



FLIGHT TIME: Values for Living *Moral Leadership for CAP Cadets*

CIVIL AIR PATROL

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INTEGRITY ♦ VOLUNTEER SERVICE ♦ EXCELLENCE ♦ RESPECT

FLIGHT TIME: Values for Living

Moral Leadership for CAP Cadets

PREFACE

This pamphlet is a non-sectarian curriculum used in the CAP Cadet Program to help cadets grasp the relevance of morals and ethics in all aspects of their public and private life. It seeks to develop the skill of examining their present values and decision making processes. Values addressed in the curriculum are based upon the historic, universal values commonly recognized by ethical philosophers, and religious traditions throughout the centuries.¹ This pamphlet provides lesson plans and student handouts for use with the moral leadership element of the CAP Cadet Program, which is defined in CAPR 52-16, *Cadet Program Management*. It supersedes CAPP 265-2, dated July 2004. This edition continues the previous format that includes:

- ▶ Discussion questions designed specifically for younger, middle, and older teens that achieve an appropriate level of learning for each age group.
- ▶ Fictional but realistic case studies that help dramatize and focus ethical concepts and dilemmas.
- ▶ Lesson plans that are more structured and comprehensive.
- ▶ An annotated lesson plan that illustrates “how-to” conduct the lessons.
- ▶ A formative lesson to introduce new cadets to the CAP Core Values and the Moral Leadership program in general.
- ▶ An attractive, easy to follow layout that separates the instructor’s lesson plans from the students’ handouts.

NOTE TO PARENTS:

Civil Air Patrol Cadet Programs recognizes the rights and responsibilities of parents in regard to the instruction of their children and young adults. If parents find any of the case studies objectionable, it is recommended the parent or guardian acknowledge their concern to the squadron commander or chaplain so that appropriate accommodation can be made for the cadet. The instructor may merely skip that particular case study or the cadet may be excused for the particular lesson.

¹Universal values include ideas like: honesty, integrity, protection of innocents, love of neighbor, familial care, respect of persons and property, justice in relationships, and understanding human conflicts between good and evil.

CONTENTS

PART 1 Flight Instructor Guide

Instructions for Chaplains & Moral Leadership Officers.....	4
Annotated Lesson Plan (Figure 1)	7

PART 2 Lesson Plans & Case Studies

Ground School – Character Formation for New Cadets.....	10
Open To All.....	14
Small War.....	16
Lonely At the Top.....	18
Mind Reading.....	20
If I Want It, I Need It.....	23
Seeking the Truth.....	25
Teenage Drinking.....	27
99 + 1 = 100%.....	29
The Suspicious Baseball.....	31
When The Finish Line Is In Sight.....	33
Clearing The Record	35
Out of the Loop.....	37
Lesson Plan Worksheet.....	40
Contributing Writers	42

FLIGHT INSTRUCTOR GUIDE

INSTRUCTIONS FOR CHAPLAINS & MORAL LEADERSHIP OFFICERS

INTRODUCTION

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

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

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

EDUCATIONAL AIMS

In keeping with Civil Air Patrol’s overall program of Moral Leadership, *Flight Time* incorporates the following educational aims:

1. Using universal truths as a starting point, cadets will develop skills in examining their present values and amending them as they choose.
2. Cadets will learn to analyze the ethical components of situations and problems.
3. Cadets will develop their ability to differentiate between facts and assumptions and to identify the core issues affecting a complex situation.
4. Cadets will increase their personal expression and group interaction skills.
5. Cadets will see the relevance of morals and ethics in all aspects of their public and private life.
6. Cadets will have a mechanism and a process that will enable them to see the changes in their values and perspectives resulting from maturity and experience.
7. Cadets will accept their responsibility to make moral and ethical choices.

Why Case Studies?

According for CAPR 52-16, *Cadet Program Management*, Moral Leadership is to be taught in the framework of a guided discussion. According to *The Guidebook for Air Force Instructors*, a “guided discussion is an instructor-controlled group process in which students share information and experiences to achieve a learning objective. . . In a guided discussion, the instructor carefully plans the lesson to reach desired learning outcomes. The group interacts in response to questions, and the instructor refrains from entering the discussion as an active participant” (AFMAN 36-2236).

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

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

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

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

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

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

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

How to lead a case study

Some suggested guidelines for conducting a case study include:

1. Prepare yourself to lead the session by completing a “FAPS” analysis (facts, assumptions, problems, solutions) and answering the discussion questions in advance (the FAPS is discussed in Figure 1).
2. Refrain from lecturing – take a student-centered approach.

3. Provide a copy of the case study for everyone, or have it displayed where all can easily see – the students will need to refer to the story often.
4. Have a cadet read aloud the case study (or act it out) – the reading skills of the cadets may vary.
5. Encourage participation by all.
6. Moderate the FAPS process, using open-ended questions to refocus the group if it becomes stalled. Cadet discussion leaders and recorders should not lead the FAPS process, but may lead small groups of cadets in answering the solo pilot and pilot questions.

For more guidance on case studies, lesson plans, and the FAPS analysis, see the annotated lesson plan (Figure 1, located on the next page).

Forums can be completed in about one hour. Generally, that hour is managed best by dividing it as suggested in Table 1:

Suggested Agenda for Moral Leadership Forums	
10 min	INTRODUCTION: objective, attention, motivation, overview, and the reading of the case study
30 min	FAPS ANALYSIS
15 min	DISCUSSION QUESTIONS: oral replies to the solo pilot and pilot questions; written replies to the test pilot question
5 min	CONCLUSION: summary, remotivation, and closing
60 min	TOTAL

Table 1.

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

What Is Your Bent?

Actions Reflect What We Value

[*Left Column* The Actual Lesson Plan]

Objective: The objective of this lesson is for each student to comprehend the principle that our actions are reflections of what we value.

Attention Step: Items needed: A paper clip for each student. Begin the lesson by asking the students to bend the paperclip into any symbol that they want. Allow the students to share what they made and why. Share with the students, “Just like the paperclip became what you made it, our actions are shaped by what we value. Today we are going to discuss the concept that our actions are reflections of what we value.”

Overview: During this moral leadership session, we will:

- **Read** a case study concerning how actions and values relate
- **Discuss** the facts, assumptions, problems and solutions (FAPS) of the case
- **Answer** and discuss your responses to questions that relate to the case study, or the larger issues of how actions relate to values
- **Record** what you’ve learned in your Flight Log

Body: The case study, “What Is Your Bent?” is located on the reverse of this page. See Part I for instructions on how to lead a case study.

Summary: State something along these lines, “I think that you all did great in identifying some of the real issues and possible solutions for this case study. I also believe that you are able to comprehend that your actions are a reflection of what you do.”

Remotivation: Ask the students to take another look at what they created when they bent their paper clips. Share with the students that they probably gave little thought to the paperclip’s design. Our actions reflect what we value.

Closing: As Shakespeare’s Polonius advised Hamlet: “This above all, to thine own self be true.” Your actions will show your values!

