

## Integrating Missions

### Lesson Plan:

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**Duration:** 50 Minutes

**Teaching Method:** Lecture/Discussion

**References:** Student Guide & Slide Presentation

**Teaching Aids/Handouts:** Student Guide & Slide Presentation

**Reading Assignment:** Student Guide

**Lesson Objective:** Explain the importance of integrating CAP's three primary missions within your unit.

### Desired Learning Outcomes:

1. Define "integrated missions".
2. Describe what happens when missions aren't integrated.
3. Identify examples of mission integration based on your unit's individual specialty.
4. Develop an integrated plan to take advantage of the natural relationship between missions.

### Lesson Strategy:

The mission elements of Civil Air Patrol are designed to be integrated. No one element can truly function independently from the others. Though individual squadrons may concentrate more on one of the three elements than the others, there is no way a unit can focus on one part alone, and still fulfill CAP's total mission.

During this segment your job is to help the class recognize this, through showing the relationships between the mission elements. An excellent teaching aid is the use of the three-bladed prop model. Though no one really knows who originally thought of the model, it is an effective illustration of the permanent bond Emergency Services, Aerospace Education, and the Cadet Program have with one another.

Point out that each mission element is represented by a propeller blade, with the hub of the blade representing the members. When one blade is removed, the propeller loses its effectiveness, and the plane won't fly. When the members, or hub, are removed, there is no way for the blades to be joined together.

You should show the students where relationships exist, encouraging them to draw their own correlations in a group setting. Then show them how to consciously develop plans integrating the missions naturally.



The first exercise has the participants come up with their own examples of how the mission elements are interrelated. The second exercise has you assist the participants in developing an integrated program for them to use at their home unit. An integrated plan is a conscious development of activities taking advantage of the natural relationships. This way they can tailor programs embracing their unit's specialty while maintaining balance between the elements.

When you do this, put the ideas up on a board or flip chart for the entire class to see. When you begin this exercise, you will be helping them develop a model for their squadrons.

Encourage discussion, and while giving examples, encourage the students to develop their own. Be sure to leave enough time at the end of the class to do the second exercise. Go far enough into the integrated plan to lay a solid foundation for the students to use in their own units.

The teaching outline provides an introduction, outline of the main points, and a conclusion to be adapted as required to meet the needs of a particular wing. The presenter should personalize the lesson to reflect the unique characteristics of the wing.

### Lesson Outline:

#### MAIN POINTS:

- I. "Integrated missions" defined.
- II. What happens when missions aren't integrated.
- III. Consider your unit's individual specialty.
- IV. Take advantage of natural integration.

## Teaching Plan

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**Lesson Objective:** Explain the importance of integrating CAP's three primary missions within your unit.

**ATTENTION:**

True or False: The Cadet Program doesn't have anything to do with either Aerospace Education or Emergency Services. Here's another true or false question: Aerospace Education doesn't have anything to do with the Emergency Services mission. Both answers are FALSE.

**MOTIVATION:**

Each one of CAP's main mission elements is linked to the others. That is to say, each facet benefits from the activities of the other. For instance, the Cadet Program benefits from the teamwork that comes from working in Emergency Services teams. No element is mutually exclusive, and for a squadron to be good at the particular element it specializes in, it must also work to achieve CAP's total mission.

**OVERVIEW:**

In this segment we'll discuss the ways each of CAP's three main mission elements benefit one another. We'll also take a look at ways to emphasize those relationships in your program, and to balance what your unit specializes in with the total mission.

**TRANSITION:**

STATE: Your unit's charter states you must support the total mission of Civil Air Patrol. While each mission element has components unique to it, in the end, each one helps to reinforce the other. This is what is meant by integrated missions.

## Main Points:

**MP I. Integrated missions defined**

To combine CAP's three primary missions (Emergency Services, Aerospace Education, & Cadet Programs) into one unified efficient and effective system.

STATE: As you know, Civil Air Patrol has three vital missions which we perform for America. They are Aerospace Education, Emergency Services, and Cadet Programs. Everything your squadron does helps to perform these missions. But did you know that these missions cannot be accomplished independent of each other? While each mission may have components unique to it, in the end each one helps to reinforce the other. This is what we mean by integrated missions - missions whose components are interwoven.

### **MP II. What happens when the missions aren't integrated?**

STATE: What would happen if one of the blades were removed? If you removed a blade (or two), the propeller would lose its effectiveness wouldn't it? It would be thrown out of balance and the plane wouldn't fly. When the members or you (the hub) are removed, there is nothing to hold the blades together, thus the propeller won't work because when the prop is rotated the blades will spin off into different directions.

The same is true in practice. Your squadron cannot concentrate on one or two missions alone, because each mission naturally impacts the other. If you don't instill a sense of balance, and your people don't practice balance, in the end you will fail. Why? Let's take a look at each mission and see how each relates to one another.

