evaluation of past experience and choices as a way of making changes.

Second, case studies enable cadets from different age and educational levels to work together analyzing the stories and offering solutions to the problems. The cadets in a particular squadron are not usually the same age, grade, or gender. Case studies allow all cadets to contribute as they are able and as they desire.

Third, the use of case studies is compatible with the use of a guided discussion. Cases provide a common frame of reference, enabling the group to have an exploratory conversation. The questions created by the leader give focus toward a specific objective.

Fourth, in a problem-solving environment, the burden of learning and understanding is shifted to the students. Chaplains and Character Development Instructors facilitate the exploration of the ethical issues of each case, but the cadets also contribute to learning.

Finally, the use of case studies encourages behavioral change. Participation and contribution to the group process creates ownership of ideas and perspectives by the cadets. This clarifies their own standards of behavior and helps them see where they are deficient. "When students make a public commitment in a discussion, they are more apt to follow through with a change in behavior" (AFMAN 36-2236).

Overall, the role of the Chaplain or Character Development Instructor is to guide the cadets in the discussion and solution of the case. Within this responsibility, the leader may serve as scribe, questioner, and clarifier. As the scribe, the instructor can provide direction by writing the cadet's responses, suggestions, and insights on a blackboard or a whiteboard. Cadet statements can then augment the learning of the group and affirm each person's contribution. As the questioner, the instructor helps the cadets reach the desired learning objective in an efficient and timely way. Questions bring specificity to the discussion and precision to the conclusions. As the clarifier, the instructor bridges the discussion between issues and points by restating and summarizing the thought flow of the group. This also helps connect the discussion with the desired insights of the lesson.

How to lead a | Some suggested guidelines for conducting a case study include:

1. Prepare yourself to lead the session by completing a "FAPS" analysis (facts, assumptions, problems, solutions) and answering the discussion questions in advance (the FAPS is discussed in Figure 1).

case study

	2. Refrain from lec	turing – take a student-centered approach.
		of the case study for everyone, or have it displayed where he students will need to refer to the story often.
	4. Have a cadet reather cadets may vary	ad aloud the case study (or act it out) – the reading skills of .
	5. Encourage partie	cipation by all.
	group if it becomes	APS process, using open-ended questions to refocus the stalled. Cadet discussion leaders and recorders should not ess, but may lead small groups of cadets in answering the questions.
	Ū.	on case studies, lesson plans, and the FAPS analysis, see the in (Figure 1, located on the next page).
Time Management	Forums can be completed in about one hour. Generally, that hour is managed best by dividing it as suggested in Table 1:	
	Suggeste	ed Agenda for Character Development Forums
	10 min	INTRODUCTION: objective, attention, motivation, overview, and the reading of the case study
	30 min	FAPS ANALYSIS
	15 min	DISCUSSION QUESTIONS: oral replies to the solo pilot and pilot questions; written replies to the test pilot question
	5 min	CONCLUSION: summary, remotivation, and closing
	<u>60 min</u>	TOTAL
	Table 1	
Cadet Records	-	forum, provide the unit personnel officer with a list of the The personnel officer uses that list to update the cadets'

Cadet Records After concluding a forum, provide the unit personnel officer with a list of the cadet participants. The personnel officer uses that list to update the cadets' master records so the cadets receive credit for participating.

#### What Happened to Good Manners? Respect for Others [*Left Column* **The Actual Lesson Plan**]

**Objective:** The objective of this lesson is for cadets to discuss how the core value of Respect can be demonstrated by common courtesies in public.

**Attention Step:** Ask the cadets to define courtesy. Webster's definition of courtesy is "respect for, and consideration of, others: observing gentler or polished forms of social conduct, often with inner sincerity." How is courteous behavior related to safety and a good quality of life?

**Motivation Step:** People are not born polite; they learn courtesy. Who in your life displays courteous behavior? Has courtesy on your part ever resulted in courtesy from someone else? Would you agree that courtesy is contagious?

**Overview:** During this character development session, we will:

- Read a case study about manners
- Discuss the facts, assumptions, problems and solutions (FAPS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of respect and good manners
- Record what you've learned in your Flight Log

**Body:** The case study, "What Happened to Good Manners?" is located on the reverse of this page. See Part 1 for instructions on how to lead a case study.

**Summary:** We've looked at some examples in this case study of bad manners. Etiquette (good manners) is based on respect for other people. If you show respect through courteous behaviors, others will respond with courtesy. Our lives are improved when we are courteous. Courtesy while driving is essential for safety.

**Remotivation:** Real manners are instinctive. They stem from your character and your heart because you care about the dignity, welfare, and feelings of others. Manners change. In order to conduct our lives with confidence and grace, we must be aware of the changes that have taken place, and know how to handle them today.

**Closing:** Treating others with good manners is a way to demonstrate CAP's core value of respect. This week, try to add three new courteous customs to your behavior.

"Rudeness is a weak imitation of strength." -Eric Hoffer

#### [Right Column Some Explanatory Comments]

The **objective** gives focus to the discussion in the sense of where the discussion should end. Continually connecting with this idea throughout the discussion will help focus the final conclusion. There may be many issues raised by the case study, but this is the main reason for the lesson.

SAMPLE Annotated

Lesson Plan

The **attention step** is an activity or question that ignites the process and wins the attention of the group. You can create your own attention-getter if you like.

The **motivation step** encourages students to participate actively by demonstrating why the lesson is relevant to the students' needs.

The **overview** provides the students with an outline of what they will be doing and learning during the session. Researchers have found that students understand more and retain that learning when they know what to expect.

The **body** is the meat of the lesson. It includes reading the case study, completing a FAPS analysis and answering discussion questions (all of which are described below). This pamphlet has been formatted such that the instructors' material is kept separate from what the students need to complete the lesson. In practice, after completing the overview, the instructor might refer to the student handout to lead cadets through the body (the case study, the FAPS, and the discussion questions), before returning to the lesson plan for the summary, remotivation, and closing.

The **summary** is a restatement of the discussion's high points. It shows how those points fulfilled the objective.

The **remotivation** is when the instructor encourages the cadets to retain and use what they have learned.

The **closing** is a parting statement that dismisses the group with a memorable thought relating to the learning objective. Closings should be very brief, otherwise they diminish the worth of the summary and remotivation.

Figure 1. Annotated Lesson Plan

#### Case Study:

Lin was convinced that courtesy was dead. When she went to her favorite pizza restaurant for lunch, young teenagers in athletic uniforms swarmed the buffet table and took all the breadsticks before any other customers could take any. When the sports team left their tables after a noisy, boisterous meal, there were piles of uneaten breadsticks on their plates. Other customers in the restaurant talked loudly on cell phones, ignoring the people they were eating lunch with. Many customers wore baseball caps and cowboy hats while eating in the restaurant.

As Lin left the restaurant, she waited at a red light for traffic to clear so she could make a right turn. The driver behind her honked repeatedly, gestured wildly, and raced his engine to try to make her go faster. As they made the turn, he raced by her on the left, scraping his car against her side view mirror. The other driver sped away, yakking on his cell phone while oblivious to the damage on Lin's car.

Lin was so upset when she got home, that she left her car in the middle of the driveway. She yelled at her little brother to turn down the TV volume, ate a snack in the kitchen, and ignored the list of chores her mother had left for her to do that day. When the phone rang, a telemarketer asked if Lin had time to complete a brief survey. Lin just hung up the phone, stomped to her room, and slammed the door. The neighbor's dog was out in the yard again, barking constantly. Lin buried her head under a pillow, cranked up her iPod, and drifted off to sleep.

#### Solo Pilot

1. What are some examples of disrespectful behavior in this case study?

2. Can you name other examples of discourteous behavior you've seen in public?

3. How can you show respect for other people while driving? While eating in restaurants? While talking on a cell phone?

#### Pilot

1. Do you think Lin's actions at home were affected by her experiences at the restaurant?

2. What is the purpose of good manners? Why is it important to display them all the time?

#### Test Pilot

1. Do you display different manners when you're wearing your CAP uniform? Should you?

The **case study** is the focus of the learning experience and provides a realistic scenario or accessible framework the students will use in examining the topic.