[*Right Column* Some Explanatory Comments]

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

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

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

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

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

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

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

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

Figure 1. Annotated Lesson Plan

Case Study:

To help memorialize the victims of 9/11, the local squadron has obtained permission from the school principal to wear their uniforms on September 11. Robert is in John's class and is very impressed by the sharp uniform. After talking for a while, Robert expresses a keen interest and asks if he can attend a meeting. John tells him about all the exciting things CAP does and gives him the details of where and when the squadron meets.

Robert and his parents arrive at John's squadron at the appointed time but are surprised that no one is there. They wait for 15 minutes and are about to leave when some cars pull into the parking lot. Robert sees John and says, "I thought the meeting started earlier." John laughs and says that no one is ever on time for these meetings. When the meeting does start, Robert believes it is disorganized and the members pay little attention to the commander's lesson.

The next day at school, John asks Robert if he is going to join and is surprised when Robert says no.

Solo Pilot

1. Have you ever attended a meeting like this one? If so, how did you feel? If not, how do you think you might feel in that situation?
2. How important are first impressions to you?
3. What is something that is important to you and how do you show it?

Pilot

1. How do our actions reflect what we value?
2. How can we help our squadron to present a good first impression?

Test Pilot

1. Explain how your actions are reflections of what you value.

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

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

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

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

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

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

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

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

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

Figure 1. Annotated Lesson Plan continued . . .



Facts

1. The principal gave cadets permission to wear their uniforms in school.
2. Robert is in John's class.
3. Robert is interested in CAP.
4. Robert and his parents visited a squadron.
5. Robert and his parents waited fifteen minutes after the time they believed the meeting started before someone showed up.
6. John admitted that no one ever shows up on time.
7. Robert decided not to join CAP.

Commentary

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

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

Assumptions

1. Robert and his parents arrived at the meeting at the correct time.
2. The meeting was disorganized.
3. The cadets showed disrespect by not paying attention.
4. Robert decided not to join CAP because the meeting was disorganized and cadets were disrespectful.
5. There is no orientation program in place for prospective cadets.
6. Squadron members are casual about arriving on time.
7. Officers are not actively involved in welcoming prospective cadets.
8. Robert's parents support his extra-curricular interests.

Commentary

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

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

- 1:** Had John given Robert the wrong time?
- 2, 3, & 4:** These are based on Robert's observations. Are they true? Maybe.
- 5 & 7:** Officer involvement and a formal orientation program are conspicuously absent from the case study.
- 8:** Robert's parents drove him to the meeting.

Problems

1. Some perceive that the squadron meeting is poorly organized and conducted.
2. CAP turned-off a prospective cadet because he did not have a good experience on his first visit.

Commentary

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

1. This appears to be the root problem facing the squadron, though some may state the problem slightly differently.
2. This appears to be John's most immediate concern, and one that he personally can act upon using his own initiative.

Solutions

1. Leaders should reinforce the core values of respect and excellence by:
 - respecting people's time by instilling a habit of promptness;
 - striving for excellence through heightened professionalism;
 - striving for excellence in welcoming prospective cadets; . . . etc.
2. John should explain to Robert that his poor first impression has caused the squadron to look at itself anew. John should invite Robert to give the squadron a second try.

Commentary

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

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

- If we value peoples' time, new cadets' interests, etc., then we need to act accordingly by starting on time and being ready for new members.
- If we say we value professionalism, then we need to act professionally.
- John should value Robert's participation.

After all, Robert expressed interest in CAP.

Ground School

Character Formation for Cadets Completing Achievement 1

Lesson Plan

OBJECTIVE	The objective of this lesson is for each student to comprehend how they can develop themselves as leaders through the moral leadership forum.
ATTENTION STEP	“Intelligence plus character - that is the goal of a true education.” -The Reverend Martin Luther King Jr.
MOTIVATION STEP	To participate actively with your fellow cadets during moral leadership forums, first you’ll need to understand what the moral leadership program is all about and why it is important to you as a cadet. Through our discussion today, we will do just that.
OVERVIEW	Basically we have two tasks today. First we will discuss some values that the Air Force and CAP believe are long-lasting. We call these the Core Values. Second, we will look at how CAP develops cadets’ character and how the forums work.
BODY	<i>[Unlike the other lessons in this publication, this lesson is conducted as an informal lecture with discussion questions. Cadets should follow along using the worksheet located on page 13. There is no case study.]</i>
Introduction	Civil Air Patrol’s moral leadership program is designed to foster discussion about moral standards and values in the framework of case study analysis. This is not a religious meeting, although CAP chaplains or moral leadership officers typically lead the case studies. To receive moral leadership credit for your first achievement, all you need to do is answer the five questions in this guide and share your answers with the leader.
Main Point #1 Americans share common values	According to the John Templeton Foundation, “the vast majority of Americans share a common set of core values: honesty, self-control, perseverance, respect, compassion, and service to those less fortunate.” CAP believes that most would agree that people should be honest, have integrity and strive for excellence in all that they do. As a result, CAP has developed a set of Core Values: <ul style="list-style-type: none">• Integrity• Volunteer Service• Excellence• Respect. <p>These Core Values are representative traits that help to define our character. Developing good values are key components of your vision (what you want to do with your life), and your competence (how you do the things you do). CAP’s moral leadership program is an educational approach to help you in self-</p>

discovery. This character education does not attempt to narrowly define words like “honesty” or “respect.” Rather, our approach is to foster guided discussions to better prepare you to make such definitions internally. We believe that this journey of discovery is life-long.

**Discussion
Question #1**

Define the following in your own words: [Sample replies are *italicized*]

“Integrity” - truthfulness; *doing what is right when no one is looking; etc.*

“Volunteer Service” - *helping the community; giving time and energy freely*

“Excellence” - *trying your best; always looking for ways to do things better*

“Respect” - *treating others as you like to be treated, especially elders; listening*

**Main Point #2
Cadets explore values
during “Flight Time”
forums**

The CAP moral leadership program’s case studies highlight foundational Core Values and provide you with an opportunity to explore these values in a discussion with your peers. We are calling these forums, “Flight Time.” As you progress in CAP, you must actively participate in at least half of the Flight Times offered since your last achievement. Most forums will last about one hour.

For all achievements after achievement 1, you will be required to write a paragraph or two in a moral leadership journal, which we are calling a “Flight Log.” This journal can be written on any notebook or paper. The Flight Time leader, who is the “Flight Instructor,” will review your journal entries. The Flight Instructor will evaluate your written entries to gauge your understanding of the core values. The Flight Instructor may, at his or her option, discuss your entries with you further.

**Discussion
Question #2**

Define the following moral leadership program elements:

“Flight Time” - *a forum where cadets develop character through discussion and problem solving*

“Flight Log” - *a journal where cadets record reflections about flight time topics*

“Flight Instructor” - *the CAP officer who leads flight time, usually a chaplain or moral leadership officer*

The case study itself provides an opportunity for you and your peers to discuss the situation in an organized fashion, what we call the FAPS method. FAPS stands for Facts, Assumptions, Problems and Solutions. In each case study, your Flight Instructor will guide you in determining the following:

- What are the facts in the case study?
- What are the assumptions?
- What are the problems that you identify?
- What are some of the possible solutions?

