ARMY JROTC

LEADERSHIP Education and Training 2

UNIT 2: LET 2 - THE DEVELOPING LEADER

"To Motivate Young People to Be Better Citizens"

CADET NOTEBOOK

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Name: _____

LEADERSHIP
Education and Training

UNIT 2: LET 2
The Developing Leader

CADET NOTEBOOK

U.S. Army Cadet Command - Fort Knox, Kentucky

HEADQUARTERS, DEPARTMENT OF THE ARMY

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AFJROTC Leadership Education 100 Student Text
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Published by Pearson Learning Solutions
Boston, MA 02116

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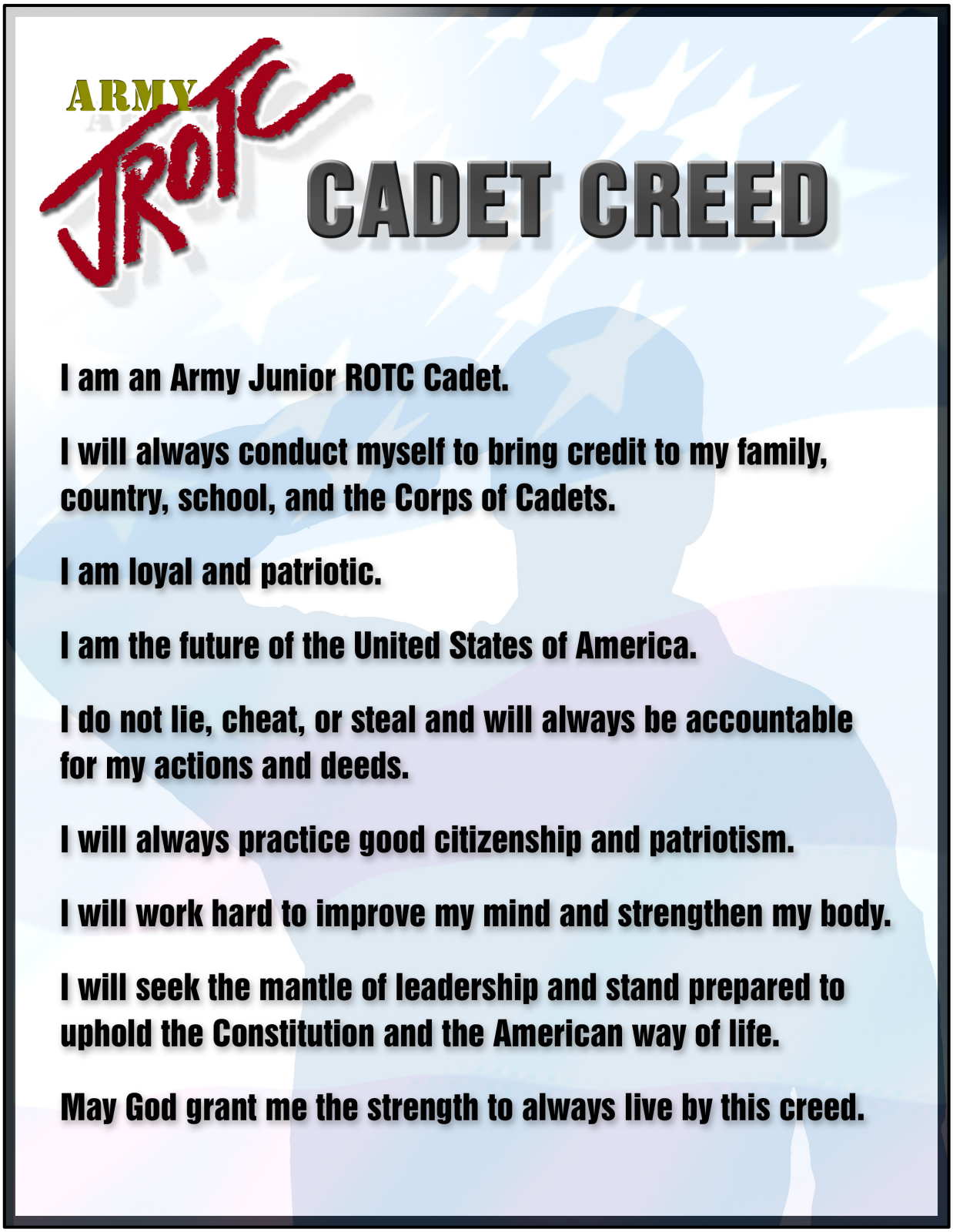
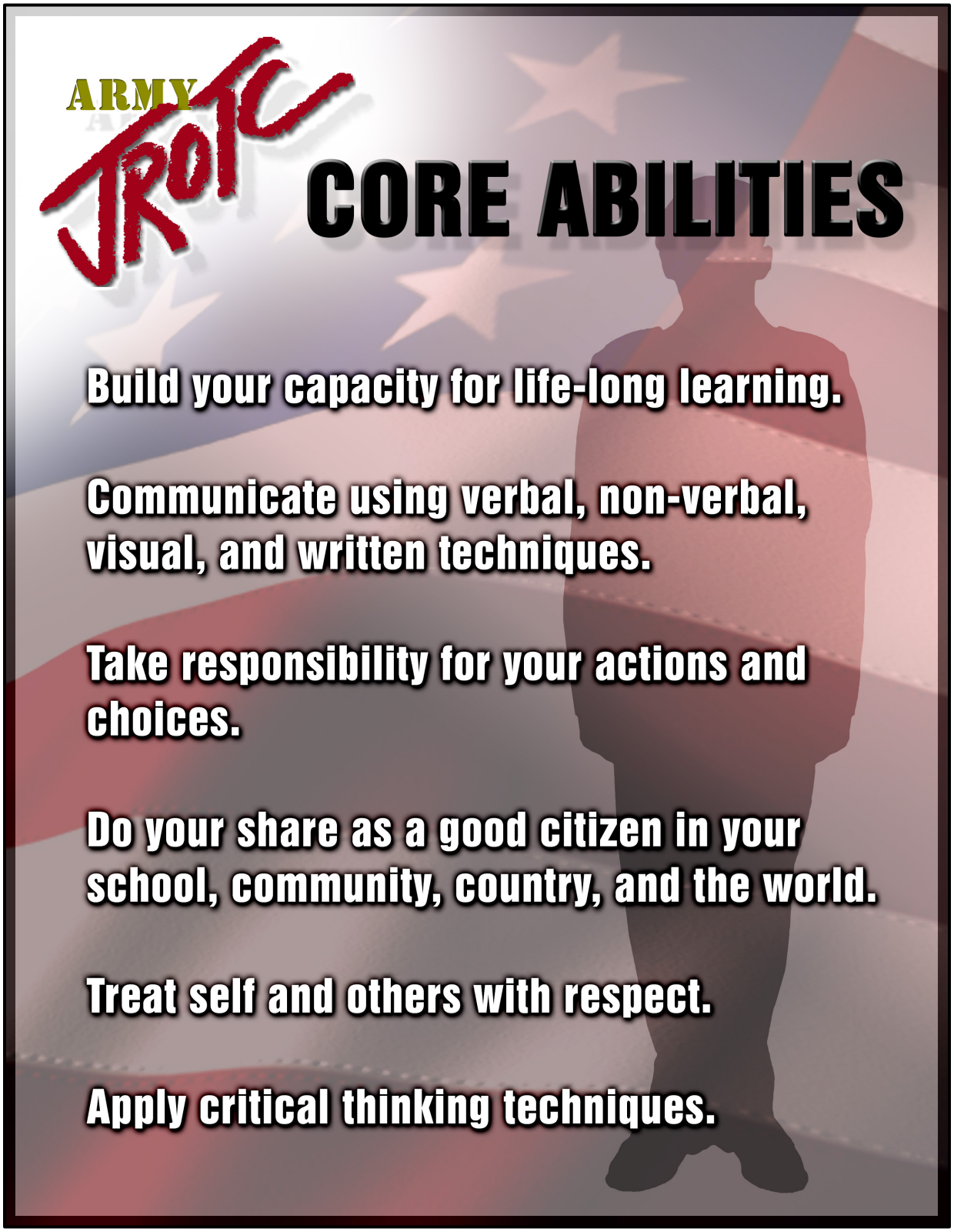
Global Resources Preface

The global resources in your Cadet Notebook are documents you may use throughout LET 2 as a quick reference to content from individual lessons. Familiarize yourself with these resources which are located before the LET 2 Student Learning Plans.

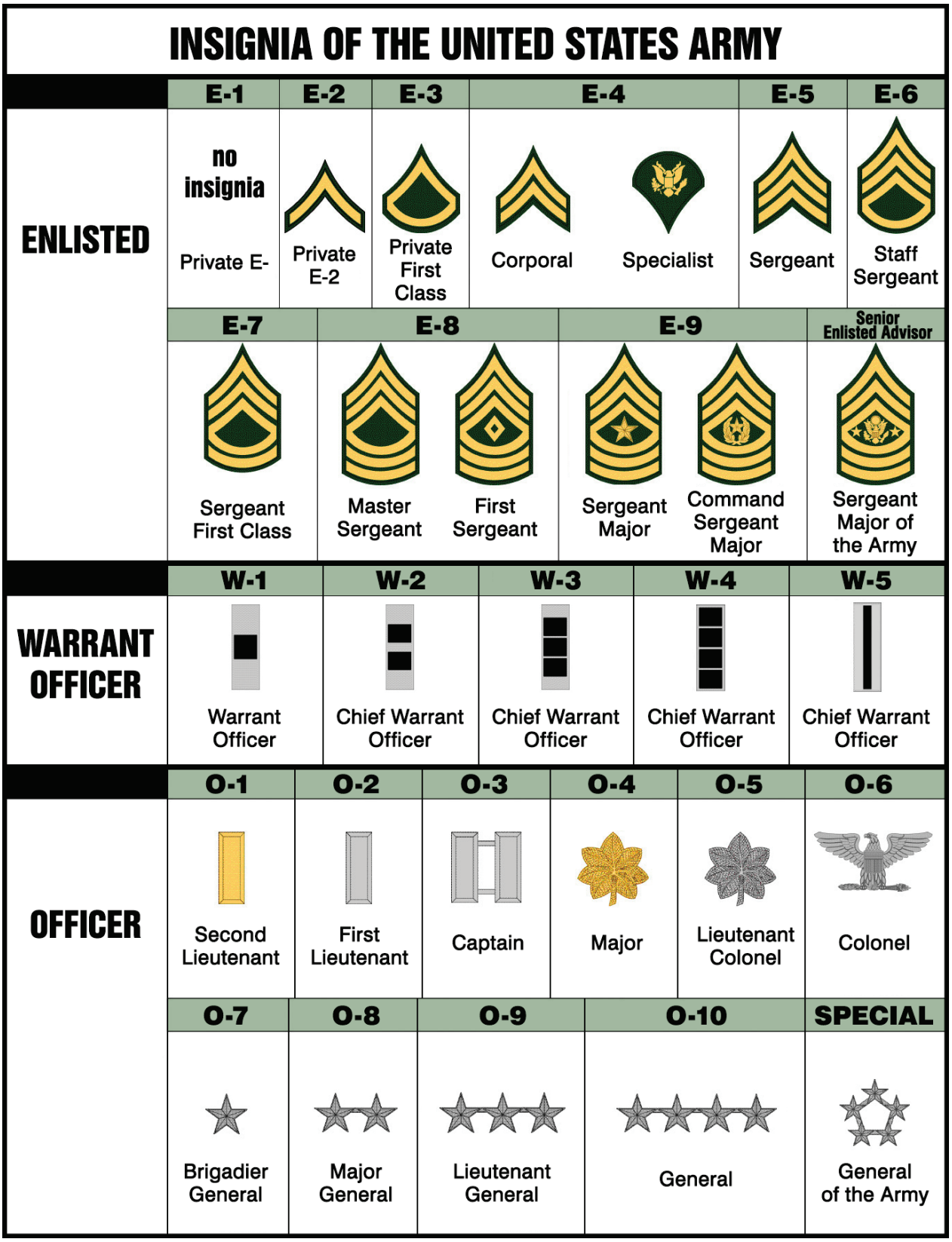

ARMY
JROTC
CADET CREED
I am an Army Junior ROTC Cadet.
I will always conduct myself to bring credit to my family, country, school, and the Corps of Cadets.
I am loyal and patriotic.
I am the future of the United States of America.
I do not lie, cheat, or steal and will always be accountable for my actions and deeds.
I will always practice good citizenship and patriotism.
I will work hard to improve my mind and strengthen my body.
I will seek the mantle of leadership and stand prepared to uphold the Constitution and the American way of life.
May God grant me the strength to always live by this creed.

U1 C1 L1

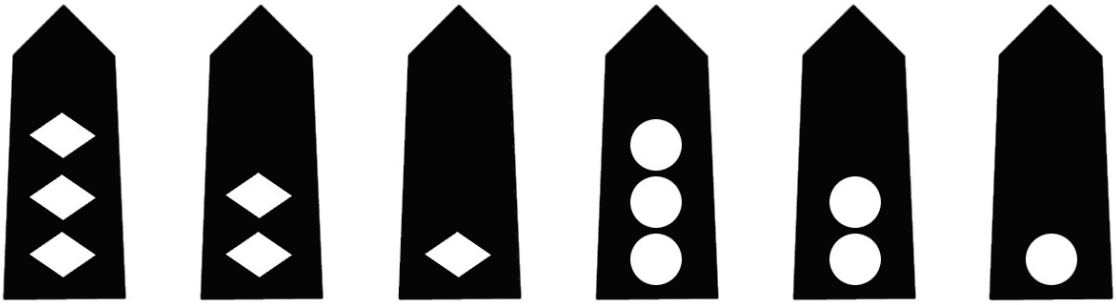

ARMY
JROTC
CORE ABILITIES
Build your capacity for life-long learning.
Communicate using verbal, non-verbal, visual, and written techniques.
Take responsibility for your actions and choices.
Do your share as a good citizen in your school, community, country, and the world.
Treat self and others with respect.
Apply critical thinking techniques.

U.S. ARMY Rank and Grade

Unit 1: U1 C1 L2



INSIGNIA OF GRADE FOR CADET OFFICERS



CADET COLONEL | CADET LIEUTENANT COLONEL | CADET MAJOR | CADET CAPTAIN | CADET FIRST LIEUTENANT | CADET SECOND LIEUTENANT

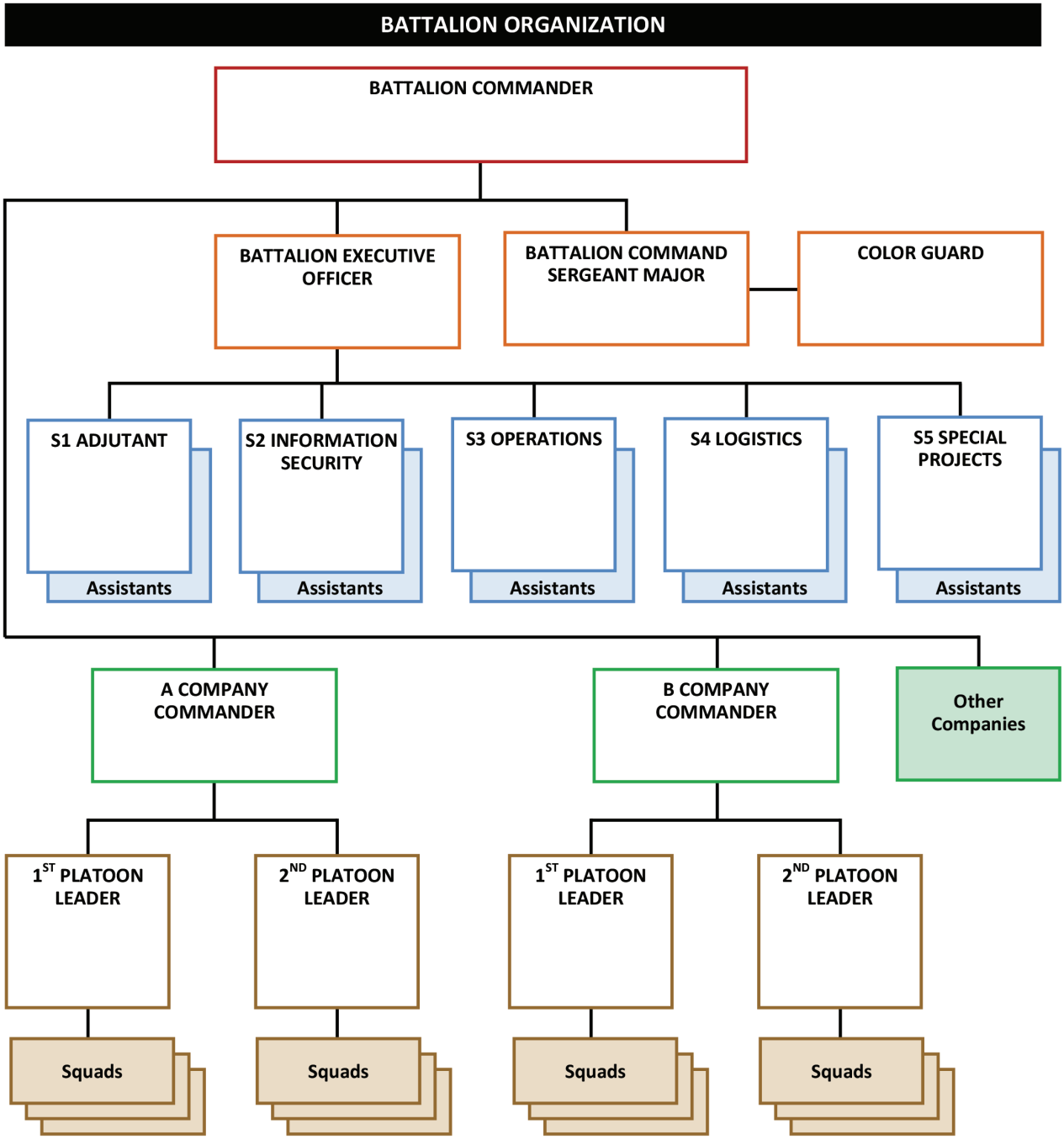
INSIGNIA OF GRADE FOR CADET ENLISTED PERSONNEL

CADET COMMAND SERGEANT MAJOR | CADET SERGEANT MAJOR | CADET FIRST SERGEANT | CADET MASTER SERGEANT | CADET SERGEANT FIRST CLASS

CADET STAFF SERGEANT | CADET SERGEANT | CADET CORPORAL | CADET PRIVATE FIRST CLASS | CADET PRIVATE

JROTC Battalion Organizational Structure

Unit 1: U1 C1 L2



Winning Colors® Behavior Clusters

Unit 1: U1 C2 L2 and U1 C2 L3

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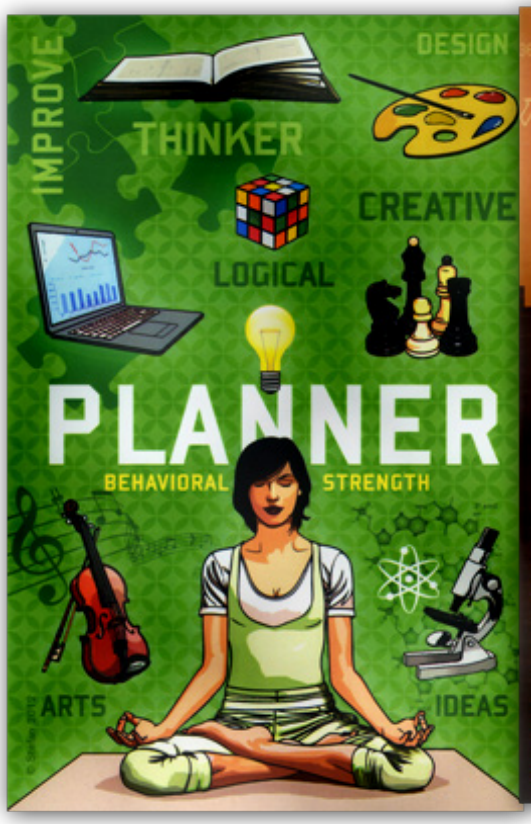

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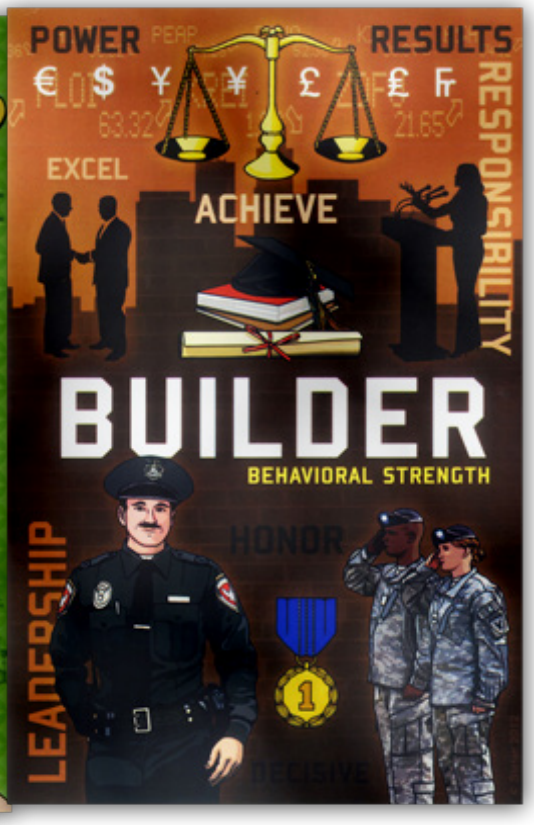

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Planner Behaviors
(GREEN, think)

Planner Vocabulary:

- Changing and improving
- Analyzing
- Being my best
- Dreaming
- Details
- Inner life
- Thinking
- Inventing
- Knowing more
- Exactness
- Planning
- Revolution
- Knowing the future
- Freedom of thought

Builder Behaviors
(BROWN, decide)

Builder Vocabulary:

- Always leading people
- I like to get things done now
- Power
- Results
- Responsible
- Duty
- Tradition
- Money
- Be prepared
- I give directions
- Do it my way
- Control

Winning Colors® Behavior Clusters *(cont'd)*

Unit 1: U1 C2 L2 and U1 C2 L3

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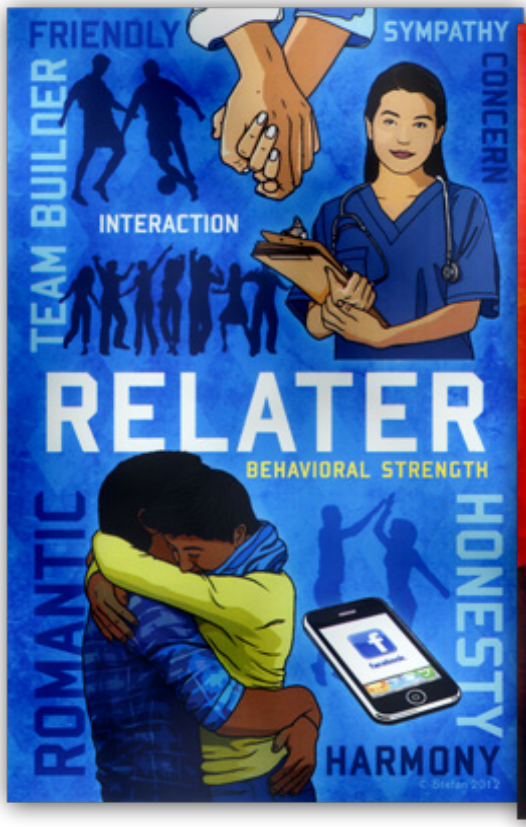

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Relater Behaviors
(BLUE, feel)

Relater Vocabulary:

- Always liking to be with people
- Hugs are special when I choose
- Friendly
- Giving
- Caring
- I see everything
- Romantic
- Let's get along with each other
- Wanting people to like me

Adventurer Behaviors
(RED, act)

Adventurer Vocabulary:

- Test the limits
- Do it now
- Excitement
- Fast machines
- Fun
- Doing
- Action
- Risk
- Challenge
- Act and perform
- Freedom

Thinking Maps® Guide

Unit 1: U1 C2 L1

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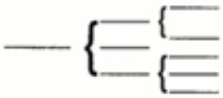
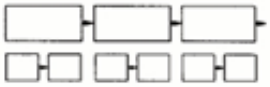
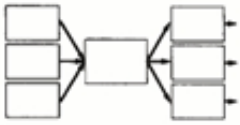
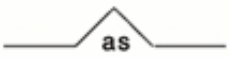
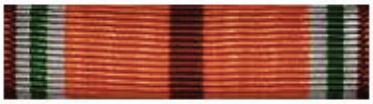
Questions from Texts, Teachers and Tests	Thinking Processes	Thinking Maps as Tools	
How are you defining this thing or idea? What is the context? What is your frame of reference?	**DEFINING IN CONTEXT**	Circle Map	
How are you describing this thing? Which adjectives would best describe this thing?	**DESCRIBING QUALITIES**	Bubble Map	
What are the similar and different qualities of these things? Which qualities do you value most? Why?	**COMPARING and CONTRASTING**	Double Bubble Map	
What are the main ideas, supporting ideas, and details in this information?	**CLASSIFYING**	Tree Map	
What are the component parts and subparts of this whole physical object?	**PART-WHOLE**	Brace Map	
What happened? What is the sequence of events? What are the substages?	**SEQUENCING**	Flow Map	
What are the causes and effects of this event? What might happen next?	**CAUSE and EFFECT**	Multi-Flow Map	
What is the analogy being used? What is the guiding metaphor?	**SEEING ANALOGIES**	Bridge Map	

Cadet Challenge Award Criteria

Unit 1: U1 C5 L2

The Cadet Challenge requires each Cadet to participate in the physical fitness test, which is conducted two times each school year. Cadets can receive ribbons for their performance on the Challenge.

JROTC Physical Fitness Ribbon (N-2-2)



To qualify for the 85th Percentile Fitness category, you must achieve the standards listed on the chart in all five exercises. Scoring at this level also qualifies you to receive the JROTC Physical Fitness Ribbon (N-2-2).

JROTC Athletic Ribbon (N-2-3)

If you achieve a standard of 84 percent or below, but above 50 percent, you qualify for the 50th Percentile Fitness category, and you are awarded the JROTC Athletic Ribbon (N-2-3).

The top five male and five female Cadets in each unit receive individual medals for their performance. Below is a chart shows the standards based on your age and gender.

(85th Percentile)

	Age	Curl-Ups (# one minute) OR	Partial* Curl-Ups (#)	Shuttle Run (seconds)	V-Sit Reach (inches) OR	Sit and Reach (centimeters)	One-Mile Run (min:sec)	Pull-Ups (#) OR	Rt. Angle Push-Ups (#)
BOYS	13	53	59	9.5	+3.5	33	6:50	7	39
	14	56	62	9.1	+4.5	36	6:26	10	40
	15	57	75	9.0	+5.0	37	6:20	11	42
	16	56	73	8.7	+6.0	38	6:08	11	44
	17	55	66	8.7	+7.0	41	6:06	13	53
GIRLS	13	46	59	10.2	+7.0	38	8:13	2	21
	14	47	48	10.1	+8.0	40	7:59	2	20
	15	48	38	10.0	+8.0	43	8:08	2	20
	16	45	49	10.1	+9.0	42	8:23	1	24
	17	44	58	10.0	+8.0	42	8:15	1	25

(50th Percentile)

	Age	Curl-Ups (# one minute) OR	Partial* Curl-Ups (#)	Shuttle Run (seconds)	V-Sit Reach (inches) OR	Sit and Reach (centimeters)	One-Mile Run (min:sec)	Pull-Ups (#) OR	Rt. Angle Push-Ups (#) OR	Flexed-Arm Hang (sec)
BOYS	13	42	39	10.2	+0.5	26	8:06	3	24	14
	14	45	40	9.9	+1.0	28	7:44	5	24	20
	15	45	45	9.7	+2.0	30	7:30	6	30	30
	16	45	37	9.4	+3.0	30	7:10	7	30	28
	17	44	42	9.4	+3.0	34	7:04	8	37	30
GIRLS	13	37	40	11.1	+3.5	31	10:23	1	11	8
	14	37	30	11.2	+4.5	33	10:06	1	10	9
	15	36	26	11.0	+5.0	36	9:58	1	15	7
	16	35	26	10.9	+5.5	34	10:31	1	12	7
	17	34	40	11.0	+4.5	35	10:22	1	16	7

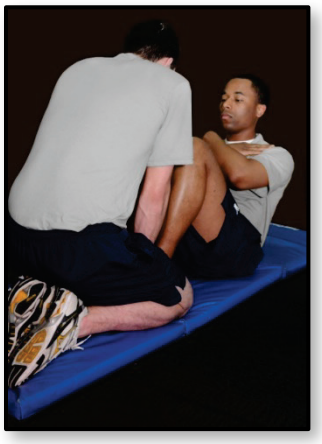
Cadet Challenge Exercise Descriptions

Unit 1: U1 C5 L2

1) CURL-UPS

Conduct curl-ups on a flat, clean surface, preferably with a mat. Start in a lying position on your back with your knees bent so your feet are flat on the floor about 12 inches from your buttocks. You should have your arms crossed with your hands placed on opposite shoulders, and your elbows held close to the chest throughout the exercise. Have a partner hold your feet at the instep. At the command, "ready, go," raise the trunk of your body, curling up to touch the elbows to the thighs, and then lower your back so your shoulder blades touch the floor/mat. This constitutes one repetition of a curl-up. During each repetition, bouncing off the floor/mat is not allowed and the fingers must touch the shoulders at all times. Complete as many curl-ups as possible in 60 seconds.

Alternative: Partial Curl-ups: Partial curl-ups can be used as an alternative to curl-ups. Lie on a cushioned, clean surface with knees flexed and feet about 12 inches from buttocks. Do not hold or anchor the feet. Arms are extended forward with fingers resting on the legs and pointing toward the knees. Your partner should be behind your head with hands cupped under your head. Curl up slowly, sliding the fingers up the legs until the fingertips touch the knees, then curl back down until the head touches your partner's hands. The curl-ups are done to a metronome (or audio tape, clapping, drums) with one complete curl-up every three seconds. Continue until you can do no more in rhythm (have not done the last three in rhythm) or have reached the target number for the test.



2) SHUTTLE RUN

The shuttle run is conducted on an area that has two parallel lines 30 feet apart. The width of a regulation volleyball court can serve as a suitable area. Start from the standing position. At the command "ready, go," run to the opposite line, pick up one block, run back to the starting line, and place the block behind the line. Run back, and pick up the second block, and carry it across the line. Two runs are allowed for this event, with the better of the runs recorded. Scores are recorded to the nearest tenth of a second.

3) V-SIT REACH

The V-sit reach is conducted on a flat, clean floor. Use a yardstick and adhesive tape to make a baseline that is two feet long. Make a measuring line perpendicular to the midpoint of the baseline extending two feet out from either side of the baseline. Place one-inch and half-inch marks along the measuring line with "0" where the baseline and measuring line intersect. Remove your shoes and sit on the floor with the soles of your feet placed immediately behind the baseline. The measuring line should be between your heels, which are 8 to 12 inches apart. Clasp your thumbs so that your hands are together, palms down,

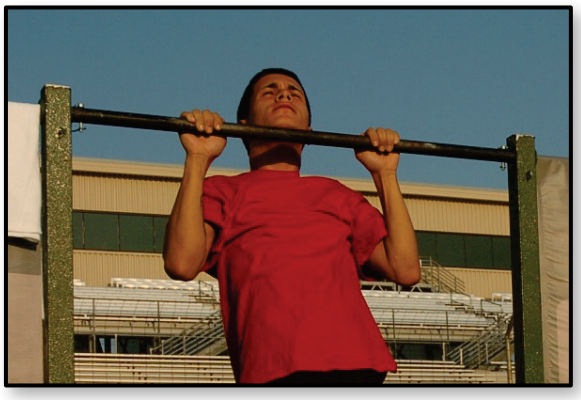
and place them on the floor between your legs. While your legs are held flat on the floor by a partner (or partners), perform the exercise while keeping the soles of your feet perpendicular to the floor (feet flexed). Slowly reach forward along the measuring line as far as possible, keeping the fingers in contact with the floor. You receive three practice tries for the V-sit reach. On the fourth extension, hold your farthest reach for three seconds. Scores are recorded where fingertips touch the floor to the nearest half-inch. Scores beyond the baseline are recorded as plus scores, whereas those behind the baseline are recorded as minus scores.

