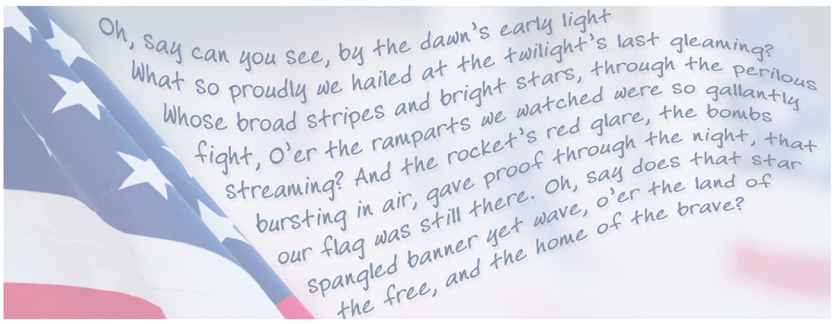
ARMY JROTC

LEADERSHIP 1

Education and Training

UNIT 1: LET 1 - THE EMERGING LEADER



"To Motivate Young People to Be Better Citizens"

CADET NOTEBOOK

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Name: _____

LEADERSHIP
Education and Training

UNIT 1: LET 1
The Emerging Leader

CADET NOTEBOOK

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

HEADQUARTERS, DEPARTMENT OF THE ARMY

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Global Resources Preface

The global resources in your Cadet Notebook are documents you may use throughout LET 1 as a quick reference to content from individual lessons. Familiarize yourself with these resources which are located before the LET 1 Student Learning Plans.

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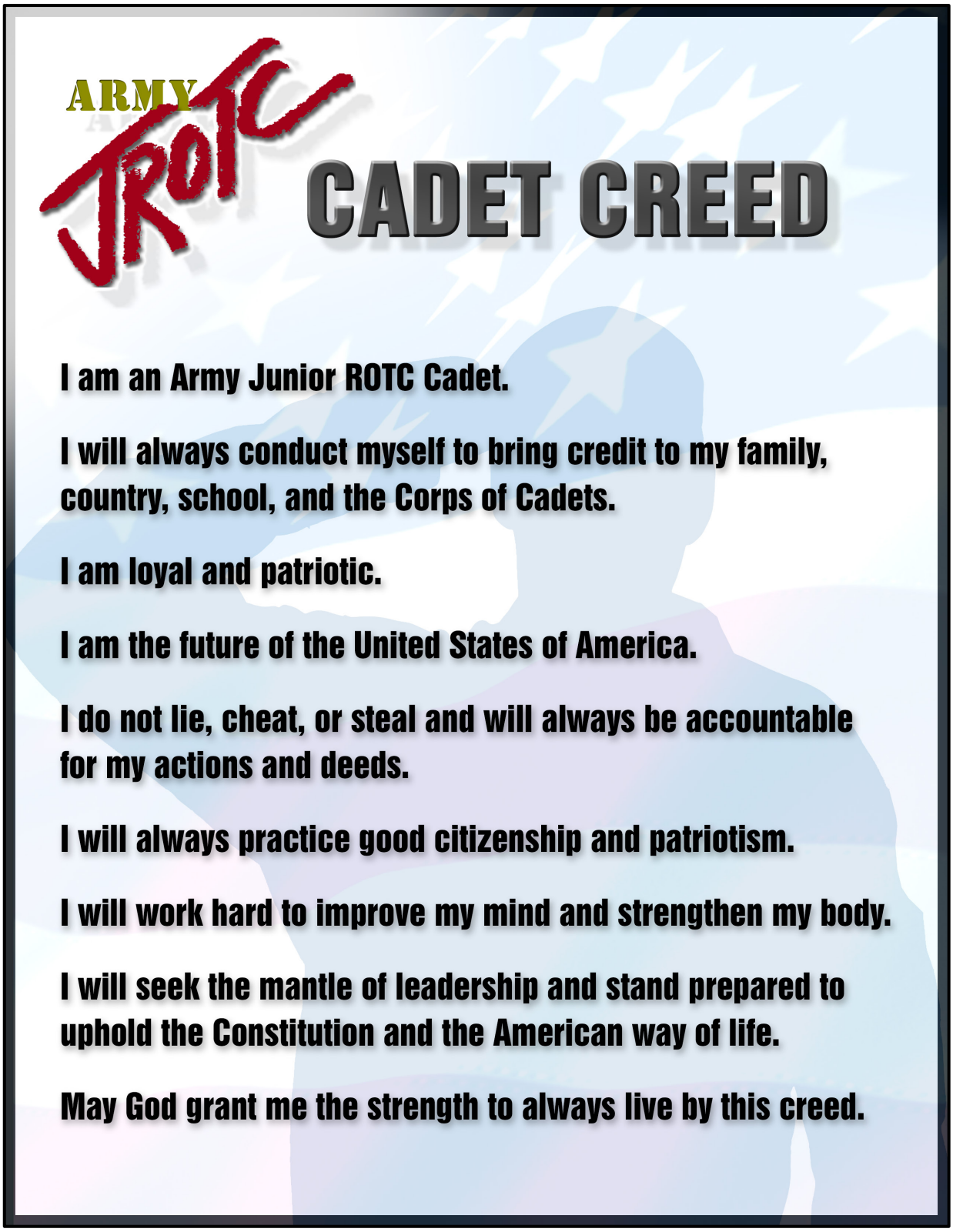
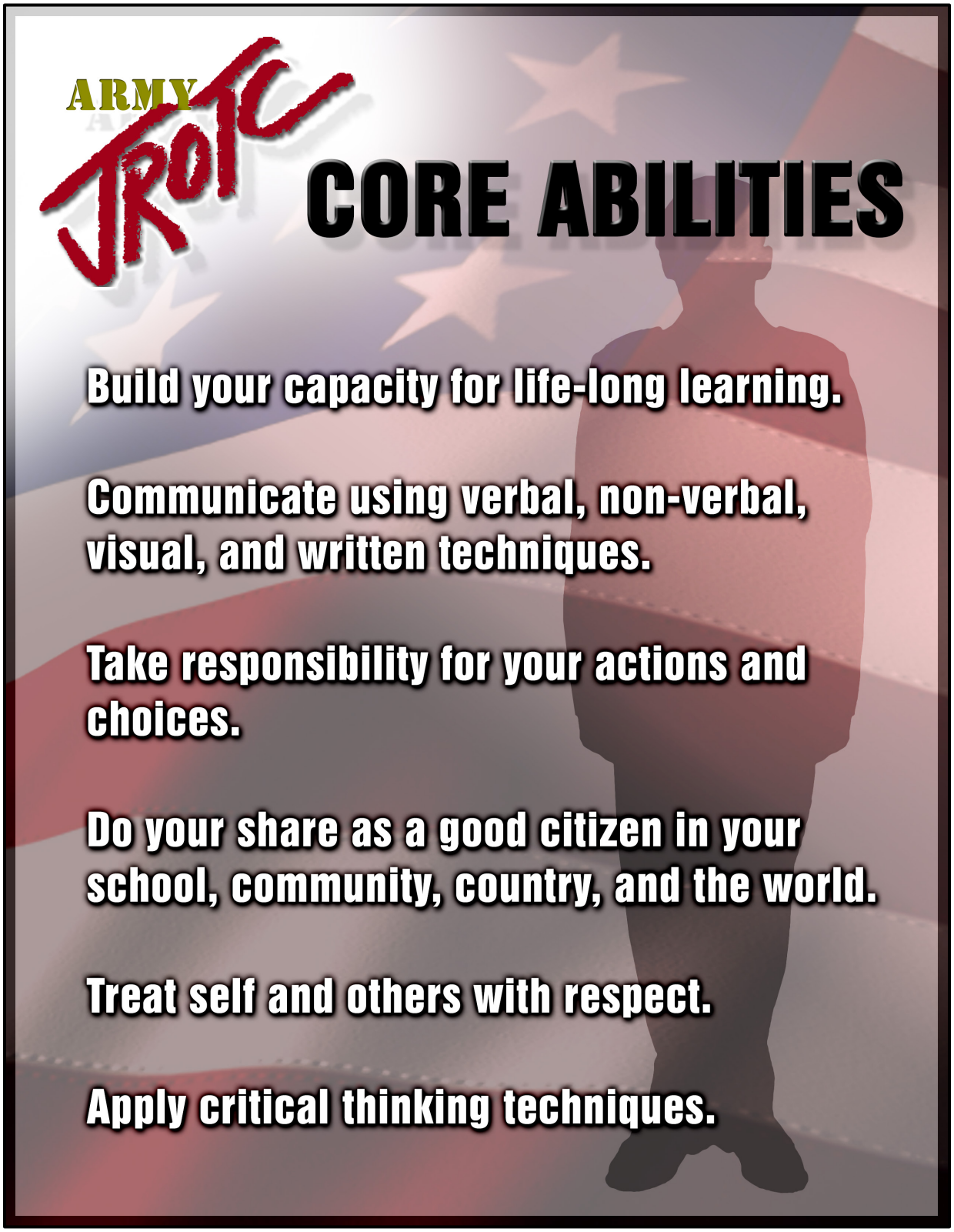
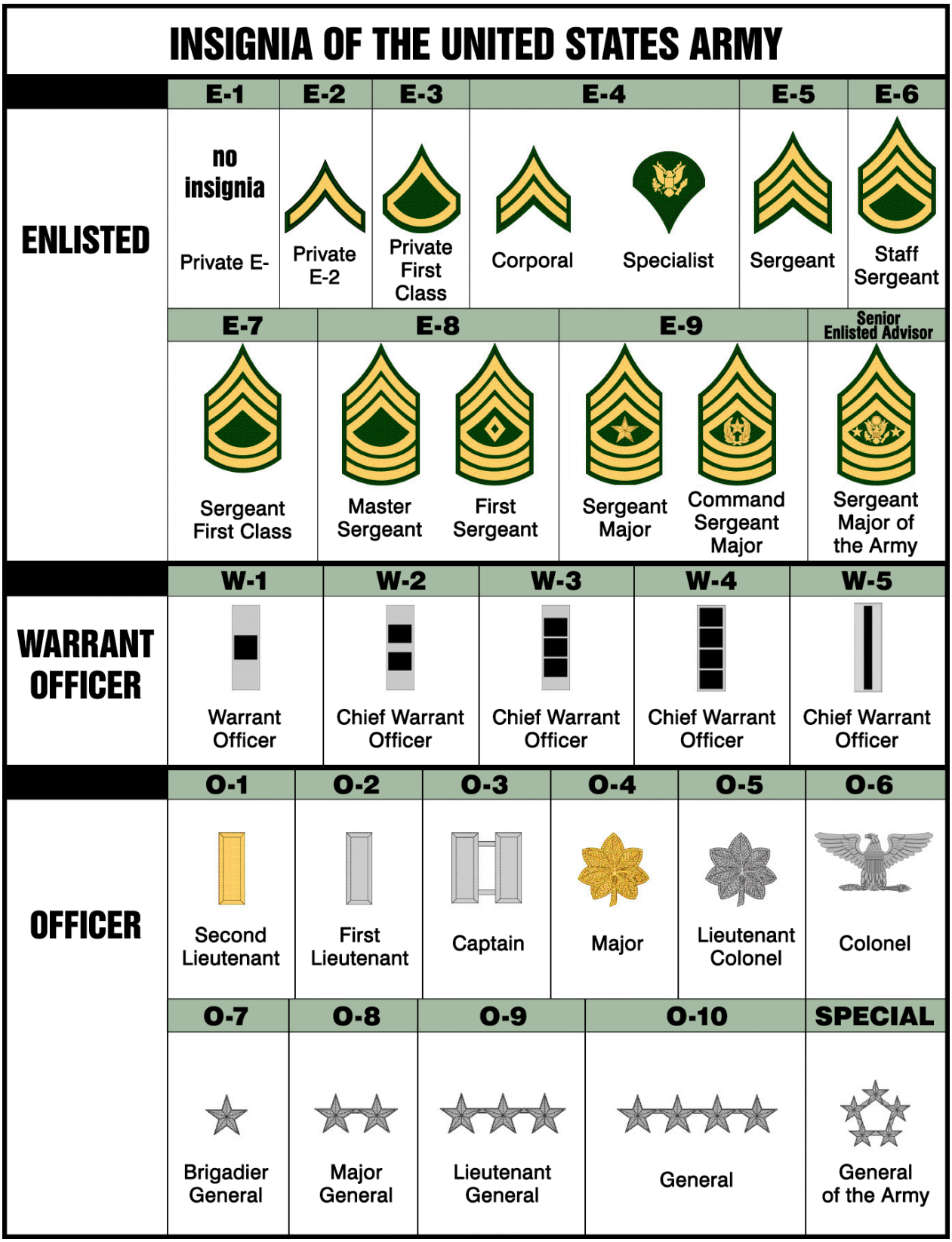

ARMY
JROTC
CADET CREED
I am an Army Junior ROTC Cadet.
I will always conduct myself to bring credit to my family, country, school, and the Corps of Cadets.
I am loyal and patriotic.
I am the future of the United States of America.
I do not lie, cheat, or steal and will always be accountable for my actions 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.

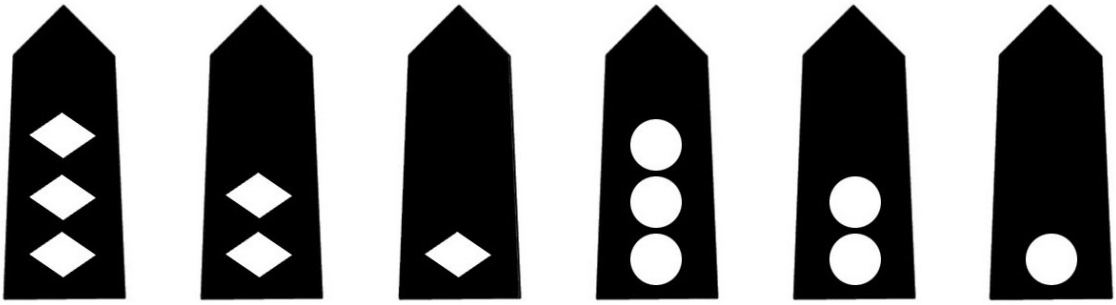

ARMY
JROTC
CORE ABILITIES
Build your capacity for life-long learning.
Communicate using verbal, non-verbal, visual, and written techniques.
Take responsibility for your actions and choices.
Do your share as a good citizen in your school, community, country, and the world.
Treat self and others with respect.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

U.S. ARMY Rank and Grade

U1 C1 L2



INSIGNIA OF GRADE FOR CADET OFFICERS



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

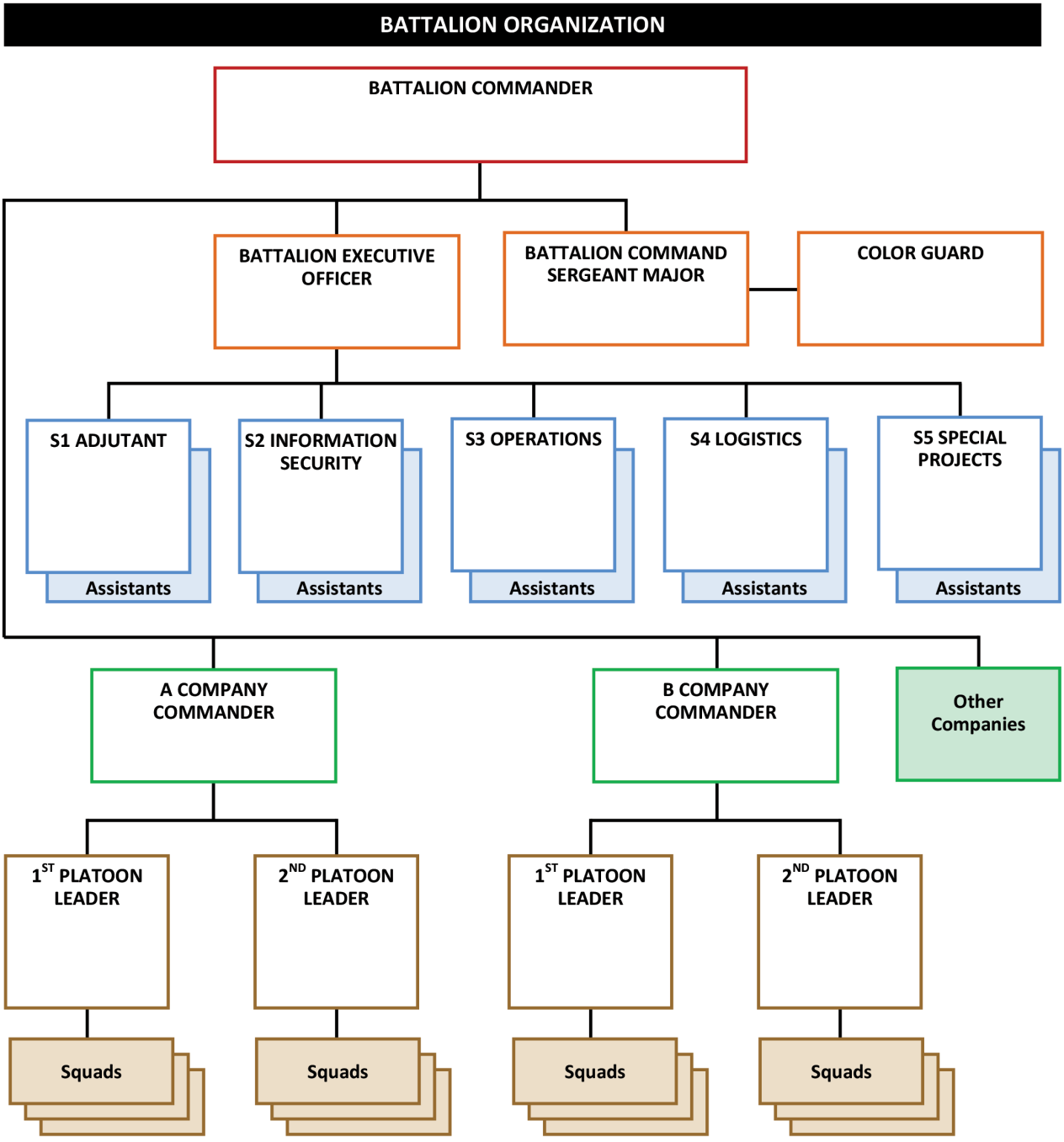
INSIGNIA OF GRADE FOR CADET ENLISTED PERSONNEL

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

U1 C1 L2



Badges and Devices

Shoulder Cords

Color / Honor Guard - (White)

Drill Activities - (Red)

Marksmanship - (Tan)

Raider Challenge - (Black)

National Honor Society - (Gold)

Collar / Cap / Beret Insignia

Uniform Insignia

Lamp - Gold

Lamp - Silver

Lamp - Bronze

Shoulder Sleeve Patches

Junior Reserve Officers' Training Corps (JROTC)

National Defense Cadet Corps (NDCC)

Unit Merit Devices

Academic Achievement Wreath

2nd - Red Pad

3rd - Silver Pad

4th - Gold Pad

Honor Unit w/ Distinction

Marksmanship Badges

Marksman ***Sharpshooter*** ***Expert***

Arc Pins

Army JROTC Cadet Uniform Wear

U1 C1 L2

ARMY JROTC

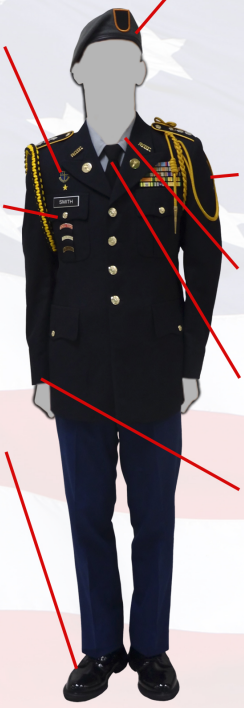
Class A (Army Blue)

All Cadets

UNIT CREST
(All Cadets)
The Unit Crest will be worn centered 1/4 inch above the HU, HUD, or MU; OR for MALE Cadets 1/4 inch above the right breast pocket and for FEMALE Cadets 1/4 inch above the Nameplate.

HUD INSIGNIA
(All Cadets)
Center the HUD Insignia 1/4 inch above the right breast pocket on the male uniform and 1/4 inch above the Nameplate on the female uniform. It can be worn by itself or joined by the Academic Achievement Wreath. The Academic Achievement Wreath is centered 1/4 inch above the right breast pocket/Nameplate, with the star centered in the wreath.

SHOES
Boots are not authorized for wear at any time.
(All MALE Cadets)
Male black oxford shoes are authorized for wear.
(All FEMALE Cadets)
Black oxford shoes or black service pumps may be worn. The pump will be plain, with closed toe and heel. The heel will be between 1/2 and 3 inches high.



GRAY BERET
(All Cadets)
The beret is a one piece gray knitted wool shell, bound with leather and a draw cord through the binding. The beret has a gold trim black center flash sewn onto the badge stay. Items that are authorized for wear on the flash are Cadet Officer Rank and the JROTC Cap Insignia with wreath. Officer Rank are centered horizontally on the flash. The JROTC Cap Insignia will be worn by Enlisted Cadets. It is a wreath 1 3/16 inches in height containing the letters "ROTC" on a panel inside the wreath, with gold color metal.

SHOULDER PATCH
<u>NO shoulder patch will be worn</u> on the blue ASU enlisted coat.

ARMY GRAY SHIRT
(All Cadets)
The Army gray long or short sleeve shirt are the only authorized shirts with ASU uniform.

BLACK NECKTIE / NECK TAB
(All Cadets)
The black necktie or neck tab are mandatory while wearing the ASU coat.

PIPING
No piping will be sewn onto the sleeve of the ASU coat.

RANK INSIGNIA
(All ENLISTED Cadets)
Pin-on Grade Insignia are worn only on the epaulets of the ASU coat. Center Rank Insignia on the shoulder loop 5/8 inch from the outside shoulder seam.

RIBBONS
(All FEMALE Cadets)
Center Ribbons on the left side with the bottom row parallel to the bottom edge of the Nameplate. Third and subsequent rows may be aligned to the left to present a better appearance.

JROTC INSIGNIA
(ENLISTED FEMALE Cadets)
Place the JROTC Insignia centered on both lapels of the coat, parallel to the inside edge of each lapel; 5/8 inch above the notch.
(ENLISTED MALE Cadets)
1 inch above the notch.

NAMEPLATE
(All FEMALE Cadets)
The Nameplate is worn 1 to 2 inches above the top button of the coat and centered horizontally on the wearer's right side.

SPECIAL TEAM PINS
(All FEMALE Cadets)
When worn, place Special JROTC Team Pins (arcs) parallel to the waistline of the coat. Placement of Team Pins may be adjusted to conform to the individual figure difference. If more than one Team Pin is worn, space them 1/8 inch between each arc.

Female & Enlisted Cadets

ARMY JROTC

Class A (Army Blue)

Male Cadets & Cadet Officers

ROTC INSIGNIA

(MALE Cadet OFFICERS)
Place the ROTC Insignia 5/8 inch above the notch on both collars, with the centerline of the Insignia bisecting the notch and parallel to the inside edge of the lapel.

(FEMALE Cadet OFFICERS)
Place the ROTC Insignia 5/8 inch up from the collar and lapel seam, with the centerline of the insignia parallel to the inside edge of the lapel.

NAMEPLATE

(All MALE Cadets)
The Nameplate is worn centered left to right on the flap of the right breast pocket, and centered between the top of the button and the top of the pocket.

SPECIAL TEAM PINS

(All MALE Cadets)
When worn, center Special JROTC Team Pins (arcs) between the bottom of the pocket flap and the bottom of the pocket. If more than one Team Pin is worn, space them 1/8 inch between each arc.

RANK INSIGNIA

(All Cadet OFFICERS)
Pin-on Grade Insignia are worn only on the epaulets of the ASU coat. Center Rank Insignia on the shoulder loop 5/8 inch from the outside shoulder seam.

TORCH OF KNOWLEDGE INSIGNIA

(All Cadet OFFICERS)
Center Torch of Knowledge Insignia on both lapels 1 1/4 inches below the ROTC Insignia, with the centerline of the insignia bisecting the ROTC Insignia and parallel to the inside edge of the lapel.

RIBBONS

(All MALE Cadets)
Center Ribbons 1/8 inch above the top of pocket flap. Third and subsequent rows may be aligned to the left to present a better appearance.

Class B

(Army Blue)

Army JROTC ACU
Pin-on or Velcro Rank on Front; Nametag on Back
Patrol Cap
School Name Nametape Velcro Backing
JROTC Nametape Velcro Backing
JROTC Unit Patch Velcro Backing
JROTC Patch Velcro Backing
Rank Insignia Velcro Backing
(Rank is worn vertically)
Combat Boots (hot-weather or temperate-weather)

Army JROTC ACU

WEAR OF THE ACU COAT / TROUSERS

- The coat is worn hook and looped, and zipped.
- The coat has hook and loop fasteners for wearing shoulder sleeve insignia, rank, JROTC patch, and school name tape.
- The mandarin collar will be normally worn in the down position.
- Cadets are authorized to wear the mandarin collar in the up position when weather conditions dictate the wear as prescribed by the SAI / AI.
- The coat is normally worn outside the trousers, and the trousers are worn with a belt. The coat may also be worn inside the trousers when directed by the SAI / AI. The coat will not extend below the top of the cargo pocket on the trousers and will not be higher than the bottom of the side pocket on the trousers.
- The elbow pouch with hook and loop closure for internal elbow pad inserts must be closed at all times.
- Sleeves will be worn down at all times, and not rolled or cuffed.
- The moisture wicking tan t-shirt or cotton t-shirt is worn underneath the coat and is tucked inside the trousers at all times.
- Cadets will wear the trousers tucked into the top of the boots or bloused using the drawstrings at the bottom of the trousers. When bloused, the trousers should not extend below the third eyelet from the top of the boot.
- The ACU is meant to fit loosely and comfortably. Alterations to hinder this are not authorized.
- Cadets will wear the ACU in accordance with CCR 145-2.
- Cadets will not wrap the trouser leg around the leg tightly enough to present a pegged appearance or insert any items inside the trouser leg to create a round appearance at the bottom of the trouser leg.

WEAR OF THE ACU HEADGEAR

- The ACU Patrol Cap will be the only headgear worn with the uniform.
- Cadets will wear the ACU Patrol Cap straight on the head so that the cap band creates a straight line around the head, parallel to the ground.
- The Patrol Cap will fit snugly and comfortably around the largest part of the head without distortion or excessive gaps. The cap is worn so that no hair is visible on the forehead beneath the cap. Sew-on or pin-on rank is worn on the ACU Patrol Cap.
- It is recommended that name tags be allowed on the back of the Patrol Cap.

WEAR OF THE DESERT / OPTIONAL BOOTS

- Black boots are NOT authorized for wear with the ACU.
- Army Combat Boots (hot-weather or temperate-weather) are made of tan, rough side out, cattle hide leather, with a plain toe and tan rubber outsoles.
- The boots are laced diagonally with tan laces, with excess lace tucked into the top of the boot under the bloused trousers, or wrapped around the top side of the boot.
- Only boots with tan rubber outsoles are authorized for wear.

THE ACU CARE POLICY

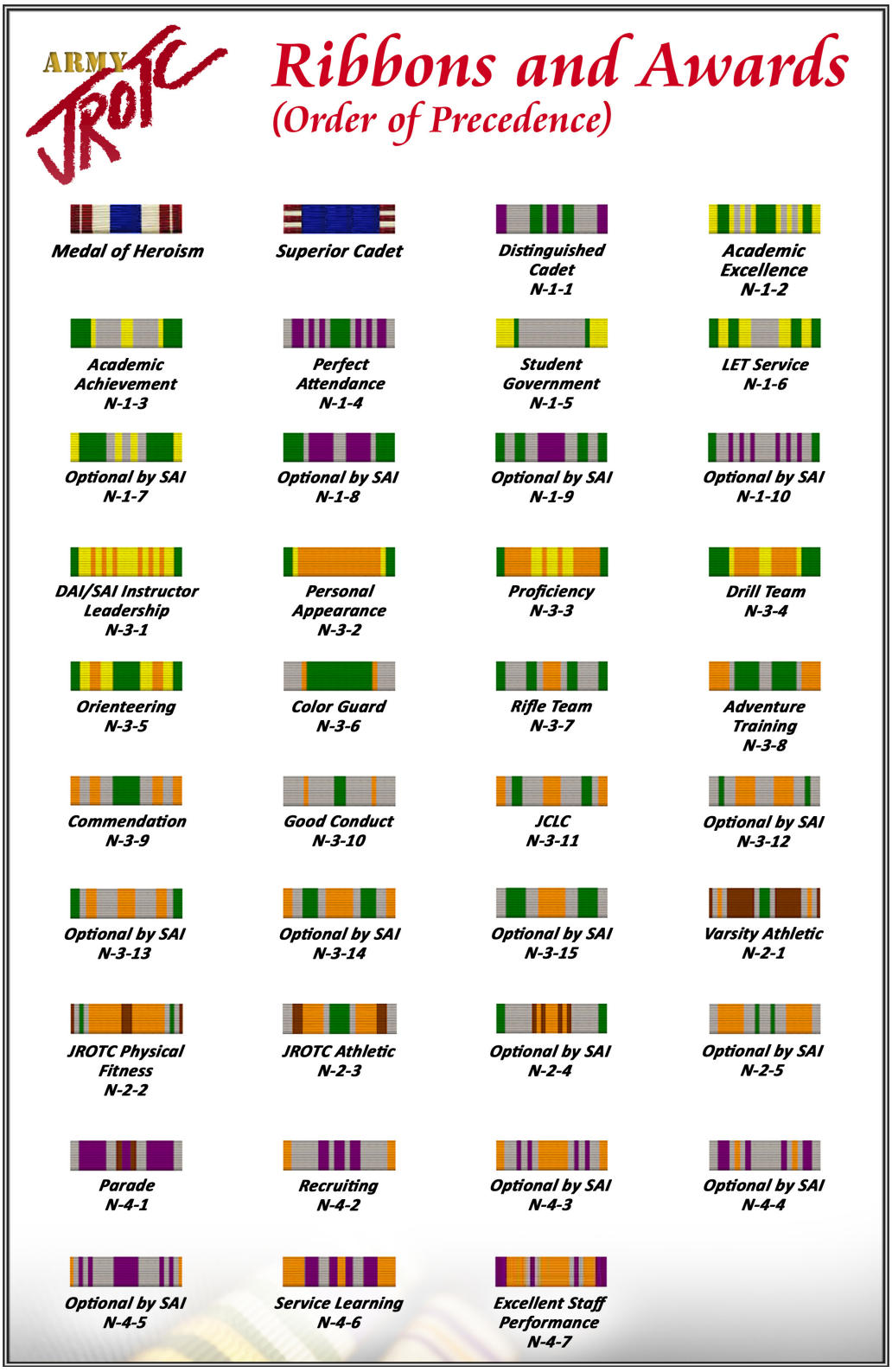
- Wash in cold water and mild detergent, containing no optical brighteners or bleach. Tumble dry at low heat (not to exceed 130 degrees Fahrenheit).
- Remove immediately from the dryer or fold flat or place on a rustproof hanger to ensure heat from the dryer does not set wrinkles.
- To drip dry, remove from the washer/water and place on a rustproof hanger. Do not wring or twist.

NOTE: DO NOT STARCH THE ARMY COMBAT UNIFORM UNDER ANY CIRCUMSTANCES. THE USE OF STARCH, SIZING, AND ANY PROCESS THAT INVOLVES DRY-CLEANING OR A STEAM PRESS WILL ADVERSELY AFFECT THE TREATMENTS AND DURABILITY OF THE UNIFORM, AND IS NOT AUTHORIZED.

ACU MILPER MESSAGE, AMENDMENT TO AR 670-1

Army JROTC Ribbons and Awards

U1 C1 L2



Star-Spangled Banner

U1 C1 L3

"Star-Spangled Banner"
Lyrics by Francis Scott Key, 1814

Oh, say can you see by the dawn's early light
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars thru the perilous fight,
O'er the ramparts we watched were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream:
'Tis the star-spangled banner! Oh long may it wave
O'er the land of the free and the home of the brave.

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion,
A home and a country should leave us no more!
Their blood has washed out their foul footsteps' pollution.
No refuge could save the hireling and slave'
From the terror of flight and the gloom of the grave:
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.

Oh! thus be it ever, when freemen shall stand
Between their loved home and the war's desolation!
Blest with victory and peace, may the heav'n rescued land
Praise the Power that hath made and preserved us a nation.
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust."
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

Pledge of Allegiance

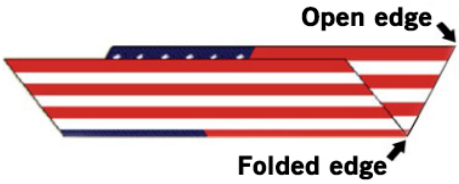
"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

How to Fold the Flag

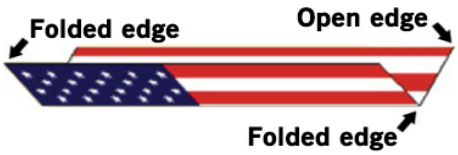
U1 C1 L3

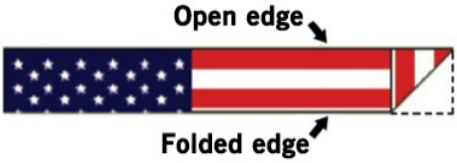
The traditional method of folding the flag is a carefully performed procedure:

STEP 1—Straighten out the flag to full length and fold lengthwise once.



STEP 2—Fold it lengthwise a second time to meet the open edge, making sure that the union of stars on the blue field remains outward in full view. (A large flag may have to be folded lengthwise a third time.)

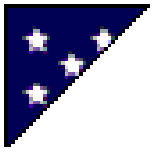




STEP 3—Make a triangular fold by bringing the striped corner of the folded edge to the open edge.

STEP 4—The outer point is then turned inward, parallel with the open edge, to form a second triangle.

STEP 5—Triangular folding is continued until the entire length of the flag is folded in this manner.



STEP 6—When the flag is completely folded, only a triangular blue field of stars should be visible.

Display of the Flag

U1 C1 L3

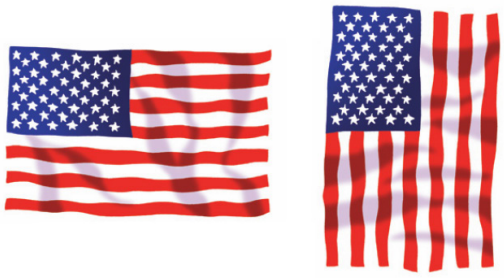
RULES FOR DISPLAYING THE U.S. FLAG

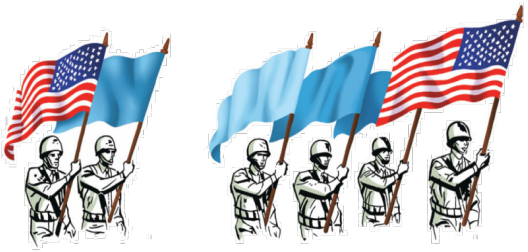
When displaying the flag, you should always raise it briskly and lower it ceremoniously.

It is customary to display the flag from sunrise to sunset, but you can display all-weather flags at all times if properly lit at night. The use of the flag at night, as well as during the day, should follow rules of custom.