**Discussion
Question #3**

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

Problems are easier to solve if you can break them into smaller parts; it will help ensure you use reason, not emotion; the process focuses you on facts, not fiction; it is solution-orientated; etc.

Understanding the situation is only a part of the moral leadership program. Another key element is the block of questions for discussion. These questions are developmentally based, meaning that some questions will seem easy to you while others may require more thought. This is by design - we want all of our youth to participate fully in the discussions, so we ask that you demonstrate “respect” by listening to each other and valuing everyone’s comments. There are no passing or failing grades given for the discussions or journal entries. The only way to “fail” is to not participate or write.

The questions are divided into three distinct areas:

- “Solo Pilot” – These introductory questions help you focus on the situation and establish a firm foundation for other questions. Most cadets will answer these questions easily.
- “Pilot” - These questions involve some comprehension of the situation and some evaluation of the Core Values. Most cadets will answer these questions after giving them some thought.
- “Test Pilot” - These questions typically require some analysis not only of the situation, but how the individual can see the situation in a personal context. These questions are typically answered in the Flight Log. Most of our cadets could answer these questions after careful internal reflection. The Flight Instructor will help the cadets evaluate the depth of their reflections.

Discussion
Question #4

What do the various Flight Time question blocks focus on?

“Solo Pilot” - *see above*

“Pilot” - *see above*

“Test Pilot” - *see above*

Main Point #3
Character: You get out
what you put in

CAP’s moral leadership program is a wonderful opportunity for you to establish and strengthen standards and values that will help you to be of strong character. Keep in mind that “you get out of it what you put into it” is true with this program. The only measure of successfully completing this program is you - are you of good character?

Discussion
Question #5

Describe how you plan to participate fully in CAP’s moral leadership program:
Strive to live up to the Core Values; demonstrate pride in belonging to CAP; become a better cadet, student, friend, sibling, etc.

SUMMARY

To re-cap, next month when we have a moral leadership forum scheduled, you will participate with the other cadets. To do that you will:

- (1) Look at the discussion questions and case studies through the lens of our Core Values – Integrity, Service, Excellence, and Respect.
- (2) Work with your fellow cadets to participate in Flight Time by using the FAPS model, which means Facts, Assumptions, Problems and Solutions.

REMOTIVATION &
CLOSING

No one but you can help you to become what you desire to be. Participate fully and enjoy the journey!

Ground School

“ INTELLIGENCE PLUS CHARACTER – THAT IS THE GOAL OF A TRUE EDUCATION. ”

-The Reverend Martin Luther King Jr.

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

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

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

“Integrity”

“Volunteer Service”

“Excellence”

“Respect”

2. **Elements of the moral leadership Program.** Define each in your own words:

“Flight Time”

“Flight Log”

“Flight Instructor”

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

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

“Solo Pilot”

“Pilot”

“Test Pilot”

5. **Are you committed?** Describe how you plan to participate fully in CAP’s moral leadership program.

Open to All

Protecting the Dignity of Others

Lesson Plan

OBJECTIVE	The objective of this lesson is to challenge cadets to guard the dignity of people rather than to demean and devalue them.
ATTENTION STEP	Ask the cadets the name of the people in their school that are made fun of and why people ridicule them.
MOTIVATION STEP	No one is perfect. Each of us has something about our behavior or interests that can be ridiculed or criticized. We need to continually ask ourselves how we would feel if someone were to make us the object of laughter.
OVERVIEW	<p>During this Moral Leadership session, we will:</p> <ul style="list-style-type: none">• Read a case study concerning personal dignity• Discuss the facts, assumptions, problems and solutions (FAPS) of the case• Answer and discuss your responses to questions that relate to the case study• Record what you've learned in your Flight Log
BODY	The case study, "Open to All" is located on the next page. See Part I for instructions on how to lead a case study.
SUMMARY	Personal dignity is an understanding of the importance and value of all people. Most people view themselves based on the words and actions of others. In CAP, respect for all people is one of the core values that guide our behavior.
REMOTIVATION	Remember to treat other people and think of other people as you would like to be thought of and treated.
CLOSING	<p>"There is no such thing as an insignificant human being. To treat people that way is a kind of sin and there's no reason for it – None." <i>Quotes for the Journey – Wisdom for the Way</i></p> <p>"In compassion lies the world's true strength." Buddha</p> <p>"Kindness is a language which the deaf can hear and the blind can read" Mark Twain</p>

Open To All

Protecting the Dignity of Others

Student Handout

CASE STUDY

Cadet Thomason had been a member of the Spence Composite Squadron for only a few months. He had been an enthusiastic addition to the meetings, getting involved in the training and learning exercises. Almost immediately after Cadet Thomason joined, two of the older cadets began to make fun of him. They made sneering comments about him and laughed openly when he would struggle with a task or a question. They were careful to keep quiet when an officer was around, but as soon as they were free from oversight, they would renew their ridicule of Cadet Thomason. After one meeting, Captain Morris found Cadet Thomason huddled in the corner of the storage room crying. His shoestrings had been tied together and his uniform belt had been cinched tight and twisted behind his back. He had been unable to fix his belt or his shoes and felt humiliated and needed to hide. What most of the other cadets did not know, but the commander did, was that Cadet Thomason suffered from a mild form of epilepsy. Though his condition was controlled by medication, in certain situations, motor skills would be impeded and speech could be slurred. These episodes had given the two older cadets the opportunities they needed to demean the new cadet. The commander knew who was to blame and as he quietly helped the cadet free himself, he had a decision to make.

SOLO PILOT

1. What are some of the insulting names that you have heard people called and what do they mean?
2. At what rank in CAP do officers and cadets have the right to demean cadets of lower rank?
3. What does personal dignity mean to you?

PILOT

1. What should the commander do about Cadet Thomason's situation?
2. Do people deserve less or more respect if they have weaknesses that others can see?

TEST PILOT

1. What is the role of a CAP cadet leader in protecting the dignity of all cadets in the squadron?

Small War

A Time to Kill?

Lesson Plan

OBJECTIVE	<p>The objective of this lesson is for each student to interact on traditional “just war” theory in light of the new war on terrorism and other “dirty-little wars.”</p> <p>For the sake of this study traditional “just war” theory is summarized as:</p> <ul style="list-style-type: none">• Just Cause – only defensive war is legitimate• Just Intent – to secure peace• Last Resort – all other means have failed• Formal Declaration – state of war declared by highest authority• Limited Objections – total destruction of nations are unwarranted• Proportionate means – total or unlimited war is unjustified• Noncombatant immunity-civilians and POW’s are not targeted.²
ATTENTION STEP	<p>Find an article in a current newspaper that details an incident of a suicide-bomber, tribal warfare or some guerrilla action against an existing government. Ask the group whether violent action is justifiable in response.</p>
MOTIVATION STEP	<p>We want to discuss today whether some wars are just and right, and if so, what is it about them that make them right. In other words is there a justified “time to kill”?</p>
OVERVIEW	<p>As a seminar leader, you will do the following:</p> <ul style="list-style-type: none">• Present the case study and facilitate the FAPS discussion• Allow time for small group reflection using Solo Pilot and Pilot questions• Allow time for Flight Log journaling using the Test Pilot questions• Bring the session to a close
BODY	<p>The case study, “Small War” is located on the next page. See Part I for instructions on how to lead a case study.</p>
SUMMARY	<p>What we have looked at today is, even though the kind of conflicts our armed forces face today are not as clear morally as we might like, still the idea of a just war theory needs to be applied in order to insure that war is no more terrible than necessary.</p>
REMOTIVATION	<p>War is about the loss of human of life. Periodically, tyrants who have no respect for life challenge civilized societies that value human life. War is sometimes one of many options in trying to preserve human life.</p>
CLOSING	<p>“Men who take up arms against one another in public war do not cease on this account to be moral beings, responsible to one another and to God.” - General Orders No. 100 (The Lieber Code) 24 April 1863</p> <p>“There is an appointed time for everything...A time for war and a time for peace.” - Ecclesiastes 3:1,8, Hebrew Scriptures</p> <p>“Only the dead have seen the end of war.” - Plato</p>