Alternative: Sit and Reach: The sit and reach exercise is done in a specially constructed box with a measuring scale marked in centimeters, with 23 centimeters at the level of the feet. Remove your shoes and sit on the floor with knees fully extended, feet shoulder-width apart, and soles of the feet held flat against the end of the box. With hands on top of each other, palms down, and legs held flat, reach along the measuring line as far as possible. After three practice reaches, the fourth reach is held while the distance is recorded. Participants are most flexible after a warm-up run. Best results may occur immediately after performing the endurance run. Legs must remain straight, soles of feet against the box and fingertips of both hands should reach evenly along measuring line. Scores are recorded to the nearest centimeter.

4) ONE-MILE RUN/WALK

This event is conducted on a flat area that has a known measured distance of one mile with a designated start and finish line. You will be given a lightweight numbered device to carry or wear in any manner that will not slow you down while running.

5) PULL-UPS



Pull-ups are conducted using a horizontal bar approximately 1.5 inches in diameter. A doorway bar or a piece of pipe can serve the purpose. The bar should be high enough so you can hang with your arms fully extended and your feet free of the floor/ ground. Assume the hanging position on the bar using either an overhand grasp (palms facing away from body) or underhand grip (palms facing toward body). Begin the exercise by first raising your body until your chin is over the bar without touching it. To complete one repetition, the body must be lowered to the full-hang starting position. During each repetition, the body must not swing, legs must not kick or bend, and the pull must not be jerky. Scoring is done on the number of pull-ups you can correctly execute. There is no time limit on this event.

Alternative: Right Angle Push-ups: Lie face down on the mat in push-up position with hands under shoulders, fingers straight, and legs straight. Your legs should be parallel and slightly apart, with the toes supporting the feet. Straighten the arms, keeping the back and knees straight, then lower the body until there is a 90-degree angle at the elbows, with the upper arms parallel to the floor. A partner holds their hand at the point of the 90-degree angle so that you go down only until your shoulder touches the partner's hand, then back up. The push-ups are done to a metronome (or audio

tape, clapping, drums) with one complete push-up every three seconds, and are continued until you can do no more in rhythm, have not done the last three in rhythm, or you have reached the target number for the 85th percentile Health Fitness Award.

Alternative: Flexed-arm Hang: The flexed-arm hang should be used when a Cadet cannot execute one pull-up. Using a horizontal bar as in the pull-ups, climb a ladder until your chin is above the bar. Begin the exercise by grasping the bar with your hands, shoulder width apart, using either an overhand grasp (palms facing away from body) or underhand grip (palms facing toward body). At the command "ready, go," step off the ladder.

Simultaneously, an assistant instructor will remove the ladder and prevent any forward swinging of the legs. The Cadet's chin should be level above the bar. Kicking and other body movements are not permitted while you are on the bar. The stopwatch starts on the command "go" and stops when your chin rests on the bar, the chin tilts backward to keep it above the bar, or the chin falls below the level of the bar. Scores are recorded to the nearest second.

Army Leadership Model

Unit 2: U2 C1 L1, U2 C1 L2, and U2 C1 L3

ATTRIBUTES

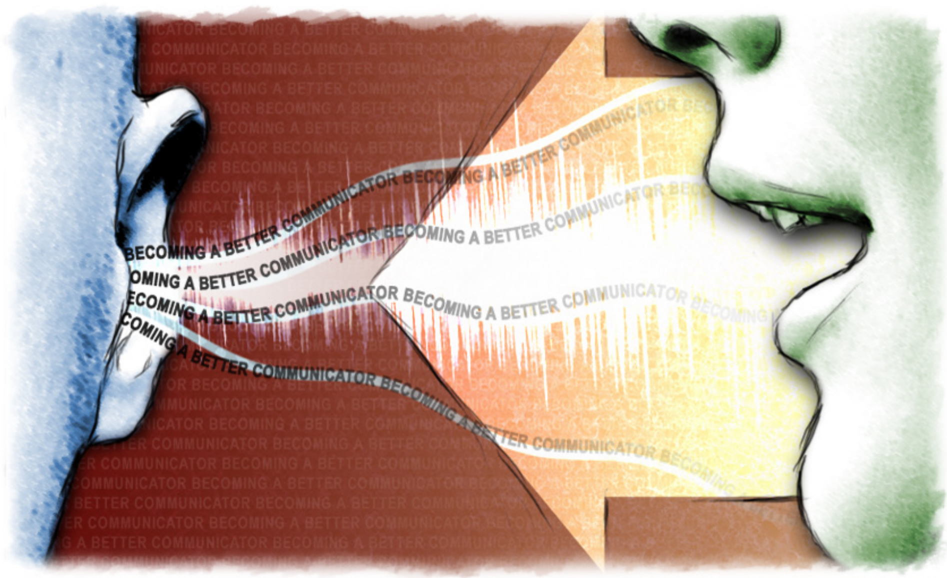
CHARACTER	PRESENCE	INTELLECT
• Army Values • Empathy • Warrior Ethos/Service Ethos • Discipline	• Military and professional bearing • Fitness • Confidence • Resilience	• Mental agility • Sound judgment • Innovation • Interpersonal tact • Expertise

LEADS	DEVELOPS	ACHIEVES
• Leads others • Builds trust • Extends influence beyond the chain of command • Leads by example • Communicates	• Creates a positive environment/ Fosters espirit de corps • Prepares self • Develops others • Stewards the profession	• Gets results

COMPETENCIES

Steps for Effective Communication

Unit 2: U2 C2 L1



Use these steps to communicate effectively:

1. ***Analyze your purpose and your audience.*** Make sure you know why you are communicating and to whom you are addressing your ideas. Knowing about the receivers of your communication is called an audience analysis.
2. ***Conduct the research.*** Use a variety of resources.
3. ***Support your ideas***. Find facts, figures, data, statistics, and explanations that give credibility to your ideas. The more you can back up your ideas, the more your audience will understand what you are communicating.
4. ***Get organized.*** Use an outline or notes to organize your ideas into a logical sequence. A logical sequence helps your audience follow along with you.
5. ***Draft and edit.*** Use language to your best advantage. There may be many ways to express the same idea. Look for the best way. If you are unclear about what you are saying, you may be sending mixed messages.
6. ***Get feedback.*** Test your work with one or more people. Testing your communication with others will ensure that you are not the only one that can make sense out of what you are saying.

Impromptu Speaking Tips

Unit 2: U2 C2 L3

Remember the following techniques to improve impromptu speaking:

- Stay knowledgeable on a variety of topics.
- Try a format such as “Past, Present, Future.”
- Support your ideas with examples or statistics.
- Add personal experiences.
- Do not rush; collect your thoughts.
- Concentrate on what you are saying.
- Stay on subject.
- Practice giving impromptu speeches.

Career Clusters

Unit 2: U2 C2 L4

Agriculture, Food & Natural Resources

- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products & Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural & Technical Systems Architecture & Construction

Architecture & Construction

- Construction
- Design/Pre-Construction
- Maintenance/Operations

Arts, A/V Technology & Communications

- A/V Technology & Film
- Journalism & Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts

Business Management & Administration

- Administrative Support
- Business Information Management

Business Management & Administration (cont'd)

- General Management
- Human Resources Management
- Operations Management

Education & Training

- Administration & Administrative Support
- Professional Support Services
- Teaching/Training

Finance

- Accounting
- Banking Services
- Business Finance
- Insurance
- Securities & Investments

Government & Public Administration

- Foreign Service
- Governance
- National Security
- Planning
- Public Management & Administration
- Regulation
- Revenue & Taxation

Career Clusters *(cont'd)*

Unit 2: U2 C2 L4

Health Sciences

- Biotechnology Research & Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services

Hospitality & Tourism

- Lodging
- Recreation, Amusements & Attractions
- Restaurants & Food/Beverage Services
- Travel & Tourism

Human Services

- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development & Services
- Family & Community Services
- Personal Care Services

Information Technology

- Information Support & Services
- Network Systems
- Programming & Software Development
- Web & Digital Communications

Law, Public Safety, Corrections & Security

- Correction Services
- Emergency & Fire Management Services
- Law Enforcement Services
- Legal Services
- Security & Protective Services

Manufacturing

- Health, Safety & Environmental Assurance
- Logistics & Inventory Control
- Maintenance, Installation & Repair
- Manufacturing Production Process Development
- Production
- Quality Assurance

Marketing

- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales

Science, Technology, Engineering & Mathematics

- Engineering & Technology
- Science & Mathematics

Transportation, Distribution & Logistics

- Facility & Mobile Equipment Maintenance
- Health, Safety & Environmental Management

Making Ethical Choices

Unit 2: U2 C2 L5

Ask yourself these questions when trying to make ethical choices:

- If I do what I'm thinking of doing, would I be willing to have my action made into a law that requires everyone to act in the same way?
- If I'm considering using someone else for my own personal gain, would I allow myself to be used in the same way?
- Would I be willing to explain to a jury why I chose this action?
- Would I do this if I knew it would be on the television news tonight or the internet tomorrow?
- What would I think of this action if someone I disliked did it?
- If my reason for acting this way is that everyone else does it, would I do it if no one else did it?
- Would I do this if I knew I would have to explain my reasons to my family?
- Would I be content to have each of my followers behave exactly as I intend to in this situation?
- My team could win the game by violating rule. Before I call this play, would I be upset if the losing team took the same action?
- If what I do hurts no one very much, would I be willing to let everyone do the same thing?
- If there is very little hard work in what I want to do, what kind of person will I become if it gets to be a habit?

Seven First Aid Life-Saving Steps

Unit 2: U2 C4 L1

Use these life-saving steps in an emergency:

1. ***Check to see if the victim is conscious***.

   Ask in a loud but calm voice, "Are you okay?" Gently shake or tap the victim on the shoulder. Watch for a response. If the victim is awake and appears to be choking, first aid involves clearing the person's airway. If the victim does not respond, go to Step 2.

   If the person is not conscious, do not leave, unless you are also in danger. Ask someone to go for help. Check for any medical identification, such as a bracelet, or card. The identification will tell you if the person has any medical problems or allergies to medicines.

   If the victim is conscious, ask where he or she feels different than usual or where it hurts. Go to Step 3.

2. ***Check for breathing and heartbeat.***

   Look for rise and fall of the victim's chest. Listen for breathing by placing your ear about one inch from the victim's mouth and nose. Feel for breathing by placing your hand or cheek about one inch from the victim's mouth and nose. Check for a pulse on the victim's neck.

   - *First aid for non-breathing victims with a pulse:* Restore breathing.
   - *First aid for victims with no pulse:* Perform CPR – cardio pulmonary resuscitation.

3. ***Check for bleeding.***

   Look for spurts of blood and blood-soaked clothing. Look for entry and exit wounds.

   - *First aid for bleeding victims:* Stop the bleeding.

4. ***Check for signs of shock.***

   Shock is a serious condition that can be caused by heatstroke, blood loss, an allergic reaction, severe infection, poisoning, severe burns, or other causes. When a person is in

shock, his or her organs aren't getting enough blood or oxygen. If untreated, this can lead to permanent organ damage or even death.

The signs of shock include: sweaty, but cool skin; paleness; enlarged pupils; rapid breathing; rapid pulse; weakness or fatigue; dizziness or fainting; vomiting or nausea; changes in mental status, such as agitation or nervousness.

- *First aid for shock:* Call for help immediately. Don't move the person; don't give the person food or water.

5. ***Check for fractures.***

Ask the injured person where it hurts and if he or she can move. Check the location of the pain. There may be bruising or swelling if there is a fracture. In some cases, a broken arm or leg might look deformed.

- *First aid for fractures:* Don't move the person. Attempt to immobilize the injured area. If the injured person cannot move, check for a neck or back injury. Neck or back injuries can cause paralysis and numbness in the arms or legs. Moving someone with a neck or back injury can cause permanent damage.
- *First aid for neck or back injuries:* Tell the victim not to move. Call for emergency help.

6. ***Check for burns.***

Determine the seriousness of the burn. Burns are described as first-degree, second-degree, or third-degree.

- *First aid for burns:* Evaluate the burn and treat it based on the degree of the burn.

7. ***Check for head injury.***

Some possible signs of serious head injury are: pupils of eyes are unequal in size, slurred speech, confusion or sleepiness, loss of memory or consciousness, headache, dizziness, vomiting, paralysis, twitching, or fluid drainage from ear(s), nose, or mouth, or wounds to the head or face.

- *First aid for head injuries:* Keep the person still. Check for changes in breathing and alertness. Call for help.

After Action Review Checklist

Criteria	*Ratings*
1. You state the goal or problem you addressed	met not met
2. You state the tasks you defined	met not met
3. You review your work on the defined tasks	met not met
4. You state the extent to which your goal was reached	met not met
5. You identify your ability to perform assigned tasks	met not met
6. You identify problem areas	met not met
7. You identify areas of success	met not met
8. You identify if additional training is needed to complete tasks	met not met
9. You identify which conditions to modify	met not met
10. You identify more effective approaches to meet the goal	met not met

Core Ability Self-Assessment

Army JROTC

AR 145-2 Army JROTC

Directions

How are you developing core abilities outlined in the JROTC Program? Rate yourself on each core ability criteria using the scoring values 4-1.

Target Core Abilities

1. Apply critical thinking techniques
2. Build your capacity for life-long learning
3. Communicate using verbal, non-verbal, visual, and written techniques
4. Do your share as a good citizen in your school, community, country, and the world
5. Take responsibility for your actions and choices
6. Treat self and others with respect

Rating Scale

Value	Description
4	Distinguished
3	Proficient
2	Emerging
1	Needs Improvement

Scoring Guide

Criteria	Ratings
Build your capacity for life-long learning	
you assume personal responsibility for learning	4 3 2 1
you assess personal learning styles and preferences and apply this knowledge to the learning process	4 3 2 1
you initiate formal and informal learning processes to acquire new abilities and insights	4 3 2 1
you risk making responsible mistakes as part of the learning process	4 3 2 1
you recognize and examine the underlying assumptions of your own beliefs	4 3 2 1
you access available resources for personal and professional growth	4 3 2 1
Communicate using verbal, non-verbal, visual, and written techniques	
you select appropriate means to convey a message	4 3 2 1
you communicate accurately and clearly	4 3 2 1
you communicate appropriately and professionally	4 3 2 1
you apply appropriate reading strategies	4 3 2 1

you check for accuracy	4 3 2 1
you speak and write clearly so others can understand	4 3 2 1
you ask questions for clarification	4 3 2 1
you interpret nonverbal communications	4 3 2 1
you use active listening skills	4 3 2 1
you apply standards of spelling, English grammar, and punctuation	4 3 2 1
Do your share as a good citizen in your school, community, country, and the world	
you recognize your responsibility to personal, social, professional, and educational environments and make informed decisions based on that responsibility	4 3 2 1
you recognize your role as a consumer and citizen in a democracy	4 3 2 1
you demonstrate respect for the rights, views, and work of others	4 3 2 1
you adapt to and work effectively with a variety of situations, individuals or groups	4 3 2 1
you work to resolve conflicts	4 3 2 1
Take responsibility for your actions and choices	
you apply professional/ethical values to guide actions and decisions	4 3 2 1
you follow established policies and procedures	4 3 2 1
you complete assignments on time	4 3 2 1
you exhibit academic honesty	4 3 2 1
you assess the impact of your values on actions and decisions	4 3 2 1
you demonstrate dependability	4 3 2 1
you exert a high level of effort and perseverance toward goal attainment	4 3 2 1
Treat self and others with respect	
you act with a sense of equity	4 3 2 1
you work well with individuals and groups from diverse backgrounds	4 3 2 1
you display an appreciation of diverse perspectives	4 3 2 1
you value individual and cultural differences	4 3 2 1
you recognize your own prejudices and stereotypes	4 3 2 1
you communicate in a culturally sensitive manner that is free from bias and stereotypes	4 3 2 1
Apply critical thinking techniques	
you use problem solving skills in academic and/or work place environments	4 3 2 1
you differentiate between fact and opinion	4 3 2 1
you make decisions considering alternatives and consequences	4 3 2 1
you support viewpoints/arguments with reason and evidence	4 3 2 1
you assess feedback from others	4 3 2 1
you refine action plans based on evaluation of feedback	4 3 2 1
you view issues from multiple perspectives (local and global)	4 3 2 1
you evaluate sources of information	4 3 2 1
you present logical arguments	4 3 2 1

Decision Making Checklist

Criteria	*Ratings*
1. You state or identify the problem/situation clearly	met not met
2. You gather information, looking at facts and assumptions	met not met
3. You develop course(s) of action or solutions	met not met
4. You analyze and compare all of your potential solutions and weigh the value of each	met not met
5. You make your decision	met not met
6. You make a plan to carry out your decision or solution, deciding what you need to implement it	met not met
7. You implement your plan/solution and assess the results	met not met

Essay Writing Checklist

Criteria	*Ratings*
1. Your opening paragraph provides a preview of the essay content	met not met
2. The body of your essay clearly explains the main points	met not met
3. You include a closing statement that supports the content of your essay	met not met
4. Your writing is coherent with varied sentence structure	met not met
5. Your essay has no punctuation, grammar or spelling errors	met not met

Goal Setting Checklist – SMART Goals

Criteria	*Ratings*
1. You identify a **specific** goal and write it down	met not met
2. You list the **measurable** steps you'll take to reach your goal	met not met
3. Your goal and steps are **attainable**	met not met
4. You create checkpoints to evaluate your **results**	met not met
5. You determine a **time frame** to achieve your goal	met not met

Presentation / Briefing Checklist

Criteria	*Ratings*
1. Your presentation is clearly directed to a specific audience	met not met
2. Your presentation uses a style that is either informative, persuasive, actuating, argumentative, entertaining, or impromptu	met not met
3. Your presentation introduction includes an attention-getting strategy appropriate for the audience and purpose	met not met
4. Your presentation includes evidence of research and/or supporting information	met not met
5. Your presentation includes support of your ideas	met not met
6. Your presentation is organized	met not met
7. Your presentation shows evidence of practice and preparation	met not met
8. Your presentation uses support visuals (if appropriate)	met not met
9. You address your audience with appropriate eye contact and audible voice	met not met

Lesson Materials Preface

This section includes the documents you'll need to complete each lesson.

Student Learning Plans are a guide to the lessons in this course. Each plan includes a summary of what you'll learn and the activities you'll participate in during class.

Exercises: These documents are used in specific lesson activities, either to be completed individually or in a small group activity.

Performance Assessment Task: Each lesson concludes with an assessment activity, which is described in the Performance Assessment Task. This document also includes a scoring guide to help you meet the requirements successfully.

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Student Learning Plan

Chapter 1: Leadership

Elements of Leadership [U2C1L1]

What you will accomplish in this lesson:

Identify the elements of leadership

Why this lesson is important:

Leadership has many challenges and rewards. With this basic introduction of leadership, you can begin to appreciate the many aspects of leadership. This lesson introduces some of the leadership opportunities in JROTC, as well as the responsibilities, attributes, and abilities of leaders.

Essential Question:

What elements of leadership do you possess?

What you will learn in this lesson (Learning Objectives):

- Identify leadership opportunities in JROTC
- Explain how perspectives on leadership have changed over time
- Define leadership
- Describe the Army Leadership Model
- Define key words: autocratic, competencies, contingency, democratic, direction, innate, laissez-faire, leadership, motivation, purpose

You will have successfully met this lesson's purpose:

- by writing a narrative about a leadership experience
- when your narrative describes a personal leadership situation
- when your narrative describes the leadership attribute you demonstrated
- when your narrative describes the leadership competencies you demonstrated
- when your narrative reflects on what you might do differently if you were in the same situation again

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about leadership. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. **Participate** in a brief survey about leadership.

Unit 2

GATHER PHASE: So, what else do you need to know or learn?

_____3. **Listen** to a briefing about leadership opportunities in JROTC and the history of leadership models.

_____4. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?

_____5. **Play** the "Leading the Blind" game with your team.

_____6. **Participate** in a class discussion about the leadership game.

_____7. **Reflect** on challenges of leadership. **Answer** the Reflection Question(s) presented by your instructor.

PART 2

GATHER PHASE: So, what else do you need to know or learn?

_____8. **Read** the "Army Leadership Model" section in your student text.

_____9. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?

_____10. **Complete** Exercise #1 – Evaluate Case Studies with your team. **View** two case studies about leadership.

_____11. **Reflect** on what the case studies show about leadership. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____12. **Complete** the Elements of Leadership Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____13. **Review** the key words of this lesson.

_____14. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Exercise #1 – Evaluate Case Studies

Directions: After watching the Maria and Brian videos, evaluate each of them for their leadership attributes and competencies. Use a scale of 1-5 with five being the best demonstration of the trait or skills. If the trait or skill does not apply to the case study, enter "N/A." When you've completed your evaluation, add up the points for each person.

	Maria	**Brian**
Character		
Army Values		
Empathy		
Warrior/Service Ethos		
Discipline		
Presence		
Professional Bearing		
Fitness		
Confidence		
Resilience		
Intellect		
Mental Agility		
Sound Judgement		
Innovation		
Interpersonal Tact		
Expertise		
Leads		
Leads Others		
Builds Trust		
Extends Influence		
Leads by Example		
Communicates		
Develops		
Creates a Positive Environment		
Prepares Self		
Develops Others		
Stewards the Profession		
Achieves		
Gets Results		
TOTAL POINTS:	0	0

Performance Assessment Task

Chapter 1: Leadership

Elements of Leadership [U2C1L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Identify the elements of leadership

Directions

For this performance assessment task, you will write a narrative about a situation where you were in a leadership role. For this assessment you will:

1. Describe the situation.
2. Describe the leadership attributes you demonstrated.
3. Describe the leadership competencies you demonstrated.
4. Reflect on what you might do differently if you were in the same situation again.
5. Use the attached scoring guide criteria for what you need to do to complete this task.
6. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Elements of Leadership Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You describe the leadership situation	met ◯ not met ◯
2. You describe the roles of others involved	met ◯ not met ◯
3. You identify the leadership attributes you used in the situation and how you used them	met ◯ not met ◯
4. You identify the leadership competencies you used in the situation and how you used them	met ◯ not met ◯
5. You reflect on what you might do differently if you are in the same situation again	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 1: Leadership

Leadership Attributes [U2C1L2]

What you will accomplish in this lesson:

Analyze your leadership attributes

Why this lesson is important:

Becoming a leader is not an easy task. You may already possess some leadership attributes or characteristics. You may also need to work on acquiring others. In this lesson, you'll learn more about the attributes of effective leaders. You'll also begin to assess where you stand with your own leadership attributes and what areas you need to develop.

Essential Question:

How will you develop your leadership attributes?

What you will learn in this lesson (Learning Objectives):

- Describe the leadership attribute of character
- Describe the leadership attribute of presence
- Describe the leadership attribute of intellect
- Analyze how character, presence, and intellect affect leadership
- Define key words: ethos, expertise, innovation, inquisitiveness, intellect, mental agility, resilience, self-concept, tact

You will have successfully met this lesson's purpose:

- by writing a paper analyzing your leadership attributes
- when you identify the strengths and weaknesses of your current leadership attributes
- when you describe at least one personal situation where strong leadership attributes would have helped you
- when you describe ways to strengthen your leadership attributes

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about leadership attributes. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. **Consider** the thirteen attributes of leadership. **Identify** a leader who demonstrates one or more of the attributes. It can be someone you know personally or a public figure you admire.

Unit 2

GATHER PHASE: So, what else do you need to know or learn?

_____3. **Listen** to a briefing on the leadership elements of character and **take notes**. **Think about** times you have demonstrated aspects of character.

_____4. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?

_____5. **Create** a Tree Map listing the four leadership elements of character. For each element, **ask** yourself if you have ever demonstrated the trait. If so, **write** a short description next to the element. If not, leave that part of your map blank.

_____6. **Share** your Tree Map with your team. **Ask** team members for feedback on your map. They might think of something you've missed or correct your understanding of a certain element.

_____7. **Reflect** on the elements of character. **Answer** the Reflection Question(s) presented by your instructor.

PART 2

GATHER PHASE: So, what else do you need to know or learn?

_____8. **Read** the "Presence" section in your student text. **Take notes** on your reading.

_____9. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?

_____10. **Create** a Tree Map listing the four leadership elements of presence. For each element, **ask** yourself if you have ever demonstrated the trait. If so, **write** a short description next to the element. If not, leave that part of your map blank.

_____11. **Share** your Tree Map with your team. **Ask** team members for feedback on your map.

_____12. **Reflect** on the elements of presence. **Answer** the Reflection Question(s) presented by your instructor.

PART 3

GATHER PHASE: So, what else do you need to know or learn?

_____13. **Listen** to a briefing on intellect and **take notes**. **Think about** situations where you used some aspect of your intellect in a team situation.

_____14. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?

_____15. **Create** a Tree Map listing the five leadership elements of intellect. For each element, **ask** yourself if you have ever demonstrated the trait. If so, **write** a short description next to the element. If not, leave that part of your map blank.

_____16. **Share** your Tree Map with your team. **Ask** team members for feedback on your map.

_____17. **Reflect** on the elements of intellect. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

PART 4

APPLY PHASE: What else can you do with what you've learned today?

_____18. **Gather** your Tree Maps on character, presence, and intellect and determine your strengths. On an index card **print** your top five attributes.

_____19. **Meet** with your team and **play** "Who's That?"—a game where your team tries to guess who owns each index card.

_____20. **Complete** Exercise #1 – Score Your Attributes and the Leadership Attributes Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____21. **Review** the key words of this lesson.

_____22. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Exercise #1 – Score Your Attributes

Directions: Think about what you've learned about leadership attributes and how they relate to your self-concept. Give yourself a score from 1-10 on each attribute, with 1 being the trait that needs the most development and 10 being the trait that has no room for improvement.

ATTRIBUTE	SCORE
CHARACTER	
Army Values	
Empathy	
Warrior/Service Ethos	
Discipline	
PRESENCE	
Professional bearing	
Fitness	
Confidence	
Resilience	
INTELLECT	
Mental agility	
Sound judgment	
Innovation	
Interpersonal tact	
Expertise	

Performance Assessment Task

Chapter 1: Leadership

Leadership Attributes [U2C1L2]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Analyze your leadership attributes

Directions

For this performance assessment task, you will write a paper analyzing your leadership attributes. For this assessment you will:

1. Review the Tree Maps you made about the leadership attributes of character, presence, and intellect. Identify your strengths and weaknesses.

2. Complete Exercise #1 – Score Your Attributes. This will help you organize your thoughts and refine your self-concept about your leadership attributes.

3. Write a narrative describing your strengths and weaknesses, and your plan for developing areas in which you are weak.

4. Use the attached scoring guide criteria for what you need to do to complete this task.

5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Leadership Attributes Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You identify the strengths and weaknesses of your current leadership attributes, summarizing your results from Exercise #1 – Score Your Attributes	met ◯ not met ◯
2. You describe at least one personal situation where strong leadership attributes would have helped you achieve a better outcome	met ◯ not met ◯
3. You describe ways to strengthen your leadership attributes	met ◯ not met ◯
4. Your paper is well organized and uses correct grammar and spelling	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 1: Leadership

Leadership Competencies [U2C1L3]

What you will accomplish in this lesson:

Analyze your leadership competencies

Why this lesson is important:

Leaders provide purpose, direction, and motivation. JROTC leaders work to lead others, to develop themselves and their teams, and to achieve results. Part of becoming an effective leader is developing the competencies described in this lesson.

Essential Question:

How will you develop your leadership competencies?

What you will learn in this lesson (Learning Objectives):

- Describe the competencies involved in leading your team
- Describe the competencies involved in developing your team members
- Describe the competencies involved in achieving results for your team
- Analyze how leadership competencies impact goals
- Define key words: commitment, compliance, initiative, micromanaged, priorities, steward, welfare

You will have successfully met this lesson's purpose:

- by writing a paper analyzing your leadership competencies
- when you identify the strengths and weaknesses of your current leadership competencies
- when you describe at least one personal situation where strong leadership skills would have helped you
- when you describe ways to strengthen your leadership competencies

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about leadership competencies. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. **Read** the leadership competencies posted in your classroom. **Identify** the one you believe to be your strongest. Then, **identify** the ones that are your second and third strongest leadership competencies.

GATHER PHASE: So, what else do you need to know or learn?

_____3. **Listen** to a briefing on the "Leads" leadership competency. **Take notes** on the important points in your Cadet Notebook.

_____4. **Review** the "Leads" competencies. In your Cadet Notebook, **rank** the five "Leads" skills in order of the one you are strongest to the one that is your weakest.

_____5. **Answer** the reinforcing question(s).

PART 2

PROCESS PHASE: Now what can you do with this new information you've learned?

_____6. **View** the two case study animations. With your team, **use** Exercise #1 – Analyze the Leads Competency to rate the Cadets in the case studies on their "Leads" competencies.

_____7. **Reflect** on the elements of the "Leads" competency. **Answer** the Reflection Question(s) presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?

_____8. **Read** the "Develops" section in your student text on the "Develops" leadership competency. **Take notes** on what you read in your Cadet Notebook.

_____9. **Review** the "Develops" competencies. In your Cadet Notebook, **rank** the five "Develops" skills in order of the one you are strongest to the one that is your weakest.

_____10. **Answer** the reinforcing question(s).

PART 3

PROCESS PHASE: Now what can you do with this new information you've learned?

_____11. **View** the two case study animations. With your team, **use** Exercise #2 – Analyze the Develops Competency to rate the Cadets in the case studies on their "Develops" competencies.

_____12. **Reflect** on the elements of the "Develops" competency. **Answer** the Reflection Question(s) presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?

_____13. **Read** the "Achieves" section in your student text on the "Achieves" leadership competency. **Take notes** on what you read in your Cadet Notebook.

_____14. **Review** the "Achieves" competencies. In your Cadet Notebook, **rank** the five "Achieves" skills in order of the one you are strongest to the one that is your weakest.

_____15. **Answer** the reinforcing question(s).

PART 4

PROCESS PHASE: Now what can you do with this new information you've learned? •••

_____16. **View** the two case study animations. With your team, **use** Exercise #3 – Analyze the Achieves Competency to rate the Cadets in the case studies on their "Achieves" competencies.

_____17. **Compare** how you rated the case study Cadets in this lesson, with how you rated them in the lesson on Elements of Leadership.

_____18. **Reflect** on the elements of the "Achieves" competency. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____19. **Complete** Exercise #4 – Score Your Competences and the Leadership Competencies Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____20. **Review** the key words of this lesson.

_____21. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Exercise #1 – Analyze the Leads Competency

Directions: Watch the Maria and Brian case study animations with your team and reflect on what you've learned about the "Leads" competency. With your team, discuss how each Cadet performed as a leader. Rate each Cadet from 1 - 5 on their leadership skills. Use 5 for the most skilled. If a skill that's listed does not apply to the case study, enter "N/A." Use your leadership skills with your team to reach an agreement on how to rate each Cadet.

