

United States Air Force



2016/2017 Edition T-508
Cadet's Guide to
Leadership Laboratory (LLAB) Curriculum



Jeanne M. Holm Center for Officer Accessions and Citizen Development

AFROTC
Cadet's Guide to
Leadership Laboratory Curriculum
2016 - 2017

Academic Affairs Directorate

Mr. James C. Wiggins, Director/Dean
Dr. Kevin T. O'Meara, Chief, Commissioning Ed/CALT Programs

Contributors

Mr. James A. Damato, Field Leadership
Captain James D. Scott, Jr., Field Leadership



Documentation Support

Ms. Nicole Griffin, Documentation Specialist
Mrs. Chanel Wilson, Documentation Specialist

Jeanne M. Holm Center for Officer Accessions and Citizen Development
Academic Affairs Directorate
Maxwell Air Force Base, Alabama 36112-6106

This text was developed under the guidance of James C. Wiggins, Director/Dean, Academic Affairs Directorate, Jeanne M. Holm Center for Officer Accession and Citizen Development, Maxwell AFB AL 36112.

This publication has been reviewed and approved by competent personnel of the preparing command in accordance with current directives on doctrine, policy, essentiality, propriety, and quality. The views and opinions expressed or implied in this publication do not carry the official sanction of the Air Education and Training Command or the Department of the Air Force.

Copyrighted materials used in this text have been reproduced by special arrangement with the original publishers and/or authors. Such material is fully protected by the copyright laws of the United States, and may not be further reproduced in whole or in part without the expressed permission of the copyright owner.

Summary of Changes

This publication has been substantially updated and should be reviewed in its entirety. Some changes include:

1) LLAB Objective 20, *Holm Center Training Manual* has been rescinded and will be written later this calendar year. Once the approved product is available, it will be posted to the Holmcenter.com site.

2) LLAB Objectives 30.1, *Your First Officer Assignment*, 30.2, *Pay, Allowance, and Leave*, and 30.3, *Career Progression: Active Duty*, will no longer be accomplished during LLAB time and the material has been moved to the AS400 curriculum.

3) The four-hour block previously used for LLAB Objectives 30.1 – 30.3 will now be used for a newly developed *Bullet Statement Evaluation Exercise*. This lesson objective will be for POC cadets only and it is highly recommended that a faculty member who has experience writing and evaluating bullet statements oversee this exercise.

4) LLAB Objective 34.1, *Expeditionary Computer Based Training (CBT)*. Completion of the Land Navigation and Introduction to Improvised Explosive Device CBTs exceed the requirements for accession-level training of Basic Airman Readiness (BAR), identified in the Air Force Guidance Memorandum for Expeditionary Readiness (AFGM 2015-10-01) and therefore these requirements have been removed from LLAB.

5) LLAB Objective 34.5, AFPAM 10-100, *Airman's Manual*. AFPAM 10-100 has been superseded by AFTTP 3-4 and there has been no guidance mandating the production/use of this document for training, exercises or deployments. Therefore, Objective 34.5 has been removed. **NOTE:** Cadets who have been selected to attend Field Training will still be tested on their knowledge of the Field Training Manual shortly after arriving at Maxwell Air Force Base, Alabama.

6) LLAB Objective 36, *Introduction to the Professional Officer Course (POC)*, Item D, *Holm Center Training Manual*, has been removed and is being rewritten as identified in #1 above. The new document will be posted to the Holmcenter.com website, in Objective 36, as soon as it becomes available.

TABLE OF CONTENTS

Objective	Title	Page
-	Preface	
-	LLAB Objectives	
1	Grade Structure	1-1
2	Chain of Command	2-1
3	Cadet Honor Code	3-1
4	United States Flag	4-1
5	Drill Orientation	5-1
6	Basic Drill Movements	6-1
7	Followership and Teamwork	7-1
8	Environment of the Air Force Officer	8-1
9	Guidon Procedures	9-1
10	Advanced Drill Movements	10-1
11	Flight Commander Position	11-1
12	Road Guard Procedures	12-1
13	Flight Drill Evaluation	13-1
14	Dorm Maintenance	14-1
15	Field Training Requirements	15-1
16	Open Ranks Inspection	16-1
17	Key Personnel Parade Procedures	17-1
18	Field Training Decorum	18-1
19	Esprit de Corps Activities	19-1
20	<i>Holm Center Training Manual (HCTM) Rescinded</i>	N/A
21	Cadet Mentoring Program	21-1
22	Air Force Health and Wellness	22-1
23	Air Force Customs and Courtesies	23-1
24	Air Force Dress and Grooming	24-1
25	Dining-In / Dining-Out	25-1
26	Unit Formal Reveille / Retreat	26-1
27	Unit Formal Awards Ceremony	27-1
28	Leadership / Management / Supervisor Positions	28-1
29	Feedback and Performance Evaluation	29-1
30	Bullet Statement Evaluation Exercise	30-1
31	Special Projects for Extended Cadets	31-1
32	Commander's Call	32-1
33	Physical Training	33-1
34	Expeditionary Requirements for Field Training	34-1
35	Air Force Employment Exercise (AFEX)	35-1
36	Introduction to the Professional Officer Course (POC)	36-1

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, cadre and/or POC 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 Operations Flight Commander (OFC). You may present these lessons in any order that works for you and is approved by your Detachment Commander and/or OFC. 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:

Jeanne M. Holm Center for Officer Accessions and Citizen Development/CRDF
Attn: Field Leadership Curriculum Area Manager
60 Schumacher Avenue / Rm 82
Maxwell AFB AL 36112

To reach us by phone, please call (commercial) 334-953-4686/7715 or (DSN) 493-4686/7715. The four-digit extension for FAX transmission is 7589.

AFROTC 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.

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.

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. Most of the LLAB lesson objectives are cadet planned, organized, and executed under the supervision of the Detachment Commander and Operations Flight Commander.

Classification of Cadets

Normally, cadets are classified as AS100, AS200, AS300, and AS400 cadets, corresponding to the academic course in which they are enrolled. Though this classification system works well for most LLAB cadets, 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 Preparation (FTP) – GMC 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 two 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 (FTP)

The 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*. (Check 36-2010 paragraph 3.6.)

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.

Basic Military Skills. Each cadet going to Field Training must achieve the following objectives:

#	LLAB Lesson 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.

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:

#	LLAB Lesson Objective
12	Know road guard procedures.
13	Apply proper individual drill evaluation procedures.
14	Know dorm maintenance procedures and requirements.
15	Know the mental, physical, and administrative requirements for Field Training.
16	Apply proper open ranks inspection procedures.
18	Know Field Training military decorum.

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

#	LLAB Lesson Objective
9	Apply correct guidon procedures during drill and ceremonies practice and official functions.
10	Apply principles of advanced individual and flight drill movements.
17	Know key personnel parade procedures.

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. (Lesson Objective 29, Feedback and Performance Evaluation, provides a step-by-step approach for developing and delivering feedback.)

When assigning leadership positions to the cadets, non-AFROTC leadership positions, such as Arnold Air Society commander, cadet government leaders, and community leadership should be

considered and credited provided the OFC ensures the position provides the same opportunity for growth as that of an AFROTC cadet corps position. The Detachment Commander and OFC 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 pre-commissioning 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 cadets 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 in-processing 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 OFC what jobs, duties, or positions the ECL holds during this timeframe.

LLAB Objectives

The following is a list of mandatory objectives that must be presented to the appropriate cadet classification.

Obj	LLAB Lesson Objective	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 US flag	X				
5	Apply individual and flight drill positions	X				
6	Apply basic individual 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 drill practice & official functions		X			
10	Apply advanced individual and flight drill movements		X			
11	Apply skills to be an effective flight commander		X			
12	Know road guard procedures		X			
13	Apply proper individual drill evaluation procedures		X			
14	Know proper dorm maintenance procedures and requirements		X			
15	Know the mental, physical, & 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 military decorum		X			
19	Apply learned information during esprit de corps activities	X	X	X	X	X
20	<i>Holm Center Training Manual (HCTM)</i>	Rescinded				
21	Apply leadership & followership skills through the cadet mentoring program	X	X	X	X	X
22	Know the principles of Air Force health and wellness	X	X	X	X	X
23	Apply the proper Air Force customs and courtesies	X	X	X	X	X
24	Apply proper Air Force dress and appearance 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 functions associated with reveille/retreat ceremonies and parade	X	X	X	X	X
27	Apply AFROTC awards/decorations program in a formal awards ceremony	X	X	X	X	X
28	Apply leadership/management skills in supervising cadet corps			X	X	X
29	Apply proper feedback and performance evaluation skills			X	X	X
30	Know the process for evaluating bullet statements				X	
31	Apply leadership/management/problem solving skills in special projects					X
32	Know issues and topics in a commander's call environment	X	X	X	X	X
33	Demonstrate level of physical fitness through training and assessments	X	X	X	X	X
34	Know the expeditionary requirements for Field Training		X			
35	Execute wargame utilizing the Air Force Employment Exercise (AFEX)				X	
36	Identify expectations of a new Professional Officer Course (POC) cadet			X		

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.

In accordance with AFROTCI 36-2011, *Cadet Operations*, Detachment Commanders ensure detachment requirements for activities that count towards Leadership Laboratory (LLAB) credit (to include PT) do not exceed five total hours per week for GMC cadets and six total hours per week for POC cadets. These hours are in addition to classroom academics.

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

We have 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 OFC 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 hours/week for GMC and 3 hours/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.

NOTE: Every cadet who teaches a LLAB lesson objective must read the next section, "Reading and Teaching a Lesson Plan"

Lesson Plans

For each objective, we have provided a lesson plan. The lesson plans are designed to help you 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.

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.

Reading and Teaching a Lesson Plan

Giving a military briefing and teaching a lesson are two very different things. The styles, words, and approach you take with the audience will differ drastically. 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 lesson objective times are flexible to allow detachments to adapt their LLAB programs to individual needs, so are the lesson plans within these objectives. The lesson plans are not concrete entities that must be followed verbatim. The lesson plans provided are basic – designed so that many people in different locations, with different backgrounds and experiences can use them. To make the most of the experience, it is suggested that you take the standard lesson plan and you make it fit you – you personalize it. You are responsible to teach the material within the lesson objective, but how you teach it is up to you and your OFC.

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 officer, 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, 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 OFC). A Demonstration/Performance method means you will demonstrate what you want the cadets 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 cadets are free to ask questions throughout); Guided Discussion (cadets do most of the talking but you as instructor make sure they stay focused on the specific task—you can also ask questions for cadets to answer and talk about); Case Study (teach a task and then have cadets 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 cadets); 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 aforementioned 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 OFC 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 OFC 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 OFC 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 cadet what he/she is supposed to learn. This also tells the instructor what needs to be taught in order for the cadet to learn the information. A sample of behavior is a simple performance statement specifying an observable, measurable, and verifiable behavior a cadet 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. You must read the strategy statement before you attempt to personalize the lesson plan. It tells you why the curriculum developer 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 is made up of three distinct sections: 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.

Teaching is tough, especially early in the morning, right after lunch or late in the afternoon. It will be your responsibility to energize your cadets – to make them want to learn about the subject matter. Without a doubt, the material being presented is only as energizing or as boring as the person who is presenting it. Therefore, it is imperative that you spend some time to come up with a hard hitting and applicable attention step. For example, a clip from *The Patriot* showing Mel Gibson leading the charge against the British with the American flag in hand can be an outstanding

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, next you need to 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, you still must incorporate some sort of motivation for the cadets.

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 OFC for more questions regarding changes.

CONCLUSION

Just as with the introduction, the conclusion consists of three sections: summary, re-motivation and closure. The summary is a recapitulation of the main points you have talked about. Under no circumstances should you introduce new material during the summary. The summary 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 re-motivation step and the 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 re-motivation and what the cadet's learned. Finally, end with a good closure. Never leave your cadets with the feeling that something is missing. Make sure the cadets know the class has ended. A closing quote (related back to the topic) or final thoughts 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:

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.

Strategy statement – reread through the strategy statement to ensure you understand the intent of the curriculum designer. Ask your OFC any questions to clarify the intent of both the designer and what the detachment feels is needed.

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.

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, re-motivation 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 yourself and the material can have a profound effect on others. The most important thing to remember is to be genuine – 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 cadets 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 put the final personalization touches on your lesson, next you need to validate it. The best way to validate your personalized lesson plan is to practice delivering it and then immediately refer back to the lesson strategy statement found in Part IB. If your personalized lesson plan meets the intent of the strategy statement, you are right on track. From this point, you need to continue practicing your lesson delivery until you are completely comfortable with it. Now that you have the information in the lesson down, you have your timing right where you want it, and your voice pitch and speed perfected, it is time to do a dry run. It is highly recommended that you conduct your dry run in the very location you will actually present your lesson objective in. During your dry run session, you should take the time to verify that your slide presentation version is compatible with the software version on the computer you will be using. If you will be using any type of projection device, you need to verify that the projector is functional and has a working bulb. If you will be using video or audio clips in your lesson, you should verify the functionality and sound quality your sound equipment.

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 cadets 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 cadets are going to take it seriously. Along with sincerity is enthusiasm; if you're not enthusiastic about the subject, your cadets 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

Transitions – make sure to work on your transitions while speaking. Nothing is worse or harder to follow than a choppy speaker.

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.

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 complementary, in part, to AS100 Lesson 5, *Military Customs and Courtesies*. The foremost difference is this objective includes detailed information about AFROTC grade structure and insignia whereas the AS100 lesson does not. Objective 1 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.

THIS PAGE INTENTIONALLY LEFT BLANK

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: PowerPoint Slides

Student Preparation: N/A

Certified by: Holm Center/DE (Mr. James C. Wiggins)

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. AFROTC 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.

PowerPoint slides with pictures of the different active duty ranks are provided in the T-508, Leadership Laboratory Curriculum Handbook on the Holmcenter.com website.

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 and 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 Chief stripes have a solid star embroidered above the star already on the chevron.
- 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 star on either side. These additions were placed in the empty 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 enlisted 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, Lieutenant General, General

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

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

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

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.

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 OFC prior to execution.

TRANSITION

(Suggested) 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

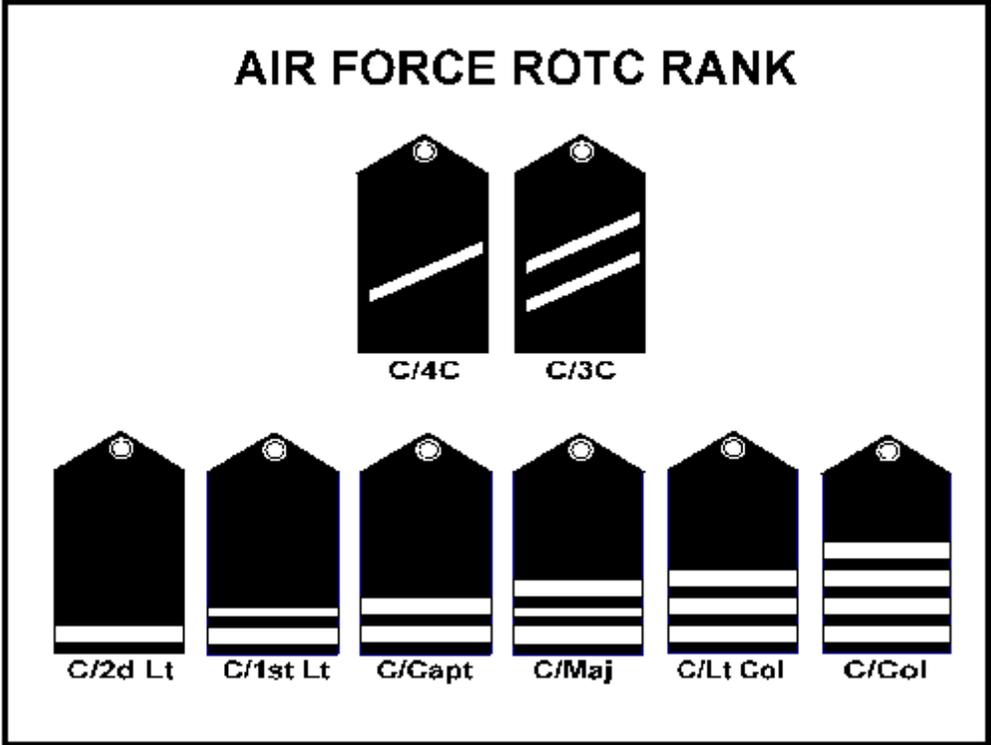
QUIZ 5

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



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, and Marine Corps Officer Rank Structure

(Note: The written rank abbreviation is not the same for all services. Shown below are specific to the Air Force.)

Pay Grade	Rank Abbreviation	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

RANK	PAY GRADE	ORALLY ADDRESSED	RANK	PAY GRADE	ORALLY ADDRESSED
 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!

INSTRUCTOR NOTE: There will be changes to the chain of command on multiple levels in the near future. Information regarding these changes was not available at the time of production. Once the chain of command changes have been completed, this objective will be updated on the Holm Center website.

THIS PAGE INTENTIONALLY LEFT BLANK

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/DE (Mr. James C. Wiggins)

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: 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. 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 OFC 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

(Suggested) 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. Operations Flight Commander _____
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.

THIS PAGE INTENTIONALLY LEFT BLANK

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/DE (Mr. James C. Wiggins)

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. Intent and Purpose of the Honor Code
- B. Four elements of the Honor Code
- C. Procedures for Handling a Suspected Honor Code Violation
- D. Misuse of the code
- E. Case Studies
- F. Role Playing Scenarios
- G. The article, "My Turn"

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.

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.

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.

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.

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

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.

Plagiarism – Claiming another's work as your own.

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

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.

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.

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.

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.

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.

Consequences

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.

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.

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.

Improper Questions: Those without any purpose or without probable cause.

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.

Questions Without Cause: "Cadet Carter, did you drink last night?" Asking this question without reason is an improper question.

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.

Case Study.

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.

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?

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.

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.

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.

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.)

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.

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.

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 (read to class)

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.

“My Turn” Article

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.

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 Air Force officer.

SUMMARY

The Intent and Purpose of the Honor Code

Intent of the Code

Purpose of the Code

The four elements of the Honor Code

Lying

Cheating

Stealing

Toleration

Procedures for Handling a Suspected Honor Code Violation

Approach violator

Alert first person available

Misuse of the Honor Code

Case Studies: We'll look at several cases and discuss which constitute Honor Code violations and which are regulation violations.

Role Playing Scenarios: Practice approaching suspected Honor Code violators.

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.

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 AS100 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.

THIS PAGE INTENTIONALLY LEFT BLANK

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: AFI 1-1, *Air Force Standards*
Visual Aids: American Flag
Student Preparation: None
Certified by: Holm Center/DE (Mr. James C. Wiggins)

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. Describe 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. History of American flag
 - 2. Courtesies rendered during American flag ceremonies conducted indoors/outdoors.
 - 3. Proper display of American flag
 - 4. Proper procedures for disposing of the American flag
- D. Feedback
- E. Quiz
- F. Additional Activities

LLAB Timeline

ACTIVITY	Time (Min)
Attention Step	2
Motivation and Overview	3
Group Research and 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

(Suggested) 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
- 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

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. The Flag of the United States is one of the most enduring and sacred symbols of our country. It represents the principles and ideals you have pledged to defend and for which many have made the ultimate sacrifice. Airman should treat it with the same respect due to the highest military and public officials. Nearly every military ceremony and special event is opened with a tribute to the American flag. These following list identifies a few examples of ceremonies and special events:

(1) Decoration ceremony – 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 – Enables Airman who elect to continue their military service to publically reaffirm their belief in and commitment to the oath they took upon entrance in the Air Force. By re-enlisting, the Airman making a promise protect and defend our American freedoms and agreeing to live by a set of military rules and standards.

(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 is played.

(2) In civilian clothing, music begins:

- Stand at attention,
- Remove hat (if wearing one),
- Face individual being honored until last note of music is played.

f. Air Force Song.

(1) Stand or march at attention from first to last note of music

(2) Do not salute

(3) Do same for sister service songs?

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

a. National Anthem or To the Colors is played

(1) Stand at attention

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

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

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

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.**

c. 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)

a. First cut the blue field from the flag

b. Then burn the two pieces (this ceremony must be conducted with reverence)

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."

Provide this feedback to the entire group so they can all learn from it. Just be careful to
b. 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:

1. Your detachment may consider having a flag retirement ceremony to demonstrate the proper disposal of the flag.
2. 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.
3. 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.
4. Cadets may wish to come up with their own tailored activity. This activity must be coordinated with the OFC 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

- A. Lesson explanation/divide into groups
- B. Group research time
- C. Group presentation time
- 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.

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/DE (Mr. James C. Wiggins)

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/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. 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
- B. Drill Cadence
- C. Drill Terms and Definitions
- D. Four Drill Formations

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 and 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
- 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 learn how to drill. We'll start by discussing cadence.

B. Drill Cadence

1. Cadence is the uniform step and rhythm in marching; that is, the number of steps marched per minute.
 - 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. Measure the interval exactly in the beat of the drill cadence.
 - b. The instructor counts cadence to acquaint students with cadence rhythm. When trainees get out of step, the instructor either corrects them by counting cadence or halts the element and then moves them off in step.
 - c. Counting cadence helps teach coordination and rhythm. Cadence is given in sets of two as follows: **HUT, TOOP, THREEP, FOURP; HUT, TOOP, THREEP, FOURP**. To help keep in step, unit members should keep the head up and watch the head and shoulders of the person directly in front of them.

(1) When calling cadence, 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. The rate of marching at 60 steps per minute (used in funeral ceremonies).
- b. Quick time. The rate of marching at 100 to 120 steps (12 or 24 inches in length) per minute.
- c. Adjutant's cadence. The rate of marching at 140 steps per minute
- d. Double time. The rate of marching at 180 steps (30 inches in length) 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.

You'll probably hear these phrases often in drill so let's familiarize you with what they stand for. Dress—Alignment of elements side by side or in line maintaining proper interval.

Cover—Individuals aligning themselves directly behind the person to their immediate front while maintaining proper distance.

1. Interval. The space between individuals placed side by side. A normal interval is an arm's length. A close interval is 4 inches.
2. Distance. The space from front to rear between units. The distance between individuals in formation is 40 inches as measured from their chests to the backs of individuals directly in front of them. Flight commanders, guides, and others whose positions in formation are 40 inches from a rank are themselves considered a rank.
3. Guide. The airman designated to regulate the direction and rate of march.

4. Rank. A single line of persons placed side by side. (Photos below illustrate rank at normal and close interval)



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

6. Element. The basic formation; that is, the smallest drill unit comprised of at least 3, but usually 8 to 12 individuals, one of whom is designated the element leader.

7. Flank. The extreme right or left (troop's right or left) side of a formation in line or in column.

8. Flight. At least two, but not more than four, elements.

9. Formation. An arrangement of units.

10. Pace. A step of 24 inches. This is the length of a full step in quick time.

11. Step. Distance measured from heel to heel between the feet of an individual marching.

TRANSITION

(Suggested) Now that you have a better understanding of the terms associated with drill execution, 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 (see below) and 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:

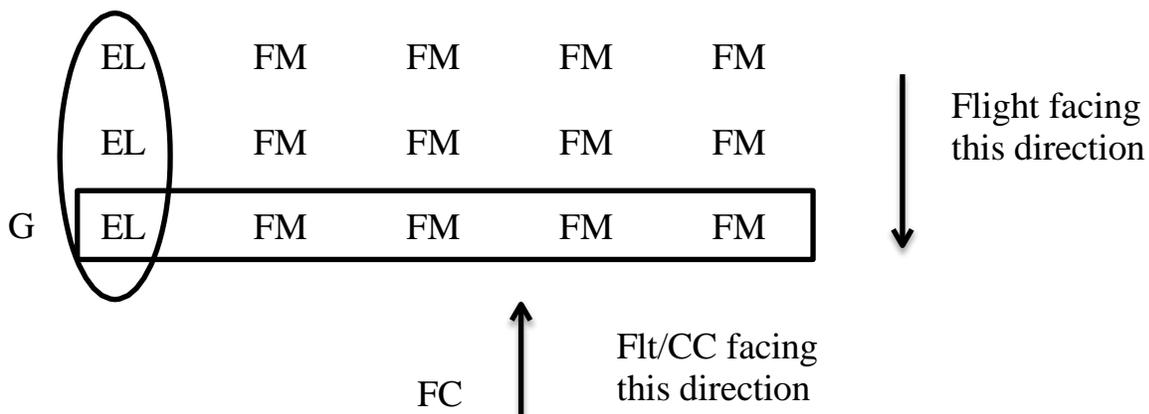
The flight has 12 Flight Members, represented by 'FM'

The flight has three Element Leaders, represented by 'EL'

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

The Flight Commander is represented by 'FC'

a. Line Formation. (Refer to AFMAN 36-2203 for squadron, group and 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 align themselves directly behind the person by taking small choppy steps while maintaining proper distance.

(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?”

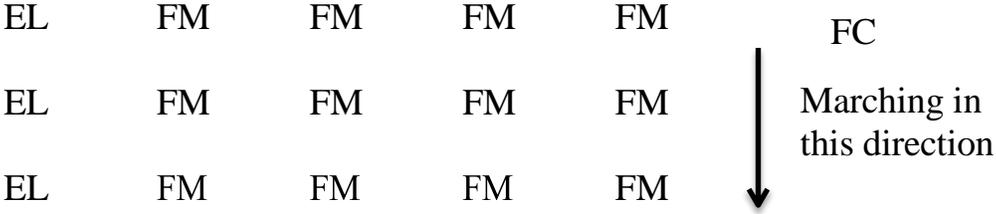
Answer (4): Distance is the responsibility of the base file, which in this case would be the element leaders.