² Summarized by Robert Clouse in *War: Four Christian Views*.

Small War

A Time to Kill?

Student Handout

CASE STUDY

Jason is a fifteen-year-old CAP cadet with an older brother who serves in the Army. Currently in Baghdad, Jason's brother, Rob sends Jason an email describing the uncertain situation in Baghdad. He writes, "You never know who your friends are here... some Iraqis are friendly to us, but then every day some of my buddies get shot at or killed by Iraqis. When we first arrived I thought we were doing the right thing by being here, but now, I'm not so sure. If so many people don't want us here maybe we should pull out."

At the next squadron meeting, Jason asks the chaplain if they could talk afterwards. Jason asks the Chaplain what he thinks about the Iraqi war and is it right for Americans to be risking their lives for such a conflict. Father Brown, the unit chaplain and former military chaplain answers with: "Jason, that's a difficult question, let's talk about it."

SOLO PILOT

1. Have you known someone who has experienced combat? What do you think of them?
2. When the US attacked Panama to oust General Noriega in 1998, the attack was called "Operation Just Cause". When should a conflict be considered a just cause?
3. What should be the aim or goal for a country to go to war?

PILOT

1. Do you feel there is a "reasonable hope of success" in the current war against terrorism? What would "success" look like?
2. If Rob no longer believes this war is just, should he try to get out of the Army or continue to do his job?

TEST PILOT

1. As a CAP cadet, why should you or CAP contribute to our nation's "War on Terrorism"? Why not?

Lonely At the Top

Authority in CAP

Lesson Plan

OBJECTIVE	The objective of this lesson is to encourage cadets to see the value in following CAP rules and regulations and developing a commitment to do the right thing in any circumstance.
ATTENTION STEP	Rank the following from least to most as to their authority over you: CAP Squadron Commander, parent, President of the United States, teacher at school, CAP Wing Commander, older brother or sister, clergy.
MOTIVATION STEP	CAP is not exempt from the abuse of power. You cannot be good leaders without the ability to work within the limits of power. Good followers become good leaders when they are following good things.
OVERVIEW	During this Moral Leadership session, we will: <ul style="list-style-type: none">• Read a case study about authority in CAP• Discuss the facts, assumptions, problems and solutions (FAPS) of the case• Answer and discuss your responses to questions that relate to the case study• Record what you've learned in your Flight Log
BODY	The case study, "Lonely at the Top" is located on the next page. See Part 1 for instructions on how to lead a case study.
SUMMARY	The rules and regulations of CAP give commanders much authority in their units. They also are given many responsibilities to go with that authority. They are accountable to other leaders and to those that follow. CAP strives to provide a balance between authority and responsibility for every leader in every position.
REMOTIVATION	When you joined CAP, you committed your energies to certain actions and ideals. These commitments can be expressed in loyalties to friends and to leaders. As you develop as a leader in CAP, you may encounter other leaders who violate the rules of the organization. We each must prepare ourselves to respond constructively to these situations.
CLOSING	We are responsible only for what we can influence. "Lord, grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference." - Saint Francis of Assisi

Lonely At the Top

CASE STUDY

Capt. Scott Johnson had been the commander of Andover Composite Squadron for over ten years. The squadron had never had more than twenty-five members at one time. Usually, there were five officers and six cadets at any given meeting. Because the squadron was located in an isolated portion of the state, the wing had decided to base an airplane at the Andover Airport.

Scott had taken advantage of his squadron's freedom from oversight by the wing to do things as he saw fit. He allowed the officers to berate the cadets and the cadets to abuse one another. The airplane was flown regularly by officers who were not qualified and for their personal use. He liked the idea of CAP as a paramilitary youth group. He had said many times that his squadron functioned better than any ROTC program and that the toughness of the program made the cadets better Americans. Anyone who disagreed or complained was removed from the program, whether they were cadets or officers.

No one had ever been hurt. At least there was never a report of cadet injuries. The wing had never questioned or disciplined Capt. Johnson for any reason. The parents of the active cadets seemed content to let Scott lead the squadron as he wanted.

Cadet Captain Cynthia Anderson transferred to the squadron when her family moved to Andover. After three years as a cadet in another squadron in the same wing, Cynthia was looking forward to a career in the Air Force and a possible appointment to the Academy. The Andover Composite Squadron did not function like the CAP that she had come to know and appreciate.

SOLO PILOT

1. What do you think Cadet Anderson should do?
2. What do you think Cadet Anderson could do?
3. How does an officer become the commander of a Civil Air Patrol Squadron?
How did your commander become the commander?

PILOT

1. What is the ultimate authority in Civil Air Patrol?
2. What is the purpose of Civil Air Patrol Cadet Program?

TEST PILOT

1. How does the Cadet Oath guide you in responding to a neglect or rejection of CAP rules and regulations?

Mind Reading

Suicide Thoughts

Lesson Plan

Note to leader:

This is a difficult subject to discuss. Recent events in CAP have clearly indicated the need for cadets to be aware of this issue and to have a basic understanding of how to respond. This case study attempts to facilitate a discussion of suicide from the perspective of the person considering suicide. The lesson will require more teaching than is usual for Moral Leadership lessons and the material that needs to be shared is as follows:

Warning Signs of Suicide

1. Suicide thoughts
2. Previous suicide attempts
3. Alcohol and drug abuse
4. Statements revealing a desire to die
5. Sudden changes in behavior
6. Prolonged depression
7. Making final arrangements
8. Giving away prized possessions
9. Purchasing a gun or stockpiling pills