First, the case should be read aloud or acted out.

Student handouts are printed on the page opposite the corresponding lesson plan. If possible, provide copies to the cadets so they can follow along.

After the case is read, the instructor guides the cadets through a FAPS analysis. FAPS stands for Facts, Assumptions, Problems and Solutions. Devoting one column to each letter in FAPS, the instructor asks the cadets to name all the "facts" of the case, all the "assumptions" and so forth, recording those responses on the board. The FAPS analysis will help the cadets recognize and resolve moral problems.

Moreover, the FAPS analysis will provide the cadets with a foundation for answering the discussion questions, which relate to the case's overall problem. (See page 9 for a sample FAPS analysis.)

All **discussion questions** are designed to help cadets relate the case study's moral teachings to their own lives. At this point, the group can be divided into smaller groups if necessary. Discussion leaders may also be selected.

The **solo pilot questions** are designed to be the easiest to answer and are suitable for cadets of all age and experience levels. These should be answered first. These knowledge-level questions will help the cadets identify the problem and make a connection between the questions and their own experiences.

The **pilot questions** are for older cadets and are more complex in their scope and answer. They will normally require multiple responses to fully answer the question. These questions will challenge the cadets to begin to interpret the ramifications of the story. Younger cadets should listen to the older cadets' responses, and/or try to answer them as well.

The cadets are then given a few minutes to individually answer the **test pilot question**(s) in writing. This question challenges each cadet to apply the information gained during the session to the case study and provide an answer based on personal moral choices. Cadets should record their answers in their Flight Log. The Chaplain or Character Development Instructor should review cadets' entries during the remainder of the meeting or before the next meeting, looking to see if the cadet's entry is connected to the learning objective, and may discuss the entry with the cadet. The cadets' entries may be used to evaluate the effectiveness of the character development forum. Chaplains and MLOs should encourage cadets to review the Flight Log periodically during their CAP membership to see how their reasoning skills and moral choices have changed or solidified.

#### Figure 1. Annotated Lesson Plan continued

## Facts

1. Lin ate in a restaurant at the same time as a noisy sports team.

2. People in the restaurant wore hats indoors and talked on their cell phones.

3. As Lin was driving home, her car was scraped by a driver in another car.

4. Lin yelled at her little brother.

5. Lin hung up on a telemarketer.

6. Lin did not do her chores.

7. Lin turned on her MP3 player and took a nap.

#### Commentary

Just the facts. List only verifiable facts here. Peoples' impressions and assumptions may be influenced by emotion and prove false. The first step in problem solving is to identify the facts and work from there toward a solution.

To make the FAPS process easier to follow, entries on this sample annotated FAPS are written in complete sentences. In practice, a simple listing of key words and concepts in telegraphic style will suffice.

#### Assumptions

1. The athletes were noisy and rude.

2. The diners were rude to wear hats indoors.

3. The cell phone conversations in the restaurant were loud.

4. The driver hit Lin because he was talking on his cell phone.

5. Lin was mean to the telemarketer and her little brother because she was upset about how people were treating her.

6. The barking dog is annoying to neighbors.

#### Commentary

Challenge cadets when they assert something as a fact. It may be their own assumption, or the impression of a character in the story.

The "assumption" step is an opportunity to read between the lines and search for factors that reveal the core problem, or find tools to use in solving the problem.

**1:** Is it okay at a buffet table to take what you want, even if you won't eat it?

2, 3, & 6: These are based on personal ideas about manners. Are

they true? Maybe.

**4:** Maybe he's always a bad driver.

**5**: Are Lin's actions definitely a result of the earlier events in her day?

#### Problems

1. People talk on the phone in public constantly – That can be rude to those they're with and others around them, and unsafe for driving.

2. Teens did not think of others first when mobbing the buffet table.

3. Lin is not being helpful at home with chores and not being kind to her little brother.

#### **Commentary**

Challenge the cadets to filter the facts and assumptions down to three problems or fewer. It makes the discussion more manageable and focuses them on the 'big picture.' One of the educational aims of the character development program is for cadets to develop analytical skills enabling them to recognize the core issues affecting an apparently knotty scenario.

1. This is a common practice in our culture today, but that doesn't mean it is good manners.

2. Behavior when in a large group reflects on the group itself as well as the individuals.

3. Regardless of how she felt about earlier events today, Lin has a responsibility to help out around the house and show kindness to the members of her family.

## Solutions

1. Individuals must choose how and where to use their cell phone – It is not safe while driving and not polite while dining with others.

SAMPLE Annotated FAPS

2. Even when having a good time with a group of friends, individuals must consider the impact of their actions on those around them: approach the buffet in smaller groups, and don't take more food than you can eat.

3. Lin could apologize to her little brother, spend some time playing with him, and finish her chores before her mom gets home.

#### Commentary

Problem #1 should yield solution #1; problem #2 should yield solution #2, etc.

Throughout the FAPS, keep the lesson's objective in mind. The instructor should connect the cadets' solutions with the objective. The "summary" shown on the lesson plan can help bridge the gap between the FAPS and the objective. Another way to do this is by phrasing the objective as a question: "So, what does this case and your solutions tell you about the core value of respect?" Some good replies include:

If we say we value respect, then we need to show good manners.

- Showing respect doesn't stop at CAP meetings; it also includes our time driving, in public, and at home with family.

Figure 1. Annotated Lesson Plan continued

OBJECTIVE	The objective of this lesson is for each student to comprehend how they can develop themselves as leaders through the character development forum.
ATTENTION STEP	"Intelligence plus character – that is the goal of a true education." –The Reverend Martin Luther King Jr.
MOTIVATION STEP	To participate actively with your fellow cadets during character development forums, first you'll need to understand what the character development program is all about and why it is important to you as a cadet. Through our discussion today, we will do just that.
OVERVIEW	Basically we have two tasks today. First we will discuss some values that the Air Force and CAP believe are long-lasting. We call these the Core Values. Second, we will look at how CAP develops cadets' character and how the forums work.
BODY	[Unlike the other lessons in this publication, this lesson is conducted as an informal lecture with discussion questions. Cadets should follow along using the worksheet located on page 13. There is no case study.]
Introduction	Civil Air Patrol's character development program is designed to foster discussion about moral standards and values in the framework of case study analysis. This is not a religious meeting, although CAP chaplains or character development officers typically lead the case studies. To receive character development credit for your first achievement, all you need to do is answer the five questions in this guide and share your answers with the leader.
Main Point #1 Americans Share Common Values	According to the John Templeton Foundation, "the vast majority of Americans share a common set of core values: honesty, self-control, perseverance, respect, compassion, and service to those less fortunate." CAP believes that most would agree that people should be honest, have integrity and strive for excellence in all that they do. As a result, CAP has developed a set of Core Values:
	<ul> <li>Integrity</li> <li>Volunteer Service</li> <li>Respect</li> </ul>
	These Core Values are representative traits that help to define our character. Developing good values are key components of your vision (what you want to do with your life), and your competence (how you do the things you do). CAP's character development program is an educational approach to help you in self-discovery. This character education does not attempt to narrowly define words like "honesty" or "respect." Rather, our approach is to foster guided discussions to better prepare you to make such definitions internally. We believe that this journey of discovery is life-long.