Presidential proclamations contain the rules for displaying the flag at half-staff—for example, on Memorial Day, display the flag at half-staff until noon, and then raise it to the top of the staff. State and federal governments also fly the flag at half-staff when there is death of a president, former president, principal official, or foreign dignitary.

When flying the flag at half-staff, raise it to its peak and then lower it to the half-staff position. When lowering the flag for the day after it has been flown at half-staff, raise it to its peak and then lower it ceremoniously.

DISPLAY OF THE U.S. FLAG ALONE	
	When displaying the U.S. flag from a staff projecting from a windowsill, balcony, or front of a building, the union of the flag should be at the staff's peak (unless displaying the flag at half-staff).
	When displaying the flag flat against a wall, either horizontally or vertically, the union should be uppermost and to the flag's own right, or the observer's left.
	When displaying the flag in a window, place it with the union to the left of the observer in the street. When displayed suspended across a street, the flag should be vertical, with the union to the north on an east-west street, or to the east on a north-south street.

DISPLAY OF THE U.S. FLAG ALONE *(cont'd)*	
	When suspending the flag at the edge of a sidewalk on the side of a building, raise the flag out from the building towards the pole, union first.
	When using the flag over a casket, place it so the union is at the head and over the left shoulder. **NOTE:** Never lower the flag into the grave, nor allow it to touch the ground.
GROUP DISPLAY	
	When displaying the flags of two or more nations or states, fly them from separate flag staffs (or flagpoles) of the same height. The flags should be of similar size.
	When grouping a number of flags and displaying them from staffs radiating from a central point, center the U.S. flag or place it at the highest point of the group.
	When carried in a procession with other flags, carry the U.S. flag either on the far right of the row of marching persons or, if in a line of flags, carry it in the front and center position of that line.

GROUP DISPLAY *(cont'd)*	
	When flying a pennant or another flag on the same halyard with the U.S. flag, always fly the U.S. flag at the peak of the staff. The only exceptions to this rule are displaying the United Nations flag at the United Nations Headquarters or the church pennant during services at sea.
	When displaying the U.S. flag with another flag from a crossed staff, place the U.S. flag on its right with its staff in front of the staff of the other flag.
	When displaying the U.S. flag from a staff in an auditorium, meeting hall, or chapel, whether on the same floor level or on a platform, it should be in the position of honor at the speaker's or chaplain's right facing the audience or congregation. Place other flags on the left of the speaker or chaplain; that is, to the right of the audience.

COLOR GUARD

Color guard is a drill used in all branches of the military to show respect for the American flag. In JROTC, the four-person color guard is the standard organization performed in competitions. Two Cadets carry flags, the U.S. flag and usually a state flag. Two other Cadets carry rifles or sabers. The flag bearers are in the center of the four Cadets. This symbolizes that our flag and our nation will always be protected.

The JROTC color guard is an important function in all units. It is an honor to be selected for the color guard. Color guard Cadets must meet the highest standards of appearance and training.

Proper Address of Superiors

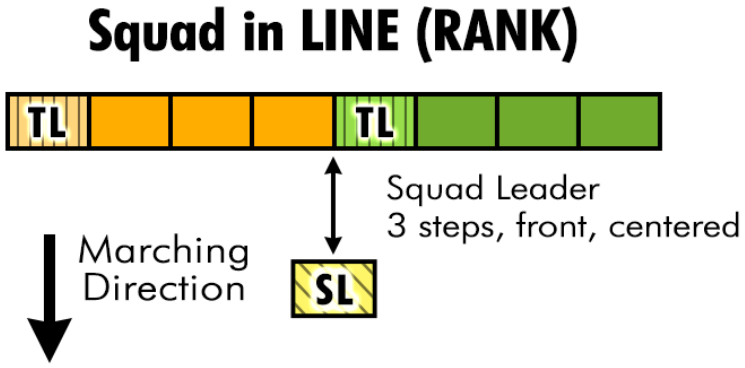
U1 C1 L3

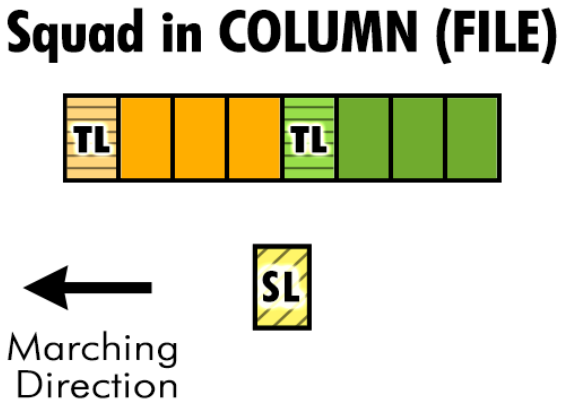
Use this table as a guide for how to address different members of JROTC.

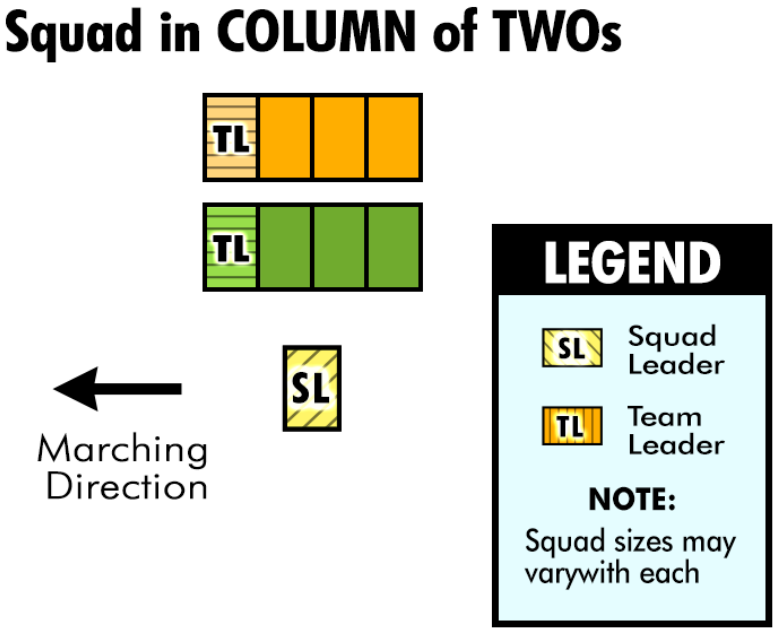
Title	How to Address
All general officers	*"General"*
Colonels and Lieutenant Colonels	*"Colonel"*
Majors	*"Major"*
Captains	*"Captain"*
Lieutenants	*"Lieutenant"*
Chaplains	*"Chaplain"*
Cadets	*"Mister," "Miss" or "Cadet"*
Officer Candidates	*"Candidate"*
Warrant Officers	*"Mister" or "Miss"*
Sergeant Major	*"Sergeant Major"*
First Sergeants	*"First Sergeant"*
All other Sergeants	*"Sergeant"*
Corporals	*"Corporal"*
All specialists	*"Specialist"*
Privates and privates first class	*"Private"*

Drill: Line / Column Formation

U1 C3 L3

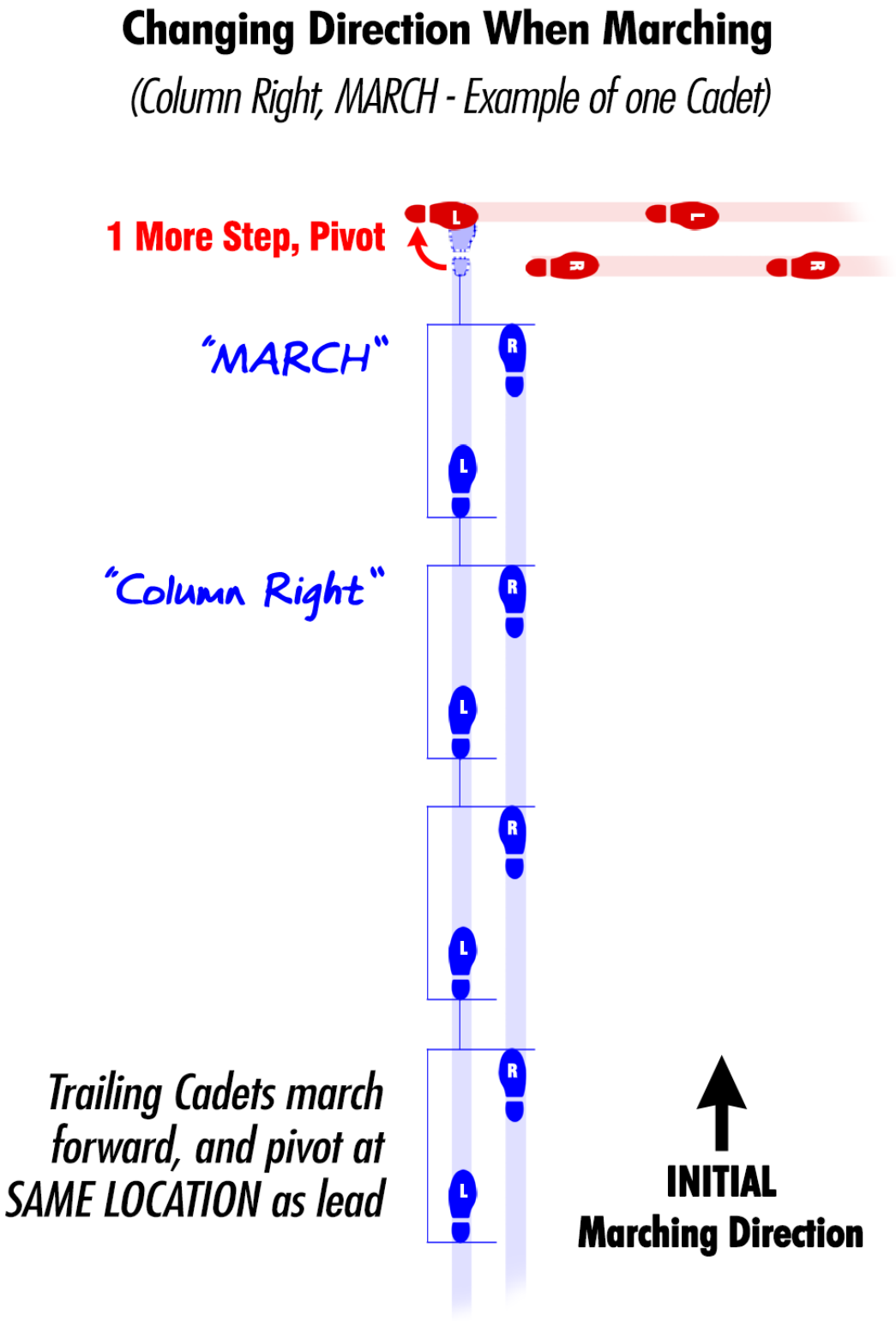






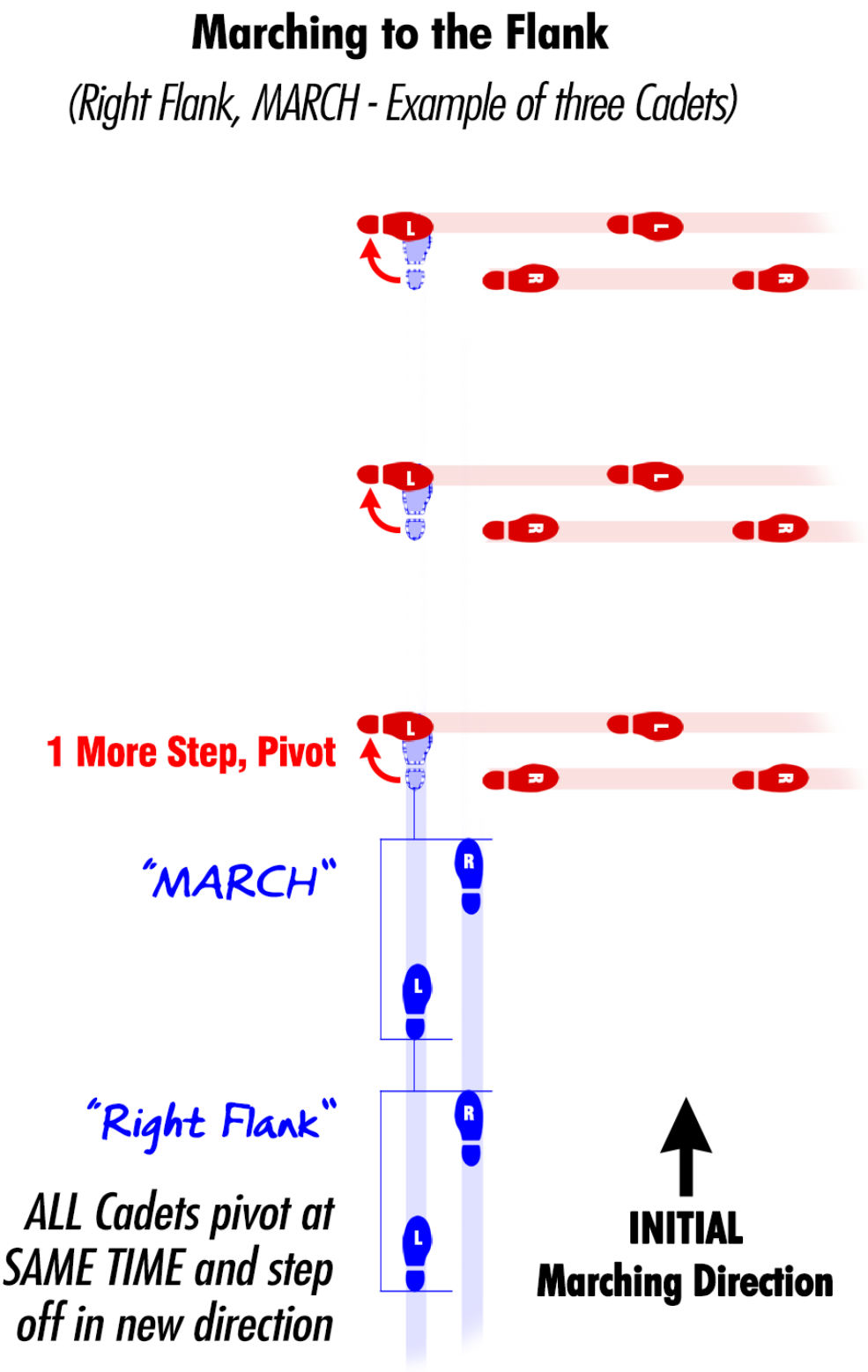
Drill: Changing Direction

U1 C3 L3



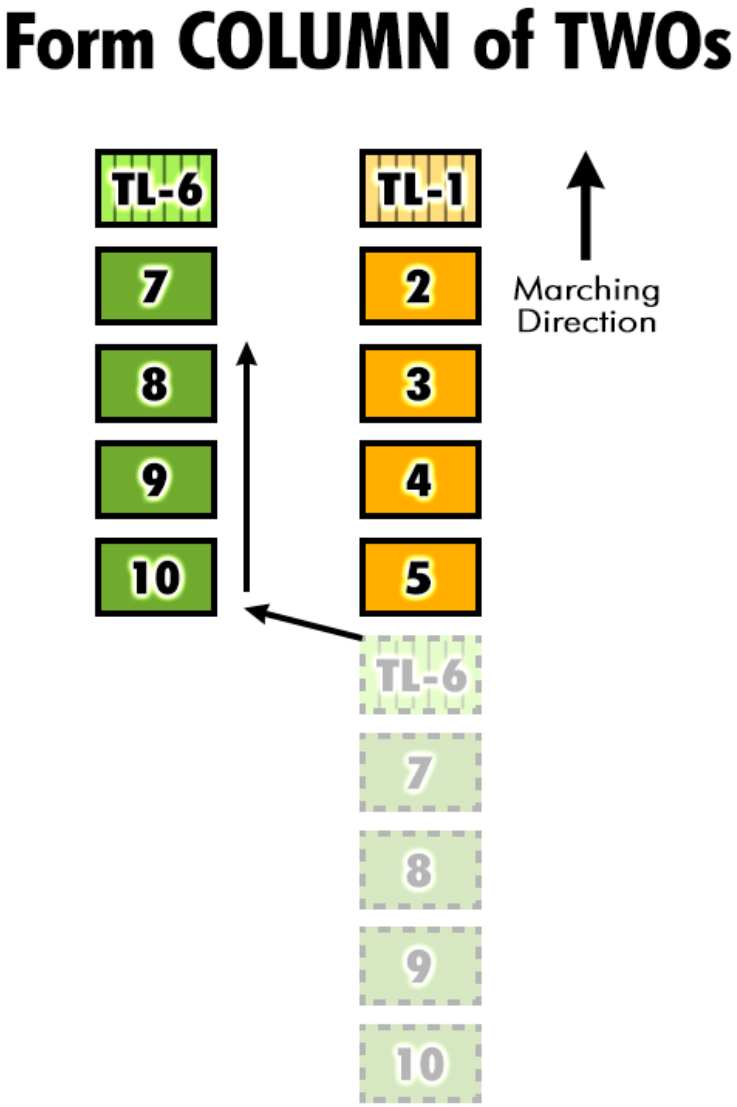
Drill: Marching to the Flank

U1 C3 L3



Drill: Column of Twos

U1 C3 L3



Winning Colors® Behavior Clusters

U1 C2 L2 and U1 C2 L3

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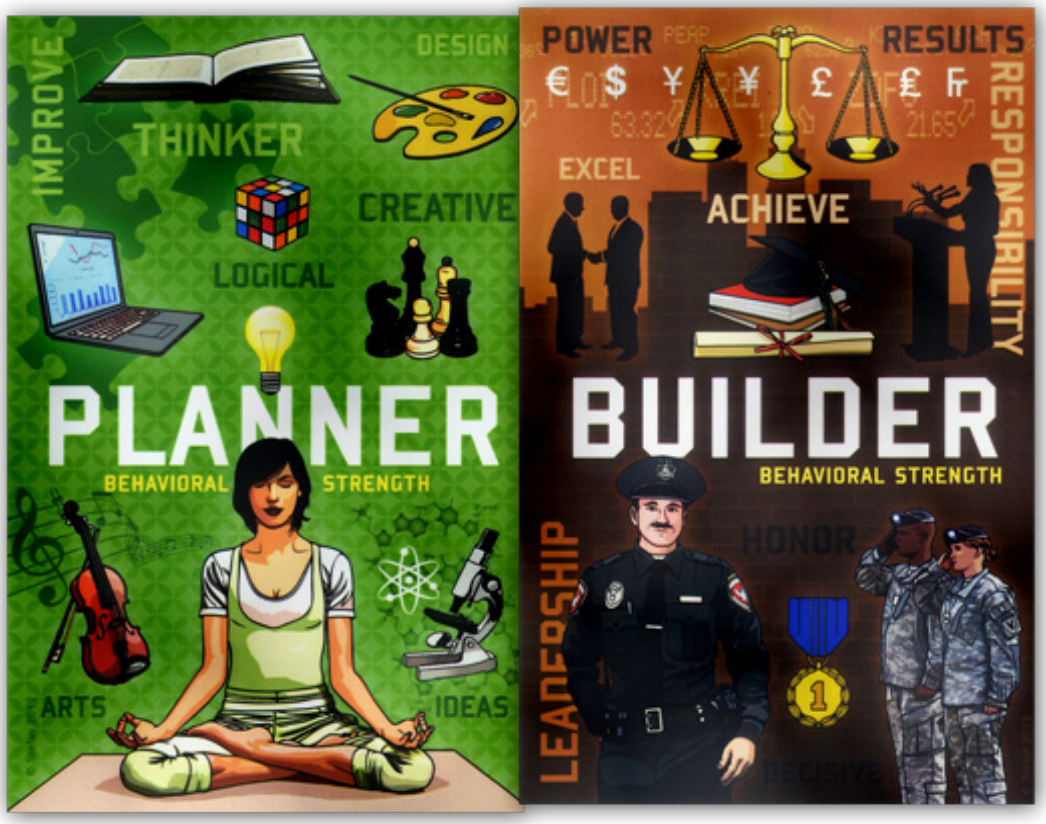

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Planner Behaviors
(GREEN, think)

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)*

U1 C2 L2 and U1 C2 L3

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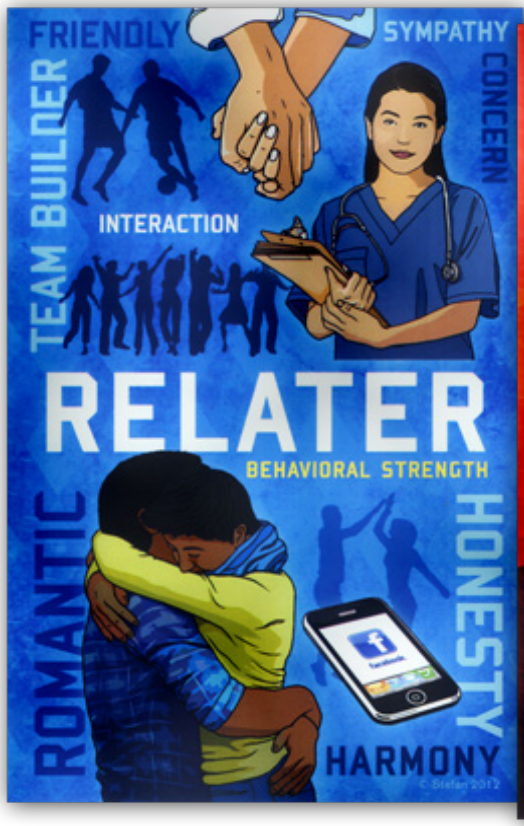

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Relater Behaviors
(BLUE, feel)

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

U1 C2 L1

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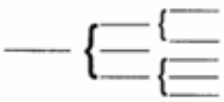
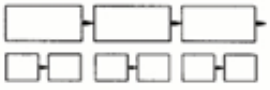
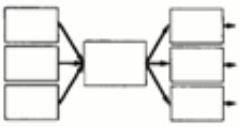
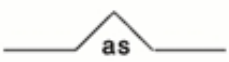
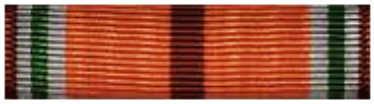
Questions from Texts, Teachers and Tests	Thinking Processes	Thinking Maps as Tools
How are you defining this thing or idea? What is the context? What is your frame of reference?	**DEFINING IN CONTEXT**	Circle Map
How are you describing this thing? Which adjectives would best describe this thing?	**DESCRIBING 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

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

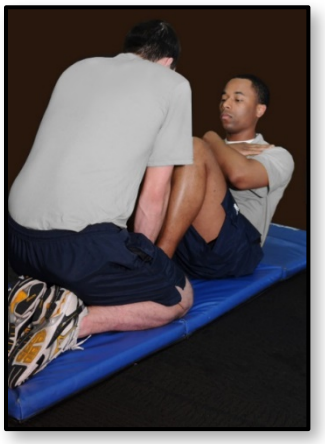
Cadet Challenge Exercise Descriptions

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.

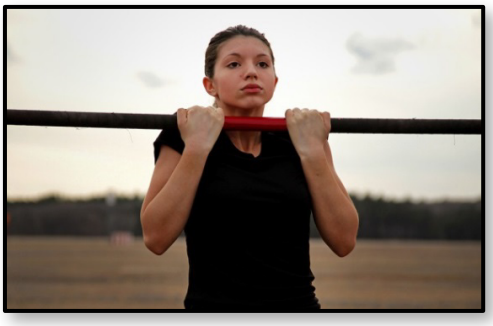
5) PULL-UPS

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.

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: JROTC Foundations

Introducing JROTC [U1C1L1]

What you will accomplish in this lesson:

Describe how the Army JROTC program promotes personal success and citizenship

Why this lesson is important:

This lesson introduces you to the U.S. Army Junior Reserve Officers' Training Corps (JROTC) Program, its mission, and curriculum for this first level of your instruction. You'll learn about JROTC opportunities, leadership, and challenges. You'll also learn about the history of JROTC and its purpose. This lesson provides a foundation for what you'll be learning about JROTC in the months ahead.

Essential Question:

How will JROTC help you become a better citizen?

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

- Describe the origin of the Army JROTC program
- Describe activities you'll participate in as a Cadet
- Identify the program outcomes of the Army JROTC program
- Explain the mission and benefits of the Army JROTC program
- State the Army JROTC Cadet Creed
- Describe the core curriculum of the Army JROTC program
- Define key words: Cadet, challenges, JROTC, leadership, mantle, mission, motivate, National Defense Act, opportunities, unique

You will have successfully met this lesson's purpose:

- by identifying how the Army JROTC program can make people better citizens and more successful in life
- when you complete a scenario activity identifying Cadets and which parts of the JROTC program supports the skills needed in the 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 JROTC. **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. **Introduce** yourself. **Stand up** and say your name, one thing you know about JROTC, and one way you think you'll benefit from the program.

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

_____3. **Listen** to a presentation about what you'll do in JROTC and the history of the program. **Use** your Cadet Notebook to take notes.

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

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

_____5. **Read** Exercise #1 – JROTC Today. **Watch** the JROTC Today video. As you watch, **answer** the questions in Exercise #1 – JROTC Today.

_____6. **Reflect** on what you've learned about JROTC. **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 presentation about the Cadet Creed.

_____8. **Read** the "JROTC Curriculum" and "Community Service" sections 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 #2 – My Cadet Creed. **Be prepared** to share your answers with your class.

_____11. **Reflect** on what parts of JROTC you are most looking forward to. **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 Introducing JROTC Performance Assessment Task and Exercise #3 – Who's a Cadet. **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 – JROTC Today

Directions: Read the questions below. As you watch the JROTC Today video, answer the questions.

1. JROTC is not about joining the military. What is JROTC about?

2. What three things are at the core of JROTC?

3. In addition to classroom instruction, what are other JROTC activities Cadets participate in?

4. What are the expectations of JROTC?

5. List two things you did not know about before you watched the video?

Exercise #2 – My Cadet Creed

Directions: After each statement in the Cadet Creed, write a sentence or two in your own words about what the statement means to you.

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.

Exercise #3 – Who's a Cadet

Directions: Decide if the person in each scenario below is a Cadet. Write "yes" or "no" in the Cadet column. Explain your answers after each scenario, as shown in the example. Be sure to reference the Curriculum chapters that help Cadets gain the skills they need for the scenario. You may use your student text to complete this activity.

Cadet	Scenario
no	Tim stays up late and crams every time he has a test. Explain: JROTC Cadets learn study skills in the Personal Growth and Behaviors Chapter. Cadets will have good study skills and won't need to cram for every test.
	1. Tammy wants to be a veterinarian. She has a five year plan to reach her goal. Right now, she volunteers at a Humane Society shelter. Explain:
	2. Pat is camping with some friends. One of them is careless around the campfire and gets a bad burn on her hand. Pat runs to the next campsite to ask for help. Explain:
	3. Michael wants to be popular. His friends are pressuring him to skip school. He doesn't want to skip school, but he doesn't know how to handle the situation. Explain:
	4. Jose is a talented athlete on the basketball court. His goal is to obtain a college basketball scholarship, but his teammates are fed up with him stealing the show. Explain:
	5. Lydell is not very outgoing. Because he cares so much about the environment, he volunteers to lead a team to clean a neighborhood park and plant trees. He knows exactly how he'll organize other volunteers and what he needs to get the job done. Explain:

Cadet	Scenario
	6. Shana is not athletic. But she eats right and exercises four times a week. Explain:
	7. Henry just turned 18. He follows the news and knows who he wants to vote for. Explain:

Performance Assessment Task

Chapter 1: JROTC Foundations

Introducing JROTC [U1C1L1]

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

Describe how the Army JROTC program promotes personal success and citizenship

Directions

For this performance assessment task, you will assess what you've learned about being a JROTC Cadet. For this assessment you will:

1. Complete Exercise #3 – Who's a Cadet.
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.

Introducing JROTC Performance Assessment Task Scoring Guide

Criteria	Ratings
1. For each scenario, you correctly identify if the person is a Cadet or not	met ◯ not met ◯
2. For each scenario, you provide an explanation for your reasoning about whether or not the person is a Cadet	met ◯ not met ◯
3. For each scenario where a Cadet has been identified, your explanation includes the JROTC chapter that provides the related skills and knowledge	met ◯ not met ◯
4. Your written explanations are neatly presented and include proper spelling, grammar, and punctuation	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

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

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 1: JROTC Foundations

JROTC: The Organization and Traditions of Service Programs [U1C1L2]

What you will accomplish in this lesson:

Analyze the organization and traditions of JROTC programs

Why this lesson is important:

Army JROTC embraces a defined organizational structure and adheres to many traditions. In this lesson, you are introduced to the major concepts of command within the military and the organizational structure of a JROTC Cadet battalion. Additionally, this lesson will expose you to all of the JROTC uniforms, their components, purpose, and proper maintenance. Finally, you will identify the signs of success you hope to accomplish within your JROTC learning experience through the awards program that recognizes Cadets.

Essential Question:

How does the chain of command facilitate the operations of a large structured organization?

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

- Explain the organization of JROTC programs
- Explain the lines of responsibility and authority in JROTC programs
- Correlate duties and responsibilities with positions in the JROTC battalion
- Explain uniform wear and history
- Explain the purpose of uniform wear, restrictions, and standards
- Describe the proper care and maintenance of each piece of the uniform
- Describe Cadet appearance and grooming standards
- Match Army ranks to their proper titles
- Identify military rank and grade insignia
- Demonstrate placement of uniform awards, insignias, and decorations
- Classify the components of individual award categories
- Define award criteria
- Define key words: Army Combat Uniforms (ACU), battalion, bisecting, chevron, citizenship, Class A uniforms, Class B uniforms, company, enlisted, ferrule, gray beret, insignia, military awards, nonsubdued, organization, organizational chart, platoons, responsibility, shoulder marks, sized, squad, standards, subordinate, succession, tarnish, team(s), uniform

You will have successfully met this lesson's purpose:

- by creating a presentation for an Introduction to the Army JROTC program
- when your presentation includes benefits of the JROTC program
- when your presentation includes descriptions and visual images of standard uniforms worn by Army JROTC Cadets
- when your presentation includes titles and visual images of ranks and insignias of the Army and Army JROTC program

- when your presentation includes the drill competitions and other special activities in which JROTC participates
- when your presentation includes the community service and projects in which JROTC participates

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 JROTC. **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 battalion organization structure activity.

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

_____3. **Read** assigned sections of the text. **Prepare** to share what you learned.

_____4. **Present** the topics to classmates.

_____5. **Listen** to a presentation about organization structure—lines of responsibility and authority in the Army JROTC program. **Use** your Cadet Notebook to take notes.

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

PART 2

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

_____7. **Option 1: Play** the Chain of Command game using your response device, or **Option 2: Play** Game #1 – Chain of Command.

_____8. **Use** Exercise #1 – Organizational Structure to **create** an organizational chart and demonstrate your understanding of Cadet battalion structure.

_____9. **Reflect** on what you have learned about authority and responsibility. **Answer** the Reflection Question(s) presented by your instructor.

PART 3

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

_____10. **View** an animation on cleanliness. **Reflect** on your appearance as a JROTC Cadet.

_____11. **Read** assigned sections of the student text. **Take notes** on the main points in your Cadet Notebook.

_____12. **Answer** the reinforcing question(s).

PART 4

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

- ☐ 13. **Complete** a uniform by adding all parts necessary.
- ☐ 14. **Display** your uniform for all to inspect and **provide feedback** to others for any revisions on their uniforms.
- ☐ 15. **Listen** to a briefing on how to care for and maintain uniforms.
- ☐ 16. **Complete** Exercise #2 – Cadet Appearance and Grooming Standards. **Share** your reflection with a partner.
- ☐ 17. **Reflect** on all the differences you noted among the uniforms. **Answer** the Reflection Question(s) presented by your instructor.

PART 5

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

- ☐ 18. **Read** the **"**Placement of Uniform Awards, Insignias, and Decorations" section in your student text. **Take notes** on the main points in your Cadet Notebook.
- ☐ 19. **Complete** Exercise #3 – Rank Insignia of the U.S. Military with a partner.
- ☐ 20. **Answer** the reinforcing question(s).

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

- ☐ 21. **Create** a Ranking Ladder or Flow Map of all awards available to JROTC Cadets, ordering awards highest to lowest. **Share** your visual tool with others.
- ☐ 22. **Write** a short paragraph about what position within the battalion that you would like to achieve in the coming years in JROTC.
- ☐ 23. **Reflect** on what you learned about awards and decorations and how you might achieve them. **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?

- ☐ 24. **Complete** the JROTC: The Organization and Traditions of Service Programs Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
- ☐ 25. **Review** the key words of this lesson.
- ☐ 26. **Review** this lesson's Essential Question.

Self-Paced Learning and Assessment Activities:

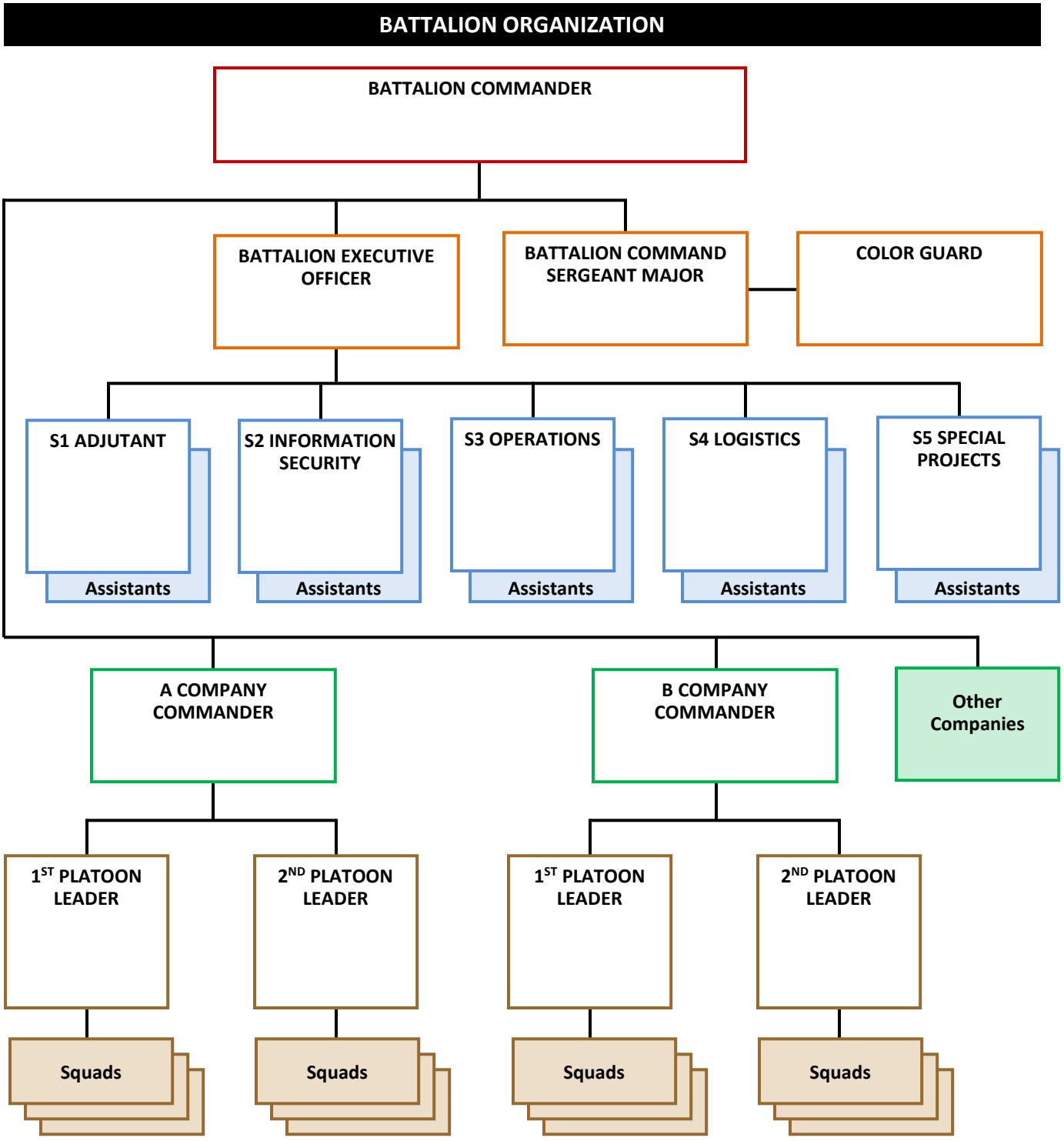
Independently complete the activities outlined below:

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.

