



CURRICULUM ON LEADERSHIP

Strand L1: Character Development

Level 11

This Strand is composed of the following components:

- A. Character in Leadership
- B. **Moral Leadership**
- C. Ethical Leadership



It's What's Inside That Counts

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B. MORAL LEADERSHIP

Objectives

DESIRED OUTCOME (Followership)

90% of Unit Cadets are able to

1. Describe beliefs, values, and norms
2. Name the ten key words of the Cadet Code that spell “LEADERSHIP”
3. Explore how they feel about some topics of moral importance

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B1. Beliefs, Values, and Norms

Beliefs, **values**, and **norms** guide our actions in groups and as individuals. They provide purpose, meaning, and direction to our lives. Although there are some almost-universal beliefs, values, and norms, they can differ from culture to culture and from one group to the next.



To live together successfully, people must agree on certain beliefs and values that lead to group norms or rules of conduct. This is how our laws are formed – a group of representatives elected by the people comes together and decides what will be best for all, like traffic regulations, penal codes, and basic standards for medical treatment.

Although individuals' beliefs, values, and norms differ, the California Cadet Corps sets the organizational beliefs, values, and rules to be followed by its members. Every Cadet has his or her own personal beliefs, but for the CACC to be cohesive and effective, each member must embrace the beliefs, values and norms that have been set.

Cadet Corps Beliefs: The California Cadet Corps establishes its beliefs in our publications, such as our curriculum, regulations, web site, mission statement, vision, and leadership philosophy. The CACC formally teaches its beliefs to Cadets in class, by implementing the program as it's established in our regulations, and by mentoring Cadets through the program at school, in each Brigade, and at state level.

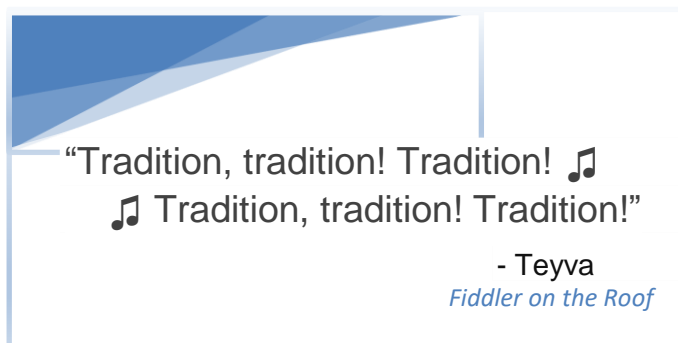
Cadet Corps Values: The California Cadet Corps has published its values in several documents:

- The CACC Core Values
- The Cadet Code
- The CACC Honor Code

The CACC also embraces the values of the institutions we are part of – our schools and the California Military Department.

Cadet Corps Norms: Norms are rules. Our primary ones are in our regulations. You can also find them in Standard Operating Procedures (SOPs) written for specific units or activities. We also follow rules set by the Board of Education, the CA Military Department, our communities, and our state.

Finally, we have **traditions** that are like rules: we have done some things a certain way for a long time, and we value these traditions and follow them like rules.



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Your Beliefs, Values, and Norms: As an individual, you had beliefs, values, and norms before you ever became a Cadet. They were formed by your family, religion, school, and friends. As you go through life, you'll be exposed to new ideas that will sometimes change how you feel about some things.

To be a successful as a Cadet, you need to understand Cadet Corps beliefs, values, and norms, and adhere to them. It doesn't change your core belief and values, but let's you be a member of a new group that may have beliefs, values, and norms that are slightly different from what you've developed so far. As you embrace membership in an organization like the Cadet Corps, your beliefs, values, and norms may change to align better with the values of the organization. This is a natural change, like many you'll go through during your life.

Diversity. We embrace diversity in the CA Cadet Corps. Diversity is the concept that we have many differences (races, genders, religions, cultures/ethnicities, sexual orientation, and disabilities) in our group, but that we all have equal opportunities to experience the Cadet Corps program and benefit from what it teaches. Our diversity is what makes us strong!



Motivation. Motivating your **subordinates** is a BIG part of leadership, especially as a Cadet. A person's background (beliefs, values and experience) shapes how they're motivated. Understanding the differences in the people with whom you work in the CACC makes you a better leader. You'll also be a better leader if you take what motivates people into account in the way you treat them. Learn what motivates your subordinates and use that to provide them with the motivating factors that will accomplish your mission.

Respect. Other Cadets will follow you if they respect you. You'll gain your subordinates' respect if you respect them and treat them fairly. Mutual respect will help you influence the changes they make in their beliefs, values, and norms – making them a better Cadet, and making you a better leader!



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B2. Cadet Code

The Cadet Code consists of 10 values held dear by the California Cadet Corps. It is adapted from the Army Values (Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, Personal Courage). All Cadets should be able to recite the Cadet Code values and should embrace these values in everything they do.

Three of the values in the Cadet Code, **Selfless Service, Integrity, and Respect**, are the CACC's Core Values. You should be able to name these three Core Values.

