

LET 1 CORE MATERIALS

3rd EDITION

ARMY

JROTC

LEADERSHIP EDUCATION
AND TRAINING (LET 1)

Unit 1 - Citizenship in Action

Unit 2 - Leadership Theory and Application

Unit 3 - Foundations for Success

Student Handouts

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Student Learning Plan

Unit 1: Citizenship in Action

Army JROTC - The Making of a Better Citizen

[U1C1L1]



What you will accomplish in this lesson:

Identify how Army JROTC can impact your future



Why this lesson is important:

This lesson introduces you to the U.S. Army Junior Reserve Officers' Training Corps (JROTC) Program, its mission, and the Leadership Education and Training (LET) curriculum for this first level of your instruction. As you move through this lesson, you will learn about JROTC opportunities, leadership, and challenges. Through Army JROTC, you are building a foundation that will last a lifetime.



What you will learn in this lesson:

- Describe the mission of Army JROTC
- Assess the challenges and opportunities in the Army JROTC program
- Explore the opportunities of the Army JROTC program
- Define key words: Cadet, challenges, JROTC, mission, motivate, opportunities, unique



You will have successfully met this lesson's purpose:

- by writing a summary that explains the mission of Army JROTC
- when your written summary explains the mission of Army JROTC
- when your written summary outlines how various courses can help you attain your goals
- when your summary includes use of the key words: Cadet, challenges, JROTC, mission, motivate, opportunities, unique



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.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about the Army JROTC and how it might impact your life. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
2. CREATE a personal identity card describing some things about yourself, your goals, the purpose of JROTC, and how that purpose can impact your personal goals. INTRODUCE other Cadets using their identity cards.
3. REFLECT on what you discovered about your classmates, the purpose of JROTC, and your own goals. ANSWER the reflection questions presented by your instructor.

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



- _____1. THINK ABOUT how you would define each key word from this lesson. COMPARE your definitions to how they are used in Video #1: “JROTC Today: Tomorrow’s Leaders.”
- _____2. OBSERVE and ANSWER questions pertaining to the purpose and mission of JROTC and how it can affect your future.
- _____3. LEARN MORE about JROTC by reading Lesson 1: Army JROTC - The Making of a Better Citizen from Chapter 1 of the student text. COMPLETE Exercise #1: Matching.
- _____4. DEVELOP a definition of an assigned key word and DEFINE the mission of JROTC.
- _____5. PRESENT your definition and JROTC mission statement to the class. RECORD responses to the Reinforcing Questions in your Cadet Notebook.
- _____6. REFLECT on the mission of JROTC, its characteristics, and benefits. ANSWER the reflection questions presented by your instructor.

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



- _____1. VIEW Video #2: “My Name is Drill.”
- _____2. PRODUCE a product (skit, song, graph, chart or visual tool) that addresses an audience with an anti-JROTC predisposition. That product should represent how you understand the mission of JROTC.
- _____3. PRESENT your product to the class.
- _____4. RECORD responses to the Reinforcing Questions in your Cadet Notebook.
- _____5. REFLECT on how your understanding of JROTC may have changed. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. THINK ABOUT what information you learned during this lesson that can help you move closer toward your own success goals. CREATE and PRESENT a Multi-Flow Map that illustrates how JROTC can affect your success goals.
- _____2. COMPLETE the Army JROTC – The Making of a Better Citizen Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 6 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 5 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Exercise 1: Matching

Directions: Column A provides definitions of Key Words that are listed in Column B. Match the Key Word with the appropriate definition by placing its letter in the space to the left of Column A. You will not have to use all of the choices in Column B.

Column A

- _____ The title of the Army JROTC courses taught at the high school level
- _____ A high school student enrolled in JROTC
- _____ Being the only one of its kind; being noteworthy, unsurpassed, or remarkable
- _____ Situations where a combination of time and/or circumstances are favorable for a particular purpose
- _____ To arouse the interest of one's actions or efforts; to stimulate; the quality of requiring full use of one's abilities, energy, or resources

Column B

- a. Cadet
- b. challenges
- c. JROTC
- d. LET
- e. motivate
- f. opportunities
- g. unique

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Performance Assessment Task

Unit 1: Citizenship in Action

Army JROTC - The Making of a Better Citizen *[U1C1L1]*

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

Identify how Army JROTC can impact your future



Directions

For this performance assessment task you will summarize how JROTC might help you meet your future goals for success. For this assessment you will:

1. Write a short summary about the mission of JROTC, and how JROTC might help you achieve your future goals.
2. Refer to the attached scoring guide, which shows evaluation criteria.
3. Self-assess your completed summary using the same scoring guide.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Army JROTC - The Making of a Better Citizen Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your summary explains the mission of Army JROTC	met	not met
2. Your summary outlines how various courses can help you attain your goals	met	not met
3. Your summary includes use of the key words: Cadet, challenges, JROTC, mission, motivate, opportunities, unique	met	not met
4. Your summary is word-processed or neatly presented	met	not met
5. Your summary uses correct spelling, punctuation, and grammar	met	not met
6. Your summary is included into your Cadet Portfolio	met	not met

Comments:

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

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

Student Learning Plan

Unit 1: Citizenship in Action

The Past and Purpose of Army JROTC

[U1C1L2]



What you will accomplish in this lesson:

Analyze the purpose of the Army JROTC program



Why this lesson is important:

The JROTC program is designed to teach Cadets the value of citizenship, leadership, service to the community, and personal responsibility. As Cadets become more engaged in JROTC, they will gain a sense of accomplishment and self-esteem, and learn teamwork and self-discipline. In this lesson, Cadets will review the birth of JROTC and its purpose, helping them understand how JROTC can help achieve their goals.



What you will learn in this lesson:

- Describe the U.S. congressional act that created JROTC
- Identify the JROTC program outcomes
- Explain significant historical events that combined military training and education
- Define key words: conflict resolution, culturally diverse, leadership, National Defense Act



You will have successfully met this lesson's purpose:

- by writing a short paper on why JROTC is an important high school elective
- by creating a Multi-Flow Map showing how the JROTC Leadership Education and Training (LET) program can help you meet your own goals for success
- when your paper uses three key points about why JROTC is an important high school elective
- when your paper uses an example of how military training may have impacted an historical event in the United States
- when your paper uses proper spelling, grammar, and punctuation
- when your Multi-Flow Map shows how three JROTC Leadership Education and Training (LET) goals can help you meet three of your own goals for success



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.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about the JROTC program and its history. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
2. THINK ABOUT the relationship between the military and education and how war and historical events have impacted the world. RESEARCH a famous battle or event in the United States. DISCOVER where leadership training and military education may have been important. ILLUSTRATE how specific training or education may have impacted these particular events. CREATE a Double-Bubble Map (or Venn Diagram) comparing and contrasting the JROTC Purpose of military education and leadership training to the education or training required during

the event chosen.

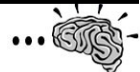
- _____3. RECORD responses to the reflection questions in your Cadet Notebook.
- _____4. REFLECT on the past and purpose of JROTC. ANSWER the reflection questions presented by your instructor.

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



- _____1. READ Lesson 2: The Past and Purpose of Army JROTC from Chapter 1 of the student text. ANSWER the lesson review questions.
- _____2. IDENTIFY five key characteristics related to Army JROTC, and ILLUSTRATE them in a Thinking Map®, or Graphic Organizer. SHARE your illustrations with other teams.
- _____3. PREPARE a quiz and an answer key that includes five questions. EXCHANGE the quiz with other teams.
- _____4. RECORD responses to the reflection questions in your Cadet Notebook.
- _____5. REFLECT on what you learned about the impact of the military on education. ANSWER the reflection questions presented by your instructor.