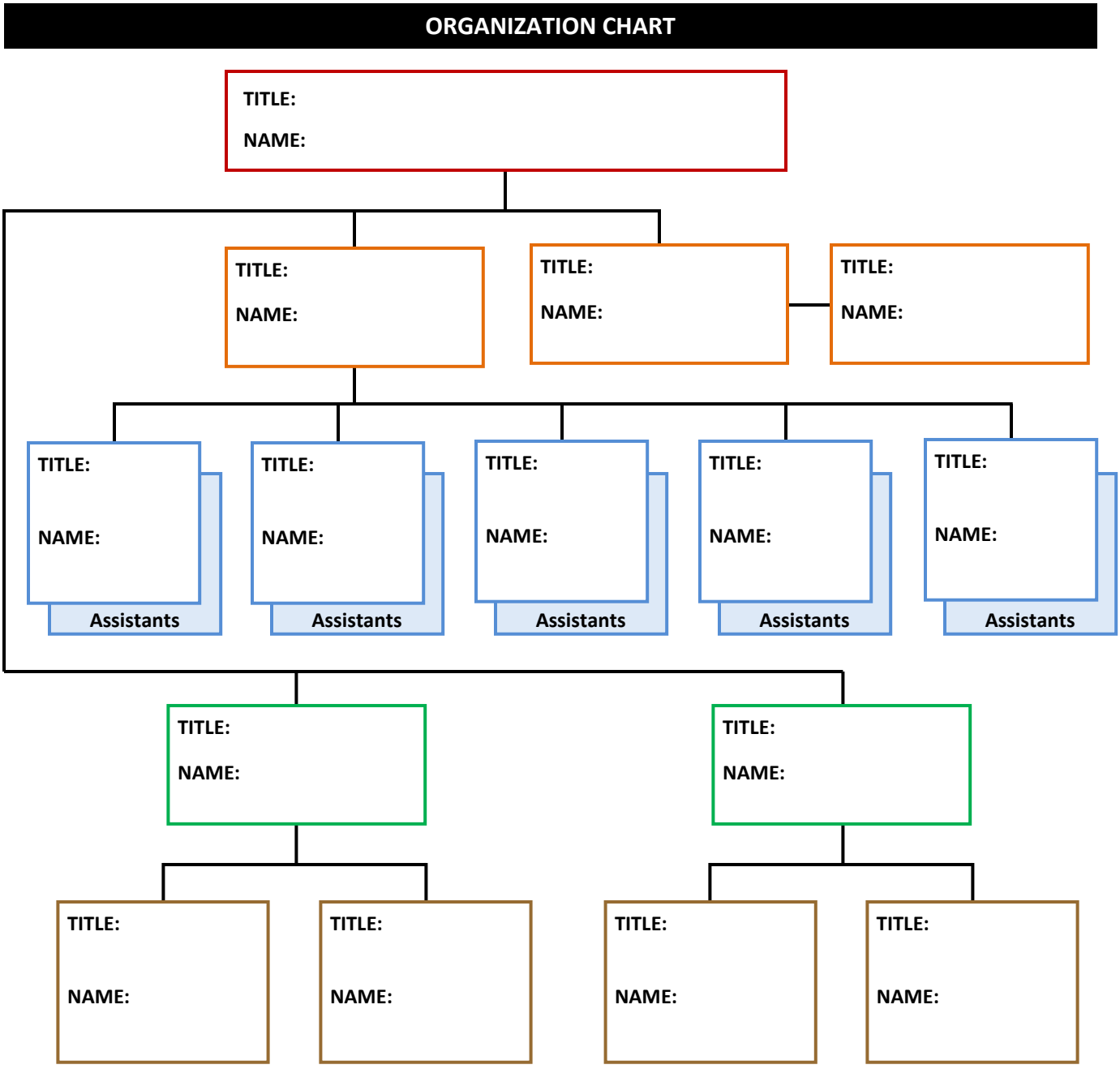
Exercise #1 – Organizational Structure

Directions: Demonstrate your understanding of an organization's structure by completing Part 1 and 2 below.

Part 1: Below is a Battalion Organizational Chart showing the Army JROTC Chain of Command. Add the names of each person to their designated role.



Part 2: Think of another organizational structure such as a corporation, a church, a club, or even your own school. Fill in the organizational roles and names if you know them in the blank chart below. Prepare to share your organization with other groups in your class and note the similarities between types of organizations and their structure.



Exercise #2 – Cadet Appearance and Grooming Standards

Directions: Review the section you read in your textbook and/or the regulations on Cadet appearance and grooming standards. List one of the rules from each category. Why do you think the rule is important? Next, share and discuss the answers with your partner(s). Be prepared to share your answers with the class.

Item	Rule and Importance
Jewelry	**Rule:**
	Importance:
Eyeglasses or Sunglasses	**Rule:**
	Importance:
Tattoos or Brands	**Rule:**
	Importance:
Body Piercing and Other Attachments to Body Parts	**Rule:**
	Importance:
Specific Female Cadet Guidelines	**Rule:**
	Importance:
Specific Male Cadet Guidelines	**Rule:**
	Importance:

Exercise #3 – Rank Insignia of the U.S. Military

Directions: Visit the U.S. Department of Defense website and view the section on the United States Military Rank Insignia. Explore both the "Officer Insignia Link" and the "Enlisted Insignia Link." Review the various rank insignias, and then answer the questions below. Be prepared to share your answers.

Internet URL: http://www.defense.gov/about/insignias/index.aspx

Officer Rank Insignia:

1. What do the officer ranks in the U.S. military consist of?

2. What is similar about officer rank insignia within each grade?

3. What is different?

4. What officer rank insignia is reserved for wartime only?

Enlisted Rank Insignia:

5. Describe two interesting things about any of the E-1 through E-7 ranks.

6. What is unique about the E-8 and E-9 levels?

7. List the title of the highest enlisted grade of another JROTC parent military service.

8. What is the common characteristic for the enlisted grade of E-1?

Performance Assessment Task

Chapter 1: JROTC Foundations

JROTC: The Organization and Traditions of Service Programs [U1C1L2]

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

Analyze the organization and traditions of JROTC programs

Directions

For this performance assessment task, you will create a presentation that could introduce others to JROTC. You will work on this presentation collaboratively with others in a group. For this assessment you will:

1. Conduct research to learn about the program's mission and objectives, benefits of the JROTC program, uniforms, rank and insignia, special activities, and community service. Begin your research by focusing on the following questions:

    - What are the benefits of the JROTC program? How does the JROTC program affect the lives of the students? (Include quotes from news articles and/or other journalistic sources.)
    - What are the standard uniforms worn by the JROTC program (e.g., service, utility, physical fitness, and other uniforms as applicable)? Describe each one and include visual images.
    - What are the ranks and insignias of the military branch of service and the JROTC program? State full titles and provide visual images of the rank insignias.
    - What type of drill competitions and other special activities does the JROTC participate in? (e.g., field trips, Dining-Outs)
    - What type of community service and projects does the JROTC participate in? Presentation should be error free.

2. Next in your groups, share your findings and organize your information. Cite your sources and use visual images that illustrate the topics. Work together to create the presentation. Your presentation should include the following:

    - The program's mission and objectives
    - Benefits of the JROTC program
    - Uniforms (e.g., service, utility, physical fitness, and other uniforms as applicable), ranks, and insignias of the military branch of service and the JROTC program

- Drill competitions and other special activities
- Community service

Resources:

- Primary and/or secondary sources, Internet and/or print-based materials
- Leadership Education 100 Textbook
- U.S. Government studies
- Accredited institutions of higher learning (colleges and universities)
- Major print or other news media from a journalistic source

Additional resource websites:

- U.S. Department of Defense (DoD) Junior Reserve Officers' Training Corps (JROTC) https://kb.defense.gov/PublicQueries/publicQuestions/FaqsAnswer.jsp?Subject=Junior%20Reserve%20Officer%20Training%20Corps%20(JROTC)&FaqID=167&nHit=0
- U.S. DoD: The United States Military Rank Insignia http://www.defense.gov/about/insignias/index.aspx

Note: Avoid dependence on sites that contain primarily opinions not supported by rigorous research.

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.

JROTC: The Organization and Traditions of Service Programs Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your presentation includes benefits of JROTC program	met ◯ not met ◯
2. Your presentation includes descriptions and visual images of standard uniforms worn by Army JROTC Cadets	met ◯ not met ◯
3. Your presentation includes titles and visual images of ranks and insignias of the Army and Army JROTC program	met ◯ not met ◯
4. Your presentation includes the drill competitions and other special activities in which JROTC participates	met ◯ not met ◯
5. Your presentation includes the community service and projects in which JROTC participates	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

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

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 1: JROTC Foundations

Customs and Courtesies in JROTC [U1C1L3]

What you will accomplish in this lesson:

Military customs toward the flag and our national anthem include certain behaviors and signs of respect, including salutes. Salutes and other behaviors are a way to show discipline and readiness. In this lesson, you'll learn about the customs of behavior to use with the flag and our national anthem. You'll also learn how to demonstrate respect to officers.

Why this lesson is important:

Demonstrate customs and courtesies in the JROTC environment

Essential Question:

How do customs used in JROTC demonstrate respect for our nation and the JROTC program?

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

- Explain how our nation arrived at the current design of the United States flag
- Explain the symbolism of the parts and colors on the United States flag
- Explain the origin of the lyrics in our national anthem
- Demonstrate a salute
- Demonstrate the correct way to fold the United States flag
- Demonstrate how to show respect for the United States flag
- Compare the rules for displaying the United States flag in different situations
- Describe customs when the national anthem is played
- Explain why there are rules for saluting and addressing officers
- Distinguish among the types of personal salutes and when they are executed
- Identify situations requiring a salute or other forms of respect to senior officers
- Define key words: anthem, bombardment, colors, courtesies, customs, ensign, esprit de corps, half-staff, halyard, pennant, retreat, reveille, staff, standard, under arms, union

You will have successfully met this lesson's purpose:

- by completing a written exercise identifying correct and incorrect JROTC customs
- by writing a summary about JROTC customs and courtesies
- when you correctly complete the exercise on JROTC customs
- when your written summary describes the customs of respect demonstrated in the JROTC program
- when your written summary explains why demonstrations of respect are important
- when your written summary is coherent and well-organized

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 you feel when you see the U.S. flag or hear the national anthem. **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. **Create** a chart with three columns in your Cadet Notebook. In the first column, list what you know about the U.S. flag and national anthem. In the second column, list what you want to know about the U.S. flag and national anthem. Leave the third column empty for now. **Be prepared** to share what you wrote with the class. **Add** your table to your Cadet Notebook.

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

_____3. **Listen** to a briefing about the U.S. flag and our national anthem. **Take notes** on the important facts about each topic.

_____4. **Observe** a video demonstration about how to fold the flag.

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

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

_____6. **Read** Exercise #1 – How to Fold the Flag. **Practice** folding the flag correctly with your group. **Listen** to a recording of "To the Colors."

_____7. **Reflect** on what you learned about the flag. **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 about addressing and saluting officers and others in the military. **Take notes** on the important points in your Cadet Notebook.

_____9. **Read** the "How to Perform the Hand Salute" section in your text. In your group, **practice** saluting with and without different headgear and glasses.

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

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

_____11. **Read** the "When to Salute and Come to Attention" section in your text.

_____12. **Complete** Exercise #2 – Signs of Respect. **Add** it to your Cadet Notebook.

_____13. **Reflect** on what you learned about the customs for showing respect in JROTC. **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?

_____ 14. **Complete** the chart you began at the beginning of this lesson by writing what you learned in the third column.

_____ 15. **Complete** the Customs and Courtesies in JROTC Performance Assessment Task and Exercise #3 – Know Your Salutes. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____ 16. **Review** the correct answers to Exercise #3 – Know Your Salutes with your class.

_____ 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:

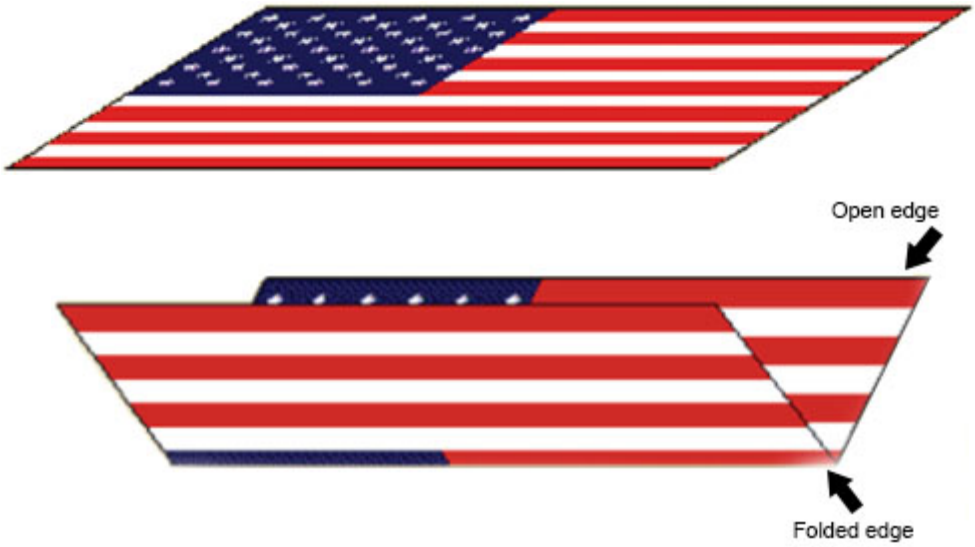
1. **Inquire Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
2. **Gather Phase**: Complete the Learning Activities in this lesson as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities in this lesson as modified by your instructor.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

Exercise #1 – How to Fold the Flag

Directions: Practice folding the flag with a partner. Use the guide below to check that the flag is folded correctly.

The traditional method of folding the flag is a carefully performed procedure:

STEP 1 – Straighten out the flag to full length and fold lengthwise once.



STEP 2 – Fold it lengthwise a second time to meet the open edge, making sure that the union of the stars on the blue field remains outward in full view. (A large flag may have to be folded lengthwise a third time.)

STEP 3 – Make a triangular fold by bringing the striped corner of the folded edge to the open edge.

STEP 4 – The outer point is then turned inward, parallel with the open edge, to form a second triangle.

STEP 5 – Triangular folding is continued until the entire length of the flag is folded in this manner.

STEP 6 – When the flag is completely folded, only a triangular blue field of stars should be visible.

Exercise #2 – Signs of Respect

1. The U.S. Flag and National Anthem

Directions: Complete the table below by describing how you display respect for the flag and national anthem in different situations.

Situation	U.S. Flag	National Anthem (To the Colors or Hail to the Chief)	Pledge of Allegiance
wearing uniform outside			
wearing uniform in formation			
wearing uniform inside			
wearing civilian clothes indoors or outdoors			
casing or uncasing the colors			

2. Officers

Directions: Describe how to display respect for officers in different situations.

Situation	Cadet Response
official greetings	
reveille and retreat	
reporting to an officer	
when an officer enters a room	
when an officer enters a dining room	
position of honor	

Exercise #3 – Know Your Salutes

Directions: Decide if the Cadet in each of the following situations has followed JROTC customs. Mark each scenario **CORRECT** or **INCORRECT**. If it is incorrect, write the correct Cadet behavior.

Scenario	Correct or Incorrect
Example: Cadet Atkinson faces the flag with his left hand over his heart when saying the Pledge of Allegiance.	Incorrect. Use the right hand over the heart.
1. Cadet Smith stands at attention for reveille and salutes for retreat.	
2. Cadet Vinsha salutes an officer who addresses her in the dining room.	
3. Pat's unit is in formation. The unit salutes until the flag is six steps past and the commander gives *order, arms*.	
4. Cadet Huang faces the flag and salutes when first uncasing and later casing the colors.	
5. On his way to a Saturday afternoon movie, Cadet Hollings sees his commander board his same bus. Huang salutes the commander.	
6. Cadet Richards is wearing a stocking cap. She salutes by touching the tip of her left forefinger to her forehead and slightly to the left of her left eyebrow.	
7. Cadet Khouri is in civilian clothes when the national anthem is played at a baseball game. She leaves her fan hat on and places her right hand over her heart until the song ends.	
8. Cadet Wilson is in civilian clothes when the national anthem is played at a baseball game. He leaves his ball cap on and places his right hand over his heart until the song ends.	
9. While in uniform outside, Cadet Ameshri hears "To the Colors." He faces the music and stands at attention until the song ends.	
10. Cadet Henry is in uniform. He salutes when he meets an officer who is wearing civilian clothes.	

Performance Assessment Task

Chapter 1: JROTC Foundations

Customs and Courtesies in JROTC [U1C1L3]

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

Demonstrate customs and courtesies in the JROTC environment

Directions

For this performance assessment task, you will complete Exercise #3 – Know Your Salutes. You will also write a summary about the customs of respect that you learned about in this lesson. For this assessment you will:

1. Complete Exercise #3 – Know Your Salutes. Use your student text if you are unsure of the correct answer.

2. Write a summary explaining how customs used with the flag, our national anthem, and officers demonstrate respect for our nation and for JROTC.

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.

Customs and Courtesies in JROTC Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your Exercise #3 – Know Your Salutes is completed correctly	met ◯ not met ◯
2. Your written summary describes the customs of respect used for the flag, national anthem, and JROTC officers	met ◯ not met ◯
3. Your written summary explains in your own words, why the customs are important to our nation and the JROTC program	met ◯ not met ◯
4. Your written summary is neatly presented and includes proper spelling, grammar, and punctuation	met ◯ not met ◯
5. Your written 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 1: JROTC Foundations

Social Etiquette and Manners [U1C1L4]

What you will accomplish in this lesson:

Demonstrate proper etiquette in social settings

Why this lesson is important:

There will be many occasions in life that will require you to interact in a variety of social situations. By knowing the rules of proper etiquette, you will not only make a good impression, you will feel more relaxed and confident in unfamiliar situations. In this lesson, you will explore the proper social conduct and behavior for a variety of situations, including the Cadet Ball.

Essential Question:

Why are social etiquette and manners important?

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

- Analyze etiquette and manners in formal and informal settings
- Explain the handling of social invitations
- Demonstrate proper dining etiquette
- Correlate the historical significance of Dining-In, Dining-Out to the Cadet Ball
- Define key words: dignitary, Dining-In, Dining-Out, etiquette, manners, monopolize, place card, receiving line, RSVP, stilted

You will have successfully met this lesson's purpose:

- when you explain and demonstrate social etiquette, manners, and courtesies for a Cadet Ball
- when you describe and demonstrate how to respond to an invitation/RSVP
- when you explain and demonstrate proper introductions and actions in the receiving line
- when you explain and demonstrate what to do during posting of the colors and playing of the national anthem
- when you demonstrate proper dining etiquette
- when you explain the proper dress guidelines
- when you draft a sample thank you note

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 rules of conduct and public courtesy practiced today. **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. **Determine** how well you know general rules of etiquette. **Observe** the class results.

_____ 3. **Define** the word "etiquette." **Participate** in a discussion about the definition.

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

_____ 4. **Read** an assigned topic from the "Etiquette and Manners in Formal and Informal Settings" section of your text. In a team, **use** the Exercise #1 – Proper Introductions for directions on creating a learning station that teaches others about your assigned topic.

_____ 5. **Prepare** to **teach** and **learn** from others about the various assigned topics.

_____ 6. **Answer** the reinforcing question(s).

PART 2

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

_____ 7. **Rotate** through the various learning stations to practice the activities for the other topics. **Practice** introducing yourself with the proper verbal greeting and handshake.

_____ 8. **Reflect** on what you learned about introducing people in formal and informal settings. **Answer** the Reflection Question(s) presented by your instructor.

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

_____ 9. **Read** an assigned topic from the "Proper Dining Etiquette" section of your text and **view** a presentation on the appropriate formal dining table setting. **Prepare** to discuss appropriate table manners.

_____ 10. **Answer** the reinforcing question(s).

PART 3

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

_____ 11. **Complete** Exercise #2 – What's on the Table? **Compare** your finished table with the diagram in your textbook.

_____ 12. **Play** the Table Manners game.

_____ 13. **Reflect** on what you learned about table settings and manners. **Answer** the Reflection Question(s) presented by your instructor.

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

☐ 14. **Listen** to an instructor presentation on the details provided in a social invitation. **Discuss** the importance of the RSVP, appropriate dress, and thank you notes.

☐ 15. **Answer** the reinforcing question(s).

PART 4

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

☐ 16. **Practice** writing a thank you note for a provided formal or informal social event scenario. **Critique** one other Cadet's thank you note with appropriate feedback.

☐ 17. **Reflect** on how an RSVP and a thank you note address principles of etiquette. **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. **Complete** the Social Etiquette and Manners 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 – Proper Introductions

Directions: In your team, you will create a learning station that teaches others how to make proper introductions in a variety of settings. Then you will rotate through the stations to practice the activities for the other topics.

Create an Etiquette Learning Station: In your team, review the section in your textbook on your assigned topic.

Topics include:

- Receiving line order
- Making formal introductions including handshakes
- Introducing dignitaries including handshakes
- Making informal introductions
- Common introduction courtesies
- Handshake and salute protocol when accepting awards

Be sure to:

1. Identify the topic and purpose
2. Explain the proper procedures for completing the task
3. Provide instructions; include materials and supplies, as applicable
4. Discuss why this rule of etiquette is important

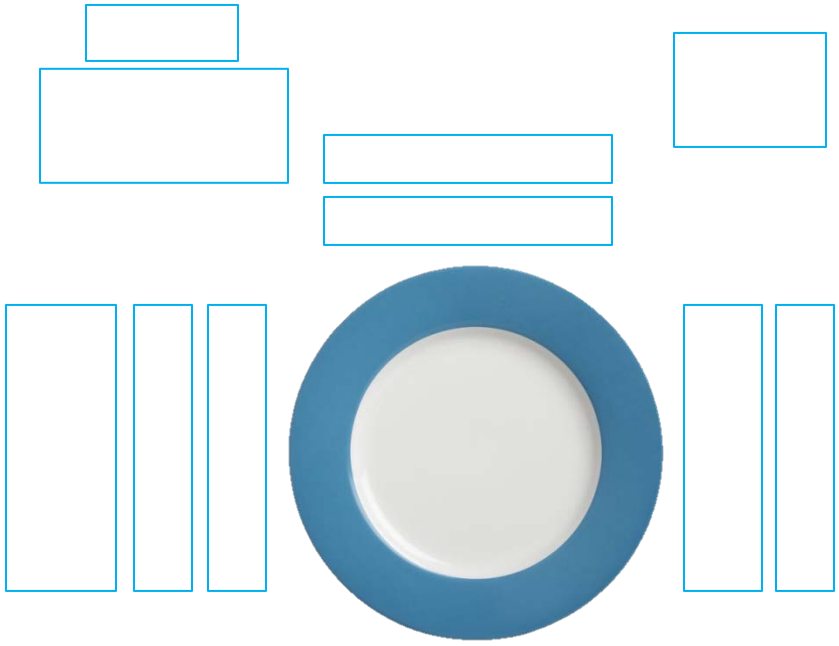
Topic:

Notes:

Exercise #2 – What's on the Table?

Directions: For this exercise you will 'set a dining table'. Below are items found on a formal dining table. Each word item is numbered. Place the item number in the blank box where it belongs on the illustration. When you are finished, compare your completed illustration with the one found in your student text.

1. Dessert Spoon
2. Water Goblet
3. Soup Spoon
4. Dinner Fork
5. Napkin
6. Butter knife
7. Dessert fork
8. Bread plate
9. Salad fork
10. Dinner knife



Performance Assessment Task

Chapter 1: JROTC Foundations

Social Etiquette and Manners [U1C1L4]

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

Demonstrate proper etiquette in social settings

Directions

For this performance assessment task, you will complete the Dining-Out scenario. For this assessment you will:

Read the following scenario and individually complete the information below. Be prepared to share your answers in class. The same criteria in the scoring guide below can be used to evaluate your performance of proper etiquette and manners at the annual Cadet Ball.

Scenario: The annual Dining-Out is in five months. You have been asked to be a member of the Dining-Out committee. The committee plans all aspects of the Dining-Out. Complete this assignment as if you are preparing for the meeting and event. The committee will discuss invitations, table settings, receiving line protocol (guest speaker and other dignitaries), proper dress, protocol for honoring the nation, and thank you notes.

1. **Invitations:** Create the text for the invitation. Include all pertinent information including dress code and RSVP:

   Table Setting: On the back of this page, draw a picture of the appropriate table setting for the following menu:

   - Fresh Garden Salad with Dressing
   - Dinner Roll
   - Tomato Soup
   - Beef Tenderloin or Grilled Salmon
   - New York Style Cheesecake with strawberries
   - Iced Tea and water

2. **Receiving line and other protocol:**

   a. Who belongs on the line?

b. What order should the guests stand in?

c. Address the appropriate protocol for honoring the nation.

d. Describe how you will greet the guest of honor(s):

e. What attire should you wear?

3. **Thank you notes:** Create a sample thank you note to send to the guest speaker:

4. Explain your role in the annual Cadet Ball as a Year 1 Cadet:

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.

Social Etiquette and Manners Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You describe and demonstrate how to respond to an invitation/RSVP	met ◯ not met ◯
2. You explain and demonstrate proper introductions and actions in the receiving line	met ◯ not met ◯
3. You explain and demonstrate what to do during posting of the colors and playing of the national anthem	met ◯ not met ◯
4. You explain and demonstrate your role in the POW/MIA program	met ◯ not met ◯
5. You demonstrate proper dining etiquette	met ◯ not met ◯
6. You explain the proper dress guidelines	met ◯ not met ◯
7. You draft a sample thank you note	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 2: Personal Growth and Behaviors

Thinking Maps® [U1C2L1]

What you will accomplish in this lesson:

Use Thinking Maps® to enhance learning

Why this lesson is important:

Many instructors approach their learners with a variety of strategies to process information. Think about classroom situations you've been in. What strategies were used by the instructor to help students "get it?" Brainstorming, mind-mapping, concept webs, and graphic organizers are tools that are often used in the classroom to encourage learning. In this lesson, you will be introduced to Thinking Maps® – visual tools for thinking processes. Throughout the lesson, you will use the eight Thinking Maps® to enhance your own learning.

Essential Question:

How are Thinking Maps® useful in the learning process?

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

- Identify the types of thinking processes
- Relate thinking to learning
- Correlate thinking processes to the eight Thinking Maps®
- Use Thinking Maps® to visually represent a learning objective
- Define key words: analogy, Brace Map, Bridge Map, Bubble Map, Circle Map, Double Bubble Map, Flow Map, Multi-Flow Map, Relating Factor, Tree Map

You will have successfully met this lesson's purpose:

- by creating eight Thinking Maps® for a current course of study
- when your Thinking Maps® visually represent the appropriate thought process
- when your Thinking Maps® represent content required within one course of study
- when your Thinking Maps® represent all eight thought processes
- when your Thinking Maps® are accompanied by a written summary explaining the impact on your learning
- when your written summary uses correct and appropriate grammar, punctuation, and spelling

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 visual study aids. **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. **Define** who you are in a visual presentation using any type of visual tool you are familiar with.

_____3. **Introduce** a Cadet to the rest of the class using only the visual presentation they provide you.

_____4. **Explain** how visual tools have helped you in the learning process.

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

_____5. With a partner or team, **read** about an assigned Thinking Map® in the "Types of Thinking Maps®" section in your student text. **Prepare** to teach others about it. **Use** Exercise #1 – Thinking Maps® to **describe** your map and **take notes** on other presented maps.

PART 2

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

_____6. **Share** your Thinking Map® information with others in the class. **Take notes** on other maps presented by completing Exercise #1 – Thinking Maps®.

_____7. **Answer** the reinforcing question(s).

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

_____8. **Match** the thinking process and content transfer to the appropriate Thinking Map® using Exercise #2 – Thinking Map® Review.

_____9. **Discuss** how you can use Thinking Maps® in other academic areas of your education. Explain. **Add notes** and ideas to your Exercise #1 – Thinking Maps® as appropriate.

_____10. **Reflect** on how you can use Thinking Maps® in other courses. **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?

_____11. **Complete** the Thinking Maps® Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____12. **Review** the key words of this lesson.

_____13. **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 – Thinking Maps®

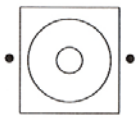
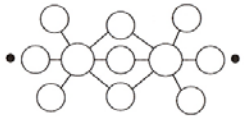
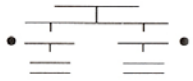
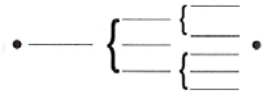
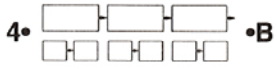
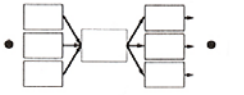
Directions: Research the Thinking Maps® listed below. Draw an example of what each Thinking Map® looks like and identify the thinking processes used when implementing them and what types of questions it answers in the learning process. Use the designated area for additional notes based on your research.

Circle Map *Looks Like:* *Thinking Process:*	Answers what type of questions:
Bubble Map *Looks Like:* *Thinking Process:*	Answers what type of questions:
Double Bubble Map *Looks Like:* *Thinking Process:*	Answers what type of questions:
Tree Map *Looks Like:* *Thinking Process:*	Answers what type of questions:

Brace Map *Looks Like:* *Thinking Process:*	Answers what type of questions:
Flow Map *Looks Like:* *Thinking Process:*	Answers what type of questions:
Multi-Flow Map *Looks Like:* *Thinking Process:*	Answers what type of questions:
Bridge Map *Looks Like:* *Thinking Process:*	Answers what type of questions:

Exercise #2 – Thinking Maps® Review

Directions: Match the thinking process and content transfer to the most appropriate Thinking Map®.

Thinking Process		Thinking Map	Content Transfer	
Classifying	1•		•A	Identify the similar and unique characteristics of two cultures.
Seeing Analogies	2•		•B	Show the steps you used for solving a math problem.
Describing	3•		•C	Organize the main idea, supporting ideas and details from a reading selection.
Sequencing	4•		•D	What are the parts and subparts of the human body?
Defining in Context	5•		•E	Identify the qualities of a character in a story.
Cause & Effect	6•		•F	What is the analogous functional relationship between an air traffic controller and a teacher?
Compare & Contrast	7•		•G	Generate as many ideas as you can about the problem of "drug use." Where did you get your ideas?
Part-Whole	8•		•H	Show how different weather conditions lead to erosion and how the erosion process changes terrain.

Performance Assessment Task

Chapter 2: Personal Growth and Behaviors

Thinking Maps® [U1C2L1]

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

Use Thinking Maps® to enhance learning

Directions

For this performance assessment task, you will create a variety of Thinking Maps® and a written summary of how these maps improved learning. For this assessment you will:

1. Select a text chapter or course subject where you need to remember information and new ideas or must read quite a bit of content. Select a course that is difficult for you or is taught in a way that conflicts with your own learning style.

2. Try to create all eight Thinking Maps® to help you understand the content or skills necessary for your course. You may create as many Thinking Maps® as possible for the content. Consider them to be a study guide.

3. Write a short summary about how Thinking Maps® helped improve learning. Show how you were successful.

4. Put the Thinking Maps® and written summary into a folder and submit to your instructor.

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.

Thinking Maps® Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your Thinking Maps® visually represents the appropriate thought process	met ◯ not met ◯
2. Your Thinking Maps® represent content required within one course of study	met ◯ not met ◯
3. Your Thinking Maps® represent all eight thought processes	met ◯ not met ◯
4. Your Thinking Maps® are accompanied by a written summary explaining the impact on learning	met ◯ not met ◯
5. Your written summary uses correct and appropriate grammar, punctuation, and spelling	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 2: Personal Growth and Behaviors

Self-Awareness [U1C2L2]

What you will accomplish in this lesson:

Determine your behavioral preferences

Why this lesson is important:

You may notice that some people behave or conduct themselves like you, while others behave quite differently. For example, one person may be very quiet and thoughtful while another may be the life of the party. In this lesson, you will identify your own behavior preferences and consider the preferences of others. This knowledge can help you to understand situations as they unfold, improve your communication with others, and influence people and situations to get the results you desire.

Essential Question:

How did Winning Colors® help you identify your behavioral preferences?

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

- Explain the four clusters of behavior in the Winning Colors® framework
- Illustrate your behavioral preferences using the four Winning Colors®
- Identify strengths for each behavior cluster
- Express appreciation for your own uniqueness
- Define key words: assessment, associate, cluster, differentiate, introspection

You will have successfully met this lesson's purpose:

- by completing a Self-Awareness Matrix using the Winning Colors® behavior model
- by writing a reflection about applying Winning Colors® to a situation
- when you apply your Winning Colors® to a variety of situations
- when you rank the behaviors that you are most likely to exhibit in each situation
- when you provide specific examples of how you would or would like to demonstrate each color in each situation
- when your written reflection summarizes how preferred behaviors help or hinder a given situation
- when your written reflection identifies strategies for dealing with a situation more effectively by applying the knowledge of Winning Colors®

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 you interact with others in different situations. **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. **Think about** the following questions: How do you interact with others socially to enjoy yourself? How do you complete individual tasks or assignments? How do you deal with other people in a team or committee that has a job requiring teamwork? **Post** an example for each question on the T-Chart presented by your instructor.

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

_____3. **View** a video about the Winning Colors® behavioral clusters.

_____4. **View** directions on choosing and sorting Winning Colors®. **View** the animation on Winning Colors®. **Work** with a partner in a Think-Pair-Share to **identify** your Winning Colors® and **sort** them. **Access** additional information about Winning Colors® from the "Purpose and Process" and "Behavior Clusters" sections of your student text.

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

PART 2

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

_____6. **Participate in** or **observe** a role-play activity. **Note** examples of the four behaviors: decide, think, act, and feel. **Post** your notes on a T-Chart in the correct column. **Discuss** the results of the role-play activity.

_____7. **Complete** Exercise #1 – Behavior Strengths for Communicating.

_____8. **Reflect** on the role-play and what you discovered about yourself from Exercise #1 – Behavior Strengths for Communicating. **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?

