

CIVIL AIR PATROL

National Headquarters



CIVIC LEADERSHIP ACADEMY

2004 Curriculum Guide

- ▶ *Persuasive Leadership*
- ▶ *Public Service Careers*
- ▶ *Federal Government*
- ▶ *American Heritage*

CIVIL AIR PATROL

CIVIC LEADERSHIP ACADEMY

Fostering cadet officers' civic growth by
increasing their leadership skills,
sense of civic responsibility,
and overall interest in the democratic process.



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Part

1

Civic Leadership Academy

- ▶ Persuasive Leadership
 - ▶ Federal Government
 - ▶ Public Service Careers
 - ▶ American Heritage
-

Course Overview

Politics. It is more than campaigning for office: A political life is one of public service. The political sphere includes how people exercise freedom, cooperate to help one another, and govern themselves and their world. America’s future depends on today’s young people becoming engaged in the civic life of our nation.

Mission. The Civic Leadership Academy fosters cadet officers’ civic growth by increasing their leadership skills, sense of civic responsibility, and overall interest in the democratic process.

Synopsis. The Civic Leadership Academy is an opportunity for 24 of CAP’s brightest cadets to explore their government and learn how the three federal branches and the media inter-relate. Cadets will increase their abilities to lead persuasively and articulate a well-reasoned, personalized message. The Civic Leadership Academy culminates with the CAP Legislative Day, during which time cadets will meet with Congressional leaders and perform the real-world mission of helping them better understand CAP’s worth to America.

Blocks of Instruction. The curriculum is organized into four blocks of instruction. Further, each block is divided into a number of lessons:

▶ **Persuasive Leadership**

How do political leaders build consensus?

▶ **Federal Government**

What are the roles of the three branches of government?

How do citizens, the press, & the civil service interact with government?

The federal government block is further divided into sub-blocks:

- ▶ Introduction
- ▶ The Legislative Branch
- ▶ The Executive Branch
- ▶ The Judicial Branch
- ▶ The Free Press

▶ **Public Service Careers**

How should cadets prepare for public service careers?

▶ **American Heritage**

What do our nation’s monuments tell us about America?

Strategy & Sequencing. The Civic Leadership Academy begins with classroom activities to provide a foundation for guided observations and field trips in our nation’s capital. Cadets will draw upon this foundation as they experience government first-hand. A small reading list augments these classroom activities to provide a common intellectual framework as cadets come to CLA from diverse educational and cultural backgrounds (see *Guide to Readings* for details).

Because the CLA curriculum builds toward CAP Legislative Day as a capstone activity, the federal government and persuasive leadership blocks are completed prior to beginning the Civic Leadership Academy’s real-world advocacy mission. During Legislative Day, cadets will be challenged to apply their understanding of government and persuasive leadership.

The public service careers block is conducted concurrently with the federal government block. As cadets interact with government professionals, they will learn what challenges and rewards are unique to that career field and how they should prepare themselves if they aspire to enter that career.

The American heritage block is an opportunity for cadets to deepen their appreciation for, and become inspired by, our nation’s most celebrated monuments. Because CAP cadets are air-minded, a trip to the Smithsonian’s Air and Space Museum is included in this block of instruction.

Academic Freedom and Non-Attribution. The best environment for learning is one where all participants – students, instructors, guest speakers and staff – exchange ideas in an atmosphere of academic freedom. To create such an environment, all CAP members must regard speakers’ academic statements as privileged conversations. At no time is a speaker to be quoted by name, either during the CLA or after returning home. Instead, quote speakers only indirectly. For example, one might say, “A previous speaker told us... do you agree with that individual’s position?” These guidelines assure cadets and lecturers that they may speak candidly, and therefore the non-attribution policy maximizes everyone’s potential for learning.

Part
2

Persuasive Leadership

► *How do political leaders build consensus?*

Leadership in a political environment requires special skills. The most successful political leaders, whether they are senators, presidents, judges, officials, or advocates, build a consensus for their position. In this block, cadets will learn how to succeed through the use of persuasion. The activities are designed to help them understand how leaders accomplish goals in Washington and also to equip them with skills they can use while advocating for CAP and leading in their community.

Leadership by Persuasion & Consensus

PL-10 [50 minutes]

While a military commander may lead authoritatively, political leaders must lead persuasively and build a consensus if their proposals are to be enacted. This principle holds true not only for elected leaders. Legislative staff, lobbyists, executive department officials, and private citizens must develop a consensus in working toward political goals. How do actors in the political process lead? What tools do they have to persuade and develop a consensus? Cadets will apply what they learn during the informal lecture to create a personalized message that they can use while advocating for CAP on Legislative Day.

METHOD: Informal lecture and practicum

OBJECTIVE: To comprehend the persuasive leadership skills political leaders use to build consensus.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Describe how a leader's moral authority may contribute to their persuasiveness.