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

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

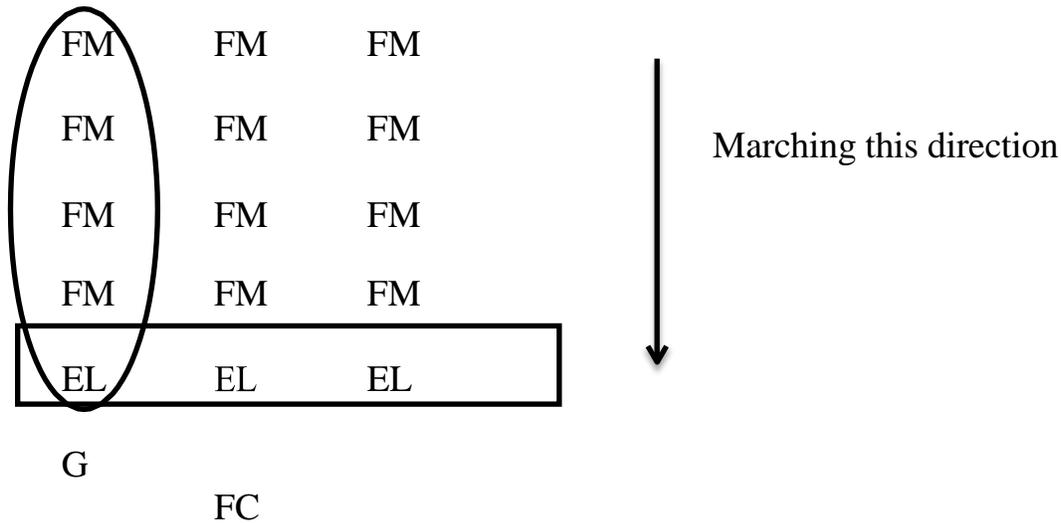
(6) Direct them to show the change that happens when the flight starts marching in this line formation. Verify that their drawing matches the diagram below.

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



G

b. **Column Formation.** (Refer to AFMAN 36-2203 for information on squadron formations)



(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 align themselves directly behind the person by taking small choppy steps while maintaining proper distance.

Note: The Guidon Bearer (G) 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

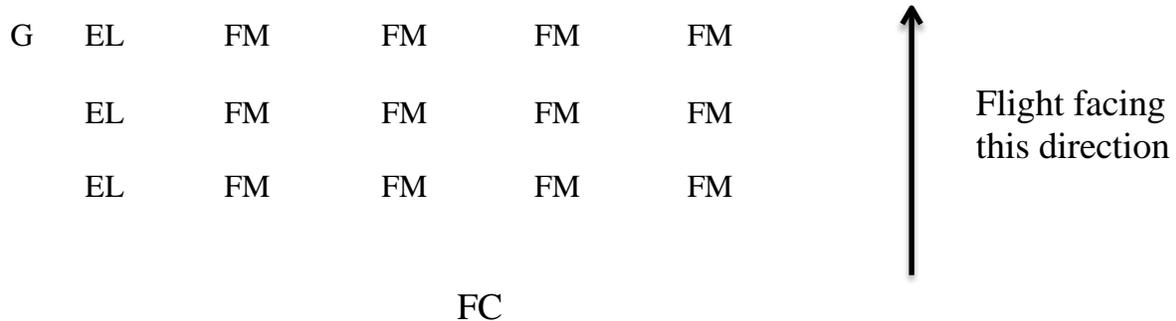
(4) Ask question, “Who in the flight determines the distance between individuals?”

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 third element.

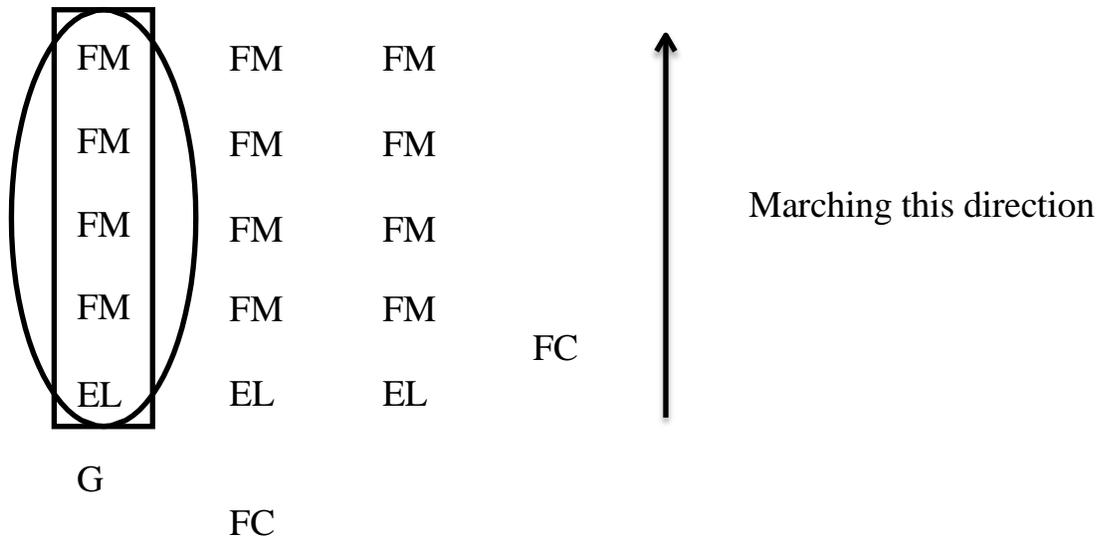
(3) Ask question, “Who in the flight determines the distance between individuals?”

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



(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 cadets sufficient time to 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—Allow time for questions from the new cadets.

CONCLUSION

INSTRUCTOR NOTE: With approximately three minutes left at the end of this Leadership Laboratory block of instruction, start the conclusion.

SUMMARY

- A. Reason/Benefits of Drill
- 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—it is about teamwork and like all teams, yours will only be as strong as your weakest link.

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

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 5

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

Visual Aids: Guidon

Student Preparation: N/A

Certified by: Holm Center/DE (Mr. James C. Wiggins)

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 these cadets 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, and 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 handbook. 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 will not be able to complete this entire lesson objective during one LLAB period. It is recommended that you break the lesson objective into 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.

TABLE OF CONTENTS

DRILL POSITION OR MOVEMENT	PAGE
Position of Flight Commander	6-4
Position of Guide	6-5
Position of Attention	6-5
Parade Rest/Flight Attention	6-6
At Ease/Rest	6-7
Formation of the Flight	6-8
Dress Right Dress/Cover	6-9
Count Off	6-10
Leaving and Returning to Ranks	6-11
Present/Order Arms	6-12
Right Face/Left Face	6-13
About Face	6-14
Open Ranks/Close Ranks	6-14
Forward March/Flight Halt	6-15
Right/Left Step March/Flight Halt	6-16
March to the Rear	6-17
Double Time/Quick Time	6-17
Route Step/At Ease	6-18
Column Left March/Forward March	6-19
Column Right March/Forward March	6-21
Eyes Right/Ready Front	6-21

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 the 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, HACE", 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, move around and make necessary corrections and provide feedback.

Position of Attention

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

Command: "Tench Hut"

Description: To come to attention, bring the heels together smartly and on line. Place the heels as near each other as the conformation of the body permits, and ensure the feet are turned out equally, forming a 45-degree angle. Keep the legs straight without stiffening or locking the knees. The body is erect with hips level, chest lifted, back arched, and shoulders square and

even. Arms hang straight down alongside the body without stiffness, and the wrists are straight with the forearms. Place thumbs, which are resting along the first joint of the forefinger, along the seams of the trousers or sides of the skirt. Hands are cupped (but not clenched as a fist) with palms facing the leg. The head is kept erect and held straight to the front with the chin drawn in slightly so the axis of the head and neck is vertical; eyes are to the front, with the line of sight parallel to the ground. The weight of the body rests equally on the heels and balls of both feet, and silence and immobility are required.



Parade Rest

Requirement: Halted at the position of attention in any formation (normal or close interval).

Command: "Parade, rest"

Description: On the preparatory command of "Parade," mentally prepare to do the movement. On the command REST, the airman will raise the left foot from the hip just enough to clear the ground and move it smartly to the left so the heels are 12 inches apart, as measured from the inside of the heels. Keep the legs straight, but not stiff, and the heels on line. As the left foot moves, bring the arms, fully extended, to the back of the body, uncupping the hands in the process; and extend and join the fingers, pointing them toward the ground. The palms will face outwards. Place the right hand in the palm of the left, right thumb over the left to form an "X." Keep head and eyes straight ahead, and remain silent and immobile. (Demonstrate movement)



Transitioning from Parade Rest to the Position of Attention

Requirement: Halted at parade rest.

Command: “Flight, Trench Hut”

Description: On the preparatory command "Flight", mentally prepare yourself to execute the movement. On the command of execution "Trench 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, recapping hands back to the position of attention. Upper portion of the body at attention, i.e. maintain silence and immobility.

INSTRUCTOR NOTE: Brief cadets that henceforth, any time the preparatory command "Flight" is given, they are to immediately snap to the position of parade rest

At Ease / Rest

Requirement: Halted at attention in any formation (normal or close interval).

Command: “At Ease/Rest”

NOTE: 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.

Description: On the command of "At Ease," you may relax in a standing position, but you must keep your right foot in place. In addition, your position in the formation will not change, and silence will be maintained. On the command “Rest”, the same requirements for at ease apply, but moderate speech (low conversational tone) is permitted. The only command you will receive from either of these positions is "Flight, Tench Hut."

Formation of the Flight

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

Command: “Fall In” (a combined command)

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

Description: On the command of “Fall In”, the guide takes a position facing the flight commander and to the flight commanders 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. When the guide feels the presence of the first element leader on his or her fingertips, the guide executes an automatic ready front. Once positioned, the guide does not move.

The first element leader falls in directly to the left of the guide and, once halted, executes an automatic dress right dress. The second, third, and fourth element leaders fall in behind the first element leader, execute an automatic dress right dress, visually establish a 40-inch distance, and align themselves directly behind the individual in front of them. The remaining cadets fall into any open position to the left of the element leaders and execute an automatic dress right dress to establish dress and cover.

To establish interval, the leading individual in each file obtains exact shoulder-to-fingertip contact with the individual to his or her immediate right. As soon as dress, cover, interval, and distance are established, each airman executes an automatic ready front on an individual basis and remains at the position of attention.



Once it is formed, the flight will be squared off prior to sizing. The left flank of the formation will be squared off with extra cadets filling in from the fourth to the first element. For example, if there is one extra cadet, he/she will be positioned in the fourth element; if there are two extra cadets, one will be positioned in the third element and one will be positioned in the fourth element; and so forth.

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.

DESCRIPTION:

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.

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 "HACE," 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 commands 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.

Stop the arm swing as the weight of the body comes forward on the ball of the right foot.

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 one 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 OFC 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 Tench 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 Tench 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.

THIS PAGE INTENTIONALLY BLANK

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/DE (Mr. James C. Wiggins)

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

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

Suggested Timeline:

ACTIVITY	Time (Min)
Attention Step	5
Motivation, Overview	3
A. Characteristics of Effective Teams B. Principles of Effective Teams C. Traits of Effective Followers	10
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 (OTS 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 OFC 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.

THIS PAGE INTENTIONALLY LEFT BLANK

PART I

Lesson Title: Environment of an Air Force Officer
Instructor: POC Cadet
Teaching Method: Informal 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/DE (Mr. James C. Wiggins)

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 on 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 conduct events such as POW/MIA ceremonies, Veteran's Day ceremonies, recruiting drives, 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 provide cadets an 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 share the photos with 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 the guest speaker discusses a topic that falls under an objective other than the original objective, their presentation will meet that specific objective, not the original objective. In that case, you will still need to make sure 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 need to go back later and cover any parts of that lesson plan 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 it 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 the Airman and Family Readiness 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 they all cadets go to lunch with detachment officers at least once.
7. Set-up Air Force Cadet / Officer Mentor Action Program 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.

10. Host officers from local Air Force base for a Career Day during LLAB.
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.
15. Code of Conduct Presentation. Caution: Per Air Force survival instructors, you may not conduct code of conduct training or simulate POW conditions.
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.

THIS PAGE INTENTIONALLY LEFT BLANK

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 5C – Manual of the Guidon)

Visual Aids: Guidon

Student Preparation: None

Certified by: Holm Center/DE (Mr. James C. Wiggins)

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, "HARCH", 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. (See picture on page 9-9)
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. (See picture on page 9-9)
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.

Parade Rest



Double Time



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 guidon 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

THIS PAGE INTENTIONALLY LEFT BLANK

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/DE (Mr. James C. Wiggins)

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:

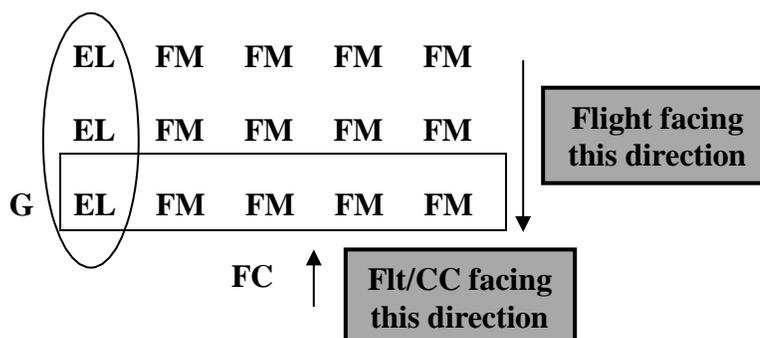
The flight has 12 Flight Members, represented by 'FM'.

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)

- (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 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?”

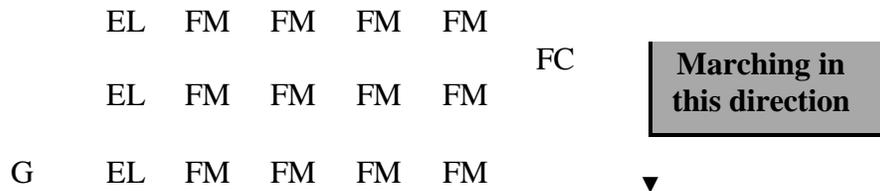
Answer (4): Distance is the responsibility of the element leaders; the members who make up the base file.

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

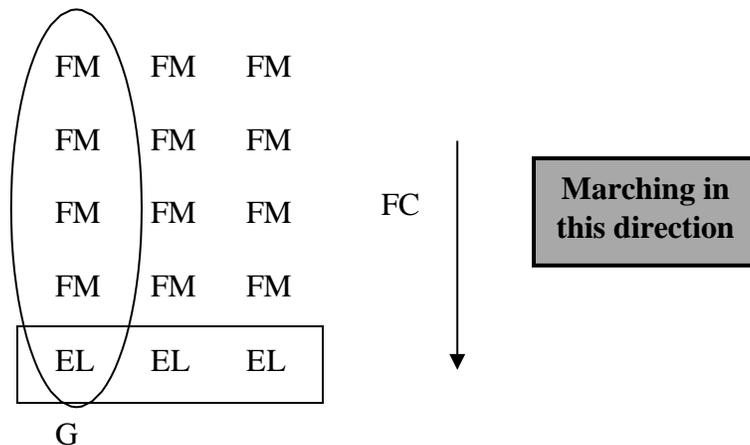
Answer (5): Centered on and three paces from the flight.

- (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 Commander repositions to left side, back 2/3 of flight



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



- (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.

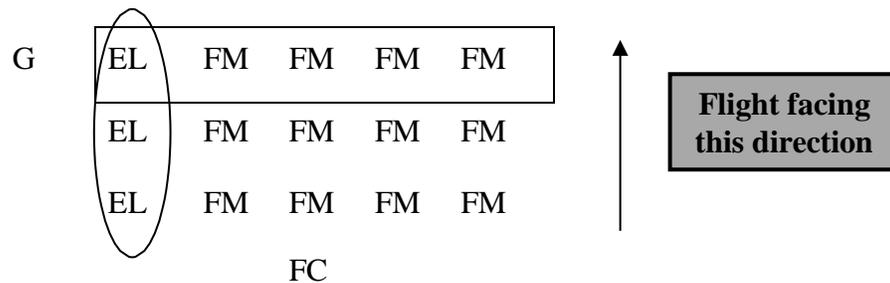
- (4) Ask question, “Who in the flight determines the **distance** between individuals?”

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)



- (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.

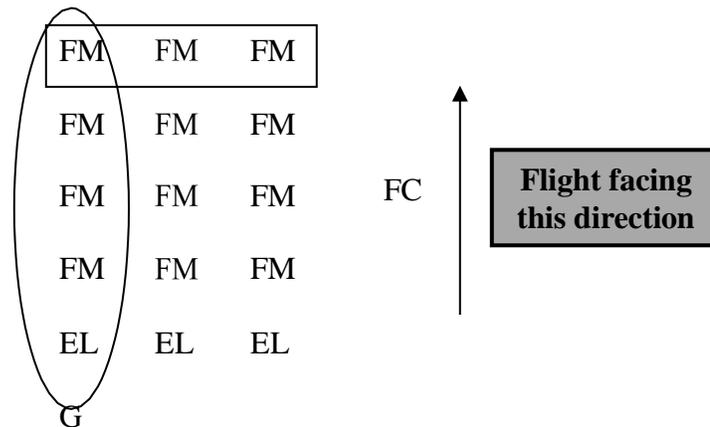
- (3) Ask question, “Who in the flight determines the **distance** between individuals?”

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)



- (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 MARCH (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.

THIS PAGE INTENTIONALLY LEFT BLANK

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
Student Preparation: None
Certified by: Holm Center/DE (Mr. James C. Wiggins)

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: Cadets 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 cadets' 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 learn skills 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, it mentally prepares you for the movement and tells what the movement is going to be.
 - (b) **Execution.** This 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 one another's 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, let's now 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 cadets 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'

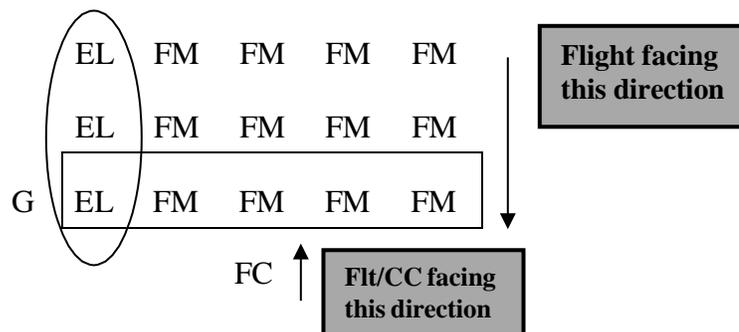
The flight has 3 Element Leaders, represented by 'EL'

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)



- (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?”

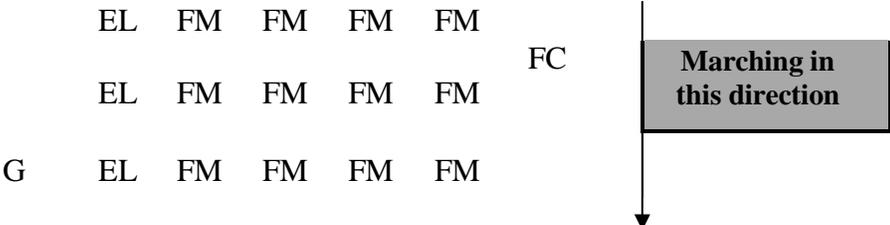
Answer (4): Distance is the responsibility of the base file, which in this case is the element leaders.

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

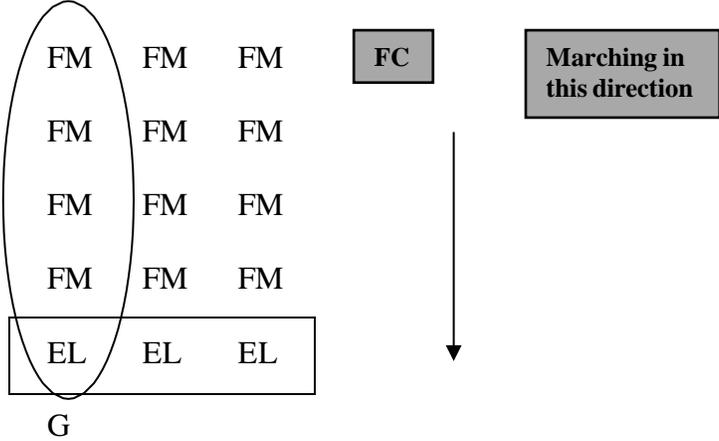
Answer (5): Centered on and three paces from the flight.

(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



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



(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.

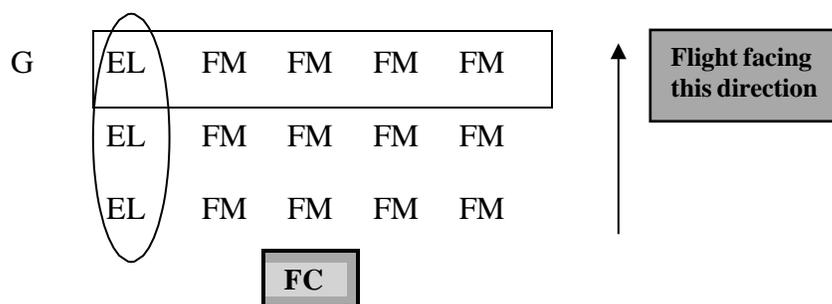
- (4) Ask question, “Who in the flight determines the distance between individuals?”

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)



- (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.

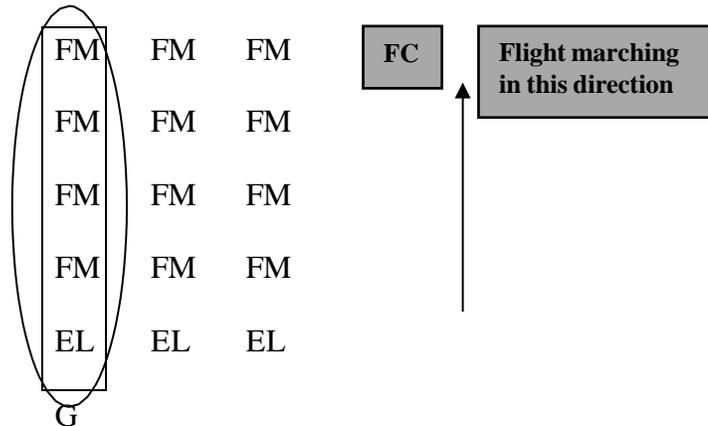
- (4) Ask question, “Who in the flight determines the distance between individuals?”

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)



- (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

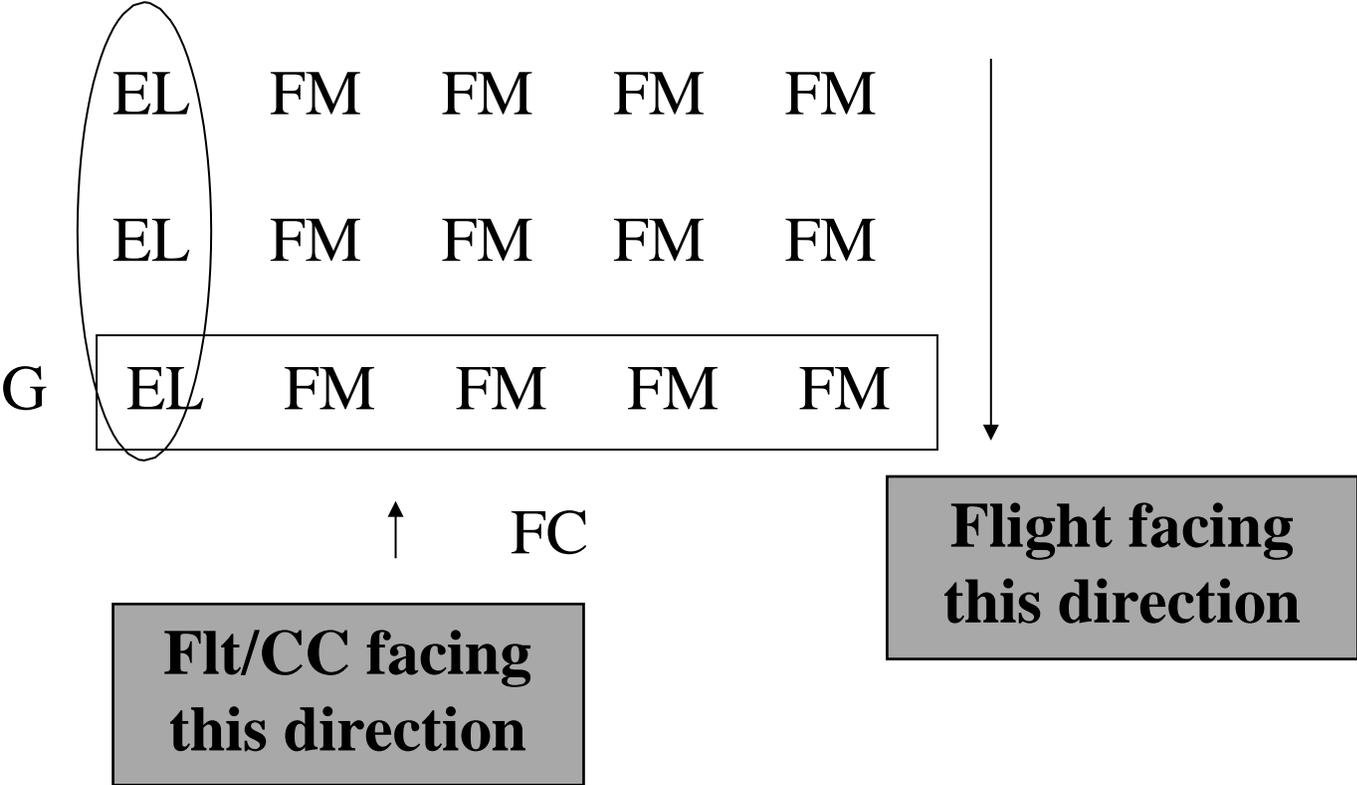
REMOTIVATION

(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.