Main Point #1 Discussion Question #1	Define the following in your own words: [Sample replies are <i>italicized</i> ]
	"Integrity" – truthfulness; doing what is right when no one is looking; etc.
	"Volunteer Service" – helping the community; giving time and energy freely
	"Excellence" – trying your best; always looking for ways to do things better
	"Respect" – treating others as you like to be treated, especially elders; listening
Main Point #2 Cadets explore values during "Flight Time" forums	The CAP character development program's case studies highlight foundational Core Values and provide you with an opportunity to explore these values in a discussion with your peers. We are calling these forums, "Flight Time." As you progress in CAP, you must actively participate in at least half of the Flight Times offered since your last achievement. Most forums will last about one hour.
	For all achievements after achievement 1, you will be required to write a paragraph or two in a character development journal, which we are calling a "Flight Log." This journal can be written on any notebook or paper. The Flight Time leader, who is the "Flight Instructor," will review your journal entries. The Flight Instructor will evaluate your written entries to gauge your understanding of the core values. The Flight Instructor may, at his or her option, discuss your entries with you further.
Main Point #2	Define the following character development program elements:
Discussion Question #1	"Flight Time" – a forum where cadets develop character through discussion and problem solving
	"Flight Log" – a journal where cadets record reflections about flight time topics
	"Flight Instructor" – the CAP officer who leads flight time, usually a Chaplain or Character Development Instructor
	The case study itself provides an opportunity for you and your peers to discuss the situation in an organized fashion, what we call the FAPS method. FAPS stands for <u>Facts</u> , <u>A</u> ssumptions, <u>P</u> roblems and <u>S</u> olutions. In each case study, your Flight Instructor will guide you in determining the following:
	• What are the facts in the case study?
	• What are the assumptions?
	• What are the problems that you identify?
	• What are some of the possible solutions?
Main Point #2 Discussion Question #2	A fellow cadet asks for your help with what she calls an 'integrity issue.' She tells you a long, complicated story involving several people and a lot of accusations about lying. How can a FAPS analysis help in resolving the problem? <i>Problems are easier to solve if you can break them into smaller parts; it will help ensure you use reason, not emotion; the process focuses you on facts not fiction; it is solution-orientated; etc.</i>
	Understanding the situation is only a part of the character development

	program. Another key element is the block of questions for discussion. These questions are developmentally based, meaning that some questions will seem easy to you while others may require more thought. This is by design - we want all of our youth to participate fully in the discussions, so we ask that you demonstrate "respect" by listening to each other and valuing everyone's comments. There are no passing or failing grades given for the discussions or journal entries. The only way to "fail" is to not participate or write.
	The questions are divided into three distinct areas:
	• "Solo Pilot" – These introductory questions help you focus on the situation and establish a firm foundation for other questions. Most cadets will answer these questions easily.
	• "Pilot" – These questions involve some comprehension of the situation and some evaluation of the Core Values. Most cadets will answer these questions after giving them some thought.
	• "Test Pilot" – These questions typically require some analysis not only of the situation, but how the individual can see the situation in a personal context. These questions are typically answered in the Flight Log. Most of our cadets could answer these questions after careful internal reflection. The Flight Instructor will help the cadets evaluate the depth of their reflections.
Main Point #2	What do the various <i>Flight Time</i> question blocks focus on?
Discussion	"Solo Pilot" – <i>see above</i>
Question #3	"Pilot" – <i>see above</i>
	"Test Pilot" – <i>see above</i>
Main Point #3 Character: You get out what you put in	CAP's character development program is a wonderful opportunity for you to establish and strengthen standards and values that will help you to be of strong character. Keep in mind that "you get out of it what you put into it" is true with this program. The only measure of successfully completing this program is you - are you of good character?
Main Point #3 Discussion Question #1	Describe how you plan to participate fully in CAP's character development program: Strive to live up to the Core Values; demonstrate pride in belonging to CAP; become a better cadet, student, friend, sibling, etc.
SUMMARY	To re-cap, next month when we have a character development forum scheduled, you will participate with the other cadets. To do that you will:
	1. Look at the discussion questions and case studies through the lens of our Core Values – Integrity, Service, Excellence, and Respect.
	2. Work with your fellow cadets to participate in Flight Time by using the FAPS model, which means <u>Facts</u> , <u>Assumptions</u> , <u>Problems and Solutions</u> .
REMOTIVATION & CLOSING	No one but you can help you to become what you desire to be. Participate fully and enjoy the journey!
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### GROUND SCHOOL Character Formation for Cadets Completing Achievement 1 Student Handout

"INTELLIGENCE PLUS CHARACTER – THAT IS THE GOAL OF A TRUE EDUCATION." –The Reverend Martin Luther King Jr.

**Today's Purpose:** To participate actively with your fellow cadets during character development forums, first you'll need to understand what the character development program is all about and why it is important to you as a cadet. Through our discussion today, we will do just that.

**Cadets & Character:** Civil Air Patrol's character development program is designed to foster discussion about moral standards and values in the framework of case study analysis. This is not a religious meeting, although Civil Air Patrol (CAP) Chaplains or Character Development Instructors typically lead the case studies. To receive character development credit for your first achievement, all you need to do is answer the five questions in this guide and share your answers with the leader.

#### 1. The CAP Core Values. Define each in your own words:

"Integrity" "Volunteer Service" "Excellence" "Respect"

#### 2. Elements of the Character Development program. Define each in your own words:

"Flight Time" "Flight Log" "Flight Instructor"

3. **FAPS Analysis.** A fellow cadet asks for your help with what she calls an 'integrity issue.' She tells you a long, complicated story involving several people and a lot of accusations about lying. How can a FAPS analysis help in resolving the problem?

4. Flight Time Questions. What do the various Flight Time question blocks focus on?

"Solo Pilot" "Pilot" "Test Pilot"

## 5. Are you committed? **Describe how you plan to participate fully in CAP's Character Development program.**

## PART 3 CASE STUDIES Am I Worth Anything? What Makes Me Valuable?

What Makes Me Va	What Makes Me Valuable? Lesson Plan		
OBJECTIVE	The objective of this lesson is for cadets to analyze a case of low self esteem and recognize the individual worth of every cadet.		
ATTENTION STEP	Give each cadet a blank sheet of paper. Ask them to write their own name on top. Then pass the sheets around the group, with each cadet writing one positive comment about the cadet whose name is on top of the paper. The paper should be folded before passing to the next cadet, so the comment is not visible to the next person. When the cadet receives his own paper back, have the cadets unfold the papers to read the praise from their fellow cadets.		
MOTIVATION	"Thou shalt love thy neighbor as thysef." –Leviticus 19:18, Hebrew Scrpitures.		
STEP	"We are never more discontented with others than when we are discontented with ourselves." –Henri Frederic Amiel		
	"The vultures of self put-down lie in wait for all of us, but we can fend them off by building a strong self-image and helping others do the same." –Sidney B. Simon		
OVERVIEW	During this character development session, we will:		
	<ul> <li>Read a case study concerning self worth</li> <li>Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li> <li>Answer and discuss your responses to questions that relate to the case study, or the larger issues of personal dignity</li> <li>Record what you've learned in your Flight Log</li> </ul>		
BODY	The case study, "Am I Worth Anything?" is located on the next page. See Part 1 for instructions on how to lead a case study.		
SUMMARY	This case study brought out some important points about the desire to fit in, and emphasized the uniqueness of each cadet. We demonstrated this in our own group tonight by writing positive comments about each other – the comments were different for each cadet, but every one of you makes a valuable contribution to the squadron. Every cadet has intrinsic value, and it is not based on your body type or the uniforms you wear.		
REMOTIVATION	"Outstanding leaders go out of their way to boost the self-esteem of their personnel. If people believe in themselves, it's amazing what they can accomplish." –Sam Walton		
CLOSING	"Become what you already are." –St. Augustine		

CASE STUDY	Derek, a senior in high school, has struggled with his weight all his life. In junior high, he was short and chubby. In high school, he grew taller but was still overweight with bad skin. He never talks to girls, but dreams of having a girlfriend. His parents divorced a few years ago, and he hardly ever sees his dad. Derek doesn't play sports, he doesn't have many friends, and he gets average grades in school.
	But he loves Civil Air Patrol. Ever since joining at age 14, Derek has loved learning about aerospace and leadership and making friends with other cadets. He struggles with the physical fitness test, but he feels like he has the respect and support of the members of his squadron. With a lot of hard work, Derek has made it the rank of cadet major. He enjoys wearing his CAP uniform; each time he puts on his service dress, he's proud of his achievements and his confidence automatically climbs.
	Derek's birthday is coming up next month. Along with the additional training he will need to complete, he dreads turning 18 because he knows he is above the weight standards for Air Force-style uniforms as published in CAPM 39-1. After working so hard for 4 years, he will no longer be able to wear those diamonds on his shoulders if he has to wear the corporate blazer uniform. It reminds Derek of a female cadet in his squadron whose religion forbids her to wear pants. She wears blues with a skirt and for PT she wears an athletic skirt instead of shorts or sweats. It makes her seem different from everyone else. Derek doesn't want to be different; he wants to fit in.
	It just seems so unfair to take away all that he's worked for and achieved – just one more negative thing he can blame on his weight. Derek is considering dropping out of CAP before his birthday.
SOLO PILOT	1 Are there some rules in CAP that seem harder to follow than others?
	2. Should Derek continue wearing his Air Force blues after he turns 18?
	3. Should cadets quit CAP if they don't like our rules or don't want to follow them?
PILOT	1. Is wearing a CAP uniform a right or a privilege?
	2. Does the uniform you wear have anything to do with your value as a person?
TEST PILOT	1. What are some ways Derek can feel good about his CAP achievements

without displaying his rank or ribbons on the Air Force blue uniform?