2. Explain how an appeal to mutual interests helps build a consensus.
3. Discuss the concepts of “log-rolling” and “mandates” as applied to the political process.
4. Explain how the principles above may relate to leadership in CAP.
5. Prepare a personalized and persuasive message that advocates CAP’s worth to America.

Communicating with Media

PL-11 [90 minutes]

In FG-50, cadets learn the role of the press. Through this practicum, they will learn how to work with the media. What is the best way to obtain an interview or host a media event? What do journalists and editors look for in a feature? During an interview, what principles should a CAP cadet keep in mind to communicate their message effectively?

METHOD: Informal lecture and practicum

OBJECTIVE: To comprehend principles that contribute to positive media interviews.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Discuss the steps necessary to obtain an interview or schedule a media event.
2. Describe the delivery skills that are effective during an interview.
3. Describe common mistakes that inexperienced people often make when interacting with media.

Making Contact with Government

PL-20 [90 minutes]

How does one make contact with their government? Who do you contact? How do you proceed to communicate your ideas or concerns to elected representatives? This lesson explores two main issues. First, cadets will better understand how a legislative office is organized, which will aid them in making contact with government and advocating their political issues. Second, cadets will receive a primer in the etiquette that is customary when interacting with staff, elected officials, and other dignitaries found in civic life.

METHOD: Informal lecture and discussion

OBJECTIVE: To comprehend the principles upon which our federal government is founded.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Describe the basic structure of a legislative office.
2. Identify key steps when requesting an office call.
3. Describe and demonstrate proper etiquette.

CAP Advocacy

LP-30 [Approximately 10 hours]

This exercise is also a real-world mission. CLA cadets will participate in CAP Legislative Day, communicating CAP's worth to our political leaders. Cadets will need to draw on their understanding of government and persuasive leadership skills to be effective advocates for CAP. Along with EV-20, this event is a capstone activity for the CLA.

METHOD: Practicum

OBJECTIVE: To demonstrate comprehension of the political process and the persuasive leadership skills necessary in advocacy.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Demonstrate proper etiquette during Congressional office visits; display a professional bearing and positive attitude throughout Legislative Day activities.
2. Demonstrate an ability to present clearly a compelling, personalized message that communicates CAP's worth to America.

Part

3

Federal Government

- ▶ *What are the roles of the three branches of government?*
- ▶ *How do citizens, media, & civil servants interact with government?*

In this block of instruction, cadets examine how the Constitution has separated power in federal government through our system of “checks and balances.” Cadets will study and experience all three branches of government. Moreover, cadets will explore how un-elected officials and the media contribute to the public process.

INTRODUCTION: Basics of Federal Government

FG-10 [50 minutes]

This lesson provides cadets with an overview of federal government. Cadets will examine the federal system and how the Constitution checks and balances power among the three branches of government, the states, and the people. Additionally, in this session will review the basic processes of how a bill becomes a law.

METHOD: Informal lecture

OBJECTIVE To comprehend the American system of checks and balances.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Summarize the unique roles and powers of the three branches of government.
2. Explain “federalism”.
3. Describe how a bill becomes a law.

THE LEGISLATIVE BRANCH: Parliamentary Procedure

FG-20 [50 minutes]

If a typical citizen were to observe a legislative body at work, they would likely be confused by the special rules and procedures that govern its deliberations. This lesson is designed to help cadets understand how a bill becomes a law by focusing on the parliamentary procedures used in the House of Representatives and the Senate. Following a brief tutorial, the cadets will role-play and work through a mock floor debate.

METHOD: Informal lecture followed by practicum

OBJECTIVE: To comprehend how parliamentary procedure contributes to representative government.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Explain why formal procedures help keep a legislature's deliberations fair.
2. Identify terms used in parliamentary procedure.
3. Demonstrate knowledge of parliamentary procedures through a mock debate.

THE LEGISLATIVE BRANCH: The Congress and its Committees

FG-21 [2 hours]

Government experts know that the real work of Congress is done in committee, and largely by the staff. Cadets will observe an actual Congressional hearing to see technical expertise, public testimony, parliamentary rules, and the Congress's deliberative and/or investigative missions converge. Additionally, cadets will meet a legislative aide and learn how staff contribute to the legislative process.

METHOD: Guided observation / field-trip

OBJECTIVE: To comprehend how the committee system contributes to the legislative process.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Describe the function of a committee.
2. Describe how the public contributes to the committee process.
3. Describe how legislative staff contribute to the legislative process, especially through committees.