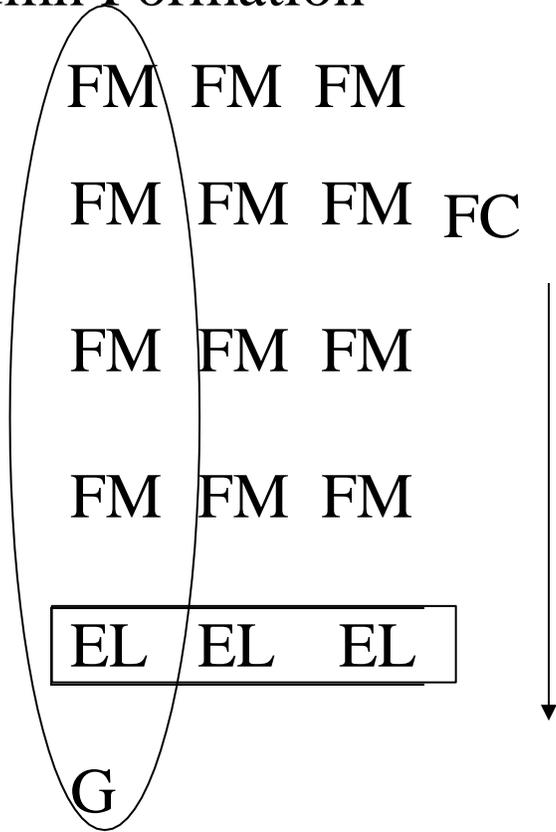
CLOSURE

(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

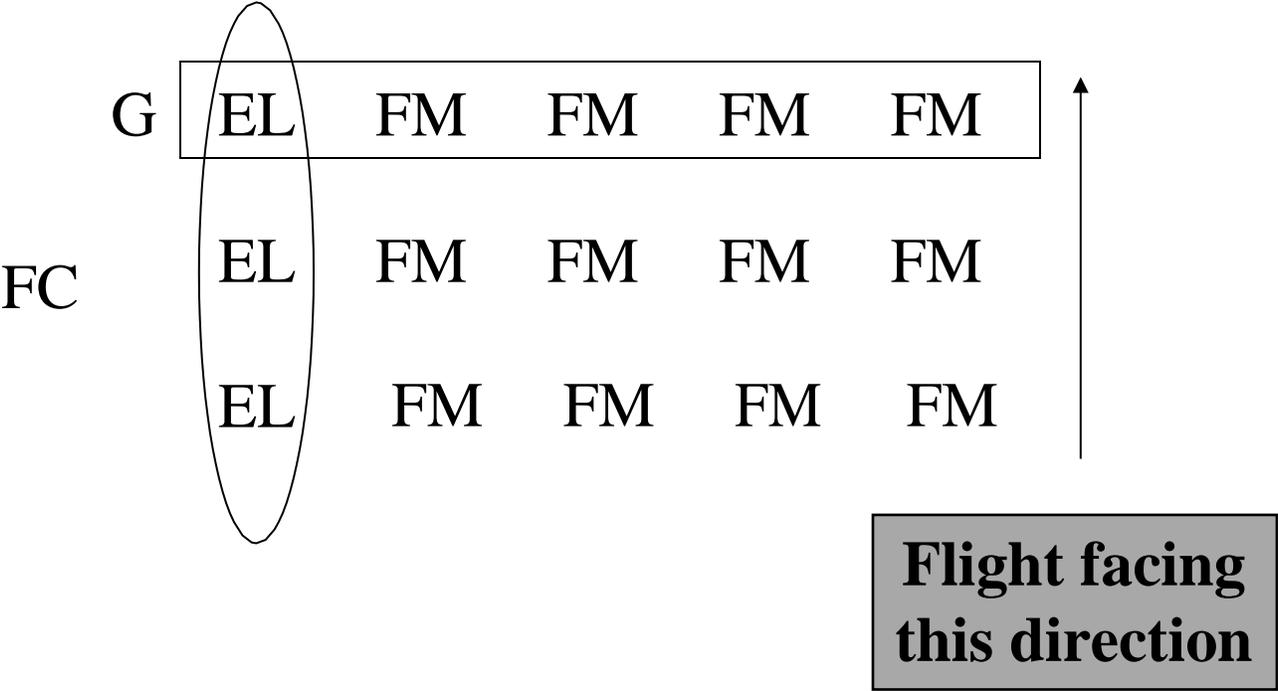


Column Formation

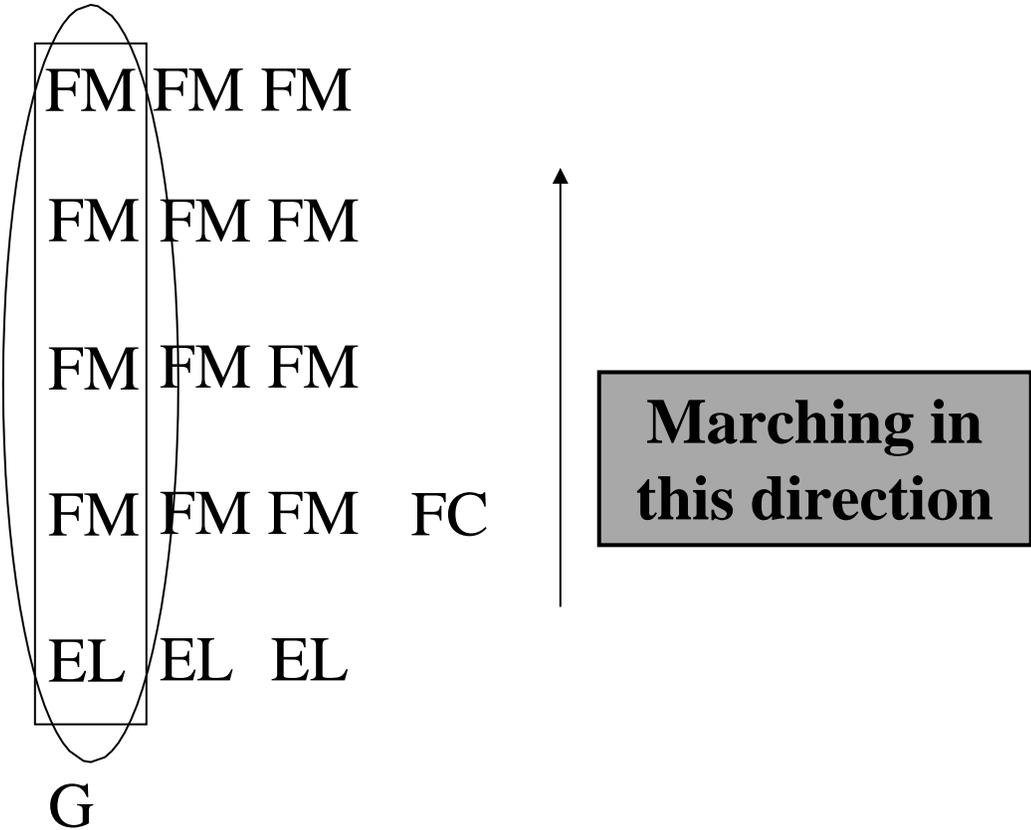


**Marching in
this direction**

Inverted Line Formation



Inverted Column Formation



THIS PAGE INTENTIONALLY LEFT BLANK

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.

THIS PAGE INTENTIONALLY LEFT BLANK

**PART
I**

Lesson Title: Road Guard Procedures

Instructor: POC Cadet

Teaching Method:

Demonstration/Performance Time Required:

1.5 hours (FTP/AS200)

Interrelated Information: AFMAN 36-2203, *Drill and Ceremonies*; Holm Center T-203, *Field Training Manual*

Visual Aids: PowerPoint slides

Certified by: Holm Center/DE (Mr. James C. Wiggins)

**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. Consider inviting POC to demonstrate road guard procedures while you teach the flight. 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.

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	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

1. 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.
2. 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

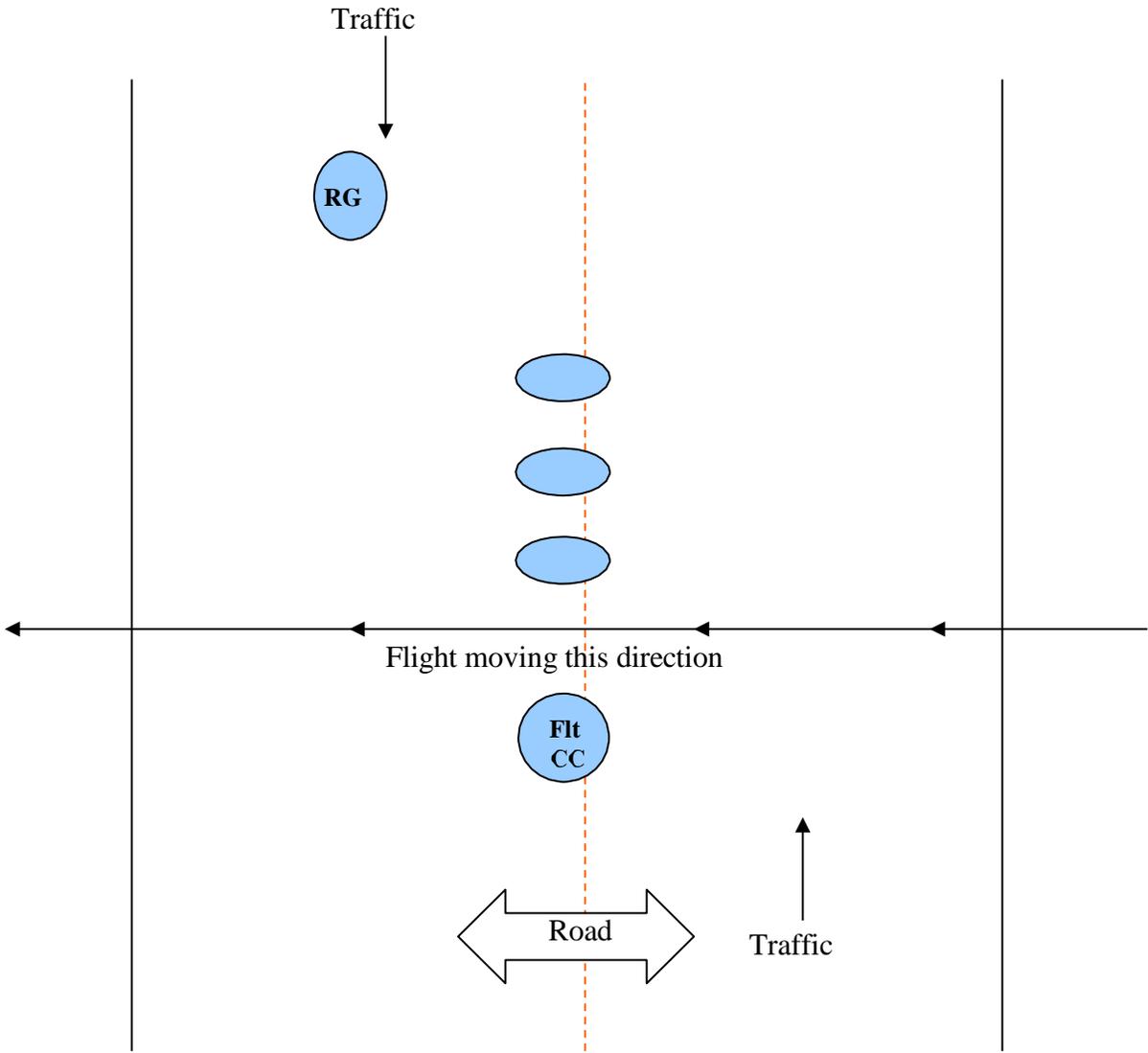
(Suggested) Realizing safety is the primary function of the road guard; let's now look at the proper procedures to use.

B. Road Guard Procedures

INSTRUCTOR NOTE: Refer to the current Field Training Manual to teach the proper road guard procedures.

NOTE TO CADETS: How you move when you perform these procedures will depend on what you're wearing. If cadets are wearing Physical Training Uniforms (PTUs)/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.



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.

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 evaluation 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's Name:					
Step #	Step Defined				
1	Prior to entering intersection, Cadet Flight Commander (Flt/CC) halts flight six paces from the roadway edge ("Flight, Halt. Cover.")				
2	At the position of attention, Cadet Flt/CC commands, "Road guards, post"				
3	Cadet Flt/CC moves forward, posts in front of the flight at the roadway edge, salutes and asks for permission to enter the roadway.				
4	Cadet Flt/CC ensures traffic is clear, then posts himself/herself in the middle of the road and executes an immediate about face (to face their flight).				
5	At the position of attention, Cadet Flt/CC issues the command of "Road guards out".				
6	Cadet Flt/CC ensures that the road guard to his/her left quickly moves to the closest lane and the road guard to his/her right moves to the farthest lane.				
7	Cadet Flt/CC ensures that posted road guards are facing traffic at parade rest with right arm up, palm flat with fingers pointed upward.				
8	At the position of attention, Cadet Flt/CC issues the command of "Forward, March"				
9	Cadet Flt/CC calls cadence (in sets of two as follows: "Hut, Toop, Threep, Fourp; Hut, Toop, Threep, Fourp)				
10	Cadet Flt/CC moves out of the path of the flight				
11	Cadet Flt/CC performs all necessary facing movements to maintain continuous visual contact with their flight.				
12	When the last row of the flight is even with the Cadet Flt/CC, Flt/CC executes an appropriate facing movement (left or right) to watch as flight exits intersection.				
13	When the flight is entirely out of the road, the Cadet Flt/CC halts the flight. ("Flight, Halt, Cover.")				
14	At the position of attention, Cadet Flt/CC issues the command of "Road guards in"				
15	Cadet Flt/CC remains in intersection to halt existing traffic while road guards return to the flight.				

16	At the position of attention, Cadet Flt/CC commands the road guards to secure their gear and all into the rear of the flight.				
17	Cadet Flt/CC ensures road guards have secured their gear.				
18	Cadet Flt/CC does not give further commands until rejoining flight.				
19	Cadet Flt/CC is the first into and the last to leave the intersection.				
	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				
	Score (Total number of Xs)				

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.

THIS PAGE INTENTIONALLY LEFT BLANK

PART I

Lesson Title: Flight Drill Evaluation
Instructor: POC Cadet
Time Required: 1 hour (FTP/AS200)
Interrelated Information: Holm Center T-203, *Field Training Manual*
Visual Aids: None
Student Preparation: None
Certified by: Holm Center/DE (Mr. James C. Wiggins)

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.

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

- 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.

Objective 14

Know Proper Dorm Maintenance Procedures and Requirements

Required for: FTP

Overview: This lesson provides basic dormitory maintenance procedures and requirements. The detailed information on dorm requirements for Field Training is found in the Holm Center T-203, *Field Training Manual*. The FTP cadet will receive a copy of this manual and should be well-prepared and knowledgeable on dorm requirements before leaving for Field Training. This LLAB lesson objective is simply an introduction/demonstration/explanation of some of the dorm maintenance basics.

THIS PAGE INTENTIONALLY LEFT BLANK

PART I

Lesson Title: Dorm Maintenance
Instructor: POC Cadet
Teaching Method: Demonstration/Performance
Time Required: 2 hours (FTP/AS200)
Interrelated Information: Holm Center T-203, *Field Training Manual*
Visual Aids: Handouts
Certified by: Holm Center/DE (Mr. James C. Wiggins)

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 arrival for 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. It is recommended that an experienced POC cadet provide 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 generic by design due to changes that occur in the Field Training Manual. It is your responsibility to get a copy of the Field Training Manual and research the information to teach in this lesson.

Once you've administered the quiz and completed the activities in the lesson plan, you may consider using additional activities (Attachment 3) 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 Training Uniform (PTU) shorts (any kind will do), handkerchief and tie/tie tab.

* Bring a copy of Attachment 1 (*Bed Configurations*) and Attachment 2 (*AEEC Letter 95- 153/GPS-76 – page 34*) of this lesson plan for the attention step.

INSTRUCTOR NOTE: Review the most current Field Training Manual prior to teaching this block of instruction as the rules may differ from how it was done when you went to Field Training.

Consider finding prizes such as candy bars, 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 (Refer to Field Training Manual)
- 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 for the cadets to see:

- Attachment 1 Bed Configurations (Figures 1-3) – Lesson objective page 14-16
- Attachment 2 AEEC Letter 95-153/GPS-76 – page 34 – Lesson objective page 14-17

Lead-off Question (LOQ): What does the page of a satellite manual and figures from your Field Training Manual have in common?

Anticipated Response (A/R): Responses will vary.

Now hold up the just Attachment 2. 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.

Follow-on Question (FOQ): What major do you think you have to have in college to do this job? (Pause, let the cadet guess)

A/R: Responses will vary

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.

FOQ: Whom do you think is put in charge of this Airman who is doing this job, operating this satellite?

A/R: An officer—potentially a Second Lieutenant.

FOQ: 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?

A/R: Any officer can be put in charge. They could have been a music major, a biology major, etc.

The point is, officers are expected to possess the necessary managerial skills to be able to supervise anybody, 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 Attachment 1 (Figures 1-3) of this lesson plan with the bed configurations.

Question: Now, this is a diagram of what? (Point to one of the bed diagrams)

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 AFROTC 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 (Refer to Field Training Manual)
- 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 27 on 27 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. Once 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 next page)

DORM MAINTENANCE QUIZ

1) Between what times of day must the AFROTC Form 84M/84 1-M, Dormitory Checklist of Authorized Items (Male/Female) be on your bed at in-garrison location during Field Training?

Answer: From wake-up until call-to-quarters (CTQ) each day

2) What sides of the bed must you ground your mattress to?

Answer: Head and inspection sides.

3) What degree angle do hospital corners have?

Answer: 45-degree angles.

4) (Hold up picture of Attachment 1, Figure 1 on page 14-16) What kind of bed is this?

Answer: Maxwell Dust Cover.

5) (Hold up picture of Attachment 1, Figure 2 on page 14-16) What kind of bed is this?

Answer: White Collar.

6) (Hold up picture of Attachment 1, Figure 3 on page 14-16) What kind of bed is this?

Answer: Open Air.

7) How do you know what side of a bed is the inspection side?

Answer: Put the shoes on inspection side.

8) How many inches are between the head of the mattress and the top of the collar on a white-collar bed?

Answer: 24 inches

9) How wide is the collar on a white-collar bed?

Answer: 6 inches.

10) What day of the week should you make an open-air bed?

Answer: Linen exchange day.

11) During inspection times, how should your wall locker doors be arranged?

Answer: Open, 90-degree angles

12) What goes on top of the wall lockers?

Answer: Nothing.

13) How many hangers can you have in your wall locker at Field Training?

Answer: 12

14) Where do you place the first and last hangers in the wall locker?

Answer: Grounded against the locker walls.

15) How many hangers with no clothing or other items on them can you have hanging in the closet?

Answer: 3

16) 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.

17) 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.

18) 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

19) 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.

20) 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.

21) 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.

22) How many of your short-sleeve blue shirts hanging in the wall locker can have a nametag and rank on it?

Answer: 1

23) How many of your short-sleeve blue shirts hanging in the wall locker can have the shirt garters attached?

Answer: None.

24) 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.

25) How many trousers/skirts can you hang on one hanger?

Answer: Only one per hanger.

26) 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.

27) 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.

Through this quiz, you have now been exposed to many of the basic dorm maintenance standards. You should have noticed during the quiz that the Field Training Manual had everything you needed. 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 open the manuals and 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 84M/84-1M, 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 configurations

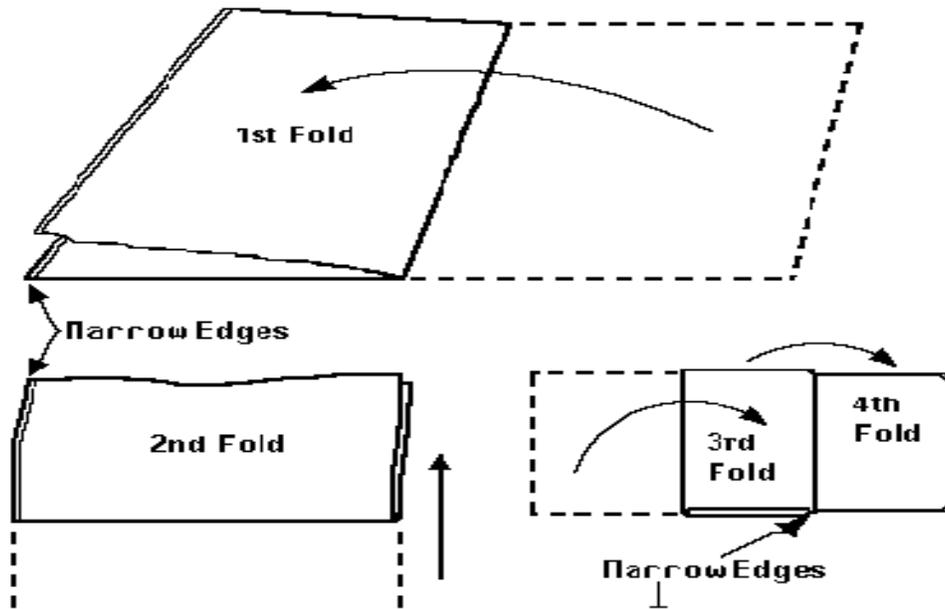
- a. AFROTC Form 84M / 84-1M, *Dormitory Checklist of Authorized Items* (Male/Female) (Field Training Manual)
- b. Mattress. Center the mattress on the bed frame and ground the head end of the bed.

INSTRUCTOR NOTE: Show them how to make hospital corners, per directions in the Field Training Manual

- c. Hospital Corners: Making hospital corners. First, grasp the side of sheet approximately 12 inches from the head end of mattress; then, lay the sheet on top of the mattress, creating a 45-degree angle. Tuck excess hanging down, under mattress. Next grasp 45-degree angle and without changing its shape, bring it down and tuck under mattress. After sheet is completely tucked, smooth and tighten to the conformity of mattress.

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 (Attachment 1, Figure 1)

- (1) Bottom (First) Sheet
- (2) Top Sheet
- (3) First Blanket
- (4) Pillow and Pillowcase
- (5) Dust Cover
- (6) Mattress

b. White-Collar Bed (Attachment 1, Figure 2)

- (1) White Collar
- (2) Pillow and Pillowcase
- (3) Mattress
- (4) Extra blanket

c. Open-Air Bed—(during linen exchange) (Attachment 1, Figure 3)

- (1) Mattress
- (2) Blankets
- (3) Pillow

C. Inspection Drawers. The inspection drawers are where you keep the bulk of your uniform accessories (socks, T-shirts, underwear).

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.

1. Here are the Rules of Engagement:

- a. I will name a uniform item.
- b. As soon as I say the name of the uniform item, you are to fold and arrange the item as it should be per Field Training requirements. (Refer to the Field Training Manual)
- 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.

2. Begin naming uniform items:

- a. Socks
- b. Belt
- c. T-shirt
- d. Washcloth
- e. Physical Fitness Uniform (PTU) shorts
- f. Handkerchief
- g. Tie/tie tab

D. Closets 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 instructions
2. Hangers (management and spacing)
3. Top shelf arrangement (duffel bag, flight cap, ABU cap, flashlight, and rain poncho)
4. Shirts/over blouses, trousers, and skirts.
5. Physical Fitness Uniform/sports uniforms.

E. Shoe display

1. Order/Alignment/Lacing
2. Combat boots
3. Low quarters
4. Running shoes

F. Laundry Bags

1. Store dirty (dry) clothes, towels and washcloths inside laundry bag.
2. Storing wet items
3. Closing/securing laundry bag
4. Placement

G. Security Drawer

Store only authorized items. Any items stored in the security drawer must present a neat and orderly appearance. Plastic bins may be used to keep it neat. Security Drawer items include but are not limited to:

1. Money, credit cards, etc.
2. Jewelry, eyeglasses, dog tags
3. Prescription medication
4. Religious materials to include Bibles and religious undergarments

H. Practice

Allow cadets any remaining time to practice the skills you have just taught them. Have knowledgeable POC cadets act as coaches/evaluators ensuring they perform the task properly.

TRANSITION

(Suggested) Let's take a minute to recap everything we discussed with regard to Field Training dorm maintenance.

