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5 November 2026

MEMORANDUM FOR RECORD

FROM: CAWG/CC

SUBJECT: Nondirective Publication Disclaimer – CAWGP 60-1-2

1. Attached to this memorandum is California Wing Pamphlet 60-1-2. This pamphlet is a nondirective publication, as that term is defined on page 18 of CAPR 1-2.

2. Compliance with this pamphlet is not mandatory. Any requirements or procedures explained in this pamphlet are either directed by other, directive publications or are provided as suggested methods, techniques, and/or best practices.

3. To the extent that the requirements or procedures explained in this pamphlet exceed the requirements and procedures directed by Civil Air Patrol, Pacific Region, or California Wing directive publications or by applicable law, a failure to comply with the requirements or procedures explained in this pamphlet shall not constitute a discrepancy for purposes of a Compliance Inspection or Subordinate Unit Inspection, nor shall they be grounds for termination of membership under CAPR 35-3.

4. Any directive language used in this pamphlet to describe a requirement or procedure which exceeds the requirements and procedures directed by Civil Air Patrol, Pacific Region, or California Wing directive publications or by applicable law, shall be interpreted as nondirective.



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Commander

Attachment:
CAWGP 60-1-2, 5 November 2026

California Wing Pamphlet 60-1-2

Airman Development School Addendum to CAWGP 60-1-1

5 November 2026

OPR: CP

Table of Contents

Chapter 1: Introduction 4

1.1. Purpose and Scope 4

1.2. Objectives 4

1.3. Training Environment 5

1.4. School Prerequisites 5

Chapter 2: Organization 6

2.1. General 6

2.2. Selection of Executive Cadre 6

2.3. Selection of Subordinate Cadre 6

2.4. Executive Cadre Position Descriptions 6

2.5. Training Cadre Position Descriptions 6

2.6. Support Cadre Position Descriptions 7

2.7. Senior Staff Position Descriptions 7

Chapter 3: Awards 8

3.1. Student Awards 8

3.2. Cadre Awards 8

3.3. Senior Staff Awards 8

Chapter 4: Class Content 9

4.1. Airman Development School Introduction 10

4.2. Interaction Seminar 11

4.3. Goal Setting 11

4.4. Note Taking 12

4.5. Cadet Honor Code 12

4.6. CAP History and Missions 13

4.7. Physical Training Laboratory #1 & #2 14

4.8. Drill Terms 15

4.9. Drill Terms Laboratory 15

4.10. Introduction to Formations 17
4.11. Formations Laboratory 17
4.12. Team Building and Leadership Laboratory 18
4.13. Core Values & Character Development 19
4.14. The Uniform 19
4.15. Uniform Laboratory 20
4.16. Responsibility, Accountability, and Discipline 20
4.18. Customs and Courtesies 22
4.19. Wing, Region, and National Activities 23
4.20. CAP Organization 24
4.21. Technology, Communications, and CPP 25
4.22. Drill Laboratory #1 26
4.23. Drill Laboratory #2 26
4.24. Drill Laboratory #3 27
4.25. Drill Laboratory #4 27
4.26. Graduation Practice 27

Chapter 1: Introduction

1.1. Purpose and Scope

1.1.1. The purpose of this pamphlet is to provide guidance on how Airman Development Schools ("ADS") are and ought to be executed in California Wing. The guidance in this pamphlet is expressly secondary and supplemental to the guidance contained in California Wing Pamphlet 60-1-1, *Guide to Cadet Leadership Training Events.*

1.1.2. The purpose of ADS is to bridge the gap between the Great Start program and Encampment by expanding the knowledge and skills of followership, cadet life and its opportunities, and the three missions of Civil Air Patrol. Additionally, ADS provides students with an opportunity to experience an overnight event prior to attending encampment. The intent of ADS is not to replace training in the home unit, but rather to provide more detailed resources that may not be accessible to some squadrons before encampment training. Cadets, students, and staff alike should leave ADS with a renewed sense of purpose in the Civil Air Patrol organization. Additionally, ADS serves to help standardize Phase I training and gives cadet opportunities to bond with cadets from other units.

1.2. Objectives. By the end of ADS, graduates should be able to:

1.2.1. Demonstrate customs and courtesies in accordance with CAPP 141.

1.2.2. Begin developing a CAP career plan of their interests and a goal to help them succeed in their Phase 1 progression.

1.2.3. Demonstrate a working knowledge of and ability to perform the drill movements found in the drill tests for the first three achievements of the cadet program.

1.2.4. Physically display how to wear their uniform and state the reasoning and learning tools behind it.

1.2.5. Begin fostering interpersonal skills and build relationships through teamwork, team leadership problems, and esprit de corps.

1.2.6. Follows instructions actively from leaders and take initiative in their actions while improving upon feedback.

1.2.7. Improve upon their pretest score in the post-test.

1.3. Training Environment

1.3.1. At all times during this school, it is essential that the cadet and senior staff remain highly visible and set examples of professional conduct. These examples provide the single greatest impression upon the students during training.

1.3.2. In addition, the staff should be available for questions and feedback to students whenever possible to maximize and reinforce learning. This type of dynamic staff-student interaction should achieve a sense of obligation for appropriate conduct and a feeling of acceptance and belonging within the Civil Air Patrol Cadet Program.

1.3.3. Intensity at ADS should be set to a level no higher than the average home squadron's intensity. This means the level of intensity should never reach close to the level of encampment unless a safety issue arises. Staff should be focusing on the learning experience and providing an enjoyable experience rather than scaring and putting cadets in a stressful situation. To put it simply, the event should be professional but welcoming to new cadets. This can be considered a Level 2 and Level 3 intensity as outlined in CAPR 60-2.

1.4. School Prerequisites

1.4.1. The following are the prerequisites for attendance at ADS:

1.4.1.1. Have earned the Curry Award by the start of the activity.

1.4.1.2. Have not previously attended Encampment.

1.4.1.3. Possess one complete set of a utility uniform.

1.4.1.4. Meet personal hygiene and grooming standards outlined in CAPR 39-1.

1.4.2. To preserve the purpose of this school, a cadet is not permitted to attend if the cadet meets one or more of the following criteria:

1.4.2.1. Have earned the Wright Brothers Award.

1.4.2.2. Have attended encampment, DCS, NCOS, or any other similar overnight leadership training event held at the group or wing level.

1.4.3. Waivers may be provided in exceptional circumstances. The process and approval for a waiver are at the discretion of the Commandant.