_____9. **Complete** the Self-Awareness Performance Assessment Task using Exercise #2 – Self-Awareness Matrix. **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 – Behavior Strengths for Communicating

Directions: In this exercise, you will determine which of your Winning Colors® are the strongest at the present time: planner, builder, relater, or adventurer. The four parts of self and your POWER to communicate reside in your ability to exhibit different behaviors in situations. Although everyone is comprised of each of the behaviors in diverse extents, the goal of Winning Colors® is to work to develop a balance between the four colors.

1. Start by numbering the following words or phrases in each item (a, b, c, d) from 1 to 4, moving horizontally across each row in order of importance to you. Number 1 would be the word or phrase that best describes your feelings of comfort and what you are like inside—NOT how you would like to be—NOT how you act because of outside forces.
2. Total the vertical columns.
3. Circle the lowest score. Put a box around your second lowest score. **Note:** The lowest score identifies your present communication POWER or Winning Color®. Your boxed score is your backup communication POWER.
4. Read the next page of this exercise and then fill in the TREND blanks with the four parts of self that match the words in the column.
5. Next fill in the COLOR blanks with the color that matches the TREND based on the next page.

< 1 = Most Important > < 2 = Very Important > < 3 = Somewhat Important > < 4 = Least Important >

A	B	C	D
Being prepared Rating: _____	Let's all be friends Rating: _____	Developing better and more logical ways Rating: _____	Living today and not worrying about tomorrow Rating: _____
Telling people what they should do Rating: _____	Talking and socializing Rating: _____	Understanding and analyzing about tomorrow Rating: _____	Having fun and excitement with people Rating: _____
Saving and budgeting Rating: _____	Giving Rating: _____	Creating Rating: _____	Spending Rating: _____
Leading Rating: _____	Relating Rating: _____	Planning Rating: _____	Exploring Rating: _____
Being Organized Rating: _____	Being loved and accepted Rating: _____	Being correct and competent Rating: _____	Being in spontaneous action Rating: _____
A Total: 0	B Total: 0	C Total: 0	D Total: 0
TREND: _____	TREND: _____	TREND: _____	TREND: _____
COLOR: _____	COLOR: _____	COLOR: _____	COLOR: _____

Exercise adapted from Conflict Resolution Through Winning Colors® used with permission by authors Stefan Neilson and Shay Thoelke©1999.

Note: Make sure the phrases are numbered and the columns are totaled before going any further.

Directions: In your table on the previous page, fill in the appropriate TREND word and corresponding COLOR found below.

1. Under column A the TREND is **Builder**, and the COLOR is **Brown**, representing leadership and decisiveness.
2. Under column B the TREND is **Relater**, and the COLOR is **Blue**, showing openness and feeling.
3. Under column C the TREND is **Planner**, and the COLOR is **Green**, containing deep, hidden, changing currents.
4. Under column D the TREND is **Adventurer**, and the COLOR is **Red**, producing excitement, action, and fun.

According to the creators of Winning Colors®, the colors symbolize the four elements of life: Earth, Air, Water, and Fire.

Exercise #2 – Self-Awareness Matrix

Directions: In this exercise, you will determine which of your Winning Colors® are the strongest in different situations: planner, builder, relater, or adventurer.

1. Consider each situation on the left and decide which cluster(s) would dominate your behavior in each. Rank the colors you would exhibit in order from 1 (most likely) to 4 (least likely).
2. Record a brief example of something you would do or a way you might behave or feel that illustrates the behavior appropriately. This may not be a behavior you currently exemplify, but one that you can strive toward.

Remember, though you will have a natural tendency toward one color or behavior, the goal of Winning Colors® is to strive for balance.

Situation	Green/Planner (think, fox)	Brown/Builder (decide, bull & bear)	Blue/Relater (feel, dolphin)	Red/Adventurer (act, tiger)
Family Activity	*Rank:* *Ideal Example:*	*Rank:* *Ideal Example:*	*Rank:* *Ideal Example:*	*Rank:* *Ideal Example:*
Doing Homework	*Rank:* *Ideal Example:*	*Rank:* *Ideal Example:*	*Rank:* *Ideal Example:*	*Rank:* *Ideal Example:*
Handling Conflict	*Rank:* *Ideal Example:*	*Rank:* *Ideal Example:*	*Rank:* *Ideal Example:*	*Rank:* *Ideal Example:*
Doing a Job	*Rank:* *Ideal Example:*	*Rank:* *Ideal Example:*	*Rank:* *Ideal Example:*	*Rank:* *Ideal Example:*
Social Activity	*Rank:* *Ideal Example:*	*Rank:* *Ideal Example:*	*Rank:* *Ideal Example:*	*Rank:* *Ideal Example:*

Exercise adapted from Conflict Resolution Through Winning Colors® used with permission by authors Stefan Neilson and Shay Thoelke©1999.

Performance Assessment Task

Chapter 2: Personal Growth and Behaviors

Self-Awareness [U1C2L2]

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

Determine your behavioral preferences

Directions

For this performance assessment task, you will examine your current Winning Colors® and outline behavioral examples for various situations that point toward balancing your colors. For this assessment you will:

1. Complete Exercise #2 – Self-Awareness Matrix.
2. Write a reflection about applying Winning Colors® in a situation.
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.

Self-Awareness Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You apply your Winning Colors® to a variety of situations in Exercise #2 – Self-Awareness Matrix	met ◯ not met ◯
2. You rank the behaviors that you are most likely to exhibit in each situation from 1 (most likely) to 4 (least likely) in Exercise #2 – Self-Awareness Matrix	met ◯ not met ◯
3. You provide specific examples of how you would or would like to demonstrate each color in each situation in Exercise #2 – Self-Awareness Matrix	met ◯ not met ◯
4. Your written reflection summarizes how your preferred behaviors help or hinder a given situation	met ◯ not met ◯
5. Your reflection identifies strategies for dealing with a situation more effectively by applying your knowledge of Winning Colors®	met ◯ not met ◯
6. Your work is complete, clear, and legible	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 2: Personal Growth and Behaviors
Appreciating Diversity through Winning Colors® [U1C2L3]

What you will accomplish in this lesson:

Apply an appreciation of diversity to interpersonal situations

Why this lesson is important:

When you understand yourself, you can begin to create a successful and happy life. It is also important to develop your awareness of others. As you go through life, you will notice differences and similarities between people. In this lesson, you will learn about diversity and its value in teamwork.

Essential Question:

How can valuing the various behavior preferences of others help your team effectively meet goals and solve problems?

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

- Explain how awareness-enhancing behaviors affect better communication with others
- Identify key characteristics for each Winning Colors® behavior cluster: Builders, Planners, Adventurers, and Relaters
- Determine factors that impact the behavior of others
- Evaluate factors that impact how others perceive individual behavior
- Select behaviors that promote success in a variety of situations
- Define key words: comfort zone, diversity, natural, preference

You will have successfully met this lesson's purpose:

- by writing a summary about an experience that illustrated the importance of valuing diversity using the Winning Colors®
- when your written summary includes a description of the event or project you participated in
- when your written summary includes the information that supports what the strongest Winning Colors® is for each person in the group or team
- when your written summary provides a solution on how you could have adjusted responses to affect or motivate behavior based on knowing more about each person's behavioral preferences
- when your written summary describes how each person's strengths can be valuable in working as a team to solve problems or accomplish goals
- when your reflection summarizes the value of diversity in working as a group
- when your reflection includes how adjusting your responses to others' behaviors can help communication in the future

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 behavioral preferences. **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 Human Graph Activity. **Note** how you and other Cadets change or don't change the line you are in with each question.

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

☐ 3. **View** the animation on Appreciating Other Colors and follow along by **reading** the "Awareness-Enhancing Behaviors" section in your student text. **Use** your Cadet Notebook to take notes as necessary.

☐ 4. With your team, **discuss** examples of the three awareness-enhancing behaviors you have found helpful. **Write** your examples in a Tree Map under the column for each behavior. **Share** your examples with others.

☐ 5. **Participate** in a scenario activity with your team. **Assess** how well your team can meet its goal with existing team members. **Invite** Cadets from other teams to join your team as needed.

☐ 6. **Answer** the reinforcing question(s).

PART 2

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

☐ 7. **View** the animation on Winning Colors® Power Words. **Develop** a personal ad about yourself using Exercise #2 – Personal Ad. **Present** your ad to others in your team and ask for feedback. **Provide** feedback to at least one other Cadet's personal ad. **Show** that you appreciate the diversity through the comments you provide them.

☐ 8. **Use** introspection about Winning Colors® behaviors and observation provided in a given scenario. **Brainstorm** the type of feedback needed to solve the problem, resolve the conflict, or reach the goal successfully.

☐ 9. **Reflect** on the personal ads you observed. **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?

☐ 10. **Complete** the Appreciating Diversity through Winning Colors® 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.

Exercise #1 – Human Graph Activity

Directions: Read each sentence stem and the phrases that complete them. Instruct Cadets to move to the color of the line that matches their response to the sentence stem.

1. When I communicate, I am most likely to:
   - Want to be taken seriously and focus on the thinking behind the talk (planner GREEN)
   - Take a bottom-line approach and focus on the results (builder BROWN)
   - Want people to connect with me and be friendly (relater BLUE)
   - Take a light-hearted approach and focus on fun (adventurer RED)

2. When there are things to get done, I am most likely to:
   - Be prepared with details and new ways of doing things (planner GREEN)
   - Be duty-conscious and follow rules and directions (builder BROWN)
   - Talk with others and find ways to help out (relater BLUE)
   - Take action (adventurer RED)

3. When others communicate with me, I prefer them to:
   - Be creative and express ideas (planner GREEN)
   - Use a strong, short-idea approach and cool the emotions (builder BROWN)
   - Show genuine concern, share feelings, and be honest (relater BLUE)
   - Be concrete and to the point, forget the theory and long explanations (adventurer RED)

4. My teacher or supervisor at work could help me stay on track by:
   - Being a good listener or sounding board (planner GREEN)
   - Being on top of things themselves and treating me properly (builder BROWN)
   - Giving me people-centered assignments (relater BLUE)
   - Giving me exciting or challenging tasks with quick turnaround times (adventurer RED)

5. When my plans affect others, I'm likely to:
   - Support my ideas in a detailed fashion with in-depth explanations (planner GREEN)
   - Give step-by-step explanations of how the plan will be carried out (builder BROWN)
   - Think about how my plans affect people and how they might react (relater BLUE)
   - Want to get going and explain later, only if necessary (adventurer RED)

6. If I'm in a group trying to work together, I really prefer people to:
   - Be logical and appreciate ideas (planner GREEN)
   - Know the hierarchy of command and give it recognition (builder BROWN)
   - Thank each other for contributions and help each other (relater BLUE)
   - Be spontaneous and have a sense of humor (adventurer RED)

Exercise #2 – Personal Ad

Directions: As individuals, you have to sell yourself based on who you are. You are looking for a job, a date, or to join a team. Draw from the list of Winning Colors® power words and write a personal ad that is: personal, positive, includes emotion, and is in the present tense. Provide specific behavioral examples to support your analysis.

Planner Power Words	***Builder Power Words***
Changing Improving Being my best Dreaming Inner life Thinking Inventing Knowing more Exactness Planning Revolution Knowing the future Freedom of thought	Leader Powerful Decisive Results-oriented Responsible Tradition Duty Money Preparation Achievement Expectation Accomplishments Structured
Relater Power Words	***Adventurer Power Words***
Friendly Romantic Loyal Kind Attentive Thoughtful Affectionate Work together Understanding Considerate Appreciative Dependable Aware	Action-oriented Fun-loving Brave Bold Spontaneous React quickly Mover and shaker High energy Challenging Freedom Quick thinker Test the limits Out of bounds

Performance Assessment Task

Chapter 2: Personal Growth and Behaviors

Appreciating Diversity through Winning Colors® [U1C2L3]

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

Apply an appreciation of diversity to interpersonal situations

Directions

For this performance assessment task, you will write about a real or fictitious experience, event, or project that involved the participation of yourself and others and did not go as expected or directed. Your scenario will provide a recap of the project, the people and the experience, and then a summary of possible changes to your own approach to others' behavior that may have changed the outcome of the experience. For this assessment you will:

1. Complete a written scenario and solution that includes the following information:

    a. Think about your experience and how Winning Colors® were seen in each team member. Refer to the behavior clusters and power words as you develop your scenario and solution.

    b. Conclude your written paper with a short reflection on how acknowledging others' behavior preferences can help you appreciate or value diversity when solving problems and accomplishing team goals.

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.

Appreciating Diversity through Winning Colors® Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your written summary includes a description of the event or project you participated in	met ◯ not met ◯
2. Your written summary includes the information that supports what the strongest Winning Color® is for each person in the group or team	met ◯ not met ◯
3. Your written summary provides a solution on how you could have adjusted responses to affect or motivate behavior based on knowing more about each person's behavioral preferences	met ◯ not met ◯
4. Your written summary describes how each person's strengths can be valuable in working as a team to solve problems or accomplish goals	met ◯ not met ◯
5. Your reflection summarizes the value of diversity in working as a group	met ◯ not met ◯
6. Your reflection includes how adjusting your responses to others' behaviors can help communication in the future	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
Thinking and Learning [U1C2L4]

What you will accomplish in this lesson:

Analyze how thinking and learning affects your academic performance

Why this lesson is important:

People learn in different ways. Learning is a complex system of acquiring information or skill, getting it into the brain, and processing it to apply it to everyday life. This lesson explains the different ways people think and learn. You'll also learn about the different kinds of intelligences and how to develop better strategies for learning.

Essential Question:

How can you improve your thinking and learning skills?

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

- Distinguish between active learner and passive learner traits
- Explain how creative and critical thinking work together
- Describe the difference between objective and subjective thinking
- Explain the essential elements of the learning process
- Examine different models of learning preferences
- Describe the eight types of intelligences
- Explore how to expand your learning preferences and your intelligences
- Define key words: assumption, context, creative thinking, critical thinking, data, kinesthetic, linguistic, metacognition, objectivity, passive, pragmatist, schema, sociological, spatial, stimuli, subjective

You will have successfully met this lesson's purpose:

- by writing an action plan to improve your thinking and learning
- when your plan describes how personal behavior or characteristics have impacted how you learn and think
- when your plan details the thinking behaviors that are targeted for improvement (critical, creative, objective, subjective)
- when your plan details your learning preferences, using the five categories of the Dunn and Dunn model, and targets the ones you want to improve or expand
- when your plan lists specific strategies for improving your personal behavior or characteristics to become a more active learner
- when your plan identifies your strongest experiential learning style (Kolb's model) and your top three styles from the Multiple Intelligences model
- when your plan identifies how your learning styles and intelligences have helped or hindered you in school
- when your plan lists the resources and activities you will use to expand your learning styles and intelligences
- when your plan summarizes how you will record your progress

- when your plan describes how and when you will assess your improvement

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** the different ways you have learned new things. **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 different ways you've learned new things, how you solve problems, and how you form opinions. **Think about** ways to categorize the different methods.

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

_____3. **Listen** to a briefing on active learning.

_____4. **Jigsaw** the student text for the topic assigned to your team. **Create** a T-Chart that summarizes your reading and **present** your work to the class.

_____5. **Use** Exercise #1 – Asking Questions to **relate** the importance of asking questions to the process of learning.

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

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

_____7. **Write** scenarios that demonstrate the need for the type of thinking assigned to your team. **Participate** in the Thinking-Types Quiz game.

_____8. **Reflect** on different types of thinking. **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 "Elements of the Learning Process" section in your student text.

_____10. **Create** a graphic organizer or Thinking Map® that **illustrates** the nine elements of the learning process. Be ready to **share** your map with the class.

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

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

_____12. **View** Video #1 – Cup Clap Game.

_____13. With your team, **develop** an outline or Flow Map for how a Cadet could learn to play the Cup Clap game. **Use** your graphic organizers from the Gather Phase as a guide to **address** as many of the nine elements of learning as possible.

_____14. **Present** your outline or Flow Map to the class.

_____15. **Reflect** on the challenges of learning the Cup Clap game. **Answer** the Reflection Question(s) presented by your instructor.

PART 3

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

_____16. **View** Video #2 – Learning Styles.

_____17. **Listen** to a briefing about the Dunn and Dunn Learning Preferences.

_____18. **Complete** Exercise #2 – Learning Preferences Inventory.

_____19. **Listen** to a briefing on Kolb's Experiential Learning Model.

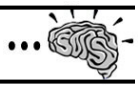
_____20. **Complete** Exercise #3 – Experiential Learning Styles.

_____21. **View** Video #3 – Multiple Intelligences.

_____22. **Complete** Exercise #4 – Multiple Intelligences Assessment.

_____23. **Answer** the reinforcing question(s).

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



_____24. **Use** the results from Exercise #4 – Multiple Intelligences Assessment to **create** a bar graph showing the values for each of your intelligences.

_____25. **Reflect** on what you have learned about your strengths and weaknesses. **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?

_____26. **Read** the "Expanding Your Learning Preferences and Intelligences" section in your student text.

_____27. **Complete** the Thinking and Learning Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____28. **Review** the key words of this lesson.

_____29. **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 – Asking Questions

Three Question Types	Related Thinking Type	Related Viewpoint	Notes
What? • What are the facts? • What is the evidence or proof?	Critical thinking	Objective	Facts form the basis of most of your studies.
So what? • What do the facts mean? • What conclusion can I draw? • What else do I need to know?	Creative thinking and Critical thinking	Subjective and Creative	Use the facts to form an opinion.
Now what? • What can I do with the information now that I have the facts? • How do the facts link to other information I have?	Creative thinking	Subjective	Use the information to form a pattern or structure on which to build other facts.

Exercise #2 – Learning Preferences Inventory

Directions: Complete this self-assessment to determine your learning styles based on the Dunn and Dunn model. Check the appropriate column to indicate whether you agree or disagree with each statement.

	Agree	Disagree
ENVIRONMENTAL		
1. If the room is too hot, I can't concentrate.	○	○
2. Having some background music helps me concentrate.	○	○
3. I prefer to make myself comfortable rather than being at a desk.	○	○
4. I can ignore most sound when I study.	○	○
5. Bright light is distracting.	○	○
6. I study best when it's quiet.	○	○
7. I don't see how people can see in a dark room.	○	○
EMOTIONAL		
1. I need a lot of encouragement to complete tasks.	○	○
2. I'm pretty self-directed about getting my work done.	○	○
3. The adults in my life help me to accomplish more.	○	○
4. I give up too easily unless someone helps me stick it through.	○	○
5. I like having clear directions and well-defined steps.	○	○
6. I have to be reminded often to do things.	○	○
7. If I'm interested, I can really stick with it through very challenging work.	○	○
SOCIOLOGICAL		
1. Having a friend to study with works well for me.	○	○
2. I like to work with others.	○	○
3. Getting together with a friend is a good way to get homework done.	○	○
4. Working in a team is frustrating.	○	○
5. People my age have the most to offer me when I learn.	○	○
6. How many people can be a good workgroup really depends on the kind of work I'm doing.	○	○
7. Usually an adult can help me to get through a study challenge.	○	○
PHYSICAL		
1. The things I remember best are the things I write down.	○	○
2. I feel more energetic at night.	○	○
3. Seeing a picture, graph, or diagram really helps me to understand.	○	○
4. I need to take a lot of breaks while I'm studying.	○	○
5. I can remember almost everything I hear.	○	○
6. Things make more sense to me when I can handle them and see how they work.	○	○
7. I like to eat snacks and drink a lot while I study.	○	○
8. The morning is the best time to get a lot done.	○	○
9. I often get tired in the afternoon.	○	○
10. I need to get up and move around when I study.	○	○
11. It's hard for me to sit in one place for a long time.	○	○
PSYCHOLOGICAL		
1. I like to think about things first and not jump right in.	○	○
2. Sometimes people think I put things off, but I still get them done.	○	○
3. I'd rather teachers didn't lecture so much, because I'd rather find out for myself.	○	○
4. I like to finish one thing before I start another.	○	○
5. It drives me crazy when the teacher forgets to write things down.	○	○
6. I can pay attention to a lot of things at the same time.	○	○
7. Things make more sense when you take them one step at a time.	○	○

Exercise #3 – Experiential Learning Styles

Directions: Complete this self-assessment to determine your learning styles based on the Kolb model of experiential learning. Check the appropriate column to indicate whether you agree or disagree with each statement.

	Agree	Disagree
Reflector (Diverger) – feeling and watching		
1. I would rather watch than do.	○	○
2. I like to read about things and brainstorm.	○	○
3. I can see things from different viewpoints and listen with an open mind.	○	○
4. I generally like working in groups and am interested in people.	○	○
5. I have a wide variety of interest in different types of music, art, and other areas.	○	○
6. I easily accept personal feedback.	○	○
Theorist (Assimilator) – thinking and watching		
1. I need good, clear explanations more than hands-on experience.	○	○
2. I prefer readings, lectures, exploring models, and theories.	○	○
3. I require time to think about things.	○	○
4. I am concise and logical in how I approach learning.	○	○
5. I am more focused on ideas and concepts and less focused on people.	○	○
6. I create models/theories in my mind to help me think about things.	○	○
Pragmatist (Converger) – thinking and doing		
1. I would rather do than watch.	○	○
2. I use learning to find solutions to practical situations.	○	○
3. I enjoy technical tasks.	○	○
4. I like to experiment with new ideas and work with practical applications.	○	○
5. I would rather make something on my own or solve a problem.	○	○
6. I am self-directed and prefer not to work in teams.	○	○
Activist (Accommodator) – feeling and doing		
1. I am more intuitive than logical.	○	○
2. I prefer working on projects in teams.	○	○
3. I'm a hands-on learner. I want to experience what I am learning.	○	○
4. I love new challenges and experiences.	○	○
5. I would rather let others collect information and problem-solve. I'm better at doing things "hands-on."	○	○
6. I set goals and work actively to achieve them.	○	○

Exercise #4 – Multiple Intelligences Assessment

Directions: Complete this self-assessment to determine your multiple intelligence strengths. Check the appropriate boxes to indicate the statements that are characteristic of you, then go back and total the checkmarks for all eight intelligences. The more checkmarks you have, the greater the strength of that intelligence.

Visual/Spatial Intelligence

- ☐ I have a good sense of dimension and perspective.
- ☐ I love to doodle while I listen to lectures, speeches, etc.
- ☐ I enjoy drawing, sculpting, painting, etc.
- ☐ I am good at reading maps, charts, graphs, diagrams, etc.
- ☐ I can accurately reproduce, through my drawings, people, landscapes, objects, etc.
- ☐ I like spending time designing and building things.
- ☐ I learn best when I think in clear, visual pictures, or images.
- ☐ I enjoy taking pictures or videotapes.
- ☐ I like colors and various color combinations.
- ☐ I enjoy courses like Art, Geometry, Photography, etc.

_____ = Total

Logical/Mathematical Intelligence

- ☐ I can solve arithmetic problems quickly.
- ☐ I love investigating various uses of computers.
- ☐ I enjoy exploring patterns, categories, associations, etc.
- ☐ I am good at mathematics and computations.
- ☐ I can organize, analyze, and interpret data, then make predictions.
- ☐ I can solve problems through reasoning and logic.
- ☐ I like competing at chess, checkers, and other strategy games.
- ☐ I look for logic flaws in the statements/arguments of others.
- ☐ I like to conduct experiments to test an hypothesis.
- ☐ I enjoy courses like Math, Physics, Science, etc.

_____ = Total

Verbal/Linguistic Intelligence

☐ I take pleasure from reading books and writing stories.
☐ I like to write, read, and listen to others.
☐ I enjoy spinning tall tales, telling jokes, or sharing stories.
☐ I have a good memory for names, events, facts, and trivia.
☐ I find that spelling words accurately is easy.
☐ I have a large vocabulary that I use frequently.
☐ I find it easy to express what I want to communicate.
☐ I enjoy crossword puzzles and other word games.
☐ I like to discuss ideas or debate controversial issues.
☐ I enjoy courses like English, History, etc.

_____ = Total

Musical/Rhythmic Intelligence

☐ I take pleasure from playing a musical instrument.
☐ I like to tap or make rhythmical sounds while I'm busy.
☐ I enjoy singing and I have a pleasant singing voice.
☐ I can tell when a musical note is off-key.
☐ I turn on music when I am studying or working.
☐ I know the melodies to lots of songs, tunes, musicals, etc.
☐ I like musicals and other types of musical performances.
☐ I enjoy keeping time to music.
☐ I have a large collection of CDs and tapes.
☐ I enjoy courses like Chorus, Orchestra, Band, etc.

_____ = Total

Bodily/Kinesthetic Intelligence

☐ I am well coordinated and I acquire fine and gross motor skills easily.
☐ I love exercising and taking care of my body.
☐ I enjoy handicrafts like sewing, knitting, woodworking, etc.
☐ I am good at a variety of sports and I consider myself an athlete.
☐ I like to dance and I pick up dance steps quickly.
☐ I fidget when I am seated or inactive for any length of time.
☐ I learn or think best when I exercise, move around, manipulate objects, act things out, etc.
☐ I like to touch/be touched by people when talking to them.
☐ I assess or evaluate information through body sensations.
☐ I enjoy courses like Woodworking, Home Economics, Physical Education, Small Engine Repair, etc.

_____ = Total

Naturalist Intelligence

☐ I appreciate nature, and I can differentiate among the various species of flora and fauna.
☐ I love spending time outdoors camping, hiking, etc.
☐ I enjoy reading about or listening to programs on nature.
☐ I learn best when I associate information with nature.
☐ I have a green thumb with both indoor and outdoor plants.
☐ I can train animals and I have or have had numerous pets.
☐ I like star gazing, bird watching, nature hiking, etc.
☐ I notice weather patterns, geological formations, etc.
☐ I care for the environment by composting, recycling, etc.
☐ I enjoy courses like Geology, Botany, Biology, etc.

_____ = Total

Intrapersonal Intelligence

☐ I am conscious of my inner feelings and aware of my personal strengths and weaknesses.
☐ I enjoy a strong sense of self and I require both my independence and setting my own self-direction.
☐ I find myself reacting with strong opinions when controversial courses are discussed.
☐ I need to spend a lot of time in my own private world.
☐ I enjoy pursuing my personal interests and hobbies alone.
☐ I am self-motivated to work on independent study projects.
☐ I trust myself and my intuition.
☐ I like to reflect on my life events and I keep a journal.
☐ I enjoy courses like Psychology, Philosophy, etc.

_____ = Total

Interpersonal Intelligence

☐ I socialize at school, work, church, home, etc.
☐ I consider myself a good friend and I have many friends.
☐ I like to organize groups/teams and am considered a leader.
☐ I learn better when I get to share and cooperate with others.
☐ I am good at helping others work through their problems and I am often asked to be a mediator.
☐ I like to communicate with others to keep them informed.
☐ I prefer playing team sports like basketball, volleyball, etc.
☐ I enjoy teaching others the things I am able to do.
☐ I have a lot of empathy for the feelings of others.
☐ I enjoy courses like Social Studies, Geography, etc.

_____ = Total

Performance Assessment Task

Chapter 2: Personal Growth and Behaviors

Thinking and Learning [U1C2L4]

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

Analyze how thinking and learning affects your academic performance

Directions

For this performance assessment task, you will determine ways to improve your thinking and learning skills. For this assessment you will:

1. Create a written Thinking and Learning Action Plan. The plan should be a written narrative.

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.

Thinking and Learning Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your plan describes how your personal behavior or characteristics have impacted how you learn and think	met ◯ not met ◯
2. Your plan details the thinking behaviors that you are targeting for improvement (critical, creative, objective, subjective)	met ◯ not met ◯
3. Your plan details your learning preferences, using the five categories of the Dunn and Dunn model, and targets the ones you want to improve or expand	met ◯ not met ◯
4. Your plan lists specific strategies for improving your personal behavior or characteristics to become a more active learner	met ◯ not met ◯
5. Your plan identifies your strongest experiential learning style (Kolb's model) and your top three styles from the Multiple Intelligences model	met ◯ not met ◯
6. Your plan identifies how your learning styles and intelligences have helped or hindered you in school	met ◯ not met ◯
7. Your plan lists the resources and activities you will use to expand your learning styles and intelligences	met ◯ not met ◯
8. Your plan summarizes how you will record your progress	met ◯ not met ◯
9. Your plan describes how and when you will assess your improvement	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

Reading for Meaning [U1C2L5]

What you will accomplish in this lesson:

Apply strategies for reading comprehension

Why this lesson is important:

Reading forms the basis of your study skills. An active learner finds information on his or her own through reading. It's a necessary study skill, but often difficult for many people. Using strategies to help identify word meanings and context meaning of a passage can help improve reading comprehension. In this lesson, you will examine a variety of reading strategies and vocabulary building strategies designed to help raise your reading comprehension level.

Essential Question:

What strategies can you use to strengthen your reading comprehension?

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

- Identify the purpose of reading
- Distinguish among reading comprehension strategies
- Distinguish among the types of context clues readers use to determine word meaning
- Recognize how to apply strategies that build your vocabulary
- Relate how vocabulary contributes to reading comprehension
- Define key words: analogy, antonym, appositive, comprehension, concept, context, hypothesis, inventory, mood, prediction, prefix, property, purpose, root word, strategy, suffix, synonym

You will have successfully met this lesson's purpose:

- when you apply reading and vocabulary comprehension strategies to assigned readings
- when you define the type and purpose of a selected reading
- when you explain your preparation for the reading assignment
- when you explain the reading comprehension strategy applied
- when you explain the vocabulary comprehension strategy applied
- when you explain the type of experience you had using the strategy
- when you summarize how any strategy improved your reading comprehension

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 reading comprehension. **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. **Classify** types of reading materials, reasons for reading, and what makes reading difficult in a team Tree Map. **Discuss** your responses with others in the class.

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

☐ 3. **Use** a Double Bubble Map to **compare** and **contrast** how you currently prepare for a reading assignment to the information you discover in the "Preparation and Purpose for Reading" section of your student text. **Present** your Double Bubble Map to the class.

☐ 4. **Answer** the reinforcing question(s).

PART 2

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

☐ 5. **Read** about an assigned strategy in the "Reading Comprehension Strategies" section in your student text. **Teach** others about the strategy. **Use** Exercise #2 – Reading Comprehension Strategies to **take notes** for your own learning.

☐ 6. **Answer** the reinforcing question(s).

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

☐ 7. **Practice** using one reading comprehension strategy of your choice on an assigned section of reading. **Complete** Exercise #3 – Reading Comprehension Strategies Practice.

☐ 8. **Reflect** on reading comprehension strategies. **Answer** the Reflection Question(s) presented by your instructor.

PART 3

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

☐ 9. **Read** about an assigned strategy in the "Vocabulary Comprehension" section in your student text. **Teach** others about the strategy. **Present** your strategy to the class. **Use** Exercise #4 – Vocabulary Comprehension Strategies to **take notes** for your own learning.

☐ 10. **Answer** the reinforcing question(s).

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

☐ 11. With a partner or small group, **read** through Exercise #3 – Reading Comprehension Strategies Practice you completed earlier in this lesson. **Circle** at least two vocabulary words that are new to you and/or members of your team. **Use** one of the vocabulary comprehension strategies to help you remember the word. **Share** your insight with others in the class.

☐ 12. **Reflect** on vocabulary comprehension strategies that you hope to use in your course of study. **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?

_____13. **Brainstorm** methods for increasing reading comprehension and speed. **Review** the "Expanding Your Vocabulary" section in your student text. **Highlight** key points using the animation about increasing reading comprehension and speed.

_____14. **Complete** the Reading for Meaning Performance Assessment Task and Exercise #5 – My Reading and Vocabulary Comprehension. **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 – Energizer

Directions: Read the passage below and prepare to explain what it is about. Highlight or circle key or cue words and underline words you are unfamiliar with.

Tony got up slowly (from the mat), planning his escape. He hesitated a moment and thought. Things were not going well. What bothered him most was being held, especially since the charge against him had been weak. He considered his present situation. The lock that held him was strong, but he thought he could break it. He knew, however, that his timing would have to be perfect. Tony was aware that it was because of his early roughness that he was being penalized so severely – much too severely from his point of view. The situation was becoming frustrating; the pressure had been grinding on him for too long. He was being ridden unmercifully. Tony was getting angry now. He felt he was ready to make his move. He knew that his success or failure would depend on what he did in the next few minutes.

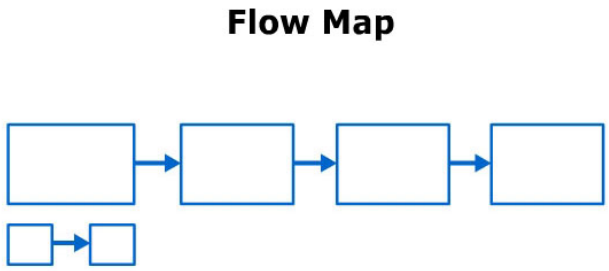
Delivered at reading conference by Richard T. Vacca and Jo Anne L. Vacca

Exercise #2 – Reading Comprehension Strategies

Directions: Use this worksheet as you learn about each of the four reading comprehension strategies presented by your Cadet peers. Take notes to help you learn about each strategy. You will use one of the strategies during a practice activity later on in this lesson.

Directed Reading – Thinking Activity (DR – TA)

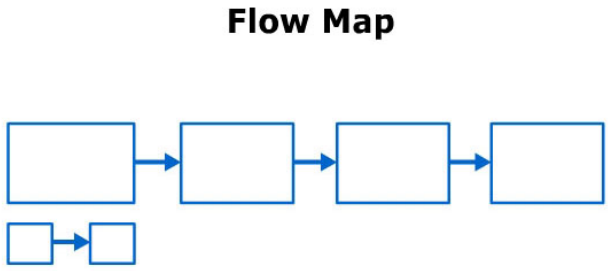
How the strategy works:



Will you consider using this strategy? Explain.

GIST

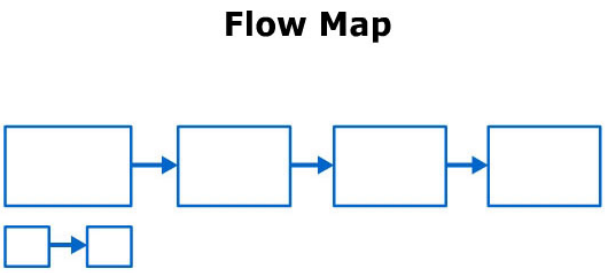
How the strategy works:



Will you consider using this strategy? Explain.

Think-Alouds

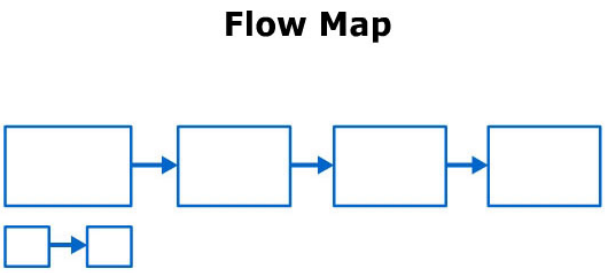
How the strategy works:



Will you consider using this strategy? Explain.

Question-Answer Relationships (QARS)

How the strategy works:



Will you consider using this strategy? Explain.

