

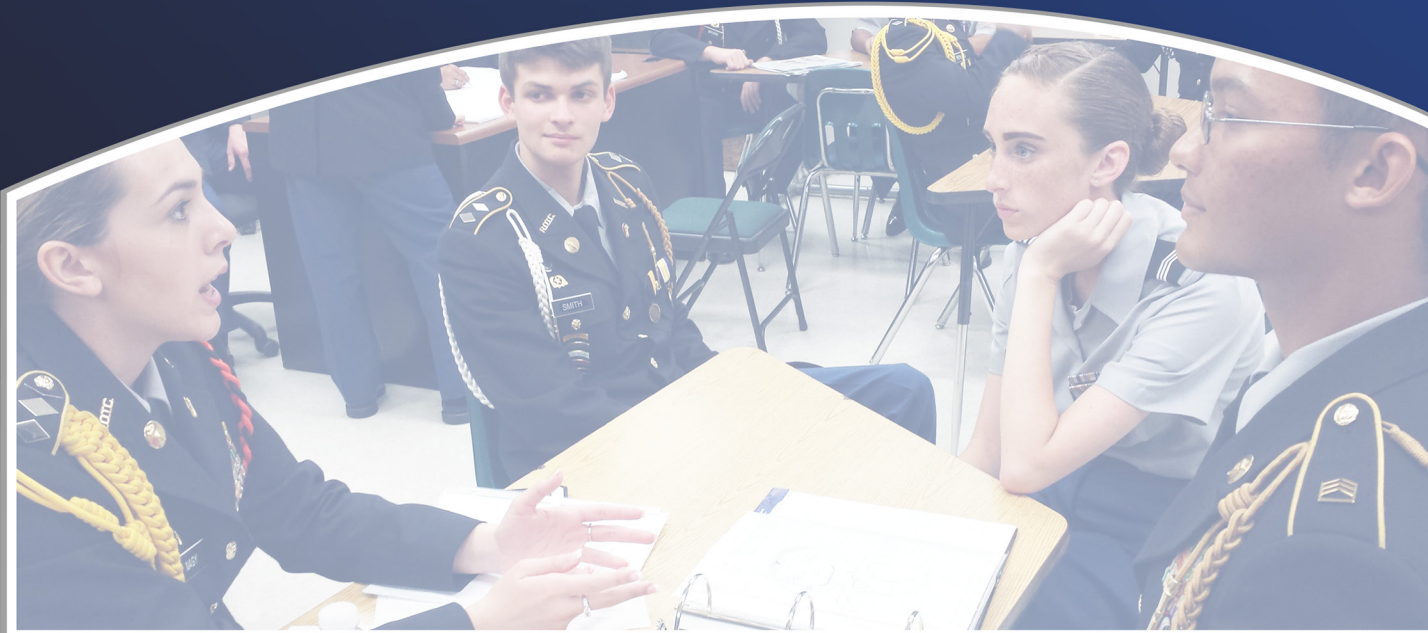


LEADERSHIP

Education and Training

3

UNIT 3: LET 3 - THE SUPERVISING LEADER



"To Motivate Young People to Be Better Citizens"

CADET NOTEBOOK

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Name: _____



LEADERSHIP

Education and Training

UNIT 3: LET 3

The Supervising 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 3 as a quick reference to content from individual lessons. Familiarize yourself with these resources which are located before the LET 3 Student Learning Plans.



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.

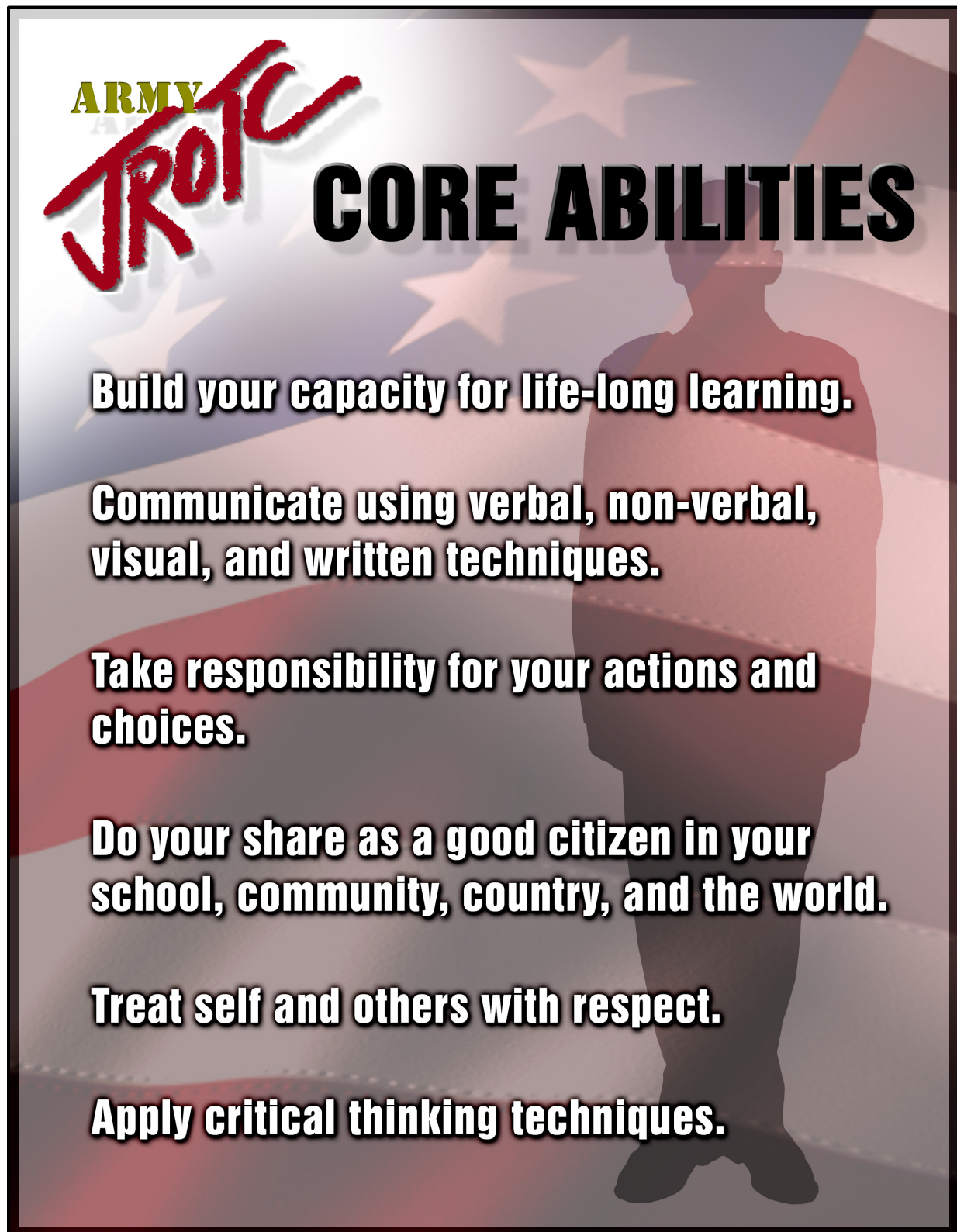
I do not lie, cheat, or steal and will always be accountable for my actions and deeds.

I will always practice good citizenship and patriotism.

I will work hard to improve my mind and strengthen my body.

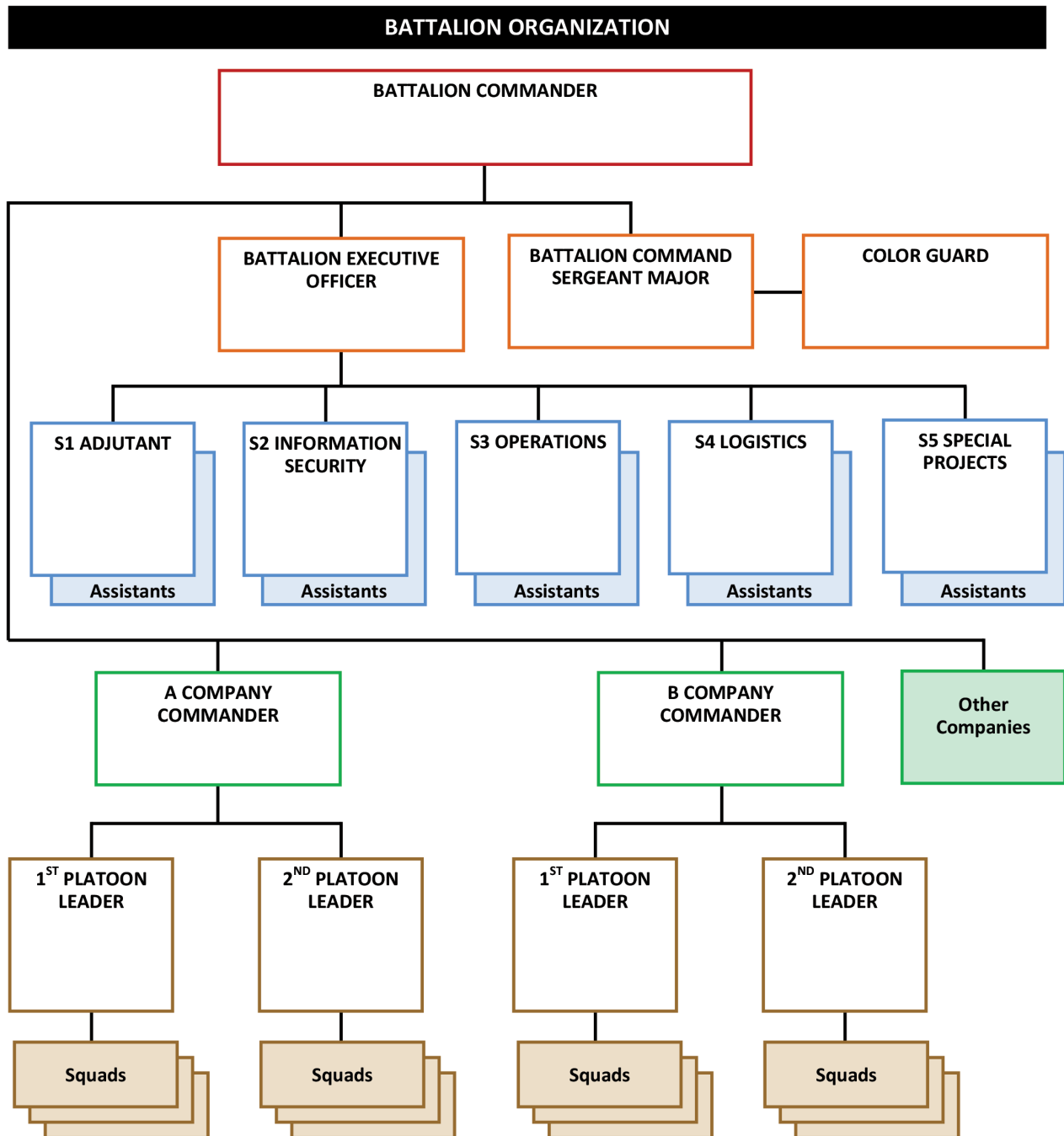
I will seek the mantle of leadership and stand prepared to uphold the Constitution and the American way of life.

May God grant me the strength to always live by this creed.



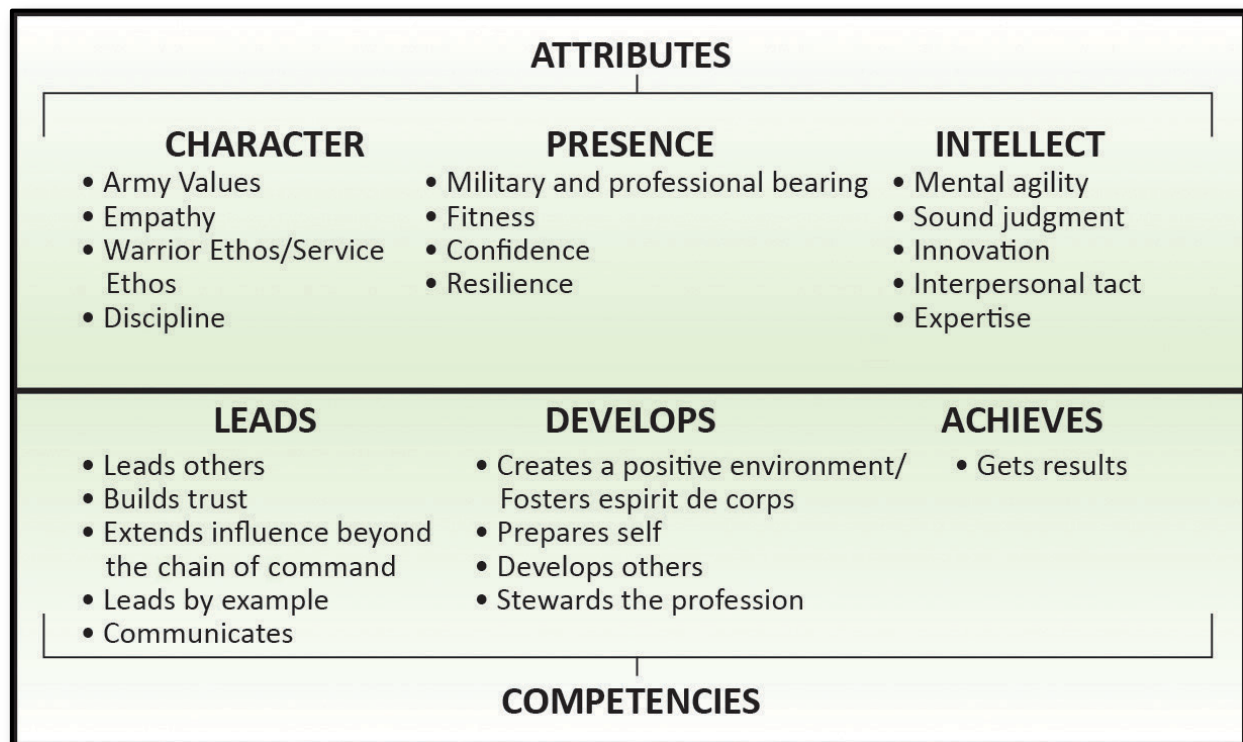
JROTC Battalion Organizational Structure

Unit 1: U1 C1 L2



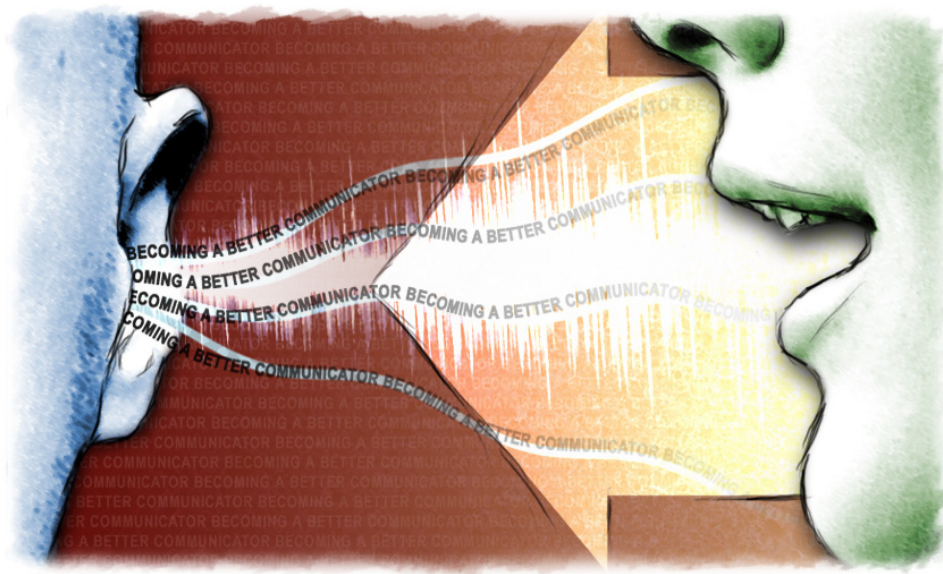
Army Leadership Model

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



Steps for Effective Communication

Unit 2: U2 C2 L1



Use these steps to communicate effectively:

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

Impromptu Speaking Tips

Unit 2: U2 C2 L3



Remember the following techniques to improve impromptu speaking:

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

Career Clusters

Unit 2: U2 C2 L4



Agriculture, Food & Natural Resources

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

Architecture & Construction

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

Arts, A/V Technology & Communications

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

Business Management & Administration

- Administrative Support
- Business Information Management

Business Management & Administration (cont'd)

- General Management
- Human Resources Management
- Operations Management

Education & Training

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

Finance

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

Government & Public Administration

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

Career Clusters (*cont'd*)

Unit 2: U2 C2 L4



Health Sciences

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

Hospitality & Tourism

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

Human Services

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

Information Technology

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

Law, Public Safety, Corrections & Security

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

Manufacturing

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

Marketing

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

Science, Technology, Engineering & Mathematics

- Engineering & Technology
- Science & Mathematics

Transportation, Distribution & Logistics

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

Making Ethical Choices

Unit 2: U2 C2 L5



Ask yourself these questions when trying to make ethical choices:

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

Elements of Effective Meetings

Unit 3: U3 C1 L2

Use these steps to create effective meetings:

1. Planning

- Clarify the purpose of the meeting
- Define the outcomes
- Create the agenda
- Invite attendees
- Prepare the meeting presentation
- Prepare the meeting room

2. Starting the meeting

- Welcome and introductions (roll call and ice breaker)
- Statement of the purpose/task
- Meeting outcomes/goals
- Provide background
- Review or develop the agenda (use chart paper or a chalk board to list or revise the agenda)
- List or set ground rules
- Clarify roles (define who is the timekeeper, recorder, etc.)

3. Focusing

- Stay focused on the meeting's purpose
- Work toward desired outcomes
- Follow agenda items
- Obey ground rules
- Respect member's roles
- Keep track of time limits

4. Facilitating

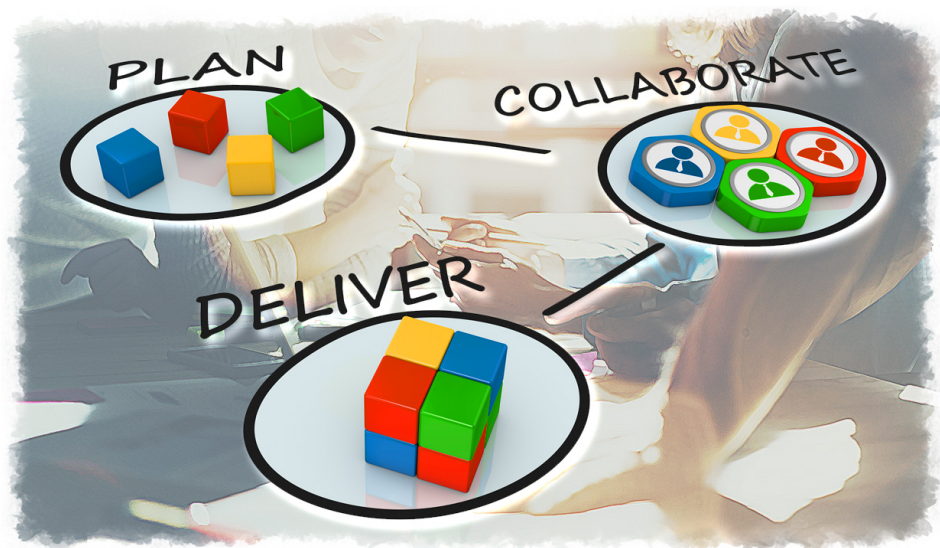
- Get input from lower level people first
- Ask open-ended questions
- Use active listening, paraphrase, and be attentive
- Acknowledge positive participation
- Allow opportunities for everyone to speak
- Be supportive of new ideas and minority views—seek first to understand before agreement or disagreement
- Distinguish the differences between assumptions and facts

5. Concluding

- Summarize the meeting outcomes
- Identify unfinished business
- Evaluate the meeting and ways to improve in the future

Memorandum of Instruction Checklist

Unit 3: U3 C1 L3

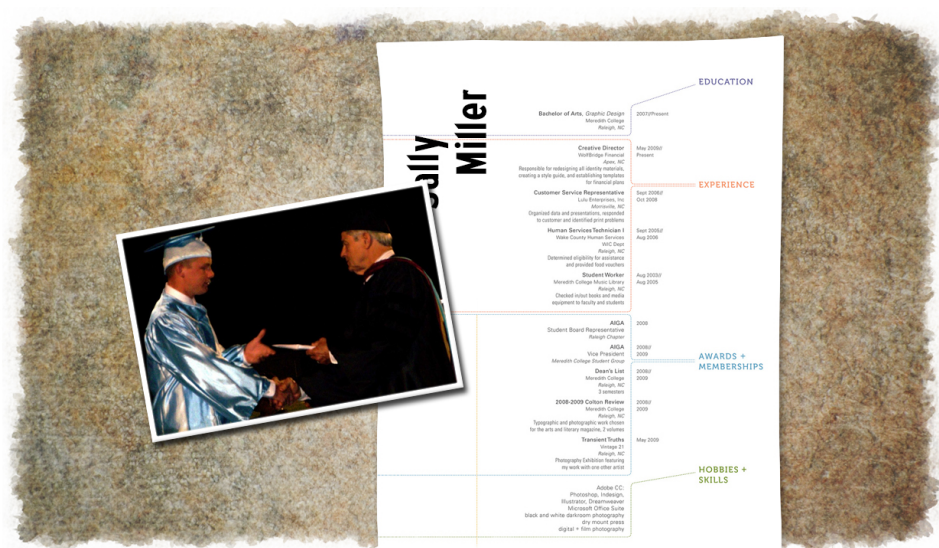


Use this checklist to create your Memorandum of Instruction:

- ☐ **Mission Statement:**
What is the mission? For example: "On November 11th, the JROTC battalion will conduct a Veterans' Day program in the main gymnasium to honor our Veterans and educate our student body on the meaning of Veterans' Day."
- ☐ **Situation:**
Where will the mission take place? Will the event be affected by weather?
- ☐ **Concept of the Operation:**
Brief narrative describing what will happen. Who, what, when, where, and how. This can include sub-paragraphs (phases) for complex missions.
- ☐ **Tasks to staff and subordinates:**
Be specific about what you expect everyone to do.
- ☐ **Coordinating Instructions:**
Things that apply to everyone. Uniform, equipment, rules, etc.
- ☐ **Supply and Logistics:**
Transportation plan, meals, water, personal hygiene, and equipment needed to complete the mission.
- ☐ **Annexes:**
Detailed information and forms. Packing List, Permission Form, Itinerary, Risk Assessments, etc.