CONCLUSION

SUMMARY

Quiz (Scavenger Hunt in Guide)
Beds (Hospital Corners, E-Folded Blanket demonstrations)
Inspection Drawers (Folding Competition)
Wall Lockers and Dressers
Shoes
Laundry Bags (Demonstrate tying)
Security Drawers
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 1: Bed Configurations:

Figure 1. Maxwell Dust Cover Bed



Figure 2. White Collar Bed

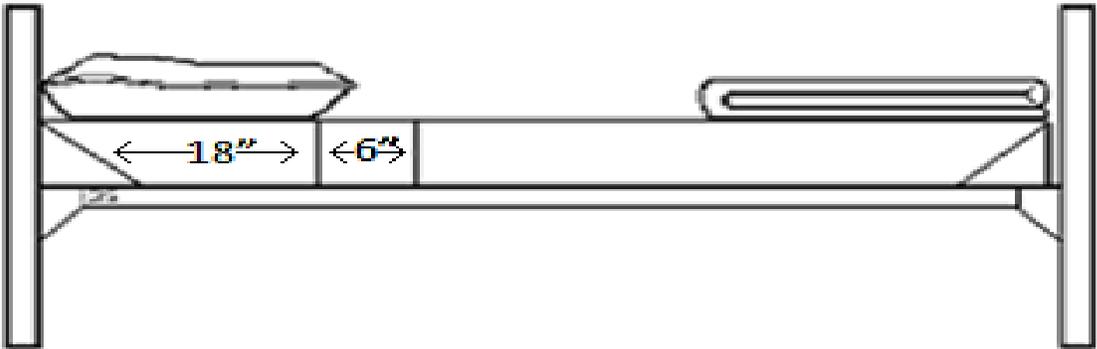
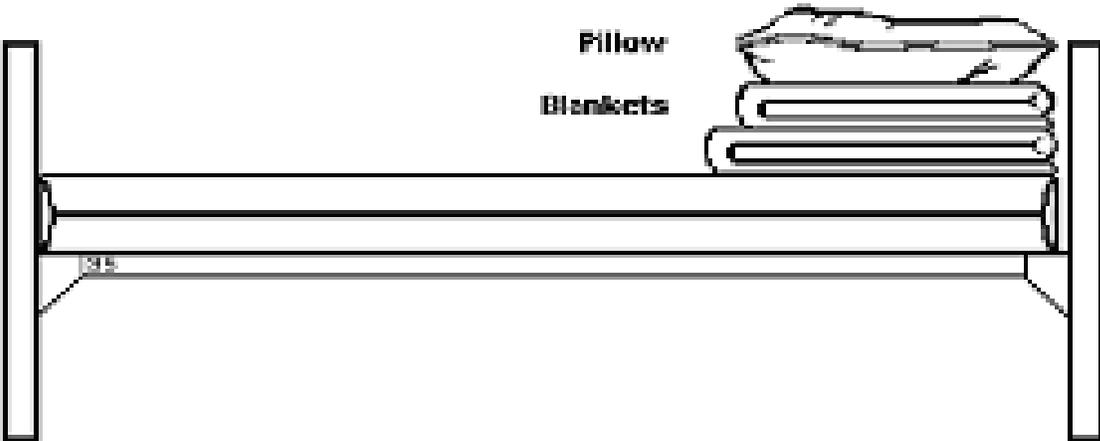


Figure 3. Open-Air Bed



Attachment 2 AEEC Letter 95-153/GPS-76 – Page 34

Attachment 5 (cont'd)

2.2.1.4.2 Frequency Selectivity

The antenna gain shall not decrease more than 3dB at frequencies 1559 and 1610 MHz relative to the gain at zenith 1575.4 MHz.

2.2.1.5 Axial Ratio

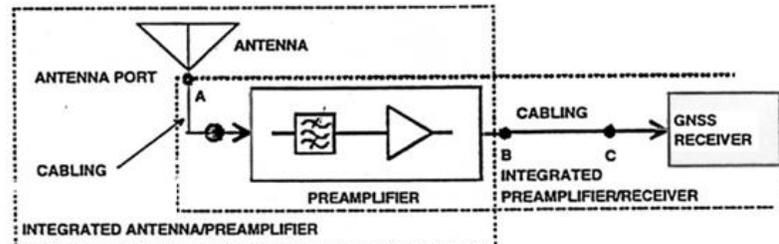
The Axial Ratio shall not exceed 3.0 dB for all operating frequencies at elevation angles greater than 10 degrees, not exceed 6 dB for all operating frequencies at elevation angles between 5 and 10 degrees.

Polarization

The polarization shall be nominally right-handed (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).

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 level is below 1500

Attachment 3. 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 OFC.

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.

THIS PAGE INTENTIONALLY LEFT BLANK

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: AFROTC Form 27, *Field Training Performance Report*; Holm Center T-203, *Field Training Manual*

Certified by: Holm Center/DE (Mr. James C. Wiggins)

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 AFROTC Form 27, *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: 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, Self-Initiated Elimination (SIE'd) 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 Field Training each summer, because the pace and demands of the environment are much greater than those found at the detachment. Field Training requires discipline, commitment, and mental toughness on the part of the cadet.

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 Field Training. 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

- A. Objectives of Field Training
- B. Activities and Training Events
- C. Field Training Evaluation System
- D. Entitlements Provided by Field Training Orders
- E. Administrative Policies
- F. Dismissal from Field Training
- G. Physical and Mental Preparation

TRANSITION

(Suggested) First, let's talk about the objectives of Field Training.

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 Field Training (Ref: AFROTCI 36-2010, Chapter 5)

- 1. FT Mission and Cadet Objective:

a. Mission: The primary objectives of Field Training are to evaluate military discipline and Air Force leadership potential, stratify cadet performance and to determine readiness for entry into the POC.

(1)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."

(2)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 Training Officers (FTO) and Cadet Training Assistants (CTA) are there—to determine your potential to become a POC and ultimately earn your commission.

(3)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.

(4)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.

(1)Your job here is to learn as much as you can about leadership and begin to hone your skills through practice.

(2)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 Field Training 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 Field Training. 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 Field Training is *to a satisfactory level*. The "satisfactory level" is determined for each of the different events.

(1) Receiving an overall Marginal ('M') or Unsatisfactory ('U') on your Field Training Performance Report means you do not satisfactorily complete Field Training. There are multiple ways to receive an 'M' or 'U':

- Failure on any Fitness Assessment (FA) during Field Training or an average 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 two 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, *Dress and Personal Appearance of Air Force Personnel*, 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 Field Training with prejudice
- Failure to return or replace any equipment issued at Field Training will result in a score no greater than marginal
- A cadet choosing to travel by privately owned vehicle (POV) and arriving late to Field Training will result in a score no greater than marginal

(2) Expeditionary Leadership Problems, the Leadership Reaction Course, and other leadership exercises or positions are evaluated via the OTS Form 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 Field Training, we will look at the activities and events that take place.

B. Activities and Training Events

1. Administration Time

Personnel In-Processing	Airman's Manual/Field Training Manual Test
Initial Feedback/Counseling	Final Feedback/Counseling
Field Training Unit (FTU) Commander Welcome	FTU Commander Out-Brief
Initial FTO Orientation	Cadet Out-Processing/Clean-up/Packing Time
Dormitory Orientation	Dorm/Tent Maintenance/Personal Hygiene
Initial Field Training Briefings	Reveille/Retreat
Goal Setting Part I	Call To Quarters (CTQ)
Goal Setting Part II	Individual Cadet Time (ICT)
Religious Time	Meals
Stand-by Inspections	Transition Time
Open Ranks Inspection	

2. Leadership Training

Intro to Field Training Leadership, Part 1 and 2	Challenges of Leadership/Followership
Introduction to Group Dynamics	Leadership/Followership Exercise
Group Dynamics Exercise	Senior Leader Perspective
Introduction to Team Building	Code of Conduct
Team Building Exercise	Leadership Reaction Course
Problem Solving Exercise	Peer Evaluations
Honor Code/Core Values/Professional Values Council	Flight Academic Officer Lessons
Professional Values Council/Flight Discussions	Equipment Handout Exercise
Exercise CLEAN SWEEP (Squadron-level)	

3. Drill and Ceremonies

Introduction to Drill	Introduction to Parades
Flight Drill Evaluation Practice	Formal Ceremonies and Parades
Flight Drill Evaluation	Final Parade

4. Physical Readiness Training

Introduction to Physical Training	Campaign Execution
Physical Training (PT)	Assault Course
Fitness Assessment	Combatives
Introduction to Campaigns	Confidence Course
Campaign Practice	Warrior Run

5. Field Training Exercise

Air Expeditionary Force (AEF) Mission Brief	Hostage Survival I and II
Mobility Line	Personnel Searches and Detainee Operations
Introduction to Wound Management	Introduction to Tent Construction
Small Unit Tactics 1a, 1b, and 1c	Paintball Marker Familiarization/Weapon Safety
Tactical Communication Field Exercise	MOUT I – React to Contact
Wear of Protective Equipment	MOUT II – Moving Around Buildings
Land Navigation	MOUT III – Building/Room Entries
Wound Management Practicum	Command and Control Exercises
Deployment Assembly and Transit	Command and Control Exercises
Beddown and Accountability	Security Exercises
Logistics Readiness Fundamentals	Expeditionary Leadership Problems
Civil Engineer Fundamentals	Deployment Panel
Base Defense Fundamentals I and II	Clean-up of Beddown Area
Convoy Operations and Field Exercise	AEF Team Debrief
Active Shooter	Redeployment

6. Air Force Activities

Combat Arms Training

7. Field Training Manual

a. This booklet contains important information about AFROTC Field Training.

- (1) Warrior Knowledge
- (2) Pay and Travel
- (3) Uniforms, Clothing, and Supplies
- (4) Medical Treatment and First Aid
- (5) Field Training Organization
- (6) Honor Code and Professional Values
- (7) Rules and Regulations
- (8) General Activities
- (9) Dining Facility Procedures
- (10) Dorms and Bays In Garrison
- (11) Inspections/Evaluations/Counseling
- (12) Physical Training
- (13) Field Training Completion
- (14) Awards

b. During Field Training, every day is designated a “Training Day” or TD. Your chain of command at Field Training will designate certain passages for you to memorize each day. During room inspections, open rank inspections, etc. the FTO may quiz cadets on the previous TD’s knowledge. As FT progresses (TD-2...TD-3...TD-21), 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 additional quizzes on warrior knowledge while at Field Training.

c. For example, your FTO and/or 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:

FTO: “Cadet Johnson, what is the knowledge for TD-1?”

Cadet Johnson: “Sir (or ma’am), Air Force Mission is to fly, fight, and win in air, space and cyberspace.”

d. The AFROTC Field Training Manual is designed so you will carry it wherever you go while at Field Training. 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. 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.

TRANSITION

(Suggested) We’ve talked about objectives and activities at Field Training and now we’ll discuss how you will be evaluated.

C. Field Training Evaluation System

You will be evaluated at Field Training. 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 Form 27, *Field Training Performance Report (FTPR)*, so cadets can look at them as you go over items.

You’ll be observed during all phases of Field Training. The Flight Training Officer 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. Field Training officials must recommend you for entry into the POC, or you’ll be unable to enter the last two years of training needed for a commission. You’ll be rated on based on standards of performance rather than comparison to peers.

1. The performance factors on the Field Training Performance Report are:

PREPARATION FOR FIELD TRAINING

- Knowledge of Field Training Manual
- Customs and Courtesies

- Physical Fitness Assessment
- Drill and Ceremonies
- Image / Bearing

LEADERSHIP SKILLS

- Dynamic Leadership
- Displays Initiative
- Performance of Duties
- Sets and Enforces Standards
- Followership / Team Player

PROFESSIONAL QUALITIES

- Exhibits Loyalty, Discipline, Dedication, Integrity, Honesty, and Officership
- Accepts Personal Responsibility
- Attention-to-detail / Situational Leadership
- Problem Solving Ability
- Coordination / Control and Delegating / Directing

INTERPERSONAL COMMUNICATION SKILLS

- Attitude
- Human Relations
- Motivates Others
- Verbal Communication
- Tact / Sensitivity

JUDGEMENT AND DECISION MAKING

- Time Management
- Reaction to Counseling
- Uses Resources Effectively and Efficiently
- Learns from Mistakes
- Adaptability to Stress

These five factors will be listed on the front side of the AFROTC Form 27. The FTO will evaluate you on each factor, using the following rating scale:

- U = Unsatisfactory
- M = Marginal
- S = Satisfactory
- E = Excellent
- O = Outstanding

2. On the back side of the AFROTC Form 27, Field Training Performance Report, there are additional blocks that your FTO will utilize to provide you feedback. The first block is where your physical fitness information will be documented. The next block is for FTO Comments and includes three sub-areas (Preparation for Field Training, Strengths, and Areas

for Improvement). The last block is reserved for FTU/CC comments. Your FTO will review your FTFR with you before you depart Field Training. During the review session, you are encouraged to ask your FTO 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 FTO's perspective and learn from it. This is a unique opportunity to mature and improve!

TRANSITION

(Suggested) Now that you know the “what” of Field Training, we need to cover “how” you'll get to the training site. You'll travel based on a document we call orders.

D. Entitlements Provided by Field Training Orders (Reference: Holm Center T-203, *AFROTC Field Training Manual*, Chapter 2: Pay and Travel)

1. Because Field Training attendance is mandatory for an AFROTC commission, the Air Force will pay for your travel to and from FT only. Regardless of the mode of travel, scholarship cadets will receive a prorated share of the current per diem payment based on travel time. Cadets may also be reimbursed for mileage to and from the airport, bus, or rail terminal.
2. Your detachment is only authorized to procure airline travel from TRAVCO, Maxwell AFB AL. All travel must originate from and return you to either your home of record or your detachment location (your point of departure (POD) MUST be the same destination you return to at the completion of Field Training). Your travel orders will specify a POD to Maxwell AFB AL and will have you departing FT from New Orleans International Airport (MSY) and returning you to your original POD. The only exception to this will be for cadets travelling by POV to Maxwell AFB. These cadets will be shuttled to Maxwell AFB at the completion of Field Training.
 - a. Air transportation is the normal mode of travel if the POD is 150 miles or more away from Atlanta International Airport (ATL) or Maxwell AFB AL. Air Force Reserve members are authorized to travel by military aircraft on a space-available basis; however, they are not authorized travel pay for that portion of travel.
 - (1) Your detachment will provide electronic airline tickets and a flight itinerary. Once you receive these items, verify the information to ensure complete round trip travel to and from the correct locations.
 - (2) If you lose your itinerary, contact your detachment for a copy.
 - (3) Upon receiving your electronic tickets, you must contact the designated airline, confirm your reservation and ensure the ticket is paid for by your detachment **NLT 3 days** prior to your departure.
 - (4) Overseas transportation will be provided only for cadets who reside in Alaska, Hawaii and US territories (Puerto Rico, Guam, Virgin Islands, or American Samoa)

or whose sponsor is active duty military on PCS orders. Otherwise, cadets traveling from overseas will receive government provided transportation from and to the same port-of-entry. Any remaining travel expenses (to include lodging) will be at the cadet's expense.

(5) Ensure your flight into Atlanta will arrive no later than 1400 hours, Eastern Standard Time (EST) on your arrival day. In the event your flight to FT is rescheduled, contact your detachment staff immediately. They will coordinate with Headquarters and the FTU staff accordingly. **DO NOT** volunteer to be bumped from your scheduled flight to Field Training under any circumstances.

(6) 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 Atlanta International Airport or Maxwell AFB AL.

(1) 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.

(2) An AFROTC representative and FTU staff member will be at the terminal to transport you to your FTU.

c. Privately Owned Vehicle (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 Atlanta International Airport (ATL). If cadets drive to ATL, they **will not** be reimbursed for any type of airport parking. To avoid expensive parking fees cadets should only be dropped off at ATL. Any parking fees incurred will be your responsibility!

(1) If traveling by POV, you should follow the signs from the Maxwell Blvd. gate, and plan to arrive at the Ritchey Center parking lot not earlier than (but as close as possible to) 1200 hours (CST) on the authorized travel day.

(2) Any incidents (accidents, tickets, etc.) which occur while traveling to FT must be reported during in-processing. Incidents while traveling from FT must be reported to your detachment.

TRANSITION

(Suggested) Remember, the items we just discussed are your entitlements. Now, let's discuss specific administrative instructions for Field Training reporting and attendance.

E. Administrative Policies

1. You should not arrive at Field Training earlier or later than what is specified on your orders. Cadets traveling from an overseas location may report up to 24 hours prior to TD 0.
2. When you arrive, you'll be greeted by Military Training Instructors (MTI), FTOs, and 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 Field Training, so stay alert.
3. You will be required to ask permission to do almost everything at Field Training. Do NOT leave formation, the dorm/bay area, or class without permission, and most of all, don't leave the base or the Field Training 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 Training Officer. 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 Field Training, might become very personal.

F. Dismissal from Field Training

1. Field Training 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 Field Training overweight or out of shape—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 Field Training, how you get there, and how you can be sent home; now, let's talk about how you prepare yourself for your Field Training 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! Every day 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 every day.

1. Physical Requirements. Being physically fit for Field Training 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.

CONCLUSION

SUMMARY

- A. Objectives of Field Training
- B. Activities and Training Events
- C. FT Evaluation System
- D. Entitlements Provided by Field Training Orders
- E. Administrative Policies
- F. Dismissal from Field Training
- 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 OFC 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.

THIS PAGE INTENTIONALLY LEFT BLANK

PART I

Lesson Title: Open Ranks Inspection
Instructor: POC Cadet
Teaching Method: Informal Lecture
Time Required: 1 hour
Interrelated Information: AFMAN 36-2203, *Drill and Ceremonies*
Visual Aids: N/A
Student Preparation: None
Certified by: Holm Center/DE (Mr. James C. Wiggins)

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 (ORI). The majority of the training time should be used so the cadets may practice. FTP cadets are expected to know ORI procedures well enough to participate in them at Field Training. Recommend experienced POC cadets give a proper demonstration of an ORI; then rotate cadets through the various positions with POC cadets as coaches. Suggest using 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 ORIs 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

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 inspection, or what you saw as the most common inspection error.

MOTIVATION

(Suggested) The Open Ranks Inspection (ORI) is designed to evaluate standards of military bearing and your personal appearance. ORIs 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 ORI. We will discuss the following:

- A. Open Ranks Inspection
- B. Practice Time

TRANSITION

(Suggested) Let's begin...

- A. Open Ranks Inspections evaluate standards of military bearing and personal appearance.

Refer to Air Force Manual 36-2203, *Drill and Ceremonies*, Chapter 4, Drill of the Flight, paragraph 4.5, Open Ranks, for step-by-step guidance on conducting an ORI.

Transition

(Suggested) You should have a firm grasp of the ORI. Now is the time for you to practice these procedures and perform your own ORI.

- B. Practice Time

INSTRUCTOR NOTE: Once trained you should allow the AS200 cadets to rotate through each of these key positions for an ORI.

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: This lesson objective is designed to expose the FTP cadets to the proper procedures followed by key personnel during formal parades. Air Force Manual (AFMAN) 36-2203, *Drill and Ceremonies* is the source document for this objective. The POC cadets should demonstrate proper parade procedures, and then rotate the FTP 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.

THIS PAGE INTENTIONALLY LEFT BLANK

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

Visual Aids: N/A

Student Preparation: None

Certified by: Holm Center/DE (Mr. James C. Wiggins)

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. Ensure that all FTP cadets going to Field Training have a basic understanding of what to expect. Recommend experienced POC cadets give demonstrations on the parade procedures, and then rotate FTP cadets through the various key personnel positions, utilizing POC cadets as coaches. Parade procedures are clearly outlined in AFMAN 36-2203, *Drill and Ceremonies*, Chapter 7, Ceremonies, Section 7B, Parade Ceremony. It is highly recommended that the FTP cadets read the aforementioned chapter before they're shown the parade ceremony procedures on 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 cadets 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 objective 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.

Objective 18

Comprehend Field Training (FT) Military Decorum

Required for: FTP

Overview: The intent of this lesson objective is to present the basic military decorum and courtesies that are expected at Field Training. This lesson objective was written in accordance with the direction from the 2015 Holm Center T-203, *AFROTC Field Training Manual*. It is imperative that you check the latest Field Training Manual to ensure that you are teaching the current procedures.

THIS PAGE INTENTIONALLY LEFT BLANK

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/DE (Mr. James C. Wiggins)

PART IA

Cognitive Lesson Objective: Each student will know Field Training (FT) military decorum.

Cognitive Samples of Behavior:

1. Explain how to address Field Training staff members.
2. State how to report to Field Training staff members.
3. Identify the responses to use with Field Training staff.
4. Define saluting procedures at Field Training.

Affective Lesson Objective: Respond to the role of military decorum during Field Training.

Affective Sample of Behavior: Conform to standards of military decorum used at Field Training.

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 Field Training Military Decorum. Not only should they be knowledgeable, but they should also practice and demonstrate many of these skills.

Lesson Outline:

- A. Staff/CTA/Cadet Interaction
- B. Reporting Procedures
- C. Respect toward Field Training Cadre
- D. Saluting Procedures
- E. Academic Building Protocol
- F. Dormitory Protocol
- G. Bus Protocol

PART II INTRODUCTION

ATTENTION

(Suggested) [Show cadets the AETC Form 341, Excellence/Discrepancy Report.] The AETC Form 341 is used for “on the spot” counseling and documents extraordinary performance in any area of Field Training. When used to identify a discrepancy, staff members will document the deficiency in military conduct, training and/or discipline.

MOTIVATION

(Suggested) Having a firm grasp on what military decorum is and how to apply the rules of military decorum can make your life much better at Field Training. However, don’t forget that the rules of military decorum are not limited to AFROTC Field Training; these rules apply to all Airmen in the operational Air Force.

OVERVIEW

- A. Staff/CTA/Cadet Interaction
- B. Reporting Procedures
- C. Respect toward Field Training Cadre
- D. Saluting Procedures
- E. Additional Activities

INSTRUCTOR NOTE: The following guidance was extracted from the 2015 Holm Center T-203, *AFROTC Field Training Manual*, Chapter 3.5, Rules and Regulations, Paragraph 6, Military Decorum.

BODY PRESENTATION

A. Staff/CTA/Cadet Interaction

The rules of military decorum 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.

1. When addressing commissioned and non-commissioned staff, Cadet Training Assistants (CTA) or fellow cadets, use the appropriate courtesies. Always use rank and last name (if you recognize the member) or by “Sir/Ma’am” as appropriate.
2. When passing, addressing, or being addressed by staff, the proper greeting of the day is always given. The proper greeting of the day is defined by the time of day:
 - a) “Good morning Sir/Ma’am” from 0000 – 1159 hours
 - b) “Good afternoon Sir/Ma’am” from 1200 – 1659 hours
 - c) “Good evening Sir/Ma’am” from 1700 – 2359 hours
3. Cadets will immediately come to their feet and stand at the position of attention when addressed or being addressed by any staff member. [Exception: Unless otherwise directed by the staff member, you do not need to stand during flight room instruction or while you are eating.]
4. When any staff member or commissioned officer addresses a cadet, the cadet will respond first with the word “Sir” or “Ma’am” followed by the response to the question. The exception to this rule is when a yes or no question is asked. In this case, the proper response would be either “Yes Sir/Ma’am” or “No Sir/Ma’am.”

B. Reporting Procedures

Reporting procedures will be accomplished for both commissioned and enlisted staff members and CTAs.

1. For a single cadet ordered into an office, reporting procedures are as follows:
 - a) Center on the door or cubicle entrance and knock once (loud enough to be heard in an average size room). Do not knock on the door or cubicle wall if a conversation is taking place in the office.
 - b) When given the order, enter, close the door (if you opened it), march using the most direct route to the staff member, perform the appropriate facing movement, (if on carpet, do not square corners), center yourself two paces away from the individual, salute if reporting to an officer and CTA and state: “Sir/Ma’am, Cadet (last name) reports as ordered.”

c) When reporting to an officer or CTA, the reporting cadet will hold the salute until the officer or CTA drops their salute and remain at the position of attention until told otherwise.

d) At the end of a conversation, cadets will stand and assume the position of attention (if at a different position) and ask, "Will that be all sir/ma'am?" If so, take one step backwards, salute (if reporting to officers or CTAs) and render the proper greeting of the day, perform the appropriate facing movement to leave, and take the most direct route out of the office or cubicle. (If on carpet, do not square corners.)

2. When multiple cadets are ordered into an office, reporting procedures are as follows:

a) A selected cadet will center on the door or cubicle entrance and knock once (loud enough to be heard in an average size room). Do not knock on the door or cubicle wall if a conversation is taking place in the office.

b) When given the order, enter, close the door (if you opened it or are directed to do so), march using the most direct route to the staff member, perform the appropriate facing movement, (if on carpet, do not square corners), all cadets will center two paces away from the individual with a selected cadet standing on the right, and salute (if officer or CTA). This cadet will state on behalf of the others, "Sir/Ma'am, Cadets (give last names of the whole party) report as ordered."

c) All cadets will hold the salute (if officer or CTA) until the officer drops their salute and remain at the position of attention until told otherwise.

d. At the end of the conversation, all will stand and assume the position of attention (if at a different position) and the selected cadet will ask, "Will that be all sir/ma'am?" If so, all cadets will take one step backwards, salute (if reporting to officers or CTAs) and the selected cadet will render the proper greeting of the day. All cadets will perform the appropriate facing movement to leave, and take the most direct route out of the office or cubicle. (If on carpet, do not square corners.)

3. If a cadet is not ordered to report, but needs to see a staff member in their cubicle or office to make a statement or ask a question, the cadet will use the preceding procedures with the following exception: instead of using the above reporting statement, use the appropriate remarks: "Sir/Ma'am, Cadet (last name) reports." Once acknowledged by the staff member, the cadet will continue with the question or statement.

C. Respect towards Field Training Cadre

1. Use one of the following **seven basic responses** as appropriate to begin speaking to, respond to a direct question from, or as instructed by a staff member:

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?” (not necessary when responding to a direct question)
- g) “Sir/Ma’am, may I ask a question?” (not necessary when you are called upon by raising your hand.

2. If you need to excuse yourself to pass by an individual or through a group of individuals, politely state, “Sir/Ma’am, pardon me please.”