	Maria	**Brian**
Leads Others		
Using Influence to Energize the Team		
Providing Purpose, Motivation, and Inspiration		
Enforcing Standards		
Balancing Mission and Welfare of Followers		
Builds Trust		
Setting Personal Examples for Trust		
Taking Direct Actions to Build Trust		
Sustaining a Climate of Trust		
Extends Influence Beyond the Chain of Command		
Using Indirect Leadership		
Influencing and Motivating		
Solving Problems		
Solving Conflicts		
Leads by Example		
Displaying Character		
Demonstrating the Will to Succeed		
Demonstrating Confidence and Competence		
Seeking Diverse Points of View		
Communicates		
Listening Actively		
Creating Shared Understanding		
Using Engaging Communication Skills		

Exercise #2 – Analyze the Develops Competency

Directions: Watch the Maria and Brian case study animations with your team and reflect on what you've learned about the "Develops" competency. With your team, discuss how each Cadet performed as a leader. Rate each Cadet from 1 - 5 on their leadership skills. Use 5 for the most skilled. If a skill that's listed does not apply to the case study, enter "N/A." Use your leadership skills with your team to reach an agreement on how to rate each Cadet.

	Maria	**Brian**
Creates a Positive Environment		
Encouraging Teamwork, Cooperation, and Loyalty		
Encouraging Fairness and Open Communication		
Creating a Learning Environment		
Encouraging Team Members to Take Ownership		
Showing Concern for Well-being and On-the-Job Needs		
Setting High Expectations for Individuals and Teams		
Prepares Self		
Maintaining Mental and Physical Health		
Expanding Expertise and Interpersonal Skills		
Analyzing Information to Create Knowledge		
Maintaining Cultural Awareness		
Maintaining Self-Awareness		
Develops Others		
Evaluating the Needs of Others		
Coaching and Mentoring		
Encouraging Ongoing Development		
Building Team Skills		
Stewards the Profession		
Demonstrating Army JROTC Values		
Being an Example to Others in the Program and Outside of the Program		

Exercise #3 – Analyze the Achieves Competency

Directions: Watch the Maria and Brian case study animations with your team and reflect on what you've learned about the "Achieves" competency. With your team, discuss how each Cadet performed as a leader. Rate each Cadet from 1 - 5 on their leadership skills. Use 5 for the most skilled. If a skill that's listed does not apply to the case study, enter "N/A." Use your leadership skills with your team to reach an agreement on how to rate each Cadet.

	Maria	**Brian**
Gets Results		
Setting Priorities for Teams		
Identifing Team Abilities,Tasks, Roles, and Resources		
Recognizing and Rewarding Good Work		
Looking for Opportunities to Improve and Provide Feedback		
Executing and Adjusting Plans as Needed		

Exercise #4 – Score Your Competencies

Directions: Think about what you've learned about leadership competencies and how they relate to your self-concept. Give yourself a score from 1 - 10 on each attribute, with 1 being the skills that needs the most development and 10 being the skill that has no room for improvement.

Competency	Score
Leads Others	
Using Influence to Energize the Team	
Providing Purpose, Motivation, and Inspiration	
Enforcing Standards	
Balancing Mission and Welfare of Followers	
Builds Trust	
Setting Personal Examples for Trust	
Taking Direct Actions to Build Trust	
Sustaining a Climate of Trust	
Extends Influence Beyond the Chain of Command	
Using Indirect Leadership	
Influencing and Motivating	
Solving Problems	
Solving Conflicts	
Leads by Example	
Displaying Character	
Demonstrating the Will to Succeed	
Demonstrating Confidence and Competence	
Seeking Diverse Points of View	
Communicates	
Listening Actively	
Creating Shared Understanding	
Using Engaging Communication Skills	
Creates a Positive Environment	
Encouraging Teamwork, Cooperation, and Loyalty	
Encouraging Fairness and Open Communication	
Creating a Learning Environment	
Encouraging Team Members to Take Ownership	
Showing Concern for Well-being and On-the-Job Needs	
Setting High Expectations for Individuals and Teams	

Prepares Self	
Maintaining Mental and Physical Health	
Expanding Expertise and Interpersonal Skills	
Analyzing Information to Create Knowledge	
Maintaining Cultural Awareness	
Maintaining Self-Awareness	
Develops Others	
Evaluating the Needs of Others	
Coaching and Mentoring	
Encouraging Ongoing Development	
Building Team Skills	
Competency	**Score**
Stewards the Profession	
Demonstrating Army JROTC Values	
Being an Example to Others in the Program and Outside of the Program	
Gets Results	
Setting Priorities for Teams	
Identifing Team Abilities,Tasks, Roles, and Resources	
Recognizing and Rewarding Good Work	
Looking for Opportunities to Improve and Provide Feedback	
Executing and Adjusting Plans as Needed	

Performance Assessment Task

Chapter 1: Leadership

Leadership Competencies [U2C1L3]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Analyze your leadership competencies

Directions

For this performance assessment task, you will write a paper analyzing your leadership competencies. For this assessment you will:

1. Review your Cadet Notebook and how you ranked your current leadership competencies. Complete Exercise #4 – Score Your Competencies. This will help you organize your thoughts about what leadership skills you need to develop.

2. Write a narrative describing your strengths and weaknesses and your plan for developing areas in which you are weak.

3. Use the attached scoring guide criteria for what you need to do to complete this task.

4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Leadership Competencies Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You identify the strengths and weaknesses of your current leadership competencies, summarizing your results from Exercise #4 – Score Your Competencies	met ◯ not met ◯
2. You describe at least one personal situation where strong leadership skills would have helped you achieve a better outcome	met ◯ not met ◯
3. You describe ways to strengthen your leadership competencies	met ◯ not met ◯
4. Your paper is well organized and uses correct grammar and spelling	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 1: Leadership

Leadership Styles [U2C1L4]

What you will accomplish in this lesson:

Apply appropriate leadership styles

Why this lesson is important:

How you lead—your style of leadership—can mean the difference between success and failure. In this lesson, you'll consider how your team members' willingness and readiness will affect your role as a leader. You'll also learn why tasks and the composition of your team can determine how you lead.

Essential Question:

How can you use different leadership styles to increase your effectiveness as a leader?

What you will learn in this lesson (Learning Objectives):

- Describe how to identify the willingness and readiness of team members
- Identify three different styles of leadership
- Choose the most effective leadership style for various situations
- Define key words: competent, delegating, directing, leadership styles, participating

You will have successfully met this lesson's purpose:

- by evaluating a team scenario and choosing the most appropriate leadership style
- by writing a short paper explaining the reasons for the leadership choice
- when your paper identifies the choice and the reason for it
- when your paper describes how the leadership choice was influenced by the team's readiness and willingness

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about leadership styles. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. **Participate** in a survey about leadership styles. **Discuss** the results of the survey.

GATHER PHASE: So, what else do you need to know or learn?

_____3. **Listen** to a briefing on team willingness, team readiness, and leadership styles. **Take notes** in your Cadet Notebook.

_____4. **Read** the "Leadership Styles" section in your student text. **Take notes** on your reading in your Cadet Notebook.

_____5. **Answer** the reinforcing question(s).

PART 2

PROCESS PHASE: Now what can you do with this new information you've learned?

_____6. **Read** Activity #2 – Role Play and **complete** the activity with your team.

_____7. **Reflect** on the role team members play in determining a leadership style. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____8. **Complete** the Leadership Styles Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____9. **Review** the key words of this lesson.

_____10. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

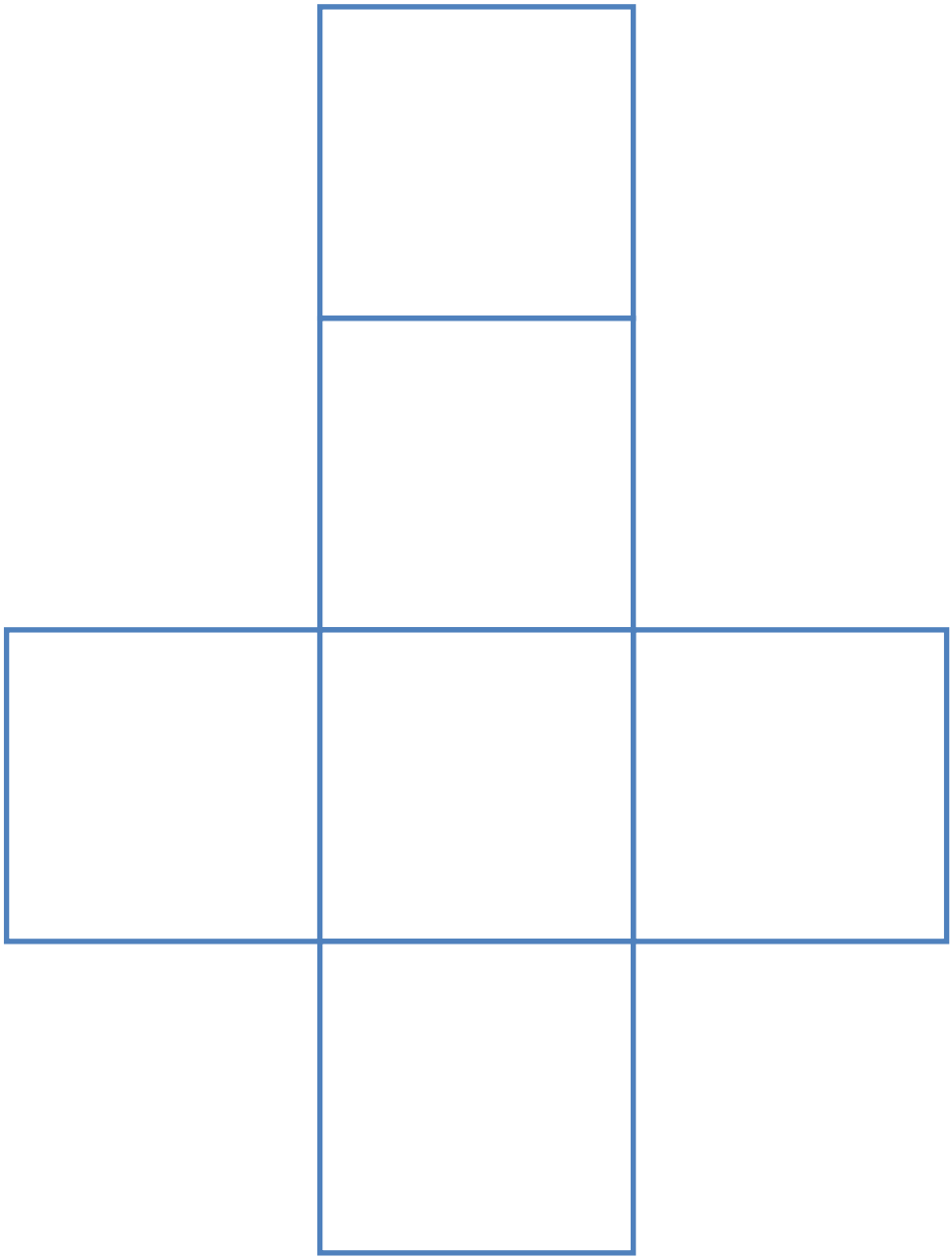
Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Activity #1 – Paper Cubes

Team A Leader

Directions: Your team is competing against other teams to make the most paper cubes in the next 5 minutes. All of the teams have the same supplies: paper, tape, and scissors. Show your team the cube template below. Explain to them that your team will win by having assigned team members draw this template, cut the template, fold the template, and finally tape the template into a cube. Assign each of these tasks to your team members, based on their abilities and how long you think each task will take.



Team B Leader

Directions: Your team is competing against other teams to make the most paper cubes in the next 5 minutes. All of the teams have the same supplies: paper, tape, and scissors. Ask your team members for ideas on the best way to win the competition. What is the fastest way to make a cube? After a short brainstorming session, select the approach that seems best to you and have your team begin!

Team C Leader

Directions: Your team is competing against other teams to make the most paper cubes in the next 5 minutes. All of the teams have the same supplies: paper, tape, and scissors. Tell your team members to get to work immediately and start making cubes. It doesn't matter how they make the cubes, your team wants to win!

Activity #2 – Role Play

Directions:

1. In this scenario, your team or team leader will choose one of the team project scenarios below for a role play:

    a. Your team is preparing for a color guard at an athletic event.

    b. Your team needs to improve their performance on the Cadet Challenge.

    c. Your team will be visiting a nursing home on Veteran's Day and doing something to cheer up the sick and elderly.

    d. Your team is gearing up for the JROTC Academic Bowl.

2. The team leader considers the project tasks, decides which ones are most important and writes them down. While the team leader is working on analyzing the tasks of the project, team members think about what kind of Cadet they'll role play: energetic, lazy, skilled, clueless, etc. Team members should feel free to create a Cadet role that is different from who they really are, with different behaviors, different skills, and different temperaments.

3. The team leader shares his or her list of tasks with the team. The team leader determines the willingness and readiness of the team. This should involve role pay conversation, questions, etc. Team members role play the character they made up.

4. The team leader decides on an approach to use with the team (directing, participating, delegating) and explains his or her reasons to the team.

5. Team members give the team leader feedback:

    - Did the leader learn enough about team members?

    - Did the leader correctly evaluate team members readiness and willingness?

Performance Assessment Task

Chapter 1: Leadership

Leadership Styles [U2C1L4]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Apply appropriate leadership styles

Directions

For this performance assessment task, you will write a paper analyzing a scenario, decide which leadership style best fits the situation, and explain your decision. For this assessment you will:

1. Consider the following scenario:

   Your team is planning a fundraising project. You'll raise money for your team by selling popcorn at school. As team leader, you have determined the tasks that need to be done, in order of importance:

   a. Get permission from the principal to sell popcorn at lunchtime.
   b. Determine how/who will get supplies: popcorn, paper bags, tables, chairs, money box, etc.
   c. Make staff assignments for the event. Team members are needed to set up and take down the table, bring supplies, and put them away, bag popcorn for orders, take money/make change as needed, and be responsible for keeping the money safe.
   d. Determine how/who you will publicize the dates you'll have the sale.

   No one on your team has done a fundraising event before. The members of your team include:

   - two straight A students, one is not very enthusiastic about the project
   - three personable, athletic, students
   - one quiet student who often has good creative ideas, but doesn't like popcorn
   - two students who are very energetic and motivated

   Analyze the scenario and choose the most appropriate leadership style.

2. Write a short paper (1/2 to 1 page) identifying your leadership style decision and explaining the reasons for it.

3. Use the attached scoring guide criteria for what you need to do to complete this task.

4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Leadership Styles Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You identify the most appropriate leadership style for the scenario	met ◯ not met ◯
2. You explain the reasons for your choice	met ◯ not met ◯
3. Your explanation describes how the task and your team members influenced your choice of leadership style	met ◯ not met ◯
4. Your paper is well organized and uses correct grammar and spelling	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 2: Personal Growth and Behaviors
Becoming a Better Communicator [U2C2L1]

What you will accomplish in this lesson:

Develop your communication skills

Why this lesson is important:

Every day, one of your main activities is communicating with others. You communicate at home, at school, with your friends, and in the community. Some of you might also communicate in a job environment. Despite your opinion of your communication skills, there will be times when you wish you'd listened a bit more effectively and communicated a little better. This lesson shows you the importance of good communication and how you can communicate more effectively in a variety of settings.

Essential Question:

Why is effective communication necessary in all areas of life?

What you will learn in this lesson (Learning Objectives):

- Compare verbal and nonverbal means of communication
- Identify the steps of effective communication
- Relate how the process of listening is essential to good communication
- Distinguish among the types of listening
- Identify barriers that prevent effective listening
- Explain the types of roles individuals play in a group
- Identify how roles in a group affect communication
- Define key words: barrier, channel, feedback, hearing, listening, mixed messages, noise, nonverbal, receiver, verbal

You will have successfully met this lesson's purpose:

- when you evaluate communication within a variety of group settings
- when you select three different types of groups you are involved in
- when you explain the type of role(s) within each group
- when you provide an example of your effective or ineffective communication in each group
- when you provide an example of how to more effectively communicate in each group
- when you provide an example of how you used effective listening skills within each group role

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about the communication process. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. With your team, **play** the Sentence Game. **Present** your sentence to the class. **Vote** on the sentences of other teams.

GATHER PHASE: So, what else do you need to know or learn?

_____3. With a partner or team, **read** "The Communication Process" section in your student text. **Develop** an appropriate Thinking Map® or graphic organizer to teach others about one of the assigned sections of the text. **Take notes** on the five topics presented in their Cadet Notebooks.

_____4. **Answer** the reinforcing question(s).

PART 2

PROCESS PHASE: Now what can you do with this new information you've learned?

_____5. **View** a video about communication do's and don'ts. With your partner or team, **complete** Exercise #1 – Analyzing Communication Skills as you discuss the two scenarios.

_____6. **Reflect** on the communication process. **Answer** the Reflection Question(s) presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?

_____7. Using a Circle Map, **brainstorm** barriers to effective listening. **Compare** the Cadet brainstorm to the presentation in the Barriers to Effective Listening animation.

_____8. With a partner or small team, **read** "The Process of Listening" section in your student text. **Prepare** to teach others about your assigned part of the reading. **Use** a Thinking Map® or graphic organizer to communicate effectively your part of the reading assignment.

_____9. **Answer** the reinforcing question(s).

PART 3

PROCESS PHASE: Now what can you do with this new information you've learned?

_____10. **Listen** to the presentation on effective listening.

_____11. With your team, **generate** tips to overcome listening barriers. **Include** at least two different effective listening tips to address each barrier. **Present** your two barriers and improved listening techniques to the class. **Take notes** in your Cadet Notebook.

_____12. **Reflect** on your listening skills. **Answer** the Reflection Question(s) presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?

_____13. **Think about** the differences between one-on-one communication and group communication. **Use** a Double Bubble Map to compare the differences between one-on-one and group communication. **View** the animation on communication in groups.

_____14. With a partner or team, **read** about your assigned role type in "The Roles We Play" section of your student text. **Present** a fictitious or real-life example to support the explanation of your assigned role. **Complete** Exercise #2 – Group Roles and Examples.

_____15. **Answer** the reinforcing question(s).

PART 4

PROCESS PHASE: Now what can you do with this new information you've learned?

_____16. **View** examples of communication in a group. **Explain** what roles are observed and their effect on communication. **Use** Exercise #3 – Effective Communication to record any examples observed.

_____17. **Continue to complete** Exercise #3 – Effective Communication. **Provide** an explanation of effective communication next to each example you observed.

_____18. **Reflect** on effective group communication. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

PART 5

APPLY PHASE: What else can you do with what you've learned today?

_____19. **Complete** the Becoming a Better Communicator Performance Assessment Task and Exercise #4 – Becoming a Better Communicator. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____20. **Review** the key words of this lesson.

_____21. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Exercise #1 – Analyzing Communication Skills

Directions: As you watch the two interview scenarios in the Communication Do's and Don'ts video, analyze the various forms of good and poor communication skills. Use this worksheet to identify what you witnessed and how it was a good or poor communication skill.

1. Identify where you saw good or poor evidence of the seven communication skills. You may need to refer to your notes from class presentations or the student text for descriptions on each of the seven skills.

Seven Communication Skills		
	Scenario 1 – Good/Poor Example	**Scenario 2 – Good/Poor Example**
Reading		
Listening		
Thinking		
Writing		
Remember		
Speaking		
Studying		

2. In the first interview scenario, the man who is interviewing is asking questions. He is the *sender.* His questions to the young man he is interviewing are a form of communication or his message. The receiver is the young man.

    a. What example of feedback is the "sender" getting from the "receiver?"

    b. If "noise" is interference that keeps a message from being understood, what kind of "noise" could the receiver be experiencing in order to negatively affect his communication?

3. Explain how the elements of communication were clearly and successfully demonstrated in the 2nd scenario. Remember to consider: the sender, the receiver, the message, the channel of communication, any "noise" that might be impacting the communication, and the receiver's feedback to the sender.

Exercise #2 – Group Roles and Examples

Directions: Use this exercise to write down examples of each of the three role types below.

Task Roles are those roles that help the group accomplish a specific task.

Task Role	Example
Initiator – suggests new ideas and proposes solutions.	
Opinion Seeker – looks for options; seeks ideas and suggestions from others.	
Coordinator – organizes the various activities of team members and shows relationships between ideas.	
Energizer – stimulates the group to a higher level of activity.	
Recorder/Secretary – keeps a record of group actions.	
Information Giver – offers facts or generalizations to the group.	
Information Seeker – asks for information about the task; seeks data.	
Evaluator – measures decisions against group goals.	
Spokesperson – speaks on behalf of the group.	
Planner – prepares timelines, schedules, and organizes group logistics.	

Social Roles are those roles that help the group maintain itself as a group.

Social Role	Example
Encourager – praises the ideas of others; warmly receptive to other points of view and contributions.	
Volunteer – offers whatever is needed.	
Group Observer – keeps records of group activities and uses this information to offer feedback to the group.	
Compromiser – moves the group to another position that is favored by all group members by coming "half way."	
Gatekeeper – keeps communication channels open by encouraging or facilitating the participation of others or by proposing regulation of the flow of communication.	
Standard Setter – suggests standards or criteria for the group to achieve. Standards may apply to the quality of the group process or limitations on acceptable individual behavior within the group.	
Summarizer – raises questions about the direction which the group discussion is taking by summarizing what has been discussed and showing where it deviates from group objectives.	
Reality Tester – subjects group accomplishments to a set of standards for the group. This role examines the "practicality," or the "logic" behind a suggestion of group discussion.	
Mediator – mediates the differences between group members. Attempts to reconcile disagreements and relieves tension in conflict situations.	

Dysfunctional Roles are those roles which are destructive and block group communication.

Dysfunctional Role	Example
Aggressor – attacks other group members, deflates the status of others, and shows aggressive behaviors.	
Blocker – resists movement by the group.	
Recognition Seeker – calls attention to him or herself.	
Self-confessor – seeks to disclose non-group related feelings or opinions.	
Dominator – asserts control over the group by manipulating other group members.	
Help Seeker – tries to gain the sympathy of the group.	
Non-participator – chooses not to participate in group discussions.	

Exercise #3 – Effective Communication

Directions: Use this exercise as you watch a role-play or video pertaining to group communication. Provide examples of what you observed in the "Observed Example" column and explain if it was effective communication or ineffective communication. If ineffective communication was observed, provide a brief example of how the situation could have improved.

Task Roles are those roles that help the group accomplish a specific task.

Task Role	Observed Example	Effective Communication Explanation
Initiator – suggests new ideas and proposes solutions.		
Opinion Seeker – looks for options; seeks ideas and suggestions from others.		
Coordinator – organizes the various activities of team members and shows relationships between ideas.		
Energizer – stimulates the group to a higher level of activity.		
Recorder/Secretary – keeps a record of group actions.		
Information Giver – offers facts or generalizations to the group.		
Information Seeker – asks for information about the task; seeks data.		
Evaluator – measures decisions against group goals.		
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Standard Setter – suggests standards or criteria for the group to achieve. Standards may apply to the quality of the group process or limitations on acceptable individual behavior within the group.		
Summarizer – raises questions about the direction which the group discussion is taking by summarizing what has been discussed and showing where it deviates from group objectives.		
Reality Tester – subjects group accomplishments to a set of standards for the group. This role examines the "practicality," or the "logic" behind a suggestion of group discussion.		
Mediator – mediates the differences between group members. Attempts to reconcile disagreements, and relieves tension in conflict situations.		

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Dysfunctional Role	Observed Example	Effective Communication Explanation
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Self-confessor – seeks to disclose non-group related feelings or opinions.		
Dominator – asserts control over the group by manipulating other group members.		
Help Seeker – tries to gain the sympathy of the group.		
Non-participator – chooses not to participate in group discussions.		

Exercise #4 – Becoming a Better Communicator

Directions: Complete this worksheet as a requirement for the Becoming a Better Communicator Performance Assessment Task.

1. Name and explain three different groups you are involved in.

   Group 1:

   Group 2:

   Group 3:

2. Explain the role you have within each group and what evidence or criteria confirms the role.

   Group 1 Role and Confirming Evidence:

   Group 2 Role and Confirming Evidence:

   Group 3 Role and Confirming Evidence:

3. Explain examples of your effective and ineffective communication within each group.

   Group 1 Effective Communication Example:

   Group 1 Ineffective Communication Example:

Group 2 Effective Communication Example:

Group 2 Ineffective Communication Example:

Group 3 Effective Communication Example:

Group 3 Ineffective Communication Example:

4. Provide examples of how you used effective listening skills in each group.

Group 1 Effective Listening Skill Example(s):

Group 2 Effective Listening Skill Example(s):

Group 3 Effective Listening Skill Example(s):

5. Based on what you know about your current roles and communication skills within a group, what areas will you commit to improve and how?

Leadership Development Action Plan

Directions: As you know, when you are finished with a JROTC Lesson, you typically complete a Performance Assessment Task or PAT. This ties together all you've learned about in the lesson and allows you to apply new knowledge, skills, and abilities toward new competence. There are 47 competencies in Unit 1 and 2, thus, there are 47 PATs. Most PATs ask you to show your new skill through oral or written communication, skill demonstration, group discussion, or a variety of other ways. Many of your completed tasks are part of your Cadet Portfolio and are the evidence of your learning and personal growth within the program.

What do you have in your Cadet Portfolio that supports how you're developing as a leader?

Below are a list of the competencies for Units 1 and 2, select 10 competencies and indicate how the new skill has helped you become a better leader. Select 10 more competencies that you would like to strengthen and why.

Unit 1 or 2 Competency	This skill helped me become a stronger leader in the following way.	Cadet Portfolio evidence (Y/N)	This is a skill area that I would like to strengthen and why.
U2C1L1: Describe how the Army JROTC program promotes personal success and citizenship			
U1C1L2: Analyze the organization and traditions of JROTC programs			
U1C1L3: Demonstrate customs and courtesies in the JROTC environment			
U1C1L4: Demonstrate proper etiquette in social settings			
U1C2L1: Use Thinking Maps® to enhance learning			
U1C2L2: Determine your behavioral preferences			
U1C2L3: Apply an appreciation of diversity to interpersonal situations			
U1C2L4: Analyze how thinking and learning affect your academic performance			
U1C2L5: Apply strategies for your reading comprehension			

Unit 1 or 2 Competency	This skill helped me become a stronger leader in the following way.	Cadet Portfolio evidence (Y/N)	This is a skill area that I would like to strengthen and why.
U1C2L6: Develop study skills and test-taking strategies			
U1C2L7: Relate values, morals, and ethics to your personal code of conduct			
U1C2L8: Develop a plan for personal growth			
U1C3L1: Relate drill competence to life skills			
U1C3L2: Perform stationary movements and marching techniques on command			
U1C3L3: Demonstrate correct response to squad drill commands			
U1C4L1: Apply the processes for making decisions and setting goals			
U1C4L2: Develop personal anger management strategies			
U1C4L3: Apply conflict resolution techniques			
U1C5L1: Determine the causes, effects, and coping strategies for stress in your life			
U1C5L2: Meet the physical fitness standards for the Cadet Challenge			
U1C6L1: Identify the components of service learning			
U1C6L2: Prepare for a service learning project			

Unit 1 or 2 Competency	This skill helped me become a stronger leader in the following way.	Cadet Portfolio evidence (Y/N)	This is a skill area that I would like to strengthen and why.
U2C1L1: Describe the elements of leadership			
U2C1L2: Analyze your leadership attributes			
U2C1L3: Analyze your leadership competencies			
U2C1L4: Apply appropriate leadership styles			
U2C2L1: Develop your communication skills			
U2C2L2: Improve your writing skills			
U2C2L3: Deliver a speech that you wrote			
U2C2L4: Analyze career possibilities and requirements			
U2C2L5: Relate ethical concepts to your personal code of conduct			
U2C6L1: Evaluate the effectiveness of a service learning project			
U2C3L1: Assess your personal qualities as a team member			
U2C3L2: Demonstrate the skills and responsibilities of a good drill leader			
U2C3L3: Illustrate the duties of a team leader or squad leader			
U2C4L1: Assess first aid emergencies			

Unit 1 or 2 Competency	This skill helped me become a stronger leader in the following way.	Cadet Portfolio evidence (Y/N)	This is a skill area that I would like to strengthen and why.
U2C4L2: Explain how to respond to common injuries			
U2C4L3: Describe first aid for severe emergencies			
U2C5L1: Evaluate methods to protect yourself and others from bullying			
U2C5L2: Apply strategies to prevent violence			
U2C6L1: Examine the elements of health			
U2C6L2: Develop ways to increase your fitness level			
U2C6L3: Develop a personal nutritional plan to promote health			
U2C6L4: Examine how body image, eating, and physical activity affect whole health			

Performance Assessment Task

Chapter 2: Personal Growth and Behaviors

Becoming a Better Communicator [U2C2L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Develop your communication skills

Directions

For this performance assessment task, you will evaluate your own communication for effectiveness. For this assessment you will:

1. Select three different groups that you are currently involved in. Examples of groups you could be involved in are social, school, JROTC, extra-curricular, church, family, or work.
2. Use Exercise #4 – Becoming a Better Communicator to gather information for this assessment. You will need to provide a short summary of each group you are in and how you communicate within the group.
3. Provide a short explanation about each group.
4. Explain the roles – task, social, and/or dysfunctional roles you have within each group.
5. Provide examples of your effective and ineffective communication with each group.
6. Provide an explanation on how your communication could be more effective within a group.
7. Provide examples of how you used effective listening skills in each group.
8. Use the attached scoring guide criteria for what you need to do to complete this task.
9. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Becoming a Better Communicator Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You evaluate communication with a variety of group settings	met ◯ not met ◯
2. You select three different types of groups you are involved in (social, family, school, etc.)	met ◯ not met ◯
3. You explain the type of role(s) within each group	met ◯ not met ◯
4. You provide an example of your effective or ineffective communication within a group	met ◯ not met ◯
5. You provide an example of how to more effectively communicate in each group	met ◯ not met ◯
6. You provide an example of how you used effective listening skills within each group role	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 2: Personal Growth and Behaviors
Becoming a Better Writer [U2C2L2]

What you will accomplish in this lesson:

Improve your writing skills

Why this lesson is important:

Writing is one of the most important means of communication, so your writing must be simple, readable, and understandable. With a little practice and desire, writing is an art that anyone can master. In this lesson, you will examine the various types of writing, writing basics, principles of good writing, and the writing pitfalls to watch for. You will develop a plan to improve your writing skills.

Essential Question:

How can you improve the quality of your writing?

What you will learn in this lesson (Learning Objectives):

- Identify various reasons for writing
- Distinguish among the principles of good writing
- Confirm the basics of writing
- Explore the common pitfalls and mistakes in writing
- Define key words: active voice, bibliography, body, conjunction, conclusion, entice, fragment, information cards, introduction, passive voice, plagiarism, predicate, source cards, subject, thesis statement

You will have successfully met this lesson's purpose:

- by developing a writing checklist to help improve on your writing
- by using your writing checklist to improve a writing assignment
- by reflecting on improvements in your writing
- when your checklist includes criteria that supports the basics of writing
- when your checklist includes the principles of writing
- when your checklist includes flaws to avoid
- when you describe how your checklist helped to improve your writing

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about good writing. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. With an assigned team, **brainstorm** responses to an assigned question about writing. **Use** a Circle Map to capture your ideas. **Present** your ideas to the class.

GATHER PHASE: So, what else do you need to know or learn?

_____3. **Read** and **jigsaw** your assigned student text sections on becoming a better writer. **Prepare** to teach the class about one of two assigned key areas for writing improvement.

_____4. **Take notes** on your peer presentations.

_____5. **Answer** the reinforcing question(s).

PART 2

PROCESS PHASE: Now what can you do with this new information you've learned?

_____6. **Complete** Exercise #1 – Making Improvements with a partner. **Use** either a current writing assignment from another class or an example piece of writing provided by your instructor. **Provide** your suggested areas for improvement, as outlined in Exercise #1 – Making Improvements.