Exercise #3 – Reading Comprehension Strategies Practice

Directions: At the end of these directions you will find a reading passage typical of a U.S. Government textbook. You are to choose one of the following four reading comprehension strategies and use it to read this passage: DR-TA, Think-Alouds, GIST, or QAR. As you use the strategy, complete the table at the end of this practice to write down the steps you took, a summary of each step, and a reflection on the strategy for your reading comprehension.

THE MAKING OF THE CONSTITUTION

Classifying Governments

There are several ways to classify governments. The most used system derives from the Greek philosopher Aristotle. In this system, governments belong to one of three groups: autocracy, oligarchy, or democracy.

Autocracy is a system of government in which the power and authority to rule are in the hands of a single individual. Throughout history, the most frequently occurring form of autocracy is a monarchy. Monarchs usually acquire their realms by inheritance and their subjects customarily address them by the title of king or queen. Although some nations still use this system of government today, many of these heads of state have lost all or a part of their power to rule. In the following picture, Queen Elizabeth I (1533 – 1603) was one of the strongest rulers in English history. Her rule ended just prior to the American experience, which began in 1607 when England founded its first permanent colony at Jamestown, Virginia. Another form of autocracy is dictatorship. Dictators gain power through their skills and abilities rather than inheritance.

Oligarchy is a system of government in which a small elite group holds power. The source of power is usually wealth, control of the military, social position, or some combination of these. The former Soviet Union was a recent example of an oligarchy. A small group of leaders still rules China. The most prevalent form of oligarchy is aristocracy. Aristocrats also inherit their positions. They hold governmental and economic power and claim superiority over the "common people."

Democracy is a system of government in which the people rule. It may take one of two forms, direct democracy or representative (indirect) democracy. Direct democracy is possible only in a relatively small society where citizens can meet together regularly to decide key issues and solve problems. Representative democracy allows for the election of officials who represent the people in carrying out the duties and responsibilities of the government. Virtually all democracies with large populations are representative democracies, with the United States and Great Britain as two of the oldest.

During the 1600s, people from many countries came to the "New World" to establish their home, obtain political and religious freedom, and make their fortune. As the English populated the thirteen colonies along the east coast, they established their own independent governments—each fashioned after the ideas, political experiences, and beliefs they brought with them. These same factors governed England for centuries.

The English Contribution

As political systems matured, governments incorporated new ideas. Notable philosophers came on the scene to spur the people in their pursuit for freedom from the one-man rule—the main political system for centuries.

In 1651, Thomas Hobbes suggested in his book, *Leviathan*, the idea of a social contract between individuals. His writing stressed that before governments, men lived in a "state of nature" where they had complete freedom to do as they pleased, provided they were powerful and resourceful enough to

do so. His social contract theory presented a bleak picture of human life as "nasty, brutish, and short." He argued that government must be strong, and even repressive, to keep people from lapsing into a savage existence. Although denounced in his day, this book had a continuing influence on western political thought.

James Harrington was a political theorist who published the book *Oceana* in 1656. He argued that there were only two types of governments: either a government of men, not of laws, or one of laws and not of men. If men controlled the government, the result was tyranny because powerful individuals would rule without restriction. However, in a government controlled by laws, government officials would be subject to all of society's rules and they could not tyrannize their fellow human beings.

John Locke, another English philosopher, published *Two Treaties of Civil Government* in 1690. Contradicting Hobbes, Locke maintained that the original state of nature was happy and characterized by reason and tolerance. He argued that all human beings were born free and equal to pursue "life, health, liberty, and possessions." It was the responsibility of the state, formed by the social contract and guided by natural law, to guarantee those rights. If governments failed to protect those "natural rights," then people could change the government. His writings and ideas were a major influence on political thought during that period. Although the King did not agree with his ideas, the newly emerging American colonies readily accepted them. Additionally, the policy Locke set down on checks and balances later became a part of the U.S. *Constitution*.

The French Contribution

The spirit of freedom was not just confined to England. Other countries emerged from centuries of serfdom (a system of hereditary submission of slaves or serfs who lived and worked on the land of their lords) to place their stamp on the growing movement for freedom.

Baron de Montesquieu, a French political philosopher, published *The Spirit of the Laws* in 1748 (only 28 years prior to the *Declaration of Independence*). His ideas involved the separation of powers among three separate branches of government. Under his plan, the legislative branch (parliament) would pass the laws, the executive branch (the king) would enforce them, and the judicial branch would settle disputes that arose as the government enforced them. Although previous theorists suggested separating the legislative branch from the executive branch, Montesquieu was the first to suggest an independent judiciary. His ideas were an effort to prevent the concentration of power in the hands of a few.

Jean Jacques Rousseau, who was born in Switzerland but considered to be a French political philosopher, took his cue from Locke. Rousseau wrote *The Social Contract* in 1762, which contributed to the thought and debate of the times with his views on freedom of the individual and the shape of government. He believed that all human beings in a state of nature were born free. Therefore, he proposed that the main duty of government, preferably a direct democracy, was to compromise the freedom of nature with the necessary order of a civilized, stable society.

America created an environment where democratic reforms and political theories could emerge. Although there were Spanish and French settlements in North America, the people who lived in the original 13 colonies that later became the United States were English. Thus, it was English practices, as well as English and French ideas about government that found their way into the "New World"—a world that was ideally suited to nurture and develop those practices and ideas. Consequently, the American leaders who wrote the *Declaration of Independence* and the *Constitution* knew well the political ideas of these five individuals.

Strategy you selected:

Predicted purpose of the text selection	
Step you took to acquire appropriate information	
Summary of information gathered	
Step you took to acquire appropriate information	
Summary of information gathered	

Step you took to acquire appropriate information	
Summary of information gathered	
Step you took to acquire appropriate information	
Reading Summary	
Reflection on Strategy Selected	

Exercise #4 – Vocabulary Comprehension Strategies

Directions: Use this worksheet to provide an explanation and an example of each of the six vocabulary comprehension strategies presented.

Context Clues

1. What does context mean?

2. Provide an example or two of a comparison clue.

Word Structure

1. How can looking at word properties help you understand a vocabulary word?

2. What are some strategies for breaking words apart to get their meaning?

Word Mapping

1. What is a word map similar to?

2. Build a word map for a new word.

Visual Imaging

1. How do visual images help you remember new words?

2. How can you use visual imaging to remember the meaning of the word *potable?*

Root Words

1. How do prefixes and suffixes change the meaning of a root word?

2. Provide an example of a root word with a prefix or suffix and how its meaning changed.

Dictionary

1. What does a dictionary provide you that some of the strategies outlined cannot?

Exercise #5 – My Reading and Vocabulary Comprehension

Directions: For at least four reading assignments in 30 days, use this worksheet to record information about any reading comprehension strategies and vocabulary comprehension strategies you learned about in this lesson. You are to select at least one reading and one vocabulary comprehension strategy for the four reading assignments. You may use more than one of each and you may also include information on more than four assignments.

Assignment 1:

What type of reading assignment?

How did you prepare for reading?

What reading comprehension strategy did you select and why?

What vocabulary comprehension strategy did you select and why?

Explain any improvements you observed due to the use of this strategy?

Assignment 2:

What type of reading assignment?

How did you prepare for reading?

What reading comprehension strategy did you select and why?

What vocabulary comprehension strategy did you select and why?

Explain any improvements you observed due to the use of this strategy?

Assignment 3:

What type of reading assignment?

How did you prepare for reading?

What reading comprehension strategy did you select and why?

What vocabulary comprehension strategy did you select and why?

Explain any improvements you observed due to the use of this strategy?

Assignment 4:

What type of reading assignment?

How did you prepare for reading?

What reading comprehension strategy did you select and why?

What vocabulary comprehension strategy did you select and why?

Explain any improvements you observed due to the use of this strategy?

Summary of Experience

Provide two or three sentences summarizing your experience using any reading and vocabulary strategies. Indicate whether you believe your reading comprehension improved and how using any of these strategies will benefit your overall academic and future success.

Performance Assessment Task

Chapter 2: Personal Growth and Behaviors

Reading for Meaning [U1C2L5]

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

Apply strategies for reading comprehension

Directions

For this performance assessment task, you will use at least one of the four reading comprehension strategies and one of the six vocabulary comprehension strategies you learned about in this lesson. You will use the strategies you selected within a 30-day time span, using each strategy at least two times for a reading assignment in your JROTC course or another course you are taking. At the end of 30 days you will summarize your experience using the strategies. Again, your summary will include at least four examples within 30 days. For this assessment you will:

1. Complete Exercise #5 – My Reading and Vocabulary Comprehension to keep track of any assignments you used a selected strategy on.

2. For each assignment, be sure to explain the following:

    - Type of assignment
    - Preparation prior to reading
    - Reading comprehension strategy you selected and why
    - Vocabulary comprehension strategy you selected and why
    - Improvements you experienced and any evidence suggesting so
    - Summary of your overall experience using new strategies and any improvements observed in reading comprehension

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.

Reading for Meaning Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You define the type and purpose of a selected reading assignment(s)	met ◯ not met ◯
2. You explain how you prepared for your reading assignment(s)	met ◯ not met ◯
3. You explain the reading comprehension strategy(ies) applied	met ◯ not met ◯
4. You explain the vocabulary comprehension strategy(ies) applied	met ◯ not met ◯
5. You explain the type of experience you had using selected strategy(ies)	met ◯ not met ◯
6. You summarize how any strategy selected improved your reading comprehension	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
Studying and Test-Taking [U1C2L6]

What you will accomplish in this lesson:

Develop study skills and test-taking strategies

Why this lesson is important:

In this lesson, you'll learn good study habits and study skills. You'll learn how to take notes, read textbooks, and take tests. A solid study program will help you stay organized, use time efficiently, and improve your grades.

Essential Question:

What study skills and test-taking strategies can you use to improve your academic success?

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

- Describe effective study habits
- Demonstrate effective textbook reading strategies
- Analyze effective note-taking strategies
- Explain effective strategies for test preparation and test-taking
- Define key words: abbreviations, association, critical thinking, efficiently, notehand, objective questions, preview, qualifier, retention, review, subjective questions, test anxiety

You will have successfully met this lesson's purpose:

- by applying study skill strategies to various courses over a two or three-week time span
- by keeping a journal of activities
- by writing a summary evaluating the results
- when you log daily study activities
- when you assess the strengths and weaknesses of your study habits and study skills
- when you apply one or more study skills and test-taking strategies over a two or three-week time span
- when you evaluate the results of your activities in a written summary

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 study skills and test-taking. **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 class survey about study skills and test-taking.

☐ 3. **Discuss** the results of your class survey and **summarize** what the results say about your class as a whole.

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

☐ 4. **Listen** to a briefing on good study habits.

☐ 5. **Read** the "Reading Textbooks" 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 – My Weekly Schedule.

☐ 8. With a partner, **create** a Double Bubble Map that **compares** the PQRST method with one of the other methods for reading textbooks.

☐ 9. **Reflect** on your time management and what you learned about textbook reading methods. **Answer** the Reflection Question(s) presented by your instructor.

PART 2

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

☐ 10. **Read** the "Taking Notes" section in your student text. As you read, **use** your favorite textbook reading method.

☐ 11. **Complete** Exercise #2 – The Cornell Note-Taking System. **Review** your answers with your class.

☐ 12. **Listen** to a briefing on memorizing and using libraries and the Internet. **Take notes** using the Cornell Note-Taking System.

☐ 13. **Answer** the reinforcing question(s).

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

☐ 14. **Complete** Exercise #3 – Memory Test with a partner to practice your memory skills.

☐ 15. **Reflect** on your study skills. **Answer** the Reflection Question(s) presented by your instructor.

PART 3

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

☐ 16. **Listen** to a briefing about preparing for tests.

☐ 17. **Read** the "How to Answer Test Questions" section in your student text. **Take notes** on what you read.

☐ 18. **Answer** the reinforcing question(s).

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

☐ 19. **Complete** Exercise #4 – Test-Taking Tips.

☐ 20. **Reflect** on your test-taking skills. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

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

☐ 21. **Complete** the Studying and Test-Taking Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

☐ 22. **Review** the key words of this lesson.

☐ 23. **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 Weekly Schedule

Directions: Use the calendar below to plan a study schedule for yourself. Show the times you have commitments, such as attending classes, doing chores, eating, and any other activities in which you participate. Use a color marker to highlight the times you have commitments. Look at how much of your schedule is NOT highlighted. This is your free time. Mark the schedule at the times you can commit to spend studying, then answer the questions below.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
12 am							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12 pm							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							

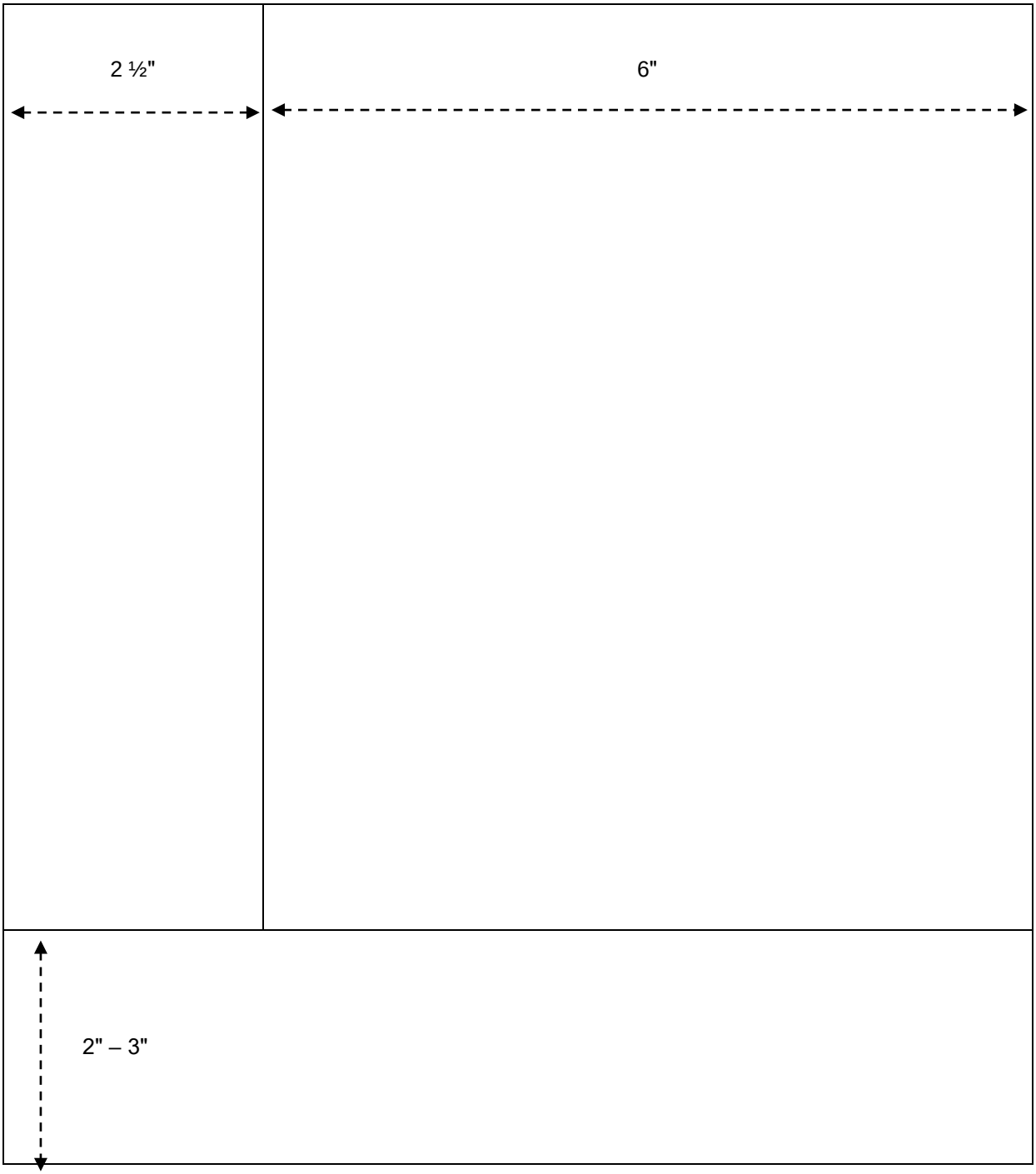
1. Do you have enough time to study? If not, what do you need to remove from your schedule?

2. Do you think you waste time? Explain your answer.

3. How much free time do you need for relaxing, connecting with friends and family, hobbies, and other fun activities?

Exercise #2 – The Cornell Note-Taking System

Directions: Review the section in your textbook on the Cornell Note-Taking System. In the example below, identify the different sections and describe how to take notes using the Cornell Note-Taking System. Be prepared to share your answers with the class.



Describe the fourth step of the system:

Exercise #3 – Memory Test

Directions: Work with a partner to see how well you can remember a list of new information. Use any of the methods you learned about in this lesson, such as acronyms, sentences, Method of Loci, or rhymes and songs. From the "Tests" below, you and your partner should each study a different list for four minutes. Then, turn the list face down and take turns checking each other on the accuracy of your memory. Repeat if time allows.

Test 1 – Cadet Challenge Exercises

Curl-ups
Alternative: Partial Curl-ups
Shuttle Run
V-sit Reach
Alternative: Sit and Reach
One-Mile Run/Walk
Pull-ups
Alternative: Right Angle Push-ups
Alternative: Flexed-arm Hang

Test 2 – Presidents

Harding
Obama
Tyler
Arthur
Roosevelt
Wilson
Eisenhower
Buchanan
Grant
Fillmore
Garfield

Test 3 – Random Words

There
Doppelganger
Typhoon
Class
Tree
Ballister
Personal
Clouds
Soccer
Paintbrush

Test 4 – Random Numbers

953
4290
555
307
1308
6038
593
703

Exercise #4 – Test-Taking Tips

Directions: Complete the chart below using your own words. Don't list every tip from the textbook. List only the tips that you currently don't practice, or those that you think you'll have a hard time remembering.

Question Type	Tips for Taking the Test
Fill-in-the-blank	
Binary Choice	
Matching	
Essay	
Multiple Choice	
Reading Comprehension	

Performance Assessment Task

Chapter 2: Personal Growth and Behaviors

Studying and Test-Taking [U1C2L6]

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

Develop study skills and test-taking strategies

Directions

For this performance assessment task you will apply at least one study skill and one test-taking strategy to your courses over a two or three-week period of time. You should choose a subject where you know you will have a test in the next few weeks. For this assessment you will:

1. Keep a journal to chart each day's activity. Your journal should include the following information:

    - Date, course name, and current grade in the course
    - Study skill weakness area(s)
    - Study skill(s) you plan to use
    - Daily effective study habits
    - Day-to-day update on skill(s) used and why
    - Test-taking strategy implemented and why
    - Test or quiz grades

2. Review Exercise #1 – My Weekly Schedule to stay on track with the time you have for study and other activities.

3. At the end of the two or three-week period, write a one-page summary evaluating your results.

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.

Studying and Test-Taking Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You apply one or more study skill strategies to various courses within your high school course of study over a two or three-week time span	met ◯ not met ◯
2. You document your study activities in your journal	met ◯ not met ◯
3. Your journal includes the date, course name, and current grade in the course	met ◯ not met ◯
4. Your journal includes a personal study skill weakness you are working on	met ◯ not met ◯
5. Your journal includes which effective study habits you used on the date	met ◯ not met ◯
6. Your journal includes a study skill plan you used	met ◯ not met ◯
7. Your journal includes the results of your applications	met ◯ not met ◯
8. Your journal includes a test-taking strategy implemented and why	met ◯ not met ◯
9. Your journal includes a test grade	met ◯ not met ◯
10. You evaluate which study skills and/or test-taking strategies have been most effective for you in a written summary	met ◯ not met ◯
11. Your written summary uses correct and appropriate grammar, punctuation, 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
Personal Code of Conduct [U1C2L7]

What you will accomplish in this lesson:

Develop a personal code of conduct

Why this lesson is important:

Values are the driving force behind an action. When you take an action or make a decision, it is usually based on what you believe to be right. Your decisions are motivated by your values. Values guide you to have strong feelings of right vs. wrong, ethical vs. unethical, and of something being important for personal gain vs. majority benefit. In this lesson, you'll learn about making ethical decisions. You'll also develop a code of conduct to live by.

Essential Question:

How can I apply my values and ethics to develop a personal code of conduct?

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

- Describe how values affect behavior
- Identify the seven values of the U.S. Army
- Describe basic rules of ethics
- Compare cultural, universal, and non-universal norms
- Explain the process for making ethical decisions
- Describe the benefits of a personal code of conduct
- Describe ways to form good habits
- Define key words: conscience, cultural norms, ethics, Golden Rule, habits, integrity, morals, non-universal norms, priorities, universal norms, values

You will have successfully met this lesson's purpose:

- by writing a paper on your personal code of conduct
- when your paper expresses your key values
- when your paper identifies items that you need to work on
- when your paper explains a plan for adopting habits that will support your code of conduct

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's important 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. **Make** a list of things, ideas, beliefs, and attitudes that are important to you.

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

_____3. **Listen** to a presentation about the Army Values. **View** an animation on values. **Use** your Cadet Notebook to take notes.

_____4. **Distribute** two copies of Handout #1 – Army Value Cards. **Determine** which Army Values you currently have and keep those cards. **Distribute** the rest to your classmates who exhibit the value on the remaining cards.

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

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

_____6. **Play** the "Values Game" for play money. **Sell or trade** at least one of your cards. Cards may be **bought or sold** for any price.

_____7. **Complete** Exercise #1 – Values Questions.

_____8. **Reflect** on your transactions in the Values Game. **Answer** the Reflection Question(s) presented by your instructor.

PART 2

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

_____9. **Listen** to a presentation on ethics. **Use** your Cadet Notebook to take notes.

_____10. With a partner, **create** a Double Bubble Map that **compares** the four basic rules of ethics to the seven Army Values.

_____11. **Read** the "Norms" and "Making Ethical Decisions" sections in your student text. **Take notes** on the main points in your Cadet Notebook.

_____12. **Complete** Exercise #2 – Norms, Ethics, and Decisions with a partner. **Discuss** your responses with your class.

_____13. **Read** the "Personal Code of Conduct" and "Habits and Conduct" sections in your student text. **Take notes** on the main points in your Cadet Notebook.

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

PART 3

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

☐ 15. **Review** what it means to have a personal code of conduct. **Complete** Exercise #3 – Personal Code.

☐ 16. **Reflect** on your personal code of conduct. **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 Personal Code of Conduct 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.

Handout #1 – Army Value Cards

Directions: Make two copies of this handout for each Cadet. Cut the document copies into seven parts, one for each of the seven Army Values.

Loyalty refers to a person's willingness to bear true faith and allegiance to the U.S. Constitution and their peers
Respect refers to a person's willingness to treat people as they should be treated
Honor is one's ability and willingness to live up to all values
Personal courage is one's willingness to face fear, danger, or adversity
Duty refers to one's willingness to fulfill obligations
Selfless service refers to a person's willingness to put the welfare of the nation before his/her own
Integrity is a person's ability and willingness to do what is legally and morally right

Exercise #1 – Values Questions

Directions: Read and answer each question listed below.

1. What value cards did you have at the beginning of the Values Game?

2. Why did you want to keep/trade them?

3. How much money did you have at the end of the activity?

4. Were you more interested in obtaining meaningful value cards or in accumulating the most money possible?

5. Which value cards did you most wish to obtain?

6. Are you satisfied with the value cards that you now have?

Exercise #2 – Norms, Ethics, and Decisions

Directions: Read each of the scenarios below. Identify the norms and values involved in making a decision. Decide on an action and be prepared to defend it as an ethical decision.

1. Your social studies class is working on team projects. Your team has one member who doesn't do much work, but often takes credit for the work you've done. One day your teacher remarks that the project poster for your team is excellent. You know your lazy team member is the one who created the poster. What do you say to your teacher?

2. You have many friends who download music without paying for it. One day, a friend tells you how he just downloaded a new song you really like and asks if you'd like a copy. How do you respond?

3. Your beloved 15-year-old dog is very sick. He won't eat, can barely walk, and looks miserable. The vet says you should consider "putting him down" to spare him suffering. You can't bear to part with him. What should you do?

4. Your baseball team is close to winning a regional championship. You are guarding third base, with the other team on first and second base. In the final play of the game, your opponent's team hits the ball way in the outfield. The runner from second speeds through your base, and the umpire calls him out because he did not touch the base. You know he touched the edge of the base. If you speak up, your team will lose the game. What do you do?

Exercise #3 – Personal Code

Directions: Consider your values and how they relate to your personal code of conduct. List your values, personal code, what you need to work on, and what habits you need to change in the columns below.

My Related Values: "I value…"	Personal Code: "I will …"	I always do this	I need to work on this	I need to change these habits
I value education, doing my best.	I will get better grades.		x	spending time playing games procrastinating about homework
I value friends and family, treating others the way I want to be treated.	I will keep my bad mood to myself when things don't work out for me.		x	blame others when things go wrong vent at others who are around me

My Related Values: "I value…"	Personal Code: "I will …"	I always do this	I need to work on this	I need to change these habits

Performance Assessment Task

Chapter 2: Personal Growth and Behaviors

Personal Code of Conduct [U1C2L7]

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

Develop a personal code of conduct

Directions

For this performance assessment task, you will write a paper on your personal code of conduct. For this assessment you will:

1. Use Exercise #3 – Personal Code as a rough outline for your paper.
2. Describe your personal code of conduct, how you currently rate on demonstrating that conduct, and a plan for improving your conduct as needed.
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.

Personal Code of Conduct Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your paper expresses your key values	met ◯ not met ◯
2. Your paper identifies items that you need to work on	met ◯ not met ◯
3. Your paper explains your plan for adopting habits that will support your code of conduct	met ◯ not met ◯
4. Your paper is neatly presented and includes proper spelling, grammar, and punctuation	met ◯ not met ◯
5. Your paper is coherent and well-organized	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 2: Personal Growth and Behaviors
Personal Growth Plan [U1C2L8]

What you will accomplish in this lesson:

Develop a plan for personal growth

Why this lesson is important:

Do you want to make more money, have better relationships, be the life of the party, start a new career, or just lose a few pounds? What do you need to do to accomplish your objective? You've probably heard words to this effect: "If you don't know where you're going, any road can lead you there." Likewise, if you don't know where you are, how do you know which road to choose?

Most of the success-oriented products being marketed today focus on the goal and tell you how to get there. These programs assume that if you "do as they do" you will be successful, too. The problem with this approach is that they don't know you. They don't know where you are today, so how can they give you directions to where you want to go? In this lesson, you will determine what personal skills you need to develop to be successful in reaching your goals.

Essential Question:

Why is emotional intelligence important to personal growth?

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

- Distinguish between the 14 critical emotional skills
- Relate the critical emotional skills to the five emotional skill dimensions
- Develop strategies for growth in emotional skill areas
- Define key words: adaptability, assertion, change orientation, deference, emotional intelligence, intrapersonal, persistence

You will have successfully met this lesson's purpose:

- by creating a written Personal Growth Plan
- when your plan charts your Key Emotional Skills by Skill Dimension according to the levels provided
- when your plan details the skills that you are targeting for improvement
- when your plan lists the resources and activities you will use to help your skill development
- when your plan summarizes how you will record your progress
- when your plan describes how and when you will assess your improvement at the end of the time period
- when your Cadet Portfolio includes your Success Profiler® Assessment for Year 1
- when your Cadet Portfolio includes a completed Exercise #3 – Personal Growth Plan Worksheet

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** the factors that affect job stability. **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** factors that impact a person's ability to get and keep a job. **View** an animation on job stability skills, abilities, and behaviors. As a class, **determine** which factors an individual can and cannot control. **Discuss** which items an individual has control over.

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

☐ 3. **Discuss** the definition of Emotional Intelligence as it is defined in your student text. **Provide** an explanation about how emotional intelligence can positively or negatively affect job security.

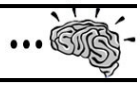
☐ 4. **Read** the student text to learn about the Success Profiler® system and The Personal Skills Map®.

☐ 5. **Jigsaw** the reading in your student text about the Five Emotional Skill Dimensions and 14 Key Emotional Skills. **Use** Exercise #1 – Personal Growth Plan Worksheet – Pre-Assessment to begin thinking about your possible strengths and weaknesses.

☐ 6. **Answer** the reinforcing question(s).

PART 2

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



☐ 7. **Complete** Exercise #2 – The Success Profiler® – The Personal Skills Map®.

☐ 8. **Reflect** on the results of your Personal Skills Map. **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?

☐ 9. **Participate** in a class discussion about one skill you want to work on and one skill that you have already developed.

☐ 10. **Complete** the Personal Growth Plan Performance Assessment Task using Exercise #3 – Personal Growth Plan Worksheet. **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.

Exercise #1 – Personal Growth Plan Worksheet – Pre-Assessment

Directions: Chart your skills on the rubric below. Then complete the following sections to create a plan for skill growth.

Key Emotional Skills By Skill Dimension		Weak	Developing	Strong
Skill Dimension 1: Intrapersonal Skills	Self Esteem	○	○	○
Skill Dimension 2: Interpersonal Skills	Interpersonal Assertion	○	○	○
	Interpersonal Awareness	○	○	○
	Empathy	○	○	○
Skill Dimension 3: Career/Life Skills	Drive Strength/Motivation	○	○	○
	Decision Making	○	○	○
	Time Management	○	○	○
	Sales Orientation/Leadership	○	○	○
	Commitment Ethic	○	○	○
Skill Dimension 4: Personal Wellness Skills	Stress Management	○	○	○
	Physical Wellness	○	○	○
Skill Dimension 5: Problematic Behavior	Interpersonal Aggression	○	○	○
	Interpersonal Deference	○	○	○

1. What emotional skill areas do you believe you're strongest in? Explain.

2. What emotional skill areas are you weakest in? Explain.

The Success Profiler™

Book Three: The Personal Skills Map®

Education Version 1–Short Version

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IMPORTANT NOTICE!!!

The short version of the **Personal Skills Map** (84 items) is not as valid an assessment instrument as the full version (244 items) of the Personal Skills Map. The short version does not possess the validity and reliability that the full version has demonstrated. It should be used as a quick indicator of skills that are assessed by the full version of the **Personal Skills Map**.

ADMINISTRATION INSTRUCTIONS

General Instructions

When filling out the **Personal Skills Map**, there are a few key points to keep in mind . . .

1. The **Personal Skills Map** is part of a positive development approach to assessing and learning essential skills for success.
2. To be of value, personal skills must be understood and practiced. As you fill out the **Personal Skills Map**, claim only those skills you use and practice in actual career/life situations.
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 you in ONE given area of your life, such as work or school. In part one, answer all items. In each situation treat each response independently of the other two.
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 **Personal Skills Map**, add the score values in each column and record the total at the end of each of the four parts of **The Personal Skills Map**. Part One will have 3 scores. Part Two will have 3 scores. Part Three will have 5 scores. Part Four will have 3 scores.
2. Transfer the total scores for each skill area to the appropriate place on the profile at the end of **The Personal Skills Map** by placing a large DOT where your score would appear. Use the 'scale scores' and not the standard scores.
3. Assertion will be the first score used. Place this score in the Assertion scale (which is the second from the top). Do this for all of the other scores.
4. Start on the left side of the profile, draw a line from the margin to the dot for each scale and make a bar graph.