Chapter 2: Organization

2.1. General. The Airman Development School is organized as a squadron with two or more subordinate flights. The executive cadre, training cadre, and support cadre work together to accomplish ADS objectives.

2.2. Selection of Executive Cadre. See CAWGP 60-1-1 Section 3.3.

2.3. Selection of Subordinate Cadre. See CAWGP 60-1-1 Section 3.4.

2.4. Executive Cadre Position Descriptions. The executive cadre consists of the Cadet Commander, the Cadet Deputy Commander for Operations, the Cadet Deputy Commander for Support, and the Chief Instructor. The composition of the executive cadre does not always have to possess all four positions listed and can be altered at the discretion of the event leadership.

2.4.1. *Cadet Commander (C/CC).* The cadet commander should: (1) ensure proper implementation of the ADS program; (2) create and distribute the ADS schedule in a timely manner; (3) serve as a role model and example for all students at ADS; (4) provide counseling services when appropriate; (5) select the cadet executive cadre and subordinate cadre; (6) conduct executive cadre meetings prior to and during ADS; and (7) foster cohesiveness, teamwork, and unity of purpose within the unit.

2.4.2. *Cadet Deputy Commander for Operations (C/CDO).* The cadet deputy commander for operations should: (1) command and evaluate the performance of the ADS Flight Commanders; (2) lead training cadre instruction in preparation for the event; (3) maintain consistency of training standards throughout the school; and (4) provide mentoring to training cadre members, focusing on their long-term development within the organization.

2.4.3. *Cadet Deputy Commander for Support (C/CDS).* The cadet deputy commander for support should: (1) supervise and evaluate the performance of support directors; (2) ensure that the training program receives adequate logistical and administrative support; and (3) provide mentoring to support cadre members, focusing on their long-term development within the organization.

2.4.4. *Chief Instructor.* The chief instructor should: (1) ensure quality of instruction from the ADS curriculum; (2) supervise and evaluate the performance of subordinate instructors; (3) provide feedback to instructors on teaching ability prior to and during ADS; and (4) serve as the example of an exemplary instructor to both students and cadre alike.

2.5. Training Cadre Position Descriptions. Position descriptions for subordinate training cadre positions can be found in CAPP 60-31, pages 38-45.

2.6. Support Cadre Position Descriptions

2.6.1. *Cadet Director of General Support.* Serves as the primary individual responsible for the completion of administrative and logistics tasks, as those tasks are defined in CAWGP 60-1-1, paragraph 4.1. and 4.3 respectively.

2.6.2. *Cadet Director of Public Affairs.* Serves as the primary individual responsible for the completion of public affairs tasks, as those tasks are defined in CAWGP 60-1-1, paragraph 4.2.

2.6.3. *Cadet Director of Food Services.* Serves as the primary individual responsible for the completion of food services tasks, as those tasks are defined in CAWGP 60-1-1, paragraph 4.4.

2.6.4. Support cadre should be hired to support the directors in their tasks if necessary. The number of cadre needed is at the discretion of the Cadet Commander, with the approval of the Commandant.

2.7. Senior Staff Position Descriptions. Position descriptions for senior staff positions can be found in CAWGP 60-1-1, paragraphs 1.5, 2.4, 3.2, and chapter 4.

Chapter 3: Awards

3.1. Student Awards

3.1.1. *Flight Honor Cadet.* An Honor Cadet will be selected from each flight. The flight cadre and FTO will select this student. Selection will be based on behavior, image, participation, quarters cleanliness, uniform, and bearing.

3.1.2. *ADS Honor Cadet.* This student will be the Flight Honor Cadet who has demonstrated the best overall attitude and performance during the ADS. The Flight Commanders and FTOs will make their recommendations to the Cadet Commander and Commandant. Final selection is the responsibility of the Cadet Commander, with the approval of the Commandant.

3.2. Cadre Awards. Cadre awards may be awarded at the discretion of the Cadet Commander, with the approval of the Commandant, and may be based on nominations from the Senior and Cadet Staff.

3.2.1. *Training Cadre Excellence Award.* Awarded to the training cadre member who performs their job in an outstanding fashion, sets him- or herself apart from other members, and represents what it means to be a leader.

3.2.2. *Support Cadre Excellence Award.* Awarded to the support cadre member who performs their job in an outstanding fashion, sets him- or herself apart from other members, and has demonstrated what it means to support a group through hard work and dedication.

3.3. Senior Staff Awards. Senior staff awards may be awarded at the discretion of the Commandant and may be based on nominations from the Senior and Cadet Staff.

3.3.1. *Senior Staff Excellence Award.* Awarded to the senior staff member who performs their job in an outstanding manner and sets him- or herself apart through hard work, strong leadership skills, and motivation presented throughout the activity.

Chapter 4: Class Content

Course Number:	Title	Length (mins)
1	ADS Introduction	30
2	Interaction Seminar	30
3	Goal Setting	20
4	Note Taking Class	20
5	Honor Code	25
6	CAP History and Missions	30
7	PT Laboratory #1/#2	90
8	Drill Terms	20
9	Drill Terms Laboratory	30
10	Introduction to Formations	15
11	Formations Laboratory	30
12	Team Building and Leadership Laboratory	60
13	Core Values + Character Development	30
14	The Uniform	20
15	Uniform Laboratory	45
16	Responsibility, Accountability, and Discipline	30
17	Professionalism	30
18	Customs and Courtesies	30
19	Wing, Region, and National Activities	45
20	CAP Organization	30
21	Technology, Communications, and CPP	45
22	Drill Laboratory #1	60
23	Drill Laboratory #2	60
24	Drill Laboratory #3	60
25	Drill Laboratory #4	45
26	Graduation Practice	30

4.1. Airman Development School Introduction

4.1.1. Class Details:

4.1.1.1. Learning Goal: By the end of this instructional block, students will understand the atmosphere and objectives of the Airman Development School, ADS's position within the Integrated Leadership Program framework, and any safety considerations for the event.

4.1.1.2. Instructor: Commandant, Cadet Commander, and Safety Officer

4.1.1.3. Duration: 30 minutes

4.1.2. Outline:

4.1.2.1. Integrated Leadership Program: The Integrated Leadership Program consists of the Airman Development School (ADS), Non-Commissioned Officer School (NCOS), Senior Non-Commissioned Officer School (SNCOS), Cadet Officer Basic Course (COBC), and Advanced Cadet Staff Seminar (ACSS). Briefly discuss the purpose, types of activities, and progression of each event. Discuss how non-ILP schools, encampment, and Drill and Ceremonies School fit into this progression (ADS, then encampment, then DCS and NCOS in no particular order).

