

## *Corporate Learning Course*

### LESSON PLAN

#### Aerospace Education

**DURATION:** 90 minutes

**TEACHING METHOD:** Lecture/Discussion/Case Study

**REFERENCES:** CAPR 50-16, Cadet Training Program, CAPR 50-17, CAP Senior Member Training Program, CAPM 50-20, CAP Model Rocketry Program, CAPR 280-2, CAP Aerospace Education Mission, **slide/transparencies summary (Instructor Guide page 91)**

**TEACHING AIDS:** Student guide, slide/transparencies presentation (available from director)

**READING ASSIGNMENT:** Section overview, found in student guide

#### **Lesson Objective:**

Explain how the wing operates to carry out the Aerospace Education Mission. (ref: CAPR 50-17, Chap 5, Para 5-3a)

#### **Behavioral Objectives:**

1. Understand the wing's overall aerospace education strategy; and the squadrons' place in implementing the strategy. (ref: CAPR 280-2)
2. Describe the Wing's vision for internal and external aerospace education programs. (ref: CAPR 280-2, CAPR 52-16, CAPR 50-17)
  - a. Internal
  - b. External
3. Identify wing Aerospace education staff by provide a list of AEO's and AEMs within the wing.
4. Discuss the wing's strategy to recruit and retain qualified AEO's and AEMs.
5. Discuss the Wing's aerospace education public relations strategies.
6. **Discuss how Aerospace Education supports CAP's other primary missions (Cadet Program, Emergency Services)**

#### **LESSON STRATEGY:**

This segment should be done by a qualified Aerospace Education Officer, preferably with wing experience. The purpose of the segment is to introduce the students to Aerospace Education efforts at wing level and give them an appreciation of how aerospace education affects the other primary missions.

The teaching outline provides an introduction, outline of the main points, and conclusion which should be adapted as required to meet the needs of a particular wing. The points outlined in bold face must be covered, and those in plain face may be covered if the instructor feels the points are pertinent to their wing or there is extra time. We recommend that the lesson be personalized by the presenter to reflect the unique characteristics of the wing.

The comments should be brief, while still meeting the learning objectives. Every effort should be made to accomplish at least one of the case studies during the segment, because they will enable the students to apply the information they have learned in the lecture.

## **LESSON OUTLINE**

### **MAIN POINTS**

- I. The wing's overall aerospace education strategy
- II. Wing's vision for internal and external aerospace education programs
- III. Aerospace education staffing
- IV. Wings aerospace education public relations strategy
- V. How aerospace education supports CAP's other primary missions

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### **TEACHING OUTLINE**

#### **Aerospace Education**

**Lesson Objective:** Explain how the wing operates to carry out the Aerospace Education mission.

**ATTENTION:** As you know, Aerospace Education is one of CAP's three primary missions. Many of you have benefited from the aerospace education program at the unit level, through completion of the Aerospace Education Program for Senior Members – the Yeager Award; or have seen it through the Cadet Program. But there's a lot more to Aerospace Education in Civil Air Patrol than just those two items, especially at the wing level.

**MOTIVATION:** Aerospace Education touches nearly every part of Civil Air Patrol – even our name shows our commitment to the aerospace environment. In fact, the benefits of the aerospace environment affect us in every aspect of our lives – whether we realize it or not.

Thousands of even everyday items and tasks have been created, changed, or enhanced by advances in the aerospace sciences: how we travel, what we eat and how it is processed and packaged, how we work and even what we wear. In order to continue to advance in the aerospace sciences to benefit our future, we must gain an appreciation for – not only its past – but for what it does for us today.

**OVERVIEW:** Since its inception, Civil Air Patrol has dedicated itself to educating both the public and its own members about the benefits of the aerospace environment on American society. These efforts go far beyond using textbooks or model rockets to teach cadets. CAP efforts reach into American classrooms and town halls, military bases and local airports.

Over the next 90 minutes you will learn about exactly how much the aerospace education program permeates the wing culture, and how important it is to the overall function of the wing.

#### **BODY**

##### **MP I. The wing's overall aerospace education strategy**

- A. Plan of action**
- B. Unit visitations
- C. Feedback from squadron aerospace education officers**
  - 1. Quarterly reports to wing**
    - a. How the reports fit into the wing's plan of action**
- D. Aerospace education conferences sponsored by the wing**
- E. Model rocketry at the wing level
- F. The relationship between the wing DAE and his/her region level counterparts  
(volunteer and corporate)

##### **MP II. Wing's vision for internal and external aerospace education programs**

**A. Internal**

1. **Support of cadet encampments**
2. Model rocketry/airplane building
3. Aerospace-related field trips
4. **Unit AE program support**
5. **AE 2000 program**
6. **National Cadet Competition support**
7. **Aerospace Education Program for Senior Members**
8. **Support at wing/region conferences**
9. **Awards**

**B. External**

1. **Aerospace Education Member conferences**
2. **School visits**
3. **NCASE support**
4. **AEM recruiting (NOTE: Refer to AEM recruiting pamphlet, available through HQ-CAP/ETA)**
5. **Awards**