Recommended Response: QPR³

1. Question the person about suicide
2. Persuade the person to get help
3. Refer for help

³ Taken from the QPR Institute for Suicide Prevention

Mind Reading

Suicide Thoughts

Lesson Plan

OBJECTIVE	The objective of this lesson is to help cadets confront how common thoughts of suicide are, and to affirm that every human life is important.
ATTENTION STEP	Ask the students if they would like the ability to read (or hear) other people's thoughts. Would it be a gift or a curse? How would it be a gift or a curse?
MOTIVATION STEP	Tonight we will try to read other people's minds. We will explore how many of us think about our own lives and the times we think of ending our life.
OVERVIEW	During this Moral Leadership session, we will: <ul style="list-style-type: none">• Read a case study concerning thoughts of suicide• Discuss the facts, assumptions, problems and solutions (FAPS) of the case• Answer and discuss your responses to questions that relate to the case study• Record what you've learned in your Flight Log
BODY	The case study, "Mind Reading" is located on the next page. See Part 1 for instructions on how to lead a case study.
SUMMARY	Thinking of suicide is common to most people. The danger increases when the person has a history of suicide in their family, they have developed a plan for their suicide, and they are feeling extreme pressure or disappointment.
REMOTIVATION	From the television series, <i>Joan of Arcadia</i> , "much of the destruction we do is because of a failure of imagination."
CLOSING	"Live all you can. It is a mistake not to." - Henry James "He that thinks amiss, concludes worse." - Herbert "Help your brother's boat across, and your own will reach the shore." - Hindu Proverb

Mind Reading

Suicide Thoughts

Student Handout

CASE STUDY

Ted had thought about it before and was thinking about it again. There was just too much. There was too much to do, too much to remember, too much to finish and too much expected. There would be no more pressures, no more deadlines, no more practices, and no more expectations. It would be so easy. Dad's gun, a short drive to the baseball park on a Friday evening and everything would be over. It was how Mom had done it. Not with a gun, but with pills. And now that Stephanie was gone, no one would care, no one would even notice. Yea, maybe they would be sorry that he was gone. That would show them. It would be so easy.

SOLO PILOT

1. What are the most difficult challenges in your life as a teenager?
2. What skills do you need to survive as a teenager?
3. What do you think that Ted was trying to "show" them?

PILOT

1. Have your friends ever told you that they were feeling so pressured that they would like to end their life? How did you respond?
2. A person is in great danger for suicide when they have a plan. Is suicide easy?

TEST PILOT

1. What are other ways you can escape the difficulties of your life without suicide?

If I Want It, I Need It

CAP – “Come And Provide”

Lesson Plan

OBJECTIVE	The objective of this lesson is to help cadets develop a personal set of priorities regarding the differences between needs and wants.
ATTENTION STEP	<p>Bring several pictures to the meeting. The pictures listed first represent needs and those on the right represent wants, i.e.</p> <ol style="list-style-type: none">1. Chevette and BMW2. Truck 150/1500 and fully-loaded king cab3. Blue jeans and tuxedo4. Mickey D's hamburger & fries and Large T-bone & baked potato5. Small house and large mansion <p>Use as many pictures as you want. Use pictures with humor if possible and add your own comments. The idea is to exaggerate the difference between needs and wants.</p>
MOTIVATION STEP	<p>It has been said, “Just because you want it, it doesn't mean that you need it.”</p> <p>There is truth in the statement, but what if your major wants are the same as your needs. Better yet, what if your wants are to meet the needs of others?</p>
OVERVIEW	<p>During this Moral Leadership session, we will:</p> <ul style="list-style-type: none">• Read a case study concerning basic wants and needs• Discuss the facts, assumptions, problems and solutions (FAPS) of the case• Answer and discuss your responses to questions that relate to the case study, or the larger issues of maintaining integrity in difficult circumstances• Record what you've learned in your Flight Log
BODY	The case study, “If I Want It, I Need It” is located on the next page. See Part 1 for instructions on how to lead a case study.
SUMMARY	Everyone has needs and wants. Today, we discussed these and discussed ways to prioritize our needs and wants.
REMOTIVATION	The subtitle for this lesson is CAP – <u>C</u> ome <u>A</u> nd <u>P</u> rovide. In the CAP, we do what we do because we WANT to, and what we do is provide for the NEEDS of others. It is one thing to think about us and the things we personally need or want, but it is a grand thing to put aside our own needs and wants and help others.
CLOSING	<p>“If by leaving a small pleasure one sees a great pleasure, let a wise man leave the small pleasure and look to the great.”</p> <p><i>The Teaching of the Compassionate Buddha, Chapter XXI</i></p> <p>“You shall not covet your neighbor's house...or anything that belongs to your neighbor”</p> <p>Exodus 20:17, Hebrew Scriptures</p>

If I Want It, I Need It

CAP – “Come And Provide”

Student Handout

CASE STUDY

The Burtow Composite Squadron’s meeting began with a Pledge to the Flag and a prayer. Then the Commander announced that he felt the squadron needed a new trailer to replace the second-hand one they had been meeting in for the last ten years. Everyone thought it was a good idea until he announced that the senior staff met and decided the funding should be taken from the various budgets allotted to current programs. They wanted to take 50% of the projected budget for the next two years. This included the cadets budget, which meant several of their programs and trips would have to be cancelled for the next two years. A lively discussion developed because several members did not think the squadron really needed a new meeting place.

SOLO PILOT

1. Do you think obtaining a new trailer is a want or a need?
2. If you believe it is a want, give some reasons why you might think so.
3. If you believe it is a need, give some reasons why you might think so.

PILOT

1. Should the cadets have a say in the decision to buy the trailer?
2. Do you think it is ever all right to buy something just because you want to?

TEST PILOT

1. List several projects your squadron is involved in and discuss why you think it is a need or a want.

Seeking the Truth

Jumping to Conclusions

Lesson Plan

OBJECTIVE	The objective of this lesson is to help the cadets exercise discipline before jumping to conclusions about people or situations.
ATTENTION STEP	Ask the cadets if they have ever been falsely accused? How did they handle it? What did they say? How did they feel? Did the truth ever come out? We will explore the great care that leaders must take in making decisions concerning people.
MOTIVATION STEP	Throughout your CAP career, you will have to make decisions about situations and the people involved in them. The quality of your leadership will be determined by these decisions. Developing great care in these sensitive and delicate circumstances will mold you into a great leader.
OVERVIEW	During this Moral Leadership session, we will: <ul style="list-style-type: none">• Read a case study concerning the dangers of jumping to conclusions• Discuss the facts, assumptions, problems and solutions (FAPS) of the case• Answer and discuss your responses to questions that relate to the case study• Record what you've learned in your Flight Log
BODY	The case study, "Seeking the Truth" is located on the next page. See Part I for instructions on how to lead a case study.
SUMMARY	People can be hurt and friends can be lost if we make a decision to do so or say something before we know all the facts. None of us need to be naïve about others, but we can make every effort to base our choices on facts, not assumptions.
REMOTIVATION	Being misunderstood can be a painful and lonely experience. As CAP leaders, we commit ourselves to understanding people and situations as they truly are.
CLOSING	"I pray that I will seek to understand rather than be understood." - St. Francis of Assisi "Be angry but sin not." - Apostle Paul, Ephesians 4:26, Christian Scriptures "You shall not carry a false rumor." - Exodus 23:1, Hebrew Scriptures

Seeking the Truth

Jumping to Conclusions

Student Handout

CASE STUDY

Gregg was a football player and worked out in the weight room three times a week. After a recent loss, Gregg began punching his locker. When his friends tried to calm him, he took a swing at them. Now, his friends try to stay away from him when he is angry. Gregg and Vicki had been dating for almost a year. They got along well and Vicki never complained about Gregg's anger. She never reported Gregg hitting her. Some of the girls in Vicki's Phys Ed class noticed bruises on Vicki's back and upper arms. When they asked her about the bruises, Vicki said she fell in Phys Ed. When her mother noticed the bruises she questioned Vicki, but she insisted she fell in Phys Ed Class. She assured her mother that Gregg had never hit her. Mrs. Anderson, Vicki's mother, went to school and asked the teacher if she had seen Vicki fall in class. The teacher reported that she did not see her fall but would ask some of the other girls if they saw Vicki fall. The next day the teacher reported to Mrs. Anderson that no one saw Vicki fall. Mr. & Mrs. Anderson wanted to believe Vicki but they also did not want her to be subjected to physical abuse.