4.1.2.2. Purpose of ADS: Reference paragraph 1.1.2, above. Emphasize that this event is intended to provide encampment preparatory training for cadets who have already earned their Curry Achievement.

4.1.2.3. Evaluation / Honor Cadets: Training cadre will consistently evaluate student performance throughout the weekend to ensure improvement. At the end of the weekend, an honor cadet will be selected for each flight based on behavior, image, participation, quarters cleanliness, uniform, and bearing. The flight honor cadets will compete for school honor cadet.

4.1.2.4. School Environment: Emphasize that, while the event is not intended to be like encampment, the cadets are expected to remain professional at all times.

4.1.2.4. Interaction: Students are encouraged to meet other students from other home squadrons. Additionally, students are encouraged to ask questions to the cadre and staff to increase their knowledge.

4.1.2.5. Safety Briefing: The Safety Officer will discuss the following safety topics: indoor/outdoor safety, road guard procedure (if used), flashlights, building evacuation plans, hydration, sunscreen, importance of sleep, uniforms, and lights out policy.

4.1.2.6. Challenge to Students: Challenge the students to make the best of this course.

4.2. Interaction Seminar

4.2.1. Class Details:

4.2.1.1. Learning Goal: This instructional block will allow students to build foundations for friendships and camaraderie and will demonstrate beginnings of teamwork and communication within the team.

4.2.1.2. Instructor: Flight Cadre

4.2.1.3. Duration: 30 minutes

4.2.2. Outline:

4.2.2.1. The flight cadre will execute a TLP in which the flight will be standing in a circle facing each other. One end of a ball of yarn will be handed to a random cadet, then they will throw the rest of the ball of yarn to someone across from them, letting the ball of yarn unravel as it goes. The cadet who catches the ball will take a piece and then throw it to another person. This process is repeated until all members of the team are holding a piece of the yarn.

4.2.2.2. The flight is then given 15 minutes to try and unravel the web without letting go of the yarn. By the end, everyone in the flight should be lined up next to each other with a straight line of yarn.

4.2.2.3. At the conclusion of the TLP, flight cadre will lead a debrief discussing what went well, what could be improved on, and beginning to form flight unity.

4.3. Goal Setting

4.3.1. Class Details:

4.3.1.1. Learning Goal: By the end of this instructional block, students will be able to explain the value of SMART goals and be able to make their own goals for ADS.

4.3.1.2. Instructor: Cadet Instructor

4.3.1.3. Duration: 20 minutes

4.3.2. Outline:

4.3.2.1. Explain the importance of proper goal setting, and potential consequences of poor goal setting.

4.3.2.2. SMART goals. Specific, Measurable, Attainable, Realistic, Timely. Go over what each part means and how they contribute to proper goal setting.

4.3.2.3. After explanation, students create their own SMART goals, to be reviewed with wingmen or by the instructor. Vision and Goals handout from gocivilairpatrol.com can be used.

4.4. Note Taking

4.4.1. Class Details:

4.4.1.1. Learning Goal: By the end of this instructional block, students will be able to take effective notes in a variety of methods and compare their effectiveness for different purposes.

4.4.1.2. Instructor: Cadet Instructor

4.4.1.3. Duration: 20 minutes

4.4.2. Outline:

4.4.2.1. Three note taking methods will be taught: Cornell, Outline, Charting. The advantages and disadvantages of each method will be discussed. Additional tips may be given by the instructor. Reference online materials on these notetaking systems.

4.4.2.2. After the lecture, the instructor will lead an activity where the instructor plays a 5-minute video and students will take notes to try and effectively retain information in the video.

4.5. Cadet Honor Code

4.5.1. Class Details:

4.5.1.1. Learning Goal: By the end of this instructional block, students will understand and be able to identify/discuss each element of the Honor Code and identify how it affects them as an active member of CAP.

4.5.1.2. Instructor: Cadet Commander

4.5.1.3. Duration: 25 minutes

4.5.2. Outline:

4.5.2.1. The California Wing Honor Code: On my honor as a Civil Air Patrol cadet of the California Wing, I will not lie, cheat, steal, or commit any act of intentional dishonesty nor tolerate those who do.

4.5.2.2. Discuss each portion of the Honor Code, give definitions for lying, cheating, stealing, intentional dishonesty, and tolerating.

4.5.2.3. Discuss the impact of honor violations on the cadet and the team.

4.5.2.4. Discuss the impact of adherence to the Honor Code on the cadet and the team.

4.5.2.5. Discuss the importance of the Honor Code to California Wing as a whole.

4.6. CAP History and Missions

4.6.1. Class Details:

4.6.1.1. Learning Goal: By the end of this instructional block, students will understand the origin of CAP and its missions and how this affects each individual cadet.

4.6.1.2. Instructor: Cadet Instructor

4.6.1.3. Duration: 30 minutes

4.6.2. Outline:

4.6.2.1. Origin / Establishment: discuss the ongoing war in Europe in which the United States had not yet intervened, the preparations for war, the interest of civilian aviation enthusiasts to contribute to the war effort, the establishment of the Office of Civilian Defense, the founding of Civil Air Patrol by the Office of Civilian Defense on December 1, 1941, Maj Gen John F. Curry as the first National Commander of Civil Air Patrol, and the transfer of CAP control from the Office of Civilian Defense to the U.S. Army Air Force on April 29, 1943.

4.6.2.2. Wartime Activities: discuss CAP's coastal patrol missions, the urban legend of sinking two German "U-boat" submarines, search and rescue missions, cargo and courier missions, border patrol missions, forest patrol missions, target towing missions, mercy missions, and pilot recruitment and training missions.

4.6.2.3. Post-War Restructuring: discuss that Civil Air Patrol received a Congressional charter and was restructured from a government branch to a non-profit organization in 1946, the U.S. Army Air Forces became the U.S. Air Force in the National Security Act of 1947, and CAP was made the official auxiliary of the U.S. Air Force by Act of Congress in 1948.