_____7. **Reflect** on how referring to writing fundamentals and principles can drastically improve the quality of an essay or paper. **Answer** the Reflection Question(s) presented by your instructor.

PART 3

GATHER PHASE: So, what else do you need to know or learn?

_____8. With a small group or partner, **read** the "Revise – Rewrite – Improve" section in your student text about an assigned pitfall or flaw when writing. **Prepare** to teach others in the class and **explain** the type of mistake, an example, and an improved example. **Use** a class Bubble Map to capture each pitfall/flaw name.

_____9. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?

_____10. With a partner, **read** the writing example you used earlier in this lesson. **Find** one or two writing pitfalls or mistakes in the example. **Provide** an improved example. **Prepare** to share your ideas with others in the class.

_____11. **Reflect** on your writing pitfalls. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

PART 4

APPLY PHASE: What else can you do with what you've learned today?

_____12. **Complete** the Becoming a Better Writer Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____13. **Review** the key words of this lesson.

_____14. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Exercise #1 – Making Improvements

Directions: In the "Becoming a Better Writer" section of your student text, you reviewed the principles and fundamentals of good writing. Review the provided essay example or use a draft written by yourself or your partner, and apply what you learned to make improvements to the draft. Be prepared to share your answers with others.

1. What audience is this paper written for? Explain how this is evident or not.

2. Explain if the writing was appropriate for the audience. Recommend any modifications to improve the level of writing.

3. Explain if the paper was concise and included supporting information for the main point? Make recommendations for improvement.

4. What evidence within the paper supports good examples of clarity? If none exist, provide an example where an improvement to clarity can be made.

5. Explain how the paper supports the basics of good writing: introduction, body, and conclusion.

6. Do the sentences in a paragraph support the main idea of the paragraph? Make recommendations to eliminate sentences and explain why.

Exercise #2 – Introductory Paragraph

Directions: On the lines below, write an introductory paragraph about your topic of choice. Include a thesis statement, an introduction to at least three main points or arguments, a summary statement, and a transition statement. Make sure your work is well polished, neatly written, and free of grammar and spelling errors. If possible, create a rough draft first, edit your work, and then transfer the final introduction below.

Performance Assessment Task

Chapter 2: Personal Growth and Behaviors

Becoming a Better Writer [U2C2L2]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Improve your writing skills

Directions

For this performance assessment task, you will use the principles and basics of good writing to improve upon your writing skills. For this assessment you will:

1. Develop a checklist to follow when writing a paper or written assignment. The checklist will include criteria pertaining to the principles of writing, basics of good writing, and improvements to common pitfalls and mistakes.

2. Once your checklist has been developed, you will use it as a tool to self-assess your writing on a given written assignment within the JROTC class or a written assignment from another class.

3. After your checklist and paper have been written, draft a short written summary reflecting on how your writing has improved.

4. Use the attached scoring guide criteria for what you need to do to complete this task.

5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Becoming a Better Writer Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your checklist includes criteria that support the basics of writing	met ◯ not met ◯
2. Your checklist includes criteria pertaining to the principles of writing	met ◯ not met ◯
3. Your checklist includes criteria pertaining to common mistakes and writing pitfalls	met ◯ not met ◯
4. You use your checklist with a writing assignment	met ◯ not met ◯
5. You reflect in writing how your checklist helped improve your writing skills	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 2: Personal Growth and Behaviors
Delivering Your Speech [U2C2L3]

What you will accomplish in this lesson:

Deliver a speech that you wrote

Why this lesson is important:

Have you ever presented a speech for an event other than a class assignment? How did you feel before, during, and after the speech? Speaking in public is a lifelong skill. Throughout your JROTC experience you will be asked to give speeches—from formal presentations to a short briefing at an informal event or team meeting. Preparing and practicing your speech can lead to a positive speaking experience. In this lesson, you will explore strategies to prepare and deliver speeches for specific purposes.

Essential Question:

What are the essential elements for delivering a great speech?

What you will learn in this lesson (Learning Objectives):

- Compare the various types of speeches
- Analyze the purpose and audience for a speech
- Relate the elements of effective writing to speech writing
- Develop coping strategies for stressful speaking situations
- Identify ways to improve speaking skills
- Define key words: articulate, commemorative, constructive criticism, coping, demographics, eye contact, impromptu, modulation, persuasive

You will have successfully met this lesson's purpose:

- by writing a speech for a specific purpose
- by delivering the speech that you wrote
- when your speech is clearly directed to a specific audience
- when your speech uses a style that is either informative, persuasive, actuating, argumentative, entertaining, or impromptu
- when your speech introduction includes an attention getting strategy appropriate for the audience and purpose
- when your speech includes evidence of research and supporting information
- when your speech includes support of their ideas
- when your speech is organized
- when your speech presentation shows evidence of practice and preparation
- when your speech presentation uses support visuals (if appropriate)
- when your speech delivery addresses the audience with appropriate eye contact and audible voice

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

Unit 2

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about various kinds of speeches. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. **Brainstorm** the types of speeches you have given or listened to.

_____3. **Participate** in a discussion and **share** the situations listed on the maps.

GATHER PHASE: So, what else do you need to know or learn?

_____4. **Read** the "Types of Speeches" and "Analyze Purpose and Audience" sections in your student text. **Prepare** to teach others about an assigned speech type and what to consider about its possible purpose and audience.

_____5. **Answer** the reinforcing question(s).

PART 2

PROCESS PHASE: Now what can you do with this new information you've learned?

_____6. **Listen** to two speeches. After hearing each speech, **respond** to questions for Exercise #1 – Famous Speeches. **Decide** which speech you prefer and explain why. **Use** a Double Bubble Map to compare and contrast the two speeches.

_____7. **Determine** what type of speech you will write and deliver in this lesson. **Use** Exercise #2 – Preparing for Your Speech to begin planning your own speech.

_____8. **Reflect** on the speeches you heard. **Answer** the Reflection Question(s) presented by your instructor.

PART 3

GATHER PHASE: So, what else do you need to know or learn?

_____9. **Consider** how the elements and principles of good writing apply to writing speeches. **Develop** a Double Bubble Map for an assigned topic in the "Developing the Speech" section in your student text. **Prepare** to show others what is similar and different between essay and speech writing.

_____10. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?

_____11. **Use** Exercise #3 – Your Speech to write down the topic, general purpose, specific purpose, and thesis statement for your speech. **Share** your work with a peer for review and feedback.

_____12. **Reflect** on the process of speech writing. **Answer** the Reflection Question(s) presented by your instructor.

PART 4

GATHER PHASE: So, what else do you need to know or learn?

_____13. **Contribute** to a class Tree Map that lists speaking situations that make you nervous and speaking situations where you are comfortable. **Determine** possible reasons for being nervous and potential coping strategies for each situation identified. **Compare** the class Tree Map to the coping with and overcoming nervousness animation.

_____14. **Read** the "Speech Delivery Tips" section in your student text. With a partner, **design** a one sentence or phrase poster to serve as a speech aid in the classroom.

_____15. **Answer** the reinforcing question(s).

PART 5

PROCESS PHASE: Now what can you do with this new information you've learned?

_____16. **Present** your Speaking Tip poster to others in the class.

_____17. **Practice** delivering your speech introduction to the class. **Use** the criteria outlined in the class posters as your guide for speech delivery.

_____18. **Review** the Delivering Your Speech Performance Assessment Task.

_____19. **Reflect** on tips for delivering a great speech. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

PART 6

APPLY PHASE: What else can you do with what you've learned today?

_____20. **Complete** the Delivering Your Speech Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____21. **Review** the key words of this lesson.

_____22. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Exercise #1 – Famous Speeches

Directions: Read, listen to, and/or watch the video of two famous speeches, then answer the questions below.

Speech 1

Speaker:

Topic:

What makes this speech memorable/historical/famous?

What type of speech is it?

Who was the intended audience for this speech?

Which of the tips did the speaker use effectively?

What did the speaker do well?

What suggestions would you offer to improve the speech?

Speech 2

Speaker:

Topic:

What makes this speech memorable/historical/famous?

What type of speech is it?

Who was the intended audience for this speech?

Which of the tips did the speaker use effectively?

What did the speaker do well?

What suggestions would you offer to improve the speech?

Exercise #2 – Preparing for Your Speech

Directions: You're ready to begin planning for your own speech! Begin by thinking about the type of speech you will write and deliver, then consider the purpose of the speech and the audience you will be delivering to. Use this worksheet to begin planning. Prepare to share your answers with others in the class. Save this document as you develop your speech.

Speaker:

Topic:

What is the purpose of your speech?

What type of speech will you develop?

Who is the intended audience for this speech?

What do you know about the audience already?

What else would you like to know about your audience that will help you write and deliver your speech?

Exercise #3 – Your Speech

Directions: Now that you've chosen your speech topic and outlined the general purpose and audience, begin outlining your speech further. Use this worksheet to develop your topic, general purpose, specific purpose, and thesis statement. Share your completed worksheet with your instructor for feedback and approval to begin writing the introduction and body of the speech.

Speaker:

Develop your topic a little further, as modeled in the student textbook examples.

Redefine the general purpose of your speech:

What is the specific purpose of your speech?

Write a thesis statement for your speech:

Instructor Reviewed and Approved:

Comments:

Performance Assessment Task

Chapter 2: Personal Growth and Behaviors

Delivering Your Speech [U2C2L3]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Deliver a speech that you wrote

Directions

For this performance assessment task, you will write and deliver your own speech. For this assessment you will:

1. Write a speech for a specific purpose.
2. Deliver the speech that you wrote.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed Exercises #2 and #3 with your written speech.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Delivering Your Speech Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your speech is clearly directed to a specific audience	met ◯ not met ◯
2. Your speech uses a style that is either informative, persuasive, actuating, argumentative, entertaining, or impromptu	met ◯ not met ◯
3. Your speech introduction includes an attention getting strategy appropriate for the audience and purpose	met ◯ not met ◯
4. Your speech includes evidence of research and supporting information	met ◯ not met ◯
5. Your speech includes support of your ideas	met ◯ not met ◯
6. Your speech is organized	met ◯ not met ◯
7. Your speech presentation shows evidence of practice and preparation	met ◯ not met ◯
8. Your speech presentation uses support visuals (if appropriate)	met ◯ not met ◯
9. Your speech delivery addresses the audience with appropriate eye contact and audible voice	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 2: Personal Growth and Behaviors
Career Considerations [U2C2L4]

What you will accomplish in this lesson:

Analyze career possibilities and requirements

Why this lesson is important:

Beyond completing high school, what is your goal? Whether you just want a job, you plan to head to college, or you want to join the military, planning is necessary. Starting now to examine what you want to do and how to get there is not too early! In this lesson, you will identify the difference between a job and a career and begin to explore the many Career Pathway opportunities available to you.

Essential Question:

What is the advantage of investigating career options that interest you now?

What you will learn in this lesson (Learning Objectives):

- Distinguish between a job and a career
- Examine the various types of jobs that interest you
- Explore various Career Pathways
- Associate your interests and aptitudes to a career path
- Examine career opportunities provided by the U.S. Military
- Distinguish between various post-secondary education options
- Define key words: apprenticeship, career, Career Cluster, Career Pathway, Cooperative Education, job

You will have successfully met this lesson's purpose:

- by considering how to move toward a long-term career goal
- by developing introductory materials for a Career Development section of the Cadet Portfolio
- when you complete a personal inventory of skills and interests related to career exploration in Exercise #1 – Interest Skill Inventory and Career Link
- when you complete exploration of various occupations and career requirements in Exercise #2 – Job Information Exploration
- when you complete the sample ASVAB test in Exercise #3 – Sample ASVAB Test
- when you complete the questionnaire on career goals, occupation interests, and next steps in Exercise #4 – Thinking Future
- when you complete a career strategy form, gathering information and resources and developing a plan to an established timeline in Exercise #5 – Your Career Exploration Strategy and Timeline

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

Unit 2

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about all the different jobs and careers that exist. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. **Brainstorm** jobs or careers that interest you.

GATHER PHASE: So, what else do you need to know or learn?

_____3. **Read** the "Difference Between Jobs and Careers" section in your student text. **Use** a Bubble Map to relate various jobs to an assigned career.

_____4. **View** the animation on job types and your interest.

_____5. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?

_____6. **Complete** Exercise #1 – Interest Skill Inventory and Career Link.

_____7. **Reflect** on the occupations that interest you the most. **Answer** the Reflection Question(s) presented by your instructor.

PART 2

GATHER PHASE: So, what else do you need to know or learn?

_____8. **View** the animation on Career Clusters and Pathways. **Use** Handout #1 – Career to reference the 79 Career Pathways. **Refer** to Exercise #1 – Interest Skill Inventory and Career Link and **determine** what Career Cluster or Pathway you need to explore further.

_____9. **Read** about the various military career opportunities outlined in the "U.S. Military Career Possibilities" section in your student text. **Prepare** to teach others about military service career opportunities.

_____10. **Answer** the reinforcing question(s).

PART 3

PROCESS PHASE: Now what can you do with this new information you've learned?

_____11. **Use** Exercise #2 – Job Information Exploration to gather information about various occupations.

_____12. **Reflect** on your career exploration. **Answer** the Reflection Question(s) presented by your instructor.

PART 4

GATHER PHASE: So, what else do you need to know or learn?

_____13. **Read about** or **observe** a presentation on the types of education and training available to you in pursuit of your career goals.

_____14. **Answer** the reinforcing question(s).

PART 5

PROCESS PHASE: Now what can you do with this new information you've learned?

_____15. **Complete** Exercise #3 – Sample ASVAB Test.

_____16. You've read, heard, and seen how to explore more about your desired career. Now, it's time to **think** through what really interests you and how you will move toward a long-term career goal. **Complete** Exercise #4 – Thinking Future.

_____17. **Reflect** on moving toward your future career. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____18. **Use** Exercise #5 – Your Career Exploration Strategy and Timeline to begin thinking about your future career or occupation. **Share** your completed worksheet with a partner. **Gather** and provide feedback.

_____19. **Complete** the Career Considerations Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____20. **Review** the key words of this lesson.

_____21. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Exercise #1 – Interest Skill Inventory and Career Link

Directions: Pair up with a classmate you know well. It is often easier for someone else to pinpoint your strengths; therefore, in this exercise you will help point out skills the other person has. Fill in the blanks about the other person, exchange papers, and then revise their answers written about you if necessary. When you have determined your interests and skills (or personal strengths) are accurate, use the list on the right to match possible career paths they belong to.

1. Three interests or hobbies include:

2. Three skills or personal strengths include:

3. Dominant Winning Colors® card(s):

   What does this say about career choice?

4. Main accomplishments include:

5. Potential career paths or occupations that match skills and interests include (see list for some choices):

Career linkages:
(Not a comprehensive list)

Accountant
Air traffic controller
Artist
Auditor
Banker
Beautician
Bookkeeper
Broker
Carpenter
Chef
Chemist
Coach
Counselor
Consultant
Computer specialist
Dentist
Designer
Developer
Dietician
Doctor
Drama
Editor
Engineer
Entertainer
Farmer
Finance expert
Fireman
Forester
Journalist
Lawyer
Mechanic
Minister
Musician
Nurse
Payroll clerk
Pharmacist
Programmer
Salesperson
Secretary
Supervisor
Teacher
Veterinarian
Writer

Other: _____

PATHWAYS TO COLLEGE & CAREER READINESS

Career Clusters®

Agriculture, Food & Natural Resources
- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products & Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural & Technical Systems
  Architecture & Construction

Architecture & Construction
- Construction
- Design/Pre-Construction
- Maintenance/Operations

Arts, A/V Technology & Communications
- A/V Technology & Film
- Journalism & Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts

Business Management & Administration
- Administrative Support
- Business Information Management
- General Management
- Human Resources Management
- Operations Management

Education & Training
- Administration & Administrative Support
- Professional Support Services
- Teaching/Training

Finance
- Accounting
- Banking Services
- Business Finance
- Insurance
- Securities & Investments

Government & Public Administration
- Foreign Service
- Governance
- National Security
- Planning
- Public Management & Administration
- Regulation
- Revenue & Taxation

Health Sciences
- Biotechnology Research & Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services

Hospitality & Tourism
- Lodging
- Recreation, Amusements & Attractions
- Restaurants & Food/Beverage Services
- Travel & Tourism

Human Services
- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development & Services
- Family & Community Services
- Personal Care Services

Information Technology
- Information Support & Services
- Network Systems
- Programming & Software Development
- Web & Digital Communications

Law, Public Safety, Corrections & Security
- Correction Services
- Emergency & Fire Management Services
- Law Enforcement Services
- Legal Services
- Security & Protective Services

Manufacturing
- Health, Safety & Environmental Assurance
- Logistics & Inventory Control
- Maintenance, Installation & Repair
- Manufacturing Production Process Dev.
- Production
- Quality Assurance

www.careertech.org/Career-Clusters

Marketing

- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales

Science, Technology, Engineering & Mathematics

- Engineering & Technology
- Science & Mathematics

Transportation, Distribution & Logistics

- Facility & Mobile Equipment Maintenance
- Health, Safety & Environmental Management
- Logistics Planning & Management Services
- Sales & Service
- Transportation Operations
- Transportation Systems/Infrastructure Planning, Management & Regulation
- Warehousing & Distribution Center Operations

Exercise #2 – Job Information Exploration

Directions: Access online job information sources below and use this worksheet to answer questions as you explore.

The Occupational Outlook Handbook at https://www.bls.gov/ooh/

1. Access the *Browse Occupations* area on the home page. What is the highest paying occupation listed?

2. What is projected to be the *Fasted Growing* occupation?

3. Use the chart below to gather information about 2-3 occupations of interest to you.

Occupation Selected (Search by *Occupation Groups* or use the key word search box on the home page)	**Key words that interest you in the description**	**Education Required**	**Median Income**

The Occupational Information Network (O*NET) at https://www.onetonline.org/

4. Use the *Occupation Quick Search* to find an occupation that interests you.
   a. What occupation did you enter?

   b. What is its outlook as an occupation?

   c. What tasks noted in this occupational area are interesting to you?

d. What tools and technology are needed?

e. What kind of education is required?

5. Use the table below to gather information about the same occupations you selected in #3 above.

Occupation Selected (Use the *Occupation Search* on the home page)	**Key words or information that interest you in the description**	**Education Required**	**Median Income**

Exercise #3 – Sample ASVAB Test

Directions: Complete the following sample questions to help prepare you for the ASVAB (Armed Services Vocational Battery) test. The ASVAB will test your academic ability in different fields and help determine what career fields you are most qualified to enter. The actual test has 10 subtests; this exercise will show one example from each subtest. The following sample questions are from the ASVAB web site.

1. General Science:

   An eclipse of the sun throws the shadow of the _____.
   - A. moon on the sun
   - B. moon on the earth
   - C. earth on the sun
   - D. earth on the moon

2. Arithmetic Reasoning:

   How many 36-passenger buses will it take to carry 144 people?
   - A. 3
   - B. 4
   - C. 5
   - D. 6

3. Word Knowledge:

   The wind is **variable** today.
   - A. mild
   - B. steady
   - C. shifting
   - D. chilling

4. Paragraph Comprehension:

   Twenty-five percent of all household burglaries can be attributed to unlocked windows or doors. Crime is the result of opportunity plus desire. To prevent crime, it is each individual's responsibility to _____.
   - A. provide the desire
   - B. provide the opportunity
   - C. prevent the desire
   - D. prevent the opportunity

5. Numerical Operations:

   60/15 = ___.
   - A. 3
   - B. 4
   - C. 5
   - D. 6

6. Coding Speed:

Key					
bargain ..8385	game ..6456	knife ..7150	sunshine ..7489	point ..4703	
chin ..8930	house ..2859	music ..1117	owner ..6227	sofa ..9645	
Answers (highlight the corresponding number of each item)					
A. game	6456	7150	8385	8930	9645
B. knife	1117	6456	7150	7489	8385
C. bargain	2859	6227	7489	8385	9645
D. chin	2859	4703	8385	8930	9645
E. house	1117	2859	6227	7150	7489
F. sofa	7150	7489	8385	8930	9645
G. owner	4703	6227	6456	7150	8930

7. Auto & Shop Information:

A car uses too much oil when which parts are worn?
- A. pistons
- B. piston rings
- C. main bearings
- D. connecting rods

8. Mathematics Knowledge:

If X + 6 = 7, then X is equal to _____.
- A. -1
- B. 0
- C. 1
- D. 7/6

9. Mechanical Comprehension:

Which post holds up the greater part of the load?
- A. post A
- B. post B
- C. both are equal
- D. not clear

10. Electronics Information:

Which of the following has the least resistance?
- A. wood
- B. iron
- C. rubber
- D. silver

Exercise #4 – Thinking Future

Directions: Complete the following statements.

1. After I graduate, I want to be employed as…

2. If I own a business, it will be…

3. The career exploration techniques I will use include…

4. My career exploration will tell me…

5. I envision myself now to be…

6. I envision myself 5 years from now to be…

7. I envision myself 10 years from now to be…

8. My priorities in life include…

9. My strengths include…

10. My weaknesses include…

11. A summer job can help me…

12. Effective career exploration can help me both personally and in making career choices because…

Exercise #5 – Your Career Exploration Strategy and Timeline

Directions: Consider the information you gathered during Exercise #2 – Job Information Exploration. As you know, a job can change over time; in fact, you'll probably have many jobs in your life time! But, each job helps lead you toward something bigger—your career. How are you building your skills, abilities, and knowledge? Start now to think about the timeline and strategy towards your career. Fill in the blanks provided below as well as possible. Refer back to Exercise #2 – Job Information Exploration and the resource provided in that worksheet. Remember, although developing a life plan is important, you may change your mind at any time.

Exploration Task	Information & Results	Tentative Decision(s)	Due Date
Brainstorm to determine interests, skills, and potential careers that match you and your desires.			
Talk with business professionals when possible, at job/career fairs.			
Seek help or counseling from occupational specialists, your guidance counselor, etc.			
Go to events where you can practice networking or meeting people and making contacts.			
Research to find material that relates to your career interests using the Internet and library.			
Take tests to determine your skills, potential careers, and personality matches, such as the ASVAB.			
Volunteer or find a job or internship that provides you with experience and skill in your field of interest.			
Determine what type of education or training is necessary for your career or occupation choice.			
Other:			

Performance Assessment Task

Chapter 2: Personal Growth and Behaviors

Career Considerations [U2C2L4]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Analyze career possibilities and requirements

Directions

For this performance assessment task, you will develop a Career Development section for your Cadet Portfolio. For this assessment you will:

1. Complete all of the exploration exercises (1-5) in this lesson.
2. Reflect on your career goal and your strategy and timeline for moving toward that goal.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Career Considerations Performance Assessment Task Scoring Guide

Criteria	Ratings
1. By considering how to move forward toward a long-term career goal	met ◯ not met ◯
2. By developing introductory materials for a Career Development section of the Cadet Portfolio	met ◯ not met ◯
3. You complete a personal inventory of skills and interests related to career exploration in Exercise #1 – Interest Skill Inventory and Career Link	met ◯ not met ◯
4. You complete an exploration of various occupations and career requirements in Exercise #2 – Job Information Exploration	met ◯ not met ◯
5. You complete a sample ASVAB test in Exercise #3 – Sample ASVAB Test	met ◯ not met ◯
6. You complete a questionnaire on career goals, occupation interests, and next steps in Exercise #4 – Thinking Future	met ◯ not met ◯
7. You complete a career strategy form, gathering information and resources, and developing a plan to an established timeline in Exercise #5 – Your Career Exploration Strategy and Timeline	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 2: Personal Growth and Behaviors
Ethical Concepts and You [U2C2L5]

What you will accomplish in this lesson:

Relate ethical concepts to your personal code of conduct

Why this lesson is important:

In Unit 1 you were introduced to the role ethics, morals, and values played in developing your personal code of conduct. But, what we say we believe should appear in our actions. In this lesson, you'll take a deeper look at the components of ethics and types of values, each instrumental in understanding more about what you personally value and the standards that govern your actions. As you grow as a student, a friend, and a JROTC Cadet, your actions will align with your written code of conduct.

Essential Question:

How can your Cadet Code of Conduct apply to your life beyond JROTC?

What you will learn in this lesson (Learning Objectives):

- Relate ethics to personal standards
- Examine how ethical qualities affect leadership
- Explore the types of values
- Compare the core values of the U.S. Military Services
- Define key words: conscience, ethics, integrity, moral, philosophy, psychology, prudent, value system

You will have successfully met this lesson's purpose:

- when you revise your code of conduct from Unit 1
- when you provide a written summary on how your code of conduct supports ethics
- when your summary explains how your code of conduct represents your personal standards
- when your summary explains how your code of conduct represents your professional standards
- when your summary explains how your value system affects your code of conduct
- when your summary explains how your code of conduct is demonstrated in other areas of life besides the JROTC program

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about ethics in everyday life. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. In teams using a Circle Map, **brainstorm** how everyday people make ethical decisions. **Determine** what their decisions say about their values. **Present** your Circle Map to the class.

GATHER PHASE: So, what else do you need to know or learn?

_____3. **View** the presentation on the complexity of ethics in making everyday decisions.

_____4. **Read** the "Ethics and Your Personal Standards" section from your student text. **Debate** with your peers whether concern for others and integrity are aspects of ethics.

_____5. **Engage** in an instructor-led discussion on the relationship between Personal and Professional Standards. **Discuss** the importance of both in leadership.

_____6. **Answer** the reinforcing question(s).

PART 2

PROCESS PHASE: Now what can you do with this new information you've learned?

_____7. **Develop** a single statement poster about an important common courtesy. **Present** your poster to the class.

_____8. **Provide** answers to the questions that demonstrate integrity, personal standards, and ethics. **Discuss** the various approaches to making choices that demonstrate integrity, personal standards, and ethics.

_____9. **Reflect** on ethics and your personal standards. **Answer** the Reflection Question(s) presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?

_____10. **Read** the "Values" and the "Four Types of Values" sections in your student text. **Distinguish** between the four types of values presented. **Present** information about your assigned value to others in the class.

_____11. **Answer** the reinforcing question(s).

PART 3

PROCESS PHASE: Now what can you do with this new information you've learned?

_____12. **Complete** Exercise #1 – Core Values of the U.S. Military Services. **Share** your responses with others in the class.

_____13. **Reflect** on how your core values compare to the U.S. Army Core Values. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____14. **Complete** the Ethical Concepts and You Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____15. **Review** the key words of this lesson.

_____16. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Exercise #1 – Core Values of the U.S. Military Services

Directions: Choose two U.S. Military Services and identify the similarities of the values within the two services. Use the chart below to complete your analysis. Be prepared to share your responses with the class.

Core Values	Service:	Service:

Select one of the values from the chart above and provide an example of when you have lived this value in your personal life.

Leadership Development Action Plan

Directions: As you know, when you are finished with a JROTC Lesson, you typically complete a performance assessment task or PAT. This ties together all you've learned about in the lesson and allows you to apply new knowledge, skills, and abilities toward new competence. There are 47 competencies in Unit 1 and 2, thus, there are 47 PATs. Most PATs ask you to show your new skill through oral or written communication, skill demonstration, group discussion, or a variety of other ways. Many of your completed tasks are part of your Cadet Portfolio and are the evidence of your learning and personal growth within the program.

What do you have in your Cadet Portfolio that supports how you're developing as a leader?

Below are a list of the competencies for Units 1 and 2, select 10 competencies and indicate how the new skill has helped you become a better leader. Select 10 more competencies that you would like to strengthen and why.

Unit 1 or 2 Competency	This skill helped me become a stronger leader in the following way.	Cadet Portfolio evidence (Y/N)	This is a skill area that I would like to strengthen and why.
U2C1L1: Describe how the Army JROTC program promotes personal success and citizenship			
U1C1L2: Analyze the organization and traditions of JROTC programs			
U1C1L3: Demonstrate customs and courtesies in the JROTC environment			
U1C1L4: Demonstrate proper etiquette in social settings			
U1C2L1: Use Thinking Maps® to enhance learning			
U1C2L2: Determine your behavioral preferences			
U1C2L3: Apply an appreciation of diversity to interpersonal situations			
U1C2L4: Analyze how thinking and learning affect your academic performance			
U1C2L5: Apply strategies for your reading comprehension			

U1C2L6: Develop study skills and test-taking strategies			
U1C2L7: Relate values, morals, and ethics to your personal code of conduct			
U1C2L8: Develop a plan for personal growth			
U1C3L1: Relate drill competence to life skills			
U1C3L2: Perform stationary movements and marching techniques on command			
U1C3L3: Demonstrate correct response to squad drill commands			
U1C4L1: Apply the processes for making decisions and setting goals			
U1C4L2: Develop personal anger management strategies			
U1C4L3: Apply conflict resolution techniques			
U1C5L1: Determine the causes, effects, and coping strategies for stress in your life			
U1C5L2: Meet the physical fitness standards for the Cadet Challenge			
U1C6L1: Identify the components of service learning			
U1C6L2: Prepare for a service learning project			
U2C1L1: Describe the elements of leadership			

U2C1L2: Analyze your leadership attributes			
U2C1L3: Analyze your leadership competencies			
U2C1L4: Apply appropriate leadership styles			
U2C2L1: Develop your communication skills			
U2C2L2: Improve your writing skills			
U2C2L3: Deliver a speech that you wrote			
U2C2L4: Analyze career possibilities and requirements			
U2C2L5: Relate ethical concepts to your personal code of conduct			
U2C6L1: Evaluate the effectiveness of a service learning project			
U2C3L1: Assess your personal qualities as a team member			
U2C3L2: Demonstrate the skills and responsibilities of a good drill leader			
U2C3L3: Illustrate the duties of a team leader or squad leader			
U2C4L1: Assess first aid emergencies			
U2C4L2: Explain how to respond to common injuries			
U2C4L3: Describe first aid for severe emergencies			

U2C5L1: Evaluate methods to protect yourself and others from bullying			
U2C5L2: Apply strategies to prevent violence			
U2C6L1: Examine the elements of health			
U2C6L2: Develop ways to increase your fitness level			
U2C6L3: Develop a personal nutritional plan to promote health			
U2C6L4: Examine how body image, eating, and physical activity affect whole health			

Performance Assessment Task

Chapter 2: Personal Growth and Behaviors

Ethical Concepts and You [U2C2L5]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Relate ethical concepts to your personal code of conduct

Directions

For this performance assessment task, you will revise your code of conduct and summarize how it is ethical. For this assessment you will:

1. Consider your previously written personal code of conduct.
2. Revise your code of conduct to align with your value system.
3. Write a short summary on how your personal code of conduct supports ethics.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Ethical Concepts and You Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You revise your code of conduct from Unit 1	met ◯ not met ◯
2. You provide a written summary on how your code of conduct supports ethics	met ◯ not met ◯
3. Your summary explains how your code of conduct represents your personal standards	met ◯ not met ◯
4. Your summary explains how your code of conduct represents your professionals standards	met ◯ not met ◯
5. Your summary explains how your value system affects your code of conduct	met ◯ not met ◯
6. Your summary explains how your code of conduct is demonstrated in other areas of life besides the JROTC program	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 3: Team Building

Team Member Qualities [U2C3L1]

What you will accomplish in this lesson:

Assess your personal qualities as a team member

Why this lesson is important:

A successful team has an effective balance of followers and leaders. To create an effective balance, each team member must take responsibility for, and perform, his/her duties to help the team complete its goals. In this lesson, you will explore the basic concepts of building a unified team.

Essential Question:

How can I become a responsible team member?