D. Saluting Procedures

1. The salute is one of the oldest military traditions. It is a courtesy exchanged between members of the armed forces as both a greeting and a symbol of mutual respect. The uniform hat is worn and salutes are rendered in all outdoor areas, unless specifically indicated otherwise. Although inappropriate at certain times, it is never incorrect to salute a senior officer outdoors as a courtesy and greeting. **Do not** salute indoors unless you are formally reporting in to a staff member’s office or upon receiving an award at an awards ceremony. **Do not** salute when reporting to enlisted staff.

2. In detail formations (two to four cadets), all will extend military courtesies as appropriate. In normal formations (5 or more cadets in a flight), the cadet in charge renders the military courtesies for the formation.

3. Cadets will initiate the salute in time to allow the officer/CTA to return it, but not from such a distance as to hinder communication. To prescribe an exact distance for all circumstances is not practical, but good judgment indicates when salutes will be exchanged. (NOTE: A standard rule of thumb is to use the same distance prescribed for rendering a salute to the Colors—approximately six paces.) At no time will a cadet turn their body to salute someone behind them nor will they salute someone they approached from the rear. If marching, they will continue as needed. If stationary, they will use the appropriate facing movements.

4. Cadets passing an officer engaged in conversation will render a salute but not interrupt with the greeting of the day. If the officer does not return the salute, the cadet will continue and then drop the salute once abreast of the officer.

5. While in formation and at double-time, the formation commander may simply render a verbal greeting rather than bring the formation to quick-time to salute.

6. If called to receive an award, proceed in a crisp, military manner and stand approximately one arm’s length in front of the presenter. Extend the right hand and shake the presenter’s hand while taking the award with the left hand. Then render a salute if the presenter is a commissioned officer. Exit the area in a crisp, military manner.

7. Field Training Unit (FTU) staff and cadets will render proper customs and courtesies even if participating in scheduled training or athletic events. The only exceptions to this are if cadets and staff are actively participating in the LRC/Project X, fitness assessment (FA), or other events with cadets actively “encumbered” and staff actively engaged in safety-spotting or evaluating performance. In these situations, safety and common sense should always prevail.

8. Salute all occupied staff cars with front license plates indicating senior officers and occupied USAF staff cars

9. No-salute areas. Saluting is not required in the following locations (at Field Training) at Maxwell Air Force Base:

- a) Assault/confidence course
- b) Air and Space Expeditionary Force (AEF) exercise
- c) Baseline Expeditionary Leadership Problems Site (BELPS)
- d) Leadership Reaction Course (LRC) /Project X
- e. Officer Training School track
- f. Competitive Sports Fields (CSF)
- g. Drill pad, parade field and PT area (**During instruction only**)

10. Saluting due to rank recognition is not required when wearing the PTU.

E. Additional Activities

- 1. Use remaining time for a question and answer.
- 2. Give a quiz to see how many cadets 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. Staff/CTA/Cadet Interaction
- B. Reporting Procedures
- C. Respect toward Field Training Cadre
- D. Saluting Procedures
- E. Additional Activities

REMOTIVATION

(Suggested) Knowing and using this decorum will help you perform well at Field Training. Continue to study and practice on your own.

CLOSURE

(Suggested) Think of Field Training 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 Field Training 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!

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.

THIS PAGE INTENTIONALLY LEFT BLANK

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/DE (Mr. James C. Wiggins)

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 #
Team Sports Campaigns	7
Skills Review ELP	8
Wound Mgt and CPR Training	9
Land Navigation	9
Motivational Physical Training	10
Field Day	11
Combat Oriented Training	12
Applied Combat Tactics (Paintball/Laser Tag)	13
Capture the Flag	14
Rappelling	15
Rock Wall Climbing	15
High Ropes Course	16
Weapons Qualifications	16
Aircraft Incentive Flights	16
Obstacle Course	17
Crud	17
Uncommon Sports/Exercise	18
History/Military Sites Field Trip	19
Survival	19
Icebreaker/Socials	20
GMC Take-Over Day	21
Basic Ground School	21
Computer Strategy Games	22
Self Defense Training	22
Joint Activities	23
Recruiting Activities	23
Jodie Competition	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/Navy ROTC detachments, local police departments, hospitals, American Red Cross chapters, and National 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 FA 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-4 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: 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? (Inform 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 non-verbals.

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 providing 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

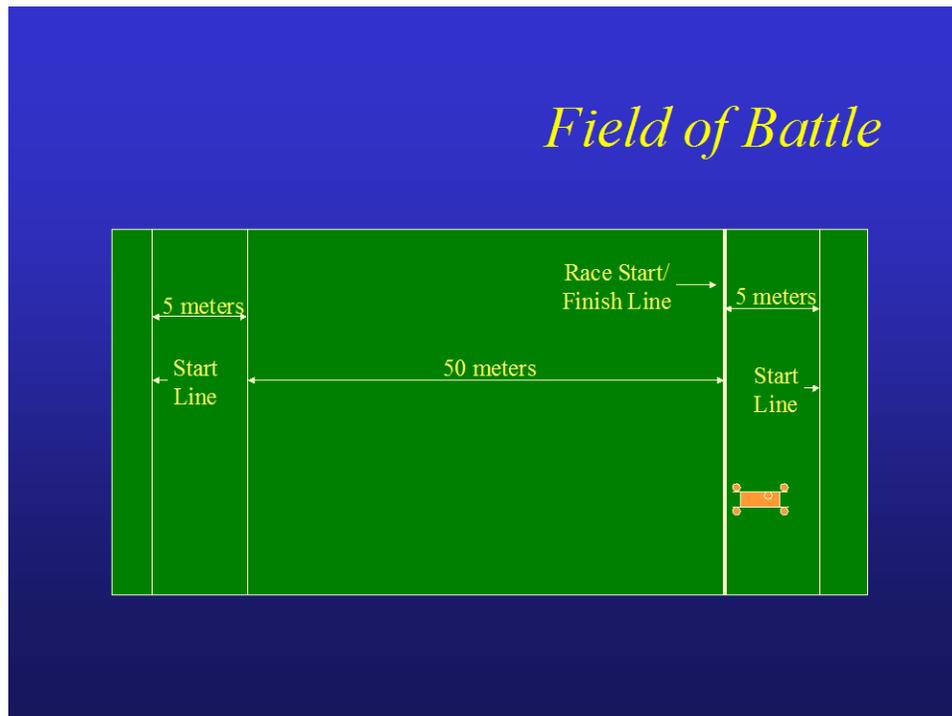
1. What were some examples of nonverbal communications between you and your partner?
2. What were some examples of different tones of voice used in communicating with your partner?
3. What were some examples where someone initially didn't understand a partner? What was done to overcome the initial misunderstanding?
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

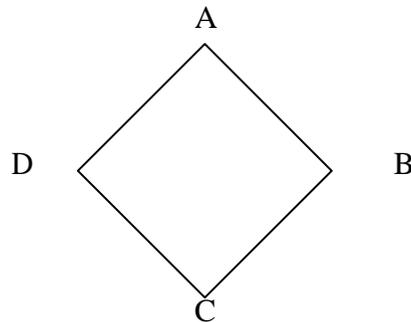
1-5 minutes = 6 pts, 6-10 minutes = 5 pts, 11-13 minutes = 4 pts

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)



<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 a 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 port-a-john. 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. Don't shine light when outside at night. 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 gives

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 know how to secure your people, 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, and 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

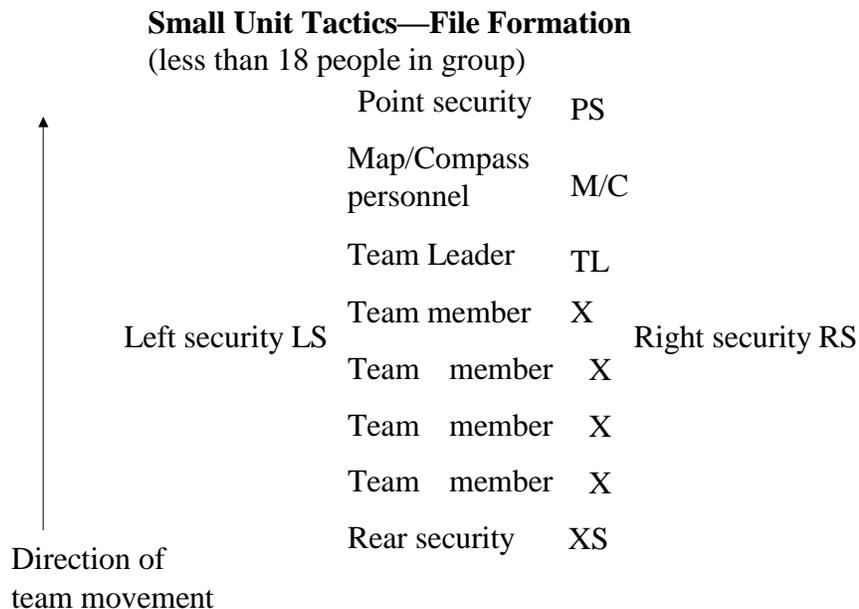
- A. Security
- B. Tactical formations
- C. Movement
- D. Command and Control
- E. Immediate Action Drills
- F. Handling prisoners

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
(more than 18 people in group)

↑
Direction of
team movement

Alpha Team: same as file formation with less than 18 people

Bravo Team: same as Alpha team except second in command/assistant team leader (ATL) takes team leader position; backup map/compass personnel perform navigation duties; Bravo Team is positioned behind Alpha Team or can break off to perform separate missions.

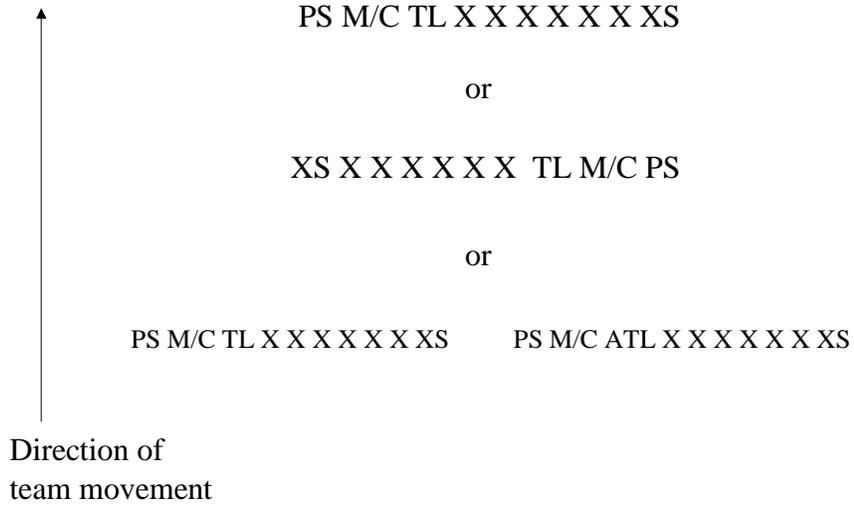
			PS	
			M/C	
			TL	
			X	
			X	
LS			X	RS
			X	
			X	
			XS	
			PS	
			M/C	
			ATL	
			X	
			X	
			X	
LS			X	RS
			X	
			X	
			XS	

Small Unit Tactics—Column Formation
(Alpha Team and Bravo Team walk side by side; good for walking down broad trails/roads)

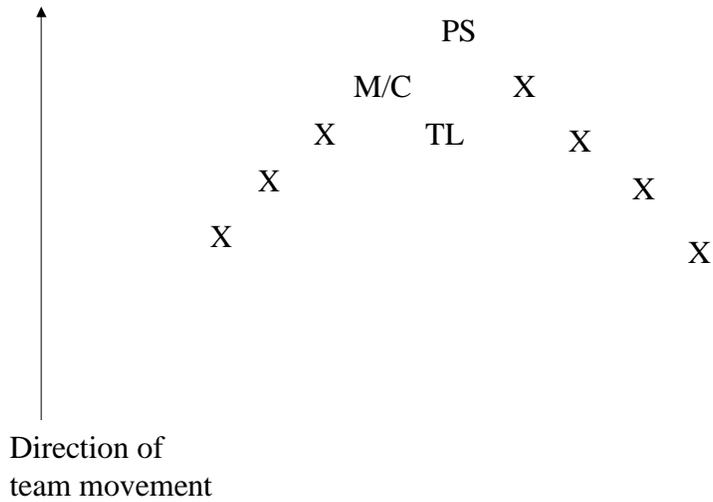
↑
Direction of
team movement

		PS		
		M/C		
LS		TL		
		X		
		X		
LS		X		
		X		
		X		
		X		
		X		
		XS		
			PS	
			M/C	
			ATL	RS
			X	
			X	
			X	
			X	RS
			X	
			X	
			XS	

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

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

No. of Printed Pages: 11

OPR: DOTC

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)

No. of Printed Pages: 12

OPR: DOTC

Approved by: Mr. Michael L. Young

Editor: Mrs. Dee Smith

Distribution: F; X:

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

No. of Printed Pages: 4

OPR: DOTC

Approved by: Mr. Michael L. Young

Editor: Mrs. Dee Smith

Distribution: F; X:

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

INSTRUCTOR NOTE: The Holm Center Training Manual (HCTM) has been rescinded and the replacement document has not been developed. There is no lesson plan, required cadet reading material or cadet activities associated with this objective. This document has been placed here as a place holder for the document that will supersede the HCTM. It will be posted to the Holmcenter.com website once the new document becomes available.

THIS PAGE INTENTIONALLY LEFT BLANK

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.

THIS PAGE INTENTIONALLY LEFT BLANK

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

Prerequisite Classes: None

Interrelated Information: AFMAN 36-2643, *Air Force Mentoring Program*

Student Preparation: None

Certified by: Holm Center/DE (Mr. James C. Wiggins)

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 immediately after the lesson plan in Appendix A.

Per AFMAN 36-2643, Air Force Mentoring Program, mentoring is to be emphasized throughout the Air Force. Therefore, POC cadets should be given the opportunity to practice mentoring in AFROTC LLAB through a cadet mentoring program so they'll be able to do so once they are commissioned. 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 mentees. 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 in Appendix B 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 Program

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: Encourage participation but keep an eye out on your time.

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 also help you understand what it's not about. Sometimes in a military training environment, a 'mentoring moment' can take on a negative connotation—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 mentees for five 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 mentee and the mentor does all the talking. Let's prevent this by teaching you what a mentor actually should do and be.

OVERVIEW

- 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 of a mentor – See the potential in a person.

a) 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.

b) Have flexibility in responding to people and circumstances

c) Build up and encourage the individual.

2. 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.

3. 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 mentee needs. Once you know, then you can build your style. The four mentoring styles are: “Coach,” “Facilitator,” “Advocate,” and “Model.”

4. You need to understand the needs of your mentee because it will help increase communication and further build the relationship. The example scenario below shows the appropriate mentoring style to use.

5. 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 mentee 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 mentee’s behalf. Basically, you use your resources and connections to promote your mentee.

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 five 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

1. 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:

- a) 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 AFROTC 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.
- b) Expectations should be expressed, negotiated and agreed upon.
- c) Set ground rules for regular interaction—How often? Just when it shows up in the AFROTC schedule or do you want to have additional sessions?
- d) Accountability and mutual responsibility are a must—If a mentee asks for information and you say you'll find out, you have to. That's a responsibility just as much as if the mentee 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 mentee. Don't 'blow off' your mentee even though mentoring is not an official 'job' or duty.
- e) 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...?
- f) Maintain a level of confidentiality—Should go without saying, but you need to let the mentee 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.
- g) Periods of mentoring vary in length of time—Depends on the needs of the mentee. If you've got a mentee 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.
- h) 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.
- i) Expectations are the root of most disappointments—So clarify expectations!

2. Why is it important that expectations be discussed? By discussing expectations, both mentor and mentee understand each other's intent and therefore minimize 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 AFROTC 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.

3. 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 former Chief of Staff of the Air Force General Ronald 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.

Appendix A: 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 FA is coming up the mentor might discuss physical fitness and how he prepares for the FA. Time is also allotted during this 20 minute period for a question and answer session. Mentors are also encouraged to meet with mentees 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. The selected cadet should review AFMAN 36-2643, *Air Force Mentoring Program*, 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 discussed in previous paragraph, 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 become better mentors.

The following is a list of sample topics you can use 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 FA 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!

Appendix B – Supplemental Information on Mentoring

Excerpts from Air Force Manual 36-2643, *Air Force Mentoring Program*

"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 protégés 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.

THIS PAGE INTENTIONALLY LEFT BLANK

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 cadets, 3 hours for POC cadets

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/DE (Mr. James C. Wiggins)

PART IA

Cognitive Lesson Objective: Know the principles of Air Force Health and Wellness. Cognitive

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 fitness 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.

INSTRUCTOR NOTE: In accordance with AFI 36-2905, *Fitness Program*, paragraph 2.25.10.1. "Practice/unofficial FAs are not reported as official scores ... but may be used as a commander's tool to evaluate fitness/readiness, dress and appearance, etc. NOTE: chain of command will refrain from taking adverse action based solely on the results of unofficial practice 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

- 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

1. 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.
2. A member of the cadre will conduct height, weight and Body Mass Index or body fat measurements (as required) each fall and spring term.
3. 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) A cadre member officially administers the FD and FA to all cadets each term.
- b) 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, *Fitness Program*, to ensure that you have the most up-to-date material regarding points/times and rules of how to accomplish the components.

3. Conduct of the FA

- a) In accordance with AFI 36-2905, paragraph 3.4.3., 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

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. 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 found in AFI 36- 2905, Attachments 10 and 12.

Members will receive a composite score on a 0 to 100 scale based on the following maximum component scores:

- 60 points for aerobic
- 20 points for body composition
- 10 points for push-ups
- 10 points for sit-ups

Determine the FA score by the following formula:

Composite Score =	$\frac{\text{Total component points achieved} \times 100}{\text{Total possible points}}$			
Component	Aerobic	Body Composition	Push-ups	Sit-ups
Possible Points	60	20	10	10

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 (Ret) Norton Schwartz, CSAF #19, 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 OFC) 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

Weight/Body Fat Requirements
 Fitness Assessment (FA) Requirements
 “Fit to Fight”
 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 11 September 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

COPYRIGHT 2004 Air Force Inspector General COPYRIGHT 2004 Gale Group

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.

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 objective is designed to ensure that cadets know proper Air Force customs and courtesies. This is a follow-on lesson to an AS 100 academic lesson, so the LLAB objective should focus on demonstration, practice, and performance. Plan this lesson objective early in the semester and have a well-qualified Professional Officer Course (POC) cadet provide instruction.

THIS PAGE INTENTIONALLY LEFT BLANK

PART I

Lesson Title: Customs and Courtesies

Instructor: POC Cadet

Teaching Method: Informal Lecture / Demonstration - Performance

Time Required: 1 hour (IMT Cadets)

Prerequisite Classes: None

Interrelated Information: Military Customs and Courtesies (AS100 – Lesson 5)

Visual Aids: None Student Preparation: None

Certified by: Holm Center/DE (Mr. James C. Wiggins)

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 objective is to ensure that the IMT cadets are able to demonstrate proper customs and courtesies. The AS100 academic class, Lesson 4, Military Customs and Courtesies, covered much of this same information and therefore, the majority of time for this LLAB session should be utilized for demonstration and performance.

The lesson objective begins with a brief refresher of the material covered in the Military Customs and Courtesies academic lesson. During this refresher, the instructor and/or observing POC cadets should demonstrate proper execution of various customs and courtesies. The IMT cadets should then be given time to perform what they have learned and provided corrective feedback, as necessary. If time is remaining, consider using one of the additional activities in the back of this lesson plan.

You may wish to use the PowerPoint slides with pictures of the ranks throughout this lesson.

*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. Customs and Courtesies
- B. Saluting
- C. Reporting Procedures
- D. Places of Honor
- E. Proper Courtesies during Informal and Formal Activities

PART II

INTRODUCTION

ATTENTION

INSTRUCTOR NOTE: If possible, conduct the first two main points of this lesson objective outdoors. If you are unable, simulate being in an outdoor setting.

(Suggested) Have three cadets walking (one outranks the other two), two from one direction and one from the opposite direction. As they cross each other's paths, 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 IMT cadets which one of the two junior cadets 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 LLAB session we'll briefly discuss the customs and courtesies expected of you, and then you will be provided a demonstration of proper technique and finally, you will be allowed to demonstrate your understanding by performing the techniques.

OVERVIEW

- A. Customs and Courtesies – A Review
- B. Saluting – A Review
- C. Reporting Procedures
- D. Places of Honor
- E. Proper Courtesies during Informal and Formal Activities
- F. Quiz

TRANSITION

(Suggested): First, let's talk about expected courtesies rendered by cadets to commissioned officers, enlisted personnel, and fellow cadets.)

BODY

PRESENTATION

A. Customs and Courtesies – A Review

1. Custom is defined as an act or ceremony that stems from tradition.
2. Courtesy is defined as the showing of politeness in one's attitude and behavior toward others. A military courtesy is documented guidance on proper attitude and behavior.

3. Military customs and courtesies go beyond basic politeness. There is a direct correlation with the presence (or absence) of customs and courtesies on unit esprit de corps, morale, discipline, and mission effectiveness (or lack thereof). The respect a junior member shows to a senior member acknowledges responsibility and authority. In turn, the courtesy a senior member extends to subordinates reflects the respect and regard for their part in accomplishing the Air Force mission.

4. It is important for you to remember that you are cadets--not officers. No Air Force military member (officer or enlisted) will be impressed by a cadet who attempts to treat him or her as an equal. You must make every effort to demonstrate the proper courtesy and respect to every officer you come in contact with.

5. Cadets relationships with others:

a) With commissioned 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.

b) With enlisted personnel. It is inappropriate for a cadet to act in any way superior to an enlisted member. Non-commissioned officers (NCO) have better authority-making credentials than a cadet, from the newest General Military Course (GMC) cadet to the cadet corps commander. Respect them and they'll take care of you.

c) With fellow 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.

TRANSITION

(Suggested) We're ready to discuss one of the most important courtesies we do in the military--saluting.

B. Saluting – A Review

1. 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.

2. Whom to salute.

a) The President of the United States, as Commander in Chief of the Armed Forces is

always accorded the honor of a salute.

b) 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.

3. How to salute (Explain procedures > POC Demonstration > IMT Practice > Evaluation)

INSTRUCTOR NOTE: As you explain, have a POC cadet demonstrate the steps.

a) The junior member who initiates the salute raises their right hand smartly in the most direct manner while at the same time extending and joining the fingers. Keep the palm flat and facing the body.

b) Place the thumb along the forefingers, keeping the palm flat and forming a straight line between the fingertips and elbows. Tilt the palm slightly toward the face. Hold the upper arm horizontal, slightly forward of the body and parallel to the ground.

c) Ensure the tip of the middle finger touches the right front corner of the headgear. (When you're not covered--military term for not wearing headgear--your forefinger should just touch your right eyebrow or rim of your glasses.)

d) 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.

e) The junior member 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: Have each cadet salute at this time. An observing POC cadet should inspect the salute and provide corrective feedback. Do not continue until all IMT cadets are saluting properly.

4. When to salute

a) 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."

b) 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. NOTE: When you see an unoccupied staff car, you do not salute the vehicle.

c) 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 no-salute area.

INSTRUCTOR NOTE: If time allows, explain and demonstrate the "shake, take, salute" procedures for recognition ceremonies. Allow cadets to practice.

TRANSITION

(Suggested): Now let's review reporting procedures.

C. Reporting Procedures

(Explain procedures > POC Demonstration > IMT Practice > Evaluation)

Reporting procedures will be accomplished for both commissioned and enlisted staff members and Cadet Training Assistant (CTA).

1. For a single cadet ordered into an office, reporting procedures are as follows:

a) Center on the door or cubicle entrance and knock once (loud enough to be heard in an average size room). Do not knock on the door or cubicle wall if a conversation is taking place in the office.

b) When given the order, enter, close the door (if you opened it), march using the most direct route to the staff member, perform the appropriate facing movement, (if on carpet, do not square corners), center yourself two paces away from the individual, salute if reporting to an officer and CTA and state: "Sir/Ma'am, Cadet (last name) reports as ordered."

c) When reporting to an officer or CTA, the reporting cadet will hold the salute until the officer or CTA drops their salute and remain at the position of attention until told otherwise.

d) At the end of a conversation, cadets will stand and assume the position of attention (if at a different position) and ask, "Will that be all sir/ma'am?" If so, take one step backwards, salute (if reporting to officers or CTAs) and render the proper greeting of the day, perform the appropriate facing movement to leave, and take the most direct

route out of the office or cubicle. (If on carpet, do not square corners.)

2. When multiple cadets are ordered into an office, reporting procedures are as follows:

a) A selected cadet will center on the door or cubicle entrance and knock once (loud enough to be heard in an average size room). Do not knock on the door or cubicle wall if a conversation is taking place in the office.

b) When given the order, enter, close the door (if you opened it or are directed to do so), march using the most direct route to the staff member, perform the appropriate facing movement, (if on carpet, do not square corners), all cadets will center two paces away from the individual with a selected cadet standing on the right, and salute (if officer or CTA). This cadet will state on behalf of the others, "Sir/Ma'am, Cadets (give last names of the whole party) report as ordered."

c) All cadets will hold the salute (if officer or CTA) until the officer drops their salute and remain at the position of attention until told otherwise.

d. At the end of the conversation, all will stand and assume the position of attention (if at a different position) and the selected cadet will ask, "Will that be all sir/ma'am?" If so, all cadets will take one step backwards, salute (if reporting to officers or CTAs) and the selected cadet will render the proper greeting of the day. All cadets will perform the appropriate facing movement to leave, and take

INSTRUCTOR NOTE: After you explain the procedures, have an observing POC cadet demonstrate the steps. Then, allow IMT cadets time to practice and then evaluate their performance.

