

Middle School Initiative

**PART I
COVER SHEET**

CAP 1 SEMESTER 1 WEEK 8

COURSE: Curry Leadership Laboratory, Achievement 1

LESSON TITLE: Customs and Courtesies, Chain of Command, and Insignia of Grade

LENGTH OF LESSON: 50 Minutes

METHOD: Lecture - Discussion

REFERENCE(S): *Leadership: 2000 and Beyond*, Volume 1, Chapter 1

AUDIO/VISUAL AIDS/HANDOUTS:

1. Overhead projector
2. Transparencies

COGNITIVE OBJECTIVE: The objective of this lesson is for each cadet to know the customs and courtesies required of military persons; know the chain of command from national headquarters down through their unit; and know the Civil Air Patrol insignia of rank structure for both cadets and seniors.

COGNITIVE SAMPLES OF BEHAVIOR: Each cadet shall:

1. Become thoroughly familiar with military customs and courtesies.
2. Understand the purpose and scope of the military chain of command.
3. Be thoroughly familiar with the Civil Air Patrol insignia of rank structure.

AFFECTIVE OBJECTIVE: N/A

AFFECTIVE SAMPLES OF BEHAVIOR: N/A

Middle School Initiative**PART II
TEACHING PLAN****Introduction**

ATTENTION: Here are three thought questions; just think about them during the class. What is a "custom?" What is "courtesy?" How do these two previous questions affect your life?

MOTIVATION: There is a motto, which has been recognized for many years: "Courtesy is contagious, let's make it a disease." This disease could be worth catching if we study its epidemic effects upon society.

OVERVIEW: During this period we will be studying the customs and courtesies of the military and civilian life and how they affect you. We will also be discussing the chain of command of this unit up through national headquarters, and finally, the insignia of rank of Civil Air Patrol.

TRANSITION: In the previous period on leadership we defined several key words. During this period we will define additional words in order to understand their use in the classroom and daily life.

Body

MP 1 Today, as we study customs and courtesies we really should know the definitions of these two words and the effect they will or do have in our day-to-day dealings with other people.

Custom is defined as "a frequent or common use or practice; a frequent repetition of the same act; usage; habit." Additionally, "those social conventions that are carried on by tradition and enforced by social disapproval of any violation." Can you tell me/us what some customs are that affect our daily live and why they are a custom? (NOTE: Dialogue with students – keep it simple and short.)

Let's take a look at courtesy and see what it means to us. Courtesy is defined as "politeness of manners; civility; considerateness; a polite or considerate act or remark." What do you believe this means? (NOTE: Class dialogues – keep it on track.)

Over many years certain customs and courtesies have evolved or come about in the military environment. Some of these are learned in your drill and ceremonies classes and others will be

discussed and practiced in the classroom. Additionally, they will be used throughout your cadet lifetime and into adulthood.

Customs, such as saluting, evolved over a long period of time. For instance, a knight in armor would raise his face shield with his right hand to show his eyes and at the same time show that he was not armed for battle. More than likely, his left hand was holding the reins of his horse. This action was then a form of salutation or salute. Since we do not wear medieval armor, our salute of today has become a custom and is used as a courtesy towards officers of CAP and the military services. It is also a courtesy rendered to our national colors.

Since you will be wearing an Air Force style uniform while in CAP, you are expected to learn and practice these customs and courtesies. One of the simplest of these that we already know is the use of "sir" or "ma'm" in addressing those older than ourselves that are in a position of authority. In the cadet corps, cadet officers should be addressed accordingly, as well as those adults that are above the cadet officers.

TRANSITION: Since we are talking about officers, this leads us to our next subject.

MP 2 Reporting to an officer, whether in the open or in an office environment, is a formal affair. Your future in this course depends partly on the impression you make on other people. The way you report to a cadet or senior officer will definitely create that impression. Your military bearing brings about making a good impression. Military bearing is being smooth and graceful in you actions and having pride in yourself and the unit.

(NOTE: The instructor must know the procedure of reporting to an officer in an office in order to demonstrate it properly. Read Pages 1-9 and 1-10 in Volume 1 of *Leadership: 2000 and Beyond*. Have the cadets practice this for a short period of time and correct as necessary.)