What you will learn in this lesson (Learning Objectives):

- Describe the characteristics of individual responsibility, followership, and teamwork
- Describe the responsibilities of a team leader and the leadership factors that affect teamwork
- Describe the three stages of team building
- Define key words: constructive criticism, cooperate, cultivate, self-reliance

You will have successfully met this lesson's purpose:

- by writing a plan to improve a team skill
- when you identify the skill you wish to improve
- when you include the actions you will take
- when you include dates to complete the actions
- when you include an explanation of why you chose the skill you want to improve

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about the interpersonal skills team members need to be a successful team. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. **Listen** to a briefing about the Integrity Map that you are about to complete.

_____3. **Complete** Exercise #1 – Integrity Map – Team.

PART 2

GATHER PHASE: So, what else do you need to know or learn?

_____4. **Read** your assigned section of the text. **Create** a Sunshine Wheel identifying the main topic and related information on the spokes.

_____5. **Listen** to a presentation about the three stages of team building.

_____6. **Answer** the reinforcing question(s).

PART 3

PROCESS PHASE: Now what can you do with this new information you've learned?

_____7. **Read** the case study in Exercise #2 – Food Drive Case Study. **Discuss** the questions in the case study.

_____8. **Reflect** on your role in a team as either a leader or member. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____9. **Complete** the Team Member Qualities Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____10. **Review** the key words of this lesson.

_____11. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

The Integrity Map—Team

Call it accountability, call it responsibility, or call it answerability; call it what you wish, it is still integrity that you must seek if your team is to be successful. All members of a team must be able to trust one another. Organizations must demand total integrity in all dealings, both inside and outside the group. It is up to you to bring harmony and balance to your life and the lives of others. This can only be done through integrity. Integrity is having the courage to follow the truth.

You will find that people notice the honesty in your expression. You will find that they want to be with and around you because your mere presence uplifts them. To be a person of integrity, you must come to the realization that you will not compromise yourself or the truth. You must stand up and be counted for what you believe in. You must be accountable. Integrity comes as you accept yourself and others.

The hallmark of any successful team is integrity. Uncertainty in life gives this issue new importance. People on the front line must set absurdly high standards for integrity and then live by them. They must be accountable for their actions at all times.

The Integrity Map is a tool for determining how you see yourself in relation to eight critical factors related to integrity.

Keep in mind that this is not a test. It is an assessment designed to help you get a handle on ways to improve accountability on the job. It can be no better than the person taking it. This "map" is designed to create awareness about where you are now, and where you want to go.

The Integrity Map will focus on the following skills.

- trust
- consistency
- commitment
- responsibility
- confidentiality
- teamwork
- sharing
- honesty

Now, let's see how you stack up on these critical factors related to integrity. Remember—be honest. Say it like it is.

ADMINISTRATION INSTRUCTIONS

General Instructions

When filling out **The Integrity Map**, there are a few points to keep in mind:

1. **The Integrity Map** is part of a positive development approach to assessing and learning essential skills for leadership.
2. To be of value, leadership skills must be understood and practiced. As you complete **The Integrity Map**, claim only those skills you use and practice in actual leadership roles.
3. As you read the descriptions, select those which accurately describe what you regularly do—not those that you could or should do. Be honest; tell the truth.

Specific Instructions

1. Use a pencil or ball point pen.
2. Read each item and circle the answer that best applies to your work or school life.
3. "M" stands for most of the time, "S" stands for some of the time, and "L" stands for least of the time.
4. Circle the letter and the number for each item. Transfer the number only to the box at the end of the item.

SCORING INSTRUCTIONS

1. After completing the entire **Integrity Map**, add the score values in each column and record the total at the end of each section. Part One will have four scores and Part Two will have four scores.
2. Transfer the total scores for each skill area to the appropriate place on the profile at the end of **The Integrity Map** on page 10 by placing a large DOT where your score would appear.
3. Start on the left side of the profile and draw a line from the left margin out to your dot for each skill to make a bar graph. If your score falls between two numbers, place a dot between the two numbers.

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Part One—The Integrity Map

1.	M/2	S/1	L/0	I am viewed by most people as trustworthy	☐			
2.	M/2	S/1	L/0	I like to be consistent when dealing with others		☐		
3.	M/2	S/1	L/0	I am very committed to my work			☐	
4.	M/2	S/1	L/0	I enjoy new responsibilities				☐
5.	M/2	S/1	L/0	I will do what I say I will do	☐			
6.	M/2	S/1	L/0	Accepting responsibility is important to me				☐
7.	M/2	S/1	L/0	I can be counted on to behave the same way over a period of time		☐		
8.	M/2	S/1	L/0	When something needs to be done, people ask me			☐	
9.	M/2	S/1	L/0	I work day and night to meet deadlines			☐	
10.	M/2	S/1	L/0	I always keep my promises	☐			
11.	M/2	S/1	L/0	My friends or coworkers can predict my behavior		☐		
12.	M/2	S/1	L/0	I like to follow through with what I say I will do				☐
13.	M/2	S/1	L/0	I usually stick with a job until it is done			☐	
14.	M/2	S/1	L/0	I can be relied upon to tell the truth	☐			
15.	M/2	S/1	L/0	I like daily routines		☐		
16.	M/2	S/1	L/0	I like to maintain good financial credit				☐
17.	M/2	S/1	L/0	Most people around me have great trust in me	☐			
18.	M/2	S/1	L/0	I try to do things the same way each time		☐		
19.	M/2	S/1	L/0	I complete duties and assignments on time			☐	
20.	M/2	S/1	L/0	I work at making good, responsible decisions				☐
21.	M/2	S/1	L/0	I like to keep my word	☐			
22.	M/2	S/1	L/0	Being reliable is important to me				☐
23.	M/2	S/1	L/0	I like to be consistent in my behaviors		☐		
24.	M/2	S/1	L/0	Once I commit, I follow through with what I said I would do			☐	
				Totals for Part One (Transfer to Integrity Map)				
					Trust	Consistency	Commitment	Responsibility

Part Two—Integrity Map

25.	M/2	S/1	L/0	I enjoy being a team player		☐		
26.	M/2	S/1	L/0	I like to give to others			☐	
27.	M/2	S/1	L/0	I have high principles and ethics				☐
28.	M/2	S/1	L/0	I can keep a secret	☐			
29.	M/2	S/1	L/0	I like to cooperate with others		☐		
30.	M/2	S/1	L/0	People are usually relaxed when they tell me personal things	☐			
31.	M/2	S/1	L/0	I believe in share and share alike			☐	
32.	M/2	S/1	L/0	I am an impartial person		☐		
33.	M/2	S/1	L/0	I like people who tell the truth				☐
34.	M/2	S/1	L/0	I like to participate in groups		☐		
35.	M/2	S/1	L/0	I am highly committed to the truth				☐
36.	M/2	S/1	L/0	People tend to share personal things about themselves with me	☐			
37.	M/2	S/1	L/0	I like to share leadership with others			☐	
38.	M/2	S/1	L/0	People seem to want to tell me their secrets	☐			
39.	M/2	S/1	L/0	I see great benefits in working as a team		☐		
40.	M/2	S/1	L/0	Honesty is always the best policy				☐
41.	M/2	S/1	L/0	I like people who can keep a secret	☐			
42.	M/2	S/1	L/0	I like to give gifts to others			☐	
43.	M/2	S/1	L/0	I feel giving is more important than receiving			☐	
44.	M/2	S/1	L/0	I like people who can tell me my good as well as my bad traits				☐
45.	M/2	S/1	L/0	I dislike lies				☐
46.	M/2	S/1	L/0	I understand the goals of the team		☐		
47.	M/2	S/1	L/0	I like to give as well as receive			☐	
48.	M/2	S/1	L/0	I find it easy to be close to others and tell them personal things	☐			
				Totals for Part Two (Transfer to Integrity Map)				

Confidentiality ____
Teamwork ____
Sharing ____
Honesty ____

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THE INTEGRITY MAP

The Integrity Map is a positive approach to the self-assessment of skills that are important in team building. The purpose of self-assessment with **The Integrity Map** is to provide you with a map or guide for your personal growth and change. By understanding your **Integrity Map** profile, you may become more aware of your strengths as a team member as well as identify potential areas of possible growth. **The Integrity Map** provides a self-assessment of your present level of perceived skill development in essential areas of teamwork effectiveness. **The Integrity Map** results may be considered in planning personal growth experiences that will assist you in developing or enhancing your unique potential as a team member. Keep in mind that this is not a test. It is a personal map of you. It can be no better than the person taking the map. This skills "map" is designed to create awareness inside you of where you presently are and where you need to be as a successful team member.

Name: _____

INTEGRITY MAP

SKILLS												SKILLS
Trust	2		4		6	**S**	8		10		12	**Trust**
Consistency	2	**D**	4		6	**T**	8		10	**E**	12	**Consistency**
Commitment	2	**E**	4		6	**R**	8		10	**N**	12	**Commitment**
Responsibility	2	**V**	4		6	**E**	8		10	**H**	12	**Responsibility**
Confidentiality	2	**E**	4		6	**N**	8		10	**A**	12	**Confidentiality**
Teamwork	2	**L**	4		6	**G**	8		10	**N**	12	**Teamwork**
Sharing	2	**O**	4		6	**T**	8		10	**C**	12	**Sharing**
Honesty	2	**P**	4		6	**H**	8		10	**E**	12	**Honesty**
						E						
						N						

UNDERSTANDING YOUR RESULTS

STRENGTHS AND CHANGE MAPS

Your Integrity Map results indicate your present level of skill development in key areas of team building. You may have identified skill strengths and skill changes that may serve as a map or guide for your future development. The acknowledgement, acceptance and use of skill strengths are necessary to further actualize your potential for teamwork.

If skill changes were indicated on your Integrity Map profile, you may want to focus and concentrate personal energy on learning new skills in the areas indicated. You will need to select the areas you need to develop.

INTERPRETING YOUR PROFILE

In the section that follows, major Integrity Map dimensions and scales are defined, explained, and generally interpreted in terms of perceived strengths or change areas. Once you are aware of your skill strengths and have identified areas for change, you can develop a personal learning and training plan to improve your teamwork effectiveness.

A score beyond 9 may be considered a current skill strength. A score from 5 to 9 represents an average or expected level of skill development. A score below 5 can be thought of as an awareness of a personal need to make changes and to learn and develop new skills in that area.

TRUST

Trust is the assured reliance on the character strength or truth of someone or something. Your score on this scale reflects how positively you currently view your own feelings on trust. A high score (skill to enhance) indicates that you feel you live up to your commitments. It means you feel you are being accountable or answerable for what you say and do. Trust is probably one of the most important factors in team building. A low score (skill to develop) indicates a negative feeling about your ability to be trustworthy. You do not live up to what you say.

TRUST

ACCORDING TO YOUR INTEGRITY MAP RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

❒ SKILL TO DEVELOP

Frequently tells lies or stretches the truth. Does not see the importance of telling the truth. Lies, destroys trust and has a negative impact on teamwork. Frequently others demonstrate a distrust for the individual.

❒ SKILL TO STRENGTHEN

Sometimes tells the truth. On occasion can be held accountable for what has been said and done.

❒ SKILL TO ENHANCE

Always tells the truth. Is able to project an honest and trustworthy approach to all things. Follows through with what was agreed upon. Others seem to trust the individual without question.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP

I often tell lies or stretch the truth. I do not see the importance of telling the truth at all times. People around me seem to distrust me and do not confide in me.

❒ SKILL TO STRENGTHEN

I usually tell the truth. On occasion I can be held accountable for what I say and do. I try hard to tell the truth; however sometimes I fail.

❒ SKILL TO ENHANCE

I always tell the truth. I am able to project an honest and trustworthy impression on people around me. People seem to confide in me. I follow through with what I agree to do. Others seem to trust me without question.

CONSISTENCY

Consistency is uniformity of behavior—behavior that remains the same over a period of time. Your score on this scale reflects how positive you currently feel about your ability to exhibit consistency in your thoughts, words, and actions. A high score (skill to enhance) allows others to be able to predict how you might act or feel about a particular situation. Consistency in behavior builds trust in an individual. A low score (skill to develop) indicates inconsistency in behavior. This inconsistency results in the inability of others to predict how you might act in a situation. It also destroys trust.

CONSISTENCY

ACCORDING TO YOUR INTEGRITY MAP RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

❒ SKILL TO DEVELOP

Is frequently inconsistent in behavior. When presented with the same situation over and over, the individual may react differently each time. Others around the individual are not able to predict behavior. Frequently changes his/her mind about a particular situation. Behavior is affected by the reactions of others.

❒ SKILL TO STRENGTHEN

Sometimes seems to be a uniformity of behavior. The behavior seems to remain the same over a short period of time. When presented with the same situation over and over, behavior seems to remain consistent. Others are usually able to predict this individual's behavior.

❒ SKILL TO ENHANCE

Behavior is consistent over an extended period of time. Others are able to predict exactly how an individual will behave when presented with a specific set of circumstances. People know what to expect.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP

I am frequently inconsistent in my behavior. When presented with the same situation over and over I may react differently each time. Others around me do not seem to be able to know what I will do next. I frequently change my mind and react differently.

❒ SKILL TO STRENGTHEN

Sometimes I can be consistent in my behavior. Over short periods of time I can remain fairly consistent; however, over long periods of time I may have some difficulty. When presented with the same situation over and over, I usually remain consistent.

❒ SKILL TO ENHANCE

My behavior is consistent over an extended period of time. Others are able to predict exactly how I will behave in each situation. People around me know what to expect from me. I feel the same way each time a situation occurs.

COMMITMENT

Commitment is a deeply held belief that once you have agreed to accept a challenge, you are obligated to pursue that challenge until you have met it. Your score on this scale is an indication of your perceived ability to remain committed to a task or cause. A high score (skill to enhance) indicates how you view your ability to follow through on your commitments and complete all job assignments. You tend to be inner-directed and have the ability to complete projects regardless of the difficulties encountered. A low score (skill to develop) on this scale indicates some difficulty in following through with your commitments. Projects that are assigned to you do not get completed. You usually have an excuse for your lack of commitment.

COMMITMENT

ACCORDING TO YOUR INTEGRITY MAP RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

❒ SKILL TO DEVELOP

Does not follow through with assignments. Seldom, if ever, completes assignments on time. Does not demonstrate the persistence necessary to stay with and complete assigned activities.

❒ SKILL TO STRENGTHEN

Sometimes can follow through and complete assigned tasks. Usually projects and job assignments are completed; however, sometimes they are late. They usually follow through with what they say they will do.

❒ SKILL TO ENHANCE

All assigned job tasks are completed on time. Whatever is agreed upon to do is completed. Possesses an inner direction and has the ability to persist until the project is completed regardless of the difficulties encountered.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP

I often find myself feeling tired in the middle of a project. I seldom, if ever, complete my assignments on time. I do not demonstrate the persistence that is needed in order to complete assigned activities.

❒ SKILL TO STRENGTHEN

In general I am dependable. I can be counted on even though I am not a marathon person. Sometimes I jump from one thing to the next and afterwards wish I had stayed to the end to get the reward I had worked for. I usually complete my job assignments; however, sometimes they are late. I usually follow through with what I say I will do.

❒ SKILL TO ENHANCE

I complete projects no matter what and my word is good. If I say that I will do it, I will do it, no matter what. Whatever is agreed upon, I complete. I possess an inner direction and have the ability to persist until the project is completed regardless of the difficulties encountered.

RESPONSIBILITY

Responsibility is the quality or state of being responsible or reliable. Your score on this skill is an indication of how responsible you currently are about doing your work. Your team members benefit from your contribution. A high score (skill to enhance) indicates your perceived ability to accept the responsibility for your behavior. You do what you say you will do and you also understand that if you do not follow through with what you say you will do, you will destroy your ability to lead other people. A low score (skill to develop) may indicate difficulty in being reliable and following through on assigned tasks. Responsibility is closely related to commitment in that responsible people follow through on all of their commitments.

RESPONSIBILITY

ACCORDING TO YOUR INTEGRITY MAP RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

❒ SKILL TO DEVELOP

Lacks the quality or state of being reliable. Does not follow through with assigned tasks. Has difficulty accepting responsibility for one's actions.

❒ SKILL TO STRENGTHEN

Sometimes is able to follow through with what is expected. Usually is answerable to what has been assigned.

❒ SKILL TO ENHANCE

Always is responsible for oneself. Completes all assigned activities on time. Is able to be trusted and relied upon to follow through with assigned tasks. Understands the importance of having other people rely on his or her behavior and performance.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP

I lack the quality or state of being reliable. I do not follow through with assigned tasks. I have difficulty accepting responsibility for my actions. I say one thing and do something else.

❒ SKILL TO STRENGTHEN

Sometimes I am able to follow through with what is expected of me. I am usually answerable to what has been assigned. I can follow through on most jobs that were assigned to me.

❒ SKILL TO ENHANCE

I am always responsible for myself. I complete all assigned activities on time. I am able to be trusted and relied upon to follow through with my assigned tasks. I understand the importance of having other people rely on my behavior and performance.

CONFIDENTIALITY

Confidentiality is vital to an open and honest relationship that requires a high level of trust. It is knowing information that is kept in confidence; keeping information about others to oneself. Your score on confidentiality indicates your perceived skill in obtaining information from others and keeping that information to yourself. A high score (skill to enhance) indicates that you listen to what you are told and keep it inside of you; you do not tell others. You understand the importance of protecting people that tell you confidential information. A low score (skill to develop) may indicate difficulty in keeping confidential information to yourself. Nothing kills a relationship more quickly than a lack of confidence in other people. When a teammate is accountable to you, he/she needs to know you can be trusted. Trust is a prerequisite to good communication. If there is no trust, there is no communication.

CONFIDENTIALITY

ACCORDING TO YOUR INTEGRITY MAP RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

❒ SKILL TO DEVELOP
Has a tendency to tell other people what was told in confidence. Has difficulty building open and trusting relationships with other people. People do not relate personal things for fear their secrets will not remain secrets.

❒ SKILL TO STRENGTHEN
Sometimes keeps confidential information private. Can build open and trusting relationships with others.

❒ SKILL TO ENHANCE
Always keeps confidential information private. Understands the importance of developing a trusting relationship with other team members.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP
I have a tendency to tell other people what was told to me in confidence. I have difficulty building open and trusting relationships with other people. People do not relay personal information to me for fear that I will tell others their secrets.

❒ SKILL TO STRENGTHEN
I sometimes keep confidential information to myself. I can build open and trusting relationships with others on occasion. Sometimes people relate personal information to me about themselves or others.

❒ SKILL TO ENHANCE
I always keep confidential information to myself. I understand the importance of developing a trusting relationship with other team members.

TEAMWORK

Teamwork is an activity by a number of persons acting in close association as members of a unit or group. Your score on this scale is an indication of your current ability to work together as a team to accomplish a predetermined goal. A person scoring high (skill to enhance) in this skill appears to share an understanding of the interdependence among team members. Teamwork success is dependent upon what each team member contributes. Team members must share the responsibility of completing their assigned tasks. Team members are also held accountable for what the total team accomplishes. A low score (skill to develop) may indicate a difficulty in working together with others as members of a team.

TEAMWORK

ACCORDING TO YOUR INTEGRITY MAP RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

❒ SKILL TO DEVELOP
Keeps to oneself; does not seem to understand the importance of the concept of one for all. Views actions as isolated events from the others. Does not see the importance of getting along with others and accomplishing a specific set of predetermined goals.

❒ SKILL TO STRENGTHEN
Has some understanding of the importance of working together as a team. Some ability is demonstrated in helping people to work together as a team to achieve a common goal.

❒ SKILL TO ENHANCE
Has a high level of understanding of the importance of teamwork. Possesses a strong ability to get others to work together to achieve a common goal. Can easily share the responsibility of completing a task.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP
I keep to myself. I do not see the importance of the concept of one for all. I view my actions as isolated events from the others. I do not see the need to get along with others and accomplish a specific set of predetermined goals.

❒ SKILL TO STRENGTHEN
I have some understanding of the importance of working together as a team. I have some ability to get people to work together as a team to achieve a common goal.

❒ SKILL TO ENHANCE
I have a high level of understanding of the importance of teamwork. I possess a strong ability to get others to work together to achieve a common goal. I can easily share the responsibility of completing a task.

SHARING

Sharing is the act of giving and receiving something in common with others. Your score on this skill is a current indication of how you view your ability to share with others in order to achieve a common goal. A person scoring high on this scale (skill to enhance) indicates that he or she understands how important it is to share with a team. Cross training is a form of sharing—allowing all individuals within your team to know how to perform all of the tasks necessary to achieve the team's goal. A low score (skill to develop) may indicate difficulty in sharing with others. With a lack of sharing, leadership becomes inefficient and incapable of succeeding.

SHARING

ACCORDING TO YOUR INTEGRITY MAP RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

❒ SKILL TO DEVELOP

Lacks the desire to share with others. Rarely offers assistance on a project. Tends to be selfish and self-centered. Does not offer to help others in need.

❒ SKILL TO STRENGTHEN

Sometimes offers assistance on completing team activities. Can, when requested, give in to a group to achieve a common goal.

❒ SKILL TO ENHANCE

Has a willingness to share with others. Understands the importance of sharing with others in order to achieve a common goal. Knows how to help others overcome selfishness and learn to share with others.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP

I lack the desire to share with others. I rarely offer assistance on a project. I tend to be selfish and self-centered.

❒ SKILL TO STRENGTHEN

I sometimes offer assistance on completing team activities. I can, when requested, give in to a group to achieve a common goal.

❒ SKILL TO ENHANCE

I have a willingness to share with others. I understand the importance of sharing with others in order to achieve a common goal. I know how to help others overcome their selfishness and learn to share with others.

HONESTY

Honesty is being free from deception. It is a lack of lies and mistrust. Your score on this scale is an indication of how honest you perceive yourself to be. Honesty also includes your ability to confront your current assessment when you sense something is wrong. A person who scores high (skill to enhance) on this skill appears to know the importance of always telling the truth. Honesty is directly related to truth and cannot be looked upon separately. A low score (skill to develop) may indicate a lack of ability to tell the truth. Honesty can develop trust in team members. A lack of honesty can destroy trust in team members.

HONESTY

ACCORDING TO YOUR INTEGRITY MAP RESULTS, YOU ARE CURRENTLY HERE (check the appropriate box):

❒ SKILL TO DEVELOP

Lacks the ability and/or desire to tell the truth at all times. Seems to think that ignoring the truth or stretching the truth is okay based on present circumstances. Has difficulty in knowing the truth.

❒ SKILL TO STRENGTHEN

There is a general sense of honesty; however, it is not present at all times. In most situations, the desire to tell the truth is observed.

❒ SKILL TO ENHANCE

Possesses a high level of honesty. Always tells the truth in each and every situation. Can confront others when necessary.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP

I lack the ability and the desire to tell the truth at all times. I seem to think that ignoring the truth or stretching the truth is okay based on my present circumstances. I have difficulty in knowing the truth.

❒ SKILL TO STRENGTHEN

I have a general sense of honesty; however, it is not present at all times. In most situations I have the desire to tell the truth.

❒ SKILL TO ENHANCE

I possess a high level of honesty. I always tell the truth in each and every situation. I am comfortable in confronting others when I have to.

Exercise #2 – Food Drive Case Study

Directions: The following story illustrates the responsibilities of leaders to their subordinates and how teamwork affects the outcome of a mission. As you read it, think about how the squad leader applied these responsibilities; then, answer the following questions:

1. In what stage of team building was this squad? What supports your decision?
2. How did the squad leader develop initiative in his subordinates?
3. How did the squad leader effectively communicate with his subordinates?

The Senior Army Instructor (SAI), Major Mason, wanted his Cadet Battalion to distribute food to the needy at Thanksgiving. He asked for a volunteer to research, plan, and present a report to him and the Cadet Battalion staff on the best way to accomplish this mission.

Although several leaders expressed an interest, the SAI selected Jim, a junior and fairly recent enrollee into JROTC, but whose leadership potential was very impressive. Major Mason gave Jim the order on the first of October and told him he had until the first of November to complete the project.

Although Jim's squad was a group of 12 Cadets with very different and independent ideas and backgrounds, they could be counted on to work well together and to complete their tasks. Jim was their squad leader because he consistently displayed outstanding leadership not only in JROTC, but in student government and extracurricular activities as well, and he knew how to motivate people to get things done.

The same day Jim received the order, he called a meeting of his squad and told them about the project. Everyone began to speak excitedly and all at once. "What about calling the Salvation Army?" "Yea, that's right. They know a lot about that stuff." "My mom can get dry goods from the store where she works."

Jim waited until everyone quieted down before continuing. "Those are all great ideas. I think we can put together an excellent report, but we need to get organized. I have broken the mission down into parts and would like to know what you each think you can do. Some of the jobs are big enough for two or three of you to work together. If you have any other suggestions, please mention them."

At the end of the meeting, Jim gave out the tasks. He charged Tony and Michelle with finding a place from which to distribute the food. Roger and Orlando were to find out how and where to get community support and donations. Mark was to prepare sample announcements for the school newspaper and for the public address given at school each morning, informing the other students about their efforts.

Jim had Tina and Larry work out a plan on how to collect food donated by students and where to store the food products. Joe was to keep an inventory of the collected foods. Based on Joe's inventory, Margo was to divide the food into packages for the families who came to collect a donation. Sandy and Leigh Ann were to devise a parking plan and lay out the area for the lines to form on the day of the distribution. Gail was to obtain the addresses of homeless shelters and other areas letting the needy know when and where to come when the plan was set. After everyone did their part of the planning and gave the information back to Jim, he would prepare a staff study for the SAI and Cadet Battalion staff.

Each team member or pair within the squad worked hard to develop their section of the overall plan. In some instances, they came up with several alternatives for doing their jobs. After discussing those alternatives as a group and obtaining Jim's decision on the best way to do them, they completed the parts of the project. They knew that on the day of execution, they would be responsible for executing the portion of the plan that they helped to develop.

With still a few days remaining before the first of November, Jim collected the results of the squad's hard work and thanked them for their outstanding effort. He wrote up a draft report concluding the research, verified each part with the squad member or members who researched it, then finalized the report.

Performance Assessment Task

Chapter 3: Team Building

Team Member Qualities [U2C3L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Assess your personal qualities as a team member

Directions

For this performance assessment task, you will write a plan to improve a team skill from the Exercise #1 – Integrity Map – Team. For this assessment you will:

1. Complete the following table:

The skill I want to improve:	
Why I want to improve this skill:	
1. Action to take: Time to complete:	
2. Action to take: Time to complete:	
3. Action to take: Time to complete:	

2. Use the attached scoring guide criteria for what you need to do to complete this task.

3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Team Member Qualities Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your plan identifies the skill you wish to improve	met ◯ not met ◯
2. Your plan includes the actions you will take	met ◯ not met ◯
3. Your plan includes dates to complete the actions	met ◯ not met ◯
4. Your plan includes an explanation of why you chose the skill you want to improve	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 3: Team Building

Drill Leader Skills and Responsibilities

[U2C3L2]

What you will accomplish in this lesson:

Demonstrate the skills and responsibilities of a good drill leader

Why this lesson is important:

This lesson introduces you to how leaders use their leadership skills to prepare themselves for taking charge during drill. For leaders to command respect and obedience from their subordinates, they must be prepared to lead and be ready for any situation. In this lesson, you will examine the strengths and weaknesses of leaders in drill and analyze some proven drill leadership techniques.

Essential Question:

What are the characteristics and expectations of a good drill leader?

What you will learn in this lesson (Learning Objectives):

- Describe the preparation a drill leader takes before a drill
- Identify five attributes of a capable drill leader
- Identify the types of drill commands
- Define key words: command of execution, command voice, preparation, procedure

You will have successfully met this lesson's purpose:

- by orally presenting a response to a drill scenario
- when you illustrate at least two attributes that a good drill leader would have
- when you illustrate how the drill leader should prepare for drill in the drill scenario
- when you illustrate the steps to take to improve the performance of the leader in the drill scenario

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about drilling and how your strengths and weaknesses apply to drilling. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. **View** an animation of leaders and challenges.

_____3. **Create** a Tree Map showing the leadership attributes.

_____4. **Present** your Tree Map to the class.

GATHER PHASE: So, what else do you need to know or learn?

_____5. **Review** materials provided as you explore information to answer your assigned question regarding the attributes of good drill leaders and what they do to prepare for and conduct drill.

_____6. **Construct** a poster showing answers to your assigned topic about drill leaders. **Compare** your poster with your Tree Map created during the Inquire Phase.

_____7. **Present** your poster and comparisons to the class.

_____8. **Answer** the reinforcing question(s).

PART 2

PROCESS PHASE: Now what can you do with this new information you've learned?

_____9. **Read** the case study "Mark's Story" in your student text.

_____10. **Create** a Multi-Flow Map or Flow Map of the actions of the drill leader prior to, during, and after a drill session. **Identify** the drill leader's problem areas and possible solutions.

_____11. **Explain** your Multi-Flow Map or Flow Map to the class.

_____12. **Reflect** on which attributes of a good drill leader you already have and which attributes you need to develop. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____13. **Complete** the Drill Leader Skills and Responsibilities Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____14. **Review** the key words of this lesson.

_____15. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Performance Assessment Task

Chapter 3: Team Building

Drill Leader Skills and Responsibilities [U2C3L2]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Demonstrate the skills and responsibilities of a good drill leader

Directions

For this performance assessment task, you will demonstrate the characteristics and responsibilities through an oral presentation. For this assessment you will:

1. Think about the leadership examples that you studied in this lesson.
2. Review your assigned scenario.
3. Discuss the scenario with your partner and create a brief oral presentation outline where you demonstrate the characteristics and responsibilities of a good drill leader.
4. Preview the criteria listed in the scoring guide of this assessment.
5. Deliver the oral presentation with your partner.
6. Use the attached scoring guide criteria for what you need to do to complete this task.
7. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Drill Leader Skills and Responsibilities Performance Assessment Task Scoring Guide

Criteria	Ratings
1. When you illustrate at least two attributes that a good drill leader would have	met ◯ not met ◯
2. When you illustrate how the drill leader should prepare for drill in the drill scenario	met ◯ not met ◯
3. When you illustrate the steps to take to improve the performance of the leader in the drill scenario	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 3: Team Building

Taking Charge: Leadership Responsibilities

[U2C3L3]

What you will accomplish in this lesson:

Illustrate the duties of a team leader or squad leader

Why this lesson is important:

As you become more involved in JROTC, you will have the opportunity to take charge of a unit and face the difficult task of leading several people. There are certain techniques and steps that will help you to adjust to your new assignment. Regardless of the level of development of your followers, especially in drill, your actions and behavior must be consistent with appropriate leader behavior. In this lesson, you will examine the steps recommended for taking charge of a unit and the responsibilities of team leaders and squad leaders.

Essential Question:

How do you apply the steps of leadership as you take on the basic responsibilities of team leader and squad leader?

What you will learn in this lesson (Learning Objectives):

- Describe the duties and responsibilities of the team and squad leader positions within a platoon
- Explain the four steps leaders should use when assuming a new leadership position
- Demonstrate the responsibilities of a team leader and squad leader
- Define key words: implement, observe, plan

You will have successfully met this lesson's purpose:

- when you create a rap, poem, song, or graphic that describes the responsibilities of the squad leader
- when you include the steps a leaders should use when taking charge of a unit
- when you include the leaders responsibilities
- when you explain which responsibilities are most important

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about the roles of leaders and followers in your unit or platoon. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

Unit 2

_____2. **Consider** what it means to "take charge" as a leader. **Create** a Circle Map to record a brainstorm of ideas from members of your assigned team. **Share** your Circle Map with the class.

GATHER PHASE: So, what else do you need to know or learn?

_____3. **Observe** the graphic of the platoon structure. **Read** the student text, focusing on your assigned leader responsibilities.

_____4. **Contribute** to a class T-Chart showing the responsibilities of your assigned leadership position. **Identify** the similar responsibilities within all aspects of leadership.

