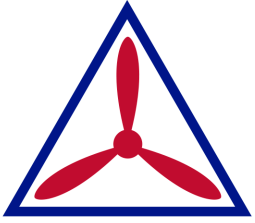


**Civil Air
Patrol**
U.S. Air Force Auxiliary

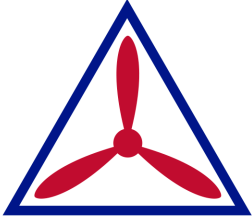
Required Staff Training

May 2022



“Leaders foster a culture that emphasizes a team mentality while maintaining high standards and accomplishing the mission.”

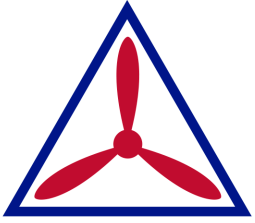
~ AFDD 1-1



Overview

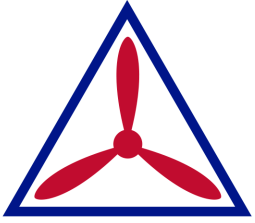
In this class, we will:

- Discuss the Cadet Protection paradigm
- Define appropriate intensity levels
- Analyze the *spirit* and the *letter* of the CPP
- Learn proper reporting procedures
- Apply Operational Risk Management
- Work through a number of case studies



Cadet Protection Paradigm

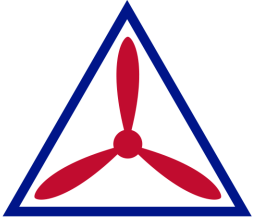
What is the primary purpose of the Cadet Protection Policy?



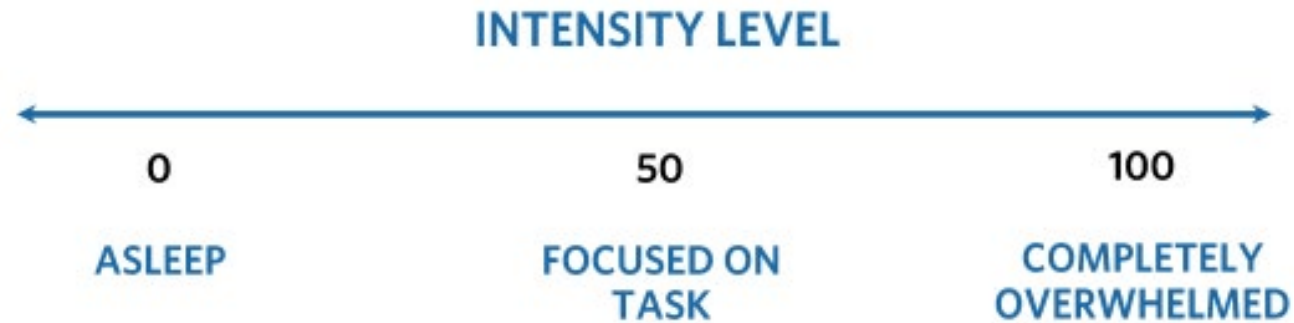
Cadet Protection Paradigm

What is the primary purpose of the Cadet Protection Policy?

TO PROTECT CADETS



Intensity Levels



Low intensity: social events, activity graduation

Medium intensity: classroom instruction

High intensity: drill, inspections, PT



Hard copies may be available from NHQ. See GoCivilAirPatrol.com/60-111.

Use the Watch-Out List to spot behaviors associated with excessive military intensity at encampments and similar activities. Remember that encampment is intended to be a challenging and regimented experience and that cadet cadre are still learning leadership, and may err from time to time. Leaders observing these behaviors should counsel and mentor cadre members to ensure students are treated appropriately and with respect. See CAPPs 60-70 & 60-15 for further guidance.