OBJECTIVE	The objective of this lesson is for each cadet to analyze the core value of Volunteer Service.
ATTENTION STEP	Items Needed: Two index cards, marker, 2 plastic bags. Directions for Activity: On each of the index cards, write the word "VOLUNTEER" in block letters. On the back of each card, trace a different puzzle pattern containing 8-10 pieces. Cut out the puzzle pieces, trade one piece from each puzzle with the other puzzle, and place each puzzle in a plastic bag. Divide cadets into two groups and give a puzzle to each group. Start them at the same time and tell them the goal is to be the first group to complete their puzzle. Be alert to give service. What counts a great deal in life is what we do for others. –Anonymous
MOTIVATION STEP	"I looked, and there was no one to help." –Isaiah 63, Hebrew Scriptures To be successful, the cadets must give away a piece of their puzzle to the other group. This demonstrates the need to cooperate in order to be successful.
OVERVIEW	During this character development session, we will:
	<ul> <li>Read a case study concerning self worth</li> <li>Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li> <li>Answer and discuss your responses to questions that relate to the case study, or the larger issues of personal dignity</li> <li>Record what you've learned in your Flight Log</li> </ul>
BODY	The case study, "Called to Service" is located on the next page. See Part 1 for instructions on how to lead a case study.
SUMMARY	Today's case study raised the subjects of Core Value of Volunteer Service, conflicting commitments, and priorities.
REMOTIVATION	The spirit of volunteerism is the willingness and ability to give of oneself, sometimes at personal sacrifice. But it goes beyond simply giving time. It extends to the willingness to obey the rules and regulations of CAP, to have respect for fellow members and organizations, to practice self discipline so you may give your all, and finally to have faith. This includes faith in your ability, in the people around you, and in CAP. Rolled together, it means to treat your volunteer service in CAP with as much respect and attention as you do your professional career, schoolwork, and family obligations. The next time you are called to volunteer, ask yourself: Which is more important: service to your community, state, and nation; or your personal desires? When we ask volunteer members to make sacrifices, we remember to stay consistent to our core values.

 $\label{eq:loss_loss} \mathsf{CLOSING} \ \big| \ ``I \ \mathsf{regret} \ I \ \mathsf{have} \ \mathsf{but} \ \mathsf{one} \ \mathsf{life} \ \mathsf{to} \ \mathsf{give} \ \mathsf{to} \ \mathsf{my} \ \mathsf{country}'' \ -\mathsf{Patrick} \ \mathsf{Henry}$ 

CASE STUDY	Every May, the Buffalo Education Foundation holds a large fundraiser in the local community. The money raised is used to support youth organizations and local schools. The Buffalo Cadet Squadron has volunteered at this event for the last seven years, and has received several thousand dollars from the Foundation each year in return for their service.
	In April, the Foundation asked Buffalo Squadron to provide radio operators, establish a communications center, and control several nets simultaneously for this year's all-day event. When the activity was announced at a cadet meeting, twelve cadets volunteered to volunteer at the event. When the big day arrived, only three cadets showed up. It was nearly impossible to run the radio net with only three volunteers; the cadets had to rely on senior members to fill in key positions to meet their commitment to the Foundation.
	At the next cadet meeting, the cadet commander was furious. She asked the cadets who volunteered why they didn't keep their promise to attend. A long list of excuses flowed in, including staying out too late the night before, having too much homework, forgetting to ask their parents for permission, being unable to find a ride, and having to attend a family dinner. The cadet commander berated all the cadets for their selfishness and lack of support. She reprimanded the group for not demonstrating CAP's core values of Volunteer Service, Integrity, and Respect, and told them it was their own fault if the squadron did not receive funds from the Foundation that year.
SOLO PILOT	1. What impact did the cadets' actions have on the squadron's fundraising and community service efforts?
	2. If you find you cannot attend an event you have volunteered for, how should you handle the situation?
	3. How could the cadets in this situation model the core values of Volunteer Service and Integrity?
PILOT	1. Would the response of this cadet commander make you more or less likely to volunteer at future events?
	2. How could the cadet commander in this situation model the core value of Respect?
TEST PILOT	1. What can you do in your squadron to increase participation in community volunteer service projects?

OBJECTIVE	The objective of this lesson is for cadets to critically evaluate the use of electronic devices in today's culture and discuss guidelines for courteous use of electronic devices.
ATTENTION	Items needed: two cell phones, an MP3 player, and a laptop computer.
STEP	Directions for activity: Prior to this lesson, arrange to have one cadet playing computer games on a laptop when the discussion starts. Have another cadet listening to an MP3 player with earphones. Have two cadets text each other on cell phones. Give the lesson overview and start the discussion with the cadets. After it's clear that four cadets aren't participating, ask the other cadets what their reaction is to the behavior of those four cadets.
MOTIVATION STEP	Do you ever feel left out when your friends are texting other people while you're talking? Do you enjoy overhearing people's cell phone conversations when you're eating in a restaurant or at the movie theater? Do you learn more from a lecture when you're listening to headphones, or when the classroom is free of distractions? What impression does a teacher or guest speaker get when students are typing on laptops or cell phones during class?
OVERVIEW	During this character development session, we will:
	<ul> <li>Read a case study about the use or misuse of electronic devices</li> <li>Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li> <li>Answer and discuss your responses to questions that relate to the case study, or the larger issues of courtesy when using electronics</li> <li>Record what you've learned in your Flight Log</li> </ul>
BODY	The case study, "Chatter, Chatter Everywhere" is located on the next page. See Part 1 for instructions on how to lead a case study.
SUMMARY	Today we've discussed some examples of how electronic devices can be used in a discourteous way. Cell phones, MP3 players, and laptop computers are very useful tools, but the way they are used can be harmful, rude, or exclusive of others.
REMOTIVATION	Setting guidelines for responsible use is the task of the individual user; your school or squadron or parents might have additional guidelines for courteous use.
CLOSING	"To be happy in this world, first you need a cell phone and then you need an airplane. Then you're truly wireless." –Ted Turner

CASE STUDY	Carlos hated his last class at school today. The three classmates who sat near him in class talked constantly during the teacher's lecture, and when they were told to be quiet they switched to texting each other on their cell phones. Carlos tried to join in his classmates' conversation, but it seemed like the joke was always on him as they just smirked at his remarks and then laughed over each other's text messages.
	Tonight is a cadet meeting night, and Carlos is a flight commander in his squadron. He had a very hard time keeping his cadets' attention during opening formation – two of them were texting each other on their phones when they thought no one was watching. One cadet snuck his MP3 earphones into his ears every time Carlos turned his back, even though all the cadets knew headphones were against the uniform regulations.
	The squadron had a special guest speaker that night: their Air Force reservist presented an aerospace lesson for all the cadets. The cadet staff didn't seem to notice there was a class going on. Half of the staff were grouped around a laptop computer in the back, where one cadet officer was typing rapidly and the others were reading along and whispering; the other half of the staff members kept coming in and out of the classroom, filling out forms and discussing paperwork with the squadron commander at one side of the room.
	Carlos struggled to pay attention to the speaker's lecture. When it was time for questions after the lesson, no cadets raised their hands to engage in a discussion of that night's aerospace topic.
SOLO PILOT	1. In this case study, does it seem like cell phones are being used as a way to include others or a way to exclude them?
	2. How could the cadets in this case study model the CAP core value of Respect?
	3. Have you ever felt that the use of cell phones, MP3 players, or laptops is a problem during your squadron's cadet meetings?
PILOT	1. Is it ever appropriate to use cell phones, laptops, or MP3 players during cadet meetings? What about other unit activities?
	2. What are some rules for the responsible use of electronic devices that your squadron could set for cadet meetings and activities?
TEST PILOT	1. What are some guidelines that you could set for yourself for responsible use of electronic devices outside CAP meetings?