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



- _____1. PREPARE for a debate! SELECT an “affirmative” or “negative” position. IDENTIFY key points supporting that position. PARTICIPATE in a debate using the guidelines established by your instructor. TRADE debate partners and positions throughout the activity.
- _____2. REFLECT on the contributions of the military on society and what it might be like without the military. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. THINK ABOUT the military's influence on Cadets, society, and education. DEVELOP a role play, rap, ballad, or product to teach others about Army JROTC and its purpose. VIEW the video for an example.
- _____2. PRESENT the project to others in the class.
- _____3. COMPLETE the Past and Purpose of Army JROTC Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____4. REVIEW the key words of this lesson.
- _____5. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 5 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 5 or as modified by your instructor.

Performance Assessment Task

Unit 1: Citizenship in Action

The Past and Purpose of Army JROTC [U1C1L2]

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

Analyze the purpose of the Army JROTC program



Directions

For this performance assessment task you will create a written summary about why Army JROTC is an important high school elective, and a Multi-Flow Map showing how Leadership Education and Training (LET) goals can help you meet your own goals. For this assessment you will:

1. Review the lesson question presented at the beginning of this lesson - Why is JROTC an important high school elective?
2. Respond to that question in a short, written summary.
3. Include at least three points in your summary. One point must include an example of how military education may have impacted an historical event in the United States. Use your research experience or class discussion information to assist you in your point.
4. Create a Multi-Flow Map showing how Leadership Education and Training (LET) goals can help you meet your own goals for success.
5. Use the attached scoring guide criteria for what you need to do to complete this task.
6. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

The Past and Purpose of Army JROTC Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your summary uses three key points about why JROTC is an important high school elective	met	not met
2. Your summary uses an example of how military training may have impacted an historical event in the United States	met	not met
3. Your summary uses proper spelling, grammar, and punctuation	met	not met
4. Your Multi-Flow Map shows how three JROTC Leadership Education and Training (LET) goals can help you meet three of your own goals for success	met	not met
5. Your summary and Multi-Flow Map are added to your Cadet Portfolio	met	not met

Comments:

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

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

Student Learning Plan

Unit 1: Citizenship in Action

Moving Up in Army JROTC - Rank and Structure

[U1C1L3]



What you will accomplish in this lesson:

Illustrate the rank and structure of the U.S. Army JROTC



Why this lesson is important:

Army JROTC embraces a defined organizational structure, in which every Cadet in a unit has an individual role that's part of a larger task. In turn, that task is a critical part of a much larger mission. This lesson introduces Cadets to the major concepts of command within the military, including the roles of enlisted and officer ranks of the U.S. Army, and the organizational structure of a JROTC Cadet battalion.



What you will learn in this lesson:

- Identify Army JROTC enlisted and officer insignia
- Correlate Cadet ranks to positions on the JROTC Cadet battalion organization diagram
- Correlate duties and responsibilities with positions in an Army JROTC Cadet battalion
- Evaluate how the organization supports the operation of the Army
- Define key words: battalion, company, enlisted, platoons, specialist, squad, subordinate, succession, team(s)



You will have successfully met this lesson's purpose:

- your illustration features your school's JROTC battalion organizational chart
- your illustration includes properly labeled positions
- your illustration includes names of people currently serving in those positions
- your written summary includes positions you hope to fill while in Army JROTC
- your written summary includes an explanation about how serving in various battalion positions might help you achieve personal goals for success
- your written summary is neatly presented, including proper spelling, grammar, and punctuation



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.

INQUIRE PHASE: What do you already know?



- _____ 1. THINK ABOUT what you know about JROTC rank and structure. 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 team project to build a house and develop plans for building a house. COMPARE and CONTRAST the processes and people needed to build and develop the plan for building a house.
- _____ 3. REFLECT on what you learned about chain of command. ANSWER the reflection questions presented by your instructor.

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



- _____1. READ an assigned topic from Lesson 3: Moving Up in the Army JROTC (Rank and Structure) in Chapter 1 of the student text.
- _____2. CREATE a Triple T-chart and PRESENT your section of the chart to the rest of the class. RECOGNIZE the relationship between the pyramid of authority, the rank structure, and the battalion organization chart to specific responsibilities.
- _____3. COMPLETE Exercises #1: Fill in the Blanks with selected words and #2: Fill in the Blanks with selected key words to check your comprehension of material.
- _____4. REFLECT on new information presented. ANSWER the reflection questions presented by your instructor.

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



- _____1. DISCUSS what Cadet ranks should be attached to each responsibility noted on the T-Chart from Learning Activity 2 in the Gather Phase. CONSIDER what would be an equivalent position in the school structure and IDENTIFY what you would consider staff positions.
- _____2. REFLECT on what you have learned about authority, responsibility, and how JROTC positions are different from positions at a school. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. PARTICIPATE in a battalion organization structure activity. COMPLETE Exercises #3: Rank Description Matching and #4: Chain of Command Multiple Choice to check your comprehension of material.
- _____2. COMPLETE the Moving Up in Army JROTC – Rank and Structure Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise 1: Fill in the Blank

Directions: Complete the blanks in the following sentences using the words listed below them. You may have to use some of the words more than once or not at all; and in some cases, you may have to use the singular version of a word, its plural version, or both.

1. A _____ is a subdivision of a company-size unit that normally consists of _____ or more _____ and its leader is usually a _____.
2. A _____ is made up of _____ or more _____ and a _____ section, is commanded by a _____, and is the _____ unit to be administratively self-sufficient by having a _____.
3. A _____ is made up of _____ or more _____ and is commanded by a _____. Its equivalent in the cavalry is called a _____ and in the artillery it is called a _____.
4. A _____ is approximately _____ the size of a _____ and it is normally led by a junior _____.
5. A _____ is the _____ unit in the Army's composition; it is composed of a varying number of personnel depending on its type of element broken down into _____, and it is led by an _____.

battalion
 company (companies)
 platoon(s)
 squad(s)
 team(s)
 battery (batteries)
 headquarters
 1/4

second lieutenant
 first lieutenant
 captain
 major
 lieutenant colonel
 staff(s)
 troop(s)
 1/3

officer
 NCO
 smallest
 largest
 two
 three
 four
 1/2

Exercise 2: Key Word Fill in the Blank

Directions: Use the key words indicated below to complete the following sentences. You may have to use some of these words more than once or not at all.

enlisted	subordinate
NCO	subordination
officer	succession
specialists	supervision

1. The first three _____ positions are usually entry level. Certain _____ personnel are designated _____ and are comparable to the noncommissioned officer rank of corporal.
2. The chain of command is the _____ of leaders through which authority and commands pass from the leader to _____, then down through the ranks.

Exercise 3: Matching

Directions: Column A provides ranks or descriptions of JROTC positions listed in Column B. Match the position with the appropriate rank/description by placing the correct letter in the space to the left of Column A.

Column A

- _____ Senior enlisted person in cadet battalion
- _____ Cadet Captain
- _____ Cadet Sergeant or Corporal
- _____ Cadet First Lieutenant
- _____ Cadet Staff Sergeant
- _____ Cadet Lieutenant Colonel
- _____ Cadet Sergeant First Class
- _____ Senior enlisted person in cadet company
- _____ Cadet Major

Column B

- a. battalion commander
- b. battalion XO
- c. battalion command sergeant major
- d. company commander
- e. company first sergeant
- f. platoon leader
- g. platoon sergeant
- h. squad leader
- i. team leader

Exercise 4: Multiple Choice

Directions: Select the correct answer to the following questions.