1. **Swarming.** Multiple cadre intensively engaging simultaneously with students, often with contradictory or confusing commands.
2. **Out of Bounds.** Level 1 intensity used when not authorized or otherwise inappropriate. Examples: Before Honor Agreement signed (at encampment), during an academic class, during Personal Time, or in non-CAP spaces such as the medical clinic or Base Exchange.
3. **Personal Space Violation.** Raised voice directed at a student within arm's length.
4. **Punishing Success.** Cadre continues to use Level 1 intensity despite successful completion of an assigned task. Example: Repeatedly yelling "Again!!" after student successfully recites memory work. CONTINUED ON REVERSE
5. **Terrorizing.** Continued use of Level 1 intensity when a student is displaying obvious signs of excessive stress. Examples: Cadets who are tearful or crying, unable to respond verbally, or are vapor locked.
6. **Embroidment.** Use of Level 1 Intensity by cadre when upset or angry.
7. **Intensity Without Training Value.** Cadre must be able to articulate the reasons for use of Level 1 intensity that are related to legitimate training objectives. Intensity used to amuse cadre or others is inappropriate.
8. **Loud Noise Without Training Value.** Use of loud repeated or sustained noise solely to increase intensity without an articulable training value. Includes drumming, loud recordings, horns, whistles, etc.
9. **Resistance to Supervision.** Attempting to minimize supervision and oversight by more senior cadre or senior members. Examples: Discouraging seniors from being present during Level 1 intensity activities, moving students out of sight or hearing of more senior cadre or seniors in order to minimize effective supervision, or not accepting and/or undermining guidance concerning intensity and training methods provided by more senior cadre and senior members.

AND FOR BOTH CADRE AND SENIORS:

10. **Reluctance to Supervise.** Failure to be present, supervise, and actively intervene as necessary to ensure compliance with encampment guidance.

Intensity Watch List

Swarming

Out of Bounds

Personal Space Violation

Punishing Success

Terrorizing

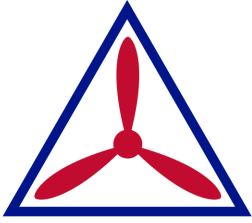
Embroidment

Intensity without Training Value

Loud Noise without Training Value

Resistance to Supervision

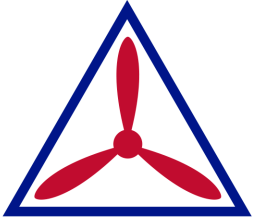
Resistance to Supervise



Definition of Abuse

CAP defines abuse in CAPR 60-2:

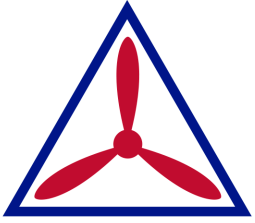
“Any recent act or failure to act on the part of a parent or caretaker (e.g. CAP adult leader) that results in death, serious physical or emotional harm, sexual abuse, or exploitation, or alternatively, an act or failure to act that presents an imminent risk of serious harm.”



Definition of Hazing

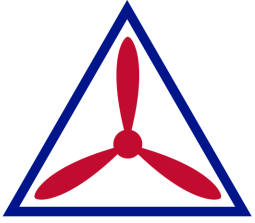
The Civil Air Patrol Cadet Program has adopted the standard Department of Defense policy on hazing:

“Hazing is defined as any conduct whereby someone causes another to suffer or to be exposed to any activity that is cruel, abusive, humiliating, oppressive, demeaning, or harmful.”



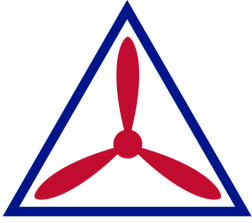
Definition of Boundary Concern

A boundary concern occurs when a member's actions fall short of the Cadet Protection Policy's best practices, without falling so far below CAP standards to qualify as hazing or abuse.



The Spirit and the Letter

If the ***Letter*** is “cruel, abusive, humiliating, oppressive, demeaning, or harmful,” what is the ***Spirit***?

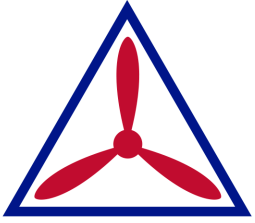


The Spirit and the Letter

If the **Letter** is “cruel, abusive, humiliating, oppressive, demeaning, or harmful,” what is the **Spirit**?

“They say we can’t give pushups as a punishment. So when the flight did poorly during a uniform inspection we all did pushups to celebrate the failure.”