The 10 values listed in the Cadet Code are:

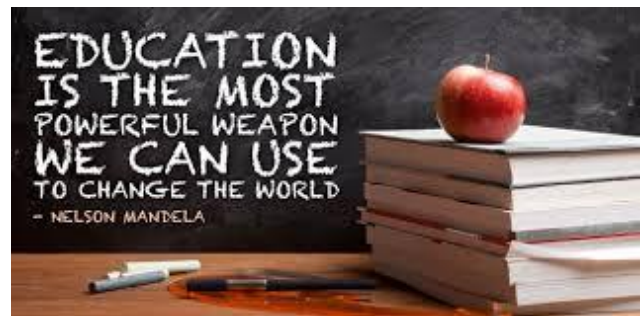
- Loyalty
- Education
- Ambition
- Duty
- Enthusiasm
- Respect
- Service
- Healthy
- Integrity
- Personal Courage



You should be able to identify a Cadet Code value by its definition: i.e. Given: "Cadets do what's right, both legally and morally", you should be able to answer "Integrity".

LOYALTY: Cadets bear true faith and allegiance to the United States Constitution, the State of California Constitution, the California Cadet Corps, and the units to which they belong. They exhibit a patriotic spirit and pride in our American way of life and heritage.

EDUCATION: Cadets do their best at school, they follow school rules, and know the current events going on in their city, the State of California, the U.S. and the world. They learn as much as they can about being a good Cadet and they know the importance of high school graduation and post-secondary education, such as attending college or a vocational school.



AMBITION: Cadets try to earn as many ribbons and as much rank as possible. They strive to attain the highest Cadet positions possible. They set high goals for themselves, make long-range plans for furthering their education after high school, and find employment that will make them valued contributors to their world.

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DUTY: Cadets fulfill their obligations and can be counted on to get the job done. They are trustworthy and hard-working. They take their duty assignments seriously by following their general orders and obeying all lawful orders they receive from superior officers and non-commissioned officers.

ENTHUSIASM: Cadets are passionate about their jobs as students and as Cadets. They share their excitement about life with others, especially subordinates. Even tasks that seem boring are taken seriously and accomplished according to expectations.

RESPECT: Cadets live the “Golden Rule” to treat others the way they want to be treated. They are good sports on the athletic field, appreciative of the diversity and contributions of the many people in our society. They are friendly, tactful, and courteous.

SERVICE: Cadets give of their time, talents, and other resources to help others, especially the less fortunate. They do so selflessly and with a positive spirit. Cadets willingly participate in regular and meaningful service to their schools and communities.

“Ask not what your country can do for you — ask what you can do for your country.”

John F. Kennedy's Inaugural Address, January 20, 1961

HEALTHY: Cadets strive to be well-rounded individuals. They strive for high levels of health, wellness, and fitness. They get enough sleep, they eat healthy food, they participate in a variety of fitness activities, both individually and in groups, and they look out for their emotional well-being.

INTEGRITY: Cadets do what is right, both legally and morally. They are clean-minded and they set an example for others to follow. They do not lie, cheat, or steal, nor do they tolerate those who do these things. Cadets place a high value on honesty.

PERSONAL COURAGE: Cadets face physical and moral danger with confidence. That does not mean they are not afraid; rather it means they face their fears and are able to be heroic in situations of physical danger and remain faithful to their values in situations requiring moral courage. They know when to say “no” to something they know is wrong.

Courage is rightly esteemed the first of human qualities... because it is the quality which guarantees all others.

WINSTON CHURCHILL

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B3. Moral Leadership Case Studies

Instructor Guide

The case studies contained here have been adapted from some of the case studies in *Flight Time: Values for Living – Character Development* for CAP Cadets. They are designed to provide discussion opportunities in the classroom to get Cadets thinking about values and issues relevant to Cadet Corps Cadets and other teenagers.

In large classes, the class may be broken into small groups to go through the Discussion Questions, then present the group's findings to the rest of the class:

1. Different groups can look at different case studies **OR**
2. Each group can discuss the same situation and compare their response to that of other groups **OR**
3. the class can discuss the case study as one group

The group should **analyze** the case study, identifying the issues involved by identifying *Facts, Assumptions, Dilemmas, And Solutions* (FADS). The FADS analysis is a method for Cadets to formulate solutions to challenging moral and/or ethical dilemmas they may face. Details of a FADS analysis are found in [Table 1. FADS Example](#).

The instructor is *not* to be an active participant in the discussion. Rather, the instructor's role is to guide the Cadets to discuss the case and find a solution.

The following are some ways in which the instructor can be a guide and play a valuable role:

- Prepare in advance by doing a **facts, assumptions, dilemmas, and solutions** (FADS) analysis and by answering the discussion questions.
- Make it a cadet-centered style.
- Encourage everyone to participate.
- Cadets should be the discussion leaders and recorders of the FADS analysis.
- Provide a copy of the case study for each student or have it displayed where everyone can see, such as the PowerPoint slide.
- Provide a copy (or PowerPoint slide display) of the FADS analysis and explain the process.
- Give each cadet or each cadet recorder a copy of a FADS worksheet
- Have a cadet read aloud the case study.
- Moderate the FADS process; if the group gets hung up, ask them some questions that require more than a 'yes' or 'no' answer.

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A suggested timeline and agenda for case studies:

10 min	INTRODUCTION BY INSTRUCTOR: FADS process explained, Cadet discussion leaders and recorders chosen/volunteer, participation by all encouraged*
25 min	CASE STUDY AND FADS ANALYSIS: read case study and do analysis
10 min	DISCUSSION QUESTIONS: oral and written responses
5 min	INSTRUCTOR CONCLUSION: Synopsis, Charge, and Closing Statement**

**To allow more time for the case study process and questions, the instructor may need to explain the FADS process and choose the Cadet discussion leaders and recorders a day in advance, particularly the first time a case study is done.*

****Synopsis:** A summary statement of the discussion's main points bridging to the desired 'take-aways' of the learning objective.