Interviewing for a Job

Unit 3: U3 C2 L3



Use these steps as a guide to prepare for a job interview:

1. Preparation

- Become as familiar as you can with what the company does—its history, goals, mission, and people. Go to the organization’s website. It should contain most of what you need to know. You can also enter the organization’s name into a search engine and find out what people are writing about it.
- Discover as much as you can about the people you will speak with during your interview. Some company websites give a short biography of each of the company’s top executives. Or you can ask the person who schedules your interview to send you bios of the people you’ll meet.
- Know the job requirements well. The interviewer won’t be impressed if you don’t even understand the position you’re applying for. Practice for the interview by role playing. Get together with a friend or relative and have them pretend to be your interviewer. Tell these people to ask tough questions about your background, goals, and knowledge of the company and industry. Chances are your role play interviewer will be harder on you than the real one. But if you practice, the questions that arise during the actual interview will be less likely to throw you off balance.
- Know how to get to the interview site. If you arrive late at your interview, you’ll be in big trouble. Being late to the interview tells the employer just one thing—you’ll probably be late to work, too. So be sure you know how to get to the interview, where to park, and any rules for visitors, such as getting a security badge to enter the building. Conduct a dry run beforehand if you think it will help. Be sure to account for variations in traffic, especially during rush hours.
- Try to find out the salary range. If you can’t, don’t bring up salary in the interview. It will seem like you are more interested in money than the job. But do come to the interview knowing the lowest salary.

2. How to Dress

Do a little investigating to learn what to wear to the interview so you will look as though you “fit in” with the company. Learn what to wear by:

- Calling the human resources office where you are interviewing
- Visiting the organization’s office to see if there is a dress code
- Watching people arriving and leaving work

3. During the Interview

- Arrive early.
- Don’t take notes unless the interviewer asks you to.
- Remember the interviewer’s name and title.
- Shake hands firmly, whether the interviewer is male or female.
- Do not smoke, chew gum, or drink anything during the interview.
- Wait for the interviewer to offer you a chair before you sit down.
- Answer all questions truthfully and appropriately. Be prepared to answer questions interviewers typically ask.
- Keep positive.
- Be enthusiastic and confident.
- Be aware of your body language.
- Project the traits employers are looking for: character, commitment, competence
- Be clear about your career direction and goals. Prepare a list of questions you want to ask the interviewer.

4. Ending the Interview

You will know the interview is ending when the interviewer asks if you have any questions. Ask your questions. Then reiterate the main points that make you a strong candidate. Ask the interviewer when they think the company will make its decision. Emphasize how much you would like the job, and thank the interviewer for spending time with you.

5. Follow-up

As soon as you get home, make notes about your impressions. List any points you forgot to mention or questions you forgot to ask. Within two days of the interview, send a follow-up letter or note. Mention the points or questions that have come up since the interview ended. Stress again that you want the job and explain why you are qualified. Send separate notes to everyone who interviewed you.

Components of Negotiation

Unit 3: U3 C3 L2

The components listed below can help you negotiate a resolution to a conflict.

1. Communication

Effective communication skills play an important role in negotiations. Skilled communicators can determine the outcome of a negotiation in the same way that poor communicators can ruin it. Ideally, the sides negotiating know how to listen to each other, express themselves, and ask questions to clarify misunderstandings.

2. Relationship

Relationships can set the stage for a negotiation. Your history with the people involved can affect your level of trust with them. If you are negotiating with a stranger, you might not have any trust! Sometimes, the relationship with the person on the other side of the negotiation will be very important to you. You might negotiate more earnestly because you want to protect the good relationship.

3. Interests

Interests define the needs and goals each side has in solving the problem. Each side should understand their own interests, as well as the interests of the other side. Sometimes the sides have common interests.

4. Options

Negotiating is about developing options for a resolution. Ideally, the options meet the interests of both sides.

5. Alternatives

If the sides cannot agree on options to satisfy their interests, they need to identify the best and worst alternatives that are open to them.

6. Legitimacy

In negotiations, **legitimacy** is about using fairness, standards, and the ability to implement the agreement. Can each side prove that their proposals are fair and workable? Would someone not involved see the agreement as fair? If so, then the negotiation has legitimacy. Conversely, if you are negotiating with your parents to get a full-time job and drop out of school, they could argue that dropping out of school is not a legitimate option because your state laws require you to attend school until you are 18.

7. Commitment

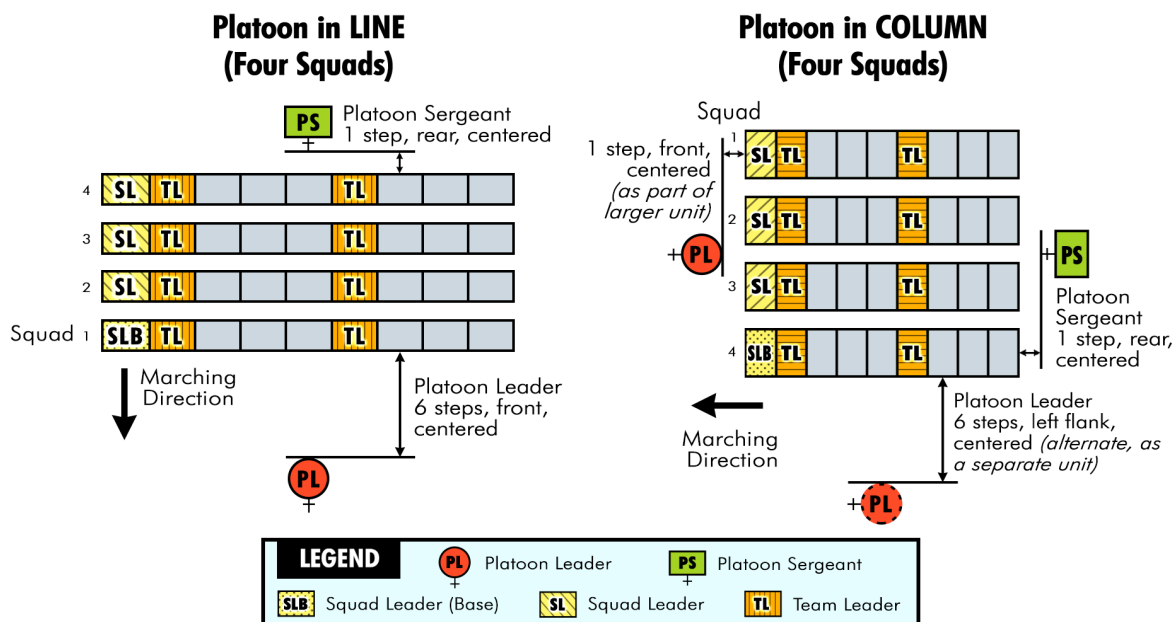
For a negotiated agreement to work, both sides have to commit to it. Both sides must be able to confirm that they can live with the agreement and will not break any part of it.

Platoon Formations and Positions

Unit 3: U3 C3 L2

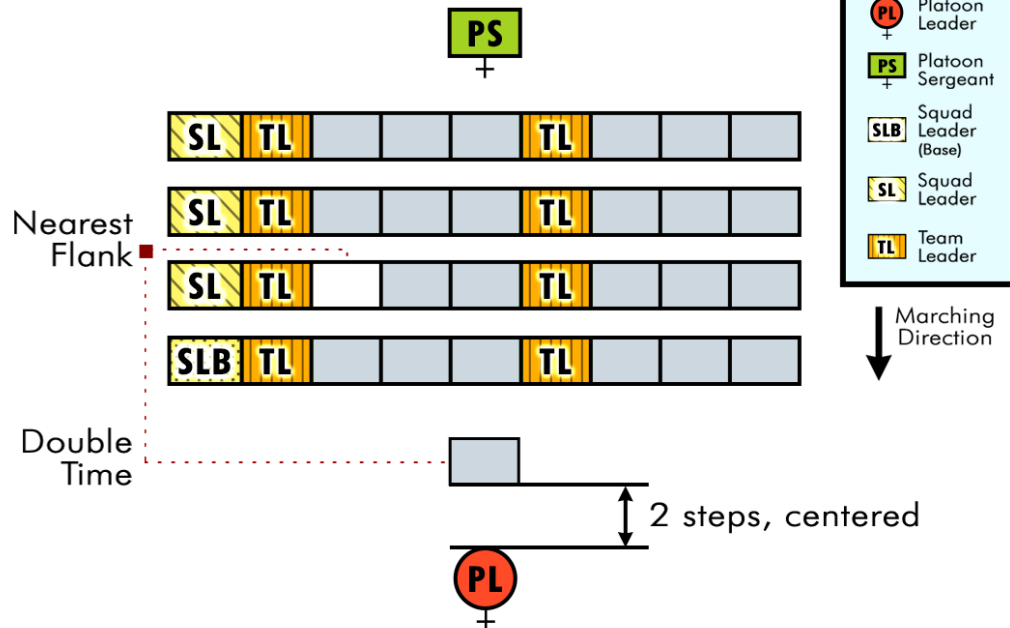
- For the most part, platoon drill provides the procedures for executing movements in conjunction with other squads formed in the same formation.
- The platoon has two prescribed formations: line and column. However, your platoon leader may also form the platoon in a column of twos from a column.
- When a platoon forms in a line, its squads are numbered from front to rear; in a column, its squads are numbered from left to right.
- When the platoon drills as a separate unit and is in a line formation, the platoon leader takes a position six steps in front of, and centered on, the platoon. The platoon sergeant's position is centered on the platoon and one step to the rear of the last rank.
- When it drills as a separate unit and is in a column formation, the platoon leader's position is six steps on the left flank, and centered on the platoon. The platoon sergeant's position is one step behind, and centered between the second and third squads.
- When the platoon drills as part of a larger unit and is in:
 - A line formation, the platoon leader's position is six steps in front of, and centered on, the platoon. The platoon sergeant's position is one step to the rear, and centered on, the platoon.
 - A column formation, the platoon leader's position is one arm's length plus six inches in front of, and centered between, the second and third squad leaders. The platoon sergeant's position is one step behind, and centered between, the second and third squads.
- The first squad leader serves as the base when the platoon is in a line formation.
- The fourth squad leader serves as the base when in a column.

PLATOON FORMATION



BREAKING RANKS

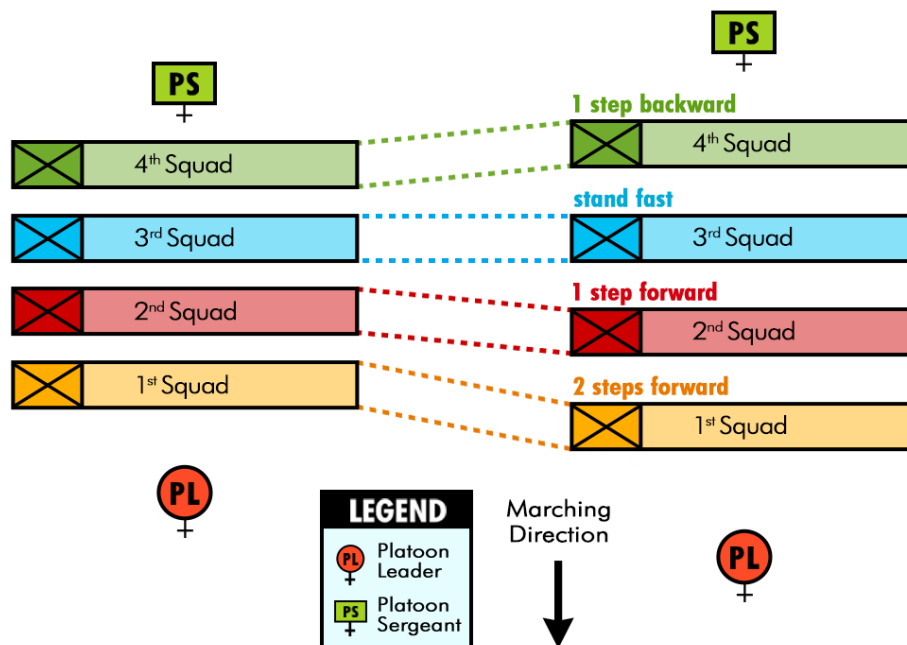
Breaking Ranks



OPENING AND CLOSING RANKS

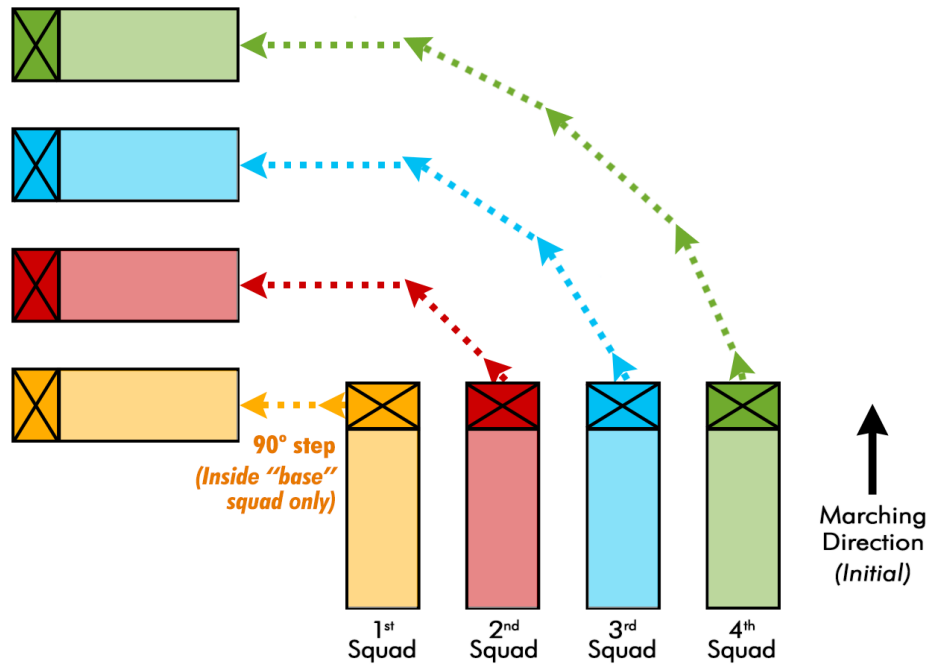
Regular Interval

Open Ranks

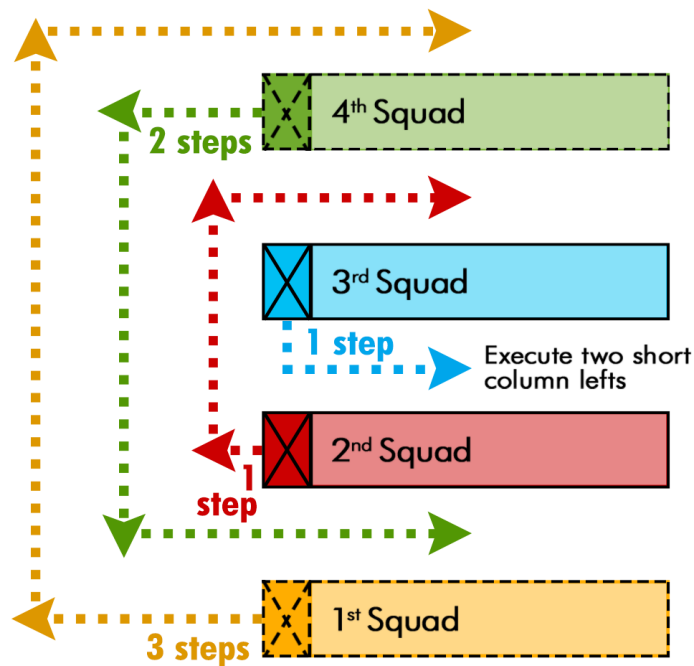


CHANGING DIRECTION

Column Left (or Column Right)



Counter Column



NOTE: Add one step when executing this movement while marching

Strategies to Change Prejudices

Unit 3: U3 C4 L1



These strategies can help you minimize or overcome prejudice in your interactions with others.

- Overcome prejudices by learning the facts and applying sound reasoning processes.
- Always seek to understand the other person's feelings, ideas, and values.
- Be prepared to detect and evaluate warning signs of possible unrest that may stem from racial or gender issues in units and take immediate action to eliminate the causes.
- Know all you can about your subordinates—their values, attitudes, how they came to be the way they are, and what they want to be. This means knowing more about subordinates than just their names. Do not base this knowledge on unfounded opinions about the race, or gender of a subordinate, but on the facts about each individual.
- Promote mutual understanding through effective communication. Realize that there will always be difficulties in the communication process and deal with the filters, barriers, and breakdowns as they occur. Although the difficulties may be complicated, when people lose trust in their leaders, the situation is out of control. Make communication effective by fostering an understanding that reduces racial tensions.
- Give fair and impartial treatment to all.

Resisting Peer Pressure and Drugs

Unit 3: U3 C5 L3



Resisting peer pressure to use drugs or alcohol takes preparation and practice. Use these steps to prepare yourself for peer pressure situations you may encounter.

1. Accept and analyze your emotions.
2. Seek out help when you feel overwhelmed.
3. Find alternatives to drug use.
4. Prepare yourself for situations where you may be offered drugs.
 - “I can’t—I’m the designated driver. I don’t want anyone in our group to get stopped on the way home and arrested.”
 - “No, I already feel fine.”
 - “No, thanks, I already have enough problems.”
 - “No, I need to be at my best—I’m running in the track meet tomorrow (interviewing for a job, taking an important test, acting in a play, etc.).”
 - “No, thanks, I’ll pass.”
 - “No, I don’t like the way it smells, tastes, and makes me feel.”
 - “No, I’m not feeling too well, and I don’t want to get worse.”
 - “No, my parents are crazy strict—they check my breath and make me walk a sobriety line when I come home. Psycho!”
 - “No, thanks, I’d rather do something else.”
5. Release excess energy and learn how to relax.
6. Don’t be influenced by media messages about alcohol, tobacco, and drugs.
7. Practice patience.



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

<i>Criteria</i>	<i>Ratings</i>
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

<i>Criteria</i>	<i>Ratings</i>
1. You identify a <u>s</u>pecific goal and write it down	met not met
2. You list the <u>m</u>easurable steps you'll take to reach your goal	met not met
3. Your goal and steps are <u>a</u>ttainable	met not met
4. You create checkpoints to evaluate your <u>r</u>esults	met not met
5. You determine a <u>t</u>ime 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

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Lesson Materials Preface

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

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

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

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

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Student Learning Plan

Chapter 1: Leadership

Command and Staff Roles [U3C1L1]



What you will accomplish in this lesson:

Explain how command and staff roles relate to leadership duties in your battalion



Why this lesson is important:

As a third-year Cadet, you need to be prepared to meet the challenges of your position. Your success or failure may not only depend upon your abilities as a leader, but on how well you execute command and staff actions. You also need to work well with subordinate commanders and staff officers of the battalion. In this lesson, you will learn about command and staff authority, command and staff actions, and staff organization and operations. When you complete this lesson, you'll have a better understanding of how command and staff roles relate to duties in the Cadet battalion.



Essential Question:

What are the roles and responsibilities of commanders and staff as they plan and conduct battalion training and operations?



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

- Examine common JROTC battalion command and staff structure
- Describe typical functions of a battalion commander and staff
- Define key words: command channels, coordinating staff, logistics, personal staff, staff channels



You will have successfully met this lesson's purpose:

- by writing a resume for a leadership position
- when your resume lists your name and contact information
- when your resume lists your objective and education
- when your resume lists the experience, skills, and activities/service that are relevant to the position you want to hold
- when your resume includes examples of previous leadership duties



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?



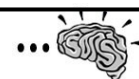
1. **Think about** the structure of your Cadet battalion and its chain of command. **Prepare** for this lesson by discussing *What you will accomplish in this lesson*; *What you will learn in this lesson*; *Why this lesson is important*; and *When you will have successfully met this lesson's purpose*.

- ____ 2. With your team, **create** a Flow Map that shows the structure of your battalion and the people who occupy command and staff positions.

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

- ____ 3. **Listen** to a brief introduction about battalion organization and command responsibilities.
- ____ 4. With your team, **correct** the Flow Map you created in the Inquire Phase if needed.
- ____ 5. **Read** the “Staff Organization,” “Common Staff Procedures,” and “Command Communication” sections in your student text. **Take notes** on your reading.
- ____ 6. **Complete** Exercise #1 – Name That Abbreviation with your team.
- ____ 7. **Answer** the reinforcing question(s).

PART 2

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

- ____ 8. With your team, **create** a Tree Map that lists command and staff positions. Below each position, **list** the leadership attributes and competencies required to excel at the job. **Be prepared** to present your map to the class.
- ____ 9. **Reflect** on the skills staff brings to 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?

- ____ 10. **Complete** the Command and Staff Roles 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 – Name That Abbreviation

Directions: Complete the table below.

Abbreviation	Stands For
1. SAI	
2. XO	
3. CSM	
4. JPA	
5. NCO	
6. JUMS	
7. PAO	
8. AI	
9. SOP	

Handout #1 – Sample Resume

Norma L. Cadet

394 N. Anywhere St. • Any Town, FL 24509 • 123.456.7890 • cadet@anytown.com

OBJECTIVE

To obtain a Graphic Designer position in the print/web industry utilizing creative and artistic talents.

EDUCATION

Sandy Beach High School, Cape Coral, FL

- Graduated in May 2016 with emphasis in art and business
- Courses included: Computers, Typing, JROTC, Marketing, Public Speaking
- Honors Student, GPA: 3.5 on a 4.0 scale

EXPERIENCE

2015-2016 **PRINT WORKS STATIONARY**

Any Town, FL

Sales Representative

- Sold custom-printed stationary and print products.
- Organized computerized filing system to keep client base.
- Illustrated design ideas and custom logos for clientele.
- Designed web site for company and created a corporate image.
- Edited marketing video for company to send to corporate clients.

2014-2015 **GOLF & BEACH RESORT**

Any Town, FL

Lifeguard & Gift Shop Sales

- Completed Lifeguard Training and received certifications in CPR and First Aid.
- Worked cash register in the resort gift shop.