_____5. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned? •••

_____6. **Read** the "George and Michelle's Story" case study in your student text. **Analyze** the actions of leaders in the case study.

_____7. **Create** a Flow Map describing the steps leaders use when taking charge of a unit. **Share** your Flow Map with the class.

_____8. **Reflect** on your Winning Colors® and leadership. **Answer** the Reflection Question(s) presented by your instructor.

PART 2

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____9. **Complete** the Taking Charge: Leadership Responsibilities Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____10. **Review** the key words of this lesson.

_____11. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Exercise #1 – Responsibilities

Directions: Make a copy for each team. Cut along the dotted lines. Mix the strips up so that they are out of order.

RESPONSIBILITIES OF TEAM LEADERS
Set the example at all times.
Know the number, names, and personal information on all assigned personnel.
Assist team members with matters related to JROTC activities (when possible) and refer them to the squad leader for assistance if they are unable to handle/resolve an issue.
Be thoroughly familiar with individual and squad drill; inspect team members during formations and class assemblies to ensure they know what is required of them.

RESPONSIBILITIES OF SQUAD LEADERS
Set the example at all times.
Know the number, names, and personal information on all assigned personnel.
Assist squad members with matters related to JROTC activities and help them to find solutions to other matters (when possible); refer them to the platoon sergeant or platoon leader for assistance if they are unable to handle/resolve an issue.
Develop responsibility and leadership in team leaders and be the first person that they turn to for assistance and advice.
Form the squad correctly. Make an accurate report by name of those persons present and absent during common hour activities, company platoon/formations, and other Cadet battalion activities.
Be thoroughly familiar with individual, squad, and platoon drill. When conducting drill, instruct/demonstrate the movement, allow time for individual performance, and then supervise team leaders and squad members to ensure they perform properly.
Inspect their team leaders and squad members at all times; ensuring they know what is required of them.

Performance Assessment Task

Chapter 3: Team Building

Taking Charge: Leadership Responsibilities [U2C3L3]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Illustrate the duties of a team leader or squad leader

Directions

For this performance assessment task, you will summarize the responsibilities for the squad leader position within your platoon in a rap, poem, song, or graphic illustration. For this assessment you will:

1. Write a rap, poem, song, or develop a graphic illustration (like a graphic organizer or some sort of diagram) to summarize the various responsibilities for the squad leader position within your platoon.

2. Use the attached scoring guide criteria for what you need to do to complete this task.

3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Taking Charge: Leadership Responsibilities Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You include the leaders responsibilities	met ◯ not met ◯
2. You explain which responsibilities are most important	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 4: First Aid

First Aid Emergencies [U2C4L1]

What you will accomplish in this lesson:

Assess first aid emergencies

Why this lesson is important:

First aid may mean the difference between life and death, permanent and temporary disability, or long- and short-term recovery for an accident victim. By learning basic first aid, you will know what to do, and what not to do, in different situations.

Essential Question:

How can you determine the need for first aid in an emergency?

What you will learn in this lesson (Learning Objectives):

- Identify ways to prepare for an emergency situation
- Describe universal precautions
- Explain the four emergency guidelines
- Explain the sequence for evaluating an injured person
- Define key words: conscious, contaminated, first aid, fracture, Good Samaritan laws, immobilize, paralysis, persistent, shock, universal precautions

You will have successfully met this lesson's purpose:

- by writing a summary about the seven life-saving steps
- when your summary includes the seven life-saving steps in the correct order
- when your summary explains why each step is included
- when your summary explains the reasoning for the sequence of the steps

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about first aid emergencies. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. **Participate** in the "What Would You Do?" game.

GATHER PHASE: So, what else do you need to know or learn?

_____3. **Listen** to a briefing on first aid. **Take notes** in your Cadet Notebook.

_____4. **Read** the "Gather Information and Take Action" and "Call for Help if Needed" sections in your student text. **Take notes** on your reading.

_____5. In your Cadet Notebook, **create** a Flow Map showing the four guidelines for first aid. **Add** your own notes under each step.

_____6. **Answer** the reinforcing question(s).

PART 2

PROCESS PHASE: Now what can you do with this new information you've learned?

_____7. With your team, **role-play** the scenarios in Exercise #1 – First Aid Scenarios.

_____8. **Reflect** on different first aid scenarios. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____9. **Complete** the First Aid Emergencies Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____10. **Review** the key words of this lesson.

_____11. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Exercise #1 – First Aid Scenarios

Directions: Within your group, designate someone as the victim(s), the first aid provider(s), bystander(s), and the emergency operator on the other end of the telephone call if one is needed. Role play each scenario as time allows. Take turns playing the first aid provider and other roles. Victims, bystanders, and emergency operators are free to embellish their roles for each scenario.

Scenario 1	Several students in the High School drama department came into school one Saturday morning to help the teacher clean out the storage room where all the props were stored. Becky, a 15-year-old, was opening some boxes with a sharp knife when she lost her grip on the knife and received a shallow incision wound on her hand. What do you do?
Scenario 2	During a pick-up basketball game in the neighborhood park, two players were running up the court, when Jeff, a 16-year-old ran into Paul, a 17-year-old, and they both fell to the ground. Paul complains that his ankle is in a lot of pain and he says it hurts to move it. Jeff has sharp pain in his right shoulder. What do you do?
Scenario 3	Jason, a 15-year-old, is mowing the grass in his front lawn as his two sisters, Lisa, a 12-year-old, and Chris, a 14-year old, play nearby. As he pushes the mower, some of the grass begins to back up at his mower's discharge opening. He reaches into the discharge chute to try to brush away a clump of grass, when a rock shoots out and hits his sister Lisa in her thigh. She screams in pain as blood runs down her leg. What do you do?
Scenario 4	You and two teenage friends are driving to the mall Friday night to see a movie. You are talking on your cell phone as you are approaching a light that turns yellow when you suddenly hit the brakes to stop. A car that had been following behind is not paying attention and does not see you stop. They run into you. Your car is not badly damaged, however your friend in the back seat, that was not wearing a seat belt, complains of severe back and neck pain. The driver of the other car hit their head on their steering wheel and has blood running down their face. What do you do?
Scenario 5	You and a friend are rushing to get to work. It's beginning to rain. Suddenly, you see a motorcycle with two riders skidding off the country highway with one cyclist ending up in a barbwire fence alongside the highway, the other lays nearby with obvious broken bones. No other traffic is seen. Your friend has a cell phone. What do you do?
Scenario 6	You and a friend are attending a pool party for a classmate's 16th birthday. During the party one of the other guests, Ricky, a 17-year-old, is showing off on the diving board. While trying to do a summersault off the diving board, Ricky hits his head on the board and falls into the water unconscious. What do you do?

After each scenario, end the role play and discuss as a group what happened. Did the first aid provider follow the emergency guidelines?

Performance Assessment Task

Chapter 4: First Aid

First Aid Emergencies [U2C4L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Assess first aid emergencies

Directions

For this performance assessment task, you will reflect on what you learned about assessing first aid emergencies. For this assessment you will:

1. Review the seven life-saving steps. Write a summary identifying each step and why you think it is included in the seven steps. Explain why the steps are ordered in a specific sequence.

2. Use the attached scoring guide criteria for what you need to do to complete this task.

3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

First Aid Emergencies Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your summary includes the seven life-saving steps in the correct order	met ◯ not met ◯
2. Your summary explains why each step is included	met ◯ not met ◯
3. Your summary explains the reasoning for the sequence of the steps	met ◯ not met ◯
4. Your summary is neatly presented and includes proper spelling, grammar, and punctuation	met ◯ not met ◯
5. Your summary is coherent and well-organized	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 4: First Aid

First Aid for Common Injuries [U2C4L2]

What you will accomplish in this lesson:

Explain how to respond to common injuries

Why this lesson is important:

Cuts, sprains, and broken bones are a few of the common injuries you may encounter. Others include insect bites, foreign objects in the eye, minor burns, nosebleeds, and fainting. In this lesson, you'll learn first aid for these situations and when to seek professional medical care.

Essential Question:

How can you help someone with a common injury?

What you will learn in this lesson (Learning Objectives):

- Describe how to treat minor cuts
- Describe how to treat and prevent insect bites
- Describe how to treat animal bites
- Describe how to treat minor burns
- Describe how to remove a foreign object in the eye
- Describe how to stop a nosebleed
- Describe how to help someone who has fainted
- Identify injuries that may require medical attention
- Define key words: allergic, antibiotic, hydrogen peroxide, ligament, rabies

You will have successfully met this lesson's purpose:

- by creating first aid response cards
- when your cards include the name of the injury
- when your cards describe the first aid treatment for the injury
- when your cards describe "alert" situations that may need medical attention

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about treating common injuries. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

Unit 2

_____2. **Participate** in the "Does Pat Know First Aid?" game to test your knowledge of first aid for common injuries.

GATHER PHASE: So, what else do you need to know or learn?

_____3. **Review** the first three life-saving steps. **Read** the "Minor Cuts," "Sprains," and "Insect Bites and Stings" sections in your student text.

_____4. **Create** a Flow Map that shows how to treat minor cuts and sprains.

_____5. **Listen** to a briefing on first aid for other common injuries. **Take notes** in your Cadet Notebook.

_____6. **Answer** the reinforcing question(s).

PART 2

PROCESS PHASE: Now what can you do with this new information you've learned?

_____7. **Complete** the First Aid Responder Worksheet in Activity #1 – Common Injury Scenarios by visiting the different scenario role play stations in your classroom.

_____8. **Reflect** on your responses to the scenario activity. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____9. **Complete** the First Aid for Common Injuries Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____10. **Review** the key words of this lesson.

_____11. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Activity #1 – Common Injury Scenarios

Directions: In this activity, you'll provide Cadets with 15 scenarios and ask Cadets to determine the correct response to each.

1. Print the scenarios below and cut on the dotted line to distribute. Select 15 Cadets and give each one a different scenario to role play.

2. Make copies of the First Aid Responder Worksheet (beginning on the third page of this document) for everyone in the class. For now distribute the sheets to the non-scenario students.

3. Instruct each of the 15 "scenario" Cadets to stand in a random location in the classroom, act out their scenario, and display their scenario number.

4. Tell the "responder" Cadets to visit each scenario station and complete the First Aid Responder Worksheet.

5. When the responder Cadets have completed their worksheets, have Cadets change roles and repeat the exercise so that all Cadets complete a worksheet.

Scenario 1	I tripped over a rock, twisting my ankle. My ankle swells immediately and I have a lot of pain. What is the treatment?
Scenario 2	I was riding my bike to school and fell off. My wrist is in a lot of pain and its appearance is misshapen. What is the treatment?
Scenario 3	We had a picnic lunch outside today and I sat beside an ant hill. I have a rash on my arm. What is the treatment?
Scenario 4	I was chopping some vegetables for a salad and accidently chopped off the tip of my finger. It has been bleeding steadily for several minutes. What should I do?
Scenario 5	I got burned cooking dinner last night and the burn is really painful. There are blisters on the burn and it's red and splotchy. What is the treatment?
Scenario 6	I'm visiting my elderly grandmother, who has all sorts of health issues. When she gets up to go for a walk with me, she faints. What should I do?

Scenario 7	I was in wood shop and forgot to wear safety glasses. My eye won't stop watering; I think I got something in it. What is the treatment?
Scenario 8	I wasn't paying attention in PE class and fell on my head. Now my nose is bleeding. What is the treatment?
Scenario 9	I participated in the blood drive earlier today and just fainted. What is the treatment?
Scenario 10	I twisted my ankle while running after my little brother. My ankle is sore, and a little swollen. There is no bruising. What should I do?
Scenario 11	I was outside all day yesterday and found a tick on me. What should I do?
Scenario 12	I was letting my neighbor's dog out this morning and it bit me. I'm bleeding from the bite. What is the treatment?
Scenario 13	I got burned in home economics class today. It really stings and the burn is red. What is the treatment?
Scenario 14	It is so cold outside and my nose just suddenly started bleeding. What is the treatment?
Scenario 15	I was outside and got stung by a bee. I've never had a bee sting before. I'm getting short of breath. What should I do?

First Aid Responder Worksheet

Directions: Visit each “scenario” role play in your classroom and complete the worksheet below.

Common Injury	Describe the injury	What should be done?
Scenario 1		
Scenario 2		
Scenario 3		
Scenario 4		

Scenario 5		
Scenario 6		
Scenario 7		
Scenario 8		

Scenario 9		
Scenario 10		
Scenario 11		
Scenario 12		

Scenario 13		
Scenario 14		
Scenario 15		

Performance Assessment Task

Chapter 4: First Aid

First Aid for Common Injuries [U2C4L2]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Explain how to respond to common injuries

Directions

For this performance assessment task, you will summarize what you've learned about responding to common injuries. For this assessment you will:

1. Use the index cards your instructor gives you to create first aid help cards.
2. On the unlined side of the card, write the name of the common injury.
3. On the other side of the card, list the treatment for the injury. List "alert" signs that may indicate the injury requires medical attention.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

First Aid for Common Injuries Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your cards include the name of the injury	met ◯ not met ◯
2. Your cards describe the first aid treatment for the injury	met ◯ not met ◯
3. Your cards describe "alert" situations that may need medical attention	met ◯ not met ◯
4. Your cards are neatly written and easy to read in an emergency situation	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 4: First Aid

Severe Emergencies [U2C4L3]

What you will accomplish in this lesson:

Describe first aid for severe emergencies

Why this lesson is important:

In a severe emergency, a person may have only minutes to live unless the right treatment is provided. While you are not a medical professional, you may save a life with the simple actions you take while emergency help is on the way. In this lesson, you'll learn how to respond to victims of choking, severe bleeding, shock, stroke, and heart attack. You'll also learn about two important life-saving methods to use when the heart has stopped beating: cardiopulmonary resuscitation and the use of automatic external defibrillators.

Essential Question:

How can you respond to severe emergencies?

What you will learn in this lesson (Learning Objectives):

- Identify the symptoms of choking, severe bleeding, heart attack, stroke, and shock
- Describe first aid for choking
- Describe first aid for severe bleeding
- Explain when CPR and/or an AED should be used
- Describe how to perform chest-only CPR
- Describe first aid for a heart attack
- Describe first aid for a stroke
- Describe first aid for shock
- Define key words: automatic external defibrillator, cardiac arrest, cardiopulmonary resuscitation, circulatory system, stroke

You will have successfully met this lesson's purpose:

- by summarizing first aid for severe emergencies in a written format
- by describing the steps for hands-only CPR in a written format
- when your summaries include descriptions of the signs of choking, severe bleeding, heart attack, stroke, and shock
- when the hands-only CPR summary identifies when the procedure should be used
- when your summaries are accurate and complete

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about severe emergencies. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. **Participate** in a survey about the signs of stroke, heart attacks, and shock.

GATHER PHASE: So, what else do you need to know or learn?

_____3. **Listen** to a briefing on choking and severe bleeding. **Take notes** in your Cadet Notebook.

_____4. **Read** the "Cardiopulmonary Resuscitation" and "Automated External Defibrillators" sections in your student text. **Take notes** in your Cadet Notebook.

_____5. **Listen** to a briefing on heart attack, stroke, and shock.

_____6. **Answer** the reinforcing question(s).

PART 2

PROCESS PHASE: Now what can you do with this new information you've learned?

_____7. **Complete** Activity #1 – Emergency Scenarios with your team. **Prepare** to share and defend your response to each scenario.

_____8. **Reflect** on the scenarios you discussed with your team. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____9. **Complete** the Severe Emergencies Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____10. **Review** the key words of this lesson.

_____11. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Activity #1 – Emergency Scenarios

Directions: With your team, read each of the scenarios below. For each scenario, identify:

- the probable emergency
- the signs and symptoms that are associated with the emergency, if applicable
- your first aid response to the emergency
- if CPR is needed

Assign a team note taker to write your team's response to each scenario below. Be prepared to share your answers with your class.

1. You go out for pizza with a group of friends. You are all laughing and joking around when one of your friends starts coughing on a piece of pizza. His face is red and he is gasping for air. People are laughing at him for eating too fast. In between breaths he yells at them to stop laughing.

   Your Team Response:

2. Your three year old brother is playing with building blocks. All of a sudden he gets quiet and his lips turn blue. His breathing is noisy.

   Your Team Response:

3. Your dad is making dinner and cuts a large gash on the palm of his hand. The cut looks deep and is bleeding profusely.

   Your Team Response:

4. Your stubborn aunt is visiting and wants to see how you've decorated your room. After climbing the stairs to your room, you notice she is breathing heavily and has her hands on her chest, as if her chest hurts. You ask if she's okay, but she just says everything is fine. She just has a little indigestion.

   Your Team Response:

5. You are at a school basketball game. Your team is one point behind and everyone is very excited. All of a sudden, the coach faints. People nearby try to wake him up, but he is not responding.

   Your Team Response:

6. You are walking home from school and witness an accident. A car ran into a pedestrian who was crossing the street against the lights. The pedestrian is not bleeding, but is breathing shallowly and is staring off into space. He is conscious and his pupils are enlarged.

   Your Team Response:

7. You're visiting your grandfather. He wakes up from a nap and you notice something about him looks different. He says he has a bad headache, but his mouth is droopy on one side and he doesn't seem to know why you are visiting.

   Your Team Response:

Performance Assessment Task

Chapter 4: First Aid

Severe Emergencies [U2C4L3]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Describe first aid for severe emergencies

Directions

For this performance assessment task, you will summarize what you've learned about responding to severe emergencies. For this assessment you will:

1. Use the index cards your instructor gives you to create help cards for severe emergencies.
2. On the unlined side of the card, write the name of the emergency.
3. On the other side of the card, write the signs/symptoms of the emergency and list the treatment.
4. Create one card that is specific for hands-only CPR. On one side write "CPR," on the other side list the steps in performing hands-only CPR and under what circumstances it should be used.
5. Use the attached scoring guide criteria for what you need to do to complete this task.
6. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Severe Emergencies Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You create cards for severe emergencies and identify the topic on one side of the card: choking, severe bleeding, heart attack, shock, and stroke	met ◯ not met ◯
2. Your cards for severe emergencies list the signs/symptoms of choking, severe bleeding, heart attack, shock, and stroke	met ◯ not met ◯
3. Your cards for severe emergencies list how you should respond to each of the severe emergencies	met ◯ not met ◯
4. Your card for hands-only CPR lists the steps for performing the procedures and identifies when the procedure should be used	met ◯ not met ◯
5. Your cards are accurate and complete	met ◯ not met ◯
6. Your cards are neatly written and easy to read in an emergency situation	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 5: Decision Making

Bullying [U2C5L1]

What you will accomplish in this lesson:

Evaluate methods to protect yourself and others from bullying

Why this lesson is important:

Bullying can happen to anyone. Bullying behavior can be directed at shy or quiet students, or the class tough guy. There is no one characteristic that determines who will be bullied. Someone who was bullied one day might be the person who makes fun of the shy girl the next day. Students who bully can be any size, age, grade, race, or gender. In this lesson, you'll learn about different kinds of bullying, the effects of bullying, and methods for preventing and stopping bullying.

Essential Question:

What can you do to prevent or stop bullying?

What you will learn in this lesson (Learning Objectives):

- Describe three types of bullying
- Explain how cyberbullying is different from other types of bullying
- Identify risk factors for bullying
- Explain strategies for dealing with bullying
- Describe the effects of bullying
- Define key words: cyberbullying, extort, intimidate

You will have successfully met this lesson's purpose:

- by writing a summary about a real or hypothetical bullying (or cyberbullying) situation
- when your summary identifies the aspects of the situation that make it bullying—not just bad behavior
- when your summary describes how the situation affected the bullying target
- when your summary explains why the person bullying took those actions
- when your summary suggests at least four actions you can take to prevent additional bullying in this situation
- when your summary speculates about which of the actions will be the most effective in the situation

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about bullying. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. **View** a video about bullying in school.

_____3. With your team, **develop** a definition of bullying. **Share** your definition with the class.

GATHER PHASE: So, what else do you need to know or learn?

_____4. **Listen** to a briefing on types of bullying and risk factors for bullying. **Take notes** in your Cadet Notebook.

_____5. **Read** the "Bullying – If it Happens to You" section in your student text. **Take notes** on what you read.

_____6. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?

_____7. **Complete** Exercise #1 – Types of Bullying.

_____8. **Participate** in a class discussion about examples of bullying you have witnessed.

_____9. **Reflect** on incidents of bullying that you've witnessed. **Answer** the Reflection Question(s) presented by your instructor.

PART 2

GATHER PHASE: So, what else do you need to know or learn?

_____10. **Listen** to a briefing about cyberbullying. **Take** notes in your Cadet Notebook.

_____11. **Read** the "Cyberbullying – If It Happens to You" section in your student text.

_____12. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?

_____13. With your team, **design** a poster or a short skit that informs other students in your school about your assigned aspect of cyberbullying. **Be prepared** to share what you created with your class.

_____14. **Reflect** on cyberbullying. **Answer** the Reflection Question(s) presented by your instructor.

PART 3

GATHER PHASE: So, what else do you need to know or learn?

_____15. **Read** the "Effects of Bullying," "Bullying and the Law," and "What You Can Do" sections in your student text. **Take notes** in your Cadet Notebook.

_____16. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?

_____17. **Think about** actions you can take to prevent or stop bullying. **Complete** Exercise #2 – Anti-Bullying Values.

_____18. **Reflect** on how Army values encourage anti-bullying actions. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____19. **Complete** the Bullying Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____20. **Review** the key words of this lesson.

_____21. **Review** this lesson's Essential Question.

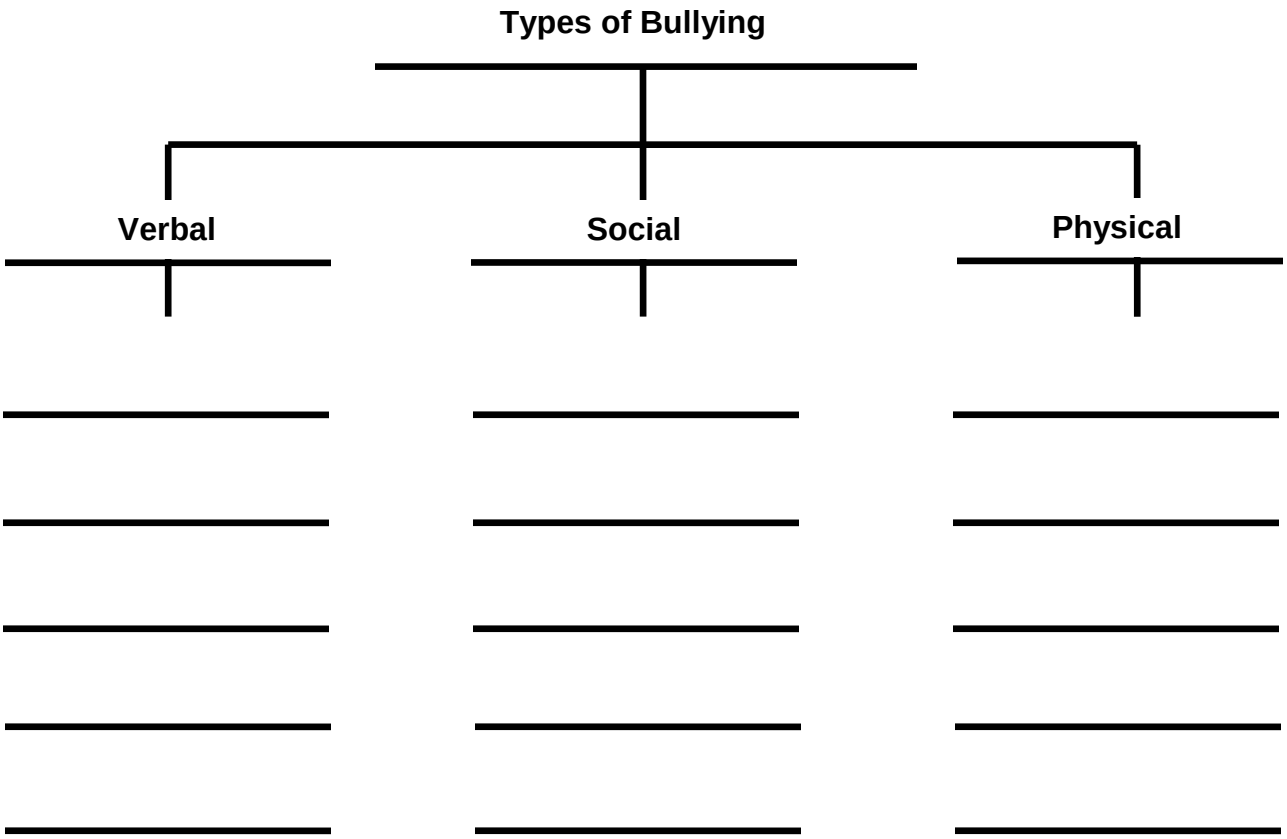
Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Exercise #1 – Types of Bullying

Directions: Review the section in your student text on “Types of Bullying.” Create a Tree Map providing examples for each type of bullying. Be prepared to share your responses with the class.



Exercise #2 – Anti-Bullying Values

Directions: Think about actions you can take to prevent bullying or stop it. Categorize the actions by Army values. For example, standing up for a friend who is being bullied shows personal courage.

Army Value	Anti-Bullying Actions
Loyalty	
Duty	
Respect	
Selfless service	
Honor	
Integrity	
Personal courage	

Exercise #3 – Bullying Scenarios

1. Two students at your school are making Tina's life miserable. They are saying negative things about her and claiming she did some embarrassing things. They've texted all of Tina's friends and now they are posting things about Tina on Facebook. A bunch of people that used to say hi to Tina just ignore her now. Some of her friends are starting to think the rumors about her are true.

2. A group of students at your school are tough. Some are on the wrestling team and a few of them are very large and have picked fights with others. They know how to fight and they usually win. They've decided to make bullying worth their while and are now extorting money, food, or jewelry from students waiting at the bus stop. They wait until one or two students are at the bus stop, surround them, threaten them, and take their valuables. One student lost a new watch his dad just gave him. Another loses his lunch money at least three times a week. Another kid refused to give them anything and ran away. They caught him, held him down, punched him, and took his money.

3. You are a cheerleader, make A's, and are on the track team. Your life is really good. You despise people who are fat, lazy, and stupid. One day in gym class, you make fun of the fat girl who can't even jump rope backward. She's so clumsy. You call her a "Rope Dope," and all of your friends laugh. You love the attention you get from making a joke. At the next gym class, you are going to set her up. You'll put your arm around her and say: "I've been told that inside every fat person, there's someone beautiful...I'm just wondering who the hell you ate!?" Everyone will get a laugh out of that! It's about time we had a few laughs in gym class.

4. A new boy in your class is a refugee. Your friends are not very nice to him. After school, they pick on him. At first they just made fun of his English. Now they are making fun of his race and religion. It seems harmless, but you know that if you are part of what your friends are doing you could get into trouble.

Performance Assessment Task

Chapter 5: Decision Making

Bullying [U2C5L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Evaluate methods to protect yourself and others from bullying

Directions

For this performance assessment task, you will reflect on anti-bullying methods. For this assessment you will:

1. Select a real bullying situation or a hypothetical one assigned by your instructor.
2. Write a summary about what you would do to prevent or stop the bullying.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Bullying Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You describe a real or hypothetical bullying (or cyberbullying) situation	met ◯ not met ◯
2. You identify the aspects of the situation that make it bullying—not just bad behavior	met ◯ not met ◯
3. You describe how the situation affected the bullying target	met ◯ not met ◯
4. You attempt to explain why the person bullying took those actions	met ◯ not met ◯
5. You suggest at least four actions you can take to prevent additional bullying in this situation	met ◯ not met ◯
6. You speculate about which of the actions will be the most effective in the situation	met ◯ not met ◯
7. Your summary is neatly presented and includes proper spelling, grammar, and punctuation	met ◯ not met ◯
8. Your summary is coherent and well-organized	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 5: Decision Making

Preventing Violence [U2C5L2]

What you will accomplish in this lesson:

Apply strategies to prevent violence

Why this lesson is important:

In 2013, about 25 percent of high school students reported being in a physical fight in the past year. Eight percent reported being in a fight on school grounds. Fighting and other actions of violence are a serious problem in our society. In this lesson, you'll explore risk factors for violence and learn about strategies for preventing violence at school and in your community.

Essential Question:

Why does violence occur in schools?

What you will learn in this lesson (Learning Objectives):

- Examine the problem of violence in our society
- Identify ways to prevent violence in schools
- Identify risk factors for teen violence
- Describe strategies for preventing violence
- Define key words: antisocial, gang, retaliate, zero tolerance

You will have successfully met this lesson's purpose:

- by creating a violence prevention action plan
- when your action plan includes a statement of your personal commitment to prevent violence
- when your action plan describes how you will enhance your personal violence prevention skills
- when your action plan describes how you will involve others in violence prevention in their school
- when your action plan describes guidelines for safe intervention in potentially violent situations
- when your action plan lists specific strategies for preventing violence

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about how violence can impact ordinary lives. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. **View** a video about a hypothetical violent fight.

_____3. With your team, **brainstorm** ways that the fight in the video could have been prevented. **Use** a Bubble Map to show each character's responsibility to prevent a violent fight. **Be prepared** to share your map with your class.

GATHER PHASE: So, what else do you need to know or learn?

_____4. **Listen** to a briefing on violence and risk factors for violence.

_____5. **Review** Handout #1 – Leading Causes of Death. **Answer** questions about the handout.

_____6. **Read** the "Be an Advocate for Preventing Violence" and "Ways to Protect Yourself from Violence" sections in your student text. **Take notes** in your Cadet Notebook.

_____7. **Answer** the reinforcing question(s).

PART 2

PROCESS PHASE: Now what can you do with this new information you've learned?

_____8. **Complete** the Violence Prevention Map in the Violence Prevention Profile.

_____9. **Reflect** on the results of your Violence Prevention Map. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____10. **Complete** the Preventing Violence Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____11. **Review** the key words of this lesson.