Charge: Encourage the Cadets to apply what they have learned.

Closing Statement: A BRIEF statement with a memorable thought relating to what was learned.

SAMPLE CASE STUDY AND FAPS WORKSHEET

Silvia was sure that rudeness was in fashion. When she went to her favorite all-you-can-eat pizza place for lunch, teenagers in athletic uniforms swarmed the buffet table and took all the pizza before other customers could get any. When the same teens left the restaurant after a loud, rowdy lunch, they left a lot of uneaten pizza on their plates. Some other customers talked on cell phones, ignoring their tablemates and annoying others in the restaurant with their loud cell phone conversations.

After she left the pizza place, she waited at a red light for cross traffic to free up so she could make a right turn. The driver behind her kept honking, yelling, and making foul gestures to get her to turn sooner. As they turned, he flew by on her left, hitting his side view mirror against her mirror. He drove away, talking on his cell phone and apparently oblivious to the damage he did to her mirror.

Silvia was so riled up when she got home that she parked her car in the middle of the two-car-width driveway instead of to one side. She went in the house, screamed at her brother to lower the volume on the TV, and she ignored the list of chores her mother had left for her. Her friend called distraught and wanted to talk about her breakup with her boyfriend. Silvia listened for a short while then made up an excuse to get off the phone. She ended the call, went to her bedroom fuming, and slammed the door. Her family's dog was in the backyard, barking incessantly. Silvia laid on her bed, put in earbuds and cranked up her iPod, then fell asleep.

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Table 1. FADS Example

<u>FACTS</u>	<u>ASSUMPTIONS</u>	<u>DILEMMAS</u>	<u>SOLUTIONS</u>
<p>1. Silva ate in a pizza place at the same time as a loud sports team.</p> <p>2. People in the pizza place talked loudly on their cell phones.</p> <p>3. Silvia's car side view mirror was hit by a driver in another car.</p> <p>4. Silvia screamed at her brother.</p> <p>5. Silvia made up an excuse and cut short a phone call with a friend who was distraught.</p> <p>6. Silvia did not do her chores.</p> <p>7. Silvia put on earbuds, cranked up the music on her iPod and went to sleep.</p> <p><u>Guide</u> List only <u>facts</u>, not assumptions. Feelings can lead to assumptions that may not be true.</p>	<p>1. The teens in the athletic uniforms were loud and rude.</p> <p>2. The cell phone conversations in the restaurant were loud.</p> <p>3. The driver hit Silvia's car mirror because he was talking on his cell phone.</p> <p>4. Silvia lied to her friend and was mean to her brother because she was upset about how other people were behaving.</p> <p>5. Silvia's barking dog was annoying to neighbors.</p> <p><u>Guide</u> Read between the lines and look for things that identify the core problem.</p>	<p>1. People talk on cell phones in public all the time, which can be rude to those they're with and other people around them. It's also illegal and unsafe for driving.</p> <p>2. The athletic team only thought of themselves when mobbing the pizza buffet.</p> <p>3. Silvia isn't doing the chores her mom asked her to do, and she's being rude to her brother.</p> <p><u>Guide</u> Sift the facts and assumptions down to three or fewer problems.</p>	<p>1. People need to make better choices about cell phone usage: It's illegal and unsafe while driving, and it's rude to do so in a restaurant.</p> <p>2. Even when having fun with a group of friends, people need to consider how their actions affect others around them: go to the buffet in smaller groups, and only take the amount of food you can eat.</p> <p>3. Silvia could apologize to her brother and finish her chores before her mom gets home.</p> <p><u>Guide</u> Solution 1. is for Problem 1. Solution 2. is for Problem 2., etc.</p>

CASE STUDIES

1. Internet Safety

Maria, a high school junior, came through the door after school, turned on her computer, and went online. When she wasn't busy with homework, Maria usually spent 4-5 hours a day on Snapchat chatting with online friends. She logged onto her favorite teen chat room to search for her friend, FlyGuy25, a 17-year-old swimmer. Over the course of their online friendship, Maria had told him everything from her age, hometown, family members' names and ages to her best friends' names, sports she played, and school's team name. They chatted nearly every day, and Maria considered him one of her closest online friends.

One day when Maria came home from soccer practice, she found her parents in the living room talking to a uniformed officer. He introduced himself as FlyGuy25 - instead of a teenager, Maria's online friend was actually an undercover policeman demonstrating the dangers of chat rooms. Officer Roberts explained to Maria how simple it would be for an online stalker to find her: He just had to go to her school, look for her jersey number at a soccer match, and follow her home. To emphasize how easy it is for predators to get personal information online and use it to harm young teens, Officer Roberts told Maria and her parents about several tragic cases of online stalking he had worked.

From that point on, Maria was fearful of using the Internet at all. She avoided chat rooms and deleted her Snapchat account. She was suspicious of anyone she met online, and she stopped emailing and chatting with all the friends she'd previously met online.

DISCUSSION QUESTIONS:

BASIC

1. How does the time Maria spends on the Internet compare with yours?
2. What risks did Maria take giving out so much information?
3. How was Maria fooled by the policeman?