SOLO PILOT

1. Do you believe Vicki fell in Phys Ed class?
2. What would you do if someone was hitting you and leaving bruise marks?
3. How do you control your anger?

PILOT

1. If someone were hitting you and leaving bruises, would you continue your friendship with them?
2. Is it ever right to take your anger out on someone else? What are the results of taking your anger out on someone who is innocent?

TEST PILOT

1. What could be some of the consequences if you as a CAP leader jumped to the wrong conclusion about a person or a situation?

Teenage Drinking

Dealing With the Problem?

Lesson Plan

Note to leader:

This case study is based on a true story appearing in the national media. It is not intended nor should be interpreted as endorsement or encouragement of teenage drinking under any circumstance.

OBJECTIVE	The objective of this lesson is to highlight the dangers of teenage drinking, to explore effective ways of dealing with it and affirm the value of a drug-free life.
ATTENTION STEP	Find and share three news articles concerning the effects of drinking. These should be as recent as possible and concern teenagers if available.
MOTIVATION STEP	We all have to deal with it. If you drink you have to deal with it. If your parents drink, you have to deal with it. If your friends drink, you have to deal with it. Someday, maybe today, you will need answers to the questions concerning alcohol. We will look at how one family chose to answer the questions. Then we will let you decide how well they did.
OVERVIEW	During this Moral Leadership session, we will: <ul style="list-style-type: none">• Read a case study concerning a solution to teenage drinking.• Discuss the facts, assumptions, problems and solutions (FAPS) of the case• Answer and discuss your responses to questions that relate to the case study.• Record what you've learned in your Flight Log
BODY	The case study, "Teenage Drinking" is located on the next page. See Part I for instructions on how to lead a case study.
SUMMARY	Drinking is a problem for adults and teenagers. Every year thousands of people are hurt, abused and killed because of drinking. Parents are searching for ways to protect their children from these experiences. Not just any solution will do in these circumstances.
REMOTIVATION	Drinking can lead to decisions and experiences that are irreversible. Not only can you be hurt, but also you could hurt someone you care about.
CLOSING	"A mind is a terrible thing to waste." "I have other obligations now – the show, my family, my life...though I know that without my sobriety I wouldn't have any of those things." - Rob Lowe, Hollywood actor

Teenage Drinking

Dealing With the Problem?

Student Handout

CASE STUDY

Brad was looking forward to the prom. Everything was working out well. His girlfriend and his friends had made their plans to eat, go to the prom and then to a party afterward. Brad's parents had expressed concern over Brad's plans for the evening, especially the party. When they asked Brad if he planned to drink at the party, he told them he and his friends would find a way to drink following the prom. Brad's parents decided that the best way to deal with Brad was to have the after prom party at their home. They could monitor the drinking of all the teenagers at the party and prevent anyone from driving home drunk. They could make sure that no one was abused, injured or had sex. The kids could drink as much as they wanted. All they had to do was stay at the party once they arrived and not leave until the next morning. Kids would also be responsible for bringing their own alcohol. Brad agreed to this and so did many of his friends. There were over forty teenagers at the party and they were drinking. There were no reports of trouble except for complaints in the neighborhood of the noise from the party. The next morning as the teenagers were making their way home, the police arrived and arrested Brad's parents for contributing to the delinquency of a minor.

SOLO PILOT

1. What effect does drinking have on a teenage party?
2. What are some of the things that can go wrong when there is drinking at a party?
3. What position does CAP take on drinking at CAP functions?

PILOT

1. What suggestions would you make to Brad's parents concerning the after prom party?
2. Are there actions that can be wrong or hurtful even though they are "safe"?

TEST PILOT

1. As a CAP leader, how can you help other cadets, and maybe yourself, avoid the troubles of drinking?

99 + 1 = 100%

Popularity and Importance of One

Lesson Plan

OBJECTIVE	The objective of this lesson is for each student to perceive the role of a leader in retaining all members of the unit.
ATTENTION STEP	The CAP is a non-discriminatory organization. Any eligible youth can become a cadet. We know that CAP membership is not based on conditions such as size, color of skin, religion, etc. But what about talents or personality? If a person joins the unit but is not wanted, that person would essentially be lost to the unit. Have you ever been in a situation where you felt you weren't wanted?
MOTIVATION STEP	Every one of us want our unit to be the best it can be. Today we will discuss ways we can make that happen without leaving anyone out. We will search for ways to help each member of the unit find and use his or her special talents.
OVERVIEW	During this Moral Leadership session, we will: <ul style="list-style-type: none">• Read a case study concerning how we value others• Discuss the facts, assumptions, problems and solutions (FAPS) of the case• Answer and discuss your responses to questions that relate to the case study, or the larger issue – the value of an individual• Record what you've learned in your Flight Log
BODY	The case study, "99 + 1 = 100%" is located on the next page. See Part I for instructions on how to lead a case study.
SUMMARY	Today we looked at a situation that is common in all CAP units. People, young and old, join CAP and then for one reason or another, drop out. Leaders can strengthen the unit and enable the unit to better fulfill its mission by reaching out to those who leave.
REMOTIVATION	Ask the cadets to think of someone who is not present tonight and commit to contacting those absent over the next few days. Let these missing cadets know that they are missed and invite them to the next meeting.
CLOSING	What do you think? "If a man has 100 sheep, and one of them goes astray, won't he leave the 99 on the hillside and go and search for the stray?" - Matthew 18:12, Christian Scriptures "Sometimes our light goes out but is blown into a flame by another human being. Each of us owes deepest thanks to those who have rekindled this light." - Albert Schweitzer

99 + 1 = 100%

Popularity and Importance of One

Student Handout

CASE STUDY

Jared had been newly selected as the Cadet Commander. He had worked hard to get in that position. He had the respect of both his peers and the officers of the Composite Squadron.

The demands on Jared's time became intense over the next months, however. He was meeting continually with the officer and cadet leadership to plan the training and activity schedules for the cadets. He was so busy that he did not notice that Penny had missed a few meetings.

Penny was his neighbor and childhood playmate. She was nice but really shy. She had been brought into CAP by Jared and had seemed to enjoy the meetings. She studied and progressed at an average rate. She did participate in most of the squadron's activities until recently.