1. The term used by the military to indicate the actual title held by a soldier is _____.
a. enlisted b. grade c. rank d. officer
2. Commissioned officers are appointed by the _____.
a. Senate b. President c. Congress d. Secretary of the Army
3. The two divisions of the enlisted ranks that are based on experience and skill are _____ and _____.
a. enlisted, specialist
b. specialist, noncommissioned officer
c. noncommissioned officer, technician
d. entry level, noncommissioned officer
4. The cadet battalion S-4 is responsible for _____.
a. logistics b. operations c. security d. administration
5. The number of immediate subordinates that one commander or leader can effectively control, supervise, or direct is referred to as _____.
a. chain of command b. span of control
c. unity of command d. pyramid of authority
6. In every effective military unit, there must be only one commander who is responsible for all that the unit does or all that it fails to do. This is referred to as _____.
a. chain of command b. span of control
c. unity of command d. pyramid of authority
7. The cadet battalion S-3 is responsible for _____.
a. administration b. security c. operations d. logistics

Performance Assessment Task

Unit 1: Citizenship in Action

Moving Up in Army JROTC - Rank and Structure *[U1C1L3]*

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

Illustrate the rank and structure of the U.S. Army JROTC



Directions

For this performance assessment task, you will create and label an organizational chart or Brace Map to demonstrate your understanding of Cadet battalion structure. Additionally, you will write a summary explaining positions you wish to earn and why. For this assessment you will:

1. Draw an organizational chart or Brace Map that illustrates the structure of the Cadet battalion.
2. Include properly labeled positions in your illustration.
3. Include names of people currently serving in those positions in your illustration.
4. Determine what areas of the chart you would like to pursue as a personal goal for success in the JROTC Program. These might include command positions, company, platoon or squad roles (Battalion Executive Officer, Battalion Coordinating Staff Officers, Battalion Special Staff Officer, Battalion Personal Staff Officer).
5. Write a summary that explains the positions you wish to earn and why, and explain how these positions will help you meet your own goals for success.
6. Ensure your summary is neatly written or word-processed and accompanies your illustration.
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.

Moving Up in Army JROTC - Rank and Structure Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your illustration features your school's JROTC battalion organizational chart	met	not met
2. Your illustration includes properly labeled positions	met	not met
3. Your illustration includes names of people currently serving in those positions	met	not met
4. Your written summary includes positions you desire to achieve throughout your involvement in Army JROTC	met	not met
5. Your written summary includes explanation of how serving in various positions of the battalion can help you achieve personal goals for success	met	not met
6. Your written summary is neatly presented and includes proper spelling, grammar, and punctuation	met	not met

Comments:

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

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

Student Learning Plan

Unit 1: Citizenship in Action

The Signs of Success [U1C1L4]



What you will accomplish in this lesson:

Determine which signs of success you plan to accomplish within JROTC



Why this lesson is important:

The JROTC awards program recognizes high levels of Cadet performance, excellence, and achievement. JROTC understands that each Cadet is unique, and that not all Cadets share the same abilities and skills. So, the Army designed its awards program to recognize Cadets for as many personal traits as possible. In this lesson, you will identify the signs of success you hope to accomplish within your JROTC learning experience.



What you will learn in this lesson:

- Compare the three types of unit decorations
- Classify the components of individual award categories
- Classify the four institutional award categories
- Define award criteria
- Define key words: academic awards, athletic awards, commitment, decorations, individual awards, initiative, military awards, miscellaneous awards, motivation, responsibility, unit awards



You will have successfully met this lesson's purpose:

- when you create a Tree Map that illustrates the types of awards under each award category you hope to achieve throughout your JROTC experience
- when you indicate which award under each category you hope to achieve within your JROTC learning experience
- when you write a short description of each award goal you've set for yourself, and how you plan to achieve it
- when you include each award category on your Tree Map
- when you provide details about the desired award
- when you describe how you plan to achieve that award



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.

INQUIRE PHASE: What do you already know?



-
1. THINK ABOUT what you know about JROTC awards and the various awards and recognition you have received in your life. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
 2. USE the Partner Interview Technique. CREATE a Double-Bubble Map (or Venn Diagram) comparing your accomplishments with those of another Cadet.
 3. RECOGNIZE your partner's accomplishments by introducing him or her to others in the class.

- _____4. REFLECT on what you discovered about your partner and yourself. ANSWER the reflection questions presented by your instructor.

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



- _____1. JIGSAW the information in Lesson 4: The Signs of Success from Chapter 1 of the student text. COMPLETE a Tree Map classifying key information about your award category. PRESENT your chart to others.
- _____2. REFLECT on new information presented. ANSWER the reflection questions presented by your instructor.

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



- _____1. CREATE a Ranking Ladder or Flow Map of all awards available to JROTC Cadets, ordering awards highest to lowest. SHARE your visual tool with others.
- _____2. REFLECT on the types of unit decorations and order of merit. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. ILLUSTRATE an award ribbon, the criteria for attaining the ribbon, and the steps toward achieving the award.
- _____2. COMPLETE the Signs of Success Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Performance Assessment Task

Unit 1: Citizenship in Action

The Signs of Success [U1C1L4]

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

Determine which signs of success you plan to accomplish within JROTC



Directions

For this performance assessment task, you will classify the award opportunities and summarize those that interest you and how you will achieve them. For this assessment you will:

1. Classify each of the award categories in a Tree Map.
2. Indicate which award under each category you hope to attain during your JROTC learning experience.
3. Write a short description – separate from the Tree Map – that describes each award you desire, and how you hope to achieve them.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

The Signs of Success Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. Tree Map includes each award category	met not met
2. Tree Map indicates which award under each category you hope to achieve within your JROTC learning experience	met not met
3. Your written description details the awards you desire	met not met
4. Your written description details how you plan to achieve those awards	met not met
5. Your written product uses proper spelling, grammar, and punctuation	met not met

Comments:

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

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

Student Learning Plan

Unit 1: Citizenship in Action

Your Personal Appearance and Uniform

[U1 C1 L5]



What you will accomplish in this lesson:

Demonstrate proper Cadet appearance



Why this lesson is important:

We often form opinions of others based on their personal appearance. A good personal appearance complements your JROTC uniform. A neatly pressed and clean uniform, with properly placed ribbons, awards, and insignia shows that JROTC Cadets have pride in themselves and their unit. This learning plan will expose you to all of the JROTC uniforms, their components, purpose, and proper maintenance. Activities and assessment will allow you to apply what you learn to your own appearance and uniform.



What you will learn in this lesson:

- Describe the uniform-wearing guidelines
- Demonstrate placement of uniform awards, insignias and decorations
- Conduct a uniform pre-inspection
- Prepare for uniform inspection
- Define key words: align, Army Combat uniforms, bisecting, Class A and B uniforms, chevron, ferrule, fitted, formal inspections, garrison cap, gigline, hemmed, insignia, nap, nonsubdued, precedence, pre-inspection, shoulder marks, sized, tarnish



You will have successfully met this lesson's purpose:

- when you evaluate a fellow Cadet's uniform and appearance
- when you provide written and oral feedback for improvement to evaluated Cadet
- when you make changes to your own appearance and uniform according to a peer evaluation
- when you document your changes on your checklist



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.

INQUIRE PHASE: What do you already know?



- ____ 1. THINK ABOUT what you know about how a JROTC Cadet uniform and appearance might impact teamwork, personal success, or leadership. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*
- ____ 2. OBSERVE a presentation of properly dressed and decorated Cadets.
- ____ 3. COMPARE the significance of the Cadet uniform to other teams who require uniforms and CREATE a Venn Diagram.
- ____ 4. COMPLETE Exercise #1: Uniform Matching.

- _____5. REFLECT on what you know and don't know about the JROTC Cadet uniforms. ANSWER the reflection questions presented by your instructor.

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



- Part 1**
- _____1. VIEW a Bubble Map on the qualities a JROTC Cadet exhibits when his or her appearance meets the uniform standards.
 - _____2. VIEW Video #1: Clean Start.
 - _____3. COMPLETE Exercise #6: Identify and Give Examples. SHARE your reflection with a partner and check your answers with the instructor.
 - _____4. REFLECT on your appearance as a JROTC Cadet. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____5. JIGSAW assigned portions of text from Lesson 5: Your Personal Appearance and Uniform from Chapter 1 of the student text.
 - _____6. CREATE a visual tool (Thinking Map® or Graphic Organizer) to illustrate the information you are responsible for.
 - _____7. COMPLETE a quiz.
 - _____8. REFLECT on the maintenance of the JROTC uniform. ANSWER the reflection questions presented by your instructor.