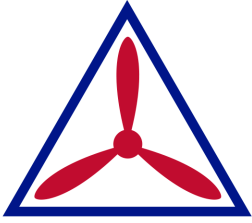
“Whenever we need to do something against CAP rules, we turn our uniform blouses inside out. Since there’s no insignia visible, we’re not in uniform and the rules don’t apply.”



The Spirit and the Letter

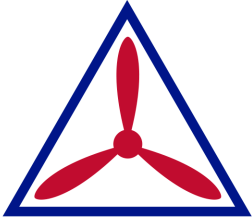
The Rule of St. Benedict:

“Arrange everything so that the strong have something to yearn for, and the weak nothing to run from.”



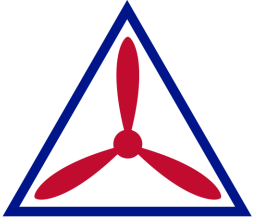
Reporting

- Why do you think some people choose not to report CPP violations?
- Is it ever okay *not* to report an incident?
- What if I report the incident to my direct superior but nothing is done about it?
- What if the person violating the CPP is in my chain of command?
- Is it ever okay to skip links in the chain of command, even if they aren't personally involved in the CPP violation?



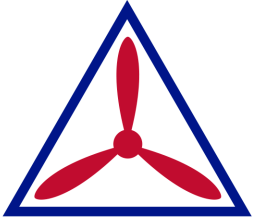
Abuse Reporting Procedures

- Adult members who develop a reasonable, good faith suspicion or belief that a cadet has been sexually abused, exploited, physically abused, neglected, or emotionally abused will first ensure that the cadet is safe from imminent harm.
- The member will then contact the wing commander, who will notify the general counsel and a wing legal officer.



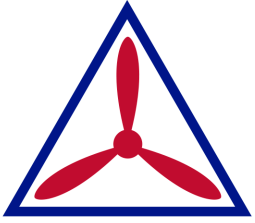
Boundary Concern Procedures

- If you see a boundary concern, step forward and redirect the undesired behavior.
- Usually, a friendly reminder is all that is needed. Sometimes extra training on the spot or refresher training on the Cadet Protection Policy is necessary.
- Chronic violators should receive progressive disciplinary actions, such as a written warning, suspension, and finally in the rarest instances, membership termination.