TRANSITION: Image in a military uniform is considered of prime importance and it requires us to project it properly.

MP 3 As a member of this unit your private life should not interfere with the workings of the unit. If it does, command influence may be used to separate the two. You should project a good image at all times to bring good credit upon yourself and your uniform.

A major detraction from your military bearing will be the public display of affection while in uniform. Don't do it.

TRANSITION: Well, we've looked at customs and courtesies so let's take a look at what is called the chain of command.

MP 4 In every military organization there is a chain of command. By definition, it is the order of authority. From the highest commander to the individual member of this unit, this chain describes the specific functions and responsibilities that accompany those functions. As

you progress upward in rank you should receive more responsibility and the authority to carry it out.

TRANSPARENCY LL1.3.1 - Typical Chain Of Command

This chart shows a typical outline of the chain of command from CAP National Headquarters down to this unit. On Page 1-8 of your leadership textbook, write down the information I give you for each position shown. (NOTE: The instructor should have a current listing of personnel filling the various positions.) All of the positions filled must be memorized as part of your memory work.

TRANSITION: While every organization has a chain of command not all persons are identifiable, especially in a very large organization or company. In the military services all persons possess some sort of rank that generally relates to their position in the chain of command; from the latest recruit to the most senior officer.

MP 5 You will be hearing a lot about grades and ranks in Civil Air Patrol. In school, the word grade applies the level of education that you are attending and a score on a test or report card. While in CAP this same term has a different meaning. "Grade" means where you rank in the cadet structure, such as cadet airman basic or cadet airman first class.

The word "rank" as used in this course has two meanings. One has to do with military drill and the other meaning applies to a level in your cadet grade. No two people rank the same in a grade. If two people are of equal grade, certain criteria applies. First, the promotion date, second, the date of birth, and lastly, the last names of those involved – the alphabet comes into play.

At this time we have no one in this course above the grade of cadet airman basic. You have no chevron or other insignia of rank affixed to your uniform. To better understand your position in the CAP structure let's take a look at this next illustration.

TRANSPARENCIES LL1.3.2, 1.3.3 - Insignia of Grade/Rank

These charts illustrate all of the grade/rank insignia of the CAP cadet and senior programs. (Discuss each grade.)

Each grade or rank implies some level of responsibility and authority – the higher the rank, the more responsibility and authority an individual has. Simply put, a captain has more responsibility and authority than a second lieutenant, whether it be a cadet or a senior member.

The material that has just been covered is part of your memory work, so pay particular attention to it.

Conclusion

SUMMARY: During this period we have discussed military customs and courtesies, chain of command, and insignia of grade.

REMOTIVATION: Our discussion today should have instilled in you a desire to excel in the program; to become competent leaders in CAP and school.

CLOSURE: Be sure to study all of the material presented during these past periods of instruction as next week you will be tested on all of the leadership laboratory classes, including all the drill and ceremonies instruction. Also, be sure that the chapter review exercise in your text has been completed. This completes the formal instruction on Chapter 1, Volume 1, *Leadership: 2000 and Beyond*.

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**PART III
LESSON REVIEW**

LESSON OBJECTIVE(S): The objective of this lesson is for each cadet to know the:

1. Customs and courtesies of Civil Air Patrol.
2. Chain of command as it relates to this unit.
3. Insignia of grade/rank of cadets and senior members.

LESSON QUESTIONS:

1. The current military salute is both a custom and a courtesy. Yes/No

Answer: Yes

2. The simple courtesy of saying "yes sir/ma'am" or "no sir/ma'am" is a sign of politeness. True/False

Answer: True

3. This is a boy/girl question. Is holding hands in public, in uniform, okay? Yes/No

Answer: No

4. A chain of command shows the military hierarchal structure. Yes/No

Answer: Yes

5. Describe the grade of a cadet master sergeant.

Answer: The insignia of grade of a cadet master sergeant is composed of a metallic chevron with six stripes with the Civil Air Patrol shield superimposed thereon.