**MP III. Aerospace Education Staffing (provide students a list )****A. Aerospace Education Staff**

1. **Wing staff**
2. **Unit AEOs**
3. **AEMs**

**B. Wing strategy to recruit and retain qualified AEOs and AEMs**

1. **Sources**
  - a. Teachers
  - b. Aerospace Industry
  - c. Military
  - d. Etc.
2. **Training**
  - a. **OJT**
  - b. **Unit visits**
  - c. Testing support
  - d. Conferences

**MP IV. Wing's aerospace education public relations strategies**

- A. Internal PA
- B. External PA

**MP V. How AE supports CAP's other primary missions**

**A. Emergency Services**

1. **Spin-off technologies (NOTE: Give examples of aerospace spin-offs which are used in ES, for examples, radios, GPS, computers, etc.)**
2. **Aero-related**

**B. Cadet Program**

1. **Academic**
2. **Activities**

**Case Studies**

**Questions for facilitation**

**CONCLUSION**

**SUMMARY:** The limits of the aerospace education mission are basically bound by the imagination, and benefits both our appreciation of the world around us and our operations as a whole. AE is not "just for the cadets."

**CLOSURE:** Now that you have a better understanding of the AE mission, we'll move on to perhaps CAP's most well known mission – Emergency Services. ES in Civil Air Patrol covers many different areas: from air operations to communications; and nearly every member of CAP supports Emergency Services in one way or another. The next section will tell you how.

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### **CASE STUDIES**

#### **Aerospace Education Study #1**

**CASE STUDY OBJECTIVE:** To enable the students to apply the information learned from the aerospace education segment and reach a workable solution to the case presented.

**INSTRUCTOR NOTE:** In completing the case study students will provide samples of behavior which show comprehension of Developmental Objectives 2 and 6.

#### **CASE STUDY:**

Your friend, the Wing Director of Aerospace Education has asked you to help him out. He tells you that the annual Wing Conference is just a couple months away and he wants to do something a little "different" for the cadets.

In previous years, Aerospace Education has traditionally sponsored both an essay contest and an model airplane contest where squadrons' submit their best models and speakers. The top 3 squadrons in each category receive a trophy, and the cadet responsible for writing the winning essay also receives an individual award, such as a certificate.

The Wing DAE tells you that interest in these contests have dropped off a little in recent years, and he really wants to jump start the contest. He says that the wing commander has authorized the traditional budget for trophies and certificates, but that's not the problem. He wants some fresh ideas for an AE contest at the wing conference which: (1) won't cost the individual cadets and squadrons a lot of money, (2) will be educational, (3) will be fun not only to take part in but also for conference attendees, (4) won't be too hard to administer, and (5) won't be too time consuming for potential judges.

What are your suggestions?

**Aerospace Education Study #1****Questions for Facilitation:**

1. Is there anything wrong with the type of contest presently in use?

*Answers vary.*

***FUQ: Can the contest be made better?***

***For the purposes of this exercise, they can be. Interest in the existing contest has dropped off in recent years. It could also be inferred that the cadets are not learning as much as they should.***

2. Should the squadrons be consulted as to what kind of contest should be held?

***Yes, the squadrons can give you an idea about cadet interests, how much time and money they can invest, and what could make good prizes, etc.***

3. How do the conditions listed affect your ideas?

*Answers vary - list ideas.*

4. How can you make this fun for: cadets, judges and spectators at the conference?

*Answers vary.*

5. Instructor's questions.

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**CASE STUDIES**

**Aerospace Education Study #2**

**CASE STUDY OBJECTIVE:** To enable the students to apply the information learned from the aerospace education segment and reach a workable solution to the case presented.

**INSTRUCTOR NOTE:** In completing the case study students will provide samples of behavior which show comprehension of Developmental Objectives 1,2, 4 and 5.

**CASE STUDY:**

You are the Wing's External Aerospace Education Officer and want to become more active in the wing's elementary schools. Presently, you have Aerospace Education Members in two of the wing's 16 counties (each within 15 miles of your location, incidentally), and schools in four other counties are interested.

There are twelve units in the wing, with ten units having aerospace education officers. These units are in 10 of the wing's 16 counties, and there are units where schools either already participate or have expressed interest.

Develop a plan to increase CAP's aerospace education exposure in the wing's schools.

## Aerospace Education Study #2

### Questions for Facilitation:

1. What resources (people, facilities, etc) can you tap to assist you in this effort?

*Resources you can tap include the AEOs and AEMs, the LO can also make the initial contact, neighboring wings can also give you ideas and hints about what has made their programs successful.*

2. How aggressive do you want to be in reaching the wing's schools?

*This depends on the amount of attention you can afford to give, the relative health of the program as a whole, the resources you have available, and the level of activity you feel you can sustain for a given length of time.*

3. What are you willing to expend (resources, money, time) to achieve the level of participation you want? (short term and long term)

#### *Things to consider:*

*Mail costs*

*Printing costs*

*Supplies for display*

*Transportation*

*Air and ground*

*Personal and corporate*

4. How would the program suffer or benefit based on what you decide? How will other departments suffer or benefit?

*Answers vary.*

5. Instructor's questions.