Name: _____ Date: _____

School/Organization: _____

Part One–Personal Skills Map–Short Version

SITUATION: When I am really angry with someone, I usually feel:

1. M/2 S/1 L/0 Some tension, but comfortable in expressing exactly what is on my mind . . . . . ☐
2. M/2 S/1 L/0 Anxious and confused about what to say . . . . . ☐
3. M/2 S/1 L/0 Hostile, and a need to verbally attack . . . . . ☐

SITUATION: When someone is really angry with me, I usually behave by:

4. M/2 S/1 L/0 Showing my own anger, and escalating the fight . . . . . ☐
5. M/2 S/1 L/0 Asking for a further explanation of the anger and dealing with the feelings in a straightforward manner . . . . . ☐
6. M/2 S/1 L/0 Backing off, apologizing, or not really saying what I feel . ☐

SITUATION: When I communicate with a person who has "authority", I usually feel:

7. M/2 S/1 L/0 Defensive and a need to develop a strategy in my approach to the person . . . . . ☐
8. M/2 S/1 L/0 Comfortable and straightforward in my approach to the person. . . . . ☐
9. M/2 S/1 L/0 Nervous and hesitant about approaching the person . . . . . ☐

SITUATION: When another person makes an important request/demand of me, I usually think:

10. M/2 S/1 L/0 That I have the right to say "yes" or "no" and feel comfortable about either response . . . . . ☐
11. M/2 S/1 L/0 That I don't like being imposed on and usually say "no" even if I feel "maybe" or "yes" . . . . . ☐
12. M/2 S/1 L/0 That I say "yes" many times even when I feel like saying "no" . . . . . ☐

SITUATION: When I make an important request/demand of another person, I usually feel:

13. M/2 S/1 L/0 Anxious or reluctant about approaching him/her . . . . . ☐
14. M/2 S/1 L/0 Determined more about getting what I want than concerned with the feelings of the other person . . . . . ☐
15. M/2 S/1 L/0 Confident and comfortable in my right to make requests of him/her. . . . . ☐

SITUATION: When I am around a new group of people and need to initiate communication, I usually behave:

16. M/2 S/1 L/0 Cautiously and, as a rule, wait until someone comes to talk to me . . . . . ☐
17. M/2 S/1 L/0 By talking too much, and I often come on too strong . . . . . ☐
18. M/2 S/1 L/0 In a relaxed manner, by introducing myself to someone who looks interesting or by just visiting around . . . . . ☐

Totals for Part One (Transfer to Personal Map)			

Interpersonal Assertion

Interpersonal Aggression

Interpersonal Deference

Part Two– Personal Skills Map–Short Version

19.	M/2	S/1	L/0	I am a caring person, and people seem to sense this in me .		☐
20.	M/2	S/1	L/0	I am an important person	☐	
21.	M/2	S/1	L/0	My feelings are not easily hurt	☐	
22.	M/2	S/1	L/0	I know when to talk and when to listen		☐
23.	M/2	S/1	L/0	I can understand and be patient with a person who is experiencing a lot of emotions.		☐
24.	M/2	S/1	L/0	I am a self-confident person	☐	
25.	M/2	S/1	L/0	I am the kind of person that people are really able to talk to about personal problems		☐
26.	M/2	S/1	L/0	I like myself, and I feel very comfortable with the way I am as a person	☐	
27.	M/2	S/1	L/0	For me, anything is possible if I believe in myself	☐	
28.	M/2	S/1	L/0	My handshake is confident and firm and communicates a solid feeling about me to others		☐
29.	M/2	S/1	L/0	I know how close I can be to another person without making him/her uncomfortable		☐
30.	M/2	S/1	L/0	I have a good ability to listen to and really understand another person's feelings		☐
31.	M/2	S/1	L/0	I feel in control of my life	☐	
32.	M/2	S/1	L/0	I can tell how friendly I can be with a stranger		☐
33.	M/2	S/1	L/0	I can accurately understand how a person feels when he/she is talking to me		☐
34.	M/2	S/1	L/0	I have the ability to be comfortable with all kinds of people		☐
35.	M/2	S/1	L/0	I know when it is OK for me to put my hand on another person's shoulder		☐
36.	M/2	S/1	L/0	I seem to be able to accurately feel what another person feels		☐
				Totals for Part Two (Transfer to Personal Map)		

Self-Esteem
Empathy
Interpersonal Awareness

Part Three–Personal Skills Map–Short Version

37.	M/2	S/1	L/0	I am more likely to make a decision and act rather than worry about the alternatives and become tense			☐		
38.	M/2	S/1	L/0	I have the ability to organize my responsibilities into an efficient personal time schedule				☐	
39.	M/2	S/1	L/0	I can get a group to agree with me when I really feel strongly about something	☐				
40.	M/2	S/1	L/0	One of the things that I need to change most is how I feel about myself as a person					☐
41.	M/2	S/1	L/0	I am able to set objectives for myself and then successfully complete them within a specific time frame				☐	
42.	M/2	S/1	L/0	I have the ability to make a strong and positive impact on the majority of people that I meet	☐				
43.	M/2	S/1	L/0	I have established a process that guides me in making important decisions			☐		
44.	M/2	S/1	L/0	I have a good ability to plan and complete my work on schedule				☐	
45.	M/2	S/1	L/0	I am not satisfied with the way I manage my time					☐
46.	M/2	S/1	L/0	I know how to set goals for myself		☐			
47.	M/2	S/1	L/0	I feel comfortable about approaching another person with the idea of selling him/her something	☐				
48.	M/2	S/1	L/0	I waste very little time				☐	
49.	M/2	S/1	L/0	If a group that I am in needs a spokesperson, I am usually elected	☐				
50.	M/2	S/1	L/0	I need to change the way that I handle stress and tension					☐
51.	M/2	S/1	L/0	When facing a difficult decision, I am good at seeing several alternatives and making a priority decision			☐		
52.	M/2	S/1	L/0	I can "take charge" of a situation when I need to	☐				
53.	M/2	S/1	L/0	I am not satisfied with the amount of energy I put into being successful in life					☐
54.	M/2	S/1	L/0	I can keep my mind on a task for a long period of time		☐			
55.	M/2	S/1	L/0	My decisions are usually accepted as "good" by the persons affected			☐		
56.	M/2	S/1	L/0	I am not satisfied with my skill and ability to sell myself to others					☐
				(add all five columns and carry to next page)					

Part Three–Personal Skills Map–Short Version

Totals from Previous Page

57.	M/2	S/1	L/0	My tendency is not to give up easily when confronted with a difficult problem	☐
58.	M/2	S/1	L/0	I am not satisfied with my decision-making ability	☐
59.	M/2	S/1	L/0	I have the ability to stick to a job even when I do not feel like it	☐
60.	M/2	S/1	L/0	I finish things that I start	☐
61.	M/2	S/1	L/0	I keep my appointments on time	☐
62.	M/2	S/1	L/0	I seldom regret the decisions that I have made	☐
63.	M/2	S/1	L/0	I am able to effectively work on several projects at the same time with good results	☐
64.	M/2	S/1	L/0	I seem able to "sell myself" to authority figures just by being myself	☐
65.	M/2	S/1	L/0	I have a strong desire to be a success in the things that I set out to do	☐
66.	M/2	S/1	L/0	I make decisions easily and with good results	☐

Totals for Part Three (Transfer to Personal Map)

Sales Orientation/Leadership
Drive Strength/Motivation
Decision Making
Time Management
Change Orientation

Part Four–Personal Skills Map–Short Version

67.	M/2	S/1	L/0	I am considered a dependable person	☐
68.	M/2	S/1	L/0	I am not bothered by physical symptoms, such as headaches, insomnia, ulcers, hypertension	☐
69.	M/2	S/1	L/0	When something needs to be done, people turn to me	☐
70.	M/2	S/1	L/0	Physically, I feel healthy and full of energy	☐
71.	M/2	S/1	L/0	I have often worked day and night on projects to meet a deadline that I have set for myself or have agreed to.	☐
72.	M/2	S/1	L/0	I can usually let myself go and have fun	☐
73.	M/2	S/1	L/0	I am able to relax at the end of a hard day and go to sleep easily at night	☐

(add all three columns and carry to next page)

Part Four–Personal Skills Map–Short Version

					Totals from Previous Page		
74.	M/2	S/1	L/0	I have developed nutritious and healthy eating habits		☐	
75.	M/2	S/1	L/0	When I decide to do something, I carry through and do it .			☐
76.	M/2	S/1	L/0	I do not tire quickly and have good physical stamina		☐	
77.	M/2	S/1	L/0	I feel comfortable and relaxed with the way I live	☐		
78.	M/2	S/1	L/0	I exercise regularly to keep my body in good shape		☐	
79.	M/2	S/1	L/0	I am a healthy person, and I take good care of myself emotionally and physically		☐	
80.	M/2	S/1	L/0	I effectively deal with tension, and I have learned a variety of healthy ways to relax	☐		
81.	M/2	S/1	L/0	People admire my ability to accomplish what I set out to do			☐
82.	M/2	S/1	L/0	In school or at work, I can avoid tension	☐		
83.	M/2	S/1	L/0	I complete assignments and obligations even when I encounter personal difficulties			☐
84.	M/2	S/1	L/0	I wake up fresh and rested most mornings		☐	
				Totals for Part Four (Transfer to Personal Map)			

Stress Management
Physical Wellness
Commitment Ethic

Oakwood Solutions LLC
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Appleton, WI 54914

Name: _____

PERSONAL SKILLS MAP-SHORT VERSION

An interpretive guide for the results of your Personal Skills Map-Short Version

PERSONAL SKILLS MAP-SHORT VERSION

The **Personal Skills Map-Short Version** is a positive approach to the self-assessment of skills that are essential in a learning organization. The purpose of self-assessment with the **Personal Skills Map-Short Version** is to provide you with a map or guide for your personal and professional growth and change. By understanding your **Personal Skills Map-Short Version** profile you may become more aware of your strengths as a person and identify potential areas of possible change and growth. The **Personal Skills Map-Short Version** provides a self-assessment of your present level of perceived skill development in essential areas of personal and professional effectiveness. **Personal Skills Map-Short Version** results may be considered in planning educational, skill-building, or personal growth experiences that will assist you in developing or enhancing your unique potential as a person as well as a contributing member of your school or organization. The profile (Personal Map) of your **Personal Skills Map-Short Version** results provides a self-assessment of: (1) your present level of development in intrapersonal, interpersonal, career/life effectiveness, and personal wellness skills (2) your interpersonal communication and conflict resolution style, and (3) your present orientation or readiness for personal skill changes.

PERSONAL SKILL SCALES

Your results for each scale of the **Personal Skills Map-Short Version** in the major dimensions of personal skills are presented on this profile. Your level of skill development for each of the eleven scales has been plotted on the profile. A scale score may be considered a skill strength if the score is at or beyond a standard score of 60. A standard score on any skill scale between 40 and 60 may be thought of as a "normal" or "average" level of skill development. A standard score below 40 can be thought of as an indication for skill changes and may indicate that personal skills in this area are not functionally developed.

PERSONAL MAP

SKILLS	STANDARD SCORES 20 25 30 35 40 45 50 55 60 65 70 75 80 STANDARD SCORES	SKILLS
INTRAPERSONAL SKILLS		**INTRAPERSONAL SKILLS**
SELF ESTEEM	1 4 6 8 10 12	SELF ESTEEM
INTERPERSONAL SKILLS		**INTERPERSONAL SKILLS**
INTERPERSONAL ASSERTION	1 4 6 8 10 12	INTERPERSONAL ASSERTION
INTERPERSONAL AWARENESS	1 4 6 8 10 12	INTERPERSONAL AWARENESS
EMPATHY	1 4 6 8 10 12	EMPATHY
CAREER/LIFE SKILLS		**CAREER/LIFE SKILLS**
DRIVE STRENGTH/ MOTIVATION	1 4 6 8 10 12	DRIVE STRENGTH/ MOTIVATION
DECISION MAKING	1 4 6 8 10 12	DECISION MAKING
TIME MANAGEMENT	1 4 6 8 10 12	TIME MANAGEMENT
SALES ORIENTATION/ LEADERSHIP	1 4 6 8 10 12	SALES ORIENTATION/ LEADERSHIP
COMMITMENT ETHIC	1 4 6 8 10 12	COMMITMENT ETHIC
PERSONAL WELLNESS		**PERSONAL WELLNESS**
STRESS MANAGEMENT	1 4 6 8 10 12	STRESS MANAGEMENT
PHYSICAL WELLNESS	1 4 6 8 10 12	PHYSICAL WELLNESS

DEVELOPMENTAL STRENGTHS

INTERPERSONAL COMMUNICATION MAP

PERSONAL COMMUNICATION STYLE

COMMUNICATION STYLE	LOW	NORMAL	HIGH	COMMUNICATION STYLE
INTERPERSONAL AGGRESSION	1	4	6 8 10 12	INTERPERSONAL AGGRESSION
INTERPERSONAL DEFERENCE	1	4 6	8 10 12	INTERPERSONAL DEFERENCE

PERSONAL CHANGE ORIENTATION

SCALE	LOW	NORMAL	HIGH	SCALE
PERSONAL CHANGE ORIENTATION	1	4	6 8 10 12	PERSONAL CHANGE ORIENTATION

UNDERSTANDING YOUR RESULTS
(Personal Skills Map-Long Version and Personal Skills Map-Short Version)

PROFILING YOUR RESULTS

By darkening in the corresponding raw score totals on each of the fourteen scales shown on the profile sheet, your obtained raw scores are automatically converted to standard scores for interpretation by their position on the profile sheet. You can now see how your scores compare to a general sample in the U.S.

The results that you have plotted on the fourteen scales of the **Personal Skills Map** are your personalized map or guide for you to consider in further developing your personal and career effectiveness. Your personal skills are changeable, and you are capable of life-long learning and positive growth. As you change, develop, and learn new skills, your **Personal Skills Map** profile will be strengthened. Your **Personal Skills Map** scores cannot be accurately thought of as fixed personal "traits" or "factors." Think of your results as self-descriptions of your current level of personal skills, and focus on your skill strengths. Then consider the skill areas that you want to change and are willing to more fully develop.

The fourteen scales on the **Personal Skills Map** can be related to five major dimensions important in personal and career effectiveness. The first eleven scales of the **Personal Skills Map** are considered personal skills and each scale contributes to the four major skill dimensions. The first major dimension may be thought of as Intrapersonal (by yourself) and includes the Self-Esteem (SE) score. This skill dimension is related to how you evaluate and accept yourself as a person. Research has demonstrated that self-esteem, as measured by the **Personal Skills Map**, is related to personal and career effectiveness.

The second major skill dimension on the **Personal Skills Map** focuses on Interpersonal (with others) skills and how you tend to communicate in stressful situations. This dimension includes the **Personal Skills Map** skill scales of Interpersonal Assertion (IA), Interpersonal Awareness (IAw), and Empathy (E).

The third major dimension focuses on skills that are important in effectively managing your daily environment and demands from your school/work setting. This Career/Life Effectiveness dimension includes the **Personal Skills Map** skill scales of Drive Strength/Motivation (DS), Decision Making, (DM), Time Management (TM), Sales Orientation/Leadership (SO), and Commitment Ethic (CE).

The fourth major dimension on the **Personal Skills Map** is Personal Wellness skills, and includes the Stress Management (SM) and Physical Wellness (PW) scales. This skill dimension is extremely important in both emotional and physical well-being.

The fifth dimension is related to problematic behaviors. **Personal Skills Map** research has clearly indicated that the Interpersonal Aggression (IAg), Interpersonal Deference (ID), and Change Orientation (CO) scales are indicators of problematic behaviors that negatively influence personal mental health and career effectiveness.

STRENGTHS AND CHANGE MAPS

Your **Personal Skills Map** results have indicated your present level of skill development in key areas of personal and professional effectiveness. 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 realize your potential for personal growth, interpersonal relationships, and career/life effectiveness.

If skill changes were indicated on your **Personal Skills 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. Each area has a corresponding skill-building unit that you will work on in order to increase your potential effectiveness.

INTERPRETING YOUR PROFILE

In the section that follows, major **Personal Skills Map** dimensions and scales have been 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 personal/career effectiveness.

A standard score at or beyond the value of 60 (top of profile) may be considered a current skill strength. A standard score between 40 and 60 represents an average or expected level of skill development. A standard score below 40 can be thought of as an awareness of a personal need to make changes and learn and develop new skills in that area.

You will soon have a chance to work on some of those skill areas.

SKILL DIMENSION I: INTRAPERSONAL SKILLS

SELF-ESTEEM (SE): Self-concept, Self-image: Your score on this scale reflects how positively you view your current ways of thinking, feeling, and behaving. A high score (skill to enhance) indicates a healthy personality with a positive sense of self-worth. A low score (skill to develop) indicates a negative evaluation of self and dissatisfaction with ways of thinking and feeling. How you think, feel, and accept yourself as a person is directly related to the other personal skills you have assessed in completing the **Personal Skills Map**.

SELF-ESTEEM

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

❒ SKILL TO DEVELOP

Frequently experiences self-doubt. Persistent sense of inadequacy and inferiority in relation to the skills and abilities of others. Achievement and performance inhibited by intense lack of self-confidence.

❒ SKILL TO STRENGTHEN

Sometimes feels capable and competent. Self-directed appreciation is inconsistent.

Feelings of pride in work and personal life endeavors are gratifying but sporadic.

❒ SKILL TO ENHANCE

Usually feels confident and capable. Experiences high self-regard. Is frequently satisfied with performance level at work and play.

Self-perception characterized by a sense of pride and accomplishment.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP

There are times when I don't feel good about myself. I'm not always comfortable with the way I'm thinking and relating to other people. I am not achieving as much as I think I can.

❒ SKILL TO STRENGTHEN

Sometimes I feel good about who I am and sometimes I really dislike myself. Basically, I like myself and think I am somebody and that I can make a difference.

❒ SKILL TO ENHANCE

I like who I am and feel confident about my ability to succeed. I think I am more able than the average person. I relate well to others and can take care of myself in most situations. I am proud of myself. I really like myself and the way I am right now and feel that I do make a difference.

SKILL DIMENSION 2: INTERPERSONAL SKILLS

INTERPERSONAL ASSERTION (IA): Your score on this scale indicates your current assessment of how effectively you employ direct, honest, and appropriate expression of thoughts, feelings, and behaviors in your dealings with others. A high score (skill to enhance) indicates that you possess assertive communication skills and have the ability to be direct and honest in communicating with others without violating your rights as a person or the rights of others. A low score (skill to develop) indicates a lack of assertive skills and a tendency toward indirect, self-inhibiting, and self-defeating communication styles. Low assertive skills may lead to giving in to others constantly (Deference).

INTERPERSONAL ASSERTION

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

❒ SKILL TO DEVELOP

Frequently ineffective in communicating desires and ideas to others. Usually acquiesces to others' demands and priorities in decision-making situations. Tends to overreact in stressful interpersonal situations and responds inappropriately.

❒ SKILL TO STRENGTHEN

Will sometimes communicate thoughts and feelings openly and directly. May not always defend a stated position. May avoid participation when discussion becomes heated, even when strong convictions are held.

❒ SKILL TO ENHANCE

Has little difficulty communicating and being understood. Possesses strong negotiation skills. Can exercise persistence in a manner that respects the feelings and needs of all parties. Is adept at orchestrating win-win propositions in negotiating situations.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP

Sometimes, when people put me down, I don't stand up for myself. When I am angry or feel very strongly about something, I often either clam up or say things I wish I hadn't. I need to learn how to speak up in an appropriate and effective manner.

❒ SKILL TO STRENGTHEN

Sometimes I am direct and straightforward with others under stress, but often I am not. I am not able, at times, to express my feelings or discuss things about which I have strong feelings. More often than not, I think I react appropriately.

❒ SKILL TO ENHANCE

When I am under stress, I understand my feelings and communicate them in a positive, direct, and straightforward way. I can describe my feelings and communicate them to someone else. The other person knows where I stand and understands me. He or she knows I have treated him or her with respect.

SKILL DIMENSION 2: INTERPERSONAL SKILLS

INTERPERSONAL AWARENESS (IAw): Your score on this scale is an indication of your current evaluation of how well you judge appropriate social, emotional, and physical distance in verbal and nonverbal interactions with others. A high score (skill to enhance) on Interpersonal Awareness indicates an ability to express feelings appropriately and spontaneously and to foster mutually comfortable, self-assured, and relaxed communications with others. A low score (skill to develop) on this scale indicates some difficulty in relating comfortably to others, manifested by behavior that is either too reticent or too brash.

INTERPERSONAL AWARENESS

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

❒ SKILL TO DEVELOP

Usually ill-at-ease in social situations, especially with strangers. Frequently has a sense of being avoided. Has difficulty initiating conversations. Ruminates over having spoken or acted inappropriately. Often feels isolated.

❒ SKILL TO STRENGTHEN

Occasionally enjoys social situations and feels gratified from participation. Has a general sense of social aptitude and is reasonably comfortable in interactions with others. Usually understands when to intervene or limit interpersonal engagement.

❒ SKILL TO ENHANCE

Naturally gregarious. Open, honest, and uninhibited with respect to initiating conversation, sharing thoughts and feelings. Skilled collaborator and team player. May exhibit charismatic leadership traits.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP

At times, I am very cautious about making new friends. Sometimes this is a difficult process for me. I often wait and let others make the first move. Sometimes I'm not sure that other people accept me. I need to learn to be more comfortable with myself and sure of my ability to make friends easily.

❒ SKILL TO STRENGTHEN

I do alright with people, whether I know them well or not. I'm not at a loss for words. Being friendly and relating to people is not my strongest suit, but it does not hinder me either.

❒ SKILL TO ENHANCE

I make friends easily and others like to be around me. I am open and trusting of others. I am friendly and initiate (start) conversation. I express my feelings with others in a comfortable, self-assured way. I like being with people–all kinds of people.

SKILL DIMENSION 2: INTERPERSONAL SKILLS

EMPATHY (E): Sensitivity: Your Empathy score is an indication of how you view your current skill and ability to sense, understand, and accept another person's thoughts, feelings, and behaviors. Empathy is a primary characteristic of skilled communicators. Persons with strong Empathy tend to be sociable, outgoing people. A high score (skill to enhance) on Empathy indicates skill in understanding and sensing what others are saying, feeling, and doing. A low score (skill to develop) may indicate a lack of awareness of how others are trying to communicate their thoughts or emotions.

EMPATHY

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

❒ SKILL TO DEVELOP

Emotionally unconnected to other people. Unable to hear and understand another's thoughts and feelings. Poor listening skills. Fails to invite collaboration and trust in interpersonal relationships.

❒ SKILL TO STRENGTHEN

Is sometimes confided in by others. Lacks patience when others are speaking. Has some capacity to listen, understand, and give feedback, but such skills are not adequately developed.

❒ SKILL TO ENHANCE

Often considered understanding and supportive by others. Listens attentively–giving frequent indication of both hearing and deeply understanding the situation being described. Evokes a high level of trust and security in interpersonal relationships.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP

Sometimes I have a hard time listening to other people. I prefer not to be around people I don't like. I tend not to like people who are different from me. If strong emotions are involved, I can get defensive. I need to learn how to listen to people, how to respect our differences and accept myself and others as we are.

❒ SKILL TO STRENGTHEN

I'm not the most sensitive person in the world, but when I work at it I can come to understand what most people are saying and feeling. They seem to know that when they get my attention, I am able to listen well to what they are trying to communicate.

❒ SKILL TO ENHANCE

I can really understand other people very well, no matter who they are. I can almost walk in their shoes. My ability to gain acceptance from a wide variety of people is one of my strong suits. And that happens because people feel understood and valued by me–even people who are different from me.

SKILL DIMENSION 3: CAREER/LIFE SKILLS

DRIVE STRENGTH/MOTIVATION (DS): Motivation, Goal Setting: Your score on this skill is an indication of how you view your ability to marshal your energy and motivation toward the accomplishment of personal goals. Persons scoring high (skill to enhance) on Drive Strength appear to share and live by many of the values of self-actualizing people. High Drive Strength appears to be related to high self-regard and inner-directedness. A low score (skill to develop) may indicate difficulty in setting and accomplishing goals, a reluctance to experiment or take risks, and a lack of energy or motivation. Low Drive Strength may lead to an unyielding stance and resistance to a change in direction or an active course of action. An offshoot of low Drive Strength is often a refusal to accept responsibility for one's actions.

DRIVE STRENGTH/MOTIVATION

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

❒ SKILL TO DEVELOP

Lacks energy and enthusiasm. Rarely initiates projects or works independently. Fails to set goals and work steadily toward completion. Has difficulty completing work assignments or keeping commitments.

❒ SKILL TO STRENGTHEN

Can set goals and carry out responsibilities under certain circumstances. Has energy bursts where productivity and resolve are high, but not consistently. Needs strong external motivators to experience full commitment to projects.

❒ SKILL TO ENHANCE

Possesses strong internal motivators. Effectively directs energy and attention to achieve specific goals and objectives. Can manage multiple tasks. Willing to experiment and take risks. Learns from, and is further energized by failure.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP

Sometimes, I'm not sure where I'm going. I have a tendency to drift without clearly defined goals or plans. If an opportunity comes along, I might consider it or I might not. Sometimes my initiative and energy are low. I need to look more clearly at my dreams, establish some goals, and actively reach for them.

❒ SKILL TO STRENGTHEN

There is a general sense of direction to where I am going with my life, and I like to make things happen. My attention is generally divided in several directions at once rather than focused on one or two specific things. I feel motivated about my work. I can set goals fairly well.

❒ SKILL TO ENHANCE

I have high energy, and there is no shortage of things that excite me. I can set as well as achieve my goals. I have an ability to focus on what's most important and take action on it. It's like having a one–track mind at that time. I never feel like I'm spinning my wheels. I know where I am going and that feels good.

SKILL DIMENSION 3: CAREER/LIFE SKILLS

DECISION MAKING (DM): Your score on the Decision Making scale of **The Personal Skills Map** indicates your perceived skill in formulating and initiating effective problem-solving procedures. Persons scoring high (skill to enhance) on Decision Making tend to be self-actualizing, assertive, and inner-directed. Good decision–making skills are an important element in mental health. The ability to make decisions is a key ingredient of self-acceptance and positive self-regard. A low score (skill to develop) on this scale indicates a lack of decision-making skills and difficulty in solving problems.

DECISION MAKING

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

❒ SKILL TO DEVELOP

Has difficulty weighing alternatives and arriving at conclusions. Agonizes over choices. Spends an inordinate amount of time on minor as well as major decisions. Requires constant guidance and reassurance from friends or co-workers.

❒ SKILL TO STRENGTHEN

Has some degree of developed skill in data analysis and problem solving. Usually participates in group decision–making processes. Can anticipate some short- and long-term consequences in relation to available choices.

❒ SKILL TO ENHANCE

Possesses an advanced capacity to understand the overall context in which a decision is needed. Is generally self-assured and can apply focused critical thinking skills to deal with a wide variety of situations. Analyzes options and selects an appropriate course of action quickly and efficiently.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP

At times I am a procrastinator. I put off making decisions or solving problems. Sometimes other people have found this frustrating. It bothers me at times, too. I need to learn how to be more direct in making decisions and solving problems. I need to see that when I procrastinate, I am, in effect, making a decision to do nothing.

❒ SKILL TO STRENGTHEN

Decision making is not easy for me, but I can usually do it well enough to get what I want. Sometimes I can solve problems effectively and at other times I don't do as well. I'm not very good at analyzing information, but I seem to know the best thing to do in many situations.

❒ SKILL TO ENHANCE

When I get into a bind, I can readily assess the situation and get out of it. I have a process for solving problems that I turn to when necessary. Whether by myself or in groups, I can usually get a handle on options and select from them an action that generally improves things. I am confident in my ability to analyze information and then make a decision.

SKILL DIMENSION 3: CAREER/LIFE SKILLS

TIME MANAGEMENT (TM): This scale is an assessment of your ability to organize and use time to further individual and career goals. A high score (skill to enhance) on Time Management is related to high self-regard, a sensitivity to one's own needs, and perseverance in completing tasks. A low score (skill to develop) may indicate a lack of skill or inability to organize time, difficulty in completing daily tasks, and a tendency to let events control one's actions rather than take charge and fulfill self-imposed commitments.

TIME MANAGEMENT

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

❒ SKILL TO DEVELOP

Does not utilize organizational tools and procedures. Prone to procrastination. Work area may be cluttered and in a constant state of disarray. Is unable to prioritize work, exercise focus, and accomplish tasks systematically.

❒ SKILL TO STRENGTHEN

Usually meets deadlines by doing 80% of the work in the last 20% of available time. Practices some proven time-management strategies. Experiences frustration when it is necessary to progress on several tasks simultaneously.

❒ SKILL TO ENHANCE

Plans effectively for use of time. Prioritizes work, manages interruptions, and stays on task without neglecting on-going responsibilities. Regularly applies new techniques and technologies to increase efficiency and performance.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP

It seems that I never have enough time to get everything done. I spend a lot of time worrying about this. I can work a lot of hours, but somehow, a million different interruptions prevent me from getting the important stuff done. There often seem to be too many loose ends. I need to learn how to plan my time more effectively so that the things that are truly important to me get done.

❒ SKILL TO STRENGTHEN

Usually, I am on top of what I have to do. At least the important things get done. When I'm hassled, I work a little harder at being organized and pull through it okay. I'm not a super-organized person, but I can be when absolutely necessary. I don't want to spend more than so much energy worrying about unfinished projects.

❒ SKILL TO ENHANCE

When I have a lot to do, I draw up a plan for myself and follow it. When people try to interrupt, I politely tell them to wait. I use my time effectively, and I feel well-organized most of the time. I do not feel pulled apart in all directions. I avoid procrastinating as much as possible. I schedule my time for learning, thinking, planning, and doing. I continually look for ways to improve my organizational skills.

SKILL DIMENSION 3: CAREER/LIFE SKILLS

SALES ORIENTATION/LEADERSHIP (SO): Leadership, Interpersonal Impact, Persuasiveness: This score reflects your assessment of how well you can influence people and have a positive impact on them. A high score (skill to enhance) indicates self-assured behavior and assertiveness in one's relationships with others. Persons scoring high on this scale may assume leadership of a group and demonstrate enthusiasm, energy, and warmth. A low score (skill to develop) may indicate a perceived inability to have an impact on others or a lack of skill in influencing others. Persons scoring low on this scale may be unable to see themselves as having a positive influence on others and may be uncomfortable or timorous in their approach to others.

SALES ORIENTATION/LEADERSHIP

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

❒ SKILL TO DEVELOP

Has difficulty getting ideas across. Rarely makes a lasting impression on people in the work environment or other organizational settings. Unable to guide or influence decision-making processes. Frequently changes position on issues. Often caught in contradiction.

❒ SKILL TO STRENGTHEN

Occasionally emerges as the lead figure in group and team activities. Has some influence over decisions and actions that impact the work of others. Can sometimes articulate purpose in a way that fosters commitment from others. Usually behaves in accordance with a consistent set of values and beliefs.

❒ SKILL TO ENHANCE

Frequently functions in a leadership role. Regularly viewed by others as a role model and standard setter. Facilitates strong commitments through clear and consistent sharing of vision, mission, and values. Leads by example. Encourages and supports others to succeed. Perceived as highly trustworthy.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP

Sometimes I feel I don't have any say on the way things should go. Often, people don't listen to my good ideas. At times I feel ignored. I need to learn how to develop my ability to influence other people.

❒ SKILL TO STRENGTHEN

In groups, my ideas are usually listened to and sometimes they are followed. I am not always the leader, but I don't feel like I'm always the follower either. I have about as much influence on others as I want. I frequently get the things I really want and try for.

❒ SKILL TO ENHANCE

I am usually acting in a leadership capacity. I am almost always a leader if and when I want to be. I know that I have a lot of influence on other people–on how they think and act. I am told that I am persuasive. Groups tend to go in the direction I suggest. Even when others have better ideas, my ideas are followed.

SKILL DIMENSION 3: CAREER/LIFE SKILLS

COMMITMENT ETHIC (CE): Task Completion: Your score on this scale indicates your perceived skill in your ability to complete projects and job assignments dependably and successfully. Persons scoring high (skill to enhance) on Commitment Ethic tend to be inner-directed and persevering in completing projects regardless of difficulties encountered. These persons trust themselves and are usually perceived by others as being dependable and committed. A low score (skill to develop) indicates a perceived inability or lack of skill in following through to meet responsibilities and commitments. These individuals may have a tendency to take on projects and then let them lapse because of a lack of commitment.

COMMITMENT ETHIC

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

❒ SKILL TO DEVELOP

Rarely stays with a task or project from beginning to end. Has limited sense of connection to organizational goals and purpose. Has difficulty relating immediate tasks to long term benefits. Experiences few internal or external motivational factors.

❒ SKILL TO STRENGTHEN

Has some sense of involvement and feels that work is important and appreciated by others. Usually sticks with tasks and projects to completion. Understands personal role in organizational mission.

❒ SKILL TO ENHANCE

Can always be relied upon to complete work, even when setbacks are encountered. Is internally rewarded when commitments are met. Works effectively under pressure. Has strong sense of belonging and strives for quality as well as quantity.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP

I often find myself feeling tired in the middle of a project. If the project becomes more difficult, I just feel that much more exhausted. I would like to deliver better than I do. I tend to leave things until it's too late. I need to learn how to keep my energy flowing in the middle of any difficult task so that I can finish it in the most effective and efficient manner.

❒ 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. If something is important, I finish it; but on other things, I procrastinate.

❒ SKILL TO ENHANCE

I complete projects no matter what and my word is good. If I say, "I'll do it', I'll do it, no matter what. I'm durable, and I'm there for the duration. It may not be perfect, but it'll be done, even if I have to work all night to finish it. My commitment has no exceptions.

SKILL DIMENSION 4: PERSONAL WELLNESS SKILLS

STRESS MANAGEMENT (SM): Your score on this scale reflects your perceived skill in managing stress and anxiety. A high score (skill to enhance) indicates that you have developed skills for managing stress positively. Persons scoring high on Stress Management are competent managers of time, flexible, self-assured, stable, and self-reliant. Good Stress Management skills are essential to creative and healthful living and are a key element of a healthy personality. A low score (skill to develop) indicates an inability or lack of skill in dealing with stress. Extremely low stress management skills may result in negative reactions to life stress with behavioral patterns and habits that may be psychologically or physically self-destructive. Eating and sleep disturbances and physical symptoms such as persistent headaches, digestive problems, and hypertension are negative reactions to life stress and the results of stress skill deficits.

STRESS MANAGEMENT

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

❒ SKILL TO DEVELOP

Often experiences physiological symptoms such as anxiety, hypertension, headaches, digestive problems, and insomnia. Life style includes few opportunities for relaxation. Does not enjoy work. Behaviors reflect impatience towards others.

❒ SKILL TO STRENGTHEN

Is usually comfortable and easy going around classmates/co-workers. Has non-destructive outlets for revitalizing self and relief of tension. Confronts pressure with reasonable stability. Experiences limited instances of irritability and tension.

❒ SKILL TO ENHANCE

Consistently enjoys a healthy and productive life style. Incorporates a wide array of self-nurturing and growth activities. Experiences few physical problems. Viewed as steadfast and calm in crisis situations. Always approachable by others.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP

Sometimes, I feel overwhelmed and not in control. This creates stress which only increases my feelings of anxiety in the face of everything that needs to get done. I just don't see when I'm going to get time to relax. I need to learn how to relax in the middle of all the anxiety. I need to learn how to use the tension creatively to boost my energy so that I can accomplish whatever comes my way.

❒ SKILL TO STRENGTHEN

I have a lot of stress right now, but I can't say it gets me down. I usually am on top of it. I reserve some stress-free moments to refresh myself. I could manage myself better than I do, but I'm not doing badly either.

❒ SKILL TO ENHANCE

I manage my life well. I work hard, but don't feel under more stress than I want. I feel satisfied and in charge of myself. I enjoy some tension, and it never gets me down. I have learned to relax and do it. When stressful situations occur, I know they will end. In fact, some stress keeps me sharp.

SKILL DIMENSION 4: PERSONAL WELLNESS SKILLS

PHYSICAL WELLNESS (PW): Your score on this **Personal Skills Map** scale reflects the extent to which you have currently developed healthy attitudes and living patterns that are important to your physical health and well being. Physical Wellness is closely related to positive stress management and self-esteem as measured by the **Personal Skills Map**. A high score (skill to enhance) on this scale indicates that you see yourself as a person who has developed healthy self-control of potentially harmful behavior patterns and who is currently physically healthy. A low score (skill to develop) indicates perceived problematic behaviors and the awareness of a personal need to further develop life skills that are important to physical and emotional health.

PHYSICAL WELLNESS

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

❒ SKILL TO DEVELOP

Lacks appreciation and understanding of the importance of taking care of the physical self. Never exercises, possesses problematic behaviors related to maintaining a healthy life style. Possesses no control over self-destructive behaviors.

❒ SKILL TO STRENGTHEN

Sometimes demonstrates a healthy attitude toward taking care of the physical self. Can demonstrate some self-control over self-destructive behaviors. Sometimes exercises.

❒ SKILL TO ENHANCE

Demonstrates a healthy attitude toward taking care of the physical self. Exercises regularly. Possesses self-control of potentially harmful behavior patterns. Has control over personal emotions and is physically healthy.

WHAT THIS MEANS IS (check the appropriate box):

❒ SKILL TO DEVELOP

I do not take care of myself. At times, I feel that it is hopeless,and don't really care what happens to me. I have little control over my self-destructive behavior. I know that for a person my age I am not in great shape. I need to learn to take better care of myself.

❒ SKILL TO STRENGTHEN

I can sometimes do the things that are necessary to maintain my health. At times I see myself as leading a good and healthy life. I am also aware that at times I just don't care to take care of myself. I know I can do better, but I'm doing OK for now.

❒ SKILL TO ENHANCE

I take care of my physical self every day. I exercise daily, I eat the right foods and get plenty of rest. I can easily avoid potentially harmful behaviors all the time. I am in control of my emotions and my physical health.

SKILL DIMENSION 5: PROBLEMATIC BEHAVIOR

YOUR INTERPERSONAL COMMUNICATION MAP: How effectively you communicate with others is an important element in effective interpersonal relationships. The communication styles of Interpersonal Assertion (IA), Aggression (IAg), and Deference (ID) identify your primary and secondary communication styles. Interpersonal Assertion is manifested in direct, honest, and appropriate communication of thoughts and feeling to others. Note: The score for Interpersonal Assertion is found in SKILL DIMENSION II: INTERPERSONAL SKILLS . Interpersonal Aggression and Interpersonal Deference are negatively correlated to the other skills on the Personal Map. High scores on these skills may indicate self-defeating communication styles.

UNDERSTANDING YOUR COMMUNICATION STYLE: Most persons use all three communication styles (assertion, aggression, and deference) to some extent in all their communications with others. Your highest score on these three scales indicates your primary communication style, and the next highest score indicates your secondary style.

If your highest score is in Assertion, that is your primary interpersonal communication style. That is, you employ direct, honest, and appropriate expression of thoughts, feelings, and behaviors in communication with others. A high (primary) score on either Aggression or Deference my indicate a lack of communication skills or the need to adjust them. An effective assertion style is important for a healthy personality. An excess of either aggression or deference in interpersonal communication negatively impacts on all the other personal skills and gives rise to self-defeating behaviors.