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



- Part 1**
- _____1. CREATE a "branch" of a Class Brace Map, adding all parts necessary to include on the uniform.
 - _____2. DISPLAY your "branch" of the Brace Map on the board for all to inspect and PROVIDE FEEDBACK for any revision.
 - _____3. REFLECT on the many parts of each uniform. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____4. DRESS a mannequin in an assigned JROTC Uniform.
 - _____5. PROVIDE inspection feedback on other uniforms.
 - _____6. REFLECT on all the differences you noted among the uniforms. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. INSPECT another Cadet's uniform using Exercise #4: Inspection Criteria Observation Checklist.
- _____2. COMPLETE the Your Personal Appearance and Uniform Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 5 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 8 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 6 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Exercise 1: Uniform Matching

Directions: Column A provides descriptions/uses of the JROTC uniforms listed in Column B. Match the uniform with the appropriate description/use by placing its letter in the space to the left of Column A.

Column A

- _____ Worn at formal social functions
- _____ Shoulder marks are not worn with this uniform
- _____ Worn at summer camp and for participation on special teams
- _____ Wearing of a tie or neck tab is optional
- _____ Uniform most often worn during class assemblies
- _____ Worn during formal ceremonies
- _____ Requires the Army green coat to be worn with it
- _____ Worn during formal inspections
- _____ Female Cadets are required to wear a T-shirt with it
- _____ Only uniform where all three items that make up the gig line can be easily inspected

Column B

- a. Army Combat uniform
- b. Class A uniform
- c. Class B uniform

Exercise 2: Arrange Awards on a Uniform

Directions: You have been awarded the following JROTC awards. Arrange them in the correct order of precedence (or order of merit), as you would wear them on your uniform. Place the award sequence numbers in their correct location in the illustration below.

Parade Ribbon (N-4-1)
Personal Appearance Ribbon (N-3-2)
Physical Fitness Award (N-2-2)
Academic Achievement Ribbon (N-1-3)
Drill Team Ribbon (N-3-4)
Perfect Attendance Ribbon (N-1-4)
Student Government Ribbon (N-1-5)
LET Service Ribbon (N-1-6)
Good Conduct Ribbon (N-3-10)

Exercise 3: JROTC Uniform Items and Accessories

Directions: Columns A and C each contain a situation where a different Cadet is preparing for a uniform inspection. Column B lists selected JROTC uniform items and accessories. Place a check mark beside the items and accessories in Column B that are required by these Cadets for their inspections and an “O” for those items or accessories that are optional.

Note: You may not have to check off some of these items because they are neither required nor optional in certain situations.

Column A	Column B	Column C
A female Cadet sergeant preparing for an inspection of her short-sleeve Class B uniform would require:		A male Cadet officer preparing for an inspection of his Class A uniform would require:
_____	ACU Cap	_____
_____	Garrison Cap	_____
_____	Army Green Coat	_____
_____	Shoulder Marks	_____
_____	ACU Shirt	_____
_____	Army Green Shirt	_____
_____	Black Necktie	_____
_____	Black Neck Tab	_____
_____	Army Green Slacks/Trousers	_____
_____	ACU Trousers	_____
_____	Black Belt w/Brass Buckle	_____
_____	Sheer Stockings	_____
_____	Army Black Socks	_____
_____	Black Shoes or Pumps	_____
_____	ROTC Cap Insignia	_____
_____	JROTC Grade Insignia	_____
_____	ROTC Lapel Insignia	_____
_____	JROTC Corps Insignia	_____
_____	Nameplate	_____
_____	Ribbons/Medals	_____

Exercise 4: Inspection Criteria Observation Checklist

Directions: Circle the correct condition for each item. All circled items need to be in the first and second column to satisfactorily pass inspection.

Headgear:	Clean?	Ex	Sat	Unsat
	Brass shined?	Ex	Sat	Unsat
	Brass properly placed?	Ex	Sat	Unsat
Hair:	Properly styled/groomed?	Ex	Sat	Unsat
	Off the ears/collar?	Yes	No	
Shirt/Coat:	Properly sized?	Yes	No	
	Clean and pressed?	Ex	Sat	Unsat
	Grade insignia placement?	Ex	Sat	Unsat
	Nameplate placement?	Ex	Sat	Unsat
	Honor Star placement?	Ex	Sat	Unsat
	Ribbons/badges placement?	Ex	Sat	Unsat
	Unit crest placement?	Ex	Sat	Unsat
	Shoulder cord(s) placement?	Ex	Sat	Unsat
	Pockets buttoned?	Yes	No	
Strings?	Yes	No		
Trousers:	Properly sized?	Yes	No	
	Clean and pressed?	Ex	Sat	Unsat
	Belt buckle shined?	Ex	Sat	Unsat
	Gigline straight?	No	Yes	
Shoes:	Shined/dusted?	Ex	Sat	Unsat
	Black socks?	Yes	No	

Key:

Unsat = Unsatisfactory

Sat = Satisfactory

Ex = Excellent

Exercise 5: Fill in the Blank

Directions: Complete the following sentences.

1. The only two items that you can wear on your wrist when you are in the JROTC uniform (as long as the style of those items is conservative and in good taste) are a _____ and an _____.
2. You can wear not more than _____ rings with the JROTC uniform (again, as long as the style of your rings is conservative and in good taste).
3. Female Cadets may also wear small circular earrings not to exceed _____ inch in diameter with the JROTC uniform.
4. Male Cadets are to keep their sideburns no lower than the _____.
5. Female Cadets are to keep their hair styled so that it does not touch the _____.
6. When taking care of brass, brightly polish the _____, _____, and _____.
7. The only exception to polishing brass articles are the _____; instead of using polish, scrub them with _____ and _____.

Exercise 6: Identify and Give Examples

Directions: Identify four factors of personal appearance and give one example of the proper application of each factor.

PERSONAL APPEARANCE FACTORS

EXAMPLES

- (1) _____
- (2) _____
- (3) _____
- (4) _____

Exercise 7: Multiple Choice

Directions: Circle the correct answer.

1. Cadet officers wear their insignia of grade using _____.
 - a. subdued pin-on insignia
 - b. nonsubdued pin-on insignia
 - c. shoulder marks
 - d. a combination of nonsubdued pin-on insignia or shoulder marks depending on unit operating procedures

2. Ribbons are worn _____.
 - a. 1/8" below the top seam on the left pocket flap
 - b. 1/8" above the top seam on the right pocket flap
 - c. 1/4" above the top seam on the right pocket flap
 - d. 1/8" above the top seam on the left pocket flap

3. The _____ insignia worn on the garrison cap for enlisted Cadets is positioned _____ from the crease.
 - a. grade, one inch (1")
 - b. ROTC, one-half inch (1/2")
 - c. grade, one-half inch (1/2")
 - d. ROTC, one inch (1")

4. Medals are worn _____.
 - a. 1/8" below the top seam on the left pocket flap
 - b. 1/8" above the top seam on the right pocket flap
 - c. 1/4" above the top seam on the right pocket flap
 - d. 1/8" above the top seam on the left pocket flap

5. The two places where unit crests can be worn on the JROTC uniform are _____.
 - a. on the shoulder marks or above the left pocket
 - b. above the right pocket or centered below the button on the left pocket
 - c. on the shoulder marks or centered below the button on the right pocket
 - d. directly below the nameplate or above the right pocket

6. Position the nameplate _____.
 - a. 1/8" below the top seam on the right pocket flap
 - b. centered on the right pocket between the top seam and the top of the buttonhole
 - c. 1/4" below the top seam on the left pocket flap
 - d. centered on the left pocket between the top seam and the top of the buttonhole