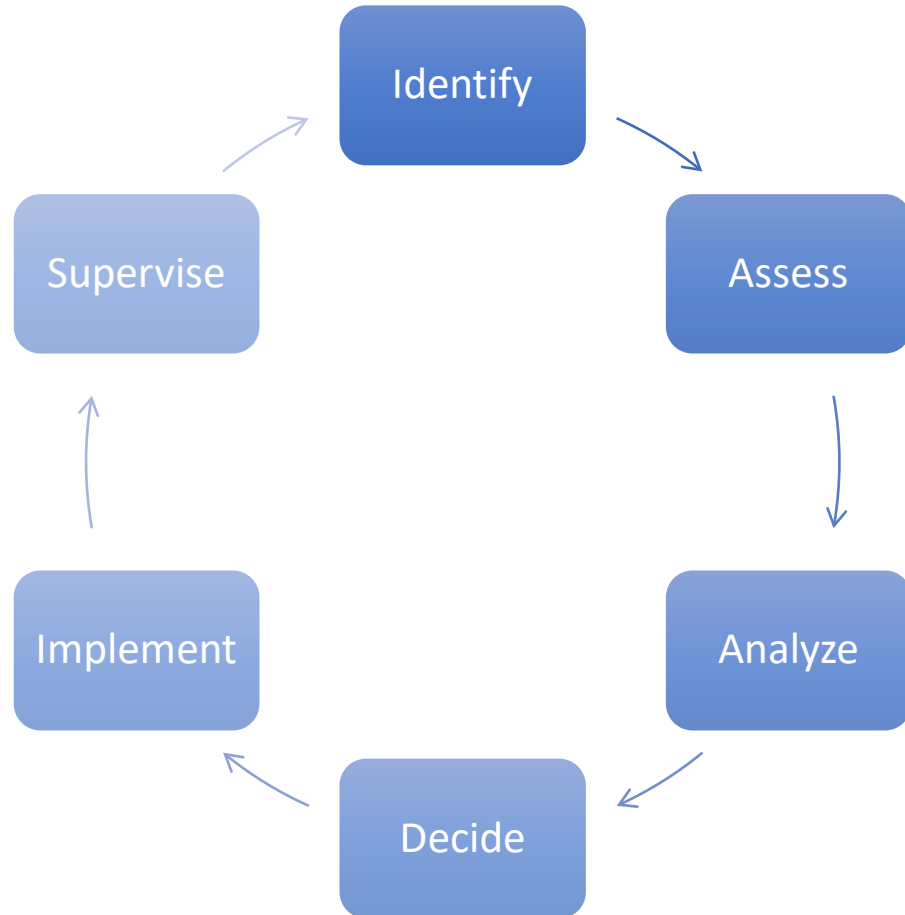


Planning Ahead

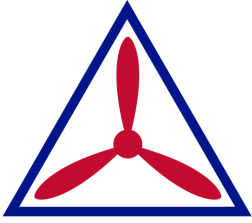
1. **IDENTIFY** the hazards
2. **ASSESS** the risks
3. **ANALYZE** the risk control measures
4. **DECIDE** how to control the risks
5. **IMPLEMENT** risk controls
6. **SUPERVISE** and review



Planning Ahead

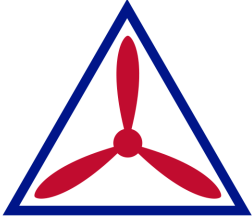


- Break into small groups
- Apply the first four steps of ORM to CPP issues at this activity
- Each group will be given a specific focus area



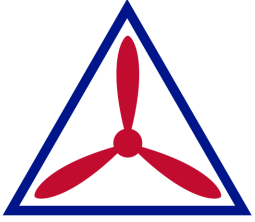
Risk Management Report Back

1. What hazards were identified?
2. How likely are the hazards? What's would be the severity of the hazards?
3. What could be done to reduce the probability or severity of the hazards?
4. What are your recommendations to reduce risk?



Review COVID Plan

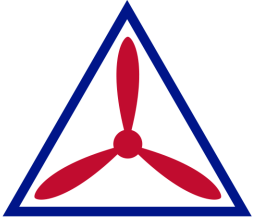
What safety strategies are in place to reduce the COVID-19 risks at this activity?



Case Studies

We will now apply CPP concepts to specific scenarios

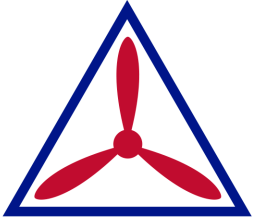
- Discuss in small groups
- Present findings to entire group



Case Study #1: Overzealous Barracks Inspection

You are a cadet Squadron Commander at a summer encampment. Each night you walk through your flight's barracks to check in with the flight staff and to assess the training progress. One night you find the barracks in complete disarray: boots and shoes in the middle of the aisle, uniform items on the floor, blankets and mattresses in disarray. You find out from the flight staff that the inspection team had just come through and conducted a "hurricane" inspection, tossing cadets' personal belongings around and flipping mattresses if the beds were not made to standard. The students are working frantically to get everything back in order, with the exception of one, who appears to be sitting on his bed, shaking uncontrollably.

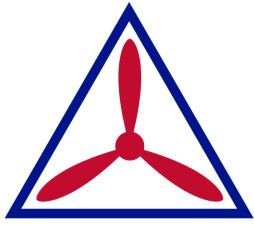
- What training purpose does this serve?
- Is it an example of hazing?
- What actions should you take?
- What do you say to the flight staff? What about the students?



Case Study #2: Building a Team

The Zulu Flight Guidon Bearer has left the guidon behind twice. The first time, the Cadet Commander gave it back, explaining that it was not just the Guidon Bearer's responsibility; the flight needed to work together as a team to keep track of the guidon. When the guidon gets left behind a second time, the Cadet Commander and Cadet Deputy Commander decide that there needs to be a consequence. This time, the Cadet Commander returns the guidon to Zulu Flight, furled with duct tape. He says, "Until you can figure out how to work as a team, nobody needs to know who you are." Several of the cadets are very upset. They feel that their flight is being singled out and treated unfairly.