INTERMEDIATE

1. How could Maria find out the true identity of online friends?
2. Was Maria's response of cutting off all Internet time appropriate?

ADVANCED

1. What are some things you can do to protect yourself on the Internet?

2. Leadership vs Friendship

Jessica and Tamara have been best friends since kindergarten. They've always gone to the same schools, shared the same hobbies, and had the same likes and dislikes. When they were 12, they joined the same CACC unit at their middle school. They attended class and activities together. For the first few years, they even got their promotions at the same time, all the way up through C/2LT. Since then, Jessica has been very involved with honors classes at school, along with participating in sports and band. She attends class but rarely does anything extra, and doesn't have a position on the battalion staff. Tamara has remained very involved with the battalion, and she's now promoted three ranks ahead of Jessica. Tamara has just been appointed as Brigade Commander, which means she will have the chance to select other Cadet officers to join her on brigade staff.

Tamara faces a tough choice for the #2 slot on the brigade staff, XO. Since they are best friends, Jessica expects Tamara to give her the position and promises to become active in the unit again if she gets the job. Tamara knows Jessica is well-liked by the Cadets and will make a fantastic brigade or battalion commander herself down the road. But there are three other Cadet officers who attend every event, have surpassed Jessica in rank, and would make good leaders. They could be upset if they don't receive a staff job that someone less qualified is chosen to fill. Tamara is torn between choosing a friend and choosing a leader.

DISCUSSION QUESTIONS:

BASIC

1. Is Jessica justified in expecting a position on the command staff?
2. If she's not chosen for the job of Brigade XO, how could Jessica show support for Tamara as the new brigade commander?
3. If Jessica is chosen as the Brigade XO, how might the Cadet officers who were passed over for the job react?

INTERMEDIATE

1. When you have a close friend who promotes faster or slower in the Cadet program than you do, does it affect your friendship? How?
2. Have you ever been in a situation similar to Tamara's? How did you handle it?

ADVANCED

1. Discuss the difference between a leader doing what's best for himself or herself personally, and doing what's best for the Cadet Corps. How would the CACC core value of Integrity affect Tamara's choice?

3. Prescription Drug Abuse

Jonathan, a sophomore in high school, started at a new school this year. All of his close friends from middle school are in a different high school, so Jonathan is looking for a new group of friends. He sees a group of popular kids every afternoon in the cafeteria, and wishes he could somehow get to know them.

One afternoon, he feels like it must be his lucky day. Someone in the cool clique asks him to sit with them at lunch. Terry, a cute sophomore girl, asks him if it's true that his dad is a pharmacist. When he tells her it is, she smiles and invites him to a special party that Friday night. There's a cover charge, though – he needs to bring three bottles of medication from home. Other kids in the group tell him how cool it is to mix and match medications, especially with the alcohol that will be available at the party. They tell him which medications are the best ones to trade. When Jonathan asks if it's dangerous, his classmates laugh and call him a chicken. After all, they're all legal medications. A lot of them are available over the counter – there's no harm in that, right?

Jonathan has never tried drinking at a party, and taking medication that isn't prescribed for him doesn't sound like a wise idea. But this group seems so cool, and he really wants to find some new friends. He doesn't want to seem immature in front of them. Reluctantly, he smiles and agrees to come to the party.

DISCUSSION QUESTIONS:

BASIC

1. If you were Jonathan, what would you do next?
2. Should Jonathan tell his parents or a teacher about the party? Why?
3. Do you know Cadets or classmates who participate in pharming?

INTERMEDIATE

1. Have you ever done things you knew you shouldn't do in order to make new friends?
2. Which one of the CACC core values could Jonathan use as a guide in this situation?

ADVANCED

1. Is taking legal medication that's been prescribed for someone else different from taking illegal drugs? Why or why not?

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4. Integrity

Cadet Corporal Ed Ryan decided to play a little joke on Cadet Master Sergeant Mary Bell. Cadet Ryan thought it would be funny to hide C/MSG Bell's back pack. He looked around; when nobody was looking, he grabbed it. As he tried to make his escape with the back pack, he heard something hit the floor. On the floor lay a pair of glasses. One of the lenses had popped out of the frames. Cadet Ryan put the pack back, picked up the lens and the frames. He knew his friend, C1C Mike Ward, had some Super Glue, so he went to him. Cadet Ryan told Cadet Ward that he had broken the glasses and asked him to glue them. Cadet Ward did so, but in the process left a very visible smudge on the lens. Cadet Ward said not to worry because he had something that could clean the smudge and make it look as good as new.

At this point, Ryan confessed that the glasses belonged to Cadet Bell. Both Cadets were now worried. Neither had a good explanation as to how and why the glasses had been broken. Cadet

Ryan decided to put the glasses back into the back pack and pretend that nothing had happened.

Meanwhile C/MSG Bell had finished PT, realized she needed her glasses and came into the room looking for her back pack. She quickly discovered that her glasses were broken and became very upset. The glasses would be very expensive to replace so she reported the loss to the Commandant. He called the entire unit together and began to investigate what had happened.

DISCUSSION QUESTIONS:

BASIC

1. How do you think Cadet Ryan felt when things did not go as planned?
2. Have you ever been in an embarrassing situation and how did you handle it?
3. Does your unit have a policy or procedure to protect the private property of Cadets when they are involved in activities? Why or why not.

INTERMEDIATE

1. What is fun about a practical joke and how is a joke disrespectful of a person?
2. How does showing respect for people's possessions showing respect for people?