7. How many special medals and/or marksmanship badges can you wear on the uniform and on which pocket do you wear them?
 - a. Not more than two medals and badges combined and on the right pocket
 - b. Not more than three medals and badges combined and on the right pocket
 - c. Not more than two medals and badges combined and on the left pocket
 - d. Not more than three medals and badges combined and on the left pocket

8. Wear your ribbons in order of preference from _____.
- a. top to bottom and from right to left
 - b. top to bottom and from left to right
 - c. right to left and from bottom to top
 - d. left to right and from bottom to top
9. The Honor Unit insignia is worn _____.
- a. 1/4" above the top seam on the left pocket flap
 - b. 1/8" above the top seam on the right pocket flap
 - c. 1/4" above the top seam on the right pocket flap
 - d. 1/8" above the top seam on the left pocket flap
10. Center insignia of grade that is worn on the shirt collar with the center line of the insignia bisecting the point of each collar and _____ up from the edge of the collar point.
- | | |
|---------------------------------|-------------------------------------|
| a. one-eighth of an inch (1/8") | c. one-half of an inch (1/2") |
| b. one inch (1") | d. three-quarters of an inch (3/4") |

Performance Assessment Task

Unit 1: Citizenship in Action

Your Personal Appearance and Uniform [U1C1L5]

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

Demonstrate proper Cadet appearance



Directions

For this performance assessment task, you will conduct and receive a peer uniform inspection. For this assessment you will:

1. Use Exercise #4: Inspection Criteria Observation Checklist to evaluate your assigned Cadet peer.
2. Provide feedback to the inspected Cadet verbally and in writing. (Provide them with a copy of the checklist). For all criteria marked as "unsatisfactory" give a written explanation using a separate piece of paper on what was observed and how the Cadet can remedy the problem.
3. Include the inspection you conducted on your peer, and the inspection checklist provided to you by a peer about your own uniform and appearance.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Indicate on your personal evaluation any changes you made to your own personal appearance or uniform based on the feedback provided to you by a peer.
6. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Your Personal Appearance and Uniform Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. You evaluate a fellow cadet's uniform and appearance	met	not met
2. You provide written and oral feedback for improvement to evaluated cadet	met	not met
3. You make changes to your own appearance and uniform according to a peer evaluation	met	not met
4. You document your changes on your checklist	met	not met

Comments:

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

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

Student Learning Plan

Unit 1: Citizenship in Action

The Stars and Stripes [U1C1L6]



What you will accomplish in this lesson:

The U.S. flag is the most notable symbol of our nation. When we show respect for the U.S. flag, we display honor to our country. In this lesson, you will explore the history of the U.S. flag. You will also learn and practice the rules for displaying and folding the flag.



Why this lesson is important:

Demonstrate protocol to show respect for and handle the U.S. flag



What you will learn in this lesson:

- Explain the history of the U.S. flag
- Explain the symbolism of the various parts and colors on the flag
- Classify the size and use of each basic type of U.S. flag
- Demonstrate how to show respect for the U.S. flag
- Compare the rules for displaying the flag in different situations
- Describe the correct way to fold the U.S. flag
- Define key words: color(s), ensign, garrison flag, half-staff, halyard, pennant, post flag, staff, standard, storm flag, union



You will have successfully met this lesson's purpose:

- when you correctly fold the flag, hold it correctly, and make the correct folds in the correct order
- when you take appropriate steps to salute the flag when you are in uniform and when you are in civilian attire
- when you correctly raise, lower, and display the flag
- when you complete a notebook entry that describes and evaluates how a local business displays the U.S. flag



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.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT how you feel when you see the American flag. PREPARE for this lesson by discussing What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.
2. CREATE a KWL Chart to list what you know and what you want to know about the flag. SHARE your chart with the class. ADD your chart to your Cadet Notebook.
3. REFLECT on what you discovered about showing respect for the U.S. flag. ANSWER the reflection questions presented by your instructor.

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



- _____1. LISTEN to a briefing about proper care of the U.S. flag. GATHER information about an assigned flag topic by reading Lesson 6: The Stars and Stripes in Chapter 1 of your student text and using Internet sources.
- _____2. PREPARE to demonstrate an assigned skill and to share one important historical fact about the flag for the class.
- _____3. ANSWER the reinforcing questions. ADD responses to your Cadet Notebook.
- _____4. REFLECT on why the flag is important. ANSWER the reflection questions presented by your instructor.

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



- _____1. CREATE a Flow Map to list the steps to properly fold the flag as you VIEW Video #1: Flag Folding.
- _____2. PRACTICE folding the flag. PRACTICE saluting the flag.
- _____3. REFLECT on what you learned about folding the flag. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. DEMONSTRATE ways to display the flag using notes and resources shared in class. ADD what you learned about respecting the flag to the KWL Chart. OBTAIN the Stars and Stripes Performance Assessment Task from your instructor.
- _____2. COMPLETE the Stars and Stripes Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise 1: Our Flag

Directions: Complete the crossword puzzle using the Key Words shown below.

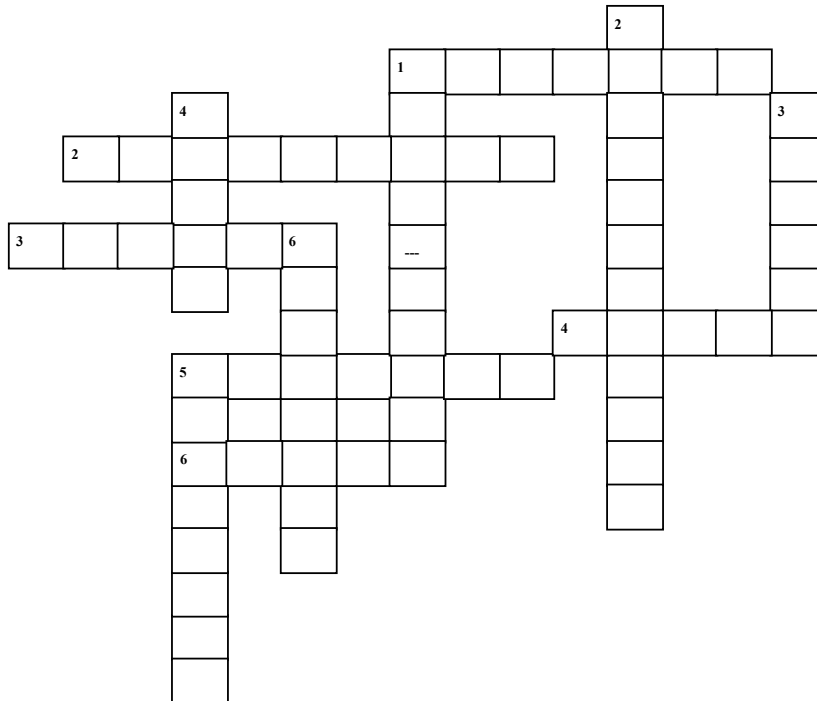
Color	Half-staff	Staff
Colors	Halyard	Standard
Ensign	Pennant	Storm Flag
Garrison Flag	Post flag	Union

ACROSS:

1. Rope or tackle used for hoisting or lowering the flag
2. Flag measuring five by nine and one-half feet; used for inclement weather
3. A term that means the national and positional and/or organizational flags
4. The blue rectangle covered with stars on the U.S. flag
5. A long, narrow flag tapering to a point at the end
6. Another word for flagpole which can be used to carry a unit's guidon or colors

DOWN:

1. Position of the U.S. flag used to honor military and nationally important deceased persons
2. Flag measuring 20 by 38 feet; used for ceremonial occasions
3. A flag that is displayed from an aircraft, ship, or boat as the symbol of nationality
4. This term implies only the national (or the U.S.) flag
5. Flag measuring 10 by 19 feet; used for everyday occasions
6. A term interchangeable with "colors;" formerly used for mounted, motorized, or mechanized organizations



Exercise 2: The History of Our Flag

Directions: Select the correct answer to the following questions.