SKILL DIMENSION 5: PROBLEMATIC BEHAVIOR

INTERPERSONAL AGGRESSION (IAg): A measurement of the degree to which an individual employs a personal communication style that violates, overpowers, dominates, or discredits the other person's rights, thoughts, feelings, or behaviors. A high score on this scale may indicate insensitivity toward others and low self-acceptance expressed by hostile and attacking behaviors in interpersonal exchanges. High Interpersonal Aggression is related to the personality characteristics of rebelliousness, resentment, and oversensitive response to real or imagined affronts.

INTERPERSONAL AGGRESSION

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

❒ LOW	❒ NORMAL	❒ HIGH
Communication style is positive and forthright. Rarely displays ill-temper or aggressiveness when interacting with others. Experiences positive self-regard and is open and comfortable.	Consistently demonstrates self-control in most interpersonal transactions. Tolerates and accommodates diverse perspectives even in an atmosphere of heated controversy.	Communicates in an offensive manner that violates, discredits, and/or dominates another's thoughts and feelings. Actively avoided by others. Frequently defensive and uncompromising in group processes.

WHAT THIS MEANS IS (check the appropriate box):

❒ LOW	❒ NORMAL	❒ HIGH
I know how to control my temper. When I do get angry, I control my thoughts and words and do not violate the rights of others. When someone is angry with me, I can defuse the situation and calm that person down. I don't come on too strong in social situations. I accept others' views.	I sometimes come on a little too strong, but for the most part I can control my statements. I can tolerate and accept other peoples' views most of the time. In order to get my point across, I sometimes get a little pushy. I do try to respect other peoples' views and feelings.	I always get what I want no matter what the cost to other people. I force my way into conversations and interrupt people. I do not respect the rights of other people. I am often defensive and uncompromising with others.

SKILL DIMENSION 5: PROBLEMATIC BEHAVIOR

INTERPERSONAL DEFERENCE (ID): A measurement of the degree to which an individual employs a personal communication style that is indirect, self-inhibiting, self-denying, and ineffectual for the accurate expression of thoughts, feelings, and behaviors. A high score on this scale may indicate a lack of skill in interpersonal dealings and difficulty in standing up to others. High Interpersonal Deference is related to the personality characteristics of apprehensiveness, shyness, and over-sensitivity to threat or conflict.

INTERPERSONAL DEFERENCE

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

❒ LOW	❒ NORMAL	❒ HIGH
Predominantly self-assured, confident, and direct in interpersonal transactions. Has little difficulty defending positions on issues and adhering to personal principles and values.	Comfortable and forthright in most interactions with individuals and groups. Usually assertive and persistent in a respectful and professional manner. Will generally strive to find mutually acceptable solutions in conflictive situations.	Frequently apprehensive and timid in dealings with others. Unable to articulate a position and usually concedes defeat when interests conflict. Self-denying and overly sensitive.

WHAT THIS MEANS IS (check the appropriate box):

❒ LOW	❒ NORMAL	❒ HIGH
I can defend my positions easily. I do not let people walk over me. I feel comfortable in initiating conversations with others. I feel comfortable imposing on others when I need to. When someone asks me to do something I don't want to, I feel comfortable saying "no" to them. When someone is angry with me, I can calmly state my reasons for my actions.	Sometimes I can defend my positions. When I am angry with someone, I am usually calm and relaxed and express myself. Most of the time I feel comfortable in initiating conversations with others. Most of the time I can get what I want without having to back down on my demands.	I can never defend my position. I often feel apprehensive, shy, and timid in dealing with others. When in an argument, I usually back down and let the other person win. I often become overly sensitive to others' comments. I usually let others get their way.

PERSONAL CHANGE ORIENTATION

Your Personal Map and Interpersonal Communication Map chart your current assessment of eleven personal skills and indicate what you perceive as your primary and secondary communication styles. The score on your Personal Change Orientation is an indication of the magnitude of change you perceive as desirable for developing your personal and professional effectiveness.

Research has demonstrated that self-assessed change areas (high scores) on the Interpersonal Aggression (IAg), Interpersonal Deference (ID), and Change Orientation (CO) scales may reflect self-defeating behaviors. Three or more low scores (skills to develop) on any of the eleven **Personal Skills Map** skills scales, a primary communication style of either Interpersonal Aggression (IAg) or Deference (D), and a high score on Change Orientation (CO), present a definite awareness and recognition of the need for specific training in skill enhancements in order to expand personal skills, improve interpersonal relationships, and promote career/life effectiveness.

CHANGE ORIENTATION (CO): Your score on this scale indicates the degree to which you are motivated and ready for change in the skills measured by the **Personal Skills Map**. Change Orientation is negatively correlated to all personal skill scales except Interpersonal Aggression and Interpersonal Deference. A high score on Change Orientation indicates dissatisfaction with current skills and a strong conviction of the need to make personal changes.

Persons scoring high on this **Personal Skills Map** scale manifest an awareness and a need for personal change. Feelings of stress, anxiety, and tension regarding current behavior may be characteristic of persons scoring high on this scale. Low scores on Change Orientation indicate satisfaction with current skills and behavior.

PERSONAL CHANGE ORIENTATION

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

❒ LOW	❒ NORMAL	❒ HIGH
Highly satisfied with existing skill levels and behavioral conduct. Confident, self-accepting and possessive of a profound internal sense of personal strength and competence across a wide range of indicators.	Generally satisfied with current level of ability and strength in most critical areas. Aware of and actively addressing skill development needs.	Intensely conscious of skill deficiency in a number of areas crucial for personal success. Frequently ruminates and experiences anxiety over inability to function effectively in many settings. Thoughts and feelings dominated by pessimism.

WHAT THIS MEANS IS (check the appropriate box):

❒ LOW	❒ NORMAL	❒ HIGH
I am satisfied with myself. I don't see the need to make many changes in my behavior because things are going well as they are. I feel comfortable with myself, and I know I am a very competent person who has a lot to give. I am satisfied in the way I perform my work. I am successful at work and in life in general.	I know I need to improve in some areas, but for the most part I feel pretty good about myself. I see the need to make a few minor adjustments in my behaviors. I feel pretty good about my ability to handle problems in conflictive situations. I need just a little more work in a few areas, and I will be very successful.	I know I need to make a lot of changes in my life if I am going to be a successful person. My outlook is poor unless I make the necessary changes.

Exercise #3 - Personal Growth Plan Worksheet

Directions: Chart your skills on the rubric below. Then complete the following sections to create a plan for skill growth.

Key Emotional Skills By Skill Dimension		Develop (0-40 pts.)	Strengthen (41-60 pts.)	Enhance (61-100 pts.)
Skill Dimension 1: Intrapersonal Skills	Self Esteem	◯	◯	◯
Skill Dimension 2: Interpersonal Skills	Interpersonal Assertion	◯	◯	◯
	Interpersonal Awareness	◯	◯	◯
	Empathy	◯	◯	◯
Skill Dimension 3: Career/Life Skills	Drive Strength/Motivation	◯	◯	◯
	Decision Making	◯	◯	◯
	Time Management	◯	◯	◯
	Sales Orientation/Leadership	◯	◯	◯
	Commitment Ethic	◯	◯	◯
Skill Dimension 4: Personal Wellness Skills	Stress Management	◯	◯	◯
	Physical Wellness	◯	◯	◯
		Low	**Normal**	**High**
Skill Dimension 5: Problematic Behavior	Interpersonal Aggression	◯	◯	◯
	Interpersonal Deference	◯	◯	◯
Personal Change Orientation		◯	◯	◯

1. How well did you know yourself? Write a short summary about how you scored yourself in the Exercise #1 – Personal Growth Plan Worksheet – Pre-Assessment and the actual results tabulated in the Personal Skills Map. What did and did not surprise you about your results from the map?

2. What skill(s) are you targeting for improvement?

3. What is the time period to show improvement?

4. What resources and learning activities can help your skill development?

5. Create a personal growth plan in your notebooks to record activities and skill development on an ongoing basis. Include the following elements for each entry: date, situation, skill affected, current rating, and similarities and differences between current behavior (or skill set) and behavior in previous situations.

Performance Assessment Task

Chapter 2: Personal Growth and Behaviors

Personal Growth Plan [U1C2L8]

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

Develop a plan for personal growth

Directions

For this performance assessment task, you will create a personal growth plan. For this assessment you will:

1. Use the results of your Personal Skills Map to complete the Personal Growth Plan.
2. Use Exercise #3 – Personal Growth Plan Worksheet.
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.

Personal Growth Plan Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your plan charts your Key Emotional Skills by Skill Dimension according to the levels provided (Short Version or Long Version PSM)	met ○ not met ○
2. Your plan details the skills that you are targeting for improvement	met ○ not met ○
3. Your plan lists the resources and activities you will use to help your skill develop	met ○ not met ○
4. Your plan summarizes how you will record your progress	met ○ not met ○
5. Your plan describes how and when you will assess your improvement at the end of the time period	met ○ not met ○
6. Your Cadet Portfolio includes a Skills Map for Year 1	met ○ not met ○
7. Your Cadet Portfolio includes a completed Exercise #3 – Personal Growth Plan Worksheet	met ○ not met ○

Comments:

Name:_____ **Date:**_____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 3: Team Building

Team Building and Drill [U1C3L1]

What you will accomplish in this lesson:

Relate drill competence to life skills

Why this lesson is important:

This lesson introduces you to the importance of drill, its history and purpose, and applications to your daily life. The precision and timing of drill promotes teamwork and discipline. In later lessons, you will learn the roles of leaders and followers in drill, and practice individual drill movements with your squad, platoon, company, and battalion. In this lesson, you will examine the origins of drill in the Continental Army and identify how the skills of drill can be used in your life.

Essential Question:

How was drill important in America's past and how can it impact your life today?

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

- Summarize the origin of drill dating back to the Continental Army of the United States
- Identify skills learned by drilling
- Compare the qualities of teamwork instilled in the Continental Army to the teamwork qualities that military drill develops today
- Define key words: dedication, discipline, drill, followership, maneuver, precision, professionalism, self-discipline, teamwork, unison

You will have successfully met this lesson's purpose:

- by writing a reflection on how drill competence relates to your goals
- when your essay indicates one or two goals that you would most like to achieve
- when your essay describes how the skills and knowledge from drill will help you achieve those goals
- when your essay is free of grammatical and spelling errors

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 military drill. **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 on the origins of drill.

☐ 3. **Create** a chart to define drill and **identify** non-military drills.

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

☐ 4. **Explore** the origins and purpose of drill in the Continental Army by **researching** an assigned question in your student text and on the Internet. **Record** research on chart paper.

☐ 5. **Discuss** the role of drill in developing teamwork and everyday life skills.

☐ 6. **Answer** the reinforcing question(s).

PART 2

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

☐ 7. In your team, **describe** experiences when being on a team made you feel good and proud of what the team did. **List** the characteristics that seem common to all good team experiences. **Link** the drill skills to the positive team characteristics. **Present** your chart to the class for discussion.

☐ 8. **Reflect** on participating in drill. **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 Building and Drill 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.

Performance Assessment Task

Chapter 3: Team Building

Team Building and Drill [U1C3L1]

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

Relate drill competence to life skills

Directions

For this performance assessment task, you will write a summary explaining which team or life skill you wish to develop through drill. For this assessment you will:

1. Select one or two team/life skills to develop.
2. Reflect on what you have learned about drill and teamwork and determine how drill will help you develop the skills you have identified for personal development.
3. Write a short essay identifying the skills and how drill will help you develop them. Be sure to address all of the areas identified in the scoring guide.
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.

Team Building and Drill Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your essay indicates one or two goals that you would most like to achieve	met ◯ not met ◯
2. Your essay describes how the skills and knowledge from drill will help you achieve those goals	met ◯ not met ◯
3. Your essay is free of grammatical and spelling errors	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 3: Team Building

Stationary Movements and Marching Techniques [U1C3L2]

What you will accomplish in this lesson:

Perform stationary movements and marching techniques on command

Why this lesson is important:

Individual positions and stationary movements are the basic skills required in drill. In this lesson, you will examine and practice the basic individual positions and stationary movements required in drill. This lesson also describes the different steps and movements used to march during drill. In this lesson, you will apply the stationary movements and learn the basics of marching as an individual and as a member of a squad.

Essential Question:

How do you accurately perform the stationary movements and specific steps used during drill?

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

- Describe the position of attention
- Describe how to respond to positions of rest commands
- Describe how to respond to facing commands
- Describe the correct way to salute in a variety of situations
- Describe how to execute marching movements from various commands
- Describe how to respond to halt commands
- Define key words: at ease, attention, double time, facing, halt, hand salute, parade rest, quick time, rest, rest movements, steps

You will have successfully met this lesson's purpose:

- by participating in squall drill as a leader and a member of a squad
- when you demonstrate facing movements upon command
- when you demonstrate the correct way to salute in a variety of situations
- when you give the commands for a squad to perform stationary movements
- when you demonstrate the correct marching movements as commanded
- when you respond correctly to halt commands
- when you assist other Cadets in performing the correct movements as needed

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 drill commands. **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 stationary movements and drill.
3. **Participate** in a demonstration exercise about stationary movements.
4. **View** a video about marching in drill.
5. **Participate** in a brainstorming session using a Circle Map to **identify** what is required to perform the drill successfully.

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

6. **Read** the "Stationary Movements" section in your student text.
7. **Discuss** differences in the stationary drill commands.
8. **View** a list of stationary drill commands.
9. **Observe** a demonstration on stationary movements.
10. **Practice** responding to commands for stationary movements.
11. **Answer** the reinforcing question(s).

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

12. **Practice** responding to commands for stationary movements.
13. **Reflect** on your performance executing stationary movements. **Answer** the Reflection Question(s) presented by your instructor.

PART 2

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

14. **Review** the Steps and Marching video from the Inquire Phase.
15. **Read** the "Marching" section in your student text.
16. **Watch** a demonstration about steps and marching/movements at a series of stations. **Practice** the steps and marching/movements.
17. **Create** a Flow Map showing the commands and responses for your assigned topic.
18. **Share** your Flow Map with the class.
19. **Answer** the reinforcing question(s).

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

20. **Practice** the steps and marching/movements from the Flow Map that another group created.
21. **Revise** the Flow Map as needed to clarify the commands and responses. **Post** the Flow Map at the designated station.

☐ 22. **Practice** responding to commands for steps and marching/movements by moving through the series of stations.

☐ 23. **Reflect** on teamwork and the drill steps you practiced. **Answer** the Reflection Question(s) presented by your instructor.

Assessment Activities:

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

☐ 24. **Complete** the Stationary Movements and Marching Techniques Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

☐ 25. **Review** the key words of this lesson.

☐ 26. **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

Stationary Movements and Marching Techniques [U1C3L2]

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

Perform stationary movements and marching techniques on command

Directions

For this performance assessment task, you will participate in a group drill exercise where you will give and respond correctly to commands for stationary drill movements and steps and marching/movements learned in this lesson. You will also evaluate, and be evaluated by, your peers on your performance. For this assessment you will:

1. Preview the criteria listed in the scoring guide to plan for your assessment.

2. Think about the stationary movements and steps and marching/movements that you learned and practiced in this lesson.

3. Give and respond to stationary movement commands including:
    - one command to form the team;
    - at least one facing movement;
    - at least one position of rest;
    - a present arms; and
    - a command to dismiss the team.

4. Respond to the steps and marching/movement commands given in the drill exercise.

5. Assist Cadets if they need help performing the steps and marching movements.

6. Assess your own and your peer's performance.

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

8. 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.

Stationary Movements and Marching Techniques Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You demonstrate the position of attention	met ◯ not met ◯
2. You demonstrate the correct responses to rest commands	met ◯ not met ◯
3. You demonstrate facing movements upon command	met ◯ not met ◯
4. You demonstrate the correct way to salute in a variety of situations	met ◯ not met ◯
5. You give the commands for a squad to perform stationary movements	met ◯ not met ◯
6. You demonstrate the correct marching movements as commanded	met ◯ not met ◯
7. You respond correctly to halt commands	met ◯ not met ◯
8. You assist other Cadets in performing the correct stationary and marching movements as needed	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

Squad Drill [U1C3L3]

What you will accomplish in this lesson:

Demonstrate correct response to squad drill commands

Why this lesson is important:

This lesson introduces you to the basics of practicing squad drill. It covers squad formations and teaches you how to march the squad, with tips for conducting a proper drill.

Essential Question:

How are various squad formations and marching steps performed?

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

- Describe how to respond to commands when forming and marching the squad
- Identify the different types of squad formations and their related drill commands
- Identify the locations of key squad personnel in squad formation
- Define key words: close interval, column, double interval, file, flank, formation, line, normal interval, pivot, rank

You will have successfully met this lesson's purpose:

- by participating in a squad formation during a squad drill
- when you correctly assemble as members of a squad formation
- when you demonstrate changing direction in a squad formation
- when you demonstrate marching to the flank in a squad formation
- when you respond correctly to halt commands
- when you assist other Cadets in performing the correct squad drill movements as needed

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 learned in the previous lessons about drill. **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** the video about drill formations and marching.

_____3. **Complete** Exercise #1 – Matching and **complete** a Think-Pair-Share to discuss your answers.

☐ 4. **Report out** on your Think-Pair-Share.

PART 2

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

☐ 5. **Research** an assigned squad drill topic.

☐ 6. **Participate** in demonstrations of squad drill at stations around the classroom. **Practice** the squad drill movements.

☐ 7. **Answer** the reinforcing question(s).

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

☐ 8. **Create** an appropriate Thinking Map® showing the commands and responses for your assigned topic.

☐ 9. **Share** your Thinking Map® with the class. **Demonstrate** the steps and movements shown on your Thinking Map®.

☐ 10. **Reflect** on your drill topic and squad formations. **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?

☐ 11. **Participate** in squad drill as part of the Squad Drill Performance Assessment Task. Your performance will be assessed by senior Cadets.

☐ 12. **Complete** the Squad Drill 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 – Matching

Directions: Column A provides examples of commands used in squad drill. Column B lists the categories of squad drill to which these commands belong. Match each category with the appropriate example by placing its letter to the left of Column A. You may have to use some of the categories in Column B more than once.

Column A

_____"*normal interval*, *march*"

_____"*dress right*, *dress*"

_____"*column right* (*left*), *march*

_____"*fall in*"

_____"*file from the left* (*right*), *march*"

_____"*column half right* (*half left*), *march*"

_____"*fall out*"

_____"*count*, *off*"

_____"*rear*, *march*"

_____"*dismissed*"

_____"*incline*, *around*"

_____"*right* (*left*) *flank*, *march*"

Column B

a. changing direction

b. changing intervals

c. counting off

d. dismissing the squad

e. forming the squad

f. forming a column of twos and re-forming

g. marching to the flank

h. obtaining normal interval

i. resting the squad

Performance Assessment Task

Chapter 3: Team Building

Squad Drill [U1C3L3]

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

Demonstrate correct response to squad drill commands

Directions

For this performance assessment task, you will participate in squad drill marching. For this assessment you will:

1. Think about the squad drill movements that you learned and practiced in this lesson.
2. Respond to the commands given in the squad drill exercise.
3. Assist your peer Cadets if they need help performing the squad drill marching movements.
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.

Squad Drill Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You correctly assemble as a member of a squad formation	met ◯ not met ◯
2. You demonstrate changing direction in a squad formation	met ◯ not met ◯
3. You demonstrate marching to the flank in a squad formation	met ◯ not met ◯
4. You respond correctly to halt commands	met ◯ not met ◯
5. You assist other Cadets in performing the correct squad drill movements as needed	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

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

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 4: Decision Making

Making Decisions and Setting Goals [U1C4L1]

What you will accomplish in this lesson:

Apply the processes for making personal decisions and setting goals

Why this lesson is important:

During the course of a day, you make many decisions, large and small. You make decisions on how you conduct yourself and the goals you have for yourself. Decision-making and goal-setting are two important life skills. Decision-making skills help you make the best choices. Goal-setting skills will help you take control over your life and give it purpose and direction. In this lesson, you will focus on the skills you need to make good decisions and achieve your goals.

Essential Question:

How can you make positive decisions and achieve your goals?

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

- Describe the steps used to make decisions
- Identify guidelines used to evaluate choices
- Evaluate decisions for positive outcomes
- Describe the SMART goal-setting system
- Analyze goals for potential success
- Define key words: assess, attainable, decision-making, goal-setting

You will have successfully met this lesson's purpose:

- by describing a plan for achieving a long-term goal in a written summary
- when the summary describes your long-term, intermediate, and short-term goal(s)
- when the summary explains how and when you will measure progress toward short-term goals
- when the summary explains how you will stay motivated to achieve your short-term goals

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 decision-making. **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 group, **brainstorm** a list of decisions that you've made in the last week. **Create** a T-Chart to organize the decisions into two columns: Easy and Difficult. **Be prepared** to share your T-Chart with your class.

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

_____3. **Listen** to a briefing about the decision-making/problem-solving process. **Take notes** on the steps in the process.

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

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

_____5. **Read** Exercise #1 – What Should Kendra Do. **Complete** the exercise with your group. **Be prepared** to share your answers with your class.

_____6. **Reflect** on the decision-making process. **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 the importance of setting goals and the different types of goals. **Take notes** on what you learned.

_____8. **Read** the "Building Goal-Setting Skills" and "Kendra's SMART Goal" sections in your student text. **Take notes** on the SMART steps.

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

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

_____10. **Complete** Exercise #2 – SMART Goals with your group. **Be prepared** to share your responses to the scenarios with your class and discuss the reasoning behind your group's answers.

_____11. **Reflect** on what goes into the goal-setting process. **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?

- ☐ 12. **Complete** Exercise #3 – My Goals. **Be prepared** to share your responses with the class.
- ☐ 13. **Complete** the Making Decisions and Setting Goals 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 – What Should Kendra Do

Directions: In your group, review the decision-making process. Read the following scenario and go through the decision-making process to help Kendra decide what to do. Be prepared to share your answers with the class.

Scenario: "Kendra must make a decision; what should she do?" Kendra and Michele have been best friends for a long time. Recently, Michele has been spending time with other students who skip classes. Michele has even boasted of going with them once. Now she wants Kendra to join them too. Kendra doesn't want to lose Michele's friendship, but she knows that her parents trust her to obey school rules.

The Decision-Making/Problem-Solving Process:

1. Identify the problem. (recognize/define)

2. Gather information. (facts/assumptions)

3. Develop courses of action. (solutions)

4. Analyze and compare courses of action. (alternatives/solutions)

5. Make a decision; select the best course of action. (solution)

6. Make a plan. (how, when, what)

7. Implement the plan. (assess the results)

Exercise #2 – SMART Goals

Directions: With your group, read each of the scenarios and create a SMART plan for how each person can achieve his/her goals.

Scenario 1

Pat is a fast runner and a hard worker. He has a part-time job after school. He wants to get on the school varsity track team.

Specific:

Measurable:

Attainable:

Results:

Time Frame:

Scenario 2

Tom is an easy-going person, who doesn't take life too seriously. He'd like to have some spending money to go out with his friends, but he doesn't have a job. Help Tom identify a goal and how he can achieve it.

Specific:

Measurable:

Attainable:

Results:

Time Frame:

Scenario 3

Ann offended her history teacher, when she was caught making a joke about the teacher's jacket. Ann suspects the teacher doesn't like her and calls on her to answer only the really hard questions. What should Ann's goal be and how can she achieve it?

Specific:

Measurable:

Attainable:

Results:

Time Frame:

Scenario 4

Rose is a high school freshman. Her long-term goal is to become a marine biologist. List two intermediate goals and at least three short-term goals that will help her achieve her long-term goal.

Intermediate Goals:

Short-term Goals:

Scenario 5

Steve wants to be a movie director when he grows up. List two intermediate goals and at least three short-term goals that will help him achieve his long-term goal.

Intermediate Goals:

Short-term Goals:

Exercise #3 – My Goals

Directions: Review the section in your textbook on goal-setting. Think carefully about a goal you want to achieve and create a plan to accomplish it. Use the SMART goal-setting system; goals should be Specific, Measurable, and Attainable goals, with clear Results within a set Time frame. Be prepared to share your responses with the class.

a. State the long-term goal
b. Identify one intermediate goal to reach the long-term goal
c. Develop three supporting short-term goals; add dates to check on the progress of each one

1. **Long-Term Goal:**

2. **Intermediate Goal:**

3. **Short-Term Goals and Progress Dates:**

- **Short-Term Goal 1:**

  Date(s) to check on progress:

- **Short-Term Goal 2:**

  Date(s) to check on progress:

- **Short-Term Goal 3:**

  Date(s) to check on progress:

NOTES:

Performance Assessment Task

Chapter 4: Decision Making

Making Decisions and Setting Goals [U1C4L1]

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

Apply the processes for making personal decisions and setting goals

Directions

For this performance assessment task, you will write a summary of your plan for achieving a long-term goal. For this assessment you will:

1. Use Exercise #3 – My Goals as an outline for your summary. Your summary should include:
    a. Descriptions of your long-term, intermediate, and short-term goal(s).
    b. Descriptions of how and when you'll measure progress toward your short-term goals.
    c. How you'll stay motivated to achieve your short-term goals.
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.

Making Decisions and Setting Goals Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your summary describes your long-term, intermediate, and short-term goal(s)	met ◯ not met ◯
2. Your summary explains how and when you'll measure progress toward your short-term goals	met ◯ not met ◯
3. Your summary explains how you'll stay motivated to achieve your short-term goals	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: Decision Making

Anger Management [U1C4L2]

What you will accomplish in this lesson:

Develop personal anger management strategies

Why this lesson is important:

Anger is a natural human emotion experienced by everyone at some time or another. When an argument or disagreement turns violent, someone has allowed his or her anger to get out of control. Most people can think of situations where they did or said something in anger that they later regret. Learning to manage anger is an important part of growing into a responsible, successful adult. It is also a very important part of managing conflict to avoid tragic outcomes. In this lesson, you will apply strategies for managing anger.

Essential Question:

How can you manage anger using healthy strategies?

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

- Describe common causes of anger
- Identify physical effects of anger
- Examine possible reactions to anger
- Distinguish healthy from unhealthy reactions to anger
- Describe healthy anger management strategies
- Define key words: aggression, anger management, assertion, change orientation, deference, empathy, passive-aggressive behavior, suppress

You will have successfully met this lesson's purpose:

- by creating a written anger management action plan using the SMART process
- when your plan describes situations that typically make you angry
- when your plan identifies specific behaviors for improvement
- when your plan includes measurable steps you will take to implement healthy anger management behaviors
- when your plan is realistic and attainable
- when your plan lists the resources and activities you will use to help your skill development
- when your plan summarizes how you will evaluate progress
- when your plan describes how and when you will assess improvement

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 managing anger. **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. **Think about** things that have made you angry in the last week and how you responded to that anger. **Create** a T-Chart listing the top three things that made you angry on the left side and the ways that you typically respond to each item on the right side. **Share** your T-Chart with others in your class and **discuss** the consequences of how you react to anger.

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

☐ 3. **Listen** to a briefing on the causes of anger and how anger affects your health and your relationships. **View** the animation on calming anger. **Take notes** as you listen.

☐ 4. **Read** the "Reacting to Anger" section in your student text.

☐ 5. **Answer** the reinforcing question(s).

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

☐ 6. **Complete** Exercise #1 – Reacting to Anger with a partner. **Be prepared** to share your answers with your class.

☐ 7. **Reflect** on reactions to anger. **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 "Strategies for Managing Anger" 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. **Complete** Exercise #2 – Anger Under Control with your group. **Perform** your skit for the class. **Suggest** alternatives for skits performed by other groups.

☐ 11. **Reflect** on different strategies for managing anger. **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?

☐ 12. **Complete** the Anger Management Map. **Determine** what skills you need to enhance to manage anger effectively.

_____13. **Complete** the Anger Management 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 – Reacting to Anger

Directions: Read each of the scenarios below and identify how the person is reacting to anger.

1. Bob is in line at a sandwich shop. A stranger tries to cut in front of him. Bob pushes him out of the way.

2. Sandy's teammate runs into her during a soccer game. Sandy says "Excuse me. Could you please not do that again?"

3. Tim's history teacher springs a pop quiz on a reading assignment that he didn't get to. Tim is angry about not doing well on the quiz. He asks himself what he needs to do to stay on top of assignments.

4. Sue has a crush on James. She confided in her friend Tina that she wants to ask James to the Cadet Ball. The following week, she learns that Tina asked James to the ball and he accepted. Sue is mad, but says nothing to Tina because she doesn't want to argue.

5. Adrian's parents won't give him money to buy a video game, after they promised he'd get a reward for good grades. He's angry and asks his parents why they are breaking their promise. He learns that his dad will be losing his job next month. Now Adrian's video game does not seem so important.

6. Jade's mom is driving her to a track meet where she expects to win a medal in her event. There is an accident on the highway and a huge traffic backup. Jade may not be on time for her event. She's angry about the possibility of missing out after she's worked so hard. She turns on her favorite music, and envisions winning her race.

Exercise #2 – Anger Under Control

Directions: Create a 4-5 minute skit with your group that illustrates a healthy and unhealthy way to manage anger. Perform the skit for your class.

After you observe other groups perform their skits, offer suggestions on other healthy ways to manage anger.

Your skit should include:

- Roles for everyone in your group
- One or more characters who are angry about something that was said or done to them
- At least one angry character who reacts in an unhealthy way
- At least one angry character who reacts in a healthy way
- One person who explains the skit after your group has performed it and takes suggestions from the class

Performance Assessment Task

Chapter 4: Decision Making

Anger Management [U1C4L2]

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

Develop personal anger management strategies

Directions

For this performance assessment task, you will create a written Anger Management Action Plan using the SMART process. For this assessment you will:

1. Think about what you have learned in this lesson about managing anger.

2. Review the results of the Anger Management Map and the skills that you need to improve to manage anger more effectively.

3. Develop an Anger Management Action Plan of ways that you will try to improve your anger management skills. Use the resources from lesson U1C4L1 if you need a refresher on the steps for the SMART process.

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.

Anger Management Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your plan describes situations that typically make you angry	met ○ not met ○
2. Your plan identifies specific behaviors for improvement	met ○ not met ○
3. Your plan includes measurable steps you will take to implement healthy anger management behaviors	met ○ not met ○
4. Your plan is realistic and attainable	met ○ not met ○
5. Your plan lists the resources and activities you will use to help your skill development	met ○ not met ○
6. Your plan lists the resources and activities you will use to help your skill development	met ○ not met ○
7. Your plan summarizes how you will evaluate your progress	met ○ not met ○
8. Your plan describes how you will assess your improvement	met ○ not met ○

Comments:

Name:_____ **Date:**_____

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

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 4: Decision Making

Resolving Conflicts [U1C4L3]

What you will accomplish in this lesson:

Apply conflict resolution techniques

Why this lesson is important:

What does conflict mean to you? Is it frightening or exciting? Is it interesting or unpleasant? Do you typically avoid it, or are you more likely to confront it? This lesson introduces basic guidelines for resolving and managing conflicts. You will learn about the causes of conflict and what you can do to prevent them. You'll also use your knowledge of Winning Colors® to prevent and resolve conflicts.

Essential Question:

How can you manage and resolve conflicts to maintain healthy relationships?

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

- Explain how conflict affects relationships
- Describe the causes and types of conflicts
- Evaluate options and consequences for dealing with conflict
- Use communication skills to respond positively to a conflict
- Apply the six steps for conflict resolution
- Apply knowledge of Winning Colors® to resolve conflict
- Define key words: active listening, apologize, compromise, conflict, consequences, effective speaking, either-or fallacy, escalate, harassment, mutual, negotiate

You will have successfully met this lesson's purpose:

- by writing a summary about using conflict resolution techniques in a real or hypothetical conflict
- when your summary identifies the cause and type of conflict
- when your summary describes communication keys for resolving the conflict, based on the Winning Colors® of the parties involved
- when your summary explains the process for resolving the conflict
- when your summary suggests at least three possible options for solving the problem
- when your summary identifies positive and negative consequences for each option

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 conflicts begin. **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 with your class about how you react to conflict. **Discuss** the results of the survey.

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

_____3. **Listen** to a briefing about conflict and take notes.

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

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

_____5. **Complete** Exercise #1 – Types of Conflict with a partner. **Review** and **discuss** your answers with your class.

_____6. **Reflect** on recent conflicts you've had. **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 about options and consequences for dealing with conflict and take notes.

_____8. With a partner, **complete** Exercise #2 – What Would You Do.

_____9. **Read** the "Communication Skills" section in your student text. **Take notes** on the important ideas.

_____10. **View** the videos on Conflict 3 and Conflict 4. **Share** your ideas with the class on the role of verbal and non-verbal communication.

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

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

_____12. **View** the animation on cleaning your room. **Discuss** the power of "I" statements with your class.

_____13. **Complete** Exercise #3 – Stop the Smoker with a partner. With your class, **discuss** what worked best to get the smoker to stop.

_____14. **Reflect** on the role of communication in conflicts. **Answer** the Reflection Question(s) presented by your instructor.

PART 3

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

_____15. **Listen** to a briefing about the strategies to use in resolving a conflict and **take notes**.

_____16. **Participate** in the What's Your Color game. **Read** the "Using Winning Colors® in Conflicts" in your student text. **Take notes** in your Cadet Notebook.

_____17. **Answer** the reinforcing question(s).

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

☐ 18. **Create** a Double Bubble Map with your group that compares/contrasts the strategies for managing anger to the strategies for conflict resolution. **Share** your map with the class.

☐ 19. **Identify** your strongest Winning Color®. **Create** a Double T-Chart for the three other colors listing five things you need to remember about communication. **Choose** the behaviors that are most difficult for you.

☐ 20. **Reflect** on the relationship between anger and conflict. **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?

☐ 21. **Role-play** a conflict with a partner. **Use** what you have learned about the conflict resolution process, effective communication, and Winning Colors®.

☐ 22. **Complete** the Resolving Conflicts Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

☐ 23. **Review** the key words of this lesson.

☐ 24. **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 Conflict

Directions: For each of the scenarios listed below, identify the type of conflict.

1. Dwayne argues with his parents about clothes. His parents think some of his clothes look inappropriate, but Dwayne says everyone else is wearing the same style.

2. Abby's manager yelled at her for leaving work early. Abby got permission from her boss a week ago to leave early for a doctor's appointment.

3. Tim and his older brother never got along. One day his brother calls him "zit face." Instead of laughing it off or trading insults, Tim punches his brother and knocks out a tooth.

4. Harry's two teenage sons are arguing again. One son wants Harry to give him a ride to a movie at 7pm and the other wants Harry to drive him to meet a friend at the train station at 7pm.

5. The teacher punished the whole class after two students got into a fist fight.

Exercise #2 – What Would You Do

Directions: Read the scenario below. With your partner, discuss options for how to respond. Make a list of options and the benefits and risks of each.

You just took a seat on a crowded subway when the person seated next to you lights up a cigarette. The subway has several *No Smoking* signs. You tell the smoker "You shouldn't be doing that. It's against the rules to smoke here." The smoker replies, "Too bad. If you don't like it, move!"