ADVANCED

1. How would you respond to Cadets Ryan and Ward once you learned the truth about their behavior?

5. More Integrity

Cadet Joey Slade, Cadet Betty Scott and Cadet Cathy Teller are members of the 832nd Battalion. They are classmates in high school and occasionally hang out together.

The battalion partners with the local National Guard unit, and once a month Cadet volunteers help clean the armory for credit toward the Community Service Ribbon. Two weeks ago, Cadets Slade and Scott were part of the volunteer cleanup team. While cleaning the commander's office Cadet Slade noticed a model of a Blackhawk helicopter on the commander's desk and found that if the button on the base was pushed the rotor would turn. Slade thought this was really fascinating, so when he saw Cadet Scott alone in the adjoining office, picked up the helicopter, took it out of the office and showed it to her. He then replaced it on the desk in the commander's office. The next day at school Cadet Scott told Cadet Teller about the "really cool" helicopter that was in the commander's office, she did not mention that it was Cadet Slade who showed it to her.

After roll call on Monday in the Cadet Corps class, the Commandant announced that the National Guard commander was upset because his very expensive model of a Blackhawk helicopter had been broken. He wanted to know if anyone in the unit had any knowledge of it. Cadet Teller did not say anything at in class, but afterward started a rumor among the other Cadets of the battalion that she thought Cadet Scott was the guilty party.

DISCUSSION QUESTIONS:

BASIC

1. Have you ever been falsely accused of doing something you didn't do? How did you feel?
2. Have you ever broken something that belonged to someone else? How did they react?
3. What do you think happened to the model?

INTERMEDIATE

1. How can you tell if someone is telling you the truth?
2. What should Cadet Teller have done?

ADVANCED

1. What are some things you can do as a CACC Cadet to be honest in all that you say and do?

6. Respect

One day, Mr. Joe Timmons, a member of the local American Legion came to the regular class session of the 921st Battalion at Sagamore High School. After receiving permission from the Commandant, Mr. Timmons addressed the Cadets after roll call. He said that every year the American Legion goes to the veterans' section of the local cemetery and places a small American Flag beside each of the grave stones. This year the American Legion Post needed some assistance in doing this. He was asking for volunteers to help out this coming Sunday, the day before Memorial Day.

At the appointed time on Sunday seven of the Cadets and the commandant arrived at the cemetery. Mr. Timmons was there to greet them and provide the flags. He said, "The ground is hard and the sticks are fragile, so be careful when pushing them in or they will break. We have just enough to put one flag at each of the grave markers in this section of the cemetery."

As senior Cadet present, C/2LT Brad Hunter took charge and assigned the Cadets to the rows of headstones. The Cadets got to work and started placing the flags as instructed.

When fifteen-year-old C/REC Timmy Smyth finished his first row he looked back to see how well he was doing and saw with pride that all of his flags were nicely aligned, but one of the headstones near the beginning of the row did not have a flag. He was sure that he had put one there.

He looked around and saw an elderly woman place a flag by a civilian headstone just outside of the veterans' section of the cemetery. She struggled to her feet, patted the top of the headstone and slowly limped away. When she was out of sight C/REC Smyth walked over to where she had been. As he stood there he read the inscription on the headstone: Alvin B. Murphy – Beloved Husband and Father – May 27, 1920 – June 6, 1944 – died in the service of his country. Also were some initials: 82nd Abn Div SS BS PH

DISCUSSION QUESTIONS:

BASIC

1. Have you ever seen American flags on gravestones? How did you feel?
2. What is the story behind Alvin Murphy?
3. Why do the Cadets put American flags on the headstone?

INTERMEDIATE

1. What is Memorial Day all about?
2. Why do think it is important to remember those who have died in service to their country?

ADVANCED

1. How do you and your family observe Memorial Day?

7. Picking Your Friends

When Cadet Marwell arrived at the CACC class at Stone High School, she saw several of the Cadets clustered together in excited conversation. As she approached she asked, “What’s up?”

Cadet Teller was the first to speak, “Have you heard what has happened to Megan?” Megan is Cadet Megan Myers, a squad leader in 2nd Platoon, Alpha Company. Cadet Pyke did not wait for the sergeant to answer but chimed in, “She is in trouble, big time. She has been arrested and has to go to court.”

Cadet Marwell was surprised because Myers had never been in any trouble and was one of the more promising Cadets. She asked, “What’s Megan done?”

Cadet Wilcox answered, “She has been hanging out with a group of guys that tend to get in trouble. They got drunk, stole a car and crashed it. Megan has been dating one of those boys and that she was there, but she was not drinking and she didn’t know the car was stolen. She did get her arm broken.”

Cadet Marwell interjected, “I am sorry to hear that Megan was hurt. Now I wish I had advised her that she was at danger by getting mixed up with them.”

DISCUSSION QUESTIONS:

BASIC

1. How have you found the friends you have now?
2. What do you look for in a friend?
3. Have you ever gotten in trouble because of your friends?

INTERMEDIATE

1. Why should we be careful of those we choose to be friends with?
2. If Cadet Sweet’s report of Cadet Myers participation in the events above is correct, why do you think the police arrested Cadet Wilcox?

ADVANCED

1. The Commandant is troubled by Cadet Meyers arrest and is considering separating her from the Cadet Corps. Since you are the Battalion Commander he has asked for input, what is your recommendation?