1. Congress passed a law in ____ returning the flag back to its original design of 13 stripes, fearing that too many stripes would spoil the true design of the flag.
a. 1794 b. 1818 c. 1912 d. 1959
2. The last star added to the U.S. flag represents the state of ____, which was admitted to the Union in ____.
a. Alaska – 1959 b. Alaska – 1960 c. Hawaii – 1960 d. Hawaii - 1959
3. The first two stars and stripes added to the original U.S. flag took place in ____ to add the states of ____ and ____.
a. 1777, Delaware, Pennsylvania
b. 1779, Tennessee, Ohio
c. 1794, Vermont, Kentucky
d. 1818, Illinois, Alabama
4. Flag Day is celebrated on _____ to commemorate the creation of the first Stars and Stripes flag by the Continental Congress in Philadelphia in 1777.
a. July 1 b. May 30 c. June 14 d. June 16
5. From the days of Betsy Ross in 1777 to Flag Day in 1996, the U.S. flag that has flown as the banner of this nation for the longest period of time is the one with _____ stars.
a. 50 b. 48 c. 15 d. 13

Exercise 3: Saluting Our Flag

Directions: Use the phrases indicated below to complete the following sentences. You may have to use some of these phrases more than once or not at all.

stand at parade rest stand at attention render the hand salute
stand at attention with your right hand over your left breast
stand at attention with your right hand over your heart
place your right hand over your heart

1. If you are outdoors, in civilian clothes without a hat, but not in formation, and the Colors pass you, you should _____ until the Colors are six steps past you.
2. If you are indoors, in uniform, but not in formation, and the U.S. flag passes you, you should _____ until the flag is six steps past you.
3. If you are outdoors, in uniform wearing a hat, but not in formation, and the U.S. flag passes you, you should _____ and _____ until the flag is six steps past you.
4. If you are outdoors, in civilian clothes without a hat, but not in formation, and you pass the Colors, you should _____ when you are about six steps from the Colors.

Information Sheet 1: Steps to Folding a U.S. Flag

1. Bring the lower striped section of the flag up over the blue field.
2. Then, fold the “folded edge” over to meet the “open edge.”
3. Start a triangular fold by bringing the lower striped corner to the “open edge.”
4. Fold the outer point inward and parallel with the “open edge” to form a second triangle.
5. Continue to fold the flag in triangles until the entire length of the flag is folded with only the blue field and the margin showing.
6. Tuck the margin into the pocket formed by the folds at the blue field edge of the flag
7. Only the blue field should be visible and it should have the triangular shape of a cocked hat.

Performance Assessment Task

Unit 1: Citizenship in Action

The Stars and Stripes [U1C1L6]

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

Demonstrate protocol to show respect for and handle the U.S. flag



Directions

For this performance assessment task, you will demonstrate ways to show respect for the U.S. flag. You will demonstrate how to fold the flag, how to display the flag, and proper ways to salute and honor the flag. You will also write a notebook entry to describe and assess how a local business displays the U.S. flag. For this assessment you will:

1. Preview the criteria listed in the scoring guide to plan for your assessment.
2. Demonstrate the following in the presence of your instructor:
 - a. Fold the U.S. flag
 - b. Salute and honor the U.S. flag in uniform and out of uniform
 - c. Display the U.S. flag as directed by your instructor
3. Observe how a local business displays the U.S. flag for a week. Make notebook entries to describe how the flag was displayed. Note how the flag was displayed correctly or incorrectly. Explain how the business should correct any improper display.
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 Stars and Stripes Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. You correctly fold the flag, holding it correctly and making the correct folds in the correct order	met	not met
2. You take appropriate steps to salute and honor the flag when you are in uniform and when you are in civilian attire	met	not met
3. You correctly raise, lower, and display the flag	met	not met
4. You complete a notebook entry that describes and evaluates how a local business displays the U.S. flag	met	not met

Comments:

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

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

Student Learning Plan

Unit 1: Citizenship in Action

Proudly We Sing - The National Anthem

[U1C1L7]



What you will accomplish in this lesson:

Demonstrate courtesies during the playing of the national anthem



Why this lesson is important:

When you hear the U.S. national anthem, do you know what to do? A national anthem is usually a song that is so popular within a culture /country that the people of that culture/country claim it as a symbol for their nation. In this lesson, you will examine ways to show respect when the U.S. national anthem – “The Star Spangled Banner” – is played.



What you will learn in this lesson:

- Explain the history of the national anthem
- Describe Cadet courtesies when the national anthem is played
- Explain the history of the official national march
- Define key words: anthem, bombardment, national march, symbol, “The Star-Spangled Banner,” under arms



You will have successfully met this lesson's purpose:

- by participating in a ceremony when the flag is presented during the playing of the national anthem
- when you observe appropriate courtesies during the singing of the national anthem in and out of uniform
- when you follow protocol when displaying the U.S. flag during the national anthem inside or outside



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.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT when you have heard the national anthem. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. LISTEN to the “Star-Spangled Banner.” CREATE a Bubble Map to describe how a person might feel while hearing the national anthem. CIRCLE feelings you have when you hear the national anthem. SHARE your map with the class. ADD your map to your Cadet Notebook.
3. REFLECT on how you feel about the national anthem. ANSWER the reflection questions presented by your instructor.

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



- _____ 1. LISTEN to a briefing about the national march and the bugle call “To the Colors.” LEARN ABOUT the history of the national anthem and how to show respect by reading Lesson 7: Proudly We Sing-The National Anthem in Chapter 1 of your student text. GATHER information from the student text, Internet sources, and U.S. Code 36 to create a skit or role-play about: 1) the origins of our national anthem; 2) showing respect when our national anthem is played in a variety of situations; or 3) showing respect during the playing of friendly foreign countries’ national anthems.
- _____ 2. ANSWER the Reinforcing Questions.
- _____ 3. REFLECT on how people show respect during the national anthem. ANSWER the reflection questions presented by your instructor.

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



- _____ 1. PRESENT your skits or role-plays to the class. WRITE a notebook entry to summarize what you learned from watching the other teams’ skits.
- _____ 2. REFLECT on what you learned about music and history. ANSWER the reflection questions presented by your instructor



Assessment Activities:

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



- _____ 1. OBTAIN the Proudly We Sing – The National Anthem Performance Assessment Task from your instructor. PREVIEW the scoring guide. PREPARE to participate in a ceremony to present the flag during the playing of the national anthem at a local event.
- _____ 2. COMPLETE the Proudly We Sing – The National Anthem Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Performance Assessment Task

Unit 1: Citizenship in Action

Proudly We Sing - The National Anthem [U1C1L7]

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

Demonstrate courtesies during the playing of the National Anthem



Directions

For this performance assessment task, you will demonstrate courtesy during the singing of the national anthem. You will conduct a ceremony for a local event that requires the presenting of the U.S. flag and the singing of the national anthem. You will also write a notebook entry to explain why you favor a particular passage of the "Star-Spangled Banner." For this assessment you will:

1. Preview the criteria listed in the scoring guide to plan for your assessment.
2. Schedule a time to conduct an opening ceremony at a local event.
3. Assign roles and rehearse in preparation for presenting the U.S. Flag and playing the national anthem for the ceremony. Check your performance using the criteria detailed in the scoring guide.
4. Conduct the ceremony in the presence of your instructor for feedback and a grade.
5. Write a notebook entry to describe your favorite passage of the Star Spangled Banner. Explain why this passage is your favorite.
6. Use the attached scoring guide criteria for what you need to do to complete this task.
7. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Proudly We Sing - The National Anthem Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. You observe appropriate courtesies by facing the flag, standing at attention, and rendering the hand salute during the singing of the national anthem when outdoors in uniform	met not met
2. You observe appropriate courtesies by facing the flag and standing at attention during the singing of the national anthem when indoors in uniform	met not met
3. You observe appropriate courtesies by facing the flag, removing your hat, standing at attention, and placing your hand over your heart during the singing of the national anthem when in civilian clothing	met not met
4. You correctly display the flag during the national anthem	met not met
5. Your notebook entry cites a passage from the “Star- Spangled Banner” and explains why that passage is important to you	met not met

Comments:

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

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

Student Learning Plan

Unit 1: Citizenship in Action American Military Traditions, Customs, and Courtesies [U1 C1 L8]



What you will accomplish in this lesson:

Explore the purpose of military traditions, customs, and courtesies



Why this lesson is important:

The purpose of military traditions, customs, and courtesies is to develop pride in the military service and to establish strong bonds of professional and personal friendships – patterns of behavior that enhance the military way of life. They provide a framework for applying the principles of respect in military organizations and reflect unit discipline and readiness. In this lesson, you will learn about and demonstrate military traditions, customs, and courtesies.



