

DRAFT

ACTIVITY P2

CADET CADRE TRAINING

Leading by example is always important, but it is especially vital for the Great Start cadet cadre to do so because their behavior sets the tone for prospective and new cadets, some of whom may not be so sure if CAP is right for them. During this activity, the cadet cadre discuss what professional standards they must uphold as Great Start instructors. Further, the cadre reviews the Great Start curriculum, and considers how they can best use the course's lesson plans as tools. The activity concludes with discussions about training methods and principles of extemporaneous speaking.

Suggested Instructor

A senior member and/or a cadet officer should lead this activity

Duration

50 min

Objectives

1. Defend the idea that cadet instructors must lead by example
2. Explain the goals and discuss the content of the Great Start program
3. Describe and compare training methods used during Great Start
4. Discuss principles of effective extemporaneous speaking

Visual Aids

Optional Powerpoint slides are available for this activity

Clips from the movie *Glory*, starring Matthew Broderick, are used to illustrate leadership attitudes

Copies of all Cadet Great Start lesson plans, for distribution to the instructors

LESSON OUTLINE

1. Professional Standards

15 min

(Glory): Sgt Mulchaey training troops. Clips TBA

How would you describe Sgt Mulchaey's attitude as a leader and instructor? How would you describe Col Shaw's attitude? Which attitude is more effective in these scenes? Why?

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Anticipated Response

Sgt Mulchaey drives the men; Col Shaw is less of a boss and more of a leader; Sgt Mulchaey is overly authoritative while Col Shaw is comfortable in his rank and in his skill as a leader; the men fear Sgt Mulchaey, but they come to respect Col Shaw; Col Shaw's leadership attitude is much more effective than Mulchaey's because Col Shaw shows a concern for people

If you are a prospective or new cadet, what thoughts are going through your mind? How does the cadet staff's attitudes and behaviors affect you?

Anticipated Response

Cadets are wondering if CAP is right for them; some are joining for a challenge, others just to have fun; if the staff seems elitist or too iron-tailed, new cadets may find it hard to fit in and will leave CAP; new cadets may be eager to earn C/Amn and meet CAP standards, but they need a helping hand as they get started in CAP

If you were a prospective or new cadet, what leadership traits would you want to see in the cadet staff? What traits would turn you off?

Anticipated Response

<i>Desirable Traits</i>	<i>Undesirable Traits</i>
Helpful	Apathetic
Positive	Negative
Encouraging	Demeaning
Knowledgeable	Clueless
Leads by example	Hypocritical
Inspirational	Pessimistic
Welcoming	Aloof
Patient	Short-tempered

2. Introduction to Great Start Curriculum

10 min

Review Course Goal: The Great Start program aims to take prospective cadets, motivate them to join CAP, and then provide them with the training they need to become good cadet airmen.

Review Schedule: Great Start is a structured program, consisting of over a dozen activities specially designed for new cadets. Each of the Cadet Program's 5 elements are represented. *Refer to the schedule and briefly highlight the main activities.*

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Lesson Plans: Cadet officers and NCOs will lead 80% of the training activities. Lesson plans describe the goal, duration, and training content of each activity. Think of the lesson plan as a recipe telling you how to provide the training new cadets need. If you follow the lesson plan / recipe closely, you are sure to be pleased with what you produce; likewise, if you disregard the lesson plan / recipe, your efforts might not produce the results you wanted. Therefore, cadet instructors need to read their lesson plan closely and be sure they have a thorough understanding of how they will lead the new cadets toward the learning objectives.

Show the cadets a hard copy or electronic version of a Great Start lesson plan. Identify the scope statement, the objectives, and the lesson outline.

How will you know if you are comfortable with the lesson plan? What questions should you be able to ask yourself and answer as proof that if you understand what your lesson plan calls for?

Anticipated Responses:

- What is the purpose of this activity? What are cadets supposed to know or be able to do at the end of the activity?
- What are the main teaching points?
- What training method will you use for the activity? Is it a demonstration - performance? A guided discussion? A lecture? Something else?
- What does the source material tell you about the subject matter? Review the leadership textbook, drill manual, or uniform manual to make sure the information you present is factually correct! Do not assume you have all the answers - your "answers" might be wrong!
- How are those teaching points ordered? What sequence should I use in presenting the teaching points?
- Do I need to do anything special to prepare for this activity? Do I need to obtain any special equipment, or arrange the room in a certain way, or confer with other cadet instructors who will be helping me?
- If you were a new cadet, what questions would you have about this topic? What aspects of the topic might you find confusing?

3. Methods

5 min

There are 3 main training methods used in the Great Start program: lecture, demonstration - performance, and guided discussion. Let's consider each:

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What is a lecture? What are the pros and cons of teaching via lecture?

Anticipated Response

The lecture is avoided whenever possible because it is passive and boring and too much like going to school. Still, sometimes you simply need to convey basic information, and the lecture is a good way to do that. In a lecture-based approach, the answers come from the instructor.

What is the guided discussion method? What are some of its benefits?

Anticipated Response

The guided discussion is more engaging than the lecture because the new cadets / students actively participate in the activity by answering questions, sharing their insights, and conversing with one another as well as the instructor. Another big benefit of the discussion is that the instructor gets a sense of whether the cadets understand the material, based on how they respond to the discussion questions, whereas with the lecture, you can not be sure if the new cadets / students understand what you are trying to say. In a guided discussion, the answers come from the students.

What is the demonstration - performance method? What are some of its benefits?

Anticipated Response

The demonstration - performance method (called the "demo-perf") is a great way to teach drill, knot-tying, how to use a compass, etc. - almost any sort of skill. With a demo-perf, the instructor demonstrates the skill, and then the student tries to mimic the instructor in performing the skill. Another advantage of this method is that the new cadets / students actively participate in their training, and the instructor can provide on-the-spot coaching.

4. Speaking Extemporaneously

5 min

In an environment where you are a trainer, what sort of public speaking principles do you need to keep in mind?

Anticipated Response

- Speak loud enough so everyone can hear you
- Make eye contact with your students
- Put cadets at ease so they can listen to you
- Speak clearly; don't mumble your words

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- Review your lesson plan in advance so you are so comfortable in knowing what you will say, you do not need to read directly from your notes
- If you mess up while speaking, just take a deep breath, collect your thoughts, and move on

5. Management

10-15 min

Assign the cadet staff their instructional duties (or allow them to pick whichever training activities interest them the most). Allow the cadets 5 minutes or so to read their lesson plans, then ask if anyone has any questions.