8. Responsibility

Recently promoted to C/SFC, Fred Johnson has been in CACC for just over two years. He has been active in unit activities, but has never held a leadership position. The Company Commander thought it was time for Johnson to "earn his stripes" and made him the Cadet Training NCO. Cadet Johnson was told he would be instructing new Cadets in basic drill. Cadet Johnson acknowledged the order but felt uneasy. He was very good at drill and was on the battalion drill team, but he had never taught anyone else how to perform drill maneuvers. In fact, he had never been an instructor for any subject before.

The following week Cadet Johnson did not show up for the class and did not let anyone know he was not going to be there. As a result, C/SSG Nicole Hand had to instruct the class. Since she had only a few minutes to prepare for the class, it was not a constructive session. As a result, the new Cadets did not get the quality of instruction they needed. In addition, C/SSG Hand felt badly about it and felt discouraged about ever teaching again.

DISCUSSION QUESTIONS:

BASIC

1. Have you ever been asked to instruct a class in CACC or in another setting? What was that like?
2. Have you ever attended a class where the instructor was not fully prepared? What did you think of it?
3. Does being good at something mean that a person will be a good instructor? Why or why not?

INTERMEDIATE

1. Why do you think C/SFC Johnson did not show up?
2. Should Cadet Hand have refused to teach the class? Explain your answer.

ADVANCED

1. How will you set an example for other Cadets as a person who is committed to doing your duty and fulfilling all of your responsibilities as a CACC Cadet?

9. Creating an Impression

Summer was about to start and the Cadets of the Mustang Composite S493rd Battalion wanted to hold an outdoor party before school ended. The Cadets selected Waterfront Park for the location. The Cadet staff made the plans for the party and invited the commandants to join them. The staff wanted to play volley ball and Frisbee golf so they decided on casual dress. The plan was finalized and the Battalion Commander presented the plan to the Commandant. He approved it and committed the adults to providing the hot dogs and hamburgers.

On the appointed day, the plan came together. Everything was set up just as planned and all was going well until Cadet Tom Edison showed up with his girlfriend, Cadet Lindsey Hilton. Cadet Hilton was wearing denim shorts with a number of tattered holes. She also wore a tee shirt with, "I may not be perfect but parts of me are pretty awesome," written on it. A couple of male Cadets were standing together when Edison and Hilton walked by, and they started talking among themselves and laughing. Cadet Edison could not make out all that was said but he did hear one of them say something about Hilton advertising her "awesome parts." Hilton giggled at the comment but Edison got angry and went over to the two Cadets. Angry words were exchanged and a fight started. A crowd gathered around the fighters, but adults arrived quickly and broke up the fight.

This incident put a damper on the mood of the get-together and what had been a happy gathering broke up on a sour note.

DISCUSSION QUESTIONS:

BASIC

1. Do messages on tee shirts and jackets effect way we judge the wearer and why? (Consider the rights of freedom of speech.)
2. Why do you think Cadet Hilton dressed the way she did?
3. What was your impression of her?

INTERMEDIATE

1. Could this situation have been avoided and if so how?
2. Who do you think was most at fault for this situation and why?

ADVANCED

1. If you were the Battalion Commander or the Commandant, how would you advise other Cadets about what they wear in public?

10. One Team

Cadet Thomason had been a member of the 530th Battalion for only a few months. He had been an enthusiastic addition to the unit, 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 Commandant 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 Commandant knew who was to blame and as he quietly helped the Cadet free himself, he had a decision to make.

DISCUSSION QUESTIONS:

BASIC

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

INTERMEDIATE

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

ADVANCED

1. What is the role of a CACC Cadet leader in protecting the dignity of all Cadets in the unit?

11. Suicidal Thoughts

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.

DISCUSSION QUESTIONS:

BASIC

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?

INTERMEDIATE

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?

ADVANCED

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

12. Physical Abuse

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.

DISCUSSION QUESTIONS:

BASIC

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?

INTERMEDIATE

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?

ADVANCED

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

13. Teenage Drinking

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.

DISCUSSION QUESTIONS:

BASIC

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 CACC take on drinking at CACC functions?

INTERMEDIATE

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"?

ADVANCED

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

14. Plagiarism

While at lunch at school, Jenny's friend Clare was showing everyone the "A" she got on her research paper. "I did this in about twenty minutes. I downloaded it right off the internet. That was a lot easier than having to read a bunch of books," said Clare. "Where did you get that paper?" asked Jenny, "that looks great." "There are a couple of really good websites." Clare replied, "All I had to do was cut and paste." That afternoon, Jenny went home and signed on to the internet and called up the website that Clare had found. She also had a research paper that was due in a couple of days. She figured that to write a five-page paper would take her around three hours of research and writing. There were other things to do as well, like basketball practice and Lisa's party on Thursday. After a few minutes, Jenny found all the information she needed in one article. With a few key strokes, it would all be over.

As Jenny was about to make her decision, her mom said there was a news story on television that some people had been kicked out of the state university for plagiarism.

DISCUSSION QUESTIONS:

BASIC

1. Is plagiarism stealing? If so, from whom?
2. Can friends share possessions with other friends without that being "stealing"?
3. What are things that people, businesses and governments can do that they should not?

INTERMEDIATE

1. Is stealing okay as long as you steal from rich people (Robin Hood)?
2. If there is no danger of being caught downloading, is it the right thing to do?