THE LEGISLATIVE BRANCH: The Capitol - Seat of Legislative Power

FG-22 [90 minutes]

While other capitols in world history have been the location of secret deliberations, the U.S. Capitol remains open for citizens to observe their government in action. This tour is an opportunity for cadets to deepen their appreciation for representative government by watching the legislative

process from the House or Senate gallery. Cadets will be asked to apply their knowledge of parliamentary procedures and the separation of powers in describing the events unfolding in the legislative chamber at the time of their visit.

METHOD: Guided observation / field-trip

OBJECTIVE: To comprehend legislative processes as they unfold in real-time.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Justify why the Capitol is open to visitors despite security risks.
2. Interpret and paraphrase the proceedings of the House or Senate as they occur.

THE EXECUTIVE BRANCH: The Political – Military Relationship

FG-30 [50 minutes]

America has the strongest military in the world and yet our military commanders are completely subservient to the people through their elected representatives. Why did our Founding Fathers check the military so? For military officers, how does the political – military relationship affect them as executive leaders? What are some of the advantages and challenges the military faces in working these relationships?

METHOD: Informal lecture and field trip

OBJECTIVE: To comprehend why the military is placed under civilian control.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Defend the principle that civilians should have final authority over the military.
2. Discuss the leadership issues involved in maintaining positive political – military relationships.

THE EXECUTIVE BRANCH: The State Department & the U.S. Foreign Service

FG-31 [3 hours]

This guided observation / field trip is an opportunity for cadets to increase their understanding of foreign affairs. Cadets will learn about their State Department by briefly examining a contemporary problem in diplomacy. Additionally, cadets will explore careers in the foreign service.

METHOD: Guided observation / field trip

OBJECTIVE: To comprehend how the State Department executes US foreign policy.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Describe how the State Department helps formulate and conduct foreign policy.
2. Describe career opportunities in the foreign service.

THE EXECUTIVE BRANCH: The Intelligence Community

FG-32 [3 hours]

Shrouded in secrecy, the mission of the intelligence community is often misconstrued. Cadets will gain an understanding of how the intelligence community contributes to national security and feeds other agencies with vital information. In touring the CIA museum, cadets will also develop an appreciation for the unsung heroes of the clandestine service.

METHOD: Guided observation / field trip

OBJECTIVE: To comprehend the role of the Central Intelligence Agency

DESIRED LEARNING OUTCOMES (Cognitive):

1. Describe the mission of the CIA to include its scientific and analytical components.
2. Explain how civilian leadership maintains control over the intelligence community.
3. Describe career opportunities in the intelligence community.

THE JUDICIAL BRANCH: Judicial Review

FG-40 [50 minutes]

On its surface it appeared to be a forgettable case involving how credentials for political appointments were made and delivered. But *Marbury v. Madison*'s legacy was a judiciary with the power to strike down laws it deemed "repugnant to the Constitution." How does the court's power of judicial review affect our system of checks and balances? Is this power fair, or undemocratic?

METHOD: Informal lecture and discussion

OBJECTIVE: To comprehend the process of judicial review

DESIRED LEARNING OUTCOMES (Cognitive):

1. Describe the concept of judicial review.
2. Describe the judiciary's role in interpreting law.
3. Describe how the Supreme Court operates.
4. Discuss the concepts of original and appellate jurisdiction.

THE JUDICIAL BRANCH: The Supreme Court

FG-41 [50 minutes]

When Americans feel their rights have been infringed and they have nowhere else to turn, they come here, to the Supreme Court. Previously, the Court was located in the Capitol but in the 1930s, the federal judiciary underscored its independence from the Congress, at least symbolically, by moving to a building of its own. Among the many courts in the US, what makes the Supreme Court unique? How does the Court hear arguments and conduct its business?

METHOD: Guided observation / field trip

OBJECTIVE: To comprehend the role of the Supreme Court as the highest judicial body in the land.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Describe the steps leading up to a case being heard by the Supreme Court.
2. Describe how the justices hear oral arguments and announce decisions.
3. Describe the Supreme Court's exclusive power to exercise judicial review.

THE FREE PRESS: How the Media Contributes to Civic Life

FG-50 [50 minutes]

Woodward and Bernstein's investigative reporting led to the first-ever resignation of a president. CBS News sued the government in federal court to publish the "Pentagon Papers" which helped change the public's perceptions of the Vietnam conflict. Throughout our history, the free press has helped enable the public to hold their government accountable to them, the ultimate source of political power in America. How does the press contribute to civic discourse in America? What processes do editors use to separate news from opinion? A guest speaker from the Washington Post will answer these questions and more. This lesson provides a foundation of PL-11.

METHOD: Guest speaker

OBJECTIVE: To comprehend the free press' role as the "fourth estate" in American government.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Describe the press' role in monitoring the government.
2. Describe the press' role as a forum for political opinion.
3. Describe the tools the press provides so citizens may become engaged in the political process.