_____12. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

10 Leading Causes of Injury Deaths by Age Group Highlighting Violence-Related Injury Deaths, United States – 2013

	Age Groups										
Rank	<1	1-4	5-9	10-14	15-24	25-34	35-44	45-54	55-64	65+	Total
1	Unintentional Suffocation 979	Unintentional Drowning 393	Unintentional MV Traffic 342	Unintentional MV Traffic 414	Unintentional MV Traffic 6,510	Unintentional Poisoning 8,251	Unintentional Poisoning 8,374	Unintentional Poisoning 10,651	Unintentional Poisoning 6,388	Unintentional Fall 25,464	Unintentional Poisoning 38,851
2	Homicide Unspecified 139	Unintentional MV Traffic 327	Unintentional Drowning 116	Suicide Suffocation 231	Homicide Firearm 3,704	Unintentional MV Traffic 5,776	Unintentional MV Traffic 4,448	Unintentional MV Traffic 5,082	Unintentional MV Traffic 4,502	Unintentional MV Traffic 6,333	Unintentional MV Traffic 33,804
3	Unintentional Other Spec., classifiable 74	Unintentional Suffocation 161	Unintentional Fire/Burn 87	Suicide Firearm 137	Unintentional Poisoning 3,293	Homicide Firearm 3,372	Suicide Firearm 2,948	Suicide Firearm 4,057	Suicide Firearm 3,809	Suicide Firearm 5,113	Unintentional Fall 30,208
4	Unintentional MV Traffic 66	Homicide Unspecified 153	Homicide Firearm 48	Homicide Firearm 94	Suicide Firearm 2,210	Suicide Firearm 2,897	Suicide Suffocation 1,868	Suicide Suffocation 2,007	Unintentional Fall 2,283	Unintentional Unspecified 4,316	Suicide Firearm 21,175
5	Undetermined Suffocation 43	Unintentional Fire/Burn 129	Unintentional Suffocation 44	Unintentional Drowning 93	Suicide Suffocation 1,839	Suicide Suffocation 2,154	Homicide Firearm 1,843	Suicide Poisoning 1,867	Suicide Poisoning 1,528	Unintentional Suffocation 3,616	Homicide Firearm 11,208
6	Undetermined Unspecified 28	Unintentional Pedestrian, Other 90	Unintentional Other Land Transport 29	Unintentional Other Land Transport 49	Unintentional Drowning 501	Suicide Poisoning 716	Suicide Poisoning 1,193	Unintentional Fall 1,366	Suicide Suffocation 1,182	Unintentional Poisoning 1,824	Suicide Suffocation 10,062
7	Unintentional Drowning 23	Homicide Other Spec., classifiable 71	Unintentional Natural/ Environment 22	Unintentional Fire/burn 48	Suicide Poisoning 418	Undetermined Poisoning 565	Undetermined Poisoning 633	Homicide Firearm 1,158	Unintentional Suffocation 723	Adverse Effects 1,755	Suicide Poisoning 6,637
8	Homicide Suffocation 22	Unintentional Natural/ Environment 43	Unintentional Pedestrian, Other 18	Unintentional Suffocation 37	Homicide Cut/pierce 331	Unintentional Drowning 424	Unintentional Fall 522	Undetermined Poisoning 801	Homicide Firearm 573	Unintentional Fire/Burn 1,103	Unintentional Suffocation 6,601
9	Unintentional Natural/ Environment 19	Homicide Firearm 39	Homicide Other Spec., NEC[N] 15	Unintentional Firearm 24	Undetermined Poisoning 219	Homicide Cut/pierce 409	Unintentional Drowning 367	Unintentional Suffocation 478	Unintentional Fire/Burn 564	Suicide Poisoning 905	Unintentional Unspecified 5,407
10	Unintentional Fire/Burn 17	Unintentional Struck by or Against 33	Unintentional Firearm 15	Unintentional Poisoning 21	Unintentional Fall 205	Unintentional Fall 305	Homicide Cut/Pierce 267	Unintentional Drowning 464	Undetermined Poisoning 547	Suicide Suffocation 770	Unintentional Drowning 3,391

[N] **Not elsewhere classifiable.**

Data Source: National Center for Health Statistics (NCHS), National Vital Statistics System.

Produced by: National Center for Injury Prevention and Control, CDC using WISQARS™.

Centers for Disease Control and Prevention
National Center for Injury Prevention and Control

Performance Assessment Task

Chapter 5: Decision Making

Preventing Violence [U2C5L2]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Apply strategies to prevent violence

Directions

For this performance assessment task, you will create a Violence Prevention Action Plan. For this assessment you will:

1. Think about what you have learned in this lesson about preventing violence.
2. Review the results of the Violence Prevention Survey.
3. Develop an action plan to improve your violence prevention skills.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Preventing Violence Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your action plan includes a statement of your personal commitment to prevent violence	met ◯ not met ◯
2. Your action plan describes how you will enhance your personal violence prevention skills	met ◯ not met ◯
3. Your action plan describes how you will involve others in violence prevention in your school	met ◯ not met ◯
4. Your action plan describes guidelines for safe intervention in potentially violent situations	met ◯ not met ◯
5. Your action plan lists specific strategies for preventing violence	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 6: Health and Fitness

Elements of Health [U2C6L1]

What you will accomplish in this lesson:

Examine the elements of health

Why this lesson is important:

There are several elements contributing to a person's overall health. How much exercise you get, what you eat, and how much and how well you sleep have an impact on your overall health. In this lesson, you'll learn the basics of what goes into good health. You'll also examine unsafe behaviors.

Essential Question:

What choices can you make to promote good health?

What you will learn in this lesson (Learning Objectives):

- Identify the elements of health
- Describe how what you eat impacts health
- Describe how exercise impacts health
- Identify how stress impacts overall health
- Identify causes for lack of sleep
- Explain how lack of sleep affects the brain
- Identify unsafe behaviors
- Define key words: caffeine, cardio-respiratory, correlation, impulse control, irrational, melatonin, sedentary

You will have successfully met this lesson's purpose:

- by completing a survey of your current health habits
- by writing a summary describing how to improve your health habits
- when you identify current health habits
- when you compare current health habits with desired health habits
- when you summarize your negative health habits and what you are going to do to change them

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about the elements of health. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. With your team, **discuss** what good health consists of. **Create** a Bubble Map showing examples of activities or behaviors that help a person's health. **Post** your map for the class to review.

GATHER PHASE: So, what else do you need to know or learn?

_____3. **Listen** to a briefing about the elements of health.

_____4. With your team, **read** your student text on your assigned topic. **Create** a Tree Map that explains the main points of your topic. **Present** your map to the class. **Take notes** on the presentations of other teams.

_____5. **Answer** the reinforcing question(s).

PART 2

PROCESS PHASE: Now what can you do with this new information you've learned?

_____6. **View** the animation on Mr. Healthy. **Take notes** on Mr. Healthy's unhealthy choices. **Participate** in describing how each of Mr. Healthy's choices may affect his health.

_____7. With your team, **create** a Multi-Flow Map on what Mr. Healthy might have done differently after his injury. **Present** your map to the class.

_____8. **Reflect** on how the choices you make can affect your health. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____9. **Complete** Exercise #1 – My Health Habits and the Elements of Health Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____10. **Review** the key words of this lesson.

_____11. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Exercise #1 – My Health Habits

Directions: Use the table below to reflect on your health habits. Check one of the three columns for Always, Sometimes, or Never. Then explain the reasons for your answer in the last column. You'll use this exercise with your Elements of Health Performance Assessment Task.

	Always	Sometimes	Never	I selected this answer because:
Eating				
I eat plenty of fresh vegetables, fruits, and whole grains.				
My diet is low in salt, fat, and added sugars.				
I have a healthy weight for my height.				
Exercise				
I get at least 60 minutes of exercise each day.				
I exercise within my abilities to avoid injuries.				
Sleep				
I get at least nine hours of sleep per day.				
I limit drinking beverages that contain caffeine.				
I stop using electronic devices at least an hour before bedtime.				
Stress				
I know how and when to relax.				

	Always	Sometimes	Never	I selected this answer because:
When I'm stressed, I work out or turn to friends for support.				
I have a hobby I enjoy.				
Safe Behaviors				
I don't use tobacco products.				
I don't use alcohol or drugs.				
I always wear a seatbelt.				
I practice impulse control.				
I can say "no" or walk away when a group of friends wants to do something fun but risky.				

Performance Assessment Task

Chapter 6: Health and Fitness

Elements of Health [U2C6L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Examine the elements of health

Directions

For this performance assessment task, you will develop a plan to improve your whole health. For this assessment you will:

1. Evaluate your current healthy habits by completing Exercise #1 – My Health Habits. Be sure to answer the questions honestly and consider where you'd like to make improvements.

2. Create a series of Double Bubble Maps where you compare and contrast your current health habits to your future desired health habits.

3. Write a brief summary about your current behaviors that have a negative impact on your health and how you plan to change them.

4. Use the attached scoring guide criteria for what you need to do to complete this task.

5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Elements of Health Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You complete Exercise #1 – My Health Habits	met ◯ not met ◯
2. You create a Double Bubble Map showing your current and your desired eating habits	met ◯ not met ◯
3. You create a Double Bubble Map showing your current and your desired exercise habits	met ◯ not met ◯
4. You create a Double Bubble Map showing your current and your desired sleep habits	met ◯ not met ◯
5. You create a Double Bubble Map showing your current methods and your desired methods for coping with stress	met ◯ not met ◯
6. You create a Double Bubble Map showing your current unsafe behaviors and your desired safe behaviors	met ◯ not met ◯
7. You write a brief summary about your current behaviors that have a negative impact on your health and how you plan to change them	met ◯ not met ◯
8. Your summary is concise and well written	met ◯ not met ◯
9. Your summary uses correct spelling and grammar	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 6: Health and Fitness

Benefits of Physical Activity [U2C6L2]

What you will accomplish in this lesson:

Develop ways to increase your fitness level

Why this lesson is important:

Physical fitness is an official and integral part of every Junior ROTC program. Physically fit Cadets are more capable of serving their communities and nation. They are also healthier, stronger, and more capable of dealing with stress. In this lesson, you'll learn about different types of exercise and explore ways to set fitness goals for yourself.

Essential Question:

How can you improve your level of physical fitness?

What you will learn in this lesson (Learning Objectives):

- Identify the benefits of exercise
- Describe ways to increase your fitness level
- Examine methods for increasing aerobic capacity, strength and endurance, and flexibility
- Create a plan to set and achieve personal fitness goals
- Explore methods to monitor your fitness progress
- Define key words: aerobic exercise, anaerobic exercise, cross-training, metabolism, muscle strength, muscle endurance, physical fitness

You will have successfully met this lesson's purpose:

- by writing a summary describing your physical fitness improvement plan
- when your summary describes your fitness goals
- when your summary reflects on the current level of physical activity
- when your summary describes changes you will make in current physical activities
- when your summary describes the steps you will take to achieve your goals, using the SMART process

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about the benefits of physical activity. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

Unit 2

_____2. **Participate** in the Test Your Fitness Knowledge game. **Observe** the class results.

GATHER PHASE: So, what else do you need to know or learn?

_____3. **Listen** to a briefing on the benefits of physical activity and increasing your fitness level. **Take notes** in your Cadet Notebook.

_____4. **Read** the "Elements of Fitness" section in your student text. **Take notes** on your reading.

_____5. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?

_____6. **Complete** Exercise #1 – What Motivates You?

_____7. **Reflect** on your answers to Exercise #1 – What Motivates You? **Answer** the Reflection Question(s) presented by your instructor.

PART 2

GATHER PHASE: So, what else do you need to know or learn?

_____8. **Listen** to a briefing on setting and monitoring fitness goals. **Take notes** in your Cadet Notebook.

_____9. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?

_____10. **Complete** Exercise #2 – My Fitness Goals. **Be prepared** to share your goals with your class.

_____11. **Complete** Exercise #3 – Obstacles to Exercise.

_____12. **Reflect** on your obstacles to exercise. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

PART 3

APPLY PHASE: What else can you do with what you've learned today?

_____13. **Complete** Exercise #4 – Scheduling Activities. **Be prepared** to share your answers with your class.

_____14. **Review** Exercise #2 – My Fitness Goals. Keep your goals in mind as you **complete** Exercise #5 – My Exercise Schedule.

_____15. **Review** Handout #1 – Exercise Tracking. **Use** this handout to summarize and monitor your daily fitness activities.

_____16. **Complete** the Benefits of Physical Activity Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____17. **Review** the key words of this lesson.

_____18. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Exercise #1 – What Motivates You?

Directions: Do you know what motivates you to be physically fit? Complete the questions below. Then use the scoring guide on the second page to evaluate how to best approach exercise.

1. When thinking about exercise, I:
   - a. Can't wait to put on my walking shoes again.
   - b. Really want to exercise but need a push.
   - c. Dread the idea of moving a muscle, but am happy once I get moving.
2. When I'm physically active, I enjoy exercising:
   - a. By myself.
   - b. With a team or group.
   - c. With one or two friends.
3. I exercise because:
   - a. I want to stay in shape, slim down, or improve my health.
   - b. I want to see my friends and catch up on the latest news.
   - c. The weather is nice or I just feel like it.
4. When I take part in physical activity, I usually:
   - a. Plan the event ahead of time.
   - b. Participate when someone else has arranged the activity or class.
   - c. Pull it together quickly and do something active when the mood strikes.
5. Others see me as:
   - a. A leader.
   - b. A team player.
   - c. Someone who always goes along with a good idea.
6. I enjoy physical activities that are:
   - a. Set by my own routine.
   - b. Set by a professional, teacher, or group.
   - c. Spontaneous.

Scoring Motivations

To find your score, give yourself points as follows:

a = 1 point; b = 2 points; c = 3 points

Question	Points
Q1	
Q2	
Q3	
Q4	
Q5	
Q6	
Totals:	0

If you scored:

Points	You're:	Description
6-9 points	A Self-Motivator	You like structure and organization but may find yourself losing interest in your usual activities. Try adding something new to your routine.
10-14 points	A Team Player	To you, exercise is a way to socialize. Try signing up for an exercise class, forming a walking group, or joining a sports team or league like bowling or tennis.
15-18 points	Spontaneous	You love freedom. A call from a friend to take a hike or a walk to the store for an unexpected item may be what motivates you to be active. These activities are good, but be sure to include a variety of moderate intensity activities on 5 or more days of the week.

Exercise #2 – My Fitness Goals

Directions: Use the SMART process for setting your physical fitness goals. Complete each step of the process by answering the questions below.

S

My goals are specific. What are your goals for improving your level of fitness?

M

My goals are measurable. What steps will you take to reach your goal?

A

My goals are attainable. Is your goal reachable for you? Explain.

R

Progress on my results will be checked and evaluated. How and how often?

T

My goals will be achieved in a certain time frame.

Exercise #3 – Obstacles to Exercise

Directions: People have many reasons to explain why they don't exercise enough. Read each statement and indicate how likely you are to state the same reason. Then score yourself on the following page.

How likely are you to say:	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
1. My day is so busy now; I just don't think I can make the time to include physical activity in my regular schedule.	3	2	1	0
2. None of my family members or friends likes to do anything active, so I don't have a chance to exercise.	3	2	1	0
3. I'm just too tired after school to get any exercise.	3	2	1	0
4. I've been thinking about getting more exercise, but I just can't seem to get started.	3	2	1	0
5. I'm somewhat clumsy, so exercise can be risky.	3	2	1	0
6. I don't get enough exercise because I have never learned the skills for any sport.	3	2	1	0
7. I don't have access to jogging trails, swimming pools, bike paths, etc.	3	2	1	0
8. Physical activity takes too much time away from other commitments—school, family, etc.	3	2	1	0
9. I'm embarrassed about how I will look when I exercise with others.	3	2	1	0
10. I don't get enough sleep as it is. I just couldn't get up early or stay up late to get some exercise.	3	2	1	0
11. It's easier for me to find excuses not to exercise than to go out to do something.	3	2	1	0
12. I know of too many people who have hurt themselves by overdoing it with exercise.	3	2	1	0

How likely are you to say:	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
13. I really can't see learning a new sport.	3	2	1	0
14. It's just too expensive. If I got on a team, my parents would have to buy the right equipment and uniforms.	3	2	1	0
15. My free periods during the day are too short to include exercise.	3	2	1	0
16. My usual social activities with family or friends do not include physical activity.	3	2	1	0
17. I'm too tired during the week, and I need the weekend to catch up on my rest.	3	2	1	0
18. I want to get more exercise, but I just can't seem to make myself stick to anything.	3	2	1	0
19. I'm afraid I might injure myself.	3	2	1	0
20. I'm not good enough at any physical activity to make it fun.	3	2	1	0
21. If I had easy access to a place I like to exercise (health club with machines, climbing gym, basketball court, etc.) then I would be more likely to exercise.	3	2	1	0

Adapted from: Centers for Disease Control and Prevention, "Barriers to Being Active Quiz," http://www.cdc.gov/diabetes/ndep/pdfs/8-road-to-health-barriers-quiz-508.pdf

Scoring Obstacles

Directions: Enter the numbers you indicated in the spaces provided for each question. Add the three scores across on each line. Your obstacles to physical activity fall into one or more of seven categories below. Highlight or circle any physical activity obstacles category with a total score of 5 or above, because this is an important obstacle for you to overcome.

Physical Activity Obstacles	Question Scores			Total Scores
Lack of Time	Q1:	Q8:	Q15:	Total: 0
Social Influence	Q2:	Q9:	Q16:	Total: 0
Lack of Energy	Q3:	Q10:	Q17:	Total: 0
Lack of Willpower	Q4:	Q11:	Q18:	Total: 0
Fear of Injury	Q5:	Q12:	Q19:	Total: 0
Lack of Skill	Q6:	Q13:	Q20:	Total: 0
Lack of Resources	Q7:	Q14:	Q21:	Total: 0

Overcome Obstacles to Exercise

1. Do the results surprise you? Explain why or why not.

2. How can you use these results to increase your likelihood of starting or sticking with an exercise program? What strategies can you think of to overcome your personal obstacles to exercise?

Exercise #4 – Scheduling Activities

Directions: In this activity, you will create a plan for reducing your sedentary time and replacing it with physical activity. Be prepared to share your results with the class.

1. List your typical activity for each hour of your day in the column labeled "Activity."

Time of Day	Activity	Revised Activity
6:00 AM		
7:00 AM		
8:00 AM		
9:00 AM		
10:00 AM		
11:00 AM		
12:00 PM		
1:00 PM		
2:00 PM		
3:00 PM		
4:00 PM		
5:00 PM		
6:00 PM		
7:00 PM		
8:00 PM		
9:00 PM		
10:00 PM		
11:00 PM		

2. Now examine your list. What are your major sedentary activities? (*Sedentary involves a lot of sitting and very little exercise.)* Highlight or circle them in the table.

3. List three physical activities that you would like to do but typically don't have time to do:

4. Go back to the table and examine the sedentary activities you highlighted or circled in Question #2.
   - Can you replace some of these sedentary activities with any of the physical activities you listed in Question #3?
   - If so, write in the physical activity in the "Revised Activity" column next to the sedentary activity it is replacing.

5. If the physical activities you'd like to add to your schedule won't work in the time slots you have allotted for sedentary activity (for example, it may not be possible or safe to go out running at 11:30 PM), what are alternative physical activities you can safely pursue? Write them in.

Exercise #5 – My Exercise Schedule

Directions: List the time of day and physical activities you plan to participate in on the table below.

Weekday	**Time of Day**	**Aerobic Activities** (walking, jogging, running, swimming, jumping rope)	**Total Minutes**	**Muscle Strengthening Activities** (exercises and weight training)	**Total Minutes**
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Handout #1 – Exercise Tracking

Directions: Starting with Monday, list the activities you participated in and the number of minutes for each.

Weekday	**Warm-up/ Stretching**	**Total Minutes**	**Aerobic Activities** (walking, jogging, running, swimming, jumping rope)	**Total Minutes**	**Muscle Strengthening Activities** (exercises and weight training)	**Total Minutes**	**Cool-down/ Stretching**	**Total Minutes**
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
Sunday								

Performance Assessment Task

Chapter 6: Health and Fitness

Benefits of Physical Activity [U2C6L2]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Develop ways to increase your fitness level

Directions

For this performance assessment task, you will summarize your plan to improve your fitness. For this assessment you will:

1. Review your completed Exercise #4 – Scheduling Activities and Exercise #5 – My Exercise Schedule.
2. Write a brief summary describing your fitness goals, changes you'll make in your daily routine, and how you'll evaluate your progress toward your goals.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Benefits of Physical Activity Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your summary describes your fitness goals	met ◯ not met ◯
2. Your summary reflects on your current level of physical activity	met ◯ not met ◯
3. Your summary describes changes you'll make in your current physical activities (see Exercise #4 – Scheduling Activities)	met ◯ not met ◯
4. Your summary describes the steps you'll take to achieve your goals, using the SMART process	met ◯ not met ◯
5. Your summary is concise and well written	met ◯ not met ◯
6. Your summary uses correct spelling and grammar	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 6: Health and Fitness

Nutrition [U2C6L3]

What you will accomplish in this lesson:

Develop a personal nutritional plan to promote health

Why this lesson is important:

One of the most difficult things for young people to do is to eat healthy. In this lesson, you'll learn about what influences the foods you eat, what makes up a healthy diet, and how to analyze nutritional information on prepared foods.

Essential Question:

How can you improve your nutrition?

What you will learn in this lesson (Learning Objectives):

- Identify common influences on food choices
- Describe how the body uses the six types of nutrients
- Explain how substances added to foods, such as fats, sugars, and sodium, can impact your health
- Explain how to read food labels
- Identify key factors in making healthy food choices
- Explain how eating right and exercising can impact your health
- Define key words: appetite, calories, carbohydrates, cholesterol, electrolytes, essential amino acids, hunger, hydration, legumes, nutrients, obese, protein, saturated fats, trans fats, unsaturated fats

You will have successfully met this lesson's purpose:

- by creating a written plan for improving personal nutritional health
- when your plan describes your current weaknesses in nutrition
- when your plan describes your healthy-eating goals
- when your plan describes changes that you will make in eating habits to improve nutrition
- when your plan describes the steps that you will take to achieve your goals, using the SMART process

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about nutrition. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. **Complete** Exercise #1 – Favorite Foods.

GATHER PHASE: So, what else do you need to know or learn?

_____3. **Listen** to a briefing on the factors that influence your food choices and why your body needs nutritious foods. **Take notes** in your Cadet Notebook.

_____4. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned? •••

_____5. **Complete** Exercise #2 – Food Influences. **Be prepared** to share your answers with the class.

_____6. **Reflect** on the influences of your food choices. **Answer** the Reflection Question(s) presented by your instructor.

PART 2

GATHER PHASE: So, what else do you need to know or learn?

_____7. **Read** the assigned topic in your student text. **Prepare** a short presentation on your assigned topic with your team.

_____8. With your team, **present** your topic to the class. **Take notes** as you listen to the presentations of other teams.

_____9. **Listen** to a briefing about other substances in food. **Take notes** in your Cadet Notebook.

_____10. **Answer** the reinforcing question(s).

PART 3

GATHER PHASE: So, what else do you need to know or learn?

_____11. **Listen** to a briefing on food labeling.

_____12. **Read** the "Making Wise Food Choices" and "Finding Your Food/Exercise Balance" sections in your student text. **Take notes** in your Cadet Notebook.

_____13. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned? •••

_____14. **Complete** Exercise #3 – How Much Sugar. **Review** your answers with your class.

_____15. With your team, **complete** Exercise #4 – Food Labels. **Be prepared** to share your answers with the class.

_____16. **Reflect** on hidden sugars, fats, and sodium in processed foods. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

PART 4

APPLY PHASE: What else can you do with what you've learned today?

_____17. **Review** your answers to Exercise #1 – Favorite Foods and make notes about things you want to change. **Read** Information Sheet #1 – Food Plan. **Complete** Exercise #5 – Evaluate Your Nutrition.

_____18. **Complete** the Nutrition Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____19. **Review** the key words of this lesson.

_____20. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Exercise #1 – Favorite Foods

Directions: Complete the table below by listing your top ten favorite foods. Complete the columns for the number of times a week you eat the food and check the healthy column if you consider it a healthy food. Save this exercise. You'll use it later in the lesson.

Favorite Food	Number of times per week	Healthy	Notes
1.		☐	
2.		☐	
3.		☐	
4.		☐	
5.		☐	
6.		☐	
7.		☐	
8.		☐	
9.		☐	
10.		☐	

Exercise #2 – Food Influences

Directions: Consider the factors that affect your food choices. In the Rating column, enter a number from 0 to 10 indicating how strongly each factor affects what you eat (0 = no affect, 10 = greatest affect).

Factors	Description	Rating
Family and friends	You may prefer certain foods because you have grown up eating them at home. Other choices may be influenced by your friends. Still other choices you make may be due to a favorite place to eat in your neighborhood.	
Cultural background	Different cultures have different traditions about what they eat, and perhaps where, how, and with whom they eat. For example, traditionally, Mexican-American families eat a lot of beans, corn, and tortillas; Italian-American families often favor pasta dishes.	
Food availability	Some foods are regional, growing only in certain areas. Some are seasonal and available only in certain months. Fresh blueberries, for example, are plentiful in summer but hard to find in the winter months.	
Time and money	Schedules and budgets can greatly affect a family's food choices.	
Advertising	Have you ever tried a food because you heard about it from radio or television, or saw an Internet ad? Ads can influence our choices to buy certain brands and products over and over. They may also persuade us to try new kinds of foods.	
Knowledge of nutrition	The more you know about the nutrients in different foods, the better you are at choosing foods that supply the nutritional benefits that you need.	
Personal, physical, or medical factors	Some people have allergies or medical conditions that restrict what they can choose to eat. Among the foods that most often cause allergic reactions are milk, peanuts, wheat, and shellfish.	
Personal preferences	Your personal likes and dislikes, and overall health goals, contribute to your food choices. You will have a healthier and more enjoyable eating experience if your preferences include foods that provide nutrients.	
Emotions	Do you turn to food when you are stressed, bored, or unhappy? Don't let your emotions rule your appetite. Emotional eating can lead to an unhealthy diet and weight control problems.	

Exercise #3 – How Much Sugar

Directions: Do you know how much sugar you consume when you grab a quick drink or snack? The following table lists the amount of sugar, in grams, that you might find in several popular foods.

Complete the table below to identify the amount of sugar in these foods. Then, complete the table by converting the grams of sugar into teaspoons of sugar. Round the teaspoons to the nearest tenth.

Use the following unit conversions:
5 grams = 1 teaspoon
48 teaspoons = 1 cup

Example:
1 cup of chocolate milk has 24 grams of sugar

$$\frac{24\ \cancel{grams}}{1} \times \frac{1\ teaspoon}{5\ \cancel{grams}} = \frac{24\ teaspoons}{5} = 4.8\ teaspoons$$

Quantity	Food	Grams of Sugar in each serving	Teaspoons of Sugar
1	Cola (12 oz.)	42	
1	Fat-free, fruit yogurt (8 oz.)	35	
2	Light popcorn (1 cup)	0	
2	Fruit punch drink (8 oz.)	27	
1	Sweetened breakfast cereal (3/4 cup)	15	
1	Three reduced-fat chocolate sandwich cookies	14	
1	Chocolate candy bar (1.55 oz.)	40	
1	Banana (1 medium, 7” long)	14	
1	Pasta (1 cup) with tomato sauce (1/2 cup)	24	
1	Milk (1 cup)	13	
1	Raisins (small box 1.5 oz.)	25	
		TOTAL TEASPOONS:	
		TOTAL CUPS:	

Questions:

1. What did you think about the amount of sugar in any of the food items?

2. How might the results of this change your eating and drinking habits?

Exercise #4 – Food Labels

Directions: Read the ingredients and nutritional information below. Then answer the questions.

Food 1

INGREDIENTS: ENRICHED WHEAT FLOUR (WHEAT FLOUR, NIACIN, REDUCED IRON, THIAMIN MONONITRATE, RIBOFLAVIN, FOLIC ACID), WATER, LOW-MOISTURE PART-SKIM MOZZARELLA CHEESE (PART-SKIM MILK, CHEESE CULTURE, SALT, ENZYMES), COOKED SEASONED PIZZA TOPPING (PORK, WATER, MECHANICALLY SEPARATED CHICKEN, TEXTURED VEGETABLE PROTEIN [SOY PROTEIN CONCENTRATE, CARAMEL COLOR], SPICES, SALT, SUGAR, SODIUM PHOSPHATE, PAPRIKA, PORK FLAVOR [MODIFIED CORN STARCH, PORK FAT, NATURAL FLAVORS, PORK STOCK, GELATIN, AUTOLYZED YEAST EXTRACT, SODIUM PHOSPHATE, THIAMINE HYDROCHLORIDE, SUNFLOWER OIL, PROPYL GALLATE], CARAMEL COLOR, SPICE EXTRACTIVES, BHA, BHT, CITRIC ACID. COOKED IN PORK FAT OR BEEF FAT OR VEGETABLE OIL), TOMATO PASTE, PEPPERONI MADE WITH PORK, CHICKEN AND BEEF (PORK, MECHANICALLY SEPARATED CHICKEN, BEEF, SALT, CONTAINS 2% OR LESS OF SPICES, DEXTROSE, PORK STOCK, LACTIC ACID STARTER CULTURE, OLEORESIN OF PAPRIKA, FLAVORING, SODIUM NITRITE, SODIUM ASCORBATE, PAPRIKA, NATURAL SMOKE FLAVOR, BHA, BHT, CITRIC ACID), SUGAR, WHEAT GLUTEN, VEGETABLE OIL (SOYBEAN OIL AND/OR CORN OIL), DEGERMINATED WHITE CORN MEAL, YEAST, SALT, DEGERMINATED YELLOW CORN MEAL, SEASONING BLEND (SALT, SPICE, DRIED GARLIC), BAKING POWDER (BAKING SODA, SODIUM ALUMINUM PHOSPHATE), DATEM, SODIUM STEAROYL LACTYLATE, ASCORBIC ACID (DOUGH CONDITIONER). CONTAINS: MILK, SOY, WHEAT.

NUTRITIONAL INFO
Serving Size 1/6 [redacted] (143g)
Servings per Container 6

Amount Per Serving	
Calories 350	Calories from Fat 130
	% Daily Value*
Total Fat 14g	22%
Saturated Fat 6g	30%
Trans Fat 0g	
Cholesterol 25mg	8%
Sodium 940mg	39%
Total Carbohydrates 40g	13%
Dietary Fiber 2g	8%
Sugars 6g	
Protein 17g	
Vitamin A 6%	Calcium 20%
Vitamin C 4%	Iron 15%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

1. What food is described by this labeling?

2. If you ate ½ instead of the 1/6 serving size, how many calories would that be?

3. Assuming you eat three servings, what would you eat the rest of the day to stay within 2000 calories?

Food 2

Ingredients: Potatoes, Vegetable Oil (Canola Oil, Soybean Oil, Hydrogenated Soybean Oil, Natural Beef Flavor [Wheat and Milk Derivatives]*, Citric Acid [Preservative]), Dextrose, Sodium Acid Pyrophosphate (Maintain Color), Salt. Prepared in Vegetable Oil (Canola Oil, Corn Oil, Soybean Oil, Hydrogenated Soybean Oil) with TBHQ and Citric Acid to preserve freshness of the oil and Dimethylpolysiloxane to reduce oil splatter when cooking.

*Natural beef flavor contains hydrolyzed wheat and hydrolyzed milk as starting ingredients.

Serving Size 2.6 oz. (75 g)
2g Protein

Amount Per Serving

Calories 350	Calories from Fat 100
	% Daily Value
Total Fat 11g	17%
Saturated Fat 1.5g	8%
Trans Fat 0g	0%
Cholesterol 0mg	0%
Sodium 130mg	5%
Total Carbs 30g	10%
Dietary Fiber 2g	10%
Sugars 0g	0%
Protein 2g	
Vitamin A 0IU	0%
Calcium 10mg	0%
Iron 0.5mg	4%
Vitamin C 18mg	30%

1. What food is described by this labeling?

2. The serving size is 2.6 oz. This is the smallest portion you can buy—it weighs about the same as three CDs or DVDs. Is this the size you usually order when you eat this food? Why or why not?

   Do you consider this a high fat food? Explain your answer.

3. When you eat this food, what other foods do you usually eat with it? Are these other foods considered high in fat, sugar, or sodium?

Food 3

Ingredients: Corn, Vegetable Oil (Corn, Canola, and/or Sunflower Oil), Maltodextrin (Made From Corn), Salt, Tomato Powder, Corn Starch, Lactose, Whey, Skim Milk, Corn Syrup Solids, Onion Powder, Sugar, Garlic Powder, Monosodium Glutamate, Cheddar Cheese (Milk, Cheese Cultures, Salt, Enzymes), Dextrose, Malic Acid, Buttermilk, Natural and Artificial Flavors, Sodium Acetate, Artificial Color (Including Red 40, Blue 1, Yellow 5), Sodium Caseinate, Spice, Citric Acid, Disodium Inosinate, and Disodium Guanylate.

Nutrition Facts

Serving Size 1 oz (28g/About 12 [redacted])

Amount Per Serving

Calories 150	Calories from Fat 70
	% Daily Value*
Total Fat 8g	**12%**
Saturated Fat 1g	**5%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 180mg	**8%**
Total Carbohydrate 18g	**6%**
Dietary Fiber 2g	**6%**
Sugars less than 1g	
Protein 2g	

Vitamin A 0%	•	Vitamin C 0%
Calcium 2%	•	Iron 0%
Vitamin E 6%	•	Thiamin 4%
Riboflavin 2%	•	Vitamin B_6 4%
Phosphorus 4%	•	Magnesium 4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

1. What food is described by this labeling?

2. The serving size is 1 oz. or 12 of the items. One ounce is about the weight of five quarters. When you eat this item, how much do you usually eat?