For the next two weeks, Penny did not show up for squadron meeting or orientation flights. Jared asked a couple of the squadron members, but they did not know anything. Just as he was thinking about Penny, the squadron commander called him to a discussion he was having with the squadron AEO.

SOLO PILOT

1. Who influenced you the most to join CAP?
2. Have you known anyone who has been active in CAP but stopped participating? Do you know why they stopped?
3. What are some of the reasons that a person would stop coming to CAP?

PILOT

1. What can the squadron do to keep people from quitting CAP?
2. What can the squadron do to encourage people to become active in CAP again?

TEST PILOT

1. As a CAP leader, what suggestions would you make to your commander to help the squadron retain all the members of the squadron over the next year?

The Suspicious Baseball

Justice without Punishment

Lesson Plan

OBJECTIVE	The objective of this lesson is to guide cadets in exploring a situation where no one can be found to take responsibility for an accident while affirming the human desire for justice.
ATTENTION STEP	Place a small bowl with \$2.00 in dimes in a conspicuous area of the meeting room. As you begin the session ask one of the cadets to count the dimes and tell you how many dimes are there. Insist that you put \$3.00 in dimes in the bowl and now there are only \$2.00 worth of dimes. Ask how this dilemma could be resolved.
MOTIVATION STEP	Life is often different from television and the movies. In the entertainment industry, bad situations are continually resolved with the good being rewarded and the bad being punished. Real life does not always provide such easy answers. We need to be able to offer creative and constructive leadership in the face of these difficulties. We will challenge you to give this leadership.
OVERVIEW	During this Moral Leadership session, we will: <ul style="list-style-type: none">• Read a case study concerning responsibility• Discuss the facts, assumptions, problems and solutions (FAPS) of the case• Answer and discuss your responses to questions that relate to the case study.• Record what you've learned in your Flight Log
BODY	The case study, "The Suspicious Baseball" is located on the next page. See Part 1 for instructions on how to lead a case study.
SUMMARY	Sometimes we face problems that do not have solutions or clear answers. We can all strive to find justice for every wrong, but many situations involve people who are not honest enough to admit their wrong or they involve answers that are not obvious.
REMOTIVATION	As leaders, we must help others face these ambiguities and offer direction to prevent them in the future. Training, reflection, and peer support can prepare you to offer insights and guidance in the midst of conflict or uncertainty.
CLOSING	"The quality of mercy is not strained." - William Shakespeare "Let mercy be your mosque, faith your prayer mat and honest living your Koran." - Sri Guru Granth Sahib

The Suspicious Baseball

Justice without Punishment

Student Handout

CASE STUDY

Jim and several of his friends were playing baseball in his backyard. Richard hit the ball into the yard next door. Paul retrieved the ball and they continued to play ball. The next day a den window in the neighbor's house was broken. Some of the neighbors told Mr. Collins about the teens playing baseball the day before. The neighbor knew Richard, Jim and Paul, and shared this information with Mr. Collins. He then went to talk with Richard about the incident and his broken window. Richard then agreed to call Jim and Paul and let them tell what happened. Paul said he did go into their yard to get the ball but it was at least 20 feet from the house and he saw no broken window. The police were called and they investigated the incident. They could not find anyone who actually saw the ball break the window. Mr. Collins still believes these boys were responsible for his broken window and asked them to pay for the repair.

SOLO PILOT

1. What could you do to convince Mr. Collins that you did not break the window?
2. What are some explanations for the window being broken?
3. How important is Mr. Collin's belief that the boys are responsible?

PILOT

1. What emotions do you feel when you are falsely accused and have no way of proving you are innocent?
2. What emotions can you feel when something bad has happened and there is no one to blame?

TEST PILOT

1. As a leader, what kind of recommendations could you make when there is no one to punish for a mishap?

When the Finish Line Is In Sight

Leaders Increase Options

Lesson Plan

OBJECTIVE	The objective of this lesson is to challenge cadets to think of ways of helping people achieve, even in the face of difficulty.
ATTENTION STEP	Ask the cadets, “What is the difference between the finish line in a race and the goal line in a football game?” The answer is the defense. The defense can prevent a score and often does. Almost all runners finish a race because there is no one preventing them from finishing.
MOTIVATION STEP	CAP is designed to create leaders. These leaders are meant to demonstrate a character that not only seeks to enable achievement for themselves, but achievement in others. This kind of leader is formed only from effort and training, like the training you receive in CAP.
OVERVIEW	During this Moral Leadership session, we will: <ul style="list-style-type: none">• Read a case study concerning personal choices and challenges.• Discuss the facts, assumptions, problems and solutions (FAPS) of the case• Answer and discuss your responses to questions that relate to the case study.• Record what you’ve learned in your Flight Log.
BODY	The case study, “When The Finish Line Is in Sight” is located on the next page. See Part I for instructions on how to lead a case study.
SUMMARY	In almost every worthy mission, difficulties and problems will arise. During these challenges, hard choices must be made. Leaders can provide help for people in these times by giving encouragement, but valuable help can also be given by sharing options and ideas for dealing with these circumstances. An important characteristic of leaders is creativity.
REMOTIVATION	Just like fighter pilots need G-suits to resist the G-forces of flight, leaders help people deal with the pressures of living and achieving. Leaders help widen the vision of people under stress.
CLOSING	“Let us be servants in order to be leaders.” <ul style="list-style-type: none">- Feodor Dostoevsky “But the greatest among you, shall be your servant.” <ul style="list-style-type: none">- Jesus Christ, Matthew 23:11; Christian Scriptures “Do not meet troubles half-way.” <ul style="list-style-type: none">- Jewish Proverb

When the Finish Line Is In Sight

Leaders Increase Options

Student Handout

CASE STUDY

Mike, a senior in High School, needs a biology course to graduate this spring. He made a passing grade the first semester. Mike lost his textbook and does not have the money to pay for the lost book. The school cannot issue him another book until he pays for the lost book. Susan loans Mike her book during the school day and Mike reads the material and tries to do the homework during his lunch hour. He returns the book to Susan at the end of the day. Occasionally the teacher loaned Mike her book overnight. Mike is struggling and is afraid that he will not pass biology and will not be allowed to graduate. Karen, a classmate, lost her book and reported it to the teacher. Two days later Mike showed up at school with a textbook with his homework completed. Mike would not tell where the textbook came from.

SOLO PILOT

1. Where do you think Mike got the new textbook?
2. What are Mike's options? He must pass Biology to graduate.
3. Is there any way you could help Mike with his dilemma?

PILOT

1. Who is responsible for Mike's problem?
2. What would you do if this situation happened to you?

TEST PILOT

1. As a CAP leader, how can you understand your responsibility to help cadets continue to progress in their CAP experience?