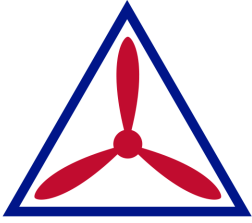
- What training purpose does this serve?
- Is it an example of hazing?
- How would you address the flight's concerns?
- What are some other consequences the Cadet Commander could have imposed?



Case Study #3: Taking Responsibility

Three of the students in your flight left their training manuals in the dining hall after lunch. You're really frustrated, because this is not the first time you've had to address this issue with your flight. While venting to a Flight Commander from another flight, he tells you that the night before he had his entire flight work together to complete a total of 200 push-ups and 400 flutter kicks by lights out that night in order to earn back the training manual belonging to one of his students. He explained that his Flight Sergeant thought they might get in trouble for hazing, but that his Training Officer said it was okay because they took a poll and the students all agreed to do the push-ups and flutter kicks.

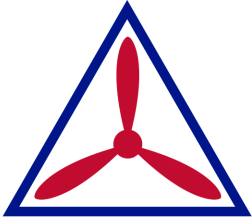
- What training purpose does this serve?
- Is it an example of hazing?
- Since this method of teaching responsibility seems to be condoned at this activity, would you choose to use it, too?
- If you do believe this is an example of hazing, who do you report it to, since at least one senior member approves of it?



Case Study #4: Under Cover

A cadet seems to have misplaced her flight cap. She looked through all of her belongings and searched high and low throughout the barracks, but it's nowhere to be found. You're already running behind schedule, and you can't wait around for one person to make everyone late. You instruct her to leave without the flight cap, but to walk around all day with her left hand over her head whenever she's outside, so she'll be "under cover."

- What training purpose does this serve?
- Is it an example of hazing?
- What are some alternative consequences for being out of uniform?
- What other methods can be used to teach cadets to take responsibility for their belongings?

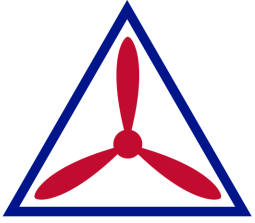


Case Study #5: Contraband Collection

From the very first announcements, the expectations were clear: cell phones, mp3 players, and other electronic devices would not be permitted at this activity. During in-processing, senior members conducted contraband inspections for unauthorized items and asked each cadet individually to report any unauthorized items they might have brought with them. Those items would then be collected, labeled, and kept in a secure location for the duration of the activity. Anyone who failed to report any unauthorized items during in-processing would be sent home for lying.

A few days into the course, during one of the classes, the Activity Director hears an odd sound. He recognizes it immediately as the sound of a cell phone that has been set to vibrate, instead of ringing, but he can't determine the source of the sound. As soon as the class is over, he announces that there will be no personal time, no talking during meals, and the cadets will do two sessions of standard PT per day instead of a standard PT session in the morning and a relaxed game of Ultimate Frisbee in the evening.

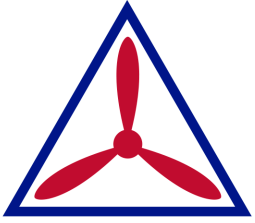
- What training purpose does this serve?
- Is it an example of hazing?
- Is this an appropriate use of group punishment?



Case Study #6: Leading by Example

During the final standby inspection of the encampment, C/2d Lt Smith's room fails miserably. He tells the inspector that he spent so much time helping his students prepare their rooms that he didn't have enough time to get his own room in order. The inspector doesn't buy it. Whatever else might have happened, the Flight Commander clearly failed to meet the standards. The inspector tells the cadet: "Are you kidding me? There's really no excuse for this, Smith. I mean, you couldn't even figure out the shoe line? Lead by example, Smith. Your room should be the best one in these barracks. I really expected better from you."

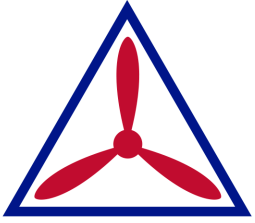
- What training purpose does this serve?
- Is it an example of hazing?
- What are some other ways the inspector could have handled this situation?