TRANSITION

(Suggested) Next, let's take a few minutes to discuss some basic information regarding places of honor.

D. Places of honor

1. Common rules

(a) First place - on the right (remember by phrase "rank to the right").

(b) Second place - in front or "going first."

(c) Always combine common sense with common courtesy.

2. 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:

(a) 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.

(b) 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.

E. Proper Courtesies during Informal and Formal Activities

1. 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 that you are armed with everything you ever wanted to know about Air Force Customs and Courtesies, it is time for a quiz.

F. Quiz (if time permits) – See Attachment 1, Customs and Courtesies Quiz

CONCLUSION

SUMMARY

- A. Customs and Courtesies – A Review
- B. Saluting – A Review
- C. Reporting Procedures
- D. Places of Honor
- E. Proper Courtesies during Informal and Formal Activities
- F. Quiz (if time permits)

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 fully grasp 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 Lieutenant to fill a slot in his unit. After reviewing the packages of several second lieutenants who expressed an interest in the job, it was clear that one particular second lieutenant was the best applicant for the job. The colonel was excited and so directed his support staff to set up an interview. When the lieutenant arrived, the admin staff noticed how sharp the lieutenant looked in dress and grooming. Finally, the colonel brought the lieutenant in for the interview. Ten minutes later, they emerged from the colonel's office, shook hands, and the lieutenant departed. A member of the admin staff asked, "Sir, should I bother setting up any more interviews?" Expecting him to say no, the staff member was surprised when he said "Yes, and you can send that lieutenant package back." When asked why the lieutenant wasn't selected, the colonel 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.

Attachment 1 Customs and Courtesies Quiz

1) You're in uniform, walking outdoors, and you have a briefcase in each hand. A junior ranking service member 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) A military member in uniform (junior in rank to you) is working outdoors as a member of a work detail. You pass by, in uniform. What action should the junior member take?

Answer: The Airman should continue working uninterrupted. The detail leader should come to attention and salute for the detail.

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).

You're working at your desk when a major approaches. What should you do?

Answer: Stand up and offer your assistance.

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).

The Navy grade of lieutenant is the same as what Air Force grade?

Answer: Captain. The collar insignia looks the same.

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.

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 OFC 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.

THIS PAGE INTENTIONALLY LEFT BLANK

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: None

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

Visual Aids: Cadets as Models for Uniforms

Student Preparation: As Requested

Certified by: Holm Center/DE (Mr. James C. Wiggins)

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
- 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.

OVERVIEW

- A. History and Purpose of Uniforms
- B. Proper Wear of the AFROTC Cadet Uniform
 - 1. AFROTC Cadet Uniform Details
 - 2. Appropriate Wear of the Uniform
 - 3. Placement of Various Cadet Insignia and Badges
 - 4. Fitting Requirements
 - 5. 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

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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

1. AFROTC Cadet Uniform Details
2. Appropriate Wear of the Uniform
3. Placement of Various Cadet Insignia and Badges
4. Fitting Requirements

5. 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 male and female cadets come up to model as you discuss the following cadet uniform combinations:

- 1) The service dress uniform
- 2) The light blue long-sleeve/short sleeve with epaulets (men and women)
- 3) The Airman Battle Uniform
- 4) The mess dress and semiformal uniforms (if available)

Suggest contrasting correct wear with incorrect wear simultaneously.

While the cadets are modeling the uniforms, have them explain the following:

- Military haircuts/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:

- 1) Common AFROTC insignia and badges
- 2) 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

- a. 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.
- b. Neat: This means no lint and no strings.
- c. 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.
- d. 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.
- e. Keep hands out of pockets, buttons buttoned and don't fill pockets with bulky items.
- f. Keep shoes shined, including the heels and the edge of the soles.
- g. 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.
- h. 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.
- i. 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 OFC will provide guidance.
- j. 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

- a. 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.
- b. 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.
- c. 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.
- d. 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

- a. 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.
- b. Wigs or wiglets worn should conform to the regulations that apply to natural hairstyles.
- c. 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.
- d. Skirt: The skirt should fit smoothly. The skirt length may not vary beyond the top and bottom of the kneecap.
- e. 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.
- f. Nail polish: Nail polish will be conservative, single color, and in good taste.

g. 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)

a. Footwear - In good repair and worn when wearing all uniforms

b. Watch - conservative

c. Bracelet - conservative, no wider than one inch, and not present a safety hazard

d. 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

e. 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.

f. Necklaces - concealed under collar or undershirt

g. Pencils and pens - concealed (exception when stowed in the pen pocket on the ABU sleeve).

h. 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.

i. 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:

a. 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.

- b. 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

1. 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.
2. 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."
 - a. 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.
 - b. 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.
 - c. 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.

4. Dress and Grooming Panel--Sample Topics and Tips

a. 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

b. 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

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. T-Shirt - Desert Sand colored (Tan). A desert sand (tan), short or long sleeved t-shirt will be worn under the ABU coat. **Exception:** Squadron commanders may authorize Airmen to wear a standardized color undershirt on Friday (only one color per squadron; individual purchase only, not unit-funded).

2. ABU Coat (Shirt)

- a. The total number of badges worn will not exceed four.
- b. Chaplain, Aeronautical, Space, Cyberspace, Missile Operations, Occupational and Qualification Badges and Patches. All other occupational and qualification badges and patches are optional.
- c. The first occupational 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. Third and/or fourth qualification badges may be worn on the right pocket or above the nametape (as appropriate).
- 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: Have your POC cadets mingle with the new cadets and assist them with adjustment/correction of uniform wear. All GMC uniforms should be inspected at least informally before this session is over.

CONCLUSION

SUMMARY

- A. History and Purpose of Uniforms
- B. Proper Wear of the AFROTC Cadet Uniform
 - 1. AFROTC Cadet Uniform Details
 - 2. Appropriate Wear of the Uniform
 - 3. Placement of Various Cadet Insignia and Badges
 - 4. Fitting Requirements
 - 5. 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

(Suggested) 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 hardworking you are because they'll never give you the chance.

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, *USAF ROTC Dining-In/Dining-Out Guide*

THIS PAGE INTENTIONALLY LEFT BLANK

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, *USAF ROTC Dining-In/Dining-Out Guide*

Visual Aids: As Needed

Certified by: Holm Center/DE (Mr. James C. Wiggins)

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 one 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 the President and/or Vice President of the Mess 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

- 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

1. The present Dining-In format has its beginnings in the Air Corps when General Henry 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.

2. 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.

3. The two people who are essentially responsible for running the dining-in. The first person is the President of the mess and the second person is the vice.

a. The President of the mess is usually the cadet wing commander or the commander of the unit holding the dining-in and sets the standards for members of the mess. The President is the sole judge regarding toasts, requests, infractions and appropriate punishment for infractions, and he/she retains the authority to control rowdy, boisterous or improper behavior.

b. The second person is the vice. The Vice President serves as the President's principal assistant and plays the role of interpreter between the President and members of the mess. It is essential that Mister/Madam Vice be totally familiar with the customs and traditions of the mess. This is an extremely demanding position, and the President should take care in choosing an articulate and bright cadet officer for these duties. The success of the dining-in hinges largely on the imagination and humor of this individual. Essentially Mister/Madam Vice keeps the program moving and stimulates table conversation through keen wit and impromptu speaking.

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

a. 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.

b. The dining-in is a formal activity. Remember, your conduct is always on display.

c. 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.

d. 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 places to risk getting intoxicated.

TRANSITION

(Suggested) Just keep in mind 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

- a. 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: Take a few minutes to walk your cadets through the sequence of events for the evening. There is a sample agenda at Attachment 2 in the T-1626, *USAF ROTC Dining-In/Dining-Out Guide*.

b. 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

a. 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.

b. 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

a. 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.

b. 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

a. 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.

b. 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.

INSTRUCTOR NOTE: Refer students to the “Rules of the Mess” at Attachment 7 in the T-1626, *USAF ROTC Dining-In/Dining-Out Guide*.

1. General Information. The rules of the mess are designed to conform to tradition and promote levity.
 - a. 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.
 - b. 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.
 - c. 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 the following example of a point of order given in rhyme form:

Cadet Snuffy clapped his hands,
Instead of tapping his spoon

To see him violate this rule,
I did almost swoon

So for this flagrant violation,
I’m sure you will agree too

To the grog he shall go,
And sip the 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 Mister/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 executes the following steps (in order):
 - a. Halts centered on the head table and salutes the President
 - b. Performs an about face
 - c. Fills the cup with grog (at least one-third full)
 - d. Performs an about face, raises the cup, and toasts the mess stating, "To The Mess!"
 - e. Drains the grog from the cup without removing it from the lips
 - f. Inverts the cup over his/her head to show it is empty
 - g. Performs an about face, places drained cup on the table or in trash receptacle
 - h. Performs a final about face
 - i. Salutes the President
 - j. Returns to his/her seat

NOTE: With the exception of the toast "To the Mess", the violator is not permitted to speak during this process.

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

- 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.

THIS PAGE INTENTIONALLY LEFT BLANK

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/DE (Mr. James C. Wiggins)

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

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

- 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

a. 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."

b. 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.

c. 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.

d. 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

a. 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.

b. 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.

c. 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.

d. 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.

e. 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.

f. 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.

g. 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

- 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.

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. You will need to 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.

THIS PAGE INTENTIONALLY LEFT BLANK

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/DE (Mr. James C. Wiggins)

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

AIR FORCE ROTC ANNUAL AWARDS CEREMONY SCRIPT

1100 – Posting the Colors

Lt Snuffy: “Good morning, ladies and gentlemen, welcome to the annual Army/Air Force ROTC Awards Ceremony. Thank you all for coming. I am First Lieutenant Snuffy, your emcee 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 XXX.

START NATIONAL ANTHEM AS SOON AS COLOR GUARD SALUTES COLORS (THEY WILL HOLD SALUTE FOR DURATION OF NATIONAL ANTHEM).

1105 – Invocation

Lt Snuffy: “Chaplain Smith, will you please come forward and give the invocation.”

1110 – Introductions

Lt Snuffy: Before we begin, I’d like to recognize some of the distinguished guests we have with us here today:

- Dr. John Q. Smith , Executive Vice President of Eastern Connecticut State University
- Dr. Jane M. Doe, Associate Dean of the College of Liberal Arts and Sciences, the University of Connecticut
- Major General (Retired) James Jackson, AUSA Connecticut Chapter, Vice President, Legal Affairs

Lt Snuffy: Ladies and gentlemen, at this time the wait staff will direct individual tables to the buffet.

LUNCH

1200 – Opening Remarks

Lt Snuffy: “Lt Col Smalls, Professor of Military Science will now provide some opening remarks.

Lt Col Smalls: Opening remarks

1205 – Awards Ceremony

Lt Snuffy: “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: Lt Col Durbin and SSgt Guiney
AWARD: Ribbon and Certificate
FOR: Superior Performance
TO: AFROTC Cadet Jeff Martin
AFROTC Cadet Erin Smith

Cadet Martin is a senior majoring in finance & computer information systems, Quinnipiac Univ. Cadet Smith is a freshman majoring in bioscience at the University of Connecticut.

THE AIR FORCE ROTC PROFESSOR OF AEROSPACE STUDIES RIBBON DEVICE

Presenter: Colonel Jefferson
AWARD: Ribbon Device and \$100 scholarship
FOR: Outstanding Leadership
TO: AFROTC Cadet Forest Chapman

Cadet Chapman is a sophomore majoring in biology at the University of Connecticut.

THE NATHAN HALE AWARD

Presenter: Lt Col Bloom
AWARD: Certificate
FOR: Achievement
TO: AFROTC Cadet Lisa Commons
AFROTC Cadet Jennifer Auger

NATIONAL DEFENSE INDUSTRIAL ASSOCIATION AWARD

Presenters: Maj Neal
AWARD: Medal, Certificate, and 1-year membership
FOR: Academic Excellence and Military Achievement
TO: AFROTC Cadet Emily Murkowski

Cadet Murkowski is a freshman majoring in mechanical engineering at the Univ. of Connecticut.

AIR FORCE ROTC DISTINCTIVE GMC AWARD

Presenter: Colonel Jefferson
AWARD: Certificate and Ribbon
FOR: Outstanding Performance as a GMC cadet
TO: AFROTC Cadet Carlos Bassos

Cadet Bassos is a sophomore majoring in civil engineering at the University of New Haven.

AIR FORCE ROTC SUPERIOR PERFORMANCE AWARD

Presenter: Col Jefferson
AWARD: Certificate and Ribbon
FOR: Sustained Superior Performance
TO: AFROTC Cadet Mark Matthews

Cadet Matthews is a junior majoring in political science at the University of Connecticut.

1258 – Retiring of the Colors

Lt Snuffy: “Ladies and Gentlemen, please rise for the retiring of the colors.”

1300 – Colors Retired.

Lt Snuffy: “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.”

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.

THIS PAGE INTENTIONALLY LEFT BLANK

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/DE (Mr. James C. Wiggins)

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 Operations Flight Commander (OFC) 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 OFC. 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 OFC 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 OFC 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 non-attribution 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?

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:

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.

THIS PAGE INTENTIONALLY LEFT BLANK

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: Holm Center T-203, *AFROTC Field Training Manual*

Visual Aids: None

Student Preparation: None

Certified by: Holm Center/DE (Mr. James C. Wiggins)

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.

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, Operations Flight Commander (OFC) 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.

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

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

- 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.

1. 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.

2. 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

1. Preparation for the feedback session

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:**

(1) Perceptions and opinions should be presented as such and not as facts

(2) 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.

(3) Listen carefully, paraphrase what is heard to check perceptions, and ask questions for clarification.

(4) 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, explain your detachment's feedback and evaluation program to the cadets. In addition, you should brief supervisors on the dates of when they can conduct their feedback sessions. They will need to know what documentation they will be responsible for, how to complete the documentation, and how the detachment will handle the documentation once it is completed.

Objective 30

Know the process for evaluating bullet statements.

Required for: All POC cadets

Overview: This lesson has been designed to ensure that the cadets are able to evaluate bullet statements and determine which are acceptable and which are not acceptable. This lesson builds on two foundational lessons previously covered in the academic year (Bullet Statements and Bullet Statement Practicum). There is a great deal of flexibility for delivering this lesson objective.

THIS PAGE INTENTIONALLY LEFT BLANK

PART I

Lesson Title: Bullet Statement Evaluation Exercise
Instructor: Detachment staff and faculty (see Instructor Note below)
Teaching Method: Demonstration/Performance
Time Required: 4 hours (POC)
Prerequisite Classes: Bullet Statement Lesson and Bullet Statement Practicum
Visual Aids: PowerPoint Slides
Student Preparation: None
Certified by: Holm Center/DE (Mr. James C. Wiggins)

PART IA

Cognitive Lesson Objective: Comprehend the process for evaluating bullet statements.

Cognitive Samples of Behavior:

1. Differentiate between an effective and ineffective bullet statements.
2. Explain a scoring method for evaluating bullet statements.

Affective Lesson Objective: Value the importance of writing and properly evaluating bullet statements.

Affective Sample of Behavior: Participate and contribute to the bullet statement evaluation exercise.

PART IB

INSTRUCTOR NOTE: The time for this lesson can be divided up easily into blocks that meet your schedule. Follow the notes in the strategy to better understand the parts of this lesson. We highly recommend a faculty member who has experience writing and evaluating bullet statements oversee this exercise such as senior captain, detachment commander, or one of your NCOs if they have the experience. The faculty member should also be familiar with the Bullet Statement lesson and Bullet Writing Practicum presented earlier in the course.

Strategy: This lesson has both cognitive and affective objectives. Students will be objectively tested on the cognitive samples. The affective objective and sample of behavior are included to provide indications that the students not only understand, but also value the information presented surrounding the objective. You should consciously strive to reach the affective domain as you deliver your lecture/guide your discussions. To assess whether you are meeting the objective, observe student participation in the class to ensure positive and active participation from each student.

Earlier in the course students received the Bullet Statement lesson as well as a Bullet Statement Practicum exercise. This lesson builds on those two foundational lessons by looking at what can happen to those bullet statements – they become a part of an award nomination package.

INSTRUCTOR NOTE: All of the handouts associated with this lesson objective can be found by navigating to the 2016-2017 LLAB Lesson Objective Interrelated Information, then Supplemental Lesson Objective Material and finally to the Lesson Objective 30 Bullet Statement Handouts.

Handout #1 can be used as a PowerPoint presentation and as a handout given to the students. Handout #1 briefly reviews the elements of a good bullet statement and provides some examples and non-examples. This handout also provides a sample scoring process the students will use to score the award packages in Handouts 2A through 2F.

Handouts 2A – 2F are actual AF Form 1206s for various awards. The names have been changed for privacy reasons, but the students should know that these were actual packages submitted for the indicated award.

Each group evaluates six award packages: Airman, NCO, SNCO, CGO, FGO, and Team. This helps the group understand the types of achievements at the various levels. For example, something that might be a significant achievement for a Senior Airman might not be that significant for a Senior NCO or officer.

This lesson is scheduled to run for 4 hours but can be broken into blocks to meet your scheduling needs. If you don't use 4 consecutive hours and divide the lesson up, keep the flow shown in the lesson outline below in mind and try to allow enough time for students to complete each segment before breaking.

INSTRUCTOR NOTE: There are two award packages with a fairly common problem. One has only a single line for "Significant Self-Improvement" and an extra third line for "Base or Community Involvement." The other just has an extra line under "Community or Base Involvement." As part of the Segment Three discussion be sure to address how the groups dealt with these issues. Did they score the extra line? Did they count the third "Community" line as a "Self-Improvement"?

Lesson Outline:

A. First Segment (~ 0.5 to 1 hour)

- a. Provide students the overall objective of this exercise (they will work in small teams simulating a squadron awards package scoring committee to effectively score award packages).
- b. Students meet and are put into small groups of 3 to 4 students per group (smaller detachments will need to adjust as appropriate).
- c. Have students review Handout #1.
- d. Answer any questions student may have on what makes an effective bullet statement and answer any questions from the handout.

- e. Advise students they will use the scoring point system from Handout #1 to evaluate their award packages.
- B. Second Segment (~1.5 to 2 hours) (larger groups will take more time)
- a. Provide students Handout #2
 - b. The group needs to ensure each student understands the scoring process from Handout#1 – place this responsibility on the group and you can also observe any leadership or teambuilding that may occur.
 - c. Each student in the group scores each package. Remember, they score each bullet on a scale of 0 to 2 (slides 8 and 9 in Handout #1) and then total the points for the package.
 - d. The students in the small group then compare their scores to each other and arrive at a small group consensus for their group. They should be able to defend why they gave a bullet a certain score.
- C. Third Segment (~1 hour)
- a. The small groups reassemble and compare their scoring with the other small groups.
 - b. Try to discuss and resolve any significant differences (group one scores a package an 11 while group two scored that same package 19 for example).
 - c. Be sure to discuss how the groups dealt with the two packages that didn't exactly conform to the standard "6 lines, 2 lines, and 2 lines" format.
 - d. Close the lesson by emphasizing the importance of bullet statements and the value in being able to effectively write and evaluate bullet statements.

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 OFC, based on the needs of the detachment, makes the decision on how to best utilize these cadets.

THIS PAGE INTENTIONALLY LEFT BLANK

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/DE (Mr. James C. Wiggins)

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 Operations Flight Commander.

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 OFC. 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 the Detachment Commander or Operations Flight Commander

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 Detachment Commander or Operations Flight Commander 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 Detachment Commander or Operations Flight 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 Operations Flight Commander.

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 Operations Flight Commander 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

Know issues and topics in a Commander's Call environment.

Overview: This lesson serves to acquaint cadets with the Commander's Call concept while also providing mandatory training required annually for all cadets. The following mandatory topics must be covered at beginning of the academic year: suicide prevention, religious respect, academic freedom, sexual harassment, and sexual assault. The material presented herein is generic in nature and has been developed as a guide. Personalize the material as you deem appropriate to present these topics.

THIS PAGE INTENTIONALLY LEFT BLANK

Lesson Title: Talking Points for Commander's Call
Instructor: Detachment Commander
Teaching Method: Informal Lecture/Briefing Time
Required: 1 hour

The purpose of this lesson is to acquaint cadets with the Commander's Call concept while also getting mandatory ancillary-type training accomplished. This time during LLAB may be used to cover many different areas of importance to the cadet wing, give out special awards or recognition, or use it as a hail and farewell time for staff members or cadets.

INSTRUCTOR NOTE: The following five topics must be covered by the Detachment Commander at the beginning of the academic year:

- A. Suicide Awareness and Prevention
- B. Religious Respect
- C. Academic Freedom
- D. Sexual Harassment Prevention and Response
- E. Sexual Assault Prevention and Response.

****** ATTENTION DETACHMENT COMMANDERS ******

Please ensure widest dissemination of the following information:

AETC/A1 has tasked the Holm Center Academic Affairs Directorate to get the word spread about a new web- based tool ("Wingman Toolkit") developed for Airmen, their family members, and their friends.

The Wingman Toolkit offers quick access to resources and information pertaining to Comprehensive Airman Fitness (CAF) and Resilience skills development. It includes ideas and tools to help increase/develop physical, social, spiritual, and/or mental domains in individuals, and should also be shared with others/Wingmen.

In addition, AFRC developed a FREE mobile phone app that is available at the iTunes App Store and Google Play. Similar to the Toolkit website, the app provides Airmen with a personal tool to practice their resilience skills at all times!

The Wingman Toolkit can be accessed at <http://www.wingmantoolkit.org>

A. Commander's Call – Topic #1 – Suicide Awareness and Prevention

"American Airmen are agile, innovative, and always accomplish the mission! To do this, we overcome obstacles every day, both professionally and personally. I urge you to guard and strengthen that resilience. Take care of yourself, your family and fellow Airmen. If you see someone in need, help them. If you're the one struggling, make the right choice and seek help from a friend, a supervisor, or a professional. The strongest, most capable warriors I know fully understand their limitations and embrace the fact that their mission success, and their resilience, rely on the team around them. Take care of yourself...and take care of each other."

General Mark A. Welsh III
Former U.S. Air Force Chief of Staff

1. Facts we know:

- a) Occurs across all spectrums of society
- b) Many who attempt suicide never seek professional care
- c) May occur without prior warning
- d) Depression is a frequent precursor
- e) Females make more attempts; males complete more suicides
- f) All suicidal people are not depressed, mentally ill, or insane

2. Myths and misconceptions

- a) People who talk about suicide won't do it
- b) Most suicides occur with little or no warning
- c) Certain people would never commit suicide
- d) Suicidal people are not willing to seek help
- e) If someone wants to kill him or herself, nothing will stop them
- f) Talking about suicide will give someone the idea to kill him or herself

3. Awareness of warning signs:

- a) Warning signs of impending suicide:
 - (1) Drastic changes in behavior and/or mood
 - (2) Social withdrawal
 - (3) Personal appearance
 - (4) Eating or sleeping difficulty
 - (5) Increased alcohol or drug use
 - (6) Talking about suicide
 - (7) Unusual risk taking
 - (8) Recent and/or severe loss
 - (9) Preoccupation with death
 - (10) Loss of interest in pleasurable activities
 - (11) Making final arrangements

(12) Sudden improvement in mood

b) Common risk factors:

- (1) Severe, prolonged, or unmanageable stress
- (2) Major life transitions
- (3) A sense of powerlessness, helplessness, or hopelessness
- (4) A history of past abuse
- (5) Substance abuse
- (6) Prior suicide attempts
- (7) Mental health problems
- (8) Family of origin problems
- (9) Negative social interactions
- (10) Academic/life failures
- (11) Legal problems
- (12) Firearm in the house

c) Top contributing factors:

- (1) Relationship problems
- (2) Current substance misuse
- (3) Work or legal problems
- (4) Financial problems
- (5) Multiple indicators of vulnerability (e.g., relationship problems and financial problems; legal issues, work problems and alcohol abuse, etc.)
- (6) Probably will not seek (or has not sought) mental health services

4. Bottom line: Awareness by understanding the signs and contributors to suicide can lead to intervention and save the life of the person next to you!

B. Commander's Call – Topic #2 – Religious Respect

1. General information about religion and the military

- a) The 1st Amendment to the US Constitution states “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof...”
- b) The Joint Ethics Regulation makes it clear that personnel will not use their position in a way that could reasonably be construed to imply that his or her agency or the government sanctions or endorses his or her personal activities or those of another. This could possibly happen if individuals in authority state their religious beliefs in a manner that leaves their listener believing these are the feelings or beliefs of the Air Force, squadron, or unit.
- c) Department of Defense Directive 1300.17 provides direction on providing religious accommodation. A basic principle of our nation is free exercise of religion. The Department of Defense places a high value on the rights of members of the Armed Forces to observe the tenets of their respective religion. It is DoD policy that requests for accommodation of religious practices should be approved by commanders when accommodation will not have an adverse impact on military readiness, unit cohesion, standards, or discipline. The military Department should develop relevant materials on religious traditions, practices, and policies in the curricula for command, judge advocate, chaplain, and similar courses and orientations.
- d) Air Force Instruction 36-2707: Nondiscrimination. Para 1.3: The Air Force will conduct its affairs free from unlawful discrimination. It provides equal opportunity for all members irrespective of age, color, national origin, race, religion, sex, and disability except as prescribed by statute or policy. Para 1.4: Whenever unlawful discrimination practices are found, the Air Force will immediately take action to address inequalities or inconsistencies, which adversely affect people, and ensure channels are available to air complaints without fear of reprisal.
- e) Air Force Instruction 52-1 Chaplain Service: Spiritual health is fundamental to Air Force personnel. Commanders accommodate religious needs to enhance operational readiness.
- f) Air Force Instruction 36-2706; Definition of Religion: A personal set or institutionalized system of attitudes, moral or ethical beliefs and practices held with the strength of traditional religious views, characterized by ardor and faith and generally evidenced through specific religious observances. The definition includes groups that affirm the existence of a supreme being (Judaism, Islam, Christianity, Hinduism) and groups that do not affirm the existence of a supreme being (Buddhists, Taoists, Secular Humanists, Proponents of Ethical Culture, and Atheists).