OBJECTIVE	The objective of this lesson is for cadets to comprehend the importance of giving credit for good performance and saying thank you to volunteers and leaders.
ATTENTION STEP	Ask cadets for their ideas on this question: "What are the most important words in CAP?" If they are slow in coming up with answers, throw out some ideas such as, "I order you", "Yes, sir", "Safety first", "I pledge allegiance", "I pledge to serve faithfully", "Integrity – Respect – Excellence – Volunteer Service". The answer you are looking for is "Thank you."
MOTIVATION STEP	0
OVERVIEW	During this character development session, we will:
	<ul> <li>Read a case study about giving credit to volunteers</li> <li>Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li> <li>Answer and discuss your responses to questions that relate to the case study, or the larger issues of expressing gratitude</li> <li>Record what you've learned in your Flight Log</li> </ul>
BODY	The case study, "Credit Where Credit is Due" is located on the next page. See Part 1 for instructions on how to lead a case study.
SUMMARY	In this case study we've discussed taking all the credit for others' accomplishments and the importance of saying thank you to everyone who helps make the squadron a success.
REMOTIVATION	The next time you are feeling burned out with your CAP service, think of ways you can show your appreciation to others for their hard work. The recognition in a simple "thank you" can motivate your fellow volunteers, who will know their contributions are noticed and valued.
CLOSING	"God gave you a gift of 86,400 seconds today. Have you used one to say 'thank you'?" –William Arthur Ward

CASE STUDY	The cadets in Piedmont Cadet Squadron have been working very hard for two years to increase their membership. The cadet membership has more than tripled in size in just over 24 months, and the cadet officer corps has grown from 2 cadets to 15. Several cadets have recruited their parents as members to help on the senior member side. Even the parents who aren't members are often tapped as volunteers to drive and chaperone the busy unit activity schedule, with monthly activities such as model rocket launches, new cadet orientation classes, field training exercises, search and rescue exercises, special tours, and air shows.
	The cadet color guard holds weekly practices outside regular meetings, and they perform an average of 3-4 ceremonies per month in the local community. This has really increased the public's awareness of CAP, and has brought in sizeable financial donations to the squadron from fraternal organizations in town. The cadets are also committed to community service projects, with a squadron goal for each cadet to earn a volunteer service ribbon. Just over 50% of the squadron's cadets have already donated the required 60 hours of service outside of CAP to earn this award. And for the past two summers in a row, the squadron's ground team has taken top honors at the wing-wide search and rescue competition.
	At wing conference this spring, Piedmont Cadet Squadron received the Squadron of the Year award. The squadron commander accepted the award and made a speech at the awards ceremony. His picture and bio were published later in the wing newsletter with the award announcement, and he was interviewed on the local radio station's morning news program. The cadets in the squadron were happy about receiving the award, but the cadets and their parents were never mentioned by name or given credit for their hard work. Lately, the squadron commander has been talking at meetings about his chances of being promoted to group commander now that he has received this squadron award.
SOLO PILOT	this award and the squadron commander's behavior?
	<ul><li>2. Since the award is for squadron members only, what might motivate the parents who aren't CAP members to continue volunteering with the squadron?</li><li>3. Name one person who helped you with your CAP activity or meeting today. Have you thanked that person?</li></ul>
PILOT	1. Does most of the credit for a successful squadron belong to the squadron commander? Why or why not?
	2. What are some ways the commander could show his appreciation to all the hard-working volunteers in his squadron?
TEST PILOT	1. What are some ways the cadets in your squadron could show their appreciation for the officers and volunteers who help run the squadron? Which

of these will you do this week, this month, or this quarter?

OBJECTIVE	The objective of this lesson is for cadets to assess the dangers of posting personal information on the Internet.
ATTENTION STEP	Items needed: Printout of a Facebook profile of a regular-sounding teen; description of an online predator (can be made up) who is using the profile as a disguise; Brad Paisley's song 'Online'.
	Description of activity: Have a cadet read the profile page. Ask each cadet if he/she would add this person to their Facebook friends list or chat with this person online. Then read the description of the predator who created this false profile. Ask the cadets if they would like to add this person as a Facebook friend or chat with him online.
MOTIVATION STEP	Always be aware, any person can lie on the Internet. Anyone can access the information you post about yourself, your family, and your friends on websites. Dangerous individuals might use this information to harm you.
OVERVIEW	<ul> <li>During this character development session, we will:</li> <li>Read a case study about Internet safety</li> <li>Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li> <li>Answer and discuss your responses to questions that relate to the case study, or the larger issues of Internet awareness</li> <li>Record what you've learned in your Flight Log</li> </ul>
BODY	The case study, "Deadly Info" is located on the next page. See Part 1 for instructions on how to lead a case study.
SUMMARY	The person you are chatting with on the internet may not be who you think they are: a 16-year-old girl that you discuss boyfriend problems with might actually be a 42-year-old male who asks if you want to meet. Never give out personal information about you or your friends, family, address, or school online. If you post photos of friends and family online, do not post names along with the photo. Don't agree to meet online friends alone – they may not be anything like they say they are. If you are thinking of running away, an online friend may not be the best one to discuss your plans with. People you meet online may not be the best ones to discuss personal problems with.
REMOTIVATION	Play the country song 'Online' as a light-hearted example of a person posing as someone else with a MySpace page. Reinforce that not all online disguises are fun and games.
CLOSING	Remember that while most of your Internet friends are who and what they say they are, that isn't always the case. Never give out personal information or agree to meet online friends alone.

CASE STUDY	Maria, a high school junior, came through the door after school, turned on her computer, and went online. When she wasn't busy with homework, Maria usually spent 4-5 hours a day updating her MySpace pages and chatting with online friends. She logged onto her favorite teen chat room to search for her friend, FlyGuy25, a 17-year-old swimmer. Over the course of their online friendship, Maria had told him everything from her age, hometown, family members' names and ages to her best friends' names, sports she played, and school's team name. They chatted nearly every day, and Maria considered him one of her closest online friends.
	One day when Maria came home from soccer practice, she found her parents in the living room talking to a uniformed officer. He introduced himself as FlyGuy25 - instead of a teenager, Maria's online friend was actually an undercover policeman demonstrating the dangers of chat rooms. Officer Roberts explained to Maria how simple it would be for an online stalker to find her: he just had to go to her school, look for her jersey number at a soccer match, and follow her home. To emphasize how easy it is for predators to get personal information online and use it to harm young teens, Officer Roberts told Maria and her parents about several tragic cases of online stalking he had worked.
	From that point on, Maria was fearful of using the Internet at all. She avoided chat rooms and deleted her MySpace profile. She was suspicious of anyone she met online, and she stopped emailing and chatting with all the friends she'd previously met online.
SOLO PILOT	1. How does the time Maria spends on the Internet compare with yours?
	2. What risks did Maria take giving out so much information?
	3. How was Maria fooled by the policeman?
PILOT	1. How could Maria find out the true identity of online friends?
	2. Was Maria's response of cutting off all Internet time appropriate?
TEST PILOT	1. What are some things you can do to protect yourself on the Internet?