4.6.2.4. Notable CAP Members: Eric Doe, Astronaut; Nicole Malachowski, first Thunderbird female pilot; Kim Reed-Campbell, who landed A-10 after being damaged by anti-aircraft fire over Baghdad in 2003, earning the Distinguished Flying Cross; Wayne Fisk, who earned two Silver Stars for gallantry in action and over 80 other metals; Shawna Rochelle Kimbrell, the U.S. Air Force's first black female fighter pilot; Scott O'Grady, who was shot down

in enemy territory in Bosnia and evaded capture for 6 days, inspiring the movie "Behind Enemy Lines"; and Shane Osborn, whose aircraft was hit over China and who was held captive and interrogated for 10 days.

4.6.2.5. The Three Missions: Cadet Program, to motivate and provide means for cadets to become dynamic Americans and aerospace leaders; Emergency Services, to provide search and rescue, disaster relief services and civil defense preparedness; and Aerospace Education, to provide knowledge, skills and attitudes leading to understanding of the total impact of air and space vehicles within our society.

4.6.2.5.1. Cadet Program: Leadership development, character development, physical fitness, and activities

4.6.2.5.2. Aerospace Education: Internal program – members (Cadet AE training, SM AE training), external program - general public (community presentations, STEM kits).

4.6.2.5.3. Emergency Services: Search and Rescue, Disaster Relief, Humanitarian Missions.

4.6.2.6. Conclusion: Close the lesson by helping cadets connect CAP's rich history to their role today. Emphasize that CAP's contributions—from World War II missions to modern-day emergency services—demonstrate a long tradition of service and innovation. Remind them that understanding our origins and the three core missions gives meaning to their involvement and encourages pride in being part of something bigger than themselves. Encourage discussion by asking how they see themselves contributing to these missions moving forward.

4.7. Physical Training Laboratory #1 & #2

4.7.1. Class Details:

4.7.1.1. Learning Goal: By the end of this instructional block, students will understand the CAP physical fitness program, objectives, and benefits.

4.7.1.2. Instructor: Flight Sergeants / First Sergeant

4.7.1.3. Duration: 90 minutes (45 minutes each morning session)

4.7.2. Outline:

4.7.2.1. Overview: The NCO cadre will lead the PT formation, cadet officers will participate at the rear of the formation, providing feedback to the students. PT is performed in the following sequence: forming, rotational, calisthenics, aerobic activity (if applicable), and stretches.

4.7.2.2. PT Formation: Utilize the Extended Rectangular Formation procedures outlined in CAPP 60-33. Flight sergeants should ensure that there is sufficient space between flights to account for the additional space that will be utilized in the Extended Rectangular Formation.

4.7.2.3. Exercises: Refer to CAWGP 60-1-1 for more information.

4.8. Drill Terms

4.8.1. Class Details:

4.8.1.1. Learning Goal: By the end of this instructional block, students will understand standardized terminology and definitions of drill terms, with familiarity on how it is used effectively in the execution of drill and ceremonies.

4.8.1.2. Instructor: Cadet Instructor

4.8.1.3. Duration: 20 minutes

4.8.2. Outline:

4.8.2.1. Purpose of Drill Terminology: Drill Terminology provides a standardized language that allows leaders and followers to communicate clearly, maintain consistency, and safely execute drill movements. These terms ensure there is no confusion and will be used throughout the remainder of ADS, and the rest of your cadet career.

4.8.2.2. Formation Organization: Flight, Element, Unit, Formation, Rank, File, Guide, Base, Head, Front, Flank.

4.8.2.3. Alignment and Spacing: Alignment, Dress, Cover, Interval, Distance, Depth.

4.8.2.4. Marching Terminology: Cadence, Step, pace, Quick Time, Double Time, Mark Time, Half Step.

4.8.2.5.Formation Types: Line, Column, Inverted Line, Inverted Column.

4.8.2.6. Practical Application: Instructors should ask cadets to identify positions, spacing, and formation components using proper terminology that will be applied to their current formations.

4.9. Drill Terms Laboratory

4.9.1. Class Details:

4.9.1.1. Learning Goal: By the end of this laboratory, students will demonstrate an understanding of drill terminology by correctly identifying and applying standardized drill and ceremonies terms in a practical setting.

4.9.1.2. Instructor: Cadet Instructor (assisted by Flight Cadre)

4.9.1.3. Duration: 30 minutes

4.9.2. Outline:

4.9.2.1. Introduction: Briefly review the purpose of drill terminology and explain that this lab will challenge cadets to apply that terminology learned during the previous lesson. Start by distributing one position card to each cadet. Explain that each card represents the cadet's role in the formation and may change throughout the laboratory.

4.9.2.2. Flight Construction Exercise: Divide cadets into their flights, and present them with the first Formation Challenge Card. Each challenge card will identify a flight formation to construct (ex. flight in line or flight in column) and may include additional requirements regarding spacing or specific positions. Once cadets have received the challenge, they will have two minutes to organize themselves into the required formation using only the information contained on their position card and drill terminology.

4.9.2.3. Formation Evaluation: Once the allotted time expires, halt the activity regardless of completion. Conduct a guided evaluation. Question individual cadets throughout the formation using drill terminology. Questions should require cadets to identify positions, describe relationships with the formation, or explain drill concepts as they apply to the formation they created.

4.9.2.3.1. Potential Questions: Identify the guide; Identify the base; Point to the front of the formation; Point to the left flank; How many files are in this formation; How many ranks are in this formation; Explain the difference between internal and distance; Explain the difference between a rank and a file

4.9.2.3.2. After Questioning: Intentionally introduce one or two errors (e.g., incorrect interval; improper alignment; incorrect cover; misplaced guide; incorrect spacing) into each formation by repositioning selected cadets and ask the cadets to identify the discrepancies and work together to restore the formation to standard.

4.9.2.4. Review: Repeat the exercise using progressively more difficult challenge cards depending on the time. Recap what was seen in the activities done. Review any terminology that was seen to be difficult and answer any remaining questions.

4.10. Introduction to Formations

4.10.1. Class Details:

4.10.1.1. Learning Goal: By the end of this instructional block, students will understand the basics of squadron in line formation, especially the interval between flights and the distance between the officer/NCO positions and the front rank of the flight. They will know the difference between NCO and officer formations.

4.10.1.2. Instructor: Cadet Instructor

4.10.1.3. Duration: 15 minutes

4.10.2. Outline:

4.10.2.1. Introduction:

4.10.2.1.1. Purpose of Formations: Parades, Retreat/Reveille, Graduations, Opening/Closing Formations.

4.10.2.1.2. Positions in Formations: Squadron Commander, First Sergeant, Flight Commander, Flight Sergeant, Guide, Element/assistant element leader.