SKILLS

- | | | |
|-------------------|---------------------|-----------------|
| • Windows systems | • Macintosh systems | • Video Editing |
| • Illustration | • Color Management | • Animation |
| • HTML | • JavaScript | • 3-D Modeling |

ACTIVITIES/SERVICE

- | | | |
|---------------------------|----------------------|-------------------|
| • National Honors Society | • Army JROTC | • Swim Team |
| • Recycling Club | • Junior Achievement | • Student Council |

References available upon request.

Performance Assessment Task

Chapter 1: Leadership

Command and Staff Roles [U3C1L1]

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

Explain how command and staff roles relate to leadership duties in your battalion



Directions

For this performance assessment task, you will consider your qualifications for a command or staff position. For this assessment you will:

1. Think about the command or staff position you would most like to hold. Think about the leadership duties of the position and how your attributes and competencies would qualify you for the job.
2. Write a resume for that position, listing your qualifications and experience for the job. Use the sample resume given to you by your instructor as a guide for formatting your resume.
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.

Command and Staff Roles Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your resume lists your name and contact information	met not met
2. Your resume lists your objective and education	met not met
3. Your resume lists the experience, skills, and activities/service that are relevant to the position you want to hold	met not met
4. Your resume includes examples of previous leadership duties	met not met
5. Your resume is neatly formatted and easy to read	met not met

Comments:

Name: _____ **Date:** _____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 1: Leadership

Leading Meetings [U3C1L2]



What you will accomplish in this lesson:

Prepare to lead meetings



Why this lesson is important:

Many people dislike meetings. Meetings are often unorganized with no focus on goals or outcomes. Attendees are unaware of their roles and their responsibilities. Meeting participants can easily become bored and distracted. Meetings don't have to be like this. In this lesson, you'll learn about the keys to leading effective meetings. You'll also learn about general rules to follow when leading and facilitating meetings.



Essential Question:

How can you make meetings orderly and effective?



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

- Describe how to plan for a meeting
- Explain the general rules for leading and participating in effective meetings
- Define key words: agenda, minutes



You will have successfully met this lesson's purpose:

- by playing the role of leader, timekeeper, recorder, and process observer in four different meetings
- by participating in a peer review session about the meetings
- by writing a reflection about how you can improve your skills at leading meetings
- when you demonstrate the six steps of meeting planning
- when you prepare and distribute an agenda
- when you ensure the group follows the agenda and ground rules
- when you facilitate effective discussion
- when you keep track of time allotted for meeting topics
- when you prepare minutes to record the actions of a meeting
- when you use constructive criticism in a peer evaluation session
- when your written reflection accurately describes what strategies you used to lead the meeting
- when your written reflection includes a summary of how well you used the strategies
- when your written reflection includes an explanation of what you will improve when leading meetings 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?



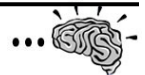
- _____ 1. **Think about** meetings you have attended. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*
- _____ 2. **Answer** the four questions and **create** a Tree Map of your team's responses. **Circle** statements that refer to the content of the meeting. **Draw** a rectangle around references to the meeting process.

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



- _____ 3. **Read** the "Types of Meetings" and "Keys to Leading Meetings" sections in your student text. **Take notes** on your reading.
- _____ 4. **Answer** the reinforcing question(s).

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



- _____ 5. With your team, **write** ground rules that will contribute to an effective meeting. **Be prepared** to share your list with your class.
- _____ 6. **Reflect** on rules that contribute to effective meetings. **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 general meeting processes. **Take notes** in your Cadet Notebook.
- _____ 8. **Read** the templates for a meeting agenda and meeting minutes.
- _____ 9. **Answer** the reinforcing question(s).

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



- _____ 10. **Read** and **discuss** Exercise #1 – Ineffective Meeting. As a team, **create** a Multi-Flow Map to identify the cause of the ineffective meeting and the consequences of the actions. **Share** your map with the class.
- _____ 11. **Reflect** on what you have learned about running effective meetings. **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. **Make** arrangements to lead a meeting with your group. **Use** Handout #1 - Meeting Agenda Template and Handout #2 - Meeting Minutes Template for the meetings you will lead and attend. **Adjust** the templates as needed for the situation.

- _____ 13. **Complete** the Leading Meetings 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.

Handout #1 – Meeting Agenda Template

Project Team: Date and Time: Location: Team Leader or Facilitator: Purpose: Outcomes or Goals:	
Agenda Item 1	minutes
Agenda Item 2	minutes
Agenda Item 3	minutes

Handout #2 – Meeting Minutes Template

Meeting Number _____ Date _____ Location _____ Project Name _____ Mission Statement:	
Attendees: Absent participants:	
Approval of minutes from previous meeting:	
Icebreaker:	
Review current agenda: (check for modifications)	
Topic 1	presenter: discussion: decision: next steps: deadline:
Topic 2	presenter: discussion: decision: next steps: deadline:
Agenda for Next Meeting:	
Meeting Summary and Evaluation:	

Exercise #1 – Ineffective Meeting

Directions: Read the scenario below. With your team, discuss how Joe might create a more productive meeting. Create a Multi-Flow Map to solve Joe's problem of ineffective meetings.

Scenario:

Joe is very unhappy with the meetings he runs. He wants them to be productive, but they usually end with little actually accomplished. Within minutes, each meeting becomes an occasion for all the members to try to impress one another with their humor or wisdom. These are regularly scheduled meetings intended to keep everyone informed about the status of the project they are working on. When one person begins to talk, others interrupt or add comments that are not related to the discussion at hand. Often, members are unprepared and seem to discuss the same reasons for delay as they had the meeting before.

Performance Assessment Task

Chapter 1: Leadership

Leading Meetings [U3C1L2]

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

Prepare to lead meetings



Directions

For this performance assessment task, you will practice leading meetings. You will meet with your group during lab time and take turns playing the role of leader, timekeeper, recorder, and process observer. Each meeting will last no more than 20 minutes. For this assessment you will:

1. Take a turn at being the meeting leader or facilitator. This includes planning the meeting, writing the agenda, communicating ground rules, and leading the meeting.
2. Take a turn at being the meeting timekeeper.
3. Take a turn at being the meeting recorder.
4. Take a turn at being the meeting process observer.
5. Take notes on what each team member did well and on what he or she needs improvement. Meet with your group for peer evaluation and practice constructive criticism.
6. Write a reflection about your experience. Submit your work to your instructor for feedback.
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.

Leading Meetings Performance Assessment Task Scoring Guide

Criteria	Ratings	
1. You demonstrate the six steps of meeting planning	met	not met
2. You prepare and distribute an agenda	met	not met
3. You ensure your group follows the agenda	met	not met
4. You ensure your group follows ground rules	met	not met
5. You facilitate effective discussion	met	not met
6. You keep track of time allotted for meeting topics	met	not met
7. You prepare minutes to record the actions of a meeting	met	not met
8. You take notes on what other members of the group did well and where they need to improve	met	not met
9. You participate in a peer evaluation session	met	not met
10. Your written reflection accurately describes what strategies you used to lead the meeting	met	not met
11. Your written reflection includes a summary of how well you used the strategies	met	not met
12. Your written reflection includes an explanation of what you will improve when leading meetings in the future	met	not met

Comments:

Name: _____ **Date:** _____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 1: Leadership

Planning Projects [U3C1L3]



What you will accomplish in this lesson:

Develop a plan for a battalion or school project



Why this lesson is important:

Long before you heard about a project from your SAI or AI, a group of people worked hard to develop a plan for the project. In this lesson, you'll learn about the steps that go into planning projects and missions. You'll also learn about documenting and communicating your plan to team members.



Essential Question:

How can you develop projects for your school or battalion?



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

- Describe the seven-step decision-making process for projects/missions
- Identify command and staff roles in the planning/decision-making process
- Define key words: Memorandum of Instruction, standard operating procedure



You will have successfully met this lesson's purpose:

- by writing a Memorandum of Instruction (MOI)
- by giving a briefing
- when the MOI includes: a mission statement, the location and setting of the project, a narrative describing the project, a task list for staff and subordinates, supply and logistics information, and information that applies to everyone
- when your briefing includes the information the team needs about the project
- when your briefing is concise and well organized
- when your briefing is delivered with good eye contact, appropriate volume, verbal expression, and pacing for your target audience
- when your briefing makes effective use of visuals



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?



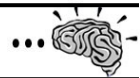
- ____ 1. **Think about** what you know about planning projects. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*

- ____ 2. With your team, **create** a KWL Chart about planning projects. **Be prepared** to share your charts with the class.

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


- ____ 3. **Listen** to an introduction about the planning process.
- ____ 4. **Read** the seven-steps of project planning in your student text.
- ____ 5. **Read** Handout #1 – Food Drive Plan and MOI and Handout #2 – Veteran's Day Parade MOI.
- ____ 6. With your team, **complete** your KWL Chart.
- ____ 7. **Answer** the reinforcing question(s).

PART 2

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


- ____ 8. **Use** your student text and the example Memorandum of Instruction (MOI) documents to write an MOI about a project or mission you are currently working on.
- ____ 9. **Share** your MOI with your team. **Use** Exercise #1 – MOI Feedback to give constructive feedback to other team members about their work. **Listen** to what your team tells you to improve.
- ____ 10. **Reflect** on how to communicate project plans to others. **Answer** the Reflection Question(s) presented by your instructor.


Assessment Activities:

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


- ____ 11. **Complete** the Planning Projects 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.

Handout #1 – Food Drive Plan and MOI

XXXXX Battalion
JROTC Leadership Development

Service Learning Collection Plan SY1516 JROTC Annual Holiday Food Drive

1. Task

- a. The XXXXX Battalion will collect an excess of 8600 lbs. of nonperishable food or an equivalent of \$2,150 for the XXXXX Food Bank, Elks Lodge, and XXXXX High School food pantry.

2. Facts and Assumptions

- a. \$5 is equivalent to 20 lbs. of food (\$1 = 4 lbs.).
- b. Every Cadet is required to meet the 20 lbs. minimum.
- c. All Cadets have received training and orientation on service learning.
- d. The food drive lasts from 2 November to 4 December 2015 (5 Weeks).
- e. Every Cadet is motivated to reach this goal.
- f. Some Cadets will not achieve the minimum requirement.
- g. The entire XXXXX community is open for collection.
- h. Company leadership has created individual service learning group/company plans to reach this goal including but not limited to:
 - i. Store set up
 - ii. Neighborhood collection
 - iii. Family/self-contributions
- i. Cadets have the option of wearing Class A or Class B uniforms when collecting donations.
- j. All battalion staff, company commanders, and upper leadership will exceed the minimum amount of contributions.

3. Collection Locations

- a. Set up outside of Walmart, Target, Smith's, and Meyers: company and battalion leadership must coordinate with store management.
- b. Neighborhood collection:
 - i. Company and battalion leadership will coordinate with Cadets who have driver's licenses and are legally allowed to transport people under 18 years of age to encourage them to drive younger Cadets to community neighborhoods.
 - ii. Target neighborhoods include:
 1. Surrounding XXXXX Area
 2. Bay Creek
 3. Coolspring
 4. Westmoreland
 5. Shoreland Hills
 6. Jones Corners
 - iii. Neighborhood collection can also come from small businesses.
- c. XXXXX High School campus:
 - i. Companies can place donation boxes in each hallway and encourage peers to donate to the cause. The battalion commander will write an announcement for the morning announcements over the intercom.
 - ii. Company leadership will organize bake sales or similar activities at lunch with school administration permission.
- d. Family/Self Donations:
 - i. Cadets can ask parents/guardians and relatives to donate to the food drive.

- ii. Cadets can bring in food from their own pantry if they are willing and able to.

4. Courses of Action Expectations

- a. Store Set Up:
 - i. Setting up outside of a business will require leadership to coordinate with the business' management which is usually a lengthy process.
 - ii. Cadets can expect to receive more small food donations rather than money.
 - iii. Cadets must be prepared to expect many people to ignore their booth and deal with impolite people.
- b. Neighborhood Collection:
 - i. Battalion and company leadership will have to coordinate with legally driving Cadets. Cadets who drive must use extreme caution and drive responsibly when transporting Cadets.
 - ii. Cadets can expect smaller donations of both food and money, but donations might be larger in bigger neighborhoods.
 - iii. Cadets must be able to be personable with the homeowners and get their proposal across quickly.
 - iv. Donations from small business might be larger.
- c. XXXXX High School Campus:
 - i. Based on observations of other clubs, hallway donations will be quickly exhausted and very little.
 - ii. Students will donate more if Cadets speak to them personally.
 - iii. Cadets should ask their teachers if they can make a brief announcement about the cause.
 - iv. Bake Sales and similar activities will bring in more donations than hallway donations, but will take more time to purchase ingredients and make the food.
 - v. Upper leadership must obtain permission from the administration prior to conducting sales.
- d. Family/Self Donations:
 - i. Family members are the easiest and fastest access to achieve the minimum of 20 lbs., but should not be completely relied on.
 - ii. Cadets should be encouraged to do more than pull from their own pocket or ask from family members in order to understand the full meaning of service learning.

5. Order of Service Plan Execution

- a. The Food Drive commences on 2 November 2015, and every company commander will make the announcement in company formation.
- b. Each company commander will explain the process of how the donations are counted and recorded.
- c. Company commanders will explain the incentives on the first day and come up with their own personal incentives for the company.
- d. Every day the company supply sergeant and executive officer will properly count the food and money.
- e. Once the food and money is processed, the Senior Army Instructor or Army Instructor will properly secure the money in the safe located at the back of the range, or a lockable filing cabinet.
- f. Battalion staff will coordinate to conduct neighborhood collection on an agreed date and encourage all Cadets to come in order to lead by example.
- g. Company leadership, squads, and teams will coordinate with each other to conduct neighborhood collection. Cadets MUST go out in AT LEAST groups of 2.
- h. Company leadership will try to obtain permission from business management to set up outside their selected businesses.
 - i. If permission is obtained, company leadership will organize (a) team(s) of Cadets on specific date(s) to man the table.

- i. Company leadership will place a box in their respective hallways when permission is gained from school administration by the executive officer and the announcement has been sent in by the battalion commander.
- j. Company leadership will gain permission from the school administration to sell food or other items.
- k. Cadets are reminded of the food drive on a daily basis and to fill out their service learning logs as consistently as possible.

6. Follow-Up Plans

- a. Should stores not provide permission to any company, the battalion commander, executive officer, and command sergeant major will coordinate with the Senior Army Instructor, school administration, and local media outlets to set up a specific day where people can drop off food and donations in a drive-by-like donation day on the campus.
- b. If school administration does not provide permission to sell goods, company leadership will seek different means of collection.

7. Post Project Plans

- a. All companies will conduct an After Action Review before 9 December 2015.
- b. The Senior Army Instructor and executive officer will record the final count of food and monetary donations.
- c. On 9 December 2015, the battalion commander, executive officer, command sergeant major and select battalion staff will sort food at the Elks Lodge.
- d. ALL CADETS will finish their service learning logs and place them in the respective portfolio tabs that are inspected on the day of the JROTC Program Accreditation (JPA).
- e. The battalion commander and executive officer will put together the Service Learning Brief for the JPA.
- f. The executive officer and his team will conduct the Service Learning Brief for the JPA on 8 March 2016.

XXXXX Battalion
JROTC LEADERSHIP DEVELOPMENT

Date: Month 2015

Memorandum of Instruction

TO: Command Group and Company Commander

SUBJECT: MOI for Food Drive / Service Learning

1. GENERAL: The XXXXX Battalion will conduct their annual food drive 02 November through 04 December 2015.
2. EXECUTION:
 - a. On 2 Nov 15 we will begin the collection of non-perishable foods and money donations. Companies will ensure all Cadets / Staff have a copy of "Food Drive Validation Document" (See Enclosure 1) to solicit for food / money. All food is to be turned into the company commander, 1SG / XO / supply sergeant for recording purposes. They will verify the food brought in by their Cadets and staff. They will input the correct information needed on the ticket (See Enclosure 2); if they have time to convert food weight from ounces or grams into pounds, please do so; one gram equals .00220462 pounds. After the Cadre has processed all Cadet's collections that day, they will put tickets in their respective "Company Zip Lock Bag" and provide to LTC XXXXX / MSG XXXXX to secure in the green safe that is stored in the range; afterwards, the battalion S4, or the SAI, will process the tickets daily on the "Food Drive Statistics" excel spreadsheet (See Enclosure 3), and emplace the processed tickets into the respective company's "army strong" bag. **Cadre, Staff, or Cadets will not put food in the Supply Room until food is counted.** Cadre will receive food / money from their Cadets / staff pass the 4 Dec 15 timeline, but it will not count towards honor company points.
 - b. Cadets should turn in food / money on a daily basis.
 - c. Company commanders will give a pep talk explaining that we need each Cadet to bring at least twenty pounds of food (20 lbs.) or more, for each company to meet their goals.
 - d. Cadets may also elect to bring in \$5.00 to be equivalent to the twenty-pound food requirement; one dollar is equivalent to four pounds of food.
3. UNIFORM:
 - a. Use of the uniform (Class A) will assist in collecting food from friends, family, and even neighbors and will help us meet or even exceed our goals.
4. RESPONSIBILITIES:
 - a. **Battalion commander:** Motivate the battalion to collect and bring in at least twenty pounds of food.
 - b. **XO:** Motivate staff to collect and bring in 20 lbs. of food each, more if possible. During the staff call on 10/12 Oct, the battalion commander and executive officer will brief the Food Drive / Service Learning Matrix to the staff, company commanders, and instructors.
 - c. **CSM:** Encourage 1SG's to motivate respective companies. Assist battalion commander and executive officer.
 - d. **S-1:** Process all promotions and awards that individual Cadets earn.
 - e. **S-2:** Put in community service hours.
 - f. **S-4:** Box canned foods. Assist MSG XXXXX with counting and sorting then distribute/coordinate records of the food collected. Update company competition charts. Attend Elk's food sort.
 - g. **S-5:** Photograph and video / record the food being counted and sorted at the Elks Club on 9 Dec 15. Coordinate NLT 30 Oct 15 with XXXXXX school administration to announce our Annual Holiday Food Drive.
 - h. **Company Cadre:** Motivate company to bring in canned foods and money donations.

- I. Update company of their progress to their goal every day. (Reflects amount of food collected by each company).
- II. Wear their uniform when collecting food.
- III. **Do not put food in Supply Room until it has been processed.**
- IV. Make Service Learning Project Plan and reflection.
- V. Complete "You The People Partial Group Evaluations."
- i. **Supply Sergeants** assist MSG XXXXX and S-4 in counting, sorting, and boxing non-perishable foods.
- j. **SAI** will prepare the Food Drive Validation Document that explains our annual food drive. All XXXXXX Battalion Cadets will use this letter to solicit donations.

5. MISCELLANEOUS INSTRUCTIONS:

- a. Incentives will be as follows:
 - I. Food collected per company will go toward the honor company award.
 - II. Personal Incentives
 - 20 lbs.: A commendation ribbon and service learning ribbon
 - Top in company: A commendation medal
 - Top in the battalion: Battalion coin, a \$50 gift certificate, and a dinner with the command group.
 - Top company: Pizza Lunch Party (Only for participants that provide \$5 / 20 lbs. of non-perishable food).
 - Honor company: Participation points and food / dollar collection points
- b. Service Learning Suspense Dates:
 - I. 1011445OCT14: Service Learning Matrix completed
 - II. 061445OCT15: Service Learning Memorandum of Instruction completed; include money tickets, unit statistics, and validation letter
 - III. 081445OCT15: Service Learning Flyer completed
 - IV. 12 / 13 OCT 15: Orientation to Service Learning, LET 1 only
 - V. 15 / 16 OCT 15: Plan and Train Service Learning, LET 2 – 4 only
 - VI. 19 / 20 OCT 15: Project Plan Reflection and Integration, LET 2 – 4 only
 - VII. 23 OCT 15: Companies update participation rosters
 - VIII. 011445NOV15: Class periods turn-in Service Learning Project Plan; plan to collect food and money
 - IX. 020800NOV15: Food Drive begins
 - X. 041500DEC15: Fundraising money collected, aggregated, and deposited by class period
 - XI. 071445DEC15: Class periods complete "You the People Group Evaluations" and turn-in Service Learning Project Plan"
 - XII. 081445DEC15: Companies complete "You the People Partial Group Evaluations" on Curriculum Manager. Print and analyze companies ITEM ANALYSIS Report from curriculum ("You the People Partial Group Evaluations")
 - XIII. 091445DEC15: Companies turn in remainder of their Service Learning Project Plan; includes reflection
 - XIV. 091530DEC15: Can sort at Elks Lodge; battalion commander and staff only
 - XV. 111515DEC15: Grand Sierra Food Drive; battalion commander, CSM, and executive officer only

OFFICIAL:

C/MAJ XXXXX
Battalion Executive Officer

C/LTC XXXXX
Battalion Commander

XXXXX Lieutenant Colonel, Retired
Senior Army Instructor

Encls:

1. Food Drive Validation Letter
2. Money Collection Ticket
3. Unit Statistics Report

Handout #2 – Veteran’s Day Parade MOI

HIGH SCHOOL JROTC LEADERSHIP EXCELLENCE DEPARTMENT

xxxxxx Street
City, State
(xxx) xxx-xxxx

LIEUTENANT COLONEL FirstName LastName, DIRECTOR
COMMAND SERGEANT MAJOR FirstName LastName, TRAINING AND OPERATIONS
SERGEANT FIRST CLASS FirstName LastName, LOGISTICS MANAGER

MEMORANDUM TO: All School Name HSROTC Units, (Army, Navy, Marines, and Air Force)

SUBJECT: 2015 City Veterans Day Parade – Theme is “Honoring Those Who Served and Sacrificed to Preserve Freedom – WWII 70th Anniversary”

The following information is provided for planning purposes.

Date/Time:	Wednesday, 11 November 2015, 11:00 a.m.
Assembly Point:	On N. Virginia Street between 2 nd Street and 1 st Street (see Staging Map).
Assembly Time:	NLT 10:15 a.m. (Staging Area available no earlier than 9:00 a.m.).
Route of March:	North bound on N. Virginia Street toward Main Street.
Ending Time:	Approximately 12:00 p.m.
Bus Drop Point:	JROTC buses only will enter 1 st Street from Sierra Street to drop off Cadets at N. Virginia Street. Then continue east on 1 st Street to Center Street. Turn left on Center Street to 5 th Street. Turn left on 5 th Street, then Right on N. Virginia Street. Buses can park on N. Virginia Street beyond 5 th Street.
Release Point:	5 th Street between Sierra Street and Center Street.
Bus Pickup Point:	On Virginia Street between 5 th Street and 6 th Street.