What you will learn in this lesson:

- Describe the types of personal salutes and when they are executed
- Match Army ranks to their proper titles
- Identify situations requiring a salute or other forms of respect to senior officers
- Define key words: courtesies, customs, dress, esprit de corps, mess, position of honor, reporting, ruffles and flourishes, salutes, self-propelled, traditions, uncasing, uncovered



You will have successfully met this lesson's purpose:

- when you identify situations that require displays of respect and identify how those displays of respect affect the military and other organizations
- when you demonstrate respect towards your JROTC cadre, school staff, fellow Cadets, and other students
- when you properly render a salute and salutation to a senior officer
- when your written summary provides explanations of traditions, customs, and courtesies
- when your written summary provides an example of rendering military honors
- when your Cadet notebook entry provides an example of saluting with or without wearing a hat or cap



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.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about any friends you have who celebrate different traditions and customs. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
2. In a team, DEFINE “respect,” “traditions and customs,” and “courtesies.” CREATE a Circle Map (or Concept Web) about one of the three terms. RECORD definitions in your Cadet Notebook.
3. SHARE AND DISCUSS your thoughts with others in the class.

- _____4. REFLECT on what you learned about these definitions. ANSWER the reflection questions presented by your instructor.

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



- _____1. LEARN ABOUT military traditions, customs, and courtesies by researching the assigned subject in your text, other reading material and online.
- _____2. PREPARE and DELIVER a presentation about your assigned subject matter to the class.
- _____3. REFLECT on what you have learned. ANSWER the reflection questions presented by your instructor.

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



- _____1. READ Lesson 8 and create a Tree Map with the headings "Traditions and Customs," and "Courtesies" showing what you learned about each. RECORD your ideas in your Cadet Notebook.
- _____2. PARTICIPATE in a small group exercise practicing saluting and giving a greeting or salutation to a senior officer. PRACTICE rendering a salute, receiving, and returning a salute. CRITIQUE team members on their performance. ROTATE roles within the group.
- _____3. REVIEW the salute diagram and appropriate salutations in your text. PRACTICE rendering salutes in a mirror. CRITIQUE yourself on your performance. RECORD your critique in your Cadet Notebook.
- _____4. REFLECT on what you learned about saluting. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. CREATE a Tree Map that identifies school staff positions, equivalent military ranks, and appropriate salutations to each. GREET school administrators, teachers, and staff appropriately when you meet them.
- _____2. COMPLETE the American Military Traditions, Customs, and Courtesies Performance Assessment Task and Worksheet #1: Military Traditions, Customs, and Courtesies. SUBMIT them to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Worksheet 1: Military Traditions, Customs and Courtesies

Part 1

Directions: Column A provides definitions of key words listed in Column B. Match the key word with the appropriate definition by placing the correct letter in the space to the left of Column A.

Column A

- ___ To attire with a certain degree of uniformity
- ___ A drum and bugle salute
- ___ Long-established practices followed as a matter of course among a people
- ___ Having the ability within itself to move
- ___ Being without a hat or headgear
- ___ The firing of a salute normally by a battery of guns
- ___ The passing down of elements of a culture from one generation to another
- ___ A sign or form of exchange used to greet or to show respect and recognition
- ___ Polite gestures or remarks
- ___ The policy of keeping seniors to your right while walking or sitting
- ___ A common feeling of pride found in members of a group
- ___ Removing the case from Colors attached to a staff
- ___ Presenting oneself to a senior
- ___ A place in the military where meals are served

Column B

- a. cannon salutes
- b. courtesies
- c. customs
- d. dress
- e. esprit de corps
- f. mess
- g. position of honor
- h. reporting
- i. ruffles and flourishes
- j. salute
- k. self-propelled
- l. traditions
- m. uncasing a group
- n. uncovered

Part 2

Directions: Column A provides definitions of key words listed in Column B. Match the key word with the appropriate definition by placing the correct letter in the space to the left of Column A.

Column A

- _____ Place the tip of your right forefinger to the forehead near and slightly to the right of your right eyebrow
- _____ Place the tip of your right forefinger to that point on the glasses where the temple piece of the frame meets the right edge of your right brow
- _____ Place the tip of your right forefinger on the rim of the visor slightly to the right of your right eye

Column B

- a. wearing headgear with a visor and with glasses
- b. uncovered with glasses
- c. wearing headgear without a visor and without glasses

Part 3
Circle a Salute

Directions: Military regulations require you to salute when you meet and recognize a person who is entitled to that honor with certain exceptions. Circle all of the situations below where a salute is required.

- a. When you or the other person are in civilian clothes
- b. When you meet the other person in a public place, such as a store or theater
- c. When you are in a group uncasing the Colors
- d. While you are indoors (you are not reporting or on guard duty)
- e. When you are reporting
- f. When you hear the sounding of honors
- g. When the national colors pass you
- h. While you are riding on public transportation, such as a bus or a train
- i. When you hear the "National Anthem," "To the Colors," or "Hail to the Chief" (If you are in uniform.)
- j. When you hear reveille or retreat and you are in uniform
- k. When pledging allegiance to the flag while outdoors and in uniform
- l. When pledging allegiance to the flag while indoors
- m. When on duty as a guard

Performance Assessment Task

Unit 1: Citizenship in Action

American Military Traditions, Customs, and Courtesies *[U1C1L8]*

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

Explore the purpose of military traditions, customs, and courtesies



Directions

For this performance assessment task, you will be completing the Traditions, Customs, and Courtesies Worksheet and writing a brief summary about respect in military organizations. For this assessment you will:

1. Think about the traditions, customs, and courtesies that you studied in this lesson.
2. Complete the Traditions, Customs, and Courtesies worksheet.
3. Write a brief summary about how respect is demonstrated and how it affects military organizations.
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.
6. Render a correct salute and give an appropriate salutation to your instructor when turning in your worksheet and summary.

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

American Military Traditions, Customs, and Courtesies Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. You successfully complete the Traditions, Customs, and Courtesies worksheet	met not met
2. Your written summary identifies examples of military traditions, customs, and courtesies	met not met
3. Your written summary explains how displays of respect affect military organizations	met not met
4. You salute and give an appropriate salutation to your instructor when turning in your exercises	met not met

Comments:

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

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

Student Learning Plan

Unit 2: Leadership Theory and Application

Leadership Defined [U2C1L1]



What you will accomplish in this lesson:

Identify your leadership strengths and opportunities for improvement



Why this lesson is important:

Leaders are necessary to help motivate others and achieve common goals. So what behaviors make up a leader? Are you a leader? This lesson focuses on defining what leadership is and what types of behaviors leaders possess. Activities in this lesson allow you to examine your own leadership behavior strengths and weaknesses and begin making improvements. With this basic introduction of leadership, you can begin to appreciate the responsibilities that successful leaders have to themselves, to those they may be working with and working for.