OBJECTIVE	The objective of this lesson is for cadets to explore the need to act with integrity for future gains rather than taking shortcuts for immediate benefits.
ATTENTION	Items Needed: Paper, pens/pencils, and note cards.
STEP	Directions for Activity: Write a 1- to 2-sentence quotation on two note cards. Divide the cadets into two groups. Give one cadet in each group a note card – only this cadet is allowed to see the note card. Group 1 will pass the message along orally by having each cadet whisper it one time in the ear of the next person. The last person in Group 1 will write the quote down. Group 2 will pass the message along in written form: the first cadet will copy the quote on paper and show the paper to the next cadet, who will copy it on another sheet of paper and show it to the next cadet. Compare the end product from each group. Group 1 will complete their task quickly, but the outcome may not be true to the desired goal. Group 2 will take longer to complete their task, but everyone will have seen and passed on the correct message.
MOTIVATION STEP	Ask the cadets to list CAP's core values (Integrity, Volunteer Service, Excellence, Respect). Then ask them for their definition of integrity. A short definition for integrity is doing the right thing even when nobody is watching.
OVERVIEW	During this character development session, we will:
	<ul> <li>Read a case study concerning the core value of Integrity</li> <li>Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li> <li>Answer and discuss your responses to questions that relate to the case study, or the larger issues of Integrity</li> <li>Record what you've learned in your Flight Log</li> </ul>
BODY	The case study, "East or West" is located on the next page. See Part 1 for instructions on how to lead a case study.
SUMMARY	Today's lesson underscored the difference between earning and being given rewards. Taking shortcuts to earn achievements in CAP means you will lose out on the long-term goals of the program, which are development of leadership skills, physical fitness, and the ability to make life choices that are consistent with the core values, both inside and outside of CAP.
REMOTIVATION	Integrity is easy when the rewards are small, nobody else is getting ahead, and everybody is watching. It is harder when the rewards are great, other people are getting the rewards you want, and nobody is watching.
CLOSING	You always know the right thing to do. The hard part is doing it. –(Ret.) Gen. Norman Schwazkopf
	"Integrity is what we do, what we say, and what we say we do" -Don Galer

CASE STUDY	Dwayne has been in CAP for 9 months. He attended a 5-week Cadet Great Start orientation to earn his Curry achievement and is now an A1C in the West Valley Squadron. His squadron is well organized, and they offer all five aspects of the cadet program each month: a meeting for aerospace activities, a meeting for leadership lessons and character development discussion, a meeting for physical fitness and testing, and a general membership meeting that combines cadets and senior members for a squadron business meeting and emergency services classes.
	This summer, Dwayne attended the wing encampment along with 11 other first-time cadets from his squadron. None of them were cadet NCOs yet, but his squadron also sent a few officers and NCOs to serve on the encampment staff.
	At the encampment, Dwayne met some cadets from East Valley Squadron. While they were also attending encampment for the first time, most of them were tech sergeants and above. Dwayne noticed several problems with the East Valley cadet uniforms. Dwayne asked about new cadet orientation and character development discussions at East Valley, and was told "we don't bother with all that." Dwayne also thought it was strange the East Valley cadets didn't know how to do any of the activities in the physical fitness test.
	But the East Valley cadets certainly seemed successful. One of them was the wing CAC chairman, one was the encampment cadet commander, four of them had been selected for national cadet special activities later that summer, three had received flight scholarships that spring, and two had received national academic scholarships. When Dwayne asked how their officers had promoted so fast, they told him that East Valley Squadron didn't make them wait 2 months between promotions, and they often banked tests ahead of their current achievement.
	Dwayne wondered if the chance for quick success in CAP was worth the shortcuts the East Valley cadets were taking. He thought about transferring to the East Valley Squadron, since it was about the same distance from his house.
SOLO PILOT	1. How do the two squadrons in the case study stack up when considering CAP's core value of Excellence?
	2. Have you met cadets from squadrons who don't seem to follow the rules?
	3. Would you admire cadets for their achievements if they didn't follow the rules to attain them?
PILOT	1. If you were Dwayne, would you want to transfer to East Valley Squadron? Why or why not?
	2. Which of the two squadrons has a more successful cadet program?
TEST PILOT	1. What are some things you can do to help prevent your squadron from developing a culture of taking shortcuts in order to get ahead?

## Fair is Fair

Dealing With Conflicting Values

OBJECTIVE	The objective of this lesson is for cadets to examine the idea that individuals have conflicting values and discuss ways to reconcile those conflicts.
ATTENTION STEP	Arrange for two cadets to arrive late for this discussion, each about a minute apart. As you start your lesson the first cadet arrives. Calmly and politely ask her to join the class. A minute later the second cadet arrives. Yell at him, scolding him for being late and showing disrespect. Then ask the cadets what they thought about your response to the late cadets.
MOTIVATION STEP	Fairness, consistency, and compassion are all qualities we want our leaders to display. Yet sometimes these qualities cause conflicts between us and other volunteers in the unit. How we deal with these conflicts says a lot about us as individuals and impacts the morale of the unit.
OVERVIEW	During this character development session, we will:
	<ul> <li>Read a case study dealing with conflicting ideas about what is fair</li> <li>Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li> <li>Answer and discuss your responses to questions that relate to the case study, or the larger issues of conflict and fairness</li> <li>Record what you've learned in your Flight Log</li> </ul>
BODY	The case study, "Fair is Fair" is located on the next page. See Part 1 for instructions on how to lead a case study.
SUMMARY	There are times when CAP volunteers will have conflicting values. Resolving these conflicts is part of maturing and becoming a responsible adult. Considering the core values is essential to achieving a coherent value structure.
REMOTIVATION	The opinion others hold of your leadership depends much more on your actions than on your words. When a conflict occurs, tempers can flare and feelings can be hurt. Using the core values to resolve the conflict, and explaining the reasons for your decision, can help others to support your decision and respect your leadership style.
CLOSING	"Life often presents us with a choice of evils, rather than of goods." -C.C. Colton
	"The strongest principle of growth lies in human choice." –George Elio & Daniel Deronda VI
	Not every problem has a solution. "Can you by thinking about it add one cubit to your stature?" –Matthew 6:27, Christian Scriptures

CASE STUDY	Mike, a high school senior, has just been accepted to a college that has an Air
	Force ROTC program. The college recruiter tells him that if he earns his Spaatz
	Award prior to the fall, he will be advanced into the junior year ROTC classes
	right away. This would fast track him into a leadership role by his sophomore
	year. Mike believes this will advance his Air Force career and save him several
	hundred dollars in tuition, so he studies hard to prepare for his Spaatz exam.

Mike has been in CAP for five years. He has served in most leadership positions in his squadron, including cadet commander. This year, Mike has been working a lot of hours at his after-school job to earn money for school. His busy work schedule means he only gets to attend CAP meetings about once a month, and he hasn't been able to attend any other wing or unit activities. The squadron's promotion policy includes the requirement that cadets attend 75% of meetings and 50% of unit activities. In the past 12 months, Mike has promoted once, to cadet lieutenant colonel.

When Mike called the unit's testing officer to request a Spaatz exam date right after graduation, the testing officer brought the paperwork to the squadron commander for signature. The squadron commander, who is new to the job, isn't sure if he should approve the request. He knows that Mike is a hardworking cadet who has a long history of squadron leadership roles, but he doesn't meet the squadron requirements for promotion. The testing officer argues that other cadets haven't been held to the same standard: last year a cadet was allowed to take the Mitchell exam even though the commander didn't feel she was mature enough to be a cadet officer, because her parents insisted she be allowed to test prior to enlisting in the Air Force. And both the squadron and wing commanders had previously approved the IACE application for another cadet, who often missed meetings or was an hour late for the meetings he did attend.

SOLO PILOT 1. If you were the squadron commander, would you approve Mike's Spaatz exam request? Why or why not?

2. Should the commander's decision be based on the fact that Mike is close to the end of his cadet career?

3. If you were Mike, how would you feel if you were denied the opportunity to take the Spaatz exam?

PILOT 1. How much should past service and extracurricular activities count when making promotion decisions?

2. Should squadrons be allowed to set requirements for promotion that are stricter than those listed in CAP regulations

**TEST PILOT** 1. What would the impact be on other cadets in the squadron if Mike is allowed to test? What message would it send if he is not allowed to test?