### **Aerospace Education overview:**

- A. Internal AE Programs
  - Teaches CAP members about the aerospace environment.
- B. External AE Programs
  - Educating the general public - concentrating on the nation's children.
- C. Impact on Cadet Programs:
  - 1. Direct link in the academic portion of cadet programs.
  - 2. Linked through orientation flight program.
  - 3. Linked in national special activities such as:
    - a. Air Education and Training Command Familiarization Course.
    - b. Air Force Space Command Familiarization Course.
    - c. National Flight Academy...Powered & Glider.
    - d. etc.
- D. Impact on Emergency Services:
  - 1. Aerial search and rescue.
  - 2. Satellite navigation and communication links.
  - 3. GPS assistance in ground search.

### **Emergency Services overview:**

- A. The most well known facet of the CAP program.
- B. Members dedicated to saving lives.
- C. Impact of Aerospace Education:
  - 1. The very focus of most of search and rescue is a link to AE.
  - 2. Most of the technology CAP uses in SAR has roots within the aerospace industry:
    - a. Aircraft.
    - b. GPS.
    - c. Microcomputer technology in radios.
    - d. Video equipment.
    - e. Digital imaging.
    - f. Satellite radio communications.
- D. Impact of Cadet Program:
  - 1. Provides trained, plentiful resources to assist in:
    - a. Administration.
    - b. Communications.
    - c. Ground search.
  - 2. Through ground search cadets provide another dimension of search capability - pilot's loiter time is limited, if the target is found, pilots cannot jump out of the plane to be sure it is in fact the target.
  - 3. Cadet resources free senior members to do more specialized and complex tasks.

### **Cadet Programs overview:**

- A. Designed to stimulate youth interest in public service, the aerospace community, and the military.
- B. Impact of Aerospace Education:
  - 1. A mandatory component of the cadet achievement program.
  - 2. Cadet flight orientation program is an outstanding practical application of aerospace power.
- C. Impact of Emergency Services:
  - 1. Provides cadets with vital skills and team training.
  - 2. Instills a sense of public responsibility and service.

MP III. Consider your unit's individual specialty.

STATE: Well we recognize that every unit specializes in one of the three missions. Some units focus on the cadet program, others in aerospace education, etc. That's not the issue, because no squadron can be perfect at everything. Different units have different resources, demographics, and preferences.

What we are saying is that you will have a stronger unit overall if you see where your unit fits into the big picture. Find out where those interrelationships are, and when you find them, don't fight them. Construct your programs to support the three missions together. For instance, if you are a senior unit that flies all the time, consider spending part of that time doing orientation flights. That way you can also support the cadet program and aerospace education. Or, you can make it a unit goal to have all seniors complete the Aerospace Education Program for Senior Members, or AEPSM.

**MP IV. Take advantage of natural integration.**

STATE: Squadrons that concentrate on aerospace education can encourage their seniors to give classes at local cadet or composite units. They can begin a group or wing-wide model rocketry program. They can also become mission observers to both expand their known exposure to AE in that area and also help out the ES mission.

Cadet and composite units can begin ES training in ground, communications, or administrative specialties to enter the ES realm. They can also participate in model rocketry and orientation flying.

If you can see now that these relationships are repetitive and interwoven you are now beginning to see the natural balance that is inherent in the CAP missions.

### Exercise:

- A. Have students give their own examples of the relationships between the three primary mission elements - no more than three minutes in length.
- B. Squadron specialization should not be an inhibitor to integrating missions
  1. The unit will be better at its particular specialty if the members understand how the other elements relate.
  2. Squadrons should construct programs to support CAP's total mission. Success is achieved through balance.

**QUESTION AND ANSWERS:** Use the suggested questions to facilitate the discussion, and field any questions that the students may have.

## Lesson Summary:

### **SUMMARY:**

To have a great Emergency Services program, you need a corps of cadets who are well disciplined and trained. Likewise, you can't have a sound cadet corps who can appreciate what the aircrew is trying to tell them, or do for them, if they don't have the Aerospace Education background to understand what happens in the airplane.

### **REMOTIVATION:**

Each one of CAP's main mission elements is linked to the others. That is to say, each facet benefits from the activities of the other. No element is mutually exclusive, and for a squadron to be good at the particular element it specializes in, it must also work to achieve CAP's total mission. Your goal is to recognize this and make it happen in your unit.

### **CLOSURE:**

An effectively method of emphasizing the importance of integrating missions is through a structured unit training program.

## Suggested Questions:

1. **How are CAP's three main mission elements similar to the three-bladed propeller?**

Answer: When CAP drops an element (as a blade drops from the propeller), the program falls out of balance and won't work.

2. **What are some other relationships between mission elements?**

Answer: EX: Model rocketry is an AE program designed for cadets. A cadet working on a ground team or on the flight line supports ES.

3. **What is your unit's specialty and how can integrating the three primary missions of CAP enhance your unit's effectiveness?**

Answer: Emergency Services, Aerospace Education, or Cadet Programs. How they can integrate these three primary missions to enhance their unit's effectiveness will vary...basically integrating these missions will provide balance, support, and sustainment.

Field any other questions the students may have.