4.10.2.2. Forming the Squadron: *See* CAPP 60-33, para. 5.3. Use impactful visual aids to explain.

4.11. Formations Laboratory

4.11.1. Class Details:

4.11.1.1. Learning Goal: By the end of this instructional block, students will practice the knowledge learned in the Introduction to Formations class.

4.11.1.2. Instructor: Cadet Instructor (assisted by Flight Cadre)

4.11.1.3. Duration: 30 minutes

4.11.2. Outline:

4.11.2.1. Introduction: Explain that this lab will challenge cadets to apply that concepts learned during the previous lesson. Start by distributing one position card to each cadet. Explain that each card represents the cadet's role in the formation and may change throughout the laboratory.

4.11.2.2. Squadron Construction Exercise: Divide cadets into their flights, and present them with the first Formation Challenge Card. Each challenge card will identify a squadron formation to construct (ex. squadron in line NCO formation or officer formation) and may include additional requirements regarding spacing or specific positions. Once cadets have received the challenge, they will have two minutes to organize themselves into the required formation using only the information contained on their position card and drill terminology.

4.11.2.3. Evaluate, introduce errors (time permitting), review, and repeat with a different formation card, as described in the Drill Terms Laboratory outline.

4.12. Team Building and Leadership Laboratory

4.12.1. Class Details:

4.12.1.1. Learning Goal: By the end of this lab, cadets' Esprit de Corps will be strengthened alongside their knowledge via a collaborative activity that will have them demonstrate effective communication alongside followership in a group dynamic.

4.12.1.2. Instructor: Flight Cadre

4.12.1.3. Duration: 60 minutes

4.12.2. Outline:

4.12.2.1. The flight cadre will execute a TLP in which the flight will be standing in a circle facing each other. Thoroughly shuffle the deck of cards and have every participant pick a card. Instruct everyone that they cannot show their card to anyone else and that they cannot speak during the exercise. Explain that students are limited to nonverbal communication (no speaking or writing) and try to group together by suit (clubs, hearts, spades and diamonds). They cannot show their card to anyone. Start the activity and end when successful or after 10 minutes, whichever comes first. If unsuccessful, have everyone re-form in one large circle and let them know that they can show their card to only two people and try again. Start the activity and end when successful or ten minutes, whichever comes first.

4.12.2.2. Repeat the exercise (distributing new cards) but have the cadets form into odd numbers, even numbers, and face cards (instruct that they cannot use their fingers to display a number). Lastly, repeat the exercise (distributing new cards) but have the cadets form into groups based on how many letters are the name of the card (one=3, two=3, three=5, four=4, jack=4, queen=5, etc.) (instruct that they cannot use their fingers to display a number).

4.12.2.3. At the conclusion of each round, flight cadre will lead a debrief discussing what went well and what could be improved on.

4.13. Core Values & Character Development

4.13.1. Class Details:

4.13.1.1. Learning Goal: By the end of this instructional block, students will understand how core values affect and impact ethical decision making and be able to apply it.

4.13.1.2. Instructor: Chaplain or Character Development Instructor (CDI)

4.13.1.3. Duration: 30 minutes

4.13.2. Outline: List and define the core values, discuss the purpose of the core values, discuss how the Core Values are applicable to the life of a cadet airman. Discuss examples and provide anecdotes to support all points.

4.14. The Uniform

4.14.1. Class Details:

4.14.1.1. Learning Goal: By the end of this instructional block, students will understand the purpose behind wearing the Civil Air Patrol uniform, its role as a fundamental tool of military discipline and image, and how to properly reference CAPR 39-1 for ongoing standard compliance.

4.14.1.2. Instructor: Cadet Instructor

4.14.1.3. Duration: 20 minutes

4.14.2. Outline:

4.14.2.1. Purpose of the Uniform: The uniform is more than just clothing; it is a visible reflection of a cadet's self-discipline and commitment to the core values of Civil Air Patrol. It promotes a sense of identity, team cohesion, and equality among all members.

4.14.2.2. Standard Compliance: Emphasize that uniform wear is governed strictly by CAPR 39-1, *CAP Uniform Regulation*. Cadets are expected to maintain their uniforms to a high standard as a reflection of personal excellence.

4.14.2.3. Wear and Maintenance Basics: Briefly overview the basic expectations for the configurations relevant to Phase I cadets (Airman Battle Uniform [ABU], Operational Camouflage Uniform [OCP], and Class B "Blues"). Discuss basic maintenance such as the proper placement of standard insignia.

4.14.2.4. Grooming and Hygiene Standards: Professional appearance extends beyond the uniform itself. Review the grooming and hair standards outlined in CAPR 39-1.

4.14.2.5. Identification of Errors: Teach cadets how to actively use CAPR 39-1 to cross-check their own uniform configurations and perform peer-to-peer spot corrections constructively within their flights.

4.15. Uniform Laboratory

4.15.1. Class Details:

4.15.1.1. Learning Goal: By the end of this laboratory block, students will demonstrate practical mastery of uniform assembly, preparation, and alignment through hands-on practice, peer assessments, and direct cadre feedback.

4.15.1.2. Instructor: Flight Cadre

4.15.1.3. Duration: 45 minutes

4.15.2. Outline:

4.15.2.1. Practical Assembly Workshop: Split students into their respective flights. Cadets will physically practice adjusting, measuring, and placing insignia on both their utility and service uniforms according to the standard placement matrices in CAPR 39-1.

4.15.2.2. Peer Inspection and Evaluation: Students will pair up to conduct mutual uniform mock-inspections. This exercise builds active attention to detail and reinforces the constructive feedback loop.

4.15.2.3. Cadre Evaluation and Feedback: Flight cadre will rotate to verify item placements (e.g., flight caps, ribbons, badges, and collar devices), offering precise alignment corrections and grading student preparation progress.

4.15.2.4. Maintenance Practice: Demonstrate efficient techniques for polishing boots, rolling sleeves cleanly if applicable, resolving stray threads, and packing uniforms properly to prevent wrinkling during travel.

4.15.2.5. Flight Prep for Formal Inspection: Conclude the lab with a flight-level formation check to ensure all students are prepared for formal event inspections. Remind students the purpose of the uniform and wearing it properly.