Uniform:

- Brigade commander and staff: Class “A” or service equivalent uniform with head gear.
- Brigade color guard (SECG): Dress uniforms/Class “A” or service equivalent.
- Marching units: Class “A” uniform or service equivalent with head gear.
- Cadre: As indicated by the school’s Senior Instructor.

Order of March:

JROTC 100th Anniversary Banner
Brigade Color Guard (SECG)
Director, Superintendent, Board members (2 ea. HUMVEE Army National Guard)
Brigade Commander and Staff

1. HS Name A	5. HS Name E	9. HS Name I
2. HS Name B	6. HS Name F	10. HS Name J
3. HS Name C	7. HS Name G	11. HS Name K
4. HS Name D	8. HS Name H	

Tasking:

- Brigade banner: HS name I. two Cadets, white gloves.
- Brigade color guard (SECG): one primary or alternate from each school to lead the brigade.

- c. One sharp Cadet from HS Name A - K to escort the superintendent. (Report to LTC vehicle 15 minutes prior to the parade starting).
- d. Brigade staff: one brigade representative from each school and one Cadet from HS Name B to carry brigade guidon.
- e. VA Spouse House Donation Wagon: HS Name A and HS Name J.
- f. National Anthem Singer: HS Name A.

/s/

C/COL FirstName LastName
Cadet Brigade Commander
Washoe County School District

CF: Superintendent
Deputy Superintendent
Chief Academic Officer
Senior Director Secondary Education
Members School Board of Trustees
All SI

Exercise #1 – MOI Feedback

Directions: Rate each of your team members on their MOI document. Use a scale of 0-10, with 10 being Excellent. Write notes for each section as appropriate. Give this document to the team member you reviewed so that they may improve their work.

Team Member:

	Rating	Notes
Mission Statement		
Situation		
Concept of the Operation		
Tasks to Staff and Subordinates		
Coordinating Instructions		
Supply and Logistics		
Annexes (if needed)		

Performance Assessment Task

Chapter 1 : Leadership

Planning Projects [U3C1L3]

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

Develop a plan for a battalion or school project



Directions

For this performance assessment task, you will use the seven-step process to plan a new independent project. For this assessment you will:

1. Create an MOI, and submit it to your team, class, or instructor for evaluation.
2. Prepare and deliver a briefing on the project to your team or class.
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.

Planning Projects Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your MOI includes a clear mission statement	met not met
2. Your MOI describes the setting and location of the project	met not met
3. Your MOI includes a narrative describing what will happen	met not met
4. Your MOI lists tasks for Staff and subordinates	met not met
5. Your MOI includes information that applies to everyone	met not met
6. Your MOI includes supply and logistics information	met not met
7. Your briefing includes information needed by the team to complete the project	met not met
8. Your briefing is concise and well organized	met not met
9. Your briefing is delivered with good eye contact, appropriate volume, verbal expression, and pacing for your target audience	met not met
10. Your briefing makes effective use of visuals	met not met

Comments:

Name: _____ **Date:** _____

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

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 1: Leadership

Continuous Improvement [U3C1L4]



What you will accomplish in this lesson:

Develop a Continuous Improvement Plan for your JROTC battalion



Why this lesson is important:

As a JROTC Cadet leader, you are responsible for the goals and outcomes of your team. You need to have a clear idea of how the program mission, vision, values, and goals relate to your battalion. You also need to work with your battalion to establish goals that facilitate continuous improvement. In this lesson, you'll learn how to identify problem areas (or areas in need of improvement), set goals, establish milestones, document progress, and continuously improve your battalion's performance.



Essential Question:

How will you lead your battalion to achieve continuous improvement?



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

- Identify battalion problem areas or areas in need of improvement
- Establish goals that facilitate continuous improvement
- Outline milestones for progress toward your battalion goal
- Document progress toward the goal
- Revise your plan based on the results of an evaluation
- Define key words: accreditation, collaboration, continuous improvement, incremental, mitigate



You will have successfully met this lesson's purpose:

- by writing a Continuous Improvement Plan for your battalion
- by revising your plan as needed
- when your plan clearly identifies an area for improvement
- when your plan includes data/research to support the need for improvement
- when your plan uses a SMART goal-setting process (timelines are included in this process)
- when your plan documents your battalion's progress
- when your plan includes revisions based on the results of an evaluation



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

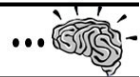
INQUIRE PHASE: What do you already know?



- _____ 1. **Think about** what you know about continuous improvement. **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** answers to this question: If you were the principal or Senior Army Instructor (SAI) and had the power to change something about the school or JROTC, what improvements would you make?
- _____ 3. **Participate** in a class discussion about the ideas you brainstormed.

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


- _____ 4. **Read** the "Continuous Improvement" and "Improving Your Battalion" sections in your text.
- _____ 5. **Listen** to a briefing on the Plan, Do/Act, Evaluate process of continuous improvement.
- _____ 6. **Answer** the reinforcing question(s).

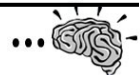
PROCESS PHASE: Now what can you do with this new information you've learned?


- _____ 7. With your team, **create** a Flow Chart describing all of the steps used in the Plan, Do/Act, Evaluate process.
- _____ 8. **Reflect** on the Plan, Do/Act, Evaluate process. **Answer** the Reflection Question(s) presented by your instructor.

PART 2

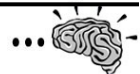
GATHER PHASE: So, what else do you need to know or learn?


- _____ 9. **Listen** to a briefing on resources you'll use to **create** a Continuous Improvement Plan. **Review** sample documents and templates from your instructor.
- _____ 10. **Listen** to a briefing on the JROTC Program for Accreditation (JPA) presentation and criteria.
- _____ 11. **Answer** the reinforcing question(s).

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


- _____ 12. With your team, **begin** to work on **defining** a goal or problem area for your battalion. **Use** chart paper to **describe** your project in preparation for a class presentation.
- _____ 13. **Reflect** on your team's work. **Answer** the Reflection Question(s) presented by your instructor.

PART 3

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


- _____ 14. **Complete** the work your team started to define a goal or problem area for your battalion. **Prepare** to present your idea to the class.
- _____ 15. **Present** your idea to the class. **Listen** to other teams' presentations, and **ask** questions as needed. **Discuss** all of the presentations and **work towards** an agreement on one goal/problem area to pursue for your battalion's Continuous Improvement Plan.
- _____ 16. **Reflect** on your team's work. **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 Continuous Improvement 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 – Memorandum of Instruction

MEMORANDUM OF INSTRUCTION

SUBJECT: Country Study Project

PURPOSE: To research and learn about countries you are not familiar with. Learn about other cultures, religions, customs, regions, holidays, foods, and many other things. Let your creativity show when you research about your chosen country and when presenting your findings to the class.

SUMMARY: JROTC Cadets working as part of a group will prepare a country study and conduct a group presentation for the class. The project will require: PowerPoint Presentation (PPP), Written (printed) Outline (which defines the logical order of the content and the presenter for each area of the content), a Poster Board presentation, and any additional aides that you feel will enhance the overall presentation of your project to include but not limited to: traditional food samples, clothing, artifacts or other cultural items. The overall length of the presentation from start to finish (including the PPP, additional aide presentations, etc.) will be no less than 55 minutes (-2 POINTS PER 5 MINUTES SHORT...keep in mind, the MAX points are 20) and no longer than 65 minutes.

Groups will consist of 4-6 Cadets (depending on company size) and will have a Small Group Leader selected by SFC Pellegrino.

GRADING CRITERIA: Each group will be evaluated in three ways.

1. By the AI (Group grade and Individual grade)
 2. By Peer Groups
 3. By each other within the group
- The AI will give the GROUP a rating of up to 25 points, based on the overall presentation. The AI will also rate each individual of the group, and give each Cadet up to 25 points based on his/her portion of the presentation (group members will get different ratings from the AI).
 - The other groups that are watching the presentation will fill out a rubric and rate the group that is presenting. They will each be able to award that presenting group up to 25 points.
 - Each INDIVIDUAL of the presenting group will take a rubric home to fill out and rate each INDIVIDUAL of his/her group based on how much they contributed to the preparation of the project, up to 25 points. They will then bring the sheet back and turn it in directly to SFC Pellegrino.

*No one other than the JROTC Instructor will see how members of a group evaluated each other.

Any team member receiving an average rating of **11 points or less by the rest of his/her peers on the **Individual rating** sheet will only receive “half” of the points the **group** is awarded.

***For a list of the Group and Individual “Peer” rubrics, see **Annex’s A, B & C.**

- Both the individual and group point totals will be averaged and then multiplied by 4 to come up with the **OVERALL POINTS** for each Cadet. View the .pdf titled “Score Breakdown Example” to see how the scoring will be computed for your final grade.

Keep in mind that it is entirely possible for Cadets in the same group to have different grades depending on the outcome of the individual and group point system. All peer group rubric score sheets will be consolidated to obtain an overall "Group point average".

******BECAUSE OF THE AMOUNT OF PREP TIME SPENT IN AND OUT OF CLASS ON THIS PROJECT, IT WILL CARRY A WEIGHT OF "FOUR" (4)**

That being said, in simple terms that means if you earn an "A", you will get "four A's". If you earn a "C", you will get "four C's".

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 59 or less = F

REQUIREMENTS: The required information to incorporate into the project for each group will be:

- Introduction
- Economy
- Religion
- Type of government
- Demographics
- Geography
- Cultural information
- Closing statement

****With the exception of the Introduction and the Closing statement, each group will determine the logical sequence for the other categories to be covered and any additional categories.

Every member of the group will be required to have an equal part in the overall preparation and oral presentation to the class.

You can **add** to the list above, but you cannot take away from it.

TIMELINE: The **FIRST** Group Project will be presented on: **22 October, 2014**. The order of the groups presenting was determined by the roll of the dice. Group ONE got first pick of their country, and therefore, will present first. Your group number is _____ and your group will present their project on _____ **October, 2014**. Remember your presentation day....even if you have group members absent that day, your remaining members will still present regardless!

Your group will be given 2-3 days per week in class, over the course of 2-3 weeks to work on this project. In class, computers are limited, so you will be allowed to bring in laptops or pads or phones TO WORK ON YOUR PROJECT. The amount of classroom time for this project will NOT BE ENOUGH to prepare a quality project. Each group member will need to research/prepare for the project OUTSIDE of class as well. Your group must research, consolidate your PowerPoint slides and rehearse outside the class to ensure success for this project. Cadets in the past have found that meeting at each other's house, certain coffee shops or book stores such as Books a Million, prove to be beneficial.

*****Your group presentation day is known well in advance. Make plans to be there. Let your parents know when it is; they can watch if they want. Schedule appointments for a different day if at all possible. If a group member is absent on the presentation day, he/she will receive the same grade for the group that the other group members received. He/she will receive the peer ratings and he/she will fill out a peer rating sheet. As for the "individual" score for the AI, the absent members peer rating will be doubled to make up for it. Again, plan to be there.

Each group will be responsible for presenting the AI with a draft of their proposal FIVE (5) school days prior to the date of their assigned presentation date.

The draft will include the written outline in **BLACK AND WHITE**; copy of the PPP in **3-Slide Notes/Handout Format** (where there are three of your slides on a page with lines to the right side for notes). After printing the 3-slide handout, annotate who is presenting for each slide and when the poster board and any/all enhancements are being added. Any additional info you feel is pertinent for SFC Pellegrino to know should also be added.

The group will also present their poster board to show its level of completeness. *****This handout and poster board submission is solely meant for the AI to know that you are "on track" and no suggestions or aid will be given back to the group based on this handout **UNLESS** you ask for it (which will cause the appropriate amount of money to be deducted from your group account **IF** you have sufficient funds available.)

EXTRA CONSIDERATIONS: Each group will have a starting balance of \$600 (notional money). The money will be able to be utilized to "buy" help from the AI. Only the group leader can ask questions of the AI. The group with the most money left on the day of the first presentation will receive an extra credit bonus for the entire group (2 points added to each Cadets overall POINT score). (See **Annex D** for a "price list").

Also, each group should ensure that they obtain a reliable type of device to save/store their "work in progress" as they work on their project, such as a "flash" drive as well as saving a backup copy on 1 or more members "Z" drives on the school server. To be safe, each member of the group should have a copy of the overall presentation saved on their personal external flash drive or saved on their school "Z" drive.

Most importantly.....

On the day that your group is scheduled to present your project....regardless of how many group members actually show up, the project will be presented!!!! Make sure that you have a back-up plan for presentation purposes in the case that someone is absent on presentation day.

If you are absent for the scheduled presentation day, you will be required to present your portion before school, during lunch (Wednesday-Friday), or after school (except Monday and Wednesday), during the week of presentations or you will receive a "0" for the entire individual portion of the project and only ½ of the group points awarded.

A group with a Cadet(s) absent will not receive their final grade for their country project until all Cadets from the group have presented the information, as the times will be added for the presentation to have the overall time of a minimum of 55 minutes.

Good luck and have fun!!!
-SFC Pellegrino

Handout #2 – Five Paragraph Field Order

2015 JLAB Leadership Program
{Calumet High School}
Washington DC
29June2015

Team Calumet OPORD 1-06-001 - JLAB Leadership Program Experiential Learning - The Quest for Leadership PART 2

References:

- a. 2015 JLAB Leadership Bowl Preparation and Assignment Guidelines
- b. Quest for Leadership Scavenger Hunt Report Form

Time Zone Used Throughout the OPORD: Romeo (EST)

1. **SITUATION.** Calumet High School JLAB Leadership Team will participate in an Experiential Learning exercise in Washington, DC by touring the National Mall.

2. **MISSION.** Calumet High School JLAB Leadership Team will travel to the National Mall in Washington, DC and visit sites of historical significance. Our intent is to reinforce our knowledge of historic times and people, and gain firsthand experience in our Nation's capital.

3. EXECUTION.

- a. Instructor's Intent. My intent is to reinforce our knowledge of historic times and people, and gain firsthand experience in our Nation's capital.
- b. Concept of Operations. Calumet JLAB Leadership Team will travel by METRO to the National Mall and tour the monuments in the following order:
 - (1) Arlington National Cemetery – Tomb of the Unknown Soldier/Changing of Guard and JFK Memorial
 - (2) Lincoln Memorial and Reflecting Pool
 - (3) Vietnam Wall – Compare to Moving Wall hosted last summer
 - (4) Constitution Gardens
 - (5) World War II Memorial and Lunch
 - (6) Washington Monument
 - (7) White House
 - (8) Jefferson Monument
 - (9) FDR Memorial

OPORD 1-06-001 - JLAB Leadership Program Experiential Learning – The Quest for Leadership PART 2

(10) MLK Memorial

(11) Korean War Memorial

(12) Return to CUA

- c. Tasks to Team Members. Research the following historical figures and monuments and be prepared to lead discussions.

(1) [Team member A]: D.C. Metro System (times, tickets and procedures) and Lincoln Memorial

(2) [Team member B]: Jefferson Memorial and Washington Monument

(3) [Team member C]: Franklin Delano Roosevelt Memorial and Korean War Memorial

(4) [Team member D]: Arlington Cemetery and Martin Luther King Memorial

(5) [Team member E]: Vietnam Wall and White House

(6) [Team member F]: Constitution Garden and World War II Memorial

- d. Coordinating Instructions.

(1) Wear comfortable, appropriate civilian attire. Bring water bottle, hat, sun screen and snacks.

(2) JLAB staff members will be located at key METRO stations to assist.

(3) A JLAB support station will be located at the WWII Memorial to provide direction, information, guidance, water, emergency transportation, etc.

(4) All school and JROTC rules apply during this activity.

4. ADMINISTRATION AND LOGISTICS.

- a. Administration:

(1) Time available is approximately 8 hours. We will depart CUA at 0800 and return at 1600. (4:00 PM).

(2) A JLAB support station will be located at the WWII Memorial to provide direction, information, guidance, water, emergency transportation, etc.

- b. Logistics

(1) Breakfast and evening meal will be at CUA. Sack lunch will be provided.

(2) Transportation will be by METRO. Once at the monuments, we will be walking everywhere.

OPORD 1-06-001 - JLAB Leadership Program Experiential Learning – The Quest for Leadership PART 2**5. COMMAND AND CONTROL.**

- a. Command (Key personnel – Instructor, JLAB Leadership Program Manager, JLAB Program Director)
[instructor name]: Senior Army Instructor
[name]: Chaperone
- b. Signal (Key telephone numbers – include Instructor (Primary), JLAB Leadership Program Manager (Alternate), JLAB Program Director (Contingency))
 - (1) Primary – [instructor name and phone number]
 - (2) Alternate – [name and phone number]
 - (3) Contingency – [name and phone number]
 - (4) Other: [names and phone numbers]

ACKNOWLEDGE:**INSTRUCTOR****OFFICIAL:****DISTRIBUTION:**

[name], SAI
[name], Principal
JLAB Parents
JLAB Team Members
JLAB Leadership Program Manager

Handout #3 – In Progress Review Agenda

Date:

Project:

Attendees:

Absent:

Items to Review:

Items to do by next meeting:

Revisions to project items/timeline:

Handout #4 – After Action Review (AAR) Outline

1. **Review what was supposed to occur**
 - State the goal or problem to be solved
 - State the tasks you defined for your team
2. **Establish what happened**
 - Review the work your team actually did
3. **Determine what was right or wrong with what happened**
 - State the extent to which your goal was reached or problem solved
 - Identify the team's ability to perform tasks
 - Identify problem areas
 - Identify areas of success
4. **Determine how the task should be done differently next time**
 - Identify if additional training is needed for the team to complete tasks
 - Identify which conditions to modify
 - Identify more effective approaches to meet the goal

Handout #5 – Sample Impact Statement

Problem: Low rates of involvement in JROTC battalion activities

Cause(s): Academic Ineligibility

Impact(s):

- JROTC battalion unable to accomplish assigned missions (service learning, color guard, etc.)
- Small percentage of Cadets do all the work leading to burn-out

Continuous Improvement Plan Actions and Impacts

Action: Implemented an after school tutoring and mentoring program. Academically proficient Cadets tutor others in all core academic areas from 3:00 - 4:30 PM Monday - Thursday.

Impact: An average of 20 Cadets participated in tutoring daily during the 3rd quarter. Cadet grades for both tutors and students improved by an average of one letter grade. Percent of academically eligible Cadets increased from 50% to 70%.

Action: Implemented a quarterly awards program to recognize Cadets for academic achievement and improvement. Cadets who improved in any academic subject by one letter grade awarded a certificate of achievement by the SAI.

Impact: 35 Cadets awarded certificates of achievement for academic performance and 20 Cadets awarded certificates of achievement for academic improvement. All Cadets realize that they can earn certificates of achievement, regardless of prior academic performance. 90% of Cadets pledge to earn higher grades next quarter.

Performance Assessment Task

Chapter 1 : Leadership

Continuous Improvement [U3C1L4]

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

Develop a Continuous Improvement Plan for your JROTC battalion



Directions

For this performance assessment task, you will work with your team to develop a Continuous Improvement Plan. For this assessment you will:

1. Work on your plan over the course of the year, monitor performance, and revise your plan as needed using the Plan, Do/Act, Evaluate process.
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.

Continuous Improvement Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You state the goal, purpose of the goal, and how the goal supports the mission of the JROTC or school	met not met
2. You clearly identify the problem or area for improvement	met not met
3. You include data or research gathered to inform the need for improvement	met not met
4. You include a SMART goal setting strategy appropriate for the problem defined	met not met
5. You include benchmarks, milestones, and timelines for accomplishing the goal	met not met
6. You include final data and effect of change based on milestones set and met; plan states if the goal was met and how curriculum supported meeting the goal	met not met
7. You state if the goal was met or not met; states areas of improvement based on benchmarks or milestones not achieved or met	met not met
8. You reflect on what area in the continuous improvement process to improve upon in the future	met not met

Comments:

Name: _____ **Date:** _____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 1: Leadership

Management Skills [U3C1L5]



What you will accomplish in this lesson:

Assess personal management skills



Why this lesson is important:

All leaders need good management skills to perform their duties and responsibilities. Basic management skills are the result of clear purpose, earnest effort, and intelligent direction. In this lesson, we will identify management skills, compare management to leadership, and consider strategies for managing time.



Essential Question:

How can you improve your management skills?



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

- Explain how the five management skills contribute to preparation and execution of projects
- Compare management skills to leadership skills
- Explain how time management strategies can improve effectiveness
- Define key words: allocate, iterative, procrastinate, workflow



You will have successfully met this lesson's purpose:

- by writing a self-improvement plan for leadership and management skills
- when you summarize your leadership strengths and weaknesses
- when you describe your level of proficiency in management skills
- when you describe your time management strengths and weaknesses
- when you create a plan for improving your leadership and management skills



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

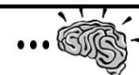
INQUIRE PHASE: What do you already know?



1. **Think about** what you know about management skills. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*
2. With your team, **create** a KWL Chart on management skills. **Be prepared** to share your chart with the class.

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

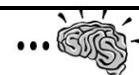
- _____ 3. **Listen** to an introduction about management skills.
- _____ 4. **Read** the “Preparation Skills” and “Execution Skills” sections in your student text. **Take notes** in your Cadet Notebook.
- _____ 5. **Answer** the reinforcing question(s).

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

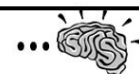
- _____ 6. **Complete** Exercise #1 – Management Skills Scoring Guide with your team. **Be prepared** to share your findings with your class.
- _____ 7. **Reflect** on the supporting abilities that make up management skills. **Answer** the Reflection Question(s) presented by your instructor.

PART 2**GATHER PHASE: So, what else do you need to know or learn?**

- _____ 8. **Read** the “Comparing Management and Leadership” section in your student text. **Take notes** on your reading.
- _____ 9. **Listen** to a briefing on time management and time wasters. **Play** the Time Wasters game. **Use** Handout #1 – Time Wasters as the answer key. **Take notes** in your Cadet Notebook.
- _____ 10. With your team, **complete** the KWL Chart you started in Part 1 of this lesson.
- _____ 11. **Answer** the reinforcing question(s).

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

- _____ 12. With your team, **create** a Thinking Map® showing the relationship between leadership skills and management skills. **Be prepared** to share your map with your class.
- _____ 13. **Complete** Exercise #2 – Time Management.
- _____ 14. **Reflect** on leadership and time management. **Answer** the Reflection Question(s) presented by your instructor.