Part

4

Public Service Careers

► *How should cadets prepare for public service careers?*

America needs today's young people, especially those who think of themselves as leaders, to consider public service as a profession. Through this block of instruction, cadets will have opportunities to explore several public service career fields. These activities are designed to illustrate that public service is not limited to those holding elected office.

Introductions to Public Service Careers

PS-10 [Duration varies / interwoven throughout curriculum]

Throughout the CLA, cadets will interact with government professionals including legislative aides, lawyers and court officials, journalists, military officers, Foreign Service officers, and other officials. During each encounter, cadets will briefly explore what is involved in each occupation. How should high school students prepare for such careers? What is the normal career path? What are the fundamental challenges and rewards in working in the profiled specialty?

METHOD: Guided observations, field trips, and guest speakers

OBJECTIVE: To comprehend career opportunities in public service.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Describe the main responsibilities involved in each profiled career.
2. Describe the unique challenges and rewards in each profiled career.
3. Describe the qualifications needed to enter each profiled career.

Part

5

American Heritage

► *What do our nation's monuments tell us about America?*

Washington DC is one of the world's great cities, and as our nation's capital, a fabulous display of America's democratic heritage. Cadets will tour Washington's notable monuments to deepen their sense of patriotism and be inspired by the great individuals and moments that have shaped American history.

Democracy on Display: Monuments and Museums

AH-10 [Approximately 10 hours]

Cadets will tour monuments and museums that showcase American heritage. The schedule will be designed to make allowances for the weather and individual interests. However, at a minimum, all cadets will visit the following sites: The Lincoln Memorial, The Washington Monument, The Jefferson Memorial, The Franklin Delano Roosevelt Memorial, The Vietnam Veterans' Memorial, The Korean War Memorial, Arlington National Cemetery, and The Smithsonian Air and Space Museum.

METHOD: Guided and/or self-guided tours

OBJECTIVE: To comprehend how great individuals and events have formed American history.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Describe how the monument or museum display depicts American values.
2. Describe how the event or individual depicted shaped American history.

Part
6

Evaluations

- ▶ *How will Civic Leadership Academy cadets and staff know whether they achieved the course objectives?*

Four main evaluation tools will be used to ascertain if the cadets fulfilled the learning objectives and if the Civic Leadership Academy fulfilled its mission overall. First, cadet participation during the informal lectures and guided observations / field trips will serve as an opportunity for staff to evaluate cadet learning. Second, guided discussions conducted during two seminars will enable staff to informally evaluate cadet learning, based on participation in the seminar discussions. Third, cadets will complete a project to document their learning. This project can be shared with youth in hometown schools and CAP squadrons. Finally, cadets and staff will complete an end-of-course critique. These critiques will be used to improve the activity for 2005.

Formative Seminar

EV-10 [50 minutes]

Cadets come to this seminar having completed basic introductions to government and leadership. This seminar is an opportunity to tie-together those varied lessons during a single guided discussion. The discussion leader will challenge cadets to synthesize what they have learned and form questions that will help guide their thinking during the remainder of the week.

METHOD: Guided discussion

OBJECTIVE: To comprehend how political leaders synthesize their understanding of government and leadership.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Describe how leadership affects the government process.
2. Describe the dynamics resulting from a system of government based on shared power.

Formative Seminar

EV-11 [50 minutes]

Cadets come to this seminar having witnessed government in action first-hand. They will have observed the Congress at work, explored the role of the Supreme Court, discussed the role of the media, and observed at least one executive department agency. Like the previous seminar, this guided discussion will be an opportunity for cadets to tie-together their classroom and field experience. In what ways are the actual workings of government, as seen first-hand, the same or different than what might have been expected? What does this new learning tell us about our government? Leadership? Democracy?

METHOD: Guided discussion

OBJECTIVE: To comprehend how government entities cooperate and lead in real-world conditions.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Compare and contrast the expectations of government with actual observations.
2. Discuss leadership challenges faced by officials who support government behind-the-scenes.

Final Project

EV-20 [2 hours]

Studies show that most youth in America are turned-off by politics. Young people, not much older than the average CAP cadet, are the least likely to vote. Therefore, youth who understand and are excited about the political process (for instance, CLA cadets) are in a unique position to impart their positive attitudes onto their peers. Why should youth care about government? What career opportunities are available in public service? How does the Cadet Program promote civic spirit in youth? This final project is an opportunity for cadets to answer those questions, and in the process, document what they learned during the CLA. Cadets will be challenged to present their project to fellow cadets and classmates upon returning home.

METHOD: Independent or team practicum

OBJECTIVE: To comprehend principles of persuasive leadership, the role of the federal government, career opportunities in public service, and major historical events that have shaped America.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Defend the principle that youth have a civic duty to become engaged in civic life.
2. Describe how youth, especially cadets, can enhance their contributions to civic life.