4.16. Responsibility, Accountability, and Discipline

4.16.1. Class Details:

4.16.1.1. Learning Goal: By the end of this instructional block, students will understand the roles and expectations of cadets by identifying the importance of responsibility, accountability, attitude, self-discipline, and peer leadership within the Cadet Program.

4.16.1.2. Instructor: Cadet Instructor

4.16.1.3. Duration: 30 minutes

4.16.2. Outline:

4.16.2.1. Responsibility: Explain that responsibility requires initiative, dependability, and attention to detail. Emphasize selfless service by prioritizing the needs of the team and mission over personal interests.

4.16.2.2. Accountability: Explain that accountability means being answerable for one's actions and performance. Discuss how supervision helps ensure standards are met and how accepting responsibility for successes and mistakes builds trust, improves performance, and contributes to the effectiveness of the team.

4.16.2.3. Attitude: Explain that attitude is the state of mind that influences behavior and can be either positive or negative. Discuss how attitude is communicated through facial expressions, posture, gestures, and tone of voice, and how it affects the morale and effectiveness of a team.

4.16.2.4. Self-Discipline: Explain that self-discipline is the ability to direct one's thoughts, emotions, and actions toward a meaningful purpose. Discuss how it is demonstrated through responsible personal choices, proper conduct, and adherence to standards, and have cadets identify examples of self-discipline. Explain that individual self-discipline creates group discipline by enabling the team to follow directions, maintain standards, and accomplish the mission. Have students recite the definition of military discipline.

4.16.2.5. The Role of the Cadet Airman: Discuss the responsibilities of Cadet Airmen in supporting the mission by following instructions, working cooperatively with others, and showing initiative.

4.16.2.6. The Role of the Element Leader: Explain the responsibilities of an Element Leader, including supporting command intent, leading by example, developing/supervising assigned cadets, motivating the team, and maintaining accountability for the element's readiness, welfare, and performance.

4.17. Professionalism

4.17.1. Class Details:

4.17.1.1. Learning Goal: By the end of this instructional block, students will understand professionalism by defining it, explaining its importance, and identifying personal goals for demonstrating professional behavior.

4.17.1.2. Instructor: Cadet Instructor

4.17.1.3. Duration: 30 minutes

4.17.2. Outline:

4.17.2.1. Professionalism Description: Explain that professionalism is the way a person behaves, communicates, and presents themselves in their responsibilities. Discuss four key aspects of professionalism: showing respect for others, taking responsibility for your actions and commitments, using good judgment to make thoughtful decisions, and taking initiative. Emphasize that professionalism is a "walking résumé" because your actions and attitude influence how others view your character and abilities.

4.17.2.2. Why be Professional: Explain that professionalism builds credibility and respect. It prepares individuals for leadership and helps them achieve higher goals. Emphasize that professional behavior builds trust and creates opportunities. A lack of professionalism can damage credibility, limit communication, and make it harder to set a standard for others when it is not demonstrated personally.

4.17.2.3. Displaying Professionalism: Explain that professionalism is demonstrated through meeting standards, being prepared, communicating effectively, and taking responsibility for personal growth. Discuss examples such as maintaining appearance, being punctual, preparing, seeking improvement, showing respect, and making thoughtful decisions. Emphasize that professionalism is shown through consistent actions, including how someone speaks, behaves, and interacts with others.

4.17.2.4. Activity: Have cadets work in small groups to identify actions that improve professionalism and behaviors that can negatively impact professionalism. Groups will present their ideas to the class.

4.17.2.5. Professionalism in Action: Emphasize that professionalism is a daily practice demonstrated through character, commitment, and competence. Reinforce that developing professional habits builds leadership skills and supports long-term success. Encourage cadets to apply these principles in their daily routines, interactions, and responsibilities.

4.18. Customs and Courtesies

4.18.1 Class Details:

4.18.1.1. Learning Goal: By the end of this instructional block, students will understand customs and courtesies in Civil Air Patrol and their importance by being able to define customs and courtesies, demonstrate proper greetings and general courtesies in various situations, and demonstrate proper reporting procedures.

4.18.1.2. Instructor: Cadet Instructor

4.18.1.3. Duration: 30 minutes

4.18.2. Outline:

4.18.2.1. Definitions: Ensure students will be able to define the terms custom and courtesy. Learn to Lead Vol. 1, pg. 16 may be used for reference.

4.18.2.2. General Courtesies:

4.18.2.2.1. Use of Titles: To include "Sir", "Ma'am", "Ladies", "Gentlemen", "Sergeant", and "Chief", along with full titles vs. shortened titles (i.e. Cadet Captain Amelia Earhart vs. Captain Earheart).

4.18.2.2.2. Grade and Rank: In the military, the insignia worn is considered the rank (Airman, Second Lieutenant, Colonel, etc.), but pay uses a grade system (E-2, O-1, O-6, etc.). Talking about a servicemember's "grade" is helpful when comparing different ranks in different branches. In Civil Air Patrol, the terms rank and grade are used interchangeably.

4.18.2.2.3. Exchange of Salutes: Reference CAPP 151 (Respect on Display) to instruct the proper procedures for rendering salutes, along with the proper verbal greetings in various situations (i.e. outdoor vs. indoor, time of day, proper titles).

4.18.2.3. Reporting Procedures: Instruct students on proper reporting procedures per CAPP 141, page 9.

4.18.2.4. Honoring the Colors and Pledge of Allegiance: Reference CAPP 151 to instruct students on how to follow proper protocols when honoring the Colors in various situations, along with the proper protocols for rendering respect during the Pledge of Allegiance.

4.19. Wing, Region, and National Activities

4.19.1. Class Details:

4.19.1.1. Learning Goal: By the end of this block, students will be aware of the activity opportunities in the cadet program and can identify the activities that can help their future plans.

4.19.1.2. Instructor: Cadet Instructor (preferably with ILP and NCSA experience)

4.19.3. Duration: 45 minutes

4.19.2. Outline:

4.19.2.1. Wing Events: Discuss the schools of the Integrated Leadership Program, Drill and Ceremonies School, encampment, encampment's Advanced Training Squadron, Ultimate Bear and Wings Challenge, Cadet Programs Conference, and Cadet Officer Weekend.

4.19.2.2. Discuss Cadet Competition, including at the wing and region level.

4.19.2.3. National Cadet Special Activities: Discuss the National Flight Academy, Specialized Undergraduate Pilot Training – Familiarization Course, National Emergency Services Academy, Hawk Mountain Ranger School, National Blue Beret, Cadet Officer School, and the International Air Cadet Exchange.