PART 3**PROCESS PHASE: Now what can you do with this new information you've learned?**

- _____ 15. **Complete** Exercise #3 – Leadership Assessment.
- _____ 16. **Assess** yourself using the criteria you defined in Exercise #1 – Management Skills Scoring Guide.
- _____ 17. **Reflect** on where you need to improve as a leader and manager. **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 Management Skills 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 – Management Skills Scoring Guide

Directions: You're familiar with checklists and rubrics for assessment and evaluation. Now, develop one for use when evaluating a manager on your team, or even yourself. Use this template to begin to think about the management process your team would like to "adopt." Define the rating scale and list criteria for each of the five management skills. Prepare to share your rubric with others in your class.

Ratings:

4 =

3 =

2 =

1 =

0 =

Planning	Criteria	Rating
	Manager will	
	Manager will	
	Manager will	
	Manager will	
	Manager will	
Organizing		
	Manager will	
	Manager will	
	Manager will	
	Manager will	
	Manager will	
Coordinating		
	Manager will	
	Manager will	
	Manager will	
	Manager will	
	Manager will	
Directing		
	Manager will	
	Manager will	
	Manager will	
	Manager will	
	Manager will	
Controlling		
	Manager will	
	Manager will	
	Manager will	
	Manager will	
	Manager will	

Handout #1 – Time Wasters

Learn to avoid the following time management pitfalls:

Lack of organization	Lack of priorities	No delegation
Unclear objectives	No plan available, and no, or little time spent planning	No coordination
No teamwork	Procrastination	Weak self-discipline
Lack of feedback	Interruptions	No schedule

Exercise #2 – Time Management

Directions: Rate yourself and your team on time management skills. Use a scale of 0-10, with 10 being excellent. Then, answer the questions below.

Time Management Skills	You	Your Team
Setting goals		
Setting priorities		
Pacing yourself		
Planning your tasks		
Using your spare time wisely		
Saying no to yourself and others		
Examining old habits that may prevent efficiency		
Accepting the lack of perfection		
Creating outlines		
Using a calendar		
Using a file system		
Setting time limits on meetings		

Do you see any similarities between yourself and your team's time management skills?

How can you help your team improve time management skills?

How can your team help you improve your time management skills?

Performance Assessment Task

Chapter 1 : Leadership

Management Skills [U3C1L5]

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

Assess personal management skills



Directions

For this performance assessment task, you will write a self-improvement plan for your personal leadership and management skills. For this assessment you will:

1. Use the exercises you completed in this lesson to summarize your strengths and weaknesses in leadership, management, and time management.
2. Prepare a plan for developing your weaknesses.
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.

Management Skills Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You summarize your leadership strengths and weaknesses	met not met
2. You describe your level of proficiency in management skills	met not met
3. You describe your time management strengths and weaknesses	met not met
4. You create a plan for improving your leadership and management skills	met not met
5. Your written review is concise and well organized	met not met
6. Your written review uses correct spelling and grammar	met not met

Comments:

Name: _____ **Date:** _____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 1: Leadership

Ethics in Leadership [U3C1L6]



What you will accomplish in this lesson:

Apply a process for making ethical choices and resolving ethical dilemmas



Why this lesson is important:

Being ethical is a character attribute of any good leader. But ethics is about more than right vs. wrong. In this lesson, you'll learn the practical applications of ethics in leadership. You'll examine guidelines for making ethical decisions and resolving ethical dilemmas. You'll also explore the pressures leaders face to be unethical.



Essential Question:

How do ethics impact your role as a leader?



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

- Identify questions that can help you make ethical choices
- Explain the process for resolving ethical dilemmas
- Identify pressures to be unethical
- Explain how leaders can promote ethical behavior
- Define key words: ethical dilemma, hypothetical



You will have successfully met this lesson's purpose:

- by writing a reflection about an ethical dilemma
- when you describe the ethical dilemma
- when you list ethical questions raised by the dilemma
- when you describe at least three options for resolving the dilemma
- when you identify the most compelling option for resolving the dilemma
- when you identify the personal values used in making the decision
- when you identify potential consequences of the decision
- when you explain why the decision is one they can live with



Learning Activities:

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

PART 1

INQUIRE PHASE: What do you already know?



- ____1. **Think about** what you know about ethics. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*

- ____ 2. **Complete** Step 1 in Exercise #1 – Ethical or Unethical with your team.

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



- ____ 3. **Listen** to a briefing about ethical leadership.
- ____ 4. **Read** the “Ethics Applied” and “Ethical Dilemmas” sections 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. With your team, **complete** Step 2 in Exercise #1 – Ethical or Unethical. **Be prepared** to share your work with the class.
- ____ 7. **Reflect** on making ethical choices. **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 “Resolving Ethical Dilemmas” section in your student text. **Take notes** in your Cadet Notebook.
- ____ 9. **Answer** the reinforcing question(s).

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



- ____ 10. With your team, **resolve** an ethical dilemma. **Create** a Flow Map to show your process of working through the dilemma. **Be prepared** to share your work with the class.
- ____ 11. **Reflect** on ethical dilemmas. **Answer** the Reflection Question(s) presented by your instructor.

PART 3

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



- ____ 12. **Read** the “Leading by Example” and “Pressures to Be Unethical” sections in your student text.
- ____ 13. **Listen** to a briefing on maintaining your ethics.
- ____ 14. **Answer** the reinforcing question(s).

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



- ____ 15. With your team, **brainstorm** a list of ethical dilemmas you have encountered in a leadership role.
- ____ 16. **Reflect** on ethics in leadership. **Answer** the Reflection Question(s) presented by your instructor.



Assessment Activities:

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



- _____ 17. **Complete** the Ethics in Leadership Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
- _____ 18. **Review** the key words of this lesson.
- _____ 19. **Review** this lesson's Essential Question.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise #1 – Ethical or Unethical

Directions:

Step 1: For each scenario below, mark whether you think the action is “ethical” or “unethical” by placing a check in the appropriate column.

Step 2: After reading your text on ethical choices, review your decisions from Step 1. Would you change any of your decisions? If so, change your answer in the appropriate column. Explain your reasons for your decisions in the last column.

#	Ethical	Unethical	Scenario	Reasoning
1			A nurse has had a stressful day working in the hectic emergency room—especially after caring for a family friend who was admitted in critical condition. The nurse tells her husband about what happened to their friend and her medical condition.	
2			Dick owns a small company. He requires his employees to contribute money or volunteer time for his favorite charity on behalf of the company.	
3			Cindy, a bank teller has listened to a co-worker’s worries for many months. The co-worker has a very sick daughter who needs an operation. Recently, Cindy notices that the co-worker seems happy and is less worried. The co-worker confides in Cindy that she embezzled \$10,000 from the bank to pay for her child’s operation. The co-worker says she is paying back the money. Cindy reports the co-worker to her manager.	
4			Honor student Bill has been stressed out trying to maintain his perfect 4.0 GPA. He’s trying to get a scholarship to an Ivy League school. His stress levels are so high that he plagiarizes part of a term paper—and he gets caught. Now his case is before the high school Honor Council. The council hears his case, and learns about Bill’s stress. The Council decides to reprimand him on the records, which will ruin his scholarship chances.	
5			Tom is an airport security worker. All passengers pass through body screening, but only some are selected for random luggage searches and questioning. Tom uses racial profiling to determine the “random” screening.	

Performance Assessment Task

Chapter 1: Leadership

Ethics in Leadership [U3C1L6]

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

Apply a process for making ethical choices and resolving ethical dilemmas



Directions

For this performance assessment task, you will write a reflection on an ethical dilemma—either one of your choices or one assigned to you by your instructor. For this assessment you will:

1. Define the ethical dilemma and the ethical questions pertaining to the dilemma.
2. Describe your thinking in each of the steps for resolving the dilemma.
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.

Ethics in Leadership Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your written reflection describes the ethical dilemma	met not met
2. You list the ethical questions raised by the dilemma	met not met
3. You describe at least three options for resolving the dilemma	met not met
4. You identify which option is most compelling to you and how you want to resolve the dilemma	met not met
5. You identify the personal values you used in making your decision	met not met
6. You identify potential consequences of your decision	met not met
7. You explain how this is a decision you can live with	met not met
8. Your reflection uses correct grammar and spelling	met not met
9. Your reflection is clear and well-organized	met not met

Comments:

Name: _____ **Date:** _____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 1: Leadership

Supervising [U3C1L7]



What you will accomplish in this lesson:

Analyze personal supervisory skills



Why this lesson is important:

Effective leaders empower people, and empowered people achieve desired outcomes. Through clear communication, praise, correction, and discipline, effective leaders enable people to meet and exceed standards. In this lesson, you'll learn about using your leadership skills to supervise others.



Essential Question:

How can I improve my supervisory skills?



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

- Identify the roles of a supervisor
- Explain how supervisors can improve team and individual performance
- Describe examples of effective supervisory skills
- Define key words: group cohesion, remediating



You will have successfully met this lesson's purpose:

- by writing a reflection about personal supervisory skills and experience
- when your reflection describes one or more situations where you have supervised someone
- when your reflection analyzes your skills and experience in supervising others
- when your reflection gives specific examples to support your analysis
- when your reflection outlines supervisory functions you want to improve or gain experience in
- when your reflection describes how you will improve your supervisory skills in future situations



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?



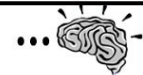
1. **Think about** what you know about what supervisors should and shouldn't do. **Prepare** for this lesson by discussing *What you will accomplish in this lesson*; *What you will learn in this lesson*; *Why this lesson is important*; and *When you will have successfully met this lesson's purpose*.
2. With your team, **create** a T-Chart showing a list of supervisory "do's and don'ts." **Be prepared** to share your T-Chart with your class.

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

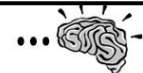
- _____ 3. **Listen** to a briefing about the roles of supervisors.
- _____ 4. With your team, **review** your T-Chart from the Inquire Phase. **Revise** it as needed. In the right column, **identify** the supervisory roles used in each of the situations.
- _____ 5. **Answer** the reinforcing question(s).

PART 2**GATHER PHASE: So, what else do you need to know or learn?**

- _____ 6. **Read** the “Supervising People” section in your student text. **Take notes** in your Cadet Notebook.
- _____ 7. **Answer** the reinforcing question(s).

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

- _____ 8. **Think about** one or two challenging supervisory experiences you've faced. In a sentence or two, **describe** the experience(s) and submit it to your instructor. **Participate** in a class discussion about challenging supervisory experiences and how to resolve them.
- _____ 9. **Reflect** on challenges faced by supervisors. **Answer** the Reflection Question(s) presented by your instructor.

**Assessment Activities:****PART 3****PROCESS PHASE: Now what can you do with this new information you've learned?**

- _____ 10. With your team, **solve** one or more scenarios from Exercise #1 – Supervisory Scenarios. **Be prepared** to identify the problem and explain your solution to the class.
- _____ 11. **Reflect** on the problem-solving role of supervisors. **Answer** the Reflection Question(s) presented by your instructor.

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

- _____ 12. **Complete** Exercise #2 – Assessing Your Skills.
- _____ 13. **Complete** the Supervising 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 – Supervisory Scenarios

Directions: Read the scenarios below.

1. You are supervising a team that is doing a Saturday school yard cleanup project. You tell one Cadet to use a wheelbarrow to haul heavy debris. He says he'd rather do it by hand. You tell him that you want him to use a wheelbarrow because it will be faster and safer. Later in the day, you discover the Cadet never used the wheelbarrow; he carried the heavy debris by hand.
2. Your team has a weekly service project on each Saturday this month from 8 am until noon. This is the third Saturday your team has not reached all of the goals set for the morning.
3. You are training another Cadet on how to keep records in JUMS. As you demonstrate, the Cadet nods at each point you make and says he understands. The Cadet does not take notes or ask questions. You ask the Cadet if he is ready to take over recordkeeping and he says yes. Later on, you discover that the records created by the Cadet are a mess.
4. You are a team supervisor. At a team building pizza party, you decide to let loose and be "one of the guys." Later, you overhear one of your team members saying that you are pretty cool and would be fine if a practical joke was played on another student.
5. Two of your team members don't get along with each other. At a team fundraising event in the school cafeteria, they get into a loud argument. It is embarrassing to you, your team, and the impression others will have of your program. It will definitely affect your fundraising efforts. When you attempt to intervene to stop the argument, one of them says "He started it. Collecting the money is supposed to be my job." The other one says "He doesn't count change correctly. We are either going to lose money or rip-off our customers if I don't take charge."

Exercise #2 – Assessing Your Skills

Directions: Select a project where you have had a supervisory role. In the space below, describe your role in the project and indicate whether you were the leader, assistant leader, or a helper. Then use the table below to describe what you did in a supervisory function, your assessment of effectiveness, and how you can improve in future situations. Use additional paper if necessary.

Description of the supervisory situation:

Supervisor Function	Description of Actual Function Behaviors or Actions	Analysis of Effectiveness (choose one)	What to do in a future situation
Be a role model		 	
Clarify goals and tasks		 	
Assign and coordinate team tasks		 	
Solve problems		 	
Maintain discipline and resolve conflicts		 	
Coach, mentor, and remediate		 	
Improve team and individual performance		 	

Exercise #3 – Leadership Assessment

Directions: Think about what you've learned about leadership attributes and how they relate to your self-concept. Give yourself a rating from 1-10, with 1 being the element that needs the most development.

ATTRIBUTE	RATING
Character	
Army Values	
Empathy	
Warrior/Service Ethos	
Discipline	
Presence	
Professional Bearing	
Fitness	
Confidence	
Resilience	
Intellect	
Mental Agility	
Sound Judgment	
Innovation	
Interpersonal Tact	
Expertise	

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

COMPETENCY	RATING
Communicates	
Listening Actively	
Creating Shared Understanding	
Using Engaging Communication Skills	
Creates a Positive Environment	
Encouraging Teamwork, Cooperation, and Loyalty	
Encouraging Fairness and Open Communication	
Creating a Learning Environment	
Encouraging Team Members to Take Ownership	
Showing Concern for Well-being and On-the-Job Needs	
Setting High Expectations for Individuals and Teams	
Prepares Self	
Maintaining Mental and Physical Health	
Expanding Expertise and Interpersonal Skills	
Analyzing Information to Create Knowledge	
Maintaining Cultural Awareness	
Maintaining Self-Awareness	
Develops Others	
Evaluating the Needs of Others	
Coaching and Mentoring	
Encouraging Ongoing Development	
Building Team Skills	
Stewards the Profession	
Demonstrating Army JROTC Values	
Being an Example to Others in the Program and Outside of the Program	
Gets Results	
Setting Priorities for Teams	
Identifying Team Abilities, Tasks, Roles, and Resources	
Recognizing and Rewarding Good Work	
Looking for Opportunities to Improve and Provide Feedback	
Executing and Adjusting Plans as Needed	

Performance Assessment Task

Chapter 1 : Leadership

Supervising [U3C1L7]

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

Analyze personal supervisory skills



Directions

For this performance assessment task, you will develop a plan for improving your supervisory skills. For this assessment you will:

1. Complete Exercise #2 – Assessing Your Skills. Use this exercise to help think about your skills and experience in each of the supervisory functions.
2. Write a reflection describing your plan to improve your supervisory skills. Use examples from Exercise #2 – Assessing Your Skills where appropriate.
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.

Supervising Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your reflection describes one or more situations where you supervised someone	met not met
2. Your reflection analyzes your skills and experience in supervising others	met not met
3. Your reflection gives specific examples to support your analysis	met not met
4. Your reflection outlines supervisory functions you want to improve or gain experience in	met not met
5. Your reflection describes how you will improve your supervisory skills in future situations	met not met
6. Your reflection uses correct grammar and spelling	met not met
7. Your reflection is clear 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 2: Personal Growth and Behaviors Post-Secondary Action Plan [U3C2L1]



What you will accomplish in this lesson:

Create a post-secondary action plan



Why this lesson is important:

What are your plans after high school? Will you work, enlist in the military, or attend college? This lesson will help you continue thinking about your future and plan for the next step in your academic career. In this lesson, you will explore different types of post-secondary options, the college admissions process, and ways to finance college. You will also outline a plan for your education and training after high school.



Essential Question:

What plans are you making for your education or training after high school?



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

- Explore various post-secondary options that support your career goals
- Determine the admissions process for post-secondary institutions
- Explore ways to finance post-secondary education
- Relate how the military can help you meet your career goals
- Assess the personal and community benefits of AmeriCorps
- Define key words: admissions, college, community college, financial aid, grants, open-admissions policy, room and board, ROTC, scholarship, transcript, tuition, university



You will have successfully met this lesson's purpose:

- when you develop a personal plan of action for attending a post-secondary institution
- when your plan includes the name of the institution
- when your plan includes a time line
- when your plan includes transcript improvement goals
- when your plan includes test-taking goals
- when your plan includes personal accomplishment goals (extra-curricular, volunteer or service hours, part-time employment, multi-cultural experiences)
- when your plan includes financial obligation
- when your plan includes appropriate scholarship information



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 college. **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** reasons why people attend college in a Think-Pair-Share. **Create** a Circle Map to display the reasons.
- _____ 3. On your own, **think about** whether college is right for you. **Create** a T-Chart showing your reasons for applying (or not applying) to college, and prioritize the reasons.

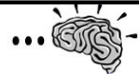
GATHER PHASE: So, what else do you need to know or learn?



- _____ 4. **Read** your assigned topics from the "Post-Secondary Options That Support Your Career Goals" section of your student text. **Gather** additional information about your topic from the Internet or materials provided by your instructor.
- _____ 5. **Answer** the reinforcing question(s).

PART 2

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



- _____ 6. **Deliver** an informative oral presentation on your assigned post-secondary option to the class. Include in your presentation the following: type of post-secondary option, four key benefits to the option, and four additional considerations about the option. **Use** appropriate visuals to support your points. **Use** Exercise #1 – Features and Benefits of Post-Secondary Options to **take notes** on the presentations delivered by your peers.
- _____ 7. **Reflect** on the most appropriate post-secondary option for you. **Answer** the Reflection Question(s) presented by your instructor.

PART 3

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



- _____ 8. **Engage** in discussion about the admissions process for post-secondary institutions.
- _____ 9. **Use** Exercise #2 – Preparing for the Post-Secondary or College Application Process to **take notes** about essential points pertaining to college or post-secondary institution admissions. **View** animation on the admissions process.
- _____ 10. **Answer** the reinforcing question(s).

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



- _____ 11. **Complete** Exercise #3 – Beginning a Post-Secondary or College Application Process.
- _____ 12. **Reflect** on the post-secondary or college admissions process. **Answer** the Reflection Question(s) presented by your instructor.

PART 4

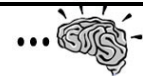
GATHER PHASE: So, what else do you need to know or learn?



- _____ 13. **Contribute** to a class Tree Map on the costs associated with a post-secondary education.
- _____ 14. With a team, **jigsaw** the “Financing Your Post-Secondary Education” section in your student text by **reading** an assigned portion of the text and **presenting** your findings to others in the class.
- _____ 15. **Add** new information you gather to Exercise #3 – Beginning a Post-Secondary or College Application Process.
- _____ 16. **Answer** the reinforcing question(s).

PART 5

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



- _____ 17. **Consider** your academic track record as a way to earn financial aid and **practice** taking the SAT or ACT exam questions.
- _____ 18. **Reflect** on how you will pay for your post-secondary education. **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?



- _____ 19. **Complete** the Year 3 Success Profiler® and compare Year 2 and Year 3 results. **Consider** these results as you prepare for the Post-Secondary Action Plan Performance Assessment Task.
- _____ 20. **Complete** the Post-Secondary Action Plan Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
- _____ 21. **Review** the key words of this lesson.
- _____ 22. **Review** this lesson's Essential Question.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise #1 – Features and Benefits of Post-Secondary Options

Directions: Use this worksheet to add notes about the features, benefits, and other considerations pertaining to the post-secondary options presented. Add any questions you still have regarding the option in the last column.

Post-Secondary Education	Features/Benefits/Considerations	Questions I Have
4-year College or University		
2-year College or University		
Military		
ROTC		

Post-Secondary Education	Features/Benefits/Considerations	Questions I Have
Service Academy		
Officer Training School		
Peace Corps		
AmeriCorps		

Exercise #2 – Preparing for the Post-Secondary or College Application Process

Directions: Investigate a 2- or 4-year college, or another post-secondary institution that will require an admissions process. Take notes about the various requirements for admissions by gathering information from materials or brochures provided by your instructor or high school guidance counselor. If the Internet is available, access the college website online.

A list of 4-year colleges can be accessed at this web address: <http://www.shmoop.com/colleges/#AllColleges>

A list of 2-year colleges can be accessed at this web address:

http://www.a2zcolleges.com/two_year/twoyearindex.html

Use this worksheet to add notes about the institution's application and admissions process.

1. Transcript Needs:

What type of high school curriculum does this institution require?

What type of high school GPA does this institution require of their applicants?

Does the institution ask about high school extra- or co-curricular activities? If so, what types of activities do they recommend be noted on your transcript?

What specific high school awards or honor recognition does the institution ask about?

2. Community Service and Volunteerism:

How important is community service or volunteerism to the institution?

3. Resume':

Does the institution require a resume' accompany the application? If so, what types of information are expected on the resume' (work history, leadership accomplishments, awards, additional education)?

4. Testing:

What type of pre-requisite, standardized testing is required for admission?

When should the test scores be submitted to the institution?

What is an acceptable test score for an applicant?

5. Financial Obligations:

What are the fees associated with the application process:

- SAT/ACT?
- Application Fee?
- Other?

What is the tuition for this institution?

What are the estimated costs for on-campus living expenses (room and board)?

Exercise #3 – Beginning a Post-Secondary or College Application Process

Directions: Use this worksheet to add notes about yourself, which will help any college application process.

1. Transcript
 - Based on what you know about the college you wish to attend, what courses do you still need to take as a requirement for admissions?
 - What is your current GPA?
 - What is your desired or goal GPA?
2. What types of extra- or co-curricular activity have you participated in throughout high school? (List everything here including: service learning, community service, any drill engagements, key club, sports, band, cheerleading, etc.)
3. List the types of volunteer work you've participated in.
4. List any paid, part-time jobs you've had.
5. How do any of your standardized exams (ACT, SAT, ASVAB, CSA) compare to the required score for admissions to this institution?
6. When is the next date and location for you to take a national entrance exam?
7. What is the cost of tuition for this institution?
8. If necessary for you, what is the average room and board fee at this institution?
9. What kind of scholarship opportunities could you qualify for at this institution?