Options	Benefits	Risks

Exercise #3 – Stop the Smoker

Directions: Read the scenario below and think about how the passenger might have used communication skills to avoid an escalation of the conflict. Role-play a new conversation from the beginning with your partner, where one of you is the passenger and one is the smoker. The passenger's goal is to get the smoker to put out his cigarette. The passenger has had training on conflict resolution; the smoker has not. The passenger must use communication skills alone to achieve the goal. Neither party can hit, threaten, or bribe the other. The smoker is allowed to be difficult, but not completely unreasonable.

When you are done, trade roles with your partner. Take notes on what communication approaches worked best.

Scenario: A passenger just took a seat on a crowded subway when the person seated next to the passenger lights up a cigarette. The subway has several *No Smoking* signs.

Passenger: "You shouldn't be doing that. It's against the rules to smoke here."

Smoker: "Too bad. If you don't like it, move!"

Passenger: "I'm never going to move. I was here first and you are the one breaking the rules."

Smoker: "What are you, the subway smoking police? Mind your own business, you jerk!" (Smoker blows a cloud of smoke into the passengers face.)

Activity #1 – Conflict Scenarios

Directions: With a partner, choose one of the scenarios listed below to role-play.

1. Pete and Jim are brothers. Their parents are out for the night and the two brother's plan on making popcorn and watching a movie. Pete lies down on the couch while Jim finishes making the popcorn. When Jim comes into the living room, he says "Hey, it's my turn to have the couch. Move it!" Pete disagrees: "You had the couch the last time we watched a movie."

2. Jaiden and Rowan are good friends. Jaiden asks Pat out for a date. While they are on their date, they run into Rowan, who starts flirting with Pat. Jaiden gets angry and yells at Rowan, then storms away with Pat. The next day at school Rowan makes fun of Jaiden for getting so mad over a little flirting.

3. Caleb and Tyler are friends at school. They've been assigned a project at school, but can't agree on who should do what part of the project. Now they are arguing.

4. Angel and Jasmine are best friends. In ninth grade, they made a promise to each other that if they kept up their grades, they both would go to a state college three hours away. It's senior year, and Angel has been accepted into the college of her dreams in another state, with a scholarship. Jasmine is mad that her friend will not be joining her at the state college, as she promised.

Performance Assessment Task

Chapter 4: Decision Making

Resolving Conflicts [U1C4L3]

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

Apply conflict resolution techniques

Directions

For this performance assessment task, you will apply conflict resolution techniques. For this assessment you will:

1. Select a real conflict you are facing or a hypothetical one assigned by your instructor.
2. Write a short summary about how using conflict resolution techniques might help you to resolve the conflict more effectively.
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.

Resolving Conflicts Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You identify a real or hypothetical conflict	met ◯ not met ◯
2. You describe communication keys for resolving the conflict, based on the Winning Colors® of the parties involved. If your conflict is hypothetical, decide on the Winning Colors® of the parties and identify them	met ◯ not met ◯
3. You explain the process for resolving the conflict	met ◯ not met ◯
4. You suggest at least three possible options for solving the problem	met ◯ not met ◯
5. You identify positive and negative consequences for each option	met ◯ not met ◯
6. Your summary is neatly presented and includes proper spelling, grammar, and punctuation	met ◯ not met ◯
7. 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 5: Health and Fitness

Understanding and Controlling Stress [U1C5L1]

What you will accomplish in this lesson:

Determine the causes, effects, and coping strategies for stress in your life

Why this lesson is important:

Stress in small doses is a normal, healthy part of life. However, stress that continues over long periods of time can lead to exhaustion and possible mental or physical illness. In this lesson, you will examine causes of stress and ways to manage stress in your life.

Essential Question:

How can you cope effectively with stress?

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

- Differentiate between positive and negative stress
- Identify sources of stress
- Identify the stages of the body's stress response
- Describe physical and behavioral effects of prolonged stress
- Describe ways to manage stress
- Define key words: distress, endorphins, fatigue, "fight, flight, or freeze response", psychosomatic response, relaxation response, resistance, stress, stressor

You will have successfully met this lesson's purpose:

- by summarizing ways you can deal with stress in your own life
- when you identify the major causes of stress in your life
- when you identify how you typically react to stress
- when you describe strategies you'll use to cope more effectively with stress

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 different types of stress. **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 class survey on positive and negative stress.

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

_____3. **Listen** to a presentation on how your body responds to stress. View the animation on the alarm response.

_____4. **Read** the "Prolonged Stress and Your Health" section in your student text.

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

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

_____6. **Complete** Exercise #1 – How Stressed Are You? Keep this exercise in your Cadet Notebook. You'll use it in the next part of this lesson.

_____7. **Participate** in a class survey and discussion on stress.

_____8. **Reflect** on your answers to Exercise #1 – How Stressed Are You? **Answer** the Reflection Question(s) presented by your instructor.

PART 2

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

_____9. **Complete** Exercise #2 – Positive Stress Management Strategies as you **listen** to a presentation on ten ways to manage stress.

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

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

_____11. **Review** your responses to Exercise #1 – How Stressed Are You? For each item that you rated as 2 or 3, place a checkmark next to the items you have control over.

_____12. **Reflect** on how you can effectively react to stressful situations. **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 Understanding and Controlling Stress 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 – How Stressed Are You?

Directions: Complete the following survey to determine your stress level. The survey lists some life events that may (or may not) have happened to you in the last year. You'll rate each one based on how negative it was for you.

Check a number after each event listed below. The 0 to 3 scale means:

0 = You did not experience this or it was a positive experience for you
1 = You experienced this and it was somewhat negative
2 = You experienced this and it was moderately negative
3 = You experienced this and it was somewhat extremely negative

School

Beginning a new school or a new program at school	0 ◯	1 ◯	2 ◯	3 ◯
Failing an important exam	0 ◯	1 ◯	2 ◯	3 ◯
Skipping homework assignments	0 ◯	1 ◯	2 ◯	3 ◯
Financial problems concerning school	0 ◯	1 ◯	2 ◯	3 ◯
Lack of friends	0 ◯	1 ◯	2 ◯	3 ◯
Being the target of a bully	0 ◯	1 ◯	2 ◯	3 ◯
Winning a prize or honor	0 ◯	1 ◯	2 ◯	3 ◯

Family

Death of a close family member	0 ◯	1 ◯	2 ◯	3 ◯
Serious illness or injury of a close family member	0 ◯	1 ◯	2 ◯	3 ◯
Change in living conditions (new home, remodeling, fire)	0 ◯	1 ◯	2 ◯	3 ◯
Change in the number of family arguments	0 ◯	1 ◯	2 ◯	3 ◯
Gaining a new family member (birth, adoption, marriage)	0 ◯	1 ◯	2 ◯	3 ◯
Change in closeness of one or more family members	0 ◯	1 ◯	2 ◯	3 ◯

Health and Fitness

Change in your sleeping habits (too much or not enough)	0 ◯	1 ◯	2 ◯	3 ◯
Change in your eating habits	0 ◯	1 ◯	2 ◯	3 ◯
Major illness or injury	0 ◯	1 ◯	2 ◯	3 ◯

Social

Death or serious illness of a close friend	0	1	2	3
Change in home location (new neighborhood)	0	1	2	3
Change in social activities (attending parties, clubs, movies, etc.)	0	1	2	3
Breaking up with a boyfriend or girlfriend	0	1	2	3

Work

Getting a new job	0	1	2	3
Change in job situation (new working hours, new tasks, etc.)	0	1	2	3
Trouble with employer or co-workers	0	1	2	3
Being fired from a job	0	1	2	3
Being laid off from a job	0	1	2	3

Other Stressful Events: List other experiences that have an effect on your life in the last year.

	0	1	2	3
	0	1	2	3
	0	1	2	3
	0	1	2	3
	0	1	2	3

Add up all the numbers you checked. What is your score? _____

Exercise #2 – Positive Stress Management Strategies

Directions: As you listen to the presentation on positive ways to cope with stress, complete this table by listing the ten stress management strategies in the left column. As your instructor describes each strategy, ask yourself if you use the strategy. Put a check in the column for each strategy that you: never use, currently use, or should try to use.

Strategy	Never use this strategy	Currently use this strategy	Should try to use this strategy
1.	○	○	○
2.	○	○	○
3.	○	○	○
4.	○	○	○
5.	○	○	○
6.	○	○	○
7.	○	○	○
8.	○	○	○
9.	○	○	○
10.	○	○	○

Exercise #3 – My Stress Management Goals

Directions: Select at least two stress management strategies that you would like to work on. Then use the SMART system to set a list of goals for how to improve your reaction to stress. Create a schedule for your checkpoints to evaluate your progress. Put your document in your Cadet Notebook and update it during your goal time frame.

Stress Management Strategies

1. Knowing how and when to relax
2. Keeping a positive outlook
3. Keeping a sense of humor
4. Learning to be assertive
5. Ignoring circumstances that can't be changed
6. Being physically active
7. Finding a hobby you enjoy
8. Eating healthy
9. Seeking supporters to help you cope
10. Solving small problems to increase your confidence

SMART System

Specific – Identify a specific goal and write it down

Measurable – List the steps you will take to reach your goal

Attainable – Goals are realistic

Results – Set up checkpoints to evaluate your progress

Time Frame – Determine a time frame to achieve your goal

Performance Assessment Task

Chapter 5: Health and Fitness

Understanding and Controlling Stress [U1C5L1]

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

Determine the causes, effects, and coping strategies for stress in your life

Directions

For this performance assessment task, you will assess how stress impacts your life. For this assessment you will:

1. Use notes from Exercise #1 – How Stressed Are You?, Exercise #2 – Positive Stress Management Strategies, and what you learned in class to write a three paragraph summary of stress in your life. Your summary should include:

    a. The major causes of stress in your life

    b. A description of strategies you usually use to cope with stress

    c. New strategies you'll use to cope with stress in the future

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.

Understanding and Controlling Stress Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You identify at least two causes of stress in your life	met ◯ not met ◯
2. You describe how you typically react to stress	met ◯ not met ◯
3. You explain how you can use new strategies to cope more effectively with stress	met ◯ not met ◯
4. Your written summary is neatly presented and includes proper spelling, grammar, and punctuation	met ◯ not met ◯
5. Your written 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 5: Health and Fitness

Cadet Challenge [U1C5L2]

What you will accomplish in this lesson:

Meet the physical fitness standards for the Cadet Challenge

Why this lesson is important:

Do you think you are physically fit? Your physical condition will be checked through the Cadet Challenge. Cadet Challenge consists of five fitness exercises that test your physical ability. They require endurance, speed, strength, and flexibility. In this lesson, you will practice the required exercises and prepare to meet the Cadet Challenge.

Essential Question:

How can you improve your physical fitness?

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

- Identify the five Cadet Challenge exercises
- Describe the proper techniques for the Cadet Challenge exercises
- Distinguish between the various fitness award categories
- Determine your personal Cadet Challenge goal
- Define key words: Cadet Challenge, curl-ups, flexed-arm hang, pull-ups, right angle push-up, shuttle run, V-sit reach

You will have successfully met this lesson's purpose:

- by using the SMART process to set personal goals for the Cadet Challenge
- by performing required physical fitness exercises for the Cadet Challenge
- when you set attainable physical fitness goals for the Cadet Challenge
- when you meet the Cadet Challenge criteria for the one-mile run/walk
- when you meet the Cadet Challenge criteria for the shuttle run
- when you meet the Cadet Challenge criteria for pull-ups (or flexed-arm hang or right angle push-ups)
- when you meet the Cadet Challenge criteria for curl-ups (or partial curl-ups)
- when you meet the Cadet Challenge criteria for the V-sit reach (or sit and reach)

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 physical fitness. **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 Cadet Challenge program exercises and awards. In a small group, **discuss** what level of fitness and award you'd like to achieve.

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

_____3. **Listen** to a briefing about the Cadet Challenge exercises and how to improve your scores.

_____4. **Read** Information Sheet #1 – Award Criteria. **Mark** the row for your age and gender in both the 85th and 50th percentile charts.

_____5. **Read** the "Basic Rules of Exercise" and "Building Health Skills" sections in your student text.

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

PART 2

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

_____7. **Participate** in the Cadet Challenge exercise activities. **Record** your number of repetitions and/or time on the lower half of Exercise #1 – Track Your Progress.

_____8. **Reflect** on your performance and setting an attainable goal for improvement. **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. **Compare** your performance (from Exercise #1 – Track Your Progress) to the appropriate row for your age and gender on Information Sheet #1 – Award Criteria.

_____10. **Complete** the Exercise #2 – My Goals for the Challenge and the Cadet Challenge 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.

Information Sheet #1 – Award Criteria

(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)

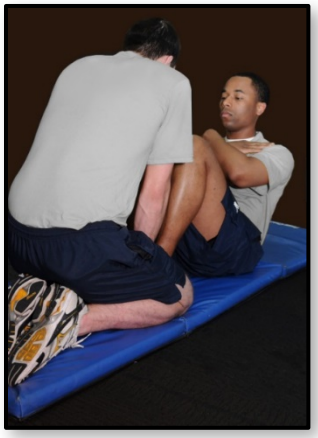
	Age	Curl-Ups (# one minute) OR	Partial* Curl-Ups (#)	Shuttle Run (seconds)	V-Sit Reach (inches) OR	Sit and Reach (centimeters)	One-Mile Run (min:sec)	Pull-Ups (#) OR	Rt. Angle Push-Ups (#) OR	Flexed-Arm Hang (sec)
BOYS	13	42	39	10.2	+0.5	26	8:06	3	24	14
	14	45	40	9.9	+1.0	28	7:44	5	24	20
	15	45	45	9.7	+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

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

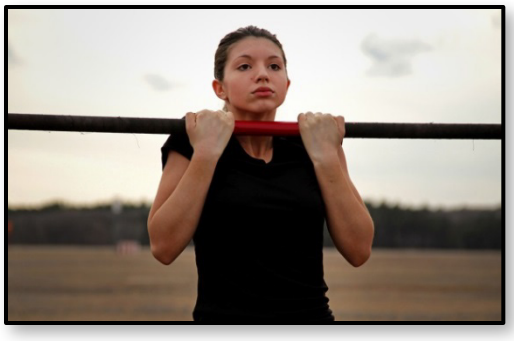
This event is conducted on a flat area that has a known measured distance of one mile with a designated start and finish line. You will be given a lightweight numbered device to carry or wear in any manner that will not slow you down while running.

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.

Exercise #1 – Track Your Progress

Directions: At least **five times** prior to the date set by your instructor for the Cadet Challenge, complete the exercises that make up the Cadet Challenge. Try to achieve the 85th percentile standards listed in this unit. Record the dates you complete the exercises and your scores on the chart on the bottom of the page.

Since you are practicing these events on your own, the following guidelines will help:

- For the one-mile run/walk and shuttle run, try to run on a track—many already have distances marked. If not, choose a location where you will be able to measure and mark these distances. Make sure the running surface is smooth and that there is little pedestrian, bicycle, or automobile traffic, so you will not be slowed down or distracted.
- Have a friend or family member time you in the one-mile run/walk, shuttle run, and curl-ups; have them hold your feet and legs for the curl-ups and V-sit reach.
- If you do not have blocks for the shuttle run, use any light, small items that you can grip easily that are approximately 2" x 2" x 4".
- For the V-sit reach, use any straight line on the floor as your baseline (i.e., where carpet ends and tile begins, or place a piece of tape on the floor). Place a yardstick perpendicular to this line with 0" at the baseline. Make sure you place the heels of your feet on either side of where the yardstick meets the baseline, and measure the number of inches you stretch past the baseline with the yardstick.

Detach and turn in

SCHOOL _____

STUDENT'S NAME _____ AGE _____ WEIGHT ____

Scores

Date	**Curl-Ups*** **(# one minute)** **Partial Curl-Ups**	**Shuttle Run (seconds)**	**V-Sit Reach (inches)** **Sit and Reach**	**One-Mile Run (minutes/seconds)**	**Pull-Ups*** **(#)** **Right Angle Push-Ups** **Flexed Arm Hang (50th %)**

* For Curl-Ups the alternative is Partial Curl-ups. For Pull-ups, you can use the flexed-arm hang or right angle push-ups as alternatives to pull-ups.

Exercise #2 – My Goals for the Challenge

Directions: Use the SMART process for setting your goals for the Cadet Challenge. Complete each step of the process by answering the questions below.

S

My goals are specific. What are your goals for each event? (Use Information Sheet #1 – Award Criteria as needed.)

Curl-Ups* **(# one minute)** ***Alternative: Partial Curl-Up***	**Shuttle Run (seconds)**	**V-Sit Reach (inches)** ***Alternative: Sit and Reach***	**One-Mile Run (minutes/seconds)**	**Pull-Ups*** **(#)** ***Alternative: Right Angle Push-up 50% Alternative: Flexed-arm hang***

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.

Performance Assessment Task

Chapter 5: Health and Fitness

Cadet Challenge [U1C5L2]

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

Meet the physical fitness standards for the Cadet Challenge

Directions

For this performance assessment task, you will exercise to improve your physical performance on the Cadet Challenge fitness standards. For this assessment you will:

1. Complete Exercise #2 – My Goals for the Challenge.
2. Use Exercise #1 – Track Your Progress to record your results as you train for the Cadet Challenge.
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.

Cadet Challenge Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You set goals for your performance on the Cadet Challenge using the SMART process (Exercise #2 – My Goals for the Challenge)	met ◯ not met ◯
2. You met the Cadet Challenge criteria for the one-mile run/walk of less than _____ minutes	met ◯ not met ◯
3. You met the Cadet Challenge criteria for the shuttle run of less than _____ minutes	met ◯ not met ◯
4. You met the Cadet Challenge criteria for pull-ups (or flexed-arm hang or right angle push-ups) of _____	met ◯ not met ◯
5. You met the Cadet Challenge criteria for curl-ups (or partial curl-ups) of _____ in 60 seconds	met ◯ not met ◯
6. You met the Cadet Challenge criteria for the V-sit reach (or sit and reach) of at least _____ inches	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

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

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 6: Service Learning

Orientation to Service Learning [U1C6L1]

What you will accomplish in this lesson:

Identify the components of service learning

Why this lesson is important:

John F. Kennedy reminded Americans to "Ask not what your country can do for you; ask what you can do for your country." Take a look around you. There are many problems and people in need. Service learning experiences can become the starting point for reaching out—doing something good for those around you and making the world a better place. In this lesson, identify the components of service learning and begin planning how you can help make a difference in your community.

Essential Question:

How can participating in service learning make a difference to me and others?

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

- Distinguish between service learning and community service
- Explain how service learning projects relate to Cadet learning in the classroom
- Compare the types of service opportunities within your community
- Identify the benefits of serving others within a community
- Define key words: community service, learning log, orientation, reflection, service learning

You will have successfully met this lesson's purpose:

- by evaluating examples of service learning projects to determine if they meet the requirements for a JROTC service learning project
- by submitting your learning log with reflection responses about the features and benefits of service learning
- when you describe how the project benefits the community (school or greater community)
- when you describe how the project enhances learning
- when you describe the role of teamwork in accomplishing the project
- when you identify one or more JROTC competencies addressed by the service learning project
- when you reflect on your insights, thoughts, and ideas concerning the features and benefits of service learning

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 type of service activities you have participated in. **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** a list of community service activities that you and others in your class have been involved in.

_____3. **Participate** in a classroom discussion on the following questions: How did these brainstormed activities benefit the community? How did they benefit the Cadet(s) involved? **Highlight** any activities that relate in some way to what you have learned in JROTC.

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

_____4. **View** a video and/or animation on service learning.

_____5. **Participate** in a team discussion on the criteria of a service learning project. **Create** a Double Bubble Map to compare community service activities with service learning activities that you brainstormed earlier. Use Exercise #1 – What is Service Learning? as a guide and your text as a resource.

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

PART 2

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

_____7. **Complete** Exercise #2 – Service Learning Scenarios. **Determine** the following: What needs were met? What service learning components were included? What essential factors of service learning were demonstrated? How does this project relate to the JROTC program curriculum? How might this project impact Cadets?

_____8. **Create** a Multi-Flow Map illustrating the causes and effects of the service learning project described in the scenario. **Share** scenarios with the class.

_____9. **Reflect** on what is necessary to complete a service learning project. **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. **Participate** in a discussion on the reasons why providing service to fulfill needs is both important and a civic duty. **Determine** a local need that could become a class service learning project.

_____11. **Complete** the Orientation to Service Learning Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

_____12. **Review** the key words of this lesson.

_____13. **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 is Service Learning?

Directions: Listed below are the components for a service learning project. Use this sheet to evaluate a potential project to determine if it could be designed to meet the required components of the service learning project. One of the key features of service learning is that it directly relates to student learning in the classroom.

1. Briefly describe the potential service learning project.

2. Evaluate the potential project using the components of a service learning project.

Components of a JROTC Service Learning Project	Does this project include this component?	How might this project be modified to include this component?
1. Project benefits the community		
2. Project enhances learning		
3. Project relates to the JROTC curriculum		
4. Project addresses one or more JROTC competencies		
5. Project requires teamwork to accomplish the project		

Handout #1 – Learning Log Example

Date	What I did….	What I thought…	What I felt…	What questions do I have?	What I might do as a result of my participation?

Exercise #2 – Service Learning Scenarios

Scenario #1 – Veterans Recognition	Major Willis spends time with many of the veterans in town at the VFW listening to their stories. She realizes that many people in town do not know of the sacrifices many made during the wars. She suggested that perhaps this was an area for Service Learning. Students to listen to veterans from WWII, Vietnam, and Afghanistan. The students took oral histories, took photos, filmed the sessions, and started compiling histories for each veteran. Students addressed the lack of historical documentation of the veterans' stories and the lack of recognition for the service the veterans provided. Students worked together to compile a book of histories, to create an exhibit of photographic and artistic representations of their experiences, and to start a documentary film. Students presented the histories to the veterans at a ceremony around Veterans' Day and presented the histories to the town and school libraries. Cadets continually shared entries from their learning logs and reflected on the benefits they were providing in relation to their classroom studies.
Scenario #2 – Highway Clean Up	Living in a city with a largely expanding population, community members were witnessing the increase of trash accumulating on the roadsides and its effects on the environment (pollution, toxic hazards, etc.). First Sergeant Petty asked his Cadets what service activities they could provide to combat the problems they were encountering. After researching the situation, Cadets decided to “adopt a roadway.” They would be responsible to clean up two miles of Highway Q and the county would put up a sign designating their battalion as the service group cleaning that stretch of road. They organized teams and assigned responsibilities to each Cadet to complete the semi-annual clean up. One team developed an ad campaign to encourage school-wide participation. Students outside of JROTC became motivated and formed a school club to also adopt a highway. The principal was very happy and complimented the battalion on their efforts.
Scenario #3 – Study Skills	Captain Holmes and the other teachers were talking about the new state level testing that would begin for fourth grade students next year. They were concerned that these students might not perform well because of poor study skills. The battalion’s main objective was to increase confidence levels of the fourth grade students, while actively involving JROTC Cadets. Within this objective, students were taught communication and study skills. JROTC Cadets were empowered by being placed in a teacher role and they organized the lessons by area of expertise to work with fourth grade students addressing their specific study skill needs. In addition, the Cadets met among themselves to develop teaching materials, classroom resources, and to create a list of supplies needed to successfully mentor. The Cadets reflected on each phase of their project and wrote their reflections in their learning logs.
Optional: Brainstorm your own Scenario	

Scenario #1 – Veterans Recognition
What needs were met?
What service learning components were included?
What essential factors of service learning were demonstrated?
How does this project relate to JROTC curriculum?
Which competencies does this project address?
Scenario #2 – Highway Clean Up
What needs were met?
What service learning components were included?
What essential factors of service learning were demonstrated?
How does this project relate to JROTC curriculum?
Which competencies does this project address?

Scenario #3 – Study Skills
What needs were met?
What service learning components were included?
What essential factors of service learning were demonstrated?
How does this project relate to JROTC curriculum?
Which competencies does this project address?
Optional: Brainstorm your own Scenario
What needs were met?
What service learning components were included?
What essential factors of service learning were demonstrated?
How does this project relate to JROTC curriculum?
Which competencies does this project address?

Performance Assessment Task

Chapter 6: Service Learning

Orientation to Service Learning [U1C6L1]

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

Identify the components of service learning

Directions

For this performance assessment task, you will evaluate one or more ideas for a service learning project to determine if they meet the requirements for a JROTC service learning project. You will select a project and write a short proposal for a service learning project. For this assessment you will:

1. Select a potential service learning project from the ideas that you have explored throughout this learning plan.

2. Review the required components for JROTC service learning projects—listed in Exercise #1 – What is Service Learning?—and examine the JROTC Competency List to determine which competencies are addressed by the project.

3. Use the Exercise #1 – What is Service Learning? worksheet to evaluate whether or not your project idea includes the required components and recommend ways that the project could be modified to include the required components.

4. Write a paragraph for the project, indicating why you think it meets the requirements of a JROTC service learning project. Be sure to address all of the areas identified in the scoring guide.

5. Record what you have learned about service learning in your learning log.

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.

Orientation to Service Learning Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You describe how the project benefits the community (school or greater community)	met ◯ not met ◯
2. You describe how the project enhances learning	met ◯ not met ◯
3. You identify one or more JROTC competencies addressed by the service learning project	met ◯ not met ◯
4. You suggest ways that the project could be modified to ensure that it meets established guidelines for JROTC service learning projects	met ◯ not met ◯
5. Your Learning Log reflects insights, thoughts, and ideas concerning service learning	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 6: Service Learning

Preparing for Service Learning [U1C6L2]

What you will accomplish in this lesson:

Prepare for a service learning project

Why this lesson is important:

There are several things to consider before undertaking service learning. Planning ahead prepares you mentally and physically to undertake the challenge. In this lesson, as you work with a team, you will plan the steps necessary to conduct an effective service learning project.

Essential Question:

What can we do to ensure a positive service learning project?

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

- Identify the steps needed to conduct a service learning project
- Identify the essential components of a service learning project
- Develop a service learning project plan
- Identify the roles of team members in completing a service learning project
- Define key words: Debriefer, Facilitator, field education, Recorder, Reporter, Timekeeper, training

You will have successfully met this lesson's purpose:

- by completing a service learning project plan for a selected project
- when your project plan includes all steps in the process necessary to conduct a service learning project
- when your project plan defines the goals of the project
- when your project plan references the JROTC curriculum competencies/outcomes addressed by the project
- when your project plan details the Who? What? When? Where? Why? and How? of the project

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 process of completing a project. **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. **Create** a Tree Map with a column for each step in the process of completing a service learning project. **List** any supporting information about that step, such as "why" it is important, "what" occurs during that particular step, etc. **Refer** to the text for information as needed. **Share** your Tree Map with the class.

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

_____3. **View** an animation on planning and training for a service learning project.

_____4. **Select** a service project on which to work during this lesson. **Discuss** expectations of team members' roles and **chart** what each member knows and what they want to know in a KWL Chart. **Refer** to the text for information as needed.

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

PART 2

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

_____6. **Examine** Exercise #2 – Service Learning Project Plan. **Consider** how the project plan helps to determine the Who? What? When? Where? Why? and How? of a service learning project. **Brainstorm** a list of the information that you would need to obtain to be able to complete this project plan, such as contact information for the group, agency, or organization you would be working with, availability of facilities, etc. **Examine** Exercise #3 – Service Learning Project Plan Sample.

_____7. **Reflect** on how you feel about everything that needs to be done to be ready for a project. **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 Preparing for Service Learning 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.

Exercise #1 – Steps to Conducting Service Learning

Directions: Cut out the steps below and arrange or paste in a bridging snapshot by showing the logical sequence of steps. The guide provided below the steps may be used to paste the steps in the correct order. This exercise will give you guidelines to follow and a proposed order to complete each step.

Step #__ Participate in a meaningful service activity that meets the guidelines.	**Step #__** Start learning log to record new knowledge, thoughts, and feelings throughout all phases.	**Step #__** Discuss and reflect on what was experienced during the service (observation).	**Step #__** Determine a school, community, or national need you can fill relating to class curriculum.
Step #__ Discuss and reflect on what can be done with the new information gained (integration).	**Step #__** Pre-assessment of skill level using the personal skills map, short or long version.	**Step #__** Brief the experience to community members, administration, classmates, etc.	**Step #__** Plan and organize details of the service activity and discuss expectations.
Step #__ Post-assessment using the personal skills map and related analysis to determine plan of action.	**Step #__** Complete a project summary report, a final group evaluation form to judge teamwork, etc.	**Step #__** Brainstorm and select a meaningful service project that meets proposed guidelines.	**Step #__** Discuss and reflect on what was gained from the experience (analysis).

Step #1	**Step #2**	**Step #3**	**Step #4**
Step #5	**Step #6**	**Step #7**	**Step #8**
Step #9	**Step #10**	**Step #11**	**Step #12**

Exercise #2 – Service Learning Project Plan

Date:

Project Title:

Project Team Members:

Project Requirement:	**Notes**
1. **Project Description**:	
2. **Project Goals:** What do you hope to accomplish?	
3. **Service Goals:** How will this project benefit the community?	
4. **Learning Goals**: a. How will this project enhance your learning, both academically and personally? b. Which JROTC Outcomes does this project address? (For a list of JROTC Outcomes, see the JROTC Leadership Education and Training Program of Instruction) *Common Core:* *Program Outcomes:* *Competencies:* *Core Abilities:*	

Project Requirement:	**Notes**
5. **Teamwork:** How will you use Teamwork to accomplish your project goals? a. How will you establish an effective project team? (i.e., select team members, provide teambuilding opportunities, use Winning Colors®, etc.) b. How will you facilitate team communication, cooperation, conflict resolution, and decision-making? c. How will you evaluate your team's effectiveness?	
6. **Self-Assessment:** How will you accomplish self-assessment?	
7. **Reflection:** How will you accomplish ongoing reflection on your learning and experiences?	
8. **Training and Orientation**: What kinds of training and orientation will you need to prepare for the project?	

Service Learning Project Schedule

Activity	Who's involved?	Date and time	Date Completed	Notes
1. **Project Set Up:** • Contact community organization or agency • Assemble supplies/equipment • Gain permissions if required • Other?				
2. **Project Team Orientation:**				
3. **Project Team Training:** • Service-related training • Teambuilding activities				
4. **Cadet Self-Assessment:** (Success Profiler® Skills Map)				
5. **Service Learning Project Activities:** (Ensure that scheduled time meets JROTC project requirements)				
6. **Learning Log Entries:** (schedule frequency of entries depending on how project activities are scheduled)				

7. **Project Wrap Up:** (correspondence with community organization/agency, return supplies and equipment, etc.)				
8. **Project Documentation**: • Project Report • Project Final Reflection • Project Presentation/Briefing • Self-assessment • Team Evaluation • Other				

Exercise #3 – Service Learning Project Plan Sample

Date: MM/DD/YYYY

Project Title: Overcoming Obstacles: Looking To Leadership

Project Team Members: Cadets

Project Requirement:	**Notes**
1. **Project Description**: Show how we as a community and nation can learn leadership principles and values from the examples set by famous people and leaders who have coped with challenges and overcome obstacles to become effective leaders.	A year long study culminating in a Wall of Fame celebration
2. **Project Goals:** What do you hope to accomplish? • Recognize those leaders who have made significant contributions to society • Communicate effective leadership skills and principles • Become an active, participating citizen in the community	Supports JROTC Leadership Competencies and Attributes
3. **Service Goals:** How will this project benefit the community? • Raise civic awareness and pride in community • Promote cultural tolerance for all groups • Prepares youth for future career choices	Develop public service messages and contribute to civic programs

Project Requirement:	**Notes**
4. **Learning Goals**: a. How will this project enhance your learning, both academically and personally? • Learn how attitudes affect a person's actions • Learn how life experiences affect a person's values • Learn how similarities and differences in values impact interactions with others • Develops citizenship and leadership skills • Furthers our understanding of the importance of contributions great leaders have made to our country b. Which JROTC Outcomes does this project address? (For a list of JROTC Outcomes, see the JROTC Leadership Education and Training Program of Instruction) *Program Outcomes:* • Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce • Engage in civic and social concerns in the community, government, and society *Competencies:* • Identify your leadership strengths and opportunities for improvement • Develop a personal code of ethics *Core Abilities:* • Communicate using verbal/nonverbal, visual written techniques • Take responsibility for actions and choices • Treat self and others with respect • Apply critical thinking techniques	Directly supports self-assessment from Success Profiler® Uses Winning Colors® approach Allows for the study of famous Americans—past and present
5. **Teamwork:** How will you use teamwork to accomplish your project goals? a. How will you establish an effective project team? (i.e., select team members, provide teambuilding opportunities, use Winning Colors®, etc.) • Use Cadet strengths and weaknesses identified from Winning Colors® study and Personal Skills Map	Need to find out interests, needs, and abilities of Cadets Provide choice in grouping

Project Requirement:	**Notes**
b. How will you facilitate team communication, cooperation, conflict resolution, and decision-making? • Use strategies learned from conflict resolution lessons, mediation lessons and Success Profiler® skill enhancement techniques c. How will you evaluate your team's effectiveness? • Service Learning rubric • Group debriefings and reflection	
6. **Self-Assessment:** How will you accomplish self-assessment? • Service learning checklist • Success Profiler® • Use of graphic organizers and Thinking Maps® to organize work • Preparation of briefing	
7. **Reflection:** How will you accomplish ongoing reflection on your learning and experiences? • Self-reflection • Review of personal goals • Cadet Portfolio • Entries in Cadet Notebooks • Maintaining Wall of Fame	Cadets make decisions about what goes in Cadet Portfolio Demonstrate their learning and be able to clearly articulate what they have done and why
8. **Training and Orientation**: What kinds of training and orientation will you need to prepare for the project? • Associate roles and responsibilities of service learning teams • Explain and identify how service learning projects relate to Cadet learning in the classroom • Develop communication skills (i.e. how to speak in public, interviewing techniques) • Study techniques and strategies for team development, supervising, leading meetings, negotiating, decision-making, and problem-solving	Need to place emphasis on the communication process and celebrating cultural and individual differences

Performance Assessment Task

Chapter 6: Service Learning

Preparing for Service Learning [U1C6L2]

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

Prepare for a service learning project

Directions

For this performance assessment task, you will complete a service learning project plan for the service learning project selected in this lesson. For this assessment you will:

1. Review the steps for accomplishing a service learning project that you gathered in this lesson.
2. Review the components for JROTC service learning projects.
3. Obtain the JROTC Outcomes from your instructor including the Common Core Standards, JROTC Program Outcomes, Core Abilities, and Competencies. Determine which of these outcomes are addressed by the project.
4. Complete Exercise #2 – Service Learning Project Plan for your selected project.
5. Record what you have learned about service learning in your learning log.
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.

Preparing for Service Learning Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You identify the process necessary to conduct a service learning project	met ◯ not met ◯
2. Your project plan defines the goals of the project	met ◯ not met ◯
3. Your project plan references the JROTC curriculum competencies/outcomes addressed by the project	met ◯ not met ◯
4. Your project plan details the Who? What? When? Where? Why? and How? of the project	met ◯ not met ◯

Comments:

Name:_____ **Date:**_____

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

Notes:

Quick Write:

Reflection(s):

AdvancED ACCREDITED

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

HEADQUARTERS, DEPARTMENT OF THE ARMY

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