2. The Importance of Religious Diversity

Diversity management is a performance-based leadership strategy, employed by the Air Force and its leadership to leverage the unique qualities of all its members. These qualities

include, but are not limited to, age, race, ethnicity, gender, philosophical/spiritual perspectives, educational background, etc.

- All team members play a vital role in the success of the team; leaders cannot allow differences among the team to divide the team and disturb good order and discipline.

- Regardless of the differences of team members, each member is relied on to do their job. Leaders and team members must realize that individuals are more productive when they are working in an environment in which they feel appreciated and respected.

3. Guidelines Concerning Free Exercise of Religion

a) Religious accommodation. We will remain officially neutral regarding religious beliefs, neither officially endorsing nor disapproving any faith belief or absence of belief. We will accommodate free exercise of religion and other personal beliefs, except as must be limited by compelling military necessity (with such limitations being imposed in the least restrictive manner feasible). Commanders should ensure that requests for religious accommodation are welcomed and dealt with as fairly and consistently as practicable throughout their commands.

b) They should be approved unless approval would have a real, not hypothetical, adverse impact on military readiness, unit cohesion, standards, or discipline. Avoidance of scheduling conflicts between official activities and religious observances can enhance unit effectiveness and demonstrate mutual respect. Basic guidance for religious accommodation in many areas, including worship services, holy days, Sabbath observances, dietary requirements, medical issues, and apparel, is included in DoD Directive 1300.17. This guidance is implemented through AF instructions.

c) Chaplain Service Programs. Chaplain Service Programs are the responsibility of commanders. Chaplains impartially advise commanders in regard to free exercise of religion, and implement programs of religious support and pastoral care to help commanders care for all their people, including opportunities for free exercise of individual beliefs. We will respect the rights of chaplains to adhere to the tenets of their religious faith.

d) Leadership at every level. Leaders at every level bear a special responsibility to ensure their words and actions cannot reasonably be construed to be an official endorsement nor disapproval of any faith, belief, or absence of belief. In official circumstances or when superior/subordinate relationships are involved, superiors need to be sensitive to the potential that personal expressions may appear to be official, or have undue influence on their subordinates. Subject to these sensitivities, superiors enjoy the same free exercise rights as all other Airmen.

e) Voluntary Worship Settings. Voluntary participation in worship, prayer, study, and discussion is integral to the free exercise of religion. Nothing in this guidance should be understood to limit the substance of voluntary discussions of religion, or the exercise of free speech, where it is reasonably clear that the discussions are personal, not official, and they

can be reasonably free of the potential for, or appearance of, coercion.

f) Public Prayer. Public prayer should not imply government endorsement of religion and should not usually be a part of routine official business. Mutual respect and common sense should always be applied, including consideration of unusual circumstances and the needs of the command. Further, non-denominational, inclusive prayer or a moment of silence may be appropriate for military ceremonies or events of special importance when its primary purpose is not the advancement of religious beliefs. Military chaplains are trained in these matters.

g) Government computers. General rules regarding use of government computers apply to personal religious matters just as they do for other personal matters. Chaplain programs will receive communications support as would comparable staff activities.

h) Good order and Discipline. These guidelines are consistent with the responsibility of commanders to maintain good order and discipline, and are consistent with the Core Values of the Air Force: Integrity First; Service Before Self; and Excellence in All We Do.

4. USAF Core Values and Free Expression of Religion

a) Respecting the beliefs and non-beliefs of others does not mean that you're condoning or condemning their beliefs, just that you are respecting their rights to have those beliefs and non-beliefs

b) Self-control and self-discipline will allow Air Force members to refrain from demonstrating intolerance for the beliefs or non-beliefs of others.

c) Tolerance will not allow unlawful discrimination, intimidation, or unfair treatment of any AF member because of beliefs or non-beliefs

Commander's Call – Topic #3 – Academic Freedom

1. Air University Instruction (AUI) 36-2608, *Academic Freedom*. This instruction establishes Air University 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.

NOTE: Per AUI 36-2608, 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. 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 the University's military mission requires limits on some types of expression.

3. Restrictions IAW Articles 88 and 89 of the UCMJ

a) Article 88 – Contempt toward officials. Any commissioned officer who uses contemptuous words against the President, Vice President, Congress, the Secretary of Defense, the Secretary of a military department, the Secretary of Transportation, or the Governor or legislature of any State, Territory, Commonwealth, or possession in which he is on duty or present shall be punished as a court-martial may direct.

b) Article 89 – Disrespect toward superior commissioned officer. Any military member who behaves with disrespect toward superior commissioned officer

NOTE: While AFROTC 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.

c) In any public forum, Air University faculty and students 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. AUI 36-2609, *Academic Integrity*. This instruction contains Air University guidance and directives on academic integrity. It applies to all Air University organizations and faculty, whether they are permanently assigned or serve in a temporary duty (TDY) or other temporary capacity. This instruction addresses academic integrity of military and civilian personnel—faculty, staff, and students—of Air University schools/Centers.

5. 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) AUI 36-2609, paragraph 1.6.1. 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) AUI 36-2609, paragraph 1.6.2. 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) AUI 36-2609, paragraph 1.6.3. 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) AUI 36-2609, paragraph 1.6.4. 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 Professional Military Education (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) AUI 36-2609, paragraph 2.1. 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.

Commander's Call – Topic #4 – Sexual Harassment Prevention and Response

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 when:
 - a) Submission to such conduct is made directly or indirectly as a term or condition of employment.
 - b) Submission to or rejection of such conduct is used as a basis for an employment decision affecting the person.
 - c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.
3. The following examples of sexual harassment show how this behavior can be verbal, nonverbal, or physical.
 - a) Verbal sexual harassment: May include inquiries into a person's intimate or personal relationships, sexually oriented comments about one's appearance, or continued pressure for dates, particularly after refusals.
 - b) Nonverbal sexual harassment: May include sexually demeaning notes or cartoons, nude pictures in and around the work area, or ashtrays, coffee mugs, or figurines of a sexual nature.
 - c) Physical sexual harassment: May include patting, pinching, hugging, grabbing, rubbing, massaging, deliberate touching or any other unnecessary physical contact. Blocking a person's path, or pinning a person against a wall can also constitute sexual harassment.
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 incidents.

Commander's Call – Topic #5 – Sexual Assault Prevention and Response

1. Sexual Assault Facts and Definitions

a) Sexual assault is criminal conduct. It also violates the Air Force Core Values - integrity first, service before self and excellence in all we do.

b) Sexual Assault is defined as intentional sexual contact characterized by use of force, threats, intimidation, or abuse of authority or when the victim does not or cannot consent. The term includes a broad category of sexual offenses consisting of the following specific Uniform of Code of Military Justice's offenses: rape, sexual assault, aggravated sexual contact, abusive sexual contact, forcible sodomy (forced oral or anal sex), or attempts to commit these offenses.

c) Consent is words or overt acts indicating a freely given agreement to the sexual conduct at issue by a competent person. An expression of lack of consent through words or conduct means there is no consent.

(1) Lack of verbal or physical resistance or submission resulting from the accused's use of force, threat of force, or placing another person in fear does not constitute consent.

(2) A current or previous dating relationship or the manner of dress of the person involved with the accused in the sexual conduct at issue shall not constitute consent.

(3) A sleeping, unconscious, or incompetent person cannot consent.

(4) It is a crime to commit a sexual act or sexual contact on a person who is incapable of consenting due to impairment by alcohol or drugs.

d) Post-Traumatic Stress Disorder (PTSD). Many victims of sexual assault (and other traumas such as combat, accidents, and tragedies) suffer from PTSD. With PTSD, victims avoid thinking about their trauma because when they think about it; they relive the trauma.

(1) 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).

(2) 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.

(3) Therapeutic discussion of the trauma should only take place with mental health and counseling professionals. Only properly trained professionals should conduct

interviews about the details of the assault.

2. Reporting a sexual assault

a) Importance in reporting a sexual assault – impact to victim’s well-being:

- (1) Medically (injury, sexually transmitted diseases, pregnancy)
- (2) Emotionally (Post Traumatic Stress Disorder)
- (3) 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.
- (4) 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.
- (5) Finally, no one wants to see a perpetrator harm anyone else or not be held accountable for their criminal behavior.

b) Considerations when reporting a sexual assault:

- (1) Victim safety is a top priority. Get the victim to a safe location immediately!
- (2) Seek medical attention for any injuries, the possibility of sexually transmitted diseases or possible pregnancy. Ask healthcare personnel to conduct a Sexual Assault Forensic Examination (SAFE). If you suspect you have been drugged, request that a urine sample be collected.
- (3) Preserve all evidence of the assault. Do not bathe, wash your hands or brush your teeth. Do not clean or straighten up the crime scene.
- (4) Write down, tape or record by any other means all the details you can recall about the assault and your assailant.
- (5) So who do you call? Here are the critical phone numbers for our area:

- Campus Sexual Assault Hotline:
- Local Rape Crisis Center:
- Campus Counseling Center
- Campus Clinic:
- Hospital/ER:
- Campus Security:
- Community Law Enforcement:

3. Supporting a victim

a) 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.

b) 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 to the victim without judgment.

c) The victim may share his/her response to the assault. Don't question the reaction. Typical responses to any threat are to fight, freeze or flee from the attacker. We can't predict how we might react to such a dangerous situation. Avoid any statements that criticize the victim's reaction.

d) 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. 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.

e) 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.

f) 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.

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 supervise any PT activity.

THIS PAGE INTENTIONALLY LEFT BLANK

PART I

Lesson Title: Physical Training (PT)
Instructor: Qualified Cadre
Teaching Method: Demonstration/Performance
Time Required: Varies by activity
Prerequisite Classes: None
Interrelated Information: N/A
Visual Aids: N/A
Student Preparation: None
Certified by: Holm Center/DE (Mr. James C. Wiggins)

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), Fitness Assessment (FA), 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, *Cadet Training Programs*.

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). Safety Observers 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
<p><i>Note: Light, non-competitive activities assume participants can self-eliminate or self-terminate the activity without recourse. Rest periods are scheduled liberally and provided, as required.</i></p>	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
<p>Source: U. S. Department of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Nutrition and Physical Activity. Table adapted from Ainsworth. BE. Haskell. WL. Leon. AS. et al. Compendium of physical activities: classification of energy costs of human physical activities. <i>Medicine and Science in Sports and Exercise</i>, 1993; 25 (1): 71-80. Adapted with permission from Dr. Barbara Ainsworth.</p>		

Objective 34

Comprehend the Expeditionary and Leadership Requirements of Field Training

Required for: FTP

Overview: This is a three part lesson to prepare FTP cadets for the expeditionary and leadership requirements of Field Training.

Parts one and two:

Objective 34.1 – Introduction to Field Leadership, Part I

Objective 34-2 – Introduction to Field Leadership, Part II

Part three:

Objective 34.3 – Holm Center T-203, *AFROTC Field Training Manual**

***NOTE:** Cadets will be tested on the Holm Center T-203, AFROTC Training Manual upon arrival for Field Training.

PART I

Lesson Title: Introduction to Field Training Leadership, Part I

Instructor: OFC, POC Cadet

Teaching Method: Informal Lecture

Time Required: 2 hours

Prerequisite Classes: None

Visual Aids: OTS Form 2, *Leadership Competency Evaluation* and AFROTC Form 27, *Field Training Performance Report*

Student Preparation: None

Certified by: Holm Center/DE (Mr. James C. Wiggins)

PART IA

Cognitive Lesson Objective: Know the fundamental leadership and management principles, along with the evaluation tools, needed to perform at Field Training.

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 Professional Officer Course (POC) academics. The lesson should be taught by the Operations Flight Commander (OFC) 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 Flight Training Officer 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. At FT you will get a chance to practice leadership and to be evaluated on your ability to lead.

MOTIVATION

(Suggested) The Field Training staff will be constantly evaluating your potential to be a member of the Professional Officer Course (POC) 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 two years as a POC cadet to develop your leadership skills.

OVERVIEW

- A. Definition of leadership
- B. Basic Leadership Principles
- C. Basic Management Principles
- D. Leadership Competency Evaluation (LCE)
- E. Field Training Performance Report (FTPR)

TRANSITION

(Suggested) Let's look at some leadership principles that you can apply immediately.

BODY

PRESENTATION

A. Review definition of leadership

1. Leadership is the art and science of motivating, influencing, and directing Airmen to understand and accomplish the Air Force mission in joint warfare.
2. This highlights two fundamental elements of leadership: (1) the mission, objective, or task to be accomplished, and (2) the Airmen who accomplish it.
 - a. Mission: effectively performing the mission is the primary duty of any military organization, whether it is an active duty unit, a flight 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

b. Airmen: You must have Airmen 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 Airmen.

B. Basic Principles of Leadership

1. Lead by Example

a. Leading by example is absolutely critical. A cadet who gives 100% at fitness will have an easier time motivating others to work out. A cadet who leaves his bunk a mess as he/she hurries out will have a hard time motivating his/her teammates to excel during room inspections

Example of General Benjamin O. Davis, Jr.: General Davis was the first African-American black Air Force general officer and he commanded the Tuskegee Airmen of the 99th Fighter Squadron and the 332d Fighter Group. During World War II, General Davis 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' leadership.

2. Followership

a. Followership is as vital to the Air Force as is the status of an individual as an Airman. It is implicit in the duties of all officers and Department of the Air Force Civilians, and explicit for the enlisted force.

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. The following actions will help your supervisor know you are ready to take on additional responsibility:

- (1) Get your job done
- (2) Be aggressive in your duty performance
- (3) Be reliable
- (4) Make the boss feel secure in the fact that you can be trusted
- (5) Communicate with the boss; surface problems
- (6) Support the boss after a decision is made

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.

- It is impossible to "go it alone" in this environment.

b. Subordinate personal desires/goals to group or team goals

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 other's 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. The term management refers to the process of getting things done, effectively and efficiently, through and with other people.
 - a. Efficiency means doing the task correctly and refers to the relationship between inputs and outputs.
 - b. Effectiveness means doing the right task that causes an organization to accomplish a goal or mission.
2. The basic four management activities or functions are planning, organizing, leading, and controlling.
 - a. Planning: All good management starts with planning. Planning includes:
 - (1) Defining goals
 - (2) Establishing strategies
 - (3) Developing plans to integrate and coordinate activities
 - b. Organizing: Organizing means to put your plan into manageable order. It includes determining what to do, who does it, how resources are allocated, and how the process should work, including who reports to whom, and where decisions are made. The basic steps to organizing are:
 - (1) Determine the tasks – what to do
 - (2) Establish the structure – who does what
 - (3) Allocate resources
 - (4) Develop procedures
 - c. Leading: Leading includes motivating, directing, communicating, and resolving conflicts during the execution of a plan. Directing involves putting the organizational machinery into motion and doing whatever is necessary to keep it on the planned course.
 - (1) Take charge or command – motivate
 - (2) Give orders or instructions – select the most effective communication channels
 - (3) Obtain unified action – resolve conflicts

d. Controlling: Controlling involves determining whether the operation is proceeding according to the plan and taking appropriate action where and when needed. It is primarily a matter of ensuring that directives are carried out in the manner intended by the leader. It includes the following:

- (1) Monitor performance – managers must assess how well subordinates accomplish their assigned tasks. To do this, there must be standards against which to evaluate the result.
- (2) Compare results with the standard – leaders must observe the execution of their plan or receive accurate reports on its progress.
- (3) Apply corrective action – there are two types: actions to ensure that the objective is gained; and actions to prevent recurrence of problems.

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 Field Training on these basic leadership skills.

INSTRUCTOR NOTE: It is highly recommended that you have a copy of the OTS Form 2 (LCE) and the AFROTC Form 27 (FTPR) when you are covering the information in the next two areas. In addition, you may choose to provide both forms to your cadets so they can follow along as you discuss each document.

D. OTS Form 2 – Leadership Competency Evaluation (LCE)

1. Parts of the LCE

- a. Ratings: Unsatisfactory (U), Satisfactory (S), and Outstanding (O).
- b. On page one of the two page evaluation sheet, there are two sections:
 - (1) Mission execution process: In this area you will be evaluated on your ability to develop, plan and execute your mission.
 - (2) Leadership competencies – In this section, you will be evaluated to ensure that you:
 - Clearly recognized the mission/objective
 - Maintained command of team members
 - Made credible and confident decisions
 - Delegated authority with relevant responsibilities
 - Displayed accountability for all areas of responsibility
 - Demonstrated flexibility by adapting plans and leadership
 - Displayed military bearing, self-discipline, and self-control

- Used effective communication skills
- Promoted free-flow of communication
- Motivated and inspired team
- Maintained focus and urgency
- Effectively utilized team

(3) Mission completion (on top of page two): If, as leader, you completely fail to recognize the correct mission or problem and lead your flight astray, you may get a referral rating on your LCE. In addition, if you abdicate (give away) command while you are being evaluated, you will receive a referral rating on your LCE.

(4) Leadership competency score – this area is used to tally your scores with the mission execution process, leadership competencies, and mission completion.

(5) Instructor comments: Your Flight Training Officer will write notes about what they observe during your evaluation. Review this information carefully as it will help you for your next evaluation 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 cadet to help them become a better leader.

c. When the LCE is used:

- (1) Leadership Reaction Course (LRC)
- (2) Expeditionary Leadership Problems (ELP).
- (3) Air Expeditionary Force (AEF) Exercise.

d. Impact of LCE on the cadet:

- (1) Gives cadet a good look at their strengths and weaknesses as a leader.
- (2) Allows cadet to practice honing their 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. AFROTC Form 27 – Field Training Performance Report (FTPR).

1. Performance Factors on the FTPR

- a. Preparation for Field Training
 - Knowledge of Field Training Manual
 - Customs and Courtesies
 - Physical Fitness Assessment
 - Drill and Ceremonies
 - Image/Bearing
- b. Leadership Skills
 - Dynamic leadership
 - Displays initiative
 - Performance of duties
 - Sets and enforces standards
 - Followership/team player
- c. 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
- d. Interpersonal Communication
 - Attitude
 - Human relations
 - Motivates others
 - Verbal communication
 - Tact/sensitivity
- f. Judgment and Decisions
 - Time management
 - Reaction to counseling
 - Uses resources effectively and efficiently
 - Learns from mistakes
 - Adaptability to change/stress

2. Impact of the FTPR on the cadet:

- a. It is a permanent part of their cadet record and helps your detachment commander determine your admission to and or continuation in the Professional Officer Course and your suitability for commissioning.
- b. Effects Rated Classification Boards, Scholarship Boards, etc.

c. Need certain ratings and comments on FTPR to come back for Cadet Training Assistant duty next year.

d. Cadet rankings and stratifications both here at Field Training and at your detachments.

CONCLUSION

SUMMARY

- A. Definition of leadership
- B. Basic Leadership Principles
- C. Basic Management Principles
- D. Leadership Competency Evaluation (LCE)
- E. Field Training Performance Report (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.

PART I

Lesson Title: Introduction to Field Training Leadership, Part II

Instructor: OFC or POC Cadet

Teaching Method: Informal Lecture/Guided Discussion

Time Required: 1 hour

Prerequisite Classes: Introduction to Field Training Leadership, Part I

Visual Aids: OTS Form 2, *Leadership Competency Evaluation* and AFROTC Form 27, *Field Training Performance Report*

Student Preparation: None

Certified by: Holm Center/DE (Mr. James C. Wiggins)

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 Flight Training Officer 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 to Objective 34.2, Introduction to Field Training Leadership, Part I in Objective 34.2, the cadets some basic leadership and management principles were discussed. In addition, the cadets were introduced to the Leadership Competency Evaluation form and the Field Training Performance Report. This objective is designed for the Operations Flight Commander and/or Professional Officer Course Cadet 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. Flight Training Officer 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 personal experience.

MOTIVATION

(Suggested) Whether someone is a good or bad leader often depends on the person you ask, the day you are asking, and the condition of the workplace at the time. Leadership is a very subjective subject 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. Flight Training Officer Perspective/Expectations
- B. Leadership Competency Evaluation (LCE)
- C. Field Training Performance Report (FTPR)
- D. Question/Answer

TRANSITION

(Suggested) Let's begin

BODY

PRESENTATION

- A. Flight Training Officer Perspective/Expectations
 - 1. Share your perspective and expectations on the evaluation process using the LCE.
 - 2. Let the cadets know up front what you focus on or look for while evaluating a leader.
- B. OTS Form 2, Leadership Competency Evaluation (LCE)
 - 1. The cadets should have received a basic overview of the LCE during Objective 34.2.
 - 2. Make sure each cadet has a copy of the LCE
 - 3. Go in-depth about the different sections on the front and back
 - 4. Answer questions as they arise from the cadets

C. AFROTC Form 27, Field Training Performance Report (FTPR)

1. The cadets should have received a basic overview of the FTPR during Objective 34.2.
2. Discuss the sections and what it takes to earn an Outstanding, Satisfactory, or Unsatisfactory on the different sections.
3. Reiterate the importance of the FTPR.
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

- A. Flight Training Officer Perspective/Expectations
- B. Leadership Competency Evaluation (LCE)
- C. Field Training Performance Report (FTPR)
- D. Question/Answer

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.

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: Read the Holm Center T-203, *AFROTC Field Training Manual*

Certified by: Holm Center/DE (Mr. James C. Wiggins)

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 Holm Center T-203.

Affective Samples of Behavior: Voluntarily read the assigned text.

PART IB

Strategy: Students will be tested on Holm Center T-203, *AFROTC Field Training Manual*, when they arrive at Maxwell Air Force Base for Field Training.

Objective 35

Air Force Employment Exercise (AFEX)

Required for: SCL

Overview: The lesson lays the foundation for the AFEX wargame by beginning with a broad overview of the wargaming concepts and moving to the fundamentals of AFEX. The discussion should help the cadets understand why militaries wargame and how the United States Air Force uses wargaming today. AFEX should serve as an example of such wargaming while reinforcing concepts cadets have learned in the Air Force Functions, Force Packaging, and Systems Capabilities lessons. In addition, AFEX will provide another opportunity for cadets to apply lessons learned on leadership, followership, and teamwork.

THIS PAGE INTENTIONALLY LEFT BLANK

PART I

Lesson Title: Air Force Employment Exercise (AFEX)
 Instructor: APAS Instructor
 Teaching Method: Informal Lecture/ AFEX Execution
 Required: 60 minutes for Informal Lecture / 90 minutes for AFEX Execution
 Prerequisite Classes: Air Force Functions, Air and Space System Capabilities, and Force Packaging
 Interrelated Information: AFEX User Guide
 Visual Aids: PowerPoint Slides and AFEX DVD
 Student Preparation: None
 Certified by: Holm Center/DE (Mr. James C. Wiggins)

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: This lesson has an activity statement and an affective objective. Of course, the cognitive content of the lesson is the vehicle you will use to reach the affective domain. Samples of behavior are included to provide indications that the students not only understand, but also value the information presented surrounding the objective. You should consciously strive to reach the affective domain as you deliver your lecture/guide your discussions. To assess whether you are meeting the objective, ask questions to obtain responses that demonstrate the affective samples of behavior. To accomplish this, ask how and why questions while recognizing and “seizing opportunities” to make your own inquiries of students’ attitudes and feelings. Avoid providing anticipated responses to how and why questions. This will require you to use effective questioning to get the value based responses you are looking for, but don’t put the “words in their mouths.” Responses that communicate feelings in line with the objective are the first level of determining whether you are reaching the affective learning objective with your students.

This lesson will be executed during LLAB time. The lesson lays the foundation for the AFEX wargame by beginning with a broad overview of wargaming concepts and moving to the fundamentals of AFEX. The discussion should help students understand why militaries wargame and how the Air Force uses wargaming today. AFEX should serve as an example of such wargaming while reinforcing concepts students have learned in their Air Force Functions, Force Packaging and Systems Capabilities lessons. In addition, AFEX will provide another opportunity for students to apply lessons learned on leadership, followership, and teamwork.

The entire AFEX block consists of two seminars. This first seminar prepares students for the exercise by discussing exercise objectives and providing a broad brush of AFEX game

mechanisms. Encourage students to ask questions during this lesson, because during the actual AFEX wargame your input should be limited. The second seminar is the application portion of the exercise, or AFEX execution. As part of the second seminar, the instructor should provide feedback on student team performance. Three appendices are provided as part of this lesson plan to assist the instructor with AFEX execution to include wargame set-up, instruction, and feedback.

Lesson Outline:

- A. Purpose of Wargaming
- B. AFEX Overview
- C. Individual Orientation
- D. Mission Prep
- E. Working as an AOC
- F. Practice

PART II

INTRODUCTION

ATTENTION

(Suggested) In October 1962, the world watched on edge as a dramatic military confrontation unfolded in our very own hemisphere. The 13-day stand-off between the Soviet Union and Cuba on one side, and the United States on the other was one of the major events of the Cold War, and is today regarded as the moment in which the Cold War came closest to turning into a nuclear conflict. Today we know this stand-off as the Cuban missile crisis. In the Twenty-first Century, as Russia, China, and other nations seek out greater influence in the Western Hemisphere, an international confrontation involving conventional or asymmetric threats is certainly within the realm of possibility. Furthermore, the idea that overseas state or non-state actors might supply entities close to our borders with military capabilities is not just a possibility, it's a reality.