   Is this a high fat food? Explain your answer.

3. When you eat this food, what other foods do you usually eat with it? Are these other foods considered high in fat, sugar, or sodium?

Food 4

Ingredients: Tomato Concentrate, Distilled Vinegar, High Fructose Corn Syrup, Corn Syrup, Salt, Spice, Onion Powder, Natural Flavoring.

Nutrition Facts

Amount Per
1 tbsp (17 g)
Calories 19
% Daily Value*

Total Fat 0 g	0%
Saturated fat 0 g	0%
Polyunsaturated fat 0 g	
Monounsaturated fat 0 g	
Cholesterol 0 mg	0%
Sodium 154 mg	6%
Potassium 54 mg	1%
Total Carbohydrate 4.5 g	1%
Dietary fiber 0.1 g	0%
Sugar 3.7 g	
Protein 0.2 g	0%

Vitamin A	1%	Vitamin C	1%
Calcium	0%	Iron	0%
Vitamin D	0%	Vitamin B-6	0%
Vitamin B-12	0%	Magnesium	0%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

1. What food is described by this labeling?

2. The serving size is 1 tablespoon. One serving contains 3.7 grams of sugar. How many teaspoons is that? (5 grams = 1 teaspoon)

   There are about three teaspoons in one tablespoon. Do you consider this food to be a high in sugar? Explain your answer.

   Why do you think sugar is added to this food?

3. When you eat this food, what other foods do you usually eat with it? Are these other foods considered high in fat, sugar, or sodium?

Food 5

INGREDIENTS:
Chicken stock, enriched egg noodles (wheat flour, egg solids, niacin, ferrous sulfate, thiamine, mononitrate, riboflavin, folic acid), cooked chicken meat, water, contains less than 2% of the following ingredients: salt, chicken fat, cooked mechanically separated chicken, monosodium glutamate, cornstarch, onion powder, modified food starch, yeast extract, spice extract, soy protein isolate, sodium phosphates, beta carotene for color, chicken flavor (contains chicken stock, chicken powder, chicken fat), flavoring, dehydrated garlic.

Nutrition Facts

Amount Per Serving (serving size) = 1/2 cup condensed

Calories 60

Fat Calories 20

Total Fat 2g

Sat. Fat 0.5g

Trans Fat 0g

Polyunsaturated Fat 0g

Monounsaturated Fat 0.5g

Cholesterol 15mg

Sodium 890mg

Total Carb. 8g

Dietary Fiber 1g

Sugars 1g

Protein 3g

Potassium 50mg

% Daily Values**

Vitamin A 4%

Vitamin C 0%

Calcium 0%

Iron 2%

** % Daily Values (DV) is based on a 2,000 calorie diet.

1. What food is described by this labeling?

2. From what you know about nutrition, what about this food would you consider unhealthy?

3. The serving size of this food is 1/2 cup. Is this usually how much you consume of this food? If you consume one cup, how does that impact the unhealthy aspect of the food?

4. When you eat this food, what other foods do you usually eat with it? Are these other foods considered high in fat, sugar, or sodium?

Exercise #5 – Evaluate Your Nutrition

Directions: Review what you wrote on Exercise #1 – Favorite Foods. From what you've learned about good nutrition and healthy eating habits, rate yourself from 0-10 on how well you currently follow the 10 tips for healthy eating. Use the Notes column to list changes you want to make in your eating habits. You'll use this exercise as part of the performance assessment task for this lesson.

Healthy Eating Habits	Rate Yourself	Notes
Balance calories		
Enjoy your food, but eat less		
Avoid oversized portions		
Foods to eat more often		
Make half your plate fruits and vegetables		
Switch to fat-free or low-fat milk		
Make half your grains whole grains		
Foods to eat less often		
Compare sodium in foods		
Drink water instead of sugary drinks		

Information Sheet #1 – Food Plan

My Daily Food Plan

Based on the information you provided, this is your daily recommended amount for each food group.

GRAINS 6 ounces	VEGETABLES 2 1/2 cups	FRUITS 2 cups	DAIRY 3 cups	PROTEIN FOODS 5 1/2 ounces
Make half your grains whole Aim for at least **3 ounces** of whole grains a day	**Vary your veggies** Aim for these amounts **each week:** **Dark green veggies** = 1 1/2 cups **Red & orange veggies** = 5 1/2 cups **Beans & peas** = 1 1/2 cups **Starchy veggies** = 5 cups **Other veggies** = 4 cups	**Focus on fruits** Eat a variety of fruit Choose whole or cut-up fruits more often than fruit juice	**Get your calcium-rich foods** Drink fat-free or low-fat (1%) milk, for the same amount of calcium and other nutrients as whole milk, but less fat and Calories Select fat-free or low-fat yogurt and cheese, or try calcium-fortified soy products	**Go lean with protein** Twice a week, make seafood the protein on your plate Vary your protein routine—choose beans, peas, nuts, and seeds more often Keep meat and poultry portions small and lean

Find your balance between food and physical activity

Be physically active for at least **60 minutes** each day.

Know your limits on fats, sugars, and sodium

Your allowance for oils is **6 teaspoons** a day.
Limit Calories from solid fats and added sugars to **260 Calories** a day.
Reduce sodium intake to less than **2300 mg** a day.

Your results are based on a 2000 Calorie pattern. **Name:** _____

This Calorie level is only an estimate of your needs. Monitor your body weight to see if you need to adjust your Calorie intake.

My Daily Food Plan Worksheet

Check how you did today and set a goal to aim for tomorrow

Write in Your Food Choices for Today	Food Group	Tip	Based on a 2000 Calorie pattern. Your Goals Are:	Match Your Food Choices with Each Food Group	Estimate Your Total
	GRAINS	Make at least half your grains whole grains	**6 ounce equivalents** (1 ounce equivalent is about 1 slice bread; 1 ounce ready-to-eat cereal; or ½ cup cooked rice, pasta, or cereal)		ounce equivalents
	VEGETABLES	Aim for variety every day; pick vegetables from several subgroups: Dark green, red & orange, beans & peas, starchy, and other veggies	**2½ cups** (1 cup is 1 cup raw or cooked vegetables, 2 cups leafy salad greens, or 1 cup100% vegetable juice)		cups
	FRUITS	Select fresh, frozen, canned, and dried fruit more often than juice	**2 cups** (1 cup is 1 cup raw or cooked fruit, ½ cup dried fruit, or 1 cup 100% fruit juice)		cups
	DAIRY	Include fat-free and low-fat dairy foods every day	**3 cups** (1 cup is 1 cup milk, yogurt, or fortified soy beverage; 1½ ounces natural cheese; or 2 ounces processed cheese)		cups
	PROTEIN FOODS	Aim for variety—choose seafood, lean meat & poultry, beans, peas, nuts, and seeds each week	**5½ ounce equivalents** (1 ounce equivalent is 1 ounce lean meat, poultry, or seafood; 1 egg; 1 Tbsp peanut butter; ¼ cup cooked beans or peas; or ½ ounce nuts or seeds)		ounce equivalents
	PHYSICAL ACTIVITY	Be active every day. Choose activities that you like and fit into your life.	Be physically active for at least **60 minutes** each day.	Some foods and drinks, such as sodas, cakes, cookies, donuts, ice cream, and candy, are high in fats and sugars. Limit your intake of these.	minutes

How did you do today? ☐ Great ☐ So-So ☐ Not so Great

My food goal for tomorrow is: _____

My activity goal for tomorrow is: _____

Performance Assessment Task

Chapter 6: Health and Fitness

Nutrition [U2C6L3]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Develop a personal nutritional plan to promote health

Directions

For this performance assessment task, you will summarize your plan to improve your nutrition. For this assessment you will:

1. Review the exercises you completed for this lesson and Information Sheet #1 – Food Plan. Think about what you've learned about healthy food choices and your own food preferences/habits.

2. Write a plan for improving your nutrition, evaluating your current eating habits, changes you'll make in your habits, and how you'll evaluate your progress toward your goals. Your plan should be written in paragraph format and may contain information in tables or charts.

3. Use the attached scoring guide criteria for what you need to do to complete this task.

4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Nutrition Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your plan describes current weaknesses in nutrition	met ◯ not met ◯
2. Your plan describes your healthy-eating goals	met ◯ not met ◯
3. Your plan describes changes you'll make in eating habits to improve nutrition	met ◯ not met ◯
4. Your summary describes the steps you'll take to achieve your goals, using the SMART process	met ◯ not met ◯
5. Your summary is concise and well written	met ◯ not met ◯
6. Your summary uses correct spelling and grammar	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 6: Health and Fitness

Body Image [U2C6L4]

What you will accomplish in this lesson:

Examine how body image, eating, and physical activity affect whole health

Why this lesson is important:

How do you react when you look at yourself in the mirror? How do you feel about your appearance? Trying to look the same as a model, movie star, athlete, or anyone else can be unhealthy and unrealistic. It can also harm your health. In this lesson, you'll learn about developing a healthy body and a healthy body image. You'll learn the factors that affect your weight and the dangers of eating disorders.

Essential Question:

How can you develop a healthy body image?

What you will learn in this lesson (Learning Objectives):

- Define body image
- Describe how to measure body composition
- Compare the factors that influence overweight and underweight people
- Explain how to balance exercise and calories for an appropriate weight
- Describe the symptoms of eating disorders
- Define key words: anorexia nervosa, Basal Metabolic Rate, body composition, body image, Body Mass Index, bulimia nervosa, empty calories, endocrine system, fasting, obsession

You will have successfully met this lesson's purpose:

- by writing a summary evaluating body image
- when your summary explains why your current body image is accurate or not
- when your summary includes changes you want to make to improve your body image
- when your summary reflects on what a positive body image means for your whole health

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about body image. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. With your team, **review** the images in the magazine (or other source). As you look at the people, what do you notice about them? How are they different from each other? How are they alike? Do you want to look like any one of them?

_____3. **Participate** in a class survey about the images you just saw.

GATHER PHASE: So, what else do you need to know or learn?

_____4. **Listen** to a briefing on body image and body composition. **View** the animation on body shapes. **Take notes** in your Cadet Notebook.

_____5. **Read** the "Weight Problems and Diet" section in your student text. **Take notes** in your Cadet Notebook.

_____6. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?

_____7. **Complete** Exercise #1 – Under, Over, or Okay? **Review** the correct answers with your class.

_____8. **Reflect** on what it means to have a "normal" weight. **Answer** the Reflection Question(s) presented by your instructor.

PART 2

GATHER PHASE: So, what else do you need to know or learn?

_____9. **Read** the "Managing Your Appropriate Weight" section in your student text. **Take notes** in your Cadet Notebook.

_____10. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?

_____11. **Complete** Exercise #2 – How Many Calories? **Be prepared** to share your answers with the class.

_____12. **Reflect** on how much you exercise. **Answer** the Reflection Question(s) presented by your instructor.

PART 3

GATHER PHASE: So, what else do you need to know or learn?

_____13. **Listen** to a briefing about eating disorders. **Take notes** in your Cadet Notebook.

_____14. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?

_____15. **Complete** Exercise #3 – Body Image. **Be prepared** to share it with your team for feedback. **Take notes** on the feedback you receive.

_____16. **Reflect** on your own body image. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____17. **Complete** the Body Image Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____18. **Review** the key words of this lesson.

_____19. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Exercise #1 – Under, Over, or Okay?

Directions: Read the descriptions in the left column. For each one, decide if the person is underweight, overweight, or is within the healthy range of weight for his or her body.

Description	**Under, Over, or Okay?**
1. Tom is 6’1” and weighs 150 pounds.	
2. Tessa is 5’2”, has a large frame, and weighs 143 pounds.	
3. Melanie is 5’6”, has a medium frame, and weighs 143 pounds.	
4. Howard is 5’6”, has a medium frame, and weighs 151 pounds.	
5. Jack is 5’11”, has a large frame, and weighs 190 pounds.	
6. Jorge is 5’9” and weighs 151 pounds.	
7. Tammy is 5’9” and weighs 160 pounds.	

Information Sheet #1 – Weight/Height/Frame Charts

For Men 25-59 years of age

Height in Feet & Inches	Small Frame	Medium Frame	Large Frame
5'2"	128-134	131-141	138-150
5'3"	130-136	133-143	140-153
5'4"	132-138	135-145	142-156
5'5"	134-140	137-148	144-160
5'6"	136-142	139-151	146-164
5'7"	138-145	142-154	149-168
5'8"	140-148	145-157	152-172
5'9"	142-151	151-163	155-176
5'10"	144-154	151-163	158-180
5'11"	146-157	154-166	161-184
6'0"	149-160	157-170	164-188
6'1"	152-164	160-174	168-192
6'2"	155-168	165-178	172-197
6'3"	158-172	167-182	176-202
6'4"	162-176	171-187	181-207

For Women 25-59 years of age

Height in Feet & Inches	Small Frame	Medium Frame	Large Frame
4'10"	102-111	109-121	118-131
4'11"	103-113	111-123	120-134
5'0"	104-115	113-126	122-137
5'1"	106-118	115-129	125-140
5'2"	108-121	118-132	128-143
5'3"	111-124	121-135	131-147
5'4"	114-127	124-138	134-151
5'5"	117-130	127-141	137-155
5'6"	120-133	130-144	140-159
5'7"	123-136	133-147	143-163
5'8"	126-139	136-150	146-167
5'9"	129-142	139-153	149-170
5'10"	132-145	142-156	152-173
5'11"	135-148	145-159	155-176
6'0"	138-151	148-162	158-179

Exercise #2 – How Many Calories?

Directions: Review the section in your textbook on your Basal Metabolic Rate (BMR) and Harris Benedict Equation. Calculate your BMR, identify your total calorie needs based on your activity level, and answer the questions.

1. Calculate your BMR:

Women:

1. BMR = 655 + (4.35 x _____) + (4.7 x _____) – (4.7 x _____)
(weight in pounds) (height in inches) (age in years)

2. BMR = 655 + (_____) + (_____) – (_____)

3. BMR = _____ calories

Men:

1. BMR = 66 + (6.23 x _____) + (12.7 x _____) – (6.8 x _____)
(weight in pounds) (height in inches) (age in years)

2. BMR = 66 + (_____) + (_____) – (_____)

3. BMR = _____ calories

2. Determine your total daily calorie needs: complete **only one** equation that relates to your activity level.

Activity Level	Calorie Calculation	Total Daily Calorie Needs
Little or no exercise	_____ (BMR) x 1.2 =	
Light exercise/sports (1-3 days/week)	_____ (BMR) x 1.375 =	
Moderate exercise/sports (3-5 days/week)	_____ (BMR) x 1.55 =	
Hard exercise/sports (6-7 days/week)	_____ (BMR) x 1.725 =	
Very hard exercise/sports and physical job	_____ (BMR) x 1.9 =	

Questions:

1. How does the amount of sleep you get affect your body and metabolism?

2. What can you do to help increase your metabolic rate?

3. Why is it important to know what your BMR and total calorie needs are?

Exercise #3 – Body Image

Directions: Use the space below to describe yourself to someone who has never met you. Use third person in your descriptions.

For example:

1. Paul is a tall, somewhat chubby guy.
2. Paul loves ice cream, pizza, and taco corn chips.
3. He generally eats nutritious foods, but usually indulges in his favorite foods on the weekend.
4. Paul is not on a sports team, but plays sports informally with friends in his neighborhood.
5. Paul wishes he was less chubby, but is happy that he is tall. He knows that he is not very quick on his feet but is proud that he is very strong. Paul can lift his own weight!

1. General Description:

2. Favorite Foods:

3. Eating Habits:

4. Exercise/Physical Activities:

5. Body Image Likes/Dislikes:

Performance Assessment Task

Chapter 6: Health and Fitness

Body Image [U2C6L4]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Examine how body image, eating, and physical activity affect whole health

Directions

For this performance assessment task, you will evaluate your own body image. For this assessment you will:

1. Review what you wrote about yourself in Exercise #3 – Body Image and the notes you took from the feedback you received.

2. Write a few paragraphs evaluating your body image. Explain why your current body image is accurate or not, based on the feedback you received. Describe any healthy changes you'd like to make. Reflect on what "feeling good about your physical self" means to you and how it affects your whole health.

3. Use the attached scoring guide criteria for what you need to do to complete this task.

4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Body Image Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your summary explains why your current body image is accurate or not, citing examples from the feedback you received on Exercise #3 – Body Image	met ◯ not met ◯
2. Your summary includes changes you want to make to improve your body image	met ◯ not met ◯
3. Your summary reflects on what a positive body image means for your whole health	met ◯ not met ◯
4. Your summary is concise and well written	met ◯ not met ◯
5. Your summary uses correct spelling and grammar	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 7: Service Learning

Evaluating a Service Learning Project

[U2C7L1]

What you will accomplish in this lesson:

Evaluate the effectiveness of a service learning project

Why this lesson is important:

Now that you have an idea of what service learning is all about, what comes next? After completing a service project, you need to be able to evaluate the effectiveness of the service learning activities. In this lesson, you will evaluate the effectiveness of the service project, the integration of the curriculum into the service activity, and what you learned through reflection.

Essential Question:

Why does service learning integrate the curriculum into the service activity?

What you will learn in this lesson (Learning Objectives):

- Describe a service learning experience using the four quadrant model
- Identify the three stages of the after action review
- Identify three types of service
- Define key words: advocacy service, after action review, analysis, direct service, indirect service, integration, observation, placement, project

You will have successfully met this lesson's purpose:

- when you present evaluation results in a report or presentation
- when you reflect on the learning experience, adding thoughts, insights, and processes into your Learning Logs
- when you evaluate your service learning experience using the four quadrant model
- when you identify what was learned and how the experiences fostered change
- when you summarize the impact the experience had on the team and individual members
- when you compare the service learning goals to the actual results
- when your Learning Log includes regular (defined by instructor) entries throughout the duration of the project
- when your Learning Log entries reflect observations and reactions to experiences throughout the project
- when your Learning Log entries document that learning objectives were met
- when your Learning Log entries are dated, in chronological order, and grammatically correct

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** how the service project was meaningful to you. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. **Write** a help wanted ad for service learning participants.

_____3. **Share** help wanted ads with the class.

GATHER PHASE: So, what else do you need to know or learn?

_____4. **Read** about your assigned topic in your student text. **Create** a graphic organizer (or Thinking Map®) to illustrate your ideas.

_____5. **Jigsaw** your graphic organizer (or Thinking Map®) with other Cadets.

_____6. **View** the animation on Service Learning Quadrants. **Determine** which quadrant and level of integration the exploratory project belongs in.

_____7. **Answer** the reinforcing question(s).

PART 2

PROCESS PHASE: Now what can you do with this new information you've learned?

_____8. **Complete** Exercise #1 – Service Learning Quadrants.

_____9. **Share** the results of Exercise #1 – Service Learning Quadrants with a partner.

_____10. **Participate** in a discussion on the scenarios presented in the exercise.

_____11. **Reflect** on the importance of integrating curriculum with service in service learning. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____12. **Review** Handout #1 - Checklist B - Service Learning Project Presentation Checklist. **Listen** to a briefing about the role Service Learning Evaluation plays in preparing for a unit evaluation by brigade staff.

_____13. **Complete** the Evaluating a Service Learning Project Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____14. **Review** the key words of this lesson.

_____15. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Exercise #1 – Service Learning Quadrants

Directions: Review the quadrants below and evaluate the scenarios by filling in the blanks to determine what quadrants they belong in and why they belong there.

1 **High Service** **High Integration**	**2** **High Service** **Low Integration**
3 **Low Service** **High Integration**	**4** **Low Service** **Low Integration**

High service meets a clear and important need; it is organized and implemented by Cadets. High integration with the JROTC curriculum addresses classroom goals, incorporates classroom content, and improves course-related knowledge and skills.

Scenario A: Cadets organize a food drive for the local food pantry after completing their studies about Communicating with Others. This example is _____ service, _____ integration, and belongs in quadrant #_____.

Scenario B: A Cadet platoon participates in a local Veterans Day parade after completing their lesson and lab sessions on Executing Platoon Drill. This example is _____ service, _____ integration, and belongs in quadrant #_____.

Scenario C: The teacher assigns Cadets to raise and lower the flag at school after completing their lesson on Your Role as a Citizen. This example is _____ service, _____ integration, and belongs in quadrant #_____.

Scenario D: After studying lessons about Health and Nutrition, Cadets work with elementary age students as mentors to help them develop and deploy individual health and wellness plans. They also met with them weekly to assess progress and workout together. This example is _____ service, _____ integration, and belongs in quadrant # _____.

Performance Assessment Task

Chapter 7: Service Learning

Evaluating a Service Learning Project [U2C7L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Evaluate the effectiveness of a service learning project

Directions

For this performance assessment task, you will present evaluation results in a report or presentation and reflect on the learning experience adding thoughts, insights, and processes into your Learning Log. For this assessment you will:

1. Record your final thoughts and reflections on your service learning project in your Learning Log.
2. Create a report or short visual presentation on your experience to share with others that addresses the evaluation criteria.
3. Use the four quadrant model to evaluate your service learning experience including a short justification for your decision.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Evaluating a Service Learning Project Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You evaluate your service learning experience using the four quadrant model	met ◯ not met ◯
2. You identify what was learned and how the experiences fostered change	met ◯ not met ◯
3. You summarize the impact the experience had on the team and individual members	met ◯ not met ◯
4. You compare the service learning goals to the actual results	met ◯ not met ◯
5. Your Learning Log includes regular (defined by instructor) entries throughout the duration of the project	met ◯ not met ◯
6. Your Learning Log entries reflect observations and reactions to experiences throughout the project	met ◯ not met ◯
7. Your Learning Log entries document that learning objectives were met	met ◯ not met ◯
8. Your Learning Log entries are dated, in chronological order, and grammatically correct	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 8: Citizenship and Government

Our American Government [U2C8L1]

What you will accomplish in this lesson:

Evaluate the important elements of our democratic government

Why this lesson is important:

In this lesson, you'll learn about why we need government and how our American government was shaped by the U.S. Constitution. You'll also see that our government is like a living thing—it changes over time in response to changes in our nation and the world.

Essential Question:

How do elements of our government sustain our way of life?

What you will learn in this lesson (Learning Objectives):

- Explain the need for government
- Identify the principles of American democracy
- Explain how the U.S. Constitution provides the basis for our government
- Compare the roles of the executive, legislative, and judicial branches of government
- Explain how the Constitution can change over time
- Describe the different ways the Constitution is interpreted
- Define key words: Amendments, Articles, Constitution, direct democracy, federal government, government, Preamble, representative democracy

You will have successfully met this lesson's purpose:

- when your summary evaluates a change to one part of the Constitution
- when your summary identifies the part of the Constitution you are "changing" and the changes made to it
- when your summary describes how the change might affect different aspects of American life
- when your summary includes both potential advantages and disadvantages to the change
- when your summary realistically evaluates the value of the change and provides reasons for or against making the change

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

Unit 2

PART 1

INQUIRE PHASE: What do you already know?

_____1. **Think about** what you know about our American government. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. With your team, **brainstorm** the ways our national government affects your everyday life. **Create** a Bubble Map to show your team's ideas. **Be prepared** to share your map with the class.

GATHER PHASE: So, what else do you need to know or learn?

_____3. **Read** "The Need for Government" and "The Levels of Government" sections in your student text. **Take notes** in your Cadet Notebook.

_____4. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?

_____5. **Complete** Exercise #1 – Functions and Levels of Government. **Be prepared** to share your answers.

_____6. **Reflect** on the importance of government at different levels. **Answer** the Reflection Question(s) presented by your instructor.

PART 2

GATHER PHASE: So, what else do you need to know or learn?

_____7. **Listen** to a briefing on democratic government and principles of American democracy.

_____8. **Participate** in a class discussion about the "tyranny of the majority."

_____9. **Read** "The U.S. Constitution" and "How the Constitution is Interpreted" sections in your student text. **Take notes** in your Cadet Notebook.

_____10. With your class, **play** the "In the Constitution?" game.

_____11. **Answer** the reinforcing question(s).

PART 3

PROCESS PHASE: Now what can you do with this new information you've learned?

_____12. With your team, **choose** one part of the Constitution (Preamble, Articles, or Amendments) and change the meaning/wording of one thing. **Create** a Flow Chart speculating how this one change could have an effect on aspects of American democracy.

_____13. **Present** your Flow Chart to your class.

_____14. **Reflect** on potential changes to the Constitution. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____15. **Complete** the Our American Government Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____16. **Review** the key words of this lesson.

_____17. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Exercise #1 – Functions and Levels of Government

Directions: Complete the questions below.

1. Describe the importance of one of the government functions at each of the levels:

   a. Federal Government (national level):

   b. State Government:

   c. Local Government:

2. Describe how each of the above government functions affect people at each of the levels:

   a. Federal Government:

   b. State Government:

   c. Local Government:

Performance Assessment Task

Chapter 8: Citizenship and Government

Our American Government [U2C8L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Evaluate the important elements of our democratic government

Directions

For this performance assessment task, you will write a summary explaining why one part of the Constitution is vital to our American way of life. For this assessment you will:

1. Use your team's Flow Chart from the Process Phase to explain the importance of one part of the Constitution. You may also choose something different than what your team selected. Your summary should:

    a. Identify the part of the Constitution you are "changing" and the changes you are making to it.

    b. Describe how the change might affect different aspects of American life. Be sure to include both potential advantages and disadvantages.

    c. Assess if the change is for the better or worse.

2. Use the attached scoring guide criteria for what you need to do to complete this task.

3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Our American Government Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your summary identifies the part of the Constitution you are "changing" and the changes you are making to it	met ◯ not met ◯
2. Your summary describes how the change might affect different aspects of American life	met ◯ not met ◯
3. Your summary includes both potential advantages and disadvantages to the change	met ◯ not met ◯
4. Your summary realistically evaluates the value of the change and provides reasons for or against making the change	met ◯ not met ◯
5. Your summary is neatly presented and includes proper spelling, grammar, and punctuation	met ◯ not met ◯
6. Your summary is coherent and well-organized	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 8: Citizenship and Government

Rights of Citizens [U2C8L2]

What you will accomplish in this lesson:

Analyze the rights of U.S. citizens

Why this lesson is important:

Citizens are people with certain rights and duties under a government, who owe allegiance to that government. Every country has rules about how people gain citizenship. In this lesson, you'll learn about how citizenship happens in the United States. You'll also learn about the rights of citizens.

How do the rights of citizens contribute to our American democracy?

What you will learn in this lesson (Learning Objectives):

- Explain how a person becomes a U.S. citizen
- Compare the rights of U.S. citizens to the rights of legal and illegal immigrants
- Identify the amendments in the Bill of Rights
- Explain how the Bill of Rights contributes to a free society
- Identify changes made to the Constitution to protect the voting rights of all American citizens
- Define key words: asylum, double jeopardy, due process, eminent domain, extracurricular, forfeited, green card, immigrant, indictment, libel, naturalization, petition, poll taxes, search warrant, self-incrimination, slander, visa

You will have successfully met this lesson's purpose:

- by writing a persuasive paper on a current citizen rights issue
- when your paper describes a current citizen rights issue
- when your paper identifies one or more amendments to the Constitution that may have a bearing on this issue
- when your paper describes at least two different opinions on the issue
- when your paper supports your own opinion on the issue with facts and appropriate reasoning

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

PART 1

INQUIRE PHASE: What do you already know?

Unit 2

_____1. **Think about** what you know about citizenship. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. With your team, **create** a KWL Chart on citizenship. **Be prepared** to share your chart with your class.

GATHER PHASE: So, what else do you need to know or learn?

_____3. **Read** the" Who is a Citizen?" section in your student text. **Take notes** in your Cadet Notebook.

_____4. **Listen** to a briefing about the rights of immigrants. **Take notes** on the briefing.

_____5. **Answer** the reinforcing question(s).

PROCESS PHASE: Now what can you do with this new information you've learned?

_____6. **Complete** Exercise #1 – Citizen and Non-Citizen Rights. **Review** your answers with your class.

_____7. **Reflect** on the rights of non-citizens. **Answer** the Reflection Question(s) presented by your instructor.

PART 2

GATHER PHASE: So, what else do you need to know or learn?

_____8. **Listen** to a briefing on the Bill of Rights.

_____9. **Read** the assigned section of your student text with your team. **Prepare** a four-minute presentation to explain your topic to your class. **Use** chart paper or other media in your presentation.

_____10. **Present** your assigned topic to the class. **Answer** questions from other Cadets about your topic.

_____11. **Answer** the reinforcing question(s).

PART 3

PROCESS PHASE: Now what can you do with this new information you've learned?

_____12. **Listen** to a briefing about a citizen rights topic. **Use** what you have learned about citizen rights to discuss/debate the issues involved.

_____13. **Reflect** on current citizen rights issues. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?

_____14. **Complete** the Rights of Citizens Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____15. **Review** the key words of this lesson.

_____16. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities in this lesson as modified by your instructor.

Exercise #1 – Citizen and Non-Citizen Rights

Directions: Use the list below to show which rights citizens and non-citizens have.

1. due process
2. right to remain silent
3. right to file lawsuits
4. vote
5. hold a job
6. go to school
7. own property
8. work at government jobs
9. carry ID cards at all times
10. food stamps
11. run for office
12. serve on a jury

Citizens	Legal Immigrants	Illegal Immigrants

Handout #1 – Court Rulings on Student Rights

Ingraham v. Wright (1977)

Citizen Rights: Spanking or other corporal punishment in school

Supreme Court Ruling Summary: Teachers and principals can use corporal punishment if it is allowed by the local school district or state.

Hazelwood School District v. Kuhlmeier (1988)

Citizen Rights: School newspapers and freedom of the press

Supreme Court Ruling Summary: Schools can censor school newspapers run by students. School newspapers are not a public forum in the same way as other media.

Vernonia School District v. Acton (1995)

Citizen Rights: Forcing student athletes to take drug tests

Supreme Court Ruling Summary: Schools can mandate drug testing of athletes. Athletes volunteer to participate in sports. Schools mandate other safety criteria for student athletes: have physical exams, minimum grade point averages, insurance coverage, and so on.

West Side Community Schools v. Mergens (1990)

Citizen Rights: The rights of students to form clubs at public schools

Supreme Court Ruling Summary: Schools that allow student-interest clubs cannot exclude clubs that are religious or political. This does not apply to schools that only allow curriculum-based clubs, such as French Club or Math Club.

Performance Assessment Task

Chapter 8: Citizenship and Government

Rights of Citizens [U2C8L2]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Analyze the rights of U.S. citizens

Directions

For this performance assessment task, you will write a persuasive paper on a current citizen rights issue. For this assessment you will:

1. Choose a current citizen rights issue or one assigned by your instructor. Identify which amendment(s) might apply to the issue.

2. Describe at least two different points-of-view about the issue. State your own opinion about the issue and support your opinion with facts.

3. Use the attached scoring guide criteria for what you need to do to complete this task.

4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Rights of Citizens Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You describe a current citizen rights issue	met ◯ not met ◯
2. You identify one or more amendments to the Constitution that may have a bearing on this issue	met ◯ not met ◯
3. You describe at least two different opinions on the issue	met ◯ not met ◯
4. You support your own opinion on the issue with facts and appropriate reasoning	met ◯ not met ◯
5. Your paper is neatly presented and includes proper spelling, grammar, and punctuation	met ◯ not met ◯
6. Your paper is coherent and well-organized	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

Notes:

Quick Write:

Reflection(s):

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U.S. Army Cadet Command - Fort Knox, Kentucky

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