Performance Assessment Task

Chapter 2: Personal Growth and Behaviors

Post-Secondary Action Plan [U3C2L1]

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

Create a post-secondary action plan



Directions

For this performance assessment task, you will create your own post-secondary action plan. For this assessment you will:

1. Develop a timeline from the current semester until the summer after high school graduation. You are free to use a Flow Map or another graphic organizer or visual tool to develop your timeline. Break the timeline into manageable chunks of time. You might consider starting with 3-4 month increments.
2. Determine what kinds of preparation and actions will need to occur in the various time frames. Do not be afraid to make a very detailed but realistic action plan. The plan is to help you not only see the long-term goal of enrolling in a post-secondary institution, but to identify the short-term steps in the process that must be addressed before it's "too late." Your action plan will hold you accountable to the admissions process of the institution you wish to attend.
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.

Post-Secondary Action Plan Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You develop a personal plan of action for attending a post-secondary institution	met not met
2. Your plan includes the name(s) of the institution(s) of interest	met not met
3. Your plan includes a time line	met not met
4. Your plan addresses details about your transcript improvement goals	met not met
5. Your plan addresses test-taking goals	met not met
6. Your plan includes personal accomplishments and goals (extra-curricular activities, volunteer or service projects, part-time employment, multi-cultural experiences)	met not met
7. Your plan includes financial obligations and resource information or tasks	met not met
8. Your plan includes appropriate scholarship information	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 Planning and Management [U3C2L2]



What you will accomplish in this lesson:

Develop personal planning and management strategies



Why this lesson is important:

Every day you are given a new gift—the gift of time. But how do you use this gift? When you take responsibility for how you spend your time, by planning your day and building a schedule to achieve your goals, you are practicing time management. This lesson will help you to not only examine how you spend your time; it will help you execute a time management plan to meet your goals.



Essential Question:

How can personal planning and management contribute to your future success?



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

- Analyze the importance of time management
- Identify strategies of overcoming procrastination
- Explore time management strategies
- Explore methods for managing your current and future schedule
- Define key words: habitual, internship, multitasking, prioritize, time management



You will have successfully met this lesson's purpose:

- by completing a personal time management plan for a specified long-term goal
- when your time management plan includes completed Exercise #2 – Your Goal – Your Schedule
- when your time management plan includes at least one completed monthly schedule with activity(ies) supporting the stated goal
- when your time management plan includes weekly calendars/schedules to include events and activities that support the stated goals
- when your time management plan includes weekly calendars/schedules with to-do lists (as appropriate)



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 time management. **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 a team, **brainstorm** everything each person in your group did not get done or accomplish yesterday but thought they would. **Use** a Circle Map to capture all comments. **Compare** your answers with others in the class.
- _____ 3. **Participate** in a class survey about time management practices. **Reflect** on potential answers to the questions pertaining to you and your current time management practices.

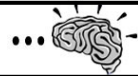
GATHER PHASE: So, what else do you need to know or learn?

- _____ 4. **View** the animation on setting priorities.
- _____ 5. **Complete** Exercise #1 – Priorities and Goals as you begin thinking about where you want to be or what you want to accomplish and the personal priorities to help you reach success. **Refer** to the “Setting Priorities” section in your student text for more information.
- _____ 6. **Answer** the reinforcing question(s).

PART 2

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

- _____ 7. In your team, **jigsaw** an assigned portion of the “Overcoming Procrastination” section of your student text. **Discuss** with your teammates the roles each will have in presenting your text information to other peers in the class.
- _____ 8. **Answer** the reinforcing question(s).

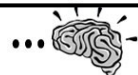
PROCESS PHASE: Now what can you do with this new information you've learned?

- _____ 9. In your team, **teach others** your assigned portion of the “Overcoming Procrastination” section of reading from your student text. **Explain** the type of procrastination or strategy for fighting it. **Provide** at least one personal example to support the concept.
- _____ 10. **Reflect** on procrastination. **Answer** the Reflection Question(s) presented by your instructor.

PART 3

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

- _____ 11. **Read** about tools and strategies for managing your time in the “Time Management Tools” section of the student text. **Prepare** to discuss the tools and strategies for time management as a large group.
- _____ 12. **Answer** the reinforcing question(s).

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

- _____ 13. **Gather** your completed Exercise #1 – Priorities and Goals and **review** the instructions on Exercise #2 – Your Goal – Your Schedule. **Think about** your monthly schedule and **determine** how it supports one goal you have. **Prioritize** activities on your monthly calendar and **determine** how they will support your stated goal.
- _____ 14. **Reflect** on how planning a good schedule can help you achieve a goal. **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?**

- _____ 15. **Complete** the Personal Planning and Management Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
- _____ 16. **Review** the key words of this lesson.
- _____ 17. **Review** this lesson's Essential Question.

**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

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

Exercise #1 – Priorities and Goals

Directions: This is a two part exercise.

Part 1:

Fill in the blanks below to help manage your goals.

1. List three personal goals in the space provided below:

OR

2. List a goal you have for yourself...

AND

3. List a goal you have for your family...

AND

4. List a goal you have for your community...

5. Prioritize your goals from questions 1 - 4.

Part 2:

Use the matrix below to determine what activities are in a typical day and how much time you spend on each. When completing the matrix, consider the average Monday, Tuesday, etc. If you spend time doing activities not listed, be sure to add them at the bottom of the list. Next to each activity, determine what goal # (listed above) that it supports.

Activity	Minutes a Day	Days a Week	Supports Goal # _____
School			
School related extracurricular activities			
Playing sports (not school related)			
Homework and studying			
Watching TV			
Playing videogames			
Reading for pleasure			
Social Media (Facebook, Instagram, etc.)			
Shopping			
Work			
Chores and family responsibilities			
Spending time with friends			
Spending time with family			
Church or similar activities			
Eating			
Sleeping			
Other:			
Other:			
Other:			
Other:			
Other:			
Other:			
Other:			
Other:			
Other:			
Other:			
Other:			

1. Identify what activities work toward achieving your goals.

2. How much time are you spending on activities that help you reach your goals?

3. Consider how you spend your time as reflected by your activity matrix. What changes should you make to your schedule to reflect your goals?

Exercise #2 – Your Goal – Your Schedule

Directions: Take a look at your completed Exercise #1 – Priorities and Goals and revise as needed. Consider what you indicated as your top priority goals and use the monthly planning calendar and weekly schedules with a to-do list to map out your activities and actions. Be sure you indicate all the activities you outlined in Exercise #1 – Priorities and Goals and make sure that they appear on the weekly schedules. Activities that you indicated were supporting a goal should also appear on your schedule. List any “to-do” actions for each week as appropriate. You can always add to these. When your packet is complete, you will have completed (a) a one-month calendar with activities, and (b) four or five weekly schedules and to-do lists.

What are your top four goals (as outlined in Exercise #1 – Priorities and Goals):

1.

2.

3.

4.

Now, complete the monthly calendar and put #1 - 4 next to each activity, showing how the activities are supporting your goals. Be prepared to defend your activities when asked to discuss.

S	M	T	W	T	F	S

Weekly Planner

Month: _____ Dates: _____ Year: _____

MONDAY		THURSDAY	TO-DO LIST
Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____		
TUESDAY Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	FRIDAY Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____		
WEDNESDAY Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	SATURDAY Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	SUNDAY	

Weekly Planner

Month: _____ Dates: _____ Year: _____

MONDAY		THURSDAY	TO-DO LIST
Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____		
TUESDAY Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	FRIDAY Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____		
WEDNESDAY Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	SATURDAY Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	SUNDAY	

Weekly Planner

Month: _____ Dates: _____ Year: _____

MONDAY		THURSDAY	TO-DO LIST
Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____		
TUESDAY Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	FRIDAY Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____		
WEDNESDAY Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	SATURDAY Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	SUNDAY	

Weekly Planner

Month: _____ Dates: _____ Year: _____

MONDAY		THURSDAY	TO-DO LIST
Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____		
TUESDAY Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	FRIDAY Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____		
WEDNESDAY Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	SATURDAY Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	SUNDAY	

Weekly Planner

Month: _____ Dates: _____ Year: _____

MONDAY		THURSDAY	TO-DO LIST	
Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____			
TUESDAY		FRIDAY		
Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____			
WEDNESDAY		SATURDAY		
Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	Key Activities ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	SUNDAY 		

Performance Assessment Task

Chapter 2: Personal Growth and Behaviors *Personal Planning and Management [U3C2L2]*

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

Develop personal planning and management strategies



Directions

For this performance assessment task, you will develop a monthly and weekly schedule to support your goals. For this assessment you will:

1. Complete a personal time management plan that contains:
 - One to four long-term goal statement(s).
 - A completed monthly plan/schedule with activities supporting your stated goal(s).
 - Four to five (depending on length of month) completed weekly planners for each day of the week, like the one provided in Exercise #2 – Your Goal – Your Schedule. A weekly calendar providing events or goals.
 - Weekly planner to-do lists.
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.

Personal Planning and Management Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. Your time management plan includes stated long-term goals	met not met
2. Your time management plan includes completed Exercise #2 – Your Goal – Your Schedule	met not met
3. Your time management plan includes at least one completed monthly schedule with activity(ies) supporting the stated goal	met not met
4. Your time management plan includes weekly calendars/schedules to include events and activities that support the stated goal	met not met
5. Your time management plan includes weekly calendars/schedules with to-do lists (as appropriate)	met not met
6. Your time management plan follows a prescribed format and meeting criteria for all components	met not met
7. Your time management plan exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage	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 Portfolios and Interviews [U3C2L3]



What you will accomplish in this lesson:

Create a career portfolio



Why this lesson is important:

A career development portfolio is a tool that helps you document evidence of your successes. The portfolio provides information about you and your achievements over time. In a way, it is like a scrapbook that tells others about your education, skills, and experience. An up-to-date portfolio will help you when applying for jobs, to colleges, or for scholarships. Interviewing reflects your character, consistency, and competency outlined in your portfolio and your résumé. In this lesson, you'll learn how to create a career portfolio, develop your own résumé and practice your interviewing skills.



Essential Question:

How can a portfolio help your career development?



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

- Explain the importance of developing and maintaining a career portfolio
- Determine what types of documents and artifacts represent your personal achievements and goals
- Develop a résumé to showcase your skills and abilities
- Analyze aspects of interviewing
- Define key words: human resources, industry sector, job objective, networking, portfolio, résumé



You will have successfully met this lesson's purpose:

- when you create a career portfolio
- when you develop a personal résumé
- when you provide a written summary about your character, consistency, and competence
- when your portfolio includes a cover page
- when your portfolio includes a table of contents
- when your portfolio includes your personal mission statement
- when your portfolio includes your high school transcript
- when your portfolio includes your current résumé
- when your portfolio includes at least one letter of recommendation
- when your portfolio includes examples of your school work, awards, certificates, and other proof of skills or abilities
- when your portfolio includes a list of references and contacts
- when your portfolio is neatly arranged and clearly labeled



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 skills you have to help achieve your career goal. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*
- _____ 2. **Complete** the Success Profiler® Personal Skills Map® Survey, if you have not already done so. **Review** the printout of your Personal Skills Map® results to note your current skills and your personal profile. **Keep** a copy of your Personal Skills Map® printout in your portfolio.
- _____ 3. **Use** a Bubble Map to describe the skills and abilities you currently have that supports a future career goal. **Be prepared** to share your map with the class.

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



- _____ 4. **Examine** Cadet portfolios or other career development portfolios provided. **Determine** whether each portfolio supports the reasons for creating a portfolio located in your student text. **Launch** the "What's In It?" poll to the class.
- _____ 5. **Answer** the reinforcing question(s).

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



- _____ 6. **Review** the questions in Exercise #1 - Strengthening Your Portfolio. **Determine** what particular areas in your portfolio need some help.
- _____ 7. **Reflect** on the areas of your portfolio that you can strengthen. **Answer** the Reflection Question(s) presented by your instructor.

PART 2

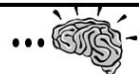
GATHER PHASE: So, what else do you need to know or learn?



- _____ 8. With a partner or team, **critique** a sample résumé. **Determine** whether the résumé addressed the six tips provided in the "Writing a Great Résumé" section in your student text. **Use** Exercise #2 - Tips for a Good Résumé as a guide for completing the critique.
- _____ 9. **Review** the various components of a well-written résumé.
- _____ 10. **Answer** the reinforcing question(s).

PART 3

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



- _____ 11. **Use** an electronic résumé template of your choice and develop your own résumé. **Use** Exercise #3 - Your Résumé as a checklist of criteria to consider when developing your document.
- _____ 12. **Print** a draft of your first résumé. **Share** your résumé with a peer and use the checklist in Exercise #3 - Your Résumé to provide constructive feedback.
- _____ 13. **Reflect** on developing your own résumé. **Answer** the Reflection Question(s) presented by your instructor.

PART 4

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



- _____ 14. **Participate** in a panel discussion about the job interviewing process. **Refer** to “The Interview Process” section in your student text for questions to ask your guest.
- _____ 15. **Answer** the reinforcing question(s).

PART 5

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



- _____ 16. **Prepare** to showcase your portfolio and résumé on a mock interview. **Participate** in an interviewing process critique.
- _____ 17. **Reflect** on the interview process. **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?



- _____ 18. **Complete** the Portfolios and Interviews 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 – Strengthening Your Portfolio

Directions: You probably have a nice Cadet Portfolio by now. Take a look at it and determine how you might strengthen some areas to showcase your skills and abilities more effectively. The following questions pertain to information included in the student text under the section heading *What Information Can Be Found in a Portfolio?*

Use these questions to help you determine what you will add to your current portfolio.

1. How do you see your portfolio being helpful to your career planning?
2. Does your portfolio showcase you and identify who you are?
 - What artifacts can be added to support self-discovery or analysis?
 - What artifacts support your life roles (leadership in school, religious organizations, extracurricular activities, employment)?
 - What artifacts show your educational achievements?
3. What evidence does or could your portfolio include that would support a personal mission statement or goal(s)?
4. Does your portfolio include a current résumé? If not, will you develop a current résumé?
5. What kind of information have you included that will help with college admissions or scholarships?
6. What letters of recommendation, if any, should you acquire?
7. What references should you include?
8. How can you organize your portfolio?
9. Does your table of contents support the order of artifacts?

Exercise #2 – Tips for a Good Résumé

Directions: Use the checklist below as a guide for critiquing the résumé you have been assigned, or better yet, your own!

TIP	YES or NO	RECOMMENDATION
Name and address are evident		
Format is initially eye-appealing and professional looking		
Format is easy to read		
Action verbs used to point to what the person “can do” or “has done”		
Use of facts, figures, results, and numbers to support a specific skill, ability, or accomplishment		
Information presented is realistic and can be verified, as necessary		
Language is positively written; no red flags of concern to the reader		
Résumé is concise		
Provides a job objective or personal mission		
Summary of qualifications		
Education and GPA		
Overview of employment history including dates, job description, and responsibilities, skills and accomplishments		
Related experience such as training, volunteering, etc.		
Other information		
References		

Exercise #3 – Your Résumé

Directions: Use the checklist below as a guide for developing your résumé.

TIP	YES or NO
Your résumé includes your name and contact information	
Your résumé format is eye-appealing and professional looking	
Your résumé format is easy to read	
Your résumé format uses action verbs that point to what you “can do” or “have done”	
Your résumé uses facts, figures, results, and numbers to support a specific skill, ability, or accomplishment	
Your résumé information presented is realistic and can be verified, if necessary	
Your résumé language is positive; no red flags of concern to any reader	
Your résumé is one page	
Your résumé provides a job objective or personal mission statement or goal	
Your résumé highlights a summary of qualifications	
Your résumé provides your education and GPA	
Your résumé includes employment history including dates, job description, and responsibilities, skills, and accomplishments	
Your résumé includes related experience such as training, volunteering, etc.	
Your résumé has a section for other information, if needed	
Your résumé provides references	

Performance Assessment Task

Chapter 2: Personal Growth and Behaviors

Portfolios and Interviews [U3C2L3]

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

Create a career portfolio



Directions

For this performance assessment task, you will develop a career portfolio to support your future career goals. For this assessment you will:

1. Develop a personal portfolio.
2. Develop a personal résumé.
3. Write a short summary about the character, consistency, and competency you possess and would be evident if an employer or college interviewed you.
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.

Portfolios and Interviews Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your career portfolio includes a cover page with a table of contents	met not met
2. Your career portfolio includes your personal mission statement	met not met
3. Your career portfolio includes your current résumé.	met not met
4. Your career portfolio includes your high school transcript	met not met
5. Your career portfolio includes at least one letter of recommendation	met not met
6. Your career portfolio includes examples of school work, awards, certificates, and other proof of skills or abilities	met not met
7. Your career portfolio includes a list references and contact information	met not met
8. Your career portfolio is neatly arranged and clearly labeled	met not met
9. Your career portfolio includes a short written summary on the character, consistency, and competence that you would demonstrate or show during an interview	met not met

Comments:

Name: _____ **Date:** _____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 3: Team Building

The Responsibilities of Platoon Leadership

[U3C3L1]



What you will accomplish in this lesson:

Illustrate the duties of a platoon leader or sergeant



Why this lesson is important:

Effective leaders develop confidence in those they supervise. Leaders also develop the skills that enable a group to achieve its mission, whether it's winning a football game or planning a vacation. As you assume a role in platoon leadership, you assume responsibilities of supervision. This lesson focuses on the supervisory responsibilities and skills you need to be successful in platoon leadership.



Essential Question:

How will understanding platoon-level leadership roles and responsibilities facilitate teamwork in your platoon?



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

- Describe the duties and responsibilities of the different leadership positions within a platoon
- Identify the responsibilities of a platoon sergeant and platoon leader
- Define key words: correction, supervise



You will have successfully met this lesson's purpose:

- when you provide a written paper or illustration summarizing the duties and responsibilities of a platoon leadership position
- when you identify how the role of supervision is integrated into a platoon leadership position
- when you describe the structure of the platoon chain of command
- when you identify the major duties and responsibilities for a platoon leadership position



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** your experiences supervising someone or being supervised. **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** supervisory experiences you have had where you were unhappy with the results. **Discuss** your responses with your teammates. For each response, **brainstorm** a list of good or possible good outcomes from these experiences. **Create** a T-Chart to record your ideas. **List** experiences in the left column and possible outcomes in the right column.

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



- _____3. **Read** the student text, focusing on the three important functions of supervision.
- _____4. **Create** a Bubble Map for your assigned supervisory function.
- _____5. **Answer** the reinforcing question(s).

PART 2

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



- _____6. **Interview** former platoon sergeants and/or platoon leaders.
- _____7. **Write** a one-minute summary of the most important things you learned from the interview.
- _____8. **Reflect** on your Winning Colors® and supervising. **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 Responsibilities of Platoon Leadership Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
- _____10. **Review** the key words of this lesson.
- _____11. **Review** this lesson's Essential Question.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise #1 – Responsibilities of Drill Leaders

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

RESPONSIBILITIES OF ALL DRILL LEADERS

Set the example at all times.

Know the number, names, and personal information on all assigned personnel.

Assist team members with matters related to JROTC activities (when possible) and refer them up the chain of command for assistance if they are unable to handle/resolve an issue.

Be thoroughly familiar with individual and squad drill; inspect team members during formations and class assemblies to ensure they know what is required of them.

RESPONSIBILITIES OF A PLATOON SERGEANT

Form the platoon when prescribed by the platoon leader; submit absentee reports to the company first sergeant.

Assist the platoon leader in supervising the squad leaders while maintaining a close relationship with them.

Develop a spirit of teamwork within the platoon.

Provide assistance/counseling to personnel in the platoon, especially when requested by the platoon leader or a squad leader.

Assist the platoon leader in training the platoon.

Be completely informed of all platoon matters in order to assume control of the platoon in the absence of the platoon leader.

RESPONSIBILITIES OF A PLATOON LEADER

Keep the company commander apprised of the status of the platoon at all times.

Establish and maintain command and control of the platoon at all times. Organize and maintain an effective chain of command.

Provide assistance/counseling to personnel in the platoon, especially when requested by a squad leader or the platoon sergeant, and/or when necessary for performance or disciplinary reasons.

Conduct an inspection of the platoon at formations.

Use the chain of command to accomplish tasks; work mainly with the platoon sergeant and the squad leaders.

Ensure that all members of the platoon know and follow all Cadet regulations.

Enforce the orders from superiors whether you agree with them or not; however, if you think an order is morally or ethically wrong, discuss it with your chain of command and, if necessary, your instructor staff. Do not complain or gripe in the presence of subordinates. Develop a spirit of teamwork so as to instill respect, obedience, and cooperation in the platoon.

Know all phases of drill and ceremonies; be able to supervise and conduct platoon drill and, if you are the senior officer present in a formation, be able to conduct company drill.

Set high standards of personal appearance and conduct for yourself. Remember, the platoon leader sets the example for the platoon to follow.

Make an effort to resolve all leadership, training, and disciplinary problems at your level; however, if you cannot solve a problem, seek the advice and/or assistance of the company commander, company executive officer, or first sergeant.

Performance Assessment Task

Chapter 3: Team Building

The Responsibilities of Platoon Leadership [U3C3L1]

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

Illustrate the duties of a platoon leader or sergeant



Directions

For this performance assessment task, you will write a short paper or create an illustration summarizing the duties and responsibilities of either a platoon sergeant or platoon leader. For this assessment you will:

1. Select the platoon leadership position that you would like to illustrate.
2. Review the text, interview notes, and other materials from this class session.
3. Either write about or create an illustration of the duties and responsibilities related to your selected platoon leadership position.
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.

The Responsibilities of Platoon Leadership Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. You identify how the role of supervision is integrated into a platoon leadership position	met not met
2. You describe the structure of the platoon chain of command	met not met
3. You identify the major duties and responsibilities for a platoon leadership position	met not met

Comments:

Name: _____ ***Date:*** _____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 3: Team Building

Executing Platoon Drills [U3C3L2]



What you will accomplish in this lesson:

Execute platoon drills



Why this lesson is important:

In previous classes and leadership labs, you should have become familiar with stationary movements, basic steps, marching techniques, and squad drill. The introduction of platoon drill is designed to give you a better understanding of the discipline and coordination that is required of a large group to perform well in drill. Platoons execute certain drills in the same way that squads do. These drills include: inclining around, resting, changing intervals in lines, dismissing, marching to the flanks, counting off, and marching in the opposite direction. In this lesson, you will compare squad drill with platoon drill. You will also learn and practice the commands and actions used in platoon drill.