ADVANCED

1. What responsibilities do you have in choosing how you use the technology that is made available to you?

15. PTSD

Sixteen-year-old Cadet First Class Betty Scott missed several classes when she was injured in a very bad car accident. She spent three weeks in the hospital and for two months she wore a cast on her right leg. Now she has a slight limp and a noticeable scar on her right cheek that she tries to keep covered. Except for running she can do the physical fitness tests. Cadet Scott seemed to be acting normally during the first few meetings after she returned, but as time passed there were noticeable changes in her attitude. Her outgoing and attentive personality had been replaced with reclusive and distracted behavior. She passed up two opportunities to test for promotion. It was also noticed that Scott has lost a lot of weight and that her uniform just hangs on her now.

When this was pointed out she became very defensive and ran off to the ladies' locker room. Cadet Scott's squad leader and friend Cadet Staff Sergeant Fay Hogan went after her and found her sitting on a bench crying.

Cadet Hogan learned that Cadet Scott felt responsible for the car crash and keeps having nightmares about it. She was not the driver of the car, but she was the only survivor. Her boyfriend and two other friends had not survived. Later that day, Cadet Hogan discussed Cadet Scott's situation with the Commandant.

DISCUSSION QUESTIONS:

BASIC

1. What are some ways that you have seen people deal with traumatic events in their lives?
2. What aspects of Cadet Scott's experience would be painfully traumatic for her?
3. What are some activities in CACC that could expose its members to PTSD?

INTERMEDIATE

1. What CACC programs help counter Post Traumatic Stress?
2. What responsibilities do people have to have others during their traumatic moments?

ADVANCED

1. If you were the Commandant, what are some options that you would have or implement to help members of the unit deal with trauma issues?

16. Cyber Bullying

During an inspection formation, a fight broke out between Cadet Staff Sergeant Megan Myers and Cadet Recruit Sarah Wilcox. After being separated, they were sent to different rooms. The Company Commander and the Commandant began by questioning Cadet Wilcox. C/REC Wilcox said that C/SSG Myers attacked her and that she was only defending herself. She further stated that she had only been joking and had not expected to be attacked.

C/CPT Anders then went into the next room to question C/SSG Myers. Before the commander could ask the first question Myers broke out in tears and cried. Between sobs, she said that a picture of a cow with her face had been posted on a popular internet website and underneath the picture was her name. She also had received several emails calling her a cow and other nasty names.

She said that a couple of meetings ago she was checking the Cadets in her squad just prior to being inspected. She found several problems with C/REC Wilcox's uniform and had pointed them out to her. She continued down the line of Cadets when she heard someone call out "MOO" and she was sure that it was Cadet Wilcox. When she confronted Wilcox about it, Wilcox smiled and said, "Got Milk."

DISCUSSION QUESTIONS:

BASIC

1. Have you ever been bullied or seen someone else bullied in school? How do you feel about this type of activity?
2. How do you define "Cyberbullying" and do you think this applies to this situation?
3. Does being a higher rank prevent a person from being bullied?

INTERMEDIATE

1. How are ways that people bully one another?
2. Why do people use the internet to bully?

ADVANCED

1. How can you show respect for others in CACC and how would you encourage others to be respectful?

17. Respect

Last year Cadet Staff Sergeant Mary Trice from Twin Hills Middle School attended her first Summer Camp. She was assigned as a squad leader in Alpha Company. The Company Commander was Cadet First Lieutenant Stacy Rodman from one of the military institutes. There was a long-standing rivalry between the members of both units.

From the very first day there were problems between these two Cadets. Cadet Lt Rodman was very critical over every-thing that Cadet Trice did or didn't do. It seemed that there were two standards within the company; a very rigid standard for Trice and her squad, and a more lax standard for the rest of the company. Other Cadets were also complaining that Cadet Rodman was unfair and callous.

C/MSG Fred Brown approached C/SSgt Trice and suggested they play a prank on C/1LT Rodman. He suggested that Trice steal one of Rodman's undergarments and run them up the headquarters flagpole. While Trice did not like Rodman, she hesitated. Cadet Brown then reminded her of the unfair treatment she and her squad had received. He encouraged her to put Cadet Rodman in her place for the sake of herself and her squad. She said she would think about it.

DISCUSSION QUESTIONS:

BASIC

1. Has anyone ever played a prank on you? How did it make you feel?
2. Why do you think people play pranks on each other?
3. Have you ever been treated unfairly? If so, explain?

INTERMEDIATE

1. Besides a prank, what are other options that Cadet Trice has in dealing with the perceived unfair treatment?
2. What can a leader do to prevent this kind of situation?

ADVANCED

1. As a leader at the encampment, how would you respond if Cadet Trice had decided to play the prank on Cadet Rodman?

18. Deceit

Cadet Corporal Mike Jones and Cadet Master Sergeant Fred Long joined the CACC at the same time. By studying harder Cadet Long achieved rank faster than Cadet Jones. As the months passed, Cadet Jones became more and more resentful of Cadet Long's success.

During one class, C/CPT Alice Fay, the Battalion Public Affairs Officer, took some pictures of Cadet training for a news article with her 35mm camera. After taking the pictures she left the camera unattended on a desk in the classroom. C1C Pat Ryan saw the camera and picked it up to look at it. Cadet Long saw Ryan with the camera and recognized it as belonging to C/CPT Fay. Long approached Ryan and told him to put the camera back on the desk. Cadet Ryan attempted to hand the camera to Cadet Long, but he released the latch and the back of the camera popped open and exposed the film. Cadet Long exclaimed, "Oh, great, look at what happened. Now I'll have to tell C/CPT Fay that her pictures are ruined." However, before he could do so he was called away to teach a class.