4.20. CAP Organization

4.20.1. Class Details:

4.20.1.1. Learning Goal: By the end of this instructional block, students will be able to identify the CAP chain of command from the Squadron level to CAP-USAF and know their different roles.

4.20.1.2. Instructor: Cadet Instructor

4.20.1.3. Duration: 30 minutes

4.20.2. Outline:

4.20.2.1. Squadrons: Three types of Squadrons: Senior Squadron, Cadet Squadrons, Composite Squadrons.

4.20.2.2. Groups: Intermediate unit between squadron and wing; only used in large wings like California. There are eight groups in California Wing.

4.20.2.3. Wings: 52 wings, including all states, Washington D.C., and Puerto Rico. (Overseas squadrons, which are largely based at U.S. military installations, report directly to National Headquarters.)

4.20.2.3. Regions: 8 regions. California Wing is in Pacific Region, which includes Hawaii, Washington, Alaska, Nevada, and Oregon.

4.20.2.4. National: Civil Air Patrol is led by the Board of Governors. Assisting the Board of Governors is the National Commander.

4.20.2.5. As the official auxiliary of the U.S. Air Force, we work closely with the U.S. Air Force. The Air Force office assigned to coordinate operations between CAP and USAF is called CAP-USAF.

4.21. Technology, Communications, and CPP

4.21.1. Class Details:

4.21.1.1. Learning Goal: By the end of this instructional block, students will understand how to utilize email communication in CAP, and how to observe Cadet Protection Policy. They will also understand how to access eServices and demonstrate writing an email.

4.21.1.2. Instructor: Cadet Instructor

4.21.1.3. Duration: 45 minutes

4.21.2. Outline:

4.21.2.1. Email Communications:

4.21.2.1.1. Rules of Thumb: Use your official CAP email for official CAP communication only. Do not send an email when you are emotional.

4.21.2.1.2. Send Lines: To: primary audience, cc: secondary audience who should be informed, bcc: protect recipient privacy when needed. Always use bcc when sending mass emails but note in the email who has been placed in the bcc line.

4.21.2.1.3. Discuss the difference between Reply, Reply All, and Forward. Be sure to check who is receiving a copy of any Reply All emails. Be sure to read the entire email thread before forwarding or replying.

4.21.2.1.4. Structure of Email: Greeting, body text, signature block, attachments. Show how to use the signature block generator.

4.21.2.2. eServices: How to set up two-factor authentication, how to apply for CEAP and CadetInvest, how to access Registration Zone to apply for events and NCSAs, how to access Absorb for online testing, and how to check cadet promotions progress.

4.21.2.3. Cadet Protection Program:

4.21.2.3.1. Rule of Three: No cadet should be alone with a senior member (and no cadet under 18 should be alone with a cadet over 18).

4.21.2.3.2. Ratios for Events: Day activity—Two-Deep or 15:1, whichever is greater. Overnight activity—Two-Deep or 12:1, whichever is greater.

4.21.2.3.3. Define these terms (reference CAPR 60-2): abuse, hazing, bullying, boundary concern, grooming, fraternization.

4.21.2.3.4. Prevention and Response: Always copy a third person on texts, calls, emails, etc. Watch out for your wingman. If you see something, say something.

4.22. Drill Laboratory #1

4.22.1. Class Details:

4.22.1.1. Learning Goal: By the end of this instructional block, students will be able to perform all stationary drill movements and basic marching movements. All students will be capable of performing movements at a uniformed baseline regardless of previous knowledge or skills.

4.22.1.2. Instructor: Flight Cadre

4.22.1.3. Duration: 60 minutes

4.22.2. Outline: Cadre will cover the following concepts: Fall In, Attention, Parade Rest, At Ease, Present Arms/Order Arms, Hand Salute, Dress Right Dress/Ready Front, Eyes Right/Ready Front, Open Ranks/Close Ranks, Facing Movements (Right Face, Left Face, About Face), Close March/Extend March (While Halted), Forward March, Double Time, Incline to the Right/Left, Route Step March, At Ease March.

4.23. Drill Laboratory #2

4.23.1. Class Details:

4.23.1.1. Learning Goal: By the end of this instructional block, students will be able to perform Columns, Flanks, Column of Files, and Extend/Close March while marching.

4.23.1.2. Instructor: Flight Cadre

4.23.1.3. Duration: 60 minutes

4.23.2. Outline: Cadre will cover the following concepts: Column Right/Left while marching, Column Right/Left from a halt, Column Half Right/Left, Extend/Close March while marching, Right/Left Flank from a halt, Right/Left Flank while marching

4.24. Drill Laboratory #3

4.24.1. Class Details:

4.24.1.1. Learning Goal: By the end of this instructional block, students will be able to perform At Close Interval, Dress Right Dress, Right/Left Step March, Eyes Right/Left while marching and Halted, Column of Files and Counter March.

4.24.1.2. Instructor: Flight Cadre

4.24.1.3. Duration: 60 minutes

4.24.2. Outline: Cadre will cover the following concepts: Right/Left Step, At Close Interval Dress Right Dress, Counter March, Eyes Right while marching, Column of Files from the right/left column right/left and forward.

4.25. Drill Laboratory #4

4.25.1. Class Details:

4.25.1.1. Learning Goal: By the end of this instructional block, students will be able to perform all movements previously taught during the Drill Laboratory blocks. This is a review block to ensure standardization amongst the students.

4.25.1.2. Instructor: Flight Cadre

4.25.1.3. Duration: 45 minutes

4.25.2. Outline: Review and practice any movements necessary.

4.26. Graduation Practice

4.26.1. Class Details:

4.26.1.1. Learning Goal: By the end of this instructional block, students and cadre will be able to demonstrate the proper movements and procedures for the graduation formation.

4.26.1.2. Instructor: Cadet Commander, First Sergeant

4.26.1.3. Duration: 30 minutes

4.26.2. Outline:

4.26.2.1. Recommended Graduation Procedures: Listed below are the recommended procedures for an ADS graduation. These procedures may be altered at the discretion of the Cadet Commander.

4.26.2.2. Forming: The First Sergeant will form the formation as a squadron in line using the procedures specified in CAPP 60-33, para. 5.3.