Essential Question:

What are platoon formations and how are they different from squad formations?



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

- Describe the correct response to the commands for forming and marching the platoon
- Compare platoon drills and squad drills
- Match drill commands to platoon formations
- Define key words: cover, formations, interval



You will have successfully met this lesson's purpose:

- when you participate as a leader and follower in a platoon drill session
- when you correctly respond to commands that form and march the platoon
- when you use the proper command voice to demonstrate preparatory, execution, and two-part commands
- when you demonstrate the commands that form, move, and dismiss a platoon
- when you observe fellow Cadets as drill leaders and provide constructive feedback



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 similarities and differences between squad and platoon 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** Tree Map and Double Bubble Map samples that classify information and describe qualities. **Create** a Tree Map identifying the similarities and differences between squad drill and platoon drill. **Brainstorm** at least five similarities and differences.
- _____ 3. **Compare** your Tree Map with the other teams' Tree Maps. **Identify** the similar and unique answers and **create** a Double Bubble Map.

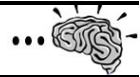
GATHER PHASE: So, what else do you need to know or learn?



- _____ 4. **Research** assigned platoon drill commands and drill leader actions using the student text and FM 3-21.5, as well as any other resources provided.
- _____ 5. **Observe** a demonstration on platoon drill commands and actions.
- _____ 6. **Answer** the reinforcing question(s).

PART 2

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



- _____ 7. **Practice** the drill commands and movements learned and demonstrated in the Gather Phase.
- _____ 8. **Critique** self and peers on the delivery and execution of platoon drill commands and movements.
- _____ 9. **Reflect** on the performances you just completed, particularly as you led the platoon. **Answer** the Reflection Question(s) presented by your instructor.



Assessment Activities:

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



- _____ 10. **Complete** the Executing Platoon Drills 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.

Performance Assessment Task

Chapter 3: Team Building

Executing Platoon Drills [U3C3L2]

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

Execute platoon drills



Directions

For this performance assessment task, you will lead a platoon in formations and drilling. You will also participate as a follower as other Cadets lead the platoon. For this assessment you will:

1. Preview the criteria listed in the scoring guide to plan for your assessment.
2. Demonstrate giving commands executing the actions of a squad leader, platoon sergeant, or platoon leader in a platoon drill.
3. Provide constructive feedback to your fellow Cadets.
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.

Executing Platoon Drills Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You correctly respond to commands that form and march the platoon	met not met
2. You use the proper command voice to demonstrate preparatory, execution, and two-part commands	met not met
3. You demonstrate the commands that form, move, and dismiss a platoon	met not met
4. You observe fellow Cadets as drill leaders and provide constructive feedback	met not met

Comments:

Name: _____ **Date:** _____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 4: Decision Making

Prejudice [U3C4L1]



What you will accomplish in this lesson:

Develop strategies for neutralizing prejudice in your relationships



Why this lesson is important:

One of the most basic human rights is that people must be treated equally, regardless of their gender, race, ethnicity, nationality, religion, or beliefs. In spite of this, prejudice, stereotypes, and discrimination persist in our society. As a Cadet leader who will be working with a diverse group of people, you need to recognize prejudice and stereotyping when you see it. These negative attitudes can affect your team's performance and cohesion. In this lesson, you'll learn about the reasons behind these negative attitudes. You'll also see how effective leadership works to change these attitudes and value the contributions of all individuals. This will improve your contributions to a team and enhance your leadership skills.



Essential Question:

How can you minimize prejudice in your relationships with others?



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

- Identify common stereotypes in our culture
- Explain how stereotypes relate to prejudice
- Describe ways prejudice affects behavior
- Analyze the causes of prejudice and discrimination
- Determine strategies to lessen prejudice
- Define key words: benevolence, culture, discrimination, diversity, ethnicity, impartial, majority-minority, nativism, prejudice, stereotyping



You will have successfully met this lesson's purpose:

- by writing an action plan to address prejudice
- when your action plan describes two or more situations where you have witnessed or experienced prejudice
- when your action plan describes specific strategies for how you will use dialogue, confrontation, and education to deal with prejudice
- when your action plan uses the SMART goal-setting process



Learning Activities:

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

PART 1

INQUIRE PHASE: What do you already know?



- _____ 1. **Think about** what you know about prejudice. **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 stereotypes survey. With your class, **discuss** the survey results and how the survey might relate to the lesson topic.

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



- _____ 3. **Read** the "Overcoming Prejudice" section in your student text. **Listen** to a briefing about overcoming prejudice.
- _____ 4. With your team, **read** your assigned topic in your student text. **Prepare** a five minute presentation on your topic. Be creative: use visuals, short skits, role plays, etc.
- _____ 5. **Answer** the reinforcing question(s).

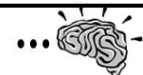
PART 2

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



- _____ 6. With your team, **present** your assigned topic to your class. **Answer** any questions your class may have about your topic. **Take notes** on the presentations from other teams.
- _____ 7. **Answer** the reinforcing question(s).

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



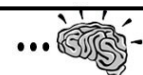
- _____ 8. **Complete** Exercise #1 – Confidential Assessment on your own.
- _____ 9. **Reflect** on your own prejudices. **Answer** the Reflection Question(s) presented by your instructor.



Assessment Activities:

PART 3

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



- _____ 10. In Exercise #2 – Scenarios, **examine** scenarios involving prejudice. **Participate** in a class discussion about the role and impact of prejudice in each scenario.
- _____ 11. **Reflect** on how prejudice can impact the goals and missions. **Answer** the Reflection Question(s) presented by your instructor.

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



- _____ 12. **Complete** the Prejudice 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 – Confidential Assessment

Directions: Answer yes or no to the following questions. You will not be sharing your answers with anyone. Think carefully and answer truthfully. Your answers should reflect your ability to think about your own behavior in an honest way. If you are not honest with yourself in any endeavor, you cannot improve.

1. Have you made fun of someone based on their race, gender, age, religion, height, weight, or looks? Have you laughed along with someone who did?
2. Have you ever called someone an insulting name linked to a stereotype?
3. Have you excluded someone from an activity for prejudicial reasons? Have you failed to invite someone to an event because of your prejudice?
4. Have you ever picked a fight—verbal or physical—with someone because you didn't like their race, gender, religion, or ethnic practices?
5. Are there people you avoid getting to know because of your prejudices?
6. Are all or most of your friends the same race, religion, gender?

All	Most	
		Same race?
		Same religion?
		Same gender?

Exercise #2 – Scenarios

Directions: Read the following scenarios.

1. Pat is a(n) _____ (African American, Hispanic, Caucasian, gay, fat, developmentally disabled, etc.) student at Smith High school. His locker is across the hall from you. A couple of students, Dick and Jaiden, who have a locker next to him, constantly pick on him. They laugh at him behind his back and make fun of him to his face by insulting him. That became boring since Pat just ignores them. Then Dick and Jaiden thought it would be funny to booby-trap Pat's locker. They steal his locker combination, and then booby-trap the locker with plastic bags filled with flour. When Pat opens his locker, he gets covered with flour and yells. Now Dick and Jaiden, who are laughing hysterically, have the attention they want. People in the hall are watching to see what happens next. Pat keeps yelling at them and starts calling them names, like idiot and moron. Dick and Jaiden come back at him with more insults and start pushing him around. Pat pushes back, but a teacher breaks it up. Later that day, Dick and Jaiden tell Pat to meet there after school to settle the score—unless he's chicken. You overhear Dick say that he is going to bring a knife to the fight to make it more interesting.
2. You are a member of Tim's team—which is fairly diverse. Tim is very good at coaching and mentoring everyone on the team. All of the team members agree that he is a good mentor and that they enjoy learning from him. However, when it comes to assigning tasks, Tim has his favorites and they are usually based on his prejudices against female team members and team members of a different ethnic background. At first, you and other team members don't think about the favoritism. You are having a good time learning and improving their skills. But after a while, the team starts to notice it and resent it. Tim doesn't understand why team members who were once so enthusiastic are now giving him a hard time.

Performance Assessment Task

Chapter 4: Decision Making

Prejudice [U3C4L1]

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

Develop strategies for neutralizing prejudice in your relationships



Directions

For this performance assessment task, you will create an action plan for addressing prejudice and leading others. For this assessment you will:

1. Think about your answers to Exercise #1 – Confidential Assessment and what you have learned in this lesson.
2. Develop a written action plan to address prejudice you encounter.
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.

Prejudice Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your action plan describes two or more situations where you have witnessed or experienced prejudice	met not met
2. Your action plan describes specific strategies for how you will use dialogue, confrontation, and education to deal with prejudice	met not met
3. Your action plan uses the SMART goal-setting process	met not met
4. Your action plan is well-organized and concise	met not met
5. Your action plan uses correct spelling and grammar	met not met

Comments:

Name: _____ **Date:** _____

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

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 4: Decision Making

Negotiating [U3C4L2]



What you will accomplish in this lesson:

Use negotiation strategies to make agreements



Why this lesson is important:

Whether you realize it or not, you probably negotiate every day. Think about how you may have negotiated with your parents on how late you can stay out; with your teachers to take a make-up test; with your boss for a raise; or with your friends when deciding on which movie to go to. Earlier in your JROTC classes, communication and conflict resolution were discussed. Both are important elements of the negotiation process. In this lesson, you'll discover the basic components of negotiating. You'll also learn about different approaches to negotiating and when to use them.



Essential Question:

How can you negotiate agreements?



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

- Explain the relationship between conflict and negotiation
- Identify common reasons negotiations fail
- Describe the components of negotiations
- Explain the benefits and disadvantages of the five different approaches to negotiating
- Explain how principled negotiations increase the outcome for win-win agreements
- Define key words: accommodate, compromise, deadlock, legitimacy, negotiation



You will have successfully met this lesson's purpose:

- by writing a negotiation plan for an assigned conflict situation
- when your plan describes the situation you are negotiating
- when your plan identifies the positions and interests of the sides
- when your plan describes the relationship between the sides
- when your plan develops at least three legitimate options for resolving the situation
- when your plan identifies the best negotiated agreement
- when your plan explains why the sides would agree to the selected 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** what you know about negotiating. **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. **Use** Exercise #1 – Concert Tickets to role play a negotiation. **Participate** in a discussion about the negotiation.

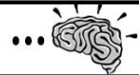
GATHER PHASE: So, what else do you need to know or learn?



- _____ 3. **Listen** to a briefing about conflict and negotiation.
- _____ 4. **Read** the “Components of Negotiations” and “Winning and Losing Negotiations” sections in your student text. **Take notes** on your reading.
- _____ 5. With your team, **create** Tree Maps showing the characteristics of the five different approaches to negotiations.
- _____ 6. **Answer** the reinforcing question(s).

PART 2

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



- _____ 7. With your team, **negotiate** an agreement to the “What Would You Do?” role play scenario in your student text. **Use** a Tree Map to outline the position of each person on the team and how they came to an agreement.
- _____ 8. **Reflect** on the give and take of negotiating. **Answer** the Reflection Question(s) presented by your instructor.

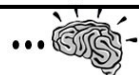
GATHER PHASE: So, what else do you need to know or learn?



- _____ 9. **Read** the “Principled Negotiation” section in your student text. **Take notes** on your reading.
- _____ 10. **Create** a tip sheet on principled negotiation for your Cadet Notebook.
- _____ 11. **Answer** the reinforcing question(s).

PART 3

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



- _____ 12. With your team, **complete** Exercise #2 – Clean Your Room Conflict. **Be prepared** to share your work with the class.
- _____ 13. **Reflect** on principled negotiations. **Answer** the Reflection Question(s) presented by your instructor.



Assessment Activities:

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



- _____ 14. With your class, **brainstorm** current situations in life, at home, or in school that require negotiating skills.
- _____ 15. **Complete** the Negotiating Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
- _____ 16. **Review** the key words of this lesson.
- _____ 17. **Review** this lesson's Essential Question.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise #1 – Concert Tickets

Directions: Select two students to role play a negotiation over the price of a concert ticket. Neither side has the full background on the other person. Cut this sheet on the dotted lines and give Students A and B their respective roles.

When the two students have completed their negotiations have them read aloud the roles you gave them to play.

Student A

You bought two \$50 tickets to a XYZ band concert for this weekend—one for yourself and one for your friend Student C who was going to pay you back the \$50. Now Student C is sick and can't go. Because he's sick and one of your best friends, you tell him not to worry about the ticket price—you'll sell it to another friend, Student B. You are casual friends with Student B, and you know he listens to XYZ music.

Start the conversation with Student B. Your goal is to sell him the concert ticket for \$50.

Student B

You are casual friends with Student A, but he is not anyone you've really been interested in hanging out with socially. You like the band XYZ, but they are not your number #1 favorite. You have no idea how much the concert tickets cost. You recently lost your after school job and have about \$80 in savings.

Exercise #2 – Clean Your Room Conflict

Directions: Read the positions of each side in this conflict. Your task is to negotiate an agreement so that each side wins what they want. Think carefully about the point of view of each side in the conflict. Consider the “people problems” between the two sides; identify the position and interest(s) of each side, options for a win-win solution, the selected option, and criteria that the sides need to define in order to make an agreement that will stick.

The Parents: They are usually pretty fair with their teenager, but right now they are extremely frustrated. They’ve been on his case for three weeks to clean his room. They don’t like to make threats, but they are on the verge of grounding him unless he cleans it today.

The Teen: He thinks his room is fairly neat—at least it is in comparison to many of his friends! He is really tired of his parents nagging him about his room. After all, it is *his* room, not theirs. If he gives in to his parents and cleans his room immediately, they’ll never treat him like an adult. They’ll be bugging him to clean and vacuum every week. Nobody does that! There’s just one problem: the teen can’t find his favorite pair of jeans which he wants to wear tonight when he goes out with his friends. He knows the jeans are not in the laundry. He suspects they are somewhere in his “neat” room—if only he could find them.

Performance Assessment Task

Chapter 4: Decision Making

Negotiating [U3C4L2]

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

Use negotiation strategies to make agreements



Directions

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

1. Write a plan describing a strategy for negotiating the assigned situation.
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.

Negotiating Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your plan describes the situation you are negotiating	met not met
2. Your plan identifies the positions and interests of the sides	met not met
3. Your plan describes the relationship between the sides	met not met
4. Your plan develops at least three legitimate options for resolving the situation	met not met
5. Your plan identifies the best negotiated agreement	met not met
6. Your plan explains why the sides would agree to the selected option	met not met
7. Your plan is well written and organized	met not met
8. Your plan uses correct grammar and spelling	met not met

Comments:

Name: _____ **Date:** _____

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

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 5: Health and Fitness

The Effects of Substance Abuse [U3C5L1]



What you will accomplish in this lesson:

Describe the effects of substance abuse



Why this lesson is important:

Experts say a majority of teens will try some type of habit-forming substance during their high school years. Some of those who try cigarettes, alcohol, or other drugs will go on to become regular users of the substance, or even addicts. In this lesson, you will learn about commonly abused substances and identify strategies for coping with pressure to abuse these substances.



Essential Question:

How can substance abuse impact your health, your relationships, and your personal goals?



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

- Recognize the difference between drug use, misuse, and abuse
- Explain how substance abuse develops
- Describe the effects of substance abuse
- Identify strategies for preventing substance abuse
- Define key words: addict, dependency, depressant, inevitable, drug abuse, drug misuse, progression, stimulant



You will have successfully met this lesson's purpose:

- by writing a summary describing how substance abuse can impact various aspects of a person's life
- when your summary describes how substance abuse can affect a person's overall health
- when your summary describes how substance abuse can affect a person's relationships
- when your summary describes how substance abuse can affect a person's performance in school, in sports, or at a job
- when your summary describes how substance abuse can affect a person's life 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 substance abuse. **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 to test your knowledge of substance abuse.

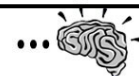
GATHER PHASE: So, what else do you need to know or learn?



- _____ 3. **Read** the “Commonly Abused Substances,” “Use, Misuse, and Abuse,” and “Why Do People Abuse Drugs?” sections in your student text.
- _____ 4. **Listen** to a briefing about how and why people become substance abusers and the effects of substance abuse.
- _____ 5. **Complete** Exercise #1 – Drug Misuse vs Drug Abuse. **Review** your answers with your class.
- _____ 6. **Answer** the reinforcing question(s).

PART 2

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



- _____ 7. With your partner, **complete** Exercise #2 – Stages and Effects of Substance Abuse. **Be prepared** to share your answers and **explain** your thinking with the class.
- _____ 8. **Reflect** on how substance abuse develops. **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 Effects of Substance Abuse Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
- _____ 10. **Review** the key words of this lesson.
- _____ 11. **Review** this lesson's Essential Question.

**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

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

Exercise #1 – Drug Misuse vs Abuse

Directions: Read each situation and identify if it is “Drug Misuse” or “Drug Abuse.” Be prepared to share your answers with the class.

Situation #1: Sally isn't feeling well and doesn't have time to visit the doctor so she decides to use some of her mom's medicine.

Is this Drug Misuse or Abuse? Why?

Situation #2: Doug has been having trouble sleeping so his doctor prescribed a medication to help him sleep. Doug slept 6 hours last night with the medication, but really wants to get full 8-hours of sleep tonight, so he decided to double the dose.

Is this Drug Misuse or Abuse? Why?

Situation #3: Janae has been feeling down lately and decides to buy some cocaine in hopes that it will make her feel better.

Is this Drug Misuse or Abuse? Why?

Situation #4: Omar's doctor prescribed some medication. Omar didn't read the directions and is taking the medication much more often than the doctor prescribed.

Is this Drug Misuse or Abuse? Why?

Situation #5: John faked an injury during football practice so he could visit the doctor and get a prescription for pain medication.

Is this Drug Misuse or Abuse? Why?

Exercise #2 – Stages and Effects of Substance Abuse

Directions: Review your student text on the stages that lead to the development of substance abuse and the effects of substance abuse. Complete the table below, listing all five stages and your thoughts on which effects might appear at each stage.

Stage	Effects
1.	
2.	
3.	
4.	
5.	

Performance Assessment Task

Chapter 5: Health and Fitness

The Effects of Substance Abuse [U3C5L1]

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

Describe the effects of substance abuse



Directions

For this performance assessment task, you will summarize the effects of substance abuse. For this assessment you will:

1. Think about what you've learned from your student text and what any direct or indirect experience you have with the effects of substance abuse.
2. Write a summary describing how substance abuse can affect a person's overall health, relationships, school/job/athletic performance, and life goals.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

The Effects of Substance Abuse Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. Your summary describes how substance abuse can affect a person's overall health	met not met
2. Your summary describes how substance abuse can affect a person's relationships	met not met
3. Your summary describes how substance abuse can affect a person's performance in school, in sports, or at a job	met not met
4. Your summary describes how substance abuse can affect a person's life goals	met not met
5. Your summary is concise and well written	met not met
6. Your summary uses correct spelling and grammar	met not met

Comments:

Name: _____ ***Date:*** _____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 5: Health and Fitness

Drugs [U3C5L2]



What you will accomplish in this lesson:

Assess the impact of drug abuse on whole health



Why this lesson is important:

Habit-forming drugs can have a devastating effect on your health. These drugs affect your brain, as well as the rest of your body. In a previous lesson, you learned about some of the effects of substance abuse. In this lesson, you'll learn about the specific health hazards of commonly abused drugs. You'll also look at ways to live drug-free.



Essential Question:

How does being drug-free impact your physical, social, economic, and mental well-being?



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

- Examine how psychoactive drugs affect your brain
- Describe the health dangers of commonly abused drugs
- Explain why drug addiction is associated with criminal activity
- Describe the hazards of performance-enhancing drugs
- Identify benefits of living drug-free
- Define key words: anabolic steroids, compulsive, detoxification, hallucinogens, hypothermia, inhalants, intravenous, narcotics, narcolepsy, paranoia, PEDs, psychoactive, sedatives, THC



You will have successfully met this lesson's purpose:

- by giving a short persuasive speech about the advantages of a drug-free life
- when your speech contains persuasive arguments
- when your speech uses factual information
- when your language and delivery is appropriate for the audience
- when your speech is clear and concise
- when your speech uses at least one visual



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 drug abuse. **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 drugs and review the correct answers with your instructor.

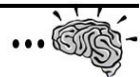
GATHER PHASE: So, what else do you need to know or learn?



- _____ 3. **Listen** to a briefing about the effects of drugs on the different parts of the brain.
- _____ 4. **Read** your team's assigned topic in your student text. With your team, **prepare** a five minute informative presentation on the topic for your class.
- _____ 5. **Answer** the reinforcing question(s).

PART 2

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



- _____ 6. **Present** your team's findings to the class. **Be prepared** to answer questions from the class. **Take notes** on the presentations of other team members.
- _____ 7. **Reflect** on the ways drugs can harm your health. **Answer** the Reflection Question(s) presented by your instructor.

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



- _____ 8. **Listen** to a briefing on the legal aspects of drug use and the benefits of living drug-free. **Take notes** in your Cadet Notebook.
- _____ 9. **Answer** the reinforcing question(s).

PART 3

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



- _____ 10. With your class, **brainstorm** the benefits of living a drug-free life.
- _____ 11. **Reflect** on the benefits of a drug-free life. **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 Drugs 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.

Performance Assessment Task

Chapter 5: Health and Fitness

Drugs [U3C5L2]

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

Assess the impact of drug abuse on whole health



Directions

For this performance assessment task, you will give a short persuasive speech about the benefits of living a drug-free life to your team. For this assessment you will:

1. Write a short persuasive speech about reasons for living a drug-free life. Use your student text and/or personal experiences in the content of your speech.
2. Use at least one visual in your speech.
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.

Drugs Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your speech contains persuasive arguments	met not met
2. Your speech uses factual information	met not met
3. Your language and delivery is appropriate for your audience	met not met
4. Your speech is clear and concise	met not met
5. Your speech uses at least one visual	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

Alcohol and Tobacco [U3C5L3]



What you will accomplish in this lesson:

Assess the impact of alcohol and tobacco on whole health



Why this lesson is important:

Alcohol and tobacco are the most prevalent habit-forming substances in our society. Not only are they habit-forming, but alcohol and tobacco can have serious effects on your health. In this lesson, you'll look at how alcohol and tobacco are promoted to encourage their use. You'll also learn about the health hazards of these products.