Cadet Jones had seen what had happened and he immediately went to find C/CPT Fay. He found her with the Commandant, Major Pete Reed. He walked up to them and reported, "Captain Fay, I'm sorry to have to tell you this but I just saw Cadet Long with your camera and back of it was open. I think he may have ruined the pictures you took."

DISCUSSION QUESTIONS:

BASIC

1. What do you think motivated Cadet Jones to report to the senior members about Cadet Long?
2. Should C/CPT Fay have felt safe in leaving her camera unattended with Cadets around? Why?
3. What do you think of C/MSG Long's choice to teach the class instead of reporting to C/CPT Fay?

INTERMEDIATE

1. Who was to blame for the camera being broken and why?
C/CPT Fay, Cadet Ryan, Cadet Long?
2. What would you expect the commandant to do with the information reported by Cadet Jones?

ADVANCED

1. What advice and guidance would you give Cadets to encourage competition without creating resentment?

19. Dignity & Respect

The Mountain View Middle School holds its drill practice at the Billy Edwards National Guard Center on Thursday afternoons. Usually while they hold their meetings the civilian janitor comes in to mop, wax and buff the hallways. The janitor's name is Charles "Old Charlie" Brown; he is in his mid-60's, has thin gray hair, walks hunched over and has a pronounced limp. Most Thursday afternoons the Cadets and Old Charlie get along just fine, however one evening things didn't go so well. While Mr. Brown was doing his job, the Cadets were outside doing PT. It had rained earlier in the day and the area where the Cadets were doing their exercises was muddy. When the Cadets came back inside they walked with their muddy shoes over the floors that Mr. Brown had just waxed and buffed. Mr. Brown became upset and said, "Hey, you youngsters should have wiped your feet at the door. Look at this mess and I just cleaned this floor."

One of the Cadets answered back, "You want some help old man, here," and he kicked over the mop bucket, spilling water all over the floor. Vader said, "Now all you have to do is mop it up," and walked off.

A few months later the unit held an awards banquet and the Commandant made the following introduction. "Ladies and Gentlemen, tonight I have the great honor to introduce to you our guest speaker. He is a humble man but also a man of great courage, a recipient of the Medal of Honor. I give you, Master Sergeant Charles Brown, U. S. Army Retired." Out limped, "Old Charlie", wearing his old Army uniform, over the left breast pocket was five rows of ribbons, in the top row were ribbons for the Silver Star and a Purple Heart with several Oak Leaf clusters. Around his neck was a pale blue ribbon which held a medal, a five-pointed star.

DISCUSSION QUESTIONS:

BASIC

1. Have you ever known anyone who did a brave deed? If yes, what did they do that was considered brave?
2. Do you think that you could ever do anything brave?
3. Are heroes special people, or can just anyone be a hero if given the opportunity?

INTERMEDIATE

1. What other ways can a person show heroism that does not require the risk of life or going to war?
2. How should members of the California Cadet Corps treat others?

ADVANCED

1. As a CACC member how can you show respect for American heroes and how can you encourage others to do the same?



20. Who's In Charge?

Major Fred Bell is the commandant of Falcon High School Cadets. He needs to appoint a new Battalion Commander because the previous commander moved to a different state. He wants to make the best and most ethical choice he can. The following Cadets are the best candidates and each has expressed an interest in the position.

a. His highest ranking Cadet is 16 y/o C/1LT Jane Wyner, the current Battalion S1. She makes excellent grades and is hard working. She is short, thin and has difficulty with the PT tests. Cadet Wyner is timid and has a high squeaky voice making her difficult to understand. In the past, she has had a hard time making decisions and taking decisive action.

b. The second ranking Cadet is 17 y/o C/2LT Brad Hunter, who is Alpha Company Commander. He is tall, good looking, and the Cadets are drawn to him. Cadet Hunter is bright but doesn't like to study so he just gets by on his tests. He is a thrill seeker who takes chances and plays practical jokes on people. He does a good job if well supervised.

c. The third ranking Cadet is 17 y/o C/2LT Ira Means, who is the Battalion Operations Officer. He is a defensive guard on the school football team and he is on the wrestling team. His size and booming voice make him an imposing figure. Cadet Means has to study very hard to make passing grades. He is a strict disciplinarian and wants to join the Marines.

d. The fourth possibility is 16 y/o C/CSM. John Wade, the Battalion Sergeant Major. He is of average height and build. Cadet Wade is a reliable worker, and is respected by both Cadets and seniors. He makes good grades and will attend OCS next month. Wade takes the initiative when the need arises. He shows mature judgment in the accomplishments of his tasks.

DISCUSSION QUESTIONS:

BASIC

1. What do you look for in a leader in CACC?
2. What factors such as rank, age, academics, appearance and such do you think should be used in making this decision?
3. How do you think the hurt feelings of the Cadets who were not selected should be handled?

INTERMEDIATE

1. What problems might arise if Major Bell picks one of the lower ranking candidates?
2. What is more important when making a decision: the mission or the people and why?

ADVANCED

1. Who would you choose as the new Battalion Commander and why?