Clearing the Record

Responding to Hurt

Lesson Plan

OBJECTIVE	The objective of this lesson is for each cadet to learn how to respond appropriately to those who have hurt them and to maintain healthy relationships.
ATTENTION STEP	Ask each participant to write down the name of someone who has hurt him or her and what he or she did to hurt you. Have them hold on to this until the end of the lesson.
MOTIVATION STEP	Wouldn't you want to be able to release the grip of the past hurtful events, clear the record and not hold a grudge?
OVERVIEW	During this Moral Leadership session, we will: <ul style="list-style-type: none">• Read a case study concerning "Responding to Hurts"• Discuss the facts, assumptions, problems and solutions (FAPS) of the case• Answer and discuss your responses to questions that relate to the case study.• Record what you've learned in your Flight Log
BODY	The case study, "Clearing the Record" is located on the next page. See Part I for instructions on how to lead a case study.
SUMMARY	A conscious decision needs to be made before you begin to experience the benefits of forgiveness. Forgiveness is removing the hurt and keeping the person.
REMOTIVATION	Ask the cadets to pull their paper out with the name of the person and the hurt written on it. Provide each with a pencil that has an eraser. Tell them they have a choice of which end of the pencil to use. They can use the lead end to put an "x" on the person and remove them from their life, or they can use the eraser to erase the hurt and leave the person.
CLOSING	"The only way to destroy my enemy is to make him my friend." - Booker T. Washington "If your enemy is hungry, feed him; if he is thirsty, give him something to drink..." - Jesus Christ, Christian Scriptures "Forget injuries, never forget kindness." - Confucius

Clearing the Record

Responding to Hurt

Student Handout

CASE STUDY

Mike and Jennifer have often joked of their friendly rivalry in achieving their next rank. They have been cadets in CAP since 2001. Jennifer had quickly achieved her Mitchell Award. Keeping up with her, Mike had become Cadet of the Year in 2003. With the new year beginning, Mike was appointed Cadet Commander. By the spring banquet Mike recognized that Jennifer was noticeably aloof. It had become apparent to him that Jennifer's enthusiasm for participation in CAP activities had waned because she had not been promoting or attending activities as often.

During break at the next Leadership Meeting, Jennifer observed Mike taking money from the snack till and mistakenly believed he was stealing money when he was just making change. This observation furthers her resentment toward Mike and his leadership role. Jennifer does not like how her friendship with Mike has grown cold.

SOLO PILOT

1. Have you ever had your feelings hurt?
2. Have you ever been jealous over a friend's achievement?
3. Do you think Jennifer has a real or imaginary reason for being angry with Mike?

PILOT

1. Why should Jennifer take the first step toward restoration of their friendship?
2. Why should Mike take the first step toward restoration of their friendship?

TEST PILOT

1. As a leader in CAP, what steps can you take to restore relationships and help the functioning of the unit?

Out of the Loop

Suicide Discovery

Lesson Plan

Note to leader:

This is a difficult subject to discuss. Recent events in CAP have clearly indicated the need for cadets to aware of this issue and have a basic understanding of how to respond. The case study attempts to begin a discussion of suicide from the observer's perspective. This lesson will require more teaching than is usual for moral leadership lesson and the material that needs to be shared is as follows:

Warning Signs of Suicide

- 1. Suicide threats*
- 2. Previous suicide attempts*
- 3. Alcohol and drug abuse*
- 4. Statements revealing a desire to die*
- 5. Sudden changes in behavior*
- 6. Prolonged depression*
- 7. Making final arrangements*
- 8. Giving away prized possessions*
- 9. Purchasing a gun or stockpiling pills*

Recommended Response: QPR

- 1. Question the person about suicide*
- 2. Persuade the person to get help*
- 3. Refer for help*

Use this information in this lesson, as you deem appropriate.

Out of the Loop

Suicide Discovery

Lesson Plan

OBJECTIVE	The objective of this lesson is to help cadets explore how they feel about suicide and affirm the supreme value of human life.
ATTENTION STEP	Ask the cadets if they have known of anyone who has committed suicide.
MOTIVATION STEP	Suicide is a frightening subject to discuss and an experience that most will have to face in their lifetime. Civil Air Patrol has not been exempt from suicide and may not be in the future. This discussion will help clarify thoughts that the cadets have concerning this act.
OVERVIEW	<p>During this Moral Leadership session, we will:</p> <ul style="list-style-type: none">• Read a case study concerning our perceptions of suicide.• Discuss the facts, assumptions, problems and solutions (FAPS) of the case• Answer and discuss your responses to questions that relate to the case study.• Record what you've learned in your Flight Log
BODY	The case study, "Out of the Loop" is located on the next page. See Part I for instructions on how to lead a case study.
SUMMARY	Hearing of a suicide creates many different feelings in us. These feelings can lead to confusion as to what to say and what to do. Sometimes these feelings can be frightening.
REMOTIVATION	Never underestimate the amount of pain that a person can be feeling. People that you see, work with and go to school with every day can be struggling with their lives.
CLOSING	<p>"God gives burdens, also shoulders" - Jewish Proverb</p> <p>"For I am fearfully and wonderfully made." - Psalm 139:14; Hebrew Scriptures</p> <p>"Whoever rescues a single life earns as much merit as though he had rescued the entire world." - The Talmud, Mishna Sanhedrin</p>

Out of the Loop

Suicide Discovery

Student Handout

CASE STUDY

Marcus pulled into his normal parking place at school. The place next to him was empty. Marcus found this odd. Peter's Mustang was always in its place when Marcus arrived. Peter was just that type of a person. He was smart, conscientious, athletic, and popular.

Peter's father owned the local textile factory, and Peter was expected to follow in his father's footsteps. Marcus gathered his books and headed for homeroom. Along the way he saw groups of people whispering to each other and acting unusually sad. Stephanie met him in the hall. She was crying quietly and had difficulty talking. "I can't believe he's gone," was all she could say.

Steve was already in homeroom when Marcus arrived. "Who died?" asked Marcus trying to sound more cool than nervous. Steve just looked at him and said nothing. Marcus looked around the room. Was he the only one who did not know what was going on? "I don't get it," Latarsha said. "He had everything. Why kill yourself now? He was about to graduate, go to college and have a great life. What could have been so bad?" Marcus wondered the same thing.

SOLO PILOT

1. What are some of the ways you hear about bad things happening to young people?
2. What could have been so bad for Peter?
3. What are feelings that you believe could lead to a young person committing suicide?

PILOT

1. What can you say to someone whose friend has committed suicide?
2. What can you say to someone whose family member had committed suicide?

TEST PILOT

1. How do you feel when you hear a young person has committed suicide?

You can help us!

Looking for authors

You can help us by creating new case studies and lesson plans.

Use this worksheet as your guide and mail your work to the address on the worksheet.

Lesson Plan Worksheet

Title _____
Subtitle _____

Objective:

The objective of this lesson is:

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

Attention Step:

Items needed:

Description of activity:

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

Motivation Step:

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

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

Body:

Write a story that has recognizable characters and situations along with a moral dilemma. The case study should be between 100 and 150 words.

*The **body** is the meat of the lesson. It includes reading the case study, completing a FAPS analysis and answering discussion questions (all of which are described below).*

Discussion Questions

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

Solo Pilot

Write three solo pilot questions.

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

- 1.
- 2.
- 3.

Pilot

Write two pilot questions.

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

- 1.
- 2.

Test Pilot

Write one test pilot question.

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

- 1.

Summary:

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

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

Remotivation:

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

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

Closing:

Write a closing statement that is memorable.

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

Your Information:

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