Case Study #7: In the Heat of the Moment

It's Friday of the first full week of encampment, and the cadets still can't seem to figure out how to stand at Parade, REST or how to stay in step while performing Eyes, RIGHT. The Commandant of Cadets orders the cadet command staff to continue practicing until they get it right. Afternoons get pretty hot in July, and most of the cadets' canteens are empty with nowhere to refill them. Two cadets have already passed out, but they still have not taken a break in over 45 minutes.

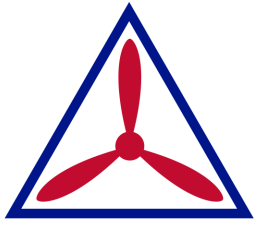
- What training purpose does this serve?
- Is it an example of hazing?
- What would you do if you were a flight commander?
- What if you were the public affairs officer, completely removed from the direct chain of command?



Case Study #8a: Cleaning Detail (Part 1)

You walk into the bathroom, and it is completely trashed: toilet paper on the floor, trash in the sink, and graffiti that says “CAP rules” in one of the stalls. Immediately, you are furious. You walk back out and call the barracks to Attention, demanding to know who did it. When nobody takes responsibility, you order the entire group to scrub the entire latrine—including all of the toilets—with no cleaner and no gloves.

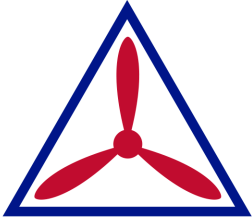
- What training purpose does this serve?
- Is it an example of hazing?



Case Study #8b: Cleaning Detail (Part 2)

By the time the cadets finish the cleaning detail, you've calmed down considerably. You begin to think that you might have overreacted.

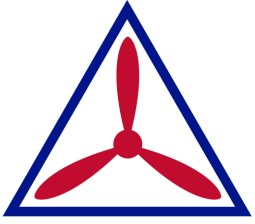
- What do you do when you realize you've gone too far?
- When you talk with the Activity Director, he asks you what you think an appropriate response would have been. What do you tell him?



Case Study #9: Team Spirit

Two cadets were caught running around doing “spirit missions” after lights out. The commander said he would deal with it in the morning, but handed the cadets over to the cadet staff to “deal with” until then. The two cadets were ordered to scrub the kitchen until the next morning, with only two 5-minute breaks and no sleep.

- What training purpose does this serve?
- Is it an example of hazing?
- Hazing or not, who bears the most responsibility for this incident?

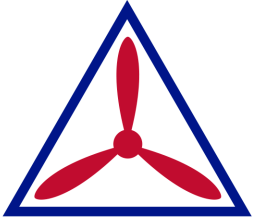


Case Study #10a: To Blow the Whistle (Part 1)

2d Lt Brown is a former cadet who recently returned to your squadron after four years on active duty as an Army Ranger. With his experience, he has become a great resource: helpful, approachable, and a great mentor. He quickly became popular with cadets and senior members alike.

You and the other cadet staff have been very frustrated with one particular cadet, a 14-year-old C/A1C. He's never been defiant, but sometimes he makes sarcastic remarks at inappropriate times and he often needs to be reminded of simple directions multiple times. While out on a Wing-level FTX, he smarts off to 2d Lt Brown, who responds by saying, "Come on, let's do some push-ups." 2d Lt Brown and the cadet drop together and they both do 10 push-ups.

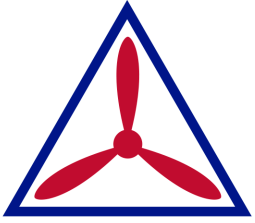
- What training purpose does this serve?
- Is it an example of hazing?
- Should you report it? If so, who do you report it to? 2d Lt Brown and the C/A1C are both in your squadron, but the incident occurred at a wing-level activity.



Case Study #10b: To Blow the Whistle (Part 2)

You weren't actually there when the "let's do some push-ups" incident occurred, but you heard about it later from your squadron's cadet First Sergeant. He mentioned it while bringing you up to speed on the attitudinal cadet's progress, smiling as he said, "He had it coming." Based on your understanding of the Cadet Protection Policy, you believe that this is an incident of hazing.

- Should you report the incident, even though you weren't actually a witness?
- How do you work with the First Sergeant on this issue, considering his opinion about the cadet and the incident?