OBJECTIVE	The objective of this lesson is for cadets to discuss how "just following orders" does not excuse unethical behavior.
ATTENTION STEP	Recruit two volunteers. Have the ranking cadet pretend to slap the junior cadet across the back of the head. Then yell at the aggressor. The aggressor's response should be, "The cadet commander told me to do it."
MOTIVATION STEP	While routinely used, "I was just following orders" has never been successful as a defense, nor does it excuse unethical behavior.
OVERVIEW	During this character development session, we will:
	<ul> <li>Read a case study about following orders</li> <li>Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li> <li>Answer and discuss your responses to questions that relate to the case study, or the larger issues of responsible leadership</li> <li>Record what you've learned in your Flight Log</li> </ul>
BODY	The case study, "Just Following Orders" is located on the next page. See Part 1 for instructions on how to lead a case study.
SUMMARY	Today we've discussed a case study where a cadet's orders were taken too far. Discussing how this situation can occur should prepare you to evaluate future orders you're given, in order to make sure they are carried out in a safe and responsible manner.
REMOTIVATION	The choice to violate orders is risky, brave, hard to justify, and on rare occasions the right thing to do. Thinking ahead, being willing to stand up for what you believe in and willing to accept the consequences, including the positive ones, for your actions will make that difficult decision easier.
CLOSING	Hold yourself responsible for a higher standard than anybody else expects of you, never excuse yourself. –Henry Ward Beecher
	He who excuses himself, accuses himself. –Gabriel Meurier

CASE STUDY	Valerie, Kim, and Holly are all cadets in the same squadron. They are all assigned to Bravo Flight at the wing's summer glider weekend, with Valerie serving as the Flight Commander. Valerie is concerned that Holly will not pass the physical fitness promotion test for her next promotion. She tells Kim, "We need to make sure Holly can pass her next PT test. Every time she makes a mistake, have her run around the field and do 20 sit ups."
	Between ground school, flight line operations, and bivouacking, Kim and Valerie took advantage of the mistakes made by Holly, who was much less experienced in CAP than the other girls. Holly did a lot of 1-mile laps and sit ups that first day.
	Late in the evening, as Capt. Green landed his glider and let out his student, he noticed Holly jogging along the edge of the field in his direction. She seemed to be limping, and then she slowed and collapsed. Everyone raced for Holly, who was transported to the emergency room. Her examination revealed dehydration, exhaustion, and multiple blisters on her feet. When Capt. Green returned from the hospital, he demanded to know what happened.
	Kim said, "I thought Holly was struggling, but she never complained about any of that stuff. Anyway, I was just following Valerie's orders." Valerie explained, "We were trying to get Holly some extra PT to help her pass her next promotion. We didn't mean for her to get hurt. I was teaching ground school and didn't realize she had done so many laps. I never told Kim to make her run laps until she got hurt."
SOLO PILOT	1. Did Valerie violate her responsibilities as leader of Bravo Flight?
	2. Did Kim violate her responsibilities as a fellow member of Bravo Flight?
	3. How might this situation have been different if all three cadets had considered CAP's core values?
PILOT	1. As a cadet commander, would you accept the "I was just following orders" defense from your cadets?
	2. Should cadets or senior members assign physical training as a punishment for a cadet's mistakes
TEST PILOT	1. When should you violate an order? What should you do before you violate an order? What should you do after you have chosen to violate the order to prepare for the inevitable questions?

OBJECTIVE	The objective of this lesson is for cadets to distinguish between what's best personally versus what's best for the entire squadron when making a difficult leadership decision.
ATTENTION STEP	"If you're really my friend, you'll count extra sit-ups for me on the physical fitness test." "His best friend is the encampment cadet commander, so of course he'll be chosen to be on the staff." "You wouldn't tell the squadron commander about this if you were really my friend." Do close friends in CAP make unreasonable requests of you? How can you display leadership and integrity when it goes against what your friends want you to do?
MOTIVATION STEP	"Leadership is unlocking people's potential to become better." -Bill Bradley
SIEP	"Example is not the main thing. It's the only thing." –Albert Schweitzer
OVERVIEW	During this character development session, we will:
	<ul> <li>Read a case study about balancing leadership with friendship</li> <li>Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li> <li>Answer and discuss your responses to questions that relate to the case study, or the larger issues of friendship and leadership within CAP</li> <li>Record what you've learned in your Flight Log</li> </ul>
BODY	The case study, "Leadership vs. Friendship" is located on the next page. See Part 1 for instructions on how to lead a case study.
SUMMARY	In this case study we saw a cadet struggle with choosing the right person for the job or choosing a personal friend. In some cases, the friend might also be the right person for the job. But this opens you up to the appearance of choosing favorites. In other cases, if the friend is not the best person for the job, this can put a strain on your relationship.
REMOTIVATION	Friendships and dating relationships can confuse our choices in CAP, especially when those close friends are above or below you in the chain of command. The best choice is always the one that puts the needs of the squadron ahead of personal desires.
CLOSING	"The art of leadership is saying no, not saying yes. It is very easy to say yes." –Tony Blair
	"Most people have a desire to look at the exception instead of the desire to become exceptional." –John Maxwell, <i>Developing the Leader Within You</i>

CASE STUDY	Jessica and Tamara have been best friends since kindergarten. They've always gone to the same schools, shared the same hobbies, and had the same likes and dislikes. When they were 12, they joined the same CAP squadron. They attended meetings and activities together. For the first few years, they even got their promotions at the same time, all the way up through their Mitchell awards.
	Since then, Jessica has been very involved with honors classes at school, along with participating in sports and band. She attends roughly 1 out of every 4 CAP meetings, and hasn't been participating in unit activities. Tamara has remained very involved with the squadron, attending every week, and she's now promoted three grades ahead of Jessica. Tamara has just been appointed as cadet commander of their squadron, which means she will have the chance to select other cadet officers to join her on staff.
	Tamara faces a tough choice for the #2 slot on the cadet staff, cadet deputy commander. Since they are best friends, Jessica expects Tamara to give her the position and promises to become active in the squadron again if she gets the job. Tamara knows Jessica is well-liked by the cadets and will make a fantastic cadet commander herself down the road. But there are three other cadet officers who attend every meeting, have completed achievements higher than Jessica, and would make good leaders. They could be upset if they don't receive a staff job that someone less qualified is chosen to fill. Tamara is torn between choosing a friend and choosing a leader.
SOLO PILOT	1. Is Jessica justified in expecting a position on the command staff?
	2. If she's not chosen for the job of cadet deputy commander, how could Jessica show support for Tamara as the new cadet commander?
	3. If Jessica is chosen as the cadet deputy commander, how might the cadet officers who were passed over for the job react?
PILOT	1. When you have a close friend who promotes faster or slower in the cadet program than you do, does it affect your friendship? How?
	2. Have you ever been in a situation similar to Tamara's? How did you handle it?
TEST PILOT	1. Discuss the difference between a leader doing what's best for himself or herself personally, and doing what's best for the squadron. How would the CAP core value of Integrity affect Tamara's choice?

## Pharming Prescription Drug Abuse

OBJECTIVE	The objective of this lesson is for cadets to comprehend the dangers of pharming, or taking prescription medications that have not been prescribed for you.
ATTENTION STEP	Items needed: small plastic bag filled with harmless vitamins and over the counter medications, such as decongestants, cold medicine, and headache relievers.
	Directions for activity: Show the bag to cadets, tell them it's full of drugs, and ask how many would be willing to take those pills if someone dared them. Then tell the cadets they are all prescription medications, not illegal drugs, and ask how many cadets would take them on a dare. Now tell the cadets the bag contains over-the-counter cold medications, and ask how many would be willing to take them. If the response differs, ask why. Are OTC medications safer than prescriptions? Are prescription medications safer than illegal narcotics? Are they more likely to become addicted to one type of pills or another?
MOTIVATION STEP	"While youth drug use has declined overall, the abuse of prescription drugs – such as pain relievers, depressants, and stimulants – is on the rise. There are more new abusers (12 and older) of prescription drugs than there are of marijuana." –Office of National Drug Control Policy
OVERVIEW	During this character development session, we will:
	<ul> <li>Read a case study about the dangers of pharming</li> <li>Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li> <li>Answer and discuss your responses to questions that relate to the case study</li> <li>Record what you've learned in your Flight Log</li> </ul>
BODY	The case study, "Pharming" is located on the next page. See Part 1 for instructions on how to lead a case study.
SUMMARY	In this case study, we discussed a dangerous practice that has become common with teenagers and college students. CAP's policy against drug abuse also includes preventing abuse of over-the-counter and prescription drugs.
REMOTIVATION	"70% of persons aged 12 and older who abuse pain relievers say they get them from a friend or relative." –Office of National Drug Control Policy
CLOSING	Steps to protect against pharming:
	<ol> <li>Safeguard all drugs in the home by monitoring quantities and controlling access.</li> <li>Follow clear rules for drug use, including not sharing medications and following the correct advice and dosage.</li> </ol>
	<ol> <li>Properly conceal and dispose of unused or outdated medications in the trash.</li> <li>Ask friends and family to safeguard their prescription medications</li> </ol>