That's precisely why our military prepares contingency plans for scenarios that might play out anywhere on the globe to include our hemisphere. In support of such plans, wargames are conducted annually to enhance military preparedness.

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 with the AFEX wargame.)

MOTIVATION

Wargames are a valuable tool for the military professional because 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. This gained experience will also continue the process of understanding uses and advantages of wargames as a future leader of the Air Force.

OVERVIEW

We'll begin our introduction to AFEX by discussing the purpose of wargaming. How do we define wargaming, what are the historical origins of wargaming, and how does the Air Force use wargaming today? Then we'll dive into AFEX by providing an overview of the software and giving you a very brief overview of how you can orient yourself to the game individually. Next we'll discuss the objectives of AFEX and how you and your team can begin working together as a mock Air Operations Center.

Finally, I'll give you some time to practice the basic mechanics, determine individual roles and team assignments, and begin the process of developing an air campaign.

TRANSITION

(Suggested) As you'll see later, AFEX has several attributes that are common to wargames. Let's take a look at what defines a wargame.

BODY

PRESENTATION

A. Purpose of Wargaming

1. The Definition of a Wargame

A wargame is a simulation, by whatever means, of a past or hypothetical future military operation involving opposing forces and using rules, data, and procedures to depict a realistic situation. A wargame is also an exercise that employs a live thinking opponent. Oftentimes, wargames pit two or more teams of people against one another. Other times, as with AFEX, the opponent is a computer.

We draw these definitions from centuries of wargames that have been used to test military theory, plan battles, and ultimately seek to obtain an advantage over the enemy. Let's take a look at a few historical examples.

2. Historical Examples of Wargaming

Prior to the Franco-Prussian War that spanned 1870 to 1871, Prussia utilized the game Kriegspiel to train their officers. Kriegspiel is a chess variant in which one can see his or her own pieces but not the opponent's, requiring a third party to act as a referee.

In the lead-up to World War II, the Japanese planned their attack on Pearl Harbor using wargames. As early as 1927, war games at the Japanese Navy War College included an examination of a carrier raid against Pearl Harbor. Once the war commenced, the Japanese continued to use wargaming to plan engagements such as the Battle of Midway. Also during World War II, the Germans used wargame analysis in an attempt to forecast where the Allies would invade Europe.

3. How the Air Force Uses Wargaming

More recent military history chronicles wargaming used by our US Air Force. The Vietnam-era Checkmate Planning Cell was revived with great success under the leadership of Colonel John Warden in preparation for the air campaign against Saddam Hussein's forces in 1991. After Operation DESERT STORM (OIF), Checkmate helped wargame scenarios for Operations ENDURING FREEDOM (OEF) and IRAQI FREEDOM (OIF).

Established in 1975, RED FLAG is a realistic combat training exercise involving the air forces of the United States and our allies. Aircraft and personnel that deploy to Nellis Air Force Base for RED FLAG make up the exercise's "Blue" forces. By working together, these Blue forces are able to use various tactics to attack targets such as mock airfields, vehicle convoys, tanks, parked aircraft, bunkered defensive positions and missile sites. These targets are defended by a variety of simulated "Red" force ground and air threats to give participant aircrews the most realistic combat training possible.

BLUE FLAG, held at Hurlburt Field, is an exercise that trains participants at the operational level of war. The goal of BLUE FLAG is to train commanders and staff officers so that, in a war emergency, they can immediately participate in directing an air war and make smart decisions during the critical first days of an engagement. Training during the exercises is in five primary areas: command, control, communications, intelligence, and the relationship of these elements. BLUE FLAG has been credited for improving the Air Force's Air Operations Center (AOC) coordination and function.

Finally, Ulchi Freedom Guardian is an excellent example of a wargames carried out against a known and very real opponent. This largely computer-based exercise is carried out annually with the Republic of Korea (ROK) to plan and prepare for contingencies against North Korea. It is designed to improve the alliance's ability to defend the ROK by exercising senior leaders' decision-making capabilities and by training commanders and staffs from both nations in planning, command and control, intelligence, logistics, and personnel procedures.

4. Value of Wargaming

The Air Force continues to emphasize the value of wargames for a variety of reasons. First, wargaming saves resources in times of fiscal constraint or restraint. Second, wargaming provides lessons learned without necessarily putting lives at risk in a combat mission. Finally, wargaming impacts doctrinal development, preventing us from relying entirely on recent historical combat experience to shape future strategy.

TRANSITION

(Suggested) Just as wargames are carried out annually with combat units across the Air Force, so are they conducted regularly at Air Force academic institutions.

B. AFEX Overview

1. AFEX is one of several scenarios created with Theater Airpower Visualization (TAV) software in the Modern Airpower suite of wargame applications for use at Air University. TAV presents air power scenarios that are hypothetical or based on historical events. TAV is realistic in that it gives players the means to plan an air campaign but also allows them to adjust their strategy in real time as the scenario plays out.
2. The purpose of AFEX is to test players' ability to employ airpower against a computer opponent with an unknown capability. Intelligence on the enemy's capabilities is intentionally shielded in AFEX (as was with Prussian Kriegspiel), forcing players to test their own assumptions and employ all known intelligence, surveillance, and reconnaissance (ISR) methods.
3. At OTS/AFROTC, you'll have the opportunity to play AFEX. This will require effective force packaging and a well synchronized and executed air campaign. In addition, you'll be required to apply lessons learned on leadership, followership, teambuilding, and problem solving.

The AFEX DVD includes TAV software and a concise and easy-to-follow guide, specifically tailored for AFEX users. (A more comprehensive advanced user guide is also provided with TAV but is geared for Modern Airpower users at large.) The AFEX guide instructs users how to set up as an individual, network as a team, and play AFEX.

TRANSITION

(Suggested) The best way to prepare as a team is to first orient individually. Let's take a look at some basic skills each player will need to be successful with AFEX.

INSTRUCTOR NOTE: The individual orientation slides are designed to give your cadets an initial picture of how to open the software and what they will need to practice once they open the game. You may wish to print a copy of these slides for your cadets as an accompaniment to the AFEX Guide.

C. Individual Orientation

To initiate AFEX, click on the B-52 map icon in the software folder on your DVD. Note that it's recommended for users to save AFEX on their hard drive rather than running the program directly from the DVD. If this has already been accomplished and a shortcut is established, simply click on the B-52 icon which may be saved on your desktop.

The B-52 will initiate the Modern Airpower program and display a Fire Selection Dialog. Ensure the "Normal" mode and "AFEX.scn" options are selected. Then click OK. If you're ready to begin the AFEX scenario, you may select a Run Time. 1x is real time.

Then you'll want to practice navigating the map. To navigate the map, use four zoom levels. These may be toggled using the 1, 2, 3, and 4 keys or zoomed in and out using your mouse's scroll wheel. In addition, you may click anywhere on the jump chart to instantly move to a desired location on the main chart.

Next, familiarize yourself with information on individual aircraft. This may be achieved by simply left-clicking on an aircraft. The first thing you may notice is that each aircraft has range indicators. The more common range indicators are Yellow for on-board radar, Red for on-board ordnance, and blue for the aircraft's range of visibility. These ranges will be impacted by decisions you make in the flight information area.

The flight information area provides the status of selected aircraft and is also your aircraft control panel.

For example, by clicking on the speed settings of this four-ship of F-22s, you can change the flight's rate of speed from minimum to cruise speed. The flight information panel also provides status of fuel (Bingo), ordnance (Winchester), and altitude. By changing the speed or altitude, naturally, you'll impact the rate of fuel loss and range of the aircraft. See the AFEX guide for additional information on the flight information window.

By selecting a menu on the menu list to the right of the flight information area, submenu

options will display. For example, selecting the Command Menu will display several options for manipulating a flight.

However, in many cases, the more efficient means of controlling flights is with your mouse. The software enables most flight actions to be accomplished simply by left-clicking on the flight you wish to move and right-clicking on its intended objective. Such actions include flying to a designated location, escorting another flight, landing at a friendly base, attacking an enemy target, and rendezvous with a tanker. For example, by simply left-clicking a B-52 and right-clicking your mouse on a random location elsewhere, your B-52 will be directed to fly to that new location.

By double-left-clicking on a friendly air base, you'll reveal an Air Base Dialog that lists assets parked at the base. You may then highlight aircraft, force package them with other aircraft and assign orders to a flight path using the orders button. Another way of assigning orders is simply to right-click on a desired destination on the map after you force package.

Types of missions include attacking SAM sites, targeting bases, airlifting cargo, conducting noncombatant evacuation operations (NEO), refueling, collecting bomb damage assessment (BDA), and recovering downed pilots. For example, left-clicking a friendly flight and right-clicking on an enemy airbase will reveal an Air Base Targeting Dialog, prompting you to select the specific target for your selected aircraft.

There is much more in the AFEX guide to include helpful commands and ordnance reference sheets near the back of your guide.

TRANSITION

(Suggested) Now that we've provided an overview of how one can orient himself or herself individually, let's take a look at what scenario is posed to the entire team).

D. Mission Prep

The AFEX scenario is that the US currently has 600 noncombatants stationed at Guantanamo Bay Naval Base, Cuba. That nation has threatened attack on the base if the US does not evacuate within 10 days. Your team is directed by the SECDEF to plan for the possible evacuation of Guantanamo Bay.

Your Commander's Mission Statement is as follows: "The Air Task force will conduct operations to support the aerial evacuation and return to CONUS of noncombatants currently stationed at Guantanamo."

In your AFEX Guide, you'll find an Execution Order (EXORD). This EXORD lists seven specified functional tasks. Your job is to translate these broad tasks into more specific S.M.A.R.T. objectives.

TRANSITION

(Suggested) You are charged with working as an air operations center to accomplish this mission. Given the robust capabilities of your opponent, this will be no easy task.

E. Working as an AOC

Your AFEX guide provides instruction on breaking into smaller teams based on suggested call signs, team descriptions, assigned aircraft, and team tasks. These team breakouts are loosely tied to air power functions. However, as with any air campaign planning, minor doctrinal deviation may require your commander's approval depending on the needs of the mission.

Pictured is a sample air operations center layout for AFEX. The team will organize under the leadership of a student AOC commander and deputy. The AOC commander will drive the host computer, following instructions for Team Network Play as contained in the AFEX guide. The AOC commander and deputy are responsible for overall campaign planning and direction. In support are six substations. These 2 or 3-person teams should consist of an operator along with assistant planners. They will need to help the AOC commander develop S.M.A.R.T. objectives in support of specified functional tasks.

Think of AFEX as the OODA Loop broken down in eight problem-solving steps. Initially, you'll need to "Observe" by understanding the game mechanics and your team's capabilities while also ascertaining your vulnerabilities. Then you'll need to "Orient" by brainstorming S.M.A.R.T. objectives for each team. Next you'll have to "Decide" on a strategy by finalizing an air campaign. Finally, it will be time to "Act" by executing your air campaign, briefing the results to your instructor, and taking away lessons learned.

F. Practice

INSTRUCTOR NOTE: Instruct cadets to begin practicing individually and as an AOC. Ensure each student masters the basic skills of navigating the map, controlling flights, and force packaging. Monitor the designated AOC Commander to ensure he/she is working with teams to develop S.M.A.R.T. objectives and an overall air campaign strategy.

CONCLUSION

SUMMARY

(Suggested) Today, we've given you a very brief survey of the history and purpose of wargaming. Now you also have an overview and orientation to your very own wargame – AFEX. This is your opportunity to mission plan by working as an air operations center.

REMOTIVATION

(Suggested) You can see that militaries have learned the utility and value of wargaming. As you work together, bear in mind also that wargames are designed to stir debate and discussion, sometimes heated, about how we conduct air operations. The real victory is not determined by who downs the most enemy aircraft, but by who generates the most honest and thorough discussion of air and space power and employment.

CLOSURE

(Suggested) You've been given the keys to put all of the pieces of what you've learned about air and space power together. 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 an air operation. Best of luck as you fly, flight, and win!

Biography

1. Air Force Fact Sheets. <http://www.nellis.af.mil/library/factsheets/factsheet.asp?id=19160>. *414th Combat Training Squadron "Red Flag"* (accessed 21 July 2013.)
2. Air Force Fact Sheets. <http://www.505ccw.acc.af.mil/library/factsheets/factsheet.asp?id=15317>. *Blue Flag* (accessed 21 July 2013.)
3. Air Force Fact Sheets. <http://www.7af.pacaf.af.mil/news/story.asp?id=123268214> *Exercise Ulchi Freedom Guardian 2011 Begins* (accessed 21 July 2013.)

Objective 36

Introduction to the Professional Officer Course (POC)

Required for: POC Cadets (ICL)

Overview: Each detachment should have a transition program in place for cadets who successfully completed Field Training and are now returning to their detachments to assume a position in the POC.

This lesson objective is not designed to dictate how the program will be run, but rather provides a framework to start the GMC to POC transition.

NOTE:

This lesson objective was developed by a Holm Center Tiger Team, made up primarily of AFROTC staff from various detachments that met in early 2015 to identify training gaps that existed before, during and immediately after Field Training.

The specific training gap addressed here identified the absence of a standardized “POC Leadership Training” objective that would enable new POC cadets to receive an overview of their new roles, responsibilities and expectations in their respective Cadet Wings as early in the academic year as possible.

If you have additional inputs or suggestions concerning processes or practices that would be appropriate for this type of lesson objective and would benefit all detachments, please send your inputs via email to: james.damato.4@us.af.mil.

THIS PAGE INTENTIONALLY LEFT BLANK

Lesson Title: Introduction to the Professional Officer Course

Instructor: POC Cadet (SCL or ECL)

Teaching Method: Informal Lecture/Briefing

Estimated Time: 1-2 hours

Overview: Each detachment should have a transition program in place for cadets who successfully completed Field Training and are now returning to their detachments to assume a position in the POC.

This lesson objective is not designed to dictate how the program will be run but rather, provides a framework to start the GMC to POC transition.

- A. Air Force Doctrine on Leadership – Then and Now
- B. Leadership Basics
- C. POC Basics
- D. Tactical Perspective

A. Air Force Doctrine on Leadership

Since becoming a separate service in 1947, the Air Force has provided and continues to provide the United States with airpower. To achieve this, our Air Force doctrine provides Airmen with the historically proven best practices learned through experience.

1. Then: The very fact that leadership is an art should discourage your becoming a mechanical leader. Leadership does not provide formulas, rules, or methods which will fit every situation. Leadership is an intangible quality which cannot be seen, felt, or measured except through its results. If you have skill as a leader, however, you can predict the results with the limits of your objectives. (Air Force Manual 35-15, Air Force Leadership, page 1, 1948)
2. Now: General Mark A. Welsh III (CSAF #20) stated in the foreword to Air Force Doctrine Volume II, Leadership, “The success of our Air Force in meeting the challenges of this rapidly changing world depends on understanding our doctrine.” General Welsh goes on further to state, “I encourage you to read it, discuss it, and apply it.” (Volume II, Leadership)
3. Evolution of Air Force Leadership Dimensions. The Air Force identified “attributes” that were expected of leaders in the late-1940s and these attributes remained as part of leadership development until the mid-1980s. These leadership attributes were integrity of character, sense of responsibility, professional ability, energy, emotional stability, and humaneness. In 1985, there were revisions in doctrine and the Air Force introduced the leadership traits as integrity, loyalty, selflessness, commitment, energy, and decisiveness. In the late-1980s, the Air Force began a movement toward specifically defining and institutionalizing core values. The first attempt highlighted six values: courage, patriotism, integrity, competence, tenacity, and service. The six were never codified and in the mid-1990s, these six core values were synthesized into the three core values we have today. In 2004, the Headquarters Air Force Doctrine Center (located at Maxwell AFB) released Air Force Doctrine Document (AFDD) 1-1, Leadership and Force Development, which included the core values of Integrity First, Service Before Self, and Excellence in All We Do. In 2011, the Curtis E. LeMay Center for Doctrine Development and Education (located at Maxwell AFB) released the last, and most current doctrine on leadership development, Volume II, Leadership.

B. Leadership Basics

Military history books contain endless accounts of leadership lessons-learned, both good and bad. Leadership is a developmental process and it involves education, training and mentoring by more experienced leaders. We will spend a few minutes discussing some foundational elements of leadership or what we will refer to “leadership basics”.

1. Followership: A follower should exhibit loyalty that incorporates a high organizational commitment, a loyalty to the senior person’s vision and priorities, a willingness to disagree in an appropriate and polite manner, and an ability to align personal goals with organizational ones. (Volume II, Leadership)

2. Core Values: Chapter two of the Air Force Core Values Handbook (1997) spells out four reasons the Service recognizes the Air Force core values as fundamental to its people. These four reasons are: the core values tell us the price of admission to the Air Force itself; they point to what is universal and unchanging in the profession of arms; they help us get a fix on the ethical climate of an organization; and they serve as beacons vectoring us back to the path of professional conduct.

The core values are a statement of those institutional values and principles of conduct that provide the moral framework for military activities. The professional Air Force ethic consists of three fundamental and enduring values that we will briefly discuss now.

a) Integrity First: The willingness to do what is right even when no one else is looking. It is the “moral compass” – the inner voice, the voice of self-control, the basis for trust imperative in today’s Air Force.

b) Service Before Self: The enduring commitment and dedication of the individual Airman to the age-old military virtue of selfless dedication to duty at all time and in all circumstances.

c) Excellence in All We Do: The demand that all Airmen constantly strive to perform to the best of their abilities.

3. Profession of Arms: The central focus of the profession of arms is warfighting. Airmen have inherited an Air Force forged through the ingenuity, courage, and strength of Airmen who preceded them. Airmen who are firmly grounded in the core values and ingrained with a focus on the profession of arms, react to the stresses of combat, the pressures of deployed operations, and the demands of daily activities at their home station with valor, courage, and sacrifice. We will now spend a few minutes discussing three concepts.

INSTRUCTOR NOTE: Refer to AF Doctrine Volume II, *Leadership, Warfighting and the Profession of Arms*, for a doctrinal perspective on valor, courage and honor.

4. Leadership Actions:

- a) Air Force leaders act in a decisive manner to **influence** their subordinates through techniques that include communication, motivation, and the setting of standards. The result is a unit able to effectively perform its mission.
- b) Air Force leaders also **improve** their unit's abilities through development via education, training, and experience.
- c) The result is an enhanced ability to **accomplish** the unit's assigned mission. Leaders influence and improve their units in order to accomplish their military mission.

C. POC Basics

INSTRUCTOR NOTE: The “POC Basics” slide depicts a wide variety of topics that the new POC cadets will receive as part of the AS300 curriculum. The intent of this topic is to provide enough information to simply whet their appetites. Get with your OFC to see when the specific topics will be taught during the semester.

Additionally, the list of “basics” is kept short and generic by design. There are far too many variations (145 AFROTC dets nationwide) to clearly communicate what all detachments would deem as “basic” information for new POCs. Therefore, you will need to spend some time identifying the things that are considered “POC basic” at your detachment.

The accompanying PowerPoint slide deck has six slides that discuss the following four items: Standards, Expectations, Chain of Command, and Teamwork. Although the definitions to these terms may be intuitive to you, that may not necessarily be the case for the new POC cadets you are briefing today. The definitions of these terms, courtesy of Merriam-Webster online, (<http://www.merriam-webster.com/dictionary>) are as follows:

1. **Standards:** “Something set up and established by authority as a rule for the measure of quantity, weight, extent, value, or quality.”

In accordance with Air Force Instruction (AFI) 1-1, Air Force Standards, “The importance of the Air Force’s mission and inherent responsibility to the Nation requires its members to adhere to higher standards than those expected in civilian life ... As Airmen, we are proud of our high standards. Through self-discipline, we adhere to them, and we hold our fellow Airmen accountable to follow our standards.”

In essence, a standard is an accepted minimum level of compliance or performance. There are standards of conduct, performance, and discipline. Failure to maintain minimum standards will be detrimental to your aspirations of becoming an Air Force officer.

a) **Conduct and integrity:** Discuss expected cadet conduct in the academic or LLAB environment. Take time to reinforce the importance of integrity – clearly articulate that doing the right thing, even when no one is looking should become second nature.

b) **Performance:** The measurement of performance for an Airman is not only about how well they are (or are not) performing their jobs. It also includes assessing their ability to be a team member; assessing their dependability and responsibility for their own actions; and determining their ability to be a good Wingman.

c) **Discipline:** Includes misconduct, lack of discipline, breaches of academic integrity (plagiarism, cheating, or misrepresentation), drug use/involvement and alcohol abuse. In addition, the need to create and maintain appropriate relations with subordinates is spelled out in AFROTC 36-2010. Specifically, paragraph 4.18.2 states, “Cadets in the cadet chain of command should refrain from engaging in social relationships (dating) with other cadets within the chain of command. This behavior has the potential to

undermine the discipline and morale in the cadet wing by creating a perception of favoritism and potentially becoming an unprofessional relationship”.

d) **Dress and personal appearance:** All AFROTC cadets in uniform must maintain a high standard of dress and personal appearance. This standard consists of five elements: neatness, cleanliness, safety, uniformity, and military image. Reference Air Force Instruction 36-2903, Dress and Personal Appearance of Air Force Personnel, for specific guidance.

e) **Physical fitness:** An active lifestyle increases productivity, optimizes health, and decreases absenteeism. In addition, maintaining a lean and fit appearance projects a proper military image

2. **Expectations:** Merriam-Webster defines an expectation as, “a belief that something will happen or is likely to happen.” Unlike standards, expectations are not necessarily clearly spelled out and the measurement of success (or failure) is subjective.

Now that you have successfully completed Field Training, you are preparing to embark upon the next chapter of your AFROTC experience. The next two years of your life will be spent in preparation for entry into active duty service.

INSTRUCTOR NOTE: Spend some time discussing the items on the “expectations” slide (as applicable) and also include detachment leadership-specific expectations.

3. **Chain of Command:** Merriam-Webster defines chain of command as, “a series of executive positions in order of authority”. The primary difference between Merriam-Webster’s definition and a military organization’s definition of “chain of command” is the use of the word “executive”. As everyone is aware, the Air Force has a clearly defined and distinguished line of authority that starts with the Constitution of the United States and goes all the way down to the newest commissioned officer or graduated basic enlisted trainee. However, regardless of the nature of a mission, if more than one Airman is present, by virtue of the military rank structure, there is an understood chain of command.

INSTRUCTOR NOTE: There are several talking points on the two “Chain of Command” slides. Feel free to use, modify, or discard as you deem appropriate for your specific detachment.

4. **Teamwork:** When a group initially comes together they pass through four stages of growth: forming, norming, storming, and performing. When the “group” begins to function as a “team” they collectively realize that many heads are better than one – perspectives and ideas from many people can drastically improve the problem solving process. They collectively agree that a team works best with common conflict allowing individuals to set aside personal ambitions to satisfy unified goals and avoid selfish motivations that can be detrimental to the effort.

D. Tactical Perspective

INSTRUCTOR NOTE: As the name of this topic implies, the “tactical perspective” will need to be personalized to your specific detachment. The information below was provided to the Holm Center Academic Affairs Directorate as an effort to aid, in part, in our development of this objective. If your detachment has processes that occur at the “tactical level” you feel would benefit other detachments, please send your inputs via email to: james.damato.4@us.af.mil.

1. Adjusting to POC Life

a) Time Management

(1) Suspenses

(2) School

(3) Priorities

b) Professional Relationships

(1) POC to POC

(2) AS300s to AS200s/250s/500s

2. The following information is in excerpt from AFROTCI 36-2010, Cadet Training Programs, paragraph 4.19., Cadet-Led Evaluations and Feedback. The following activities are **not required**, but may be introduced into the cadet wing processes in order to provide exposure to realistic active duty Air Force administrative functions.

a) Evaluation Boards: Cadets may only use cadet evaluation boards for internal matters within the cadet wing, such as repeated poor performance of cadet duties. Do not use this process for more serious infractions when official AFROTC action such as a conditional event, suspension or termination of scholarship benefits, or disenrollment investigation are considered as likely actions against the cadet.

b) Cadet Feedback: POC cadets may provide performance feedback to GMC cadets, contingent on cadet rank and position, to help identify strengths and potential areas of improvement. POC cadets in senior cadet wing positions may also provide performance feedback to subordinate POC cadets. A POC cadet will serve as a rater of the GMC cadet based on cadet rank and position. The rater will initially discuss the feedback process with the cadet at the beginning of the term and identify AFROTC standards, responsibilities, and expectations. Raters should have a midterm session with the GMC cadet and discuss if the cadet has met those standards or requires improvement. A final feedback session should be conducted prior to the end of the term. Detachments may use the AF Form 724, Airman Comprehensive Assessment (ACA) Worksheet (2d Lt

thru Col), (prescribed by AFI 36-2406, Officer and Enlisted Evaluation Systems) or develop a detachment-specific version of a feedback tool. POC cadets should first learn about the feedback process in their respective AS classes before conducting an actual performance feedback with GMC cadets.

c) Performance Reports: Cadets may use detachment-developed Cadet Performance Reports to document cadet performance during a semester. Cadets will use Employee ID (EMPLID) Numbers instead of Social Security Numbers on any such forms. Cadets should become familiar with Air Force guidance on writing performance reports in their respective AS classes before attempting to write such report. If a form is used, OFCs/DOs must review and initial the form to verify that it has been reviewed and validated by detachment cadre.

3. Bullet Writing Basics

a) AIR (Action-Impact-Result)

b) ABC (Accurate-Brief-Clear)