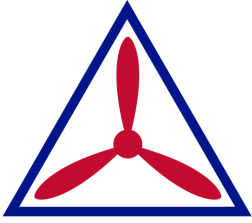


Case Study #11: Time Management

Zulu Flight can't seem to make it out the door on time for breakfast in the mornings. The Zulu Flight Staff recognizes that the cadets need some help developing time management skills, so they have devised a plan to assist them.

During hygiene time, the Flight Staff rushed the students through the showers. The Flight Sergeant stood just outside the shower room yelling at them that they had one minute to shower, while the Flight Commander kept time. They decided to be nice by really giving the students two minutes, instead of one. Tomorrow they plan on waking their flight 15 minutes before the scheduled wake up time, to ensure that they have plenty of time to prepare for the morning's first event.

- What training purpose does this serve?
- Is it an example of hazing?
- As a staff member not assigned to Zulu Flight, what would you do if you heard about this plan?

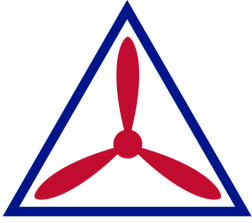


Case Study #12: Scare Tactics

C/CMSgt Wright is on top of the world. He's wanted to be First Sergeant at an activity outside his squadron ever since his first Encampment and now it's his time to shine. He wants to make an impression on the cadets, so every time he addresses them, he does so loudly. "I never yell," he likes to say, "I merely speak in a tone which ensures that I will not be misunderstood, misheard, or ignored." The Chief has already been mentored several times by those in his chain of command. He seems to understand now that while yelling isn't always bad, he was doing it excessively.

Much to the Chief's surprise—and delight—his Training Officer's advice that whispering can be just as effective is true. You couldn't hear what he whispered to cadets during inspections, but the Chief approaches you to brag about the level of discipline under his watch: "When a cadet isn't standing at Attention properly, I like to sneak up behind 'em and just whisper a few sentences. Works every time! They straighten right up. But just to keep 'em on their toes, after whispering, sometimes I yell suddenly, just to see 'em jump."

- What training purpose does this serve?
- Is it an example of hazing?
- How would you respond to the Chief's statement that he yells "just to see 'em jump"?

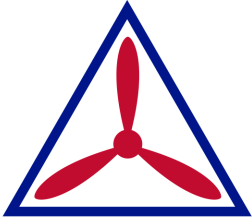


Case Study #13: Mind Games

If your team wins this volleyball game, you'll advance to finals. The stakes are high, but the team generally works well together on the court. As the pressure builds, the volleyball team captain becomes more competitive. She has been playing volleyball since she was 8, so it's serious business to her.

There are two cadets on the team who are particularly uncoordinated. If they don't miss the volleyball altogether, they always seem to hit it the wrong direction. You overhear the team captain talking to them before the game, telling them that they'd better figure it out so they don't ruin it for everyone else. Once the game begins, she's particularly sarcastic whenever the two "weakest links," as she calls them, try to go for the ball.

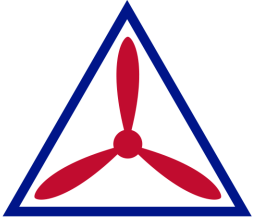
- What training purpose does this serve?
- Is it an example of hazing?
- How do you think the team captain's attitude and behavior affect the rest of the team?



Case Study #14: Personal Hygiene

Everyone has noticed that one particular cadet, a quiet C/SSgt who just turned 14, is beginning to smell. The other cadets have already been complaining about it and his roommate informed you that the cadet hasn't showered in three days. You pull him aside at the beginning of personal time and ask him—in a straightforward way, but with a kind tone—if he's been taking care of his hygiene needs. At first he tells you that he's fine, but with a little prodding, he explains that he's uncomfortable taking communal showers. While he doesn't come right out and mention it, you infer that he's nervous about developmental differences between him and the other boys.

- Do communal showers present a violation of CAP's Cadet Protection Policy?
- What can you do to help the cadet adjust?



The Bottom Line

The best leaders take care of their followers while living the Core Values of Integrity, Respect, Excellence, and Volunteer Service.