Pharming	
Prescription Drug Abuse	

CASE STUDY	Jonathan, a sophomore in high school, started at a new school this year. All of his close friends from middle school are in a different high school, so Jonathan is looking for a new group of friends. He sees a group of popular kids every afternoon in the cafeteria, and wishes he could somehow get to know them.
	One afternoon, he feels like it must be his lucky day. Someone in the cool clique asks him to sit with them at lunch. Terry, a cute sophomore girl, asks him if it's true that his dad is a pharmacist. When he tells her it is, she smiles and invites him to a special party that Friday night. There's a cover charge, though – he needs to bring three bottles of medication from home. Other kids in the group tell him how cool it is to mix and match medications, especially with the alcohol that will be available at the party. They tell him which medications are the best ones to trade. When Jonathan asks if it's dangerous, his classmates laugh and call him a chicken. After all, they're all legal medications. A lot of them are available over the counter – there's no harm in that, right?
	Jonathan has never tried drinking at a party, and taking medication that isn't prescribed for him doesn't sound like a wise idea. But this group seems so cool, and he really wants to find some new friends. He doesn't want to seem immature in front of them. Reluctantly, he smiles and agrees to come to the party.
SOLO PILOT	1. If you were Jonathan, what would you do next?
	2. Should Jonathan tell his parents or a teacher about the party? Why?
	3. Do you know cadets or classmates who participate in pharming?
PILOT	1. Have you ever done things you knew you shouldn't do in order to make new friends?
	2. Which one of the CAP core values could Jonathan use as a guide in this situation?
TEST PILOT	1. Is taking legal medication that's been prescribed for someone else different from taking illegal drugs? Why or why not?

## What Happened to Good Manners? Respect for Others

OBJECTIVE	The objective of this lesson is for cadets to discuss how the core value of Respect can be demonstrated by common courtesies in public.		
ATTENTION STEP	5 5 1		
MOTIVATION STEP	"Do unto others as you would have them do unto you." -The Golden Rule, Matthew 7:12, Christian Scriptures		
	People are not born polite; they learn courtesy. Who in your life displays courteous behavior? Has courtesy on your part ever resulted in courtesy from someone else? Would you agree that courtesy is contagious?		
OVERVIEW	During this character development session, we will:		
	<ul> <li>Read a case study about manners</li> <li>Discuss the facts, assumptions, problems and solutions (FAPS) of the case</li> <li>Answer and discuss your responses to questions that relate to the case study, or the larger issues of respect and good manners</li> <li>Record what you've learned in your Flight</li> </ul>		
BODY	The case study, "What Happened to Good Manners?" is located on the next page. See Part 1 for instructions on how to lead a case study.		
SUMMARY	We've looked at some examples in this case study of bad manners. Etiquette (good manners) is based on respect for other people. If you show respect through courteous behaviors, others will respond with courtesy. Our lives are improved when we are courteous. Courtesy while driving is essential for safety.		
REMOTIVATION	Real manners are instinctive. They stem from your character and your heart because you care about the dignity, welfare, and feelings of others. Manners change. In order to conduct our lives with confidence and grace, we must be aware of the changes that have taken place, and know how to handle them today.		
CLOSING	Treating others with good manners is a way to demonstrate CAP's core value of respect. This week, try to add three new courteous customs to your behavior.		
	"Respect yourself and others will respect you." -Confucius		
	"Rudeness is a weak imitation of strength." –Eric Hoffer		

CLOSING	Lin was convinced that courtesy was dead. When she went to her favorite piz restaurant for lunch, young teenagers in athletic uniforms swarmed the buff table and took all the breadsticks before any other customers could take an When the sports team left their tables after a noisy, boisterous meal, there we piles of uneaten breadsticks on their plates. Other customers in the restaura talked loudly on cell phones, ignoring the people they were eating lunch with Many customers wore baseball caps and cowboy hats while eating in the restaurant.		
	As Lin left the restaurant, she waited at a red light for traffic to clear so she could make a right turn. The driver behind her honked repeatedly, gestured wildly, and raced his engine to try to make her go faster. As they made the turn, he raced by her on the left, scraping his car against her side view mirror. The other driver sped away, yakking on his cell phone while oblivious to the damage on Lin's car.		
	Lin was so upset when she got home, that she left her car in the middle of the driveway. She yelled at her little brother to turn down the TV volume, ate a snack in the kitchen, and ignored the list of chores her mother had left for her to do that day. When the phone rang, a telemarketer asked if Lin had time to complete a brief survey. Lin just hung up the phone, stomped to her room, and slammed the door. The neighbor's dog was out in the yard again, barking constantly. Lin buried her head under a pillow, cranked up her iPod, and drifted off to sleep.		
SOLO PILOT	1. What are some examples of disrespectful behavior in this case study?		
	2. Can you name other examples of discourteous behavior you've seen in public?		
	3. How can you show respect for other people while driving? While eating in restaurants? While talking on a cell phone?		
PILOT	1. Do you think Lin's actions at home were affected by her experiences at the restaurant?		
	2. What is the purpose of good manners? Why is it important to display them all the time?		
TEST PILOT	1. Do you display different manners when you're wearing your CAP uniform? Should you?		

## PART 4 LESSON PLAN WORKSHEET AND ACKNOWLEDGMENTS

### Lesson Plan Worksheet

You can help us by creating new case studies and lesson plans. Use this worksheet as your guide and send your work to the address on this worksheet.

Title: Subtitle:

**OBJECTIVE.** The objective of this lesson is:

The objective gives focus to the discussion in the sense of where the discussion should end. Continually connecting with this idea throughout the discussion will help focus the final conclusion. There may be many issues raised by the case study, but this is the main reason for the lesson.

ATTENTION STEP. Items needed:

Description of activity:

The attention step is an activity or question that ignites the process and wins the attention of the group. You can create your own attention-getter if you like.

**MOTIVATION STEP.** Write a statement that expresses why cadets and/or officers should want to pay attention to the lesson.

The motivation step encourages students to participate actively by demonstrating why the lesson is relevant to the students' needs.

**BODY.** Write a story that has recognizable characters and situations along with a moral dilemma. The case study should be between 100 and 150 words. *The body is the meat of the lesson. It includes reading the case study, completing a FAPS analysis and answering discussion questions (all of which are described below).* 

**Discussion Questions.** All discussion questions are designed to help cadets relate the case study's moral teachings to their own lives.

**SOLO PILOT.** Write three solo pilot questions. *The solo pilot questions are designed to be the easiest to answer and are suitable for cadets of all age and experience levels. These should be answered first. These knowledge-level questions will help the cadets identify the problem and make a connection between the questions and their own experiences.* 

1.

2.

3.

**PILOT.** Write two pilot questions. The pilot questions are for older cadets and are more complex in their scope and answer. They will normally require multiple responses to fully answer the question. These questions will challenge the cadets to begin to interpret the ramifications of the story. Younger cadets should listen to the older cadets' responses, and/or try to answer them as well.

1.

2.

**TEST PILOT.** Write one test pilot question. *The cadets are then given a few minutes to individually answer the test pilot question(s) in writing. This question challenges each cadet to apply the information gained during the session to the case study and provide an answer based on personal moral choices.* 

1.

SUMMARY. Write a brief statement that summarizes the point of the lesson that is connected with your objective.

The summary is a restatement of the discussion's high points. It shows how those points fulfilled the objective.

**REMOTIVATION.** Write a statement that challenges the cadets to follow through on their moral choice(s).

The remotivation is when the instructor encourages the cadets to retain and use what they have learned.

**CLOSING.** Write a closing statement that is memorable.

The closing is a parting statement that dismisses the group with a memorable thought relating to the learning objective. Closings should be very brief, otherwise they diminish the worth of the summary and remotivation.

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