4.26.2.3. Publishing the Orders: Once the school has formed, the Cadet Commander commands Publish The Orders. The adjutant then marches to a post midway between the Cadet Commander and the line of flight commanders and publishes the orders in accordance with the procedures in CAPP 60-33, para. 6.7.4.1.

4.26.2.4. National Anthem: Once the orders have been published, the Cadet Commander gives the command Present, Arms then Change Post March and Staff Present Arms. The Commandant instructs parents and guests to rise for the National Anthem. The National Anthem then plays. At the end of the National Anthem, the Cadet Commander gives the command Staff Order Arms, then faces about and commands Order Arms and Parade Rest. After facing back to the front, the Cadet Commander commands Staff Parade Rest.

4.26.2.5. Presenting the Awards: The Cadet Commander then calls each respective awardee front and center and presents the awards. Following this, the Commandant discusses the topics in CAWGP 60-1-1, para. 1.8.3, alongside any other message the Commandant may want to relay to the parents/school.

4.26.2.6. Dismissal: Following the presentation of awards and the Commandant's remarks, the Cadet Commander exchanges salutes with the Commandant, then commands Staff Attention, Change Post March, and Squadron Attention. The Cadet Commander then dismisses the squadron using the procedures in CAPP 60-33, para. 5.11.

Attachment 1
Sample Schedule

Airman Proficiency School Schedule

Day 1 Schedule

Elapse Time	Time	Activity	Instructor	Location	Uniform
60 Minutes	1700-1800	Cadre In-processing	C/CDS	Admin	Utility
60 Minutes	1800-1900	Student In-processing			
30 Minutes	1930-2000	Intoduction to APS		Classroom	
20 Minutes	2000-2020	Pre-Test	C/CC and CC		
5 Minutes	2020-2025	Break	Flight Staff		
20 Minutes	2025-2045	Goal Setting	TBD		
30 Minutes	2045-2115	Interaction Seminar	TBD		
30 Minutes	2100-2145	Student PPT	Flight Staff	Barracks	PT
	2145	Student Lights Out			
30 Minutes	2145-2215	Cadre PPT			
	2215	Cadre Lights Out			

Day 2 Schedule

Elapse Time	Time	Activity	Instructor	Location	Uniform
	615	Reveille		Barracks	PT
15 Minutes	0615-0630	PPT	Flight Staff		
45 Minutes	0630-0715	Physical Training Lab 1	First Sergeant	Drill Pad	
15 Minutes	0715-0730	PPT/Change to Utility	Flight Staff	Barracks	Utility
45 Minutes	0730-0815	Breakfast		Mess Hall	
20 Minutes	0815-0835	Note Taking Class	tbd		
30 Minutes	0835-0905	CAP History and Missions	tbd	Classroom	
30 Minutes	0905-0935	Professionalism + Customs and Courtesies	tbd		
60 Minutes	0935-1035	Drill Lab 1	Flight Staff	Drill Pad	
45 Minutes	1035-1120	Wing, Region, and National Activities	tbd	Classroom	
25 Minutes	1120-1145	Honor Code	tbd		
60 Minutes	1145-1245	Drill Lab 2	Flight Staff	Drill Pad	
45 Minutes	1245-1330	Lunch		Dining Hall	
20 Minutes	1330-1350	The Uniform	tbd	Classroom	
45 Minutes	1350-1435	Uniform Lab	tbd		
30 Minutes	1435-1505	Core Values/Character Development	tbd		
45 Minutes	1505-1550	Technology, Communications, and CCP	tbd		
60 Minutes	1550-1650	Drill Lab 3	Flight Staff	Drill Pad	
20 Minutes	1650-1710	Intro to Formations	tbd	Classroom	
45 Minutes	1710-1755	Formations Lab	tbd		
30 Minutes	1755-1825	Responsibility, Accountability, and Discipline	tbd	Drill Pad	
45 Minutes	1825-1910	Dinner	Flight Staff	Mess Hall	
30 Minutes	1910-1940	CAP Organization	tbd	Classroom	
60 Minutes	1940-2040	Leadership + Teambuilding	tbd		
35 Minutes	2040-2115	Student PPT/ Pack Non-essentials	Flight Staff	Barracks	PT
	2115	Student Lights Out			
30 Minutes	2115-2145	Cadre PPT			
	2145	Cadre Lights Out			

Day 3 Schedule

Elapse Time	Time	Activity	Instructor	Location	Uniform
	600	Reveille	Flight Staff	Barracks	PT
20 Minutes	0600-0620	PPT			
45 Minutes	0620 - 0705	PT Lab 2	First Sergeant	Drill Pad	
120 Minutes	0705-0905	PPT/Pack/Clean	Flight Staff	Barracks	Utility
45 Minutes	0905-0950	Breakfast		Dining Hall	
45 Minutes	0950-1035	Drill Lab 4		Classroom	
10 Minutes	1035-1045	Travel		Drill Pad	
40 Minutes	1045-1125	Graduation Practice		Dining Hall	
45 Minutes	1125-1210	Lunch	All	Drill Pad	
30 Minutes	1210-1240	Post Test	Instructors	Classroom	
30 Minutes	1240-1310	Graduation		Drill Pad	
30 Minutes	1310-1340	Out Processing/Go Home			

Attachment 2
Equipment List

MANDATORY			
Quantity	**Item Name**	**Quantity**	**Item Name**
1	CAP Membership Card	1	Shoes/Oxfords, black, smooth toe, laced
1	Sleeping bag + cot or air mattress	1	Black socks/nylons
1	Flashlight	1	ABU/OCP blouse
1	Deovderant	1	ABU/OCP trousers
1	Toothbrush + toothpaste	1	ABU/OCP cap
1	Soap	1	Belt, desert tan (ABU) or coyote brown (OCP)
1	Towel	1	Boots, combat, black (ABU) or coyote brown (OCP)
1	Shaving kit (male)	3 pairs	Socks, plain, black (ABU) or sage green or coyote brown (OCP)
1	Shorts, athletic, blue	4	T-shirt, crew-neck, desert tan (ABU) or coyote brown (OCP)
1 pair	Shoes, athletic (tennis/running)	Misc.	Feminine products
2	Blousing bands	2	Bras (female)
1	Blues shirt/overblouse, short-sleeved	**OPTIONAL**	
1	Blues trousers	**Quantity**	**Item Name**
1	Blues belt w/ silver/chrome tip and buckle	1	Shoe shine kit
1	Blues flight cap	1	Phone/phone charger