Essential Question:

How does alcohol and tobacco use affect a person's whole health?



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

- Explain how media influences the use of alcohol and tobacco
- Describe the health hazards of alcohol abuse
- Describe the health hazards of tobacco use
- Identify reasons to refuse alcohol and tobacco
- Define key words: alcoholism, antiseptic, binge drinking, ethanol, intoxicant, nicotine, peer, recovery, sobriety, solvent, tar



You will have successfully met this lesson's purpose:

- by writing a summary on the effects of alcohol and tobacco use
- when your summary lists the short-term and long-term health effects of these substances
- when your summary explores the mental, social, and economic effects of these substances



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 alcohol and tobacco use. **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 discussion on the reasons some teens start drinking and smoking.

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

- _____ 3. **Listen** to a briefing about how alcohol and tobacco products are promoted.
- _____ 4. **Read** the “How Alcohol Affects the Body,” “Blood Alcohol Concentration,” and “Alcohol’s Effects on Teens” sections in your student text. **Take notes** on your reading.
- _____ 5. **Complete** Exercise #1 – BAC Scenarios.
- _____ 6. **Read** the “Alcohol-Related Injuries” and “Alcoholism” sections in your student text. **Take notes** on your reading.
- _____ 7. **Answer** the reinforcing question(s).

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

- _____ 8. **Listen** to a briefing on reasons to refuse alcohol.
- _____ 9. With your team, **brainstorm** reasons to refuse alcohol. **Take notes** on your team’s ideas. **Be prepared** to share your answers with the class.
- _____ 10. **Reflect** on reasons to refuse alcohol. **Answer** the Reflection Question(s) presented by your instructor.

PART 2

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

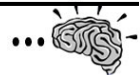
- _____ 11. **Listen** to a briefing on tobacco products.
- _____ 12. **Read** the “Harmful Substances in Tobacco Products” and “Cancer-Causing Chemicals in Tobacco” sections of your student text. **Take notes** on your reading.
- _____ 13. **Listen** to a briefing on how tobacco affects your appearance and tobacco addiction.
- _____ 14. **Answer** the reinforcing question(s).

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

- _____ 15. With your team, **participate** in a role-play exercise where you practice refusal skills in the face of peer pressure to smoke a cigarette.
- _____ 16. **Reflect** on the negative effects of tobacco products. **Answer** the Reflection Question(s) presented by your instructor.

**Assessment Activities:**

PART 3

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

- _____ 17. **Complete** Exercise #2 – Health Hazards. **Review** your answers with your class.
- _____ 18. **Reflect** on the ways alcohol and tobacco use can affect a person's goals. **Answer** the Reflection Question(s) presented by your instructor.

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

- _____ 19. **Complete** the Alcohol and Tobacco Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
- _____ 20. **Review** the key words of this lesson.
- _____ 21. **Review** this lesson's Essential Question.

**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

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

Exercise #1 – BAC Scenarios

Directions: Read each scenario and identify if you believe the scenario displays moderate or excessive alcohol consumption. Then re-visit each scenario with your class using a BAC calculator (<http://dui.drivinglaws.org/calc.php>) to determine the blood alcohol level (Round your answers to the nearest thousandth).

One drink is:

- 12 FL oz. jug of beer OR
- 5 FL oz. glass of wine OR
- 1.5 FL oz. shot of hard liquor

Scenario	Moderate or Excessive?	BAC
Lucas is a star football player and decided to go to a party after the big game. He had 7 beers over a 3 hour period. Lucas currently weighs 180 pounds.		
Olivia went to a friend's house and had a shot of vodka. She only weighs 100 pounds, but it was only one shot and it's been 30 minutes.		
Wyatt is visiting his grandparents and it's a boring visit for him. He raids his grandparent's liquor cabinet and has 3 gin and tonics. Wyatt snuck the drinks over the past 2 hours and currently weighs 220 pounds.		
Zoey and a friend stole wine from their parents and each drank a full bottle of wine (6 glasses) over the course of 2 hours. Zoey currently weighs 118 pounds.		
Jayden went to a party and had 12 light beers. Jayden weighs in at 240 pounds and doesn't think this amount will affect him over the course of the 3-hour party.		

Questions:

1. Which BAC results surprised you the most?
2. Are there areas where you thought the BAC would be lower or higher than it actually was?

Exercise #2 – Health Hazards

Directions: Complete the blanks below to describe the long and short-term effects of alcohol and tobacco on different parts of the body. Use your student text as a resource.

mouth & digestive system

short-term:

long-term:

nervous system

short-term:

long-term:

circulatory system

short-term:

long-term:

respiratory system

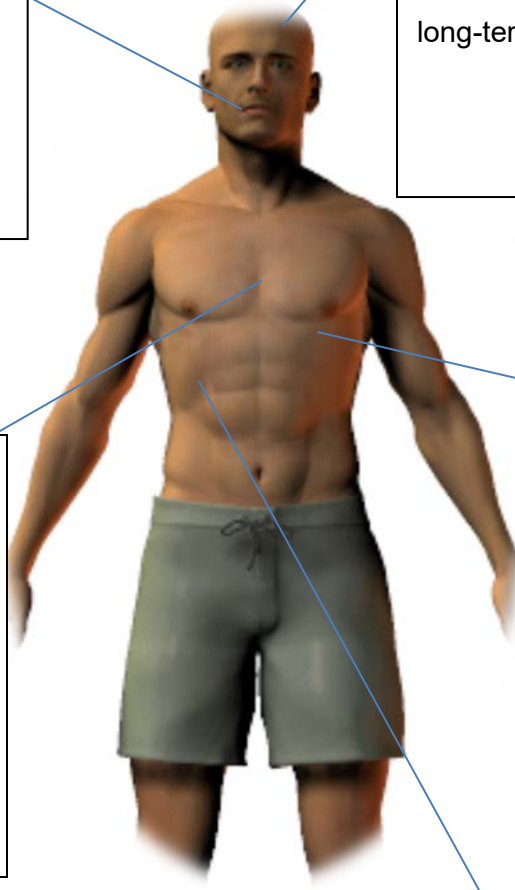
short-term:

long-term:

liver

short-term:

long-term:



Performance Assessment Task

Chapter 5: Health and Fitness

Alcohol and Tobacco [U3C5L3]

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

Assess the impact of alcohol and tobacco on whole health



Directions

For this performance assessment task, you will summarize the physical, mental, social, and economic effects of alcohol or tobacco use. For this assessment you will:

1. Write an essay listing the effects of alcohol or tobacco. Use your student text or the content from Exercise #2 – Health Hazards to help organize your writing.
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.

Alcohol and Tobacco Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your summary lists the short-term and long-term health effects	met not met
2. Your summary explores the mental, social, and economic effects	met not met
3. Your summary uses correct spelling and grammar	met not met
4. Your summary is clear and concise	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 Decisions About Substance Abuse [U3C5L4]



What you will accomplish in this lesson:

Respond to substance abuse situations



Why this lesson is important:

Anyone has the potential to become dependent on substances. Stressful situations may make someone more likely to try drugs for the first time or to use drugs to escape problems. In this lesson, you'll learn strategies for dealing with pressures to abuse substances. You'll also learn ways to intervene when someone you know develops a substance abuse problem.



Essential Question:

How can you be effective in responding to substance abuse situations?



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

- Explain how substance abuse is related to what people consider normal behavior
- Describe strategies for handling pressure to use alcohol, drugs, or tobacco
- Explain how you can help someone who is a substance abuser
- Define key words: intervention, normal



You will have successfully met this lesson's purpose:

- by writing a refusal plan for responding to a substance abuse scenario
- when your plan describes the situation
- when your plan considers facts and assumptions related to the problem
- when your plan proposes at least three possible solutions
- when your plan analyzes the potential benefits and disadvantages of each solution
- when your plan chooses one solution
- when your plan describes how you will carry out your solution



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 teenage substance abuse. **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 short video about a character's night out. **Create** a Bubble Map showing the consequences of the character's night out. **Be prepared** to share your map with your class. **Consider** actions that may have led to the consequences.

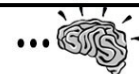
GATHER PHASE: So, what else do you need to know or learn?



- _____ 3. **Participate** in a class survey about your response to the given situation and **discuss** your answer with your instructor.
- _____ 4. **Listen** to a briefing about deciding what is normal in your life.
- _____ 5. **Read** the "Handling Pressures" section in your student text. **Take notes** on your reading.
- _____ 6. **Listen** to a briefing on finding help for substance abuse.
- _____ 7. **Answer** the reinforcing question(s).

PART 2

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



- _____ 8. **Complete** Exercise #1 – How to Refuse with your team. **Be prepared** to share your solutions with your class.
- _____ 9. **Reflect** on ways to resist opportunities to use alcohol, drugs, and tobacco. **Answer** the Reflection Question(s) presented by your instructor.



Assessment Activities:

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



- _____ 10. **Complete** the Decisions About Substance Abuse 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 – How to Refuse

Directions: With your group, brainstorm refusal solutions for the person in your assigned scenario. As a group, analyze the solutions and decide which solution would work the best. Be prepared to share your answers with your class.

1. Jane, Margo, and Kate are hanging out at the mall and three older teenagers approach the group. One of them knows one of the older teenagers, and the six of them start introducing themselves and talking. Everyone talks for a while, but something about the way they act doesn't feel good to one of the ones in the younger group. After a few minutes, the older teens say they're going into the parking garage to smoke. Everyone except Kate agrees; she doesn't want to go because she doesn't trust them. What should she do?
2. Tom's parents are away and his best friend, Zack, drops by to introduce Tom to his older cousin who's visiting from out of town. The three of them strike up a conversation, and then the cousin takes out a pack of cigarettes and offers one to both Tom and Zack. Neither of them smokes, but Zack takes one as if he smokes all the time. What should Tom do?
3. Shelly, one of the most popular girls in school and someone Sally never thought would pay attention to her, comes up to Sally at her locker and invites her to a party at her house this weekend. Shelly says that it'll be really fun, and that until Sally's been to one of her parties "you haven't been to any party." Sally's heard that Shelly hangs out with a crowd that uses drugs, and that there's often a lot of drinking at her parties, but Sally knows a lot of her friends would never forgive her if she turned down the invitation. Shelly asks if Sally is going to be there. What should she say?

4. Joyce and her family just moved to a new town. Joyce misses her old friends. She feels lonely and is nervous about going to a new high school. She's noticed that when her parents drink alcohol, they always seem to relax, laugh, and have fun. She would like to feel happy like that too. What should she do?
5. Jeremy's best friend, Mark, starts hanging around with a new group of people. Mark wants Jeremy to get to know his new friends, so he has a party for everyone. When Jeremy gets to the party, everyone is drinking beer and smoking marijuana. They start pressuring Jeremy to join them. Jeremy does not want to, but he also does not want to lose Mark as a friend or appear out of place. What should he do?
6. Larry's parents are getting divorced. They are constantly fighting about everything and trying to get Larry to side with them in their battles with each other. Larry is devastated by the impending divorce and tries hard to please and calm both his parents. His grades are falling due to the stress of the situation, yet he does not want to tell his parents because they seem to have enough problems of their own. He begins taking drinks out of the open bottles of liquor in the cabinet when no one is home. What should Larry do?

Performance Assessment Task

Chapter 5: Health and Fitness

Decisions About Substance Abuse [U3C5L4]

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

Respond to substance abuse situations



Directions

For this performance assessment task, you will write a plan for responding to a substance abuse scenario. For this assessment you will:

1. Define a scenario you anticipate happening to you or use one of those described below:
 - a. I'm always getting invited to parties now where kids are doing drugs. So far, I just say no, but I'm starting to feel like a real loser. I think that some of these kids, who are really cool, are going to start cutting me out. I know what my mom and dad say, but I really don't see the problem with trying a little weed. At least I'd get some of these kids off my back. The next time someone offers, I'm going to be very tempted to take a hit.
 - b. Once a month, I get my mom's car and go out with a few of the guys. Last time after we had been driving awhile, Brady wanted to stop at this liquor store where he says he knows they'll sell him beer. I made an excuse that I didn't have enough gas and if I stopped for gas the liquor store would be closed by then. Now I'm wondering how to put him off the next time. I hate ticking Brady off; he always gets the other guys on his side.
2. Your plan will use the decision-making process and facts you learned in previous lessons.
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.

Decisions About Substance Abuse Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your plan describes the situation	met not met
2. Your plan considers facts and assumptions related to the problem	met not met
3. Your plan proposes at least three possible solutions	met not met
4. Your plan analyzes the potential benefits and disadvantages of each solution	met not met
5. Your plan chooses one solution	met not met
6. Your plan describes how you will carry out your solution	met not met
7. Your plan is clear and well-written	met not met
8. Your plan uses correct spelling and grammar	met not met

Comments:

Name: _____ **Date:** _____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 6: Service Learning

Planning for Service Learning [U3C6L1]



What you will accomplish in this lesson:

Create the plan and schedule for a service learning project



Why this lesson is important:

In this lesson, you will learn about the specific roles and responsibilities required for structured teamwork to be most effective. This information will help you as you move into the role of actively planning for a service learning project. You will also explore the various levels of planning and the importance of operational planning in the successful completion of your project.



Essential Question:

Why is a plan and schedule important to the successful completion of a service learning project?



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

- Assess the role of teamwork in completing a service learning project
- Develop a service learning project schedule
- Associate the roles and responsibilities of service learning teams, recorder, timekeeper, facilitator, reporter, and debriefer
- Define key words: operational goal, strategic goal, tactical goal



You will have successfully met this lesson's purpose:

- by completing a service learning project plan and schedule for a selected project
- when your project plan defines the goals of the project
- when your project plan references the JROTC competencies/outcomes addressed by the project
- when your project schedule details the who, what, when, where, why, and how of the project
- when your project schedule includes references to team/individual reflection about the project implementation



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 using teamwork when planning. **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 15 minute meeting to identify possible service learning projects. **Use** the agenda in Handout #1 – Agenda for Service Learning Planning: Identifying a Service Learning Project.

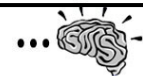
GATHER PHASE: So, what else do you need to know or learn?



- _____ 3. **Read** the “Roles and Responsibilities in Structured Teamwork” and “Planning for Service Learning” sections in your student text.
- _____ 4. **Create** a T-Chart identifying how the responsibility of your assigned “role” on the team contributes to planning for service learning.
- _____ 5. **Share** your T-Chart with the class.
- _____ 6. **Answer** the reinforcing question(s).

PART 2

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



- _____ 7. **Complete** Handout #2 – Service Learning Project Plan and Schedule. **Consider** how the project plan helps to determine the Who? What? When? Where? Why? and How? of a service learning project.
- _____ 8. **Brainstorm** a list of information that you will need to obtain to be able to complete a project plan for the service learning project you selected, such as contact information for the group, agency, or organization you will be working with, availability of facilities, etc.
- _____ 9. **Reflect** on how you feel about everything that needs to be completed in the planning phase for service learning. **Answer** the Reflection Question(s) presented by your instructor.



Assessment Activities:

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



- _____ 10. **Complete** the Planning for Service Learning 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.

Handout #1 – Agenda for Service Learning Planning: Identifying a Service Learning Project**Agenda – Service Learning Planning: Identifying a Service Learning Project**

Meeting Date: _____ Start time: _____ End time: _____

Purpose: Identify some Service Learning Projects

Facilitator:

Timekeeper:

Recorder:

Attending members:

- | | |
|--|---|
| 1. Review agenda. | Facilitator / 30 seconds |
| 2. Brainstorm possible ideas for service learning projects. | All – Recorder to capture ideas on chart paper / 60 seconds |
| 3. Determine which ideas meet the SMART goal requirements. | All / 6 minutes |
| 4. Rank order the service learning projects that met SMART goals:
1 = first choice up to 4 = last choice. | All / 6 minutes |
| 5. Determine who will present service learning projects to the class. | All / 90 seconds |

Handout #2 – Service Learning Project Plan and Schedule

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 Program Outcomes does this project address? (For a list of JROTC Program Outcomes, see the JROTC Leadership Education and Training Program of Instruction) <i>McRel Standards:</i> <i>Program Outcomes:</i> <i>Competencies:</i> <i>Core Abilities:</i>	

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? (i.e., use “You the People” group processes) c. How will you evaluate your team’s effectiveness? (i.e., “You the People” group evaluation)	
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				

Performance Assessment Task

Chapter 6: Service Learning

Planning for Service Learning [U3C6L1]

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

Create the plan and schedule for a service learning project



Directions

For this performance assessment task, you will complete a service learning plan and schedule with your team. For this assessment you will:

1. In the Process Phase of this lesson, you worked with your team to begin the planning process for a service learning project. During the Apply Phase, you will complete the plan and schedule with your team. You will use the structured teamwork roles to guide your process and meeting(s).
2. Obtain the JROTC outcomes from your instructor including the Common Core Standards, JROTC Program Outcomes, Core Abilities, and Competencies. Determine which of these outcomes will be addressed by the service learning project.
3. Complete Handout #2 – Service Learning Project Plan and Schedule.
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.

Preparing for Service Learning Performance Assessment Task Scoring Guide

Criteria	Ratings	
1. Your project plan defines the goals of the project	met	not met
2. Your project plan references the JROTC competencies/outcomes addressed by the project	met	not met
3. Your project schedule details the who, what, when, where, why, and how of the project	met	not met
4. Your project schedule includes references to team/individual reflection about the project implementation	met	not met

Comments:

Name:_____ **Date:**_____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 7: Citizenship and Government

Civic Duties and Responsibilities [U3C7L1]



What you will accomplish in this lesson:

Explain how the mandatory and voluntary responsibilities of citizens contribute to a strong community



Why this lesson is important:

We live in a democracy, and citizens have many ways to participate in shaping our nation. In this lesson, you'll learn about the legal duties of citizenship, as well as the voluntary responsibilities. You'll see that civic involvement is both rewarding and vital to a strong, healthy nation.



Essential Question:

How do your civic duties and responsibilities contribute to a healthy community?



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

- Describe the legal duties of U.S. citizens
- Describe the voluntary responsibilities of citizens
- Explain the value of community involvement in building a strong nation
- Identify opportunities for civic involvement
- Describe the benefits of civic involvement
- Define key words: civic, civil disobedience, community, felony, mandatory, Selective Service, tolerance



You will have successfully met this lesson's purpose:

- by giving a persuasive presentation about a community volunteer effort
- by providing feedback on team presentations
- when your presentation describes the task and the sponsoring organization/community
- when your presentation states your reasons for volunteering
- when your presentation gives persuasive reasons why others should volunteer
- when your presentation contains a concluding "action" step
- when your presentation uses visual, music, or other elements to get the attention of your audience
- when your feedback on presentations addresses the presentation criteria constructively



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 duties and responsibilities of citizens. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*
- _____ 2. With your team, **create** two KWL Charts—one for citizen duties and another for citizen responsibilities. **Be prepared** to share your charts with your class.

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



- _____ 3. **Listen** to a presentation about community and citizen duties.
- _____ 4. **Read** "A Citizen's Civic Responsibilities" section in your student text. **Take notes** in your Cadet Notebook.
- _____ 5. **Answer** the reinforcing question(s).

PART 2

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



- _____ 6. **Analyze** current news stories and identify the related citizen duties and responsibilities.
- _____ 7. **Reflect** on how people apply their citizen duties and responsibilities. **Answer** the Reflection Question(s) presented by your instructor.

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



- _____ 8. **Read** "The Need for Citizen Involvement" section in your student text. **Take notes** in your Cadet Notebook.
- _____ 9. **Discuss** volunteering opportunities in your community with your team. **Find out** what others know about different opportunities and what you can contribute. **Take notes** on your findings. **Complete** Exercise #1 – Volunteering in Your Community on your own.
- _____ 10. **Answer** the reinforcing question(s).

PART 3

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



- _____ 11. **Use** your answers from Exercise #1 – Volunteering in Your Community to create a three to four-minute presentation where you persuade others to join a volunteer effort with you. **Read** Exercise #2 – Volunteer with Me for a list of what your presentation should include. You'll make your presentation in the Apply Phase.
- _____ 12. **Reflect** on leadership and motivation as part of volunteer efforts. **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 Civic Duties and Responsibilities Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
- _____ 14. **Review** the key words of this lesson.
- _____ 15. **Review** this lesson's Essential Question.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise #1 – Volunteering in Your Community

Directions: Answer the questions below.

1. How would you like to get involved with your community?
2. How do you think you can help improve your community?
3. What organization or program interests you the most?

Organization/Program:

Description of organization/program:

What interests you about this organization/program?

Could volunteering in this way be part of a JROTC service learning project?

Exercise #2 – Volunteer with Me

Directions: Create a three to four-minute presentation for your team.

Include the following in your presentation:

- A description of the task you want people to volunteer for
- A description of the organization/community you'll be helping in your volunteer efforts
- Your reasons for volunteering
- Persuasive reasons others should join your volunteer efforts
- A concluding "action step" that people can take to join your volunteer project
- Visuals, music, or other elements to get and keep the attention of your audience

Performance Assessment Task

Chapter 7: Citizenship and Government

Civic Duties and Responsibilities [U3C7L1]

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

Explain how the mandatory and voluntary responsibilities of citizens contribute to a strong community



Directions

For this performance assessment task, you will give a persuasive presentation on volunteering to your team. For this assessment you will:

1. Use the presentation you prepared during the Process Phase of this lesson.
2. Use the attached scoring guide criteria to provide feedback to your team members about their presentations.
3. Ensure that one member of your team keeps track of time. The timekeeper is responsible for making sure individual presentations do not exceed four minutes and feedback does not exceed one minute.
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.

Civic Duties and Responsibilities Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. Your presentation describes the task and the organization/community you want others to volunteer for	met not met
2. Your presentation states your reasons for volunteering	met not met
3. Your presentation gives persuasive reasons why others should join your volunteer efforts	met not met
4. Your presentation contains a concluding “action” step	met not met
5. Your presentation uses visual, music, or other elements to get the attention of your audience	met not met
6. Your presentation is well-organized	met not met
7. You address your audience with appropriate eye contact and good vocal delivery	met not met
8. Your presentation is between three and four minutes	met not met
9. You provide constructive feedback to members of your team about their presentations	met not met

Comments:

Name: _____ ***Date:*** _____

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

Notes:

Quick Write:

Reflection(s):



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

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