What you will learn in this lesson:

- Describe leader behaviors that make others want to follow
- Explore how leadership relates to purpose, direction, and motivation
- Identify ways to develop leadership behaviors
- Define key words: behavior, direction, leadership, motivation, purpose



You will have successfully met this lesson's purpose:

- by writing a summary about your own leadership behaviors
- when your written summary recognizes leadership behaviors
- when your written summary relates your behaviors to purpose, direction, and motivation
- when your written summary recognizes personal leadership behavior strengths
- when your written summary identifies a need for improvement on specific leadership behaviors



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.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about leadership? PREPARE for this lesson by discussing: *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. WATCH the short video of President John F. Kennedy supporting the United States space program and future mission to the moon. Can you detect any leadership behaviors? SHARE with the class any leadership characteristics, attitudes or behaviors you observed in the video.
3. Now, in an assigned small group, THINK ABOUT someone who you consider to be a leader. Create a Bubble Map showing their characteristics, attitudes or behaviors. DISCUSS the similarities of your leader to those observed in President John F. Kennedy. Help DEVELOP a class definition of a leader based on the identified behaviors.

- _____ 4. REFLECT on what you just saw and discussed. ANSWER the reflection questions presented by your instructor.

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



- _____ 1. COMPARE the class definition of leadership to the definition presented in the textbook or by your instructor. DISCUSS what Purpose, Direction, and Motivation have to do with leadership?
- _____ 2. REVIEW all of the class Bubble Maps displayed around the room. DISCUSS whether the leadership behaviors support Purpose, Direction or Motivation.
- _____ 3. REFLECT on new information presented to you about leadership. ANSWER the reflection questions provided by your instructor.

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



- _____ 1. WORK with a partner or small group and answer the presented questions about undesirable and desirable qualities of the team player in the case study presented. COMPARE them to the Definition of Leadership. OUTLINE how the "leader" in the case study can improve as a leader of a team.
- _____ 2. REFLECT on your own behaviors as a leader. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____ 1. THINK ABOUT the behaviors that you exhibit in a leadership situation and behaviors that you would like to improve for leadership situations. READ an assigned Case Study and SHARE how positive leadership behaviors were modeled. Be ready to WRITE about what you would like to develop in your own leadership.
- _____ 2. COMPLETE the Leadership Defined Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Performance Assessment Task

Unit 2: Leadership Theory and Application

Leadership Defined [U2C1L1]

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

Identify your leadership strengths and opportunities for improvement



Directions

For this performance assessment task, you will create a profile of your own leadership behaviors and recognize areas that you would like to improve. For this assessment you will:

1. Think about your present leadership behaviors such as:
 - Behaviors you believe are positive and good to have
 - Behaviors you believe are negative and need some improvement
 - Behaviors you would like to add to your leadership style
2. Read the Case Study #4 from the "Leadership Defined" section of the hardbound student textbook. Identify the behavior examples cited in the Case Study and compare them to your own.
3. Write a summary describing the leadership behaviors identified in Case Study #4 how the behaviors of the case study leader helped achieve a purpose, set a direction, and motivate others.
4. Describe how your leadership style is similar or different to the one presented in the Case Study.
5. Indicate the areas in your own leadership that you wish to improve upon and why.
6. Use the attached scoring guide criteria for what you need to do to complete this task.
7. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Leadership Defined Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your written summary includes leadership behaviors and relates them to purpose, direction, and motivation	met	not met
2. Your written summary recognizes personal leadership behavior strengths	met	not met
3. Your written summary identifies need for improvement on specific leadership behaviors	met	not met
4. Your written summary compares personal leadership behavior strengths and weaknesses to Case Study #4 from student hardbound textbook	met	not met
5. Your written summary uses proper spelling, grammar, and punctuation	met	not met

Comments:

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

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

Student Learning Plan

Unit 2: Leadership Theory and Application Leadership Reshuffled [U2C1L2]



What you will accomplish in this lesson:

Compare leadership styles



Why this lesson is important:

For a long time, there has been great interest in determining what makes a good leader. Researchers have examined the origins and evolution of leadership for years. This lesson explains the theories and approaches to leadership as they have changed over time, and identifies historical events that have shaped them. This lesson also explores how leadership styles are applied to different kinds of situations.



What you will learn in this lesson:

- Describe how leadership has evolved
- Compare different approaches to leadership
- Define key word: approach



You will have successfully met this lesson's purpose:

- by comparing two leadership styles and two leadership approaches in a graphic organizer or Thinking Map®
- by writing a short summary when you compare two of three approaches: traits, behavior, or contingency
- when you compare two leadership styles
- when your summary contains an explanation of the leadership style and approach that works for you and why



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.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about leadership styles. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you'll successfully meet the lesson's purpose.*
2. THINK ABOUT what leadership styles are most effective. REVIEW the statements presented as employer perceptions. DETERMINE whether you 'agree' or 'disagree' with the statements.
3. CONTRIBUTE your reason for *agreeing, disagreeing* or remaining *undecided* with the statement in a class Tree Map. DISCUSS the various responses.
4. REFLECT on the various perceptions of leadership. ANSWER the reflection questions presented by your instructor.

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



- _____ 1. VIEW a presentation or CONDUCT research on leadership styles.
- _____ 2. READ the Leadership Reshuffled section of your student text. DESCRIBE the approach and associated leadership style. DESCRIBE historical events that occurred during the evolution of the approach; and EXPLAIN your opinion as to the usefulness of the approach in leadership situations.
- _____ 3. REFLECT on the various approaches and styles presented. ANSWER the reflection questions presented by your instructor.

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



- _____ 1. BUILD a tower with members of an assigned team.
- _____ 2. THINK ABOUT the leadership approach and style of the team leader.
- _____ 3. CREATE a Bubble Map describing the qualities and effectiveness of the leader. PRESENT your Bubble Map to the class. DISCUSS the different approaches and observations.
- _____ 4. REFLECT on your own approach to leadership. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____ 1. OBTAIN the Leadership Reshuffled Performance Assessment Task. COMPARE two leadership styles and two leadership approaches in a graphic organizer or Thinking Map® of your choice. WRITE a short summary explaining the style and approach that you prefer and why.
- _____ 2. COMPLETE the Leadership Reshuffled Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise #1: Leader Roles

Directions: Assign one of the following roles to each team leader.

Role 1	Your job is to be as much of an autocratic leader as you possibly can. It is important that you demonstrate this style of leadership to your team without informing them of what you are doing. Avoid accepting any suggestions from any team member. Give orders about the planning and construction. The tower is to be constructed from your ideas only.
Role 2	Your job is to be as much of a laissez-faire (hands off) leader as you possibly can. It is important that you demonstrate this style of leadership to your team without informing them of what you are doing. Avoid any interference with their planning beyond the minimum necessary for the maintenance of classroom order. Exercise a deliberate abstention from direction or interference. The tower is to be the result of the team's ideas.
Role 3	Your job is to be as much of a democratic leader as you possibly can. It is important that you demonstrate this style of leadership to your team without informing them of what you are doing. When a suggestion is made by you or by any team member, ask to see how many of the team members agree with the idea. Push for some degree of consensus before any idea is acted on. The tower is to be the result of a consensus of ideas.

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Performance Assessment Task

Unit 2: Leadership Theory and Application

Leadership Reshuffled [U2C1L2]

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

Compare leadership styles



Directions

For this performance assessment task you will compare two leadership styles and two approaches using a graphic organizer or Thinking Map® of your choice. You will also write a short summary explaining the leadership style and approach you prefer and why. For this assessment you will:

1. Select two leadership styles that interest you and show how they are similar and different in a graphic organizer or Thinking Map® of your choice.
2. Then, compare two leadership approaches that interest you and show how they are similar and different in a graphic organizer or Thinking Map® of your choice.
3. Write a short summary explaining the leadership style and approach you prefer to use and why.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Leadership Reshuffled Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
You compare two of three approaches: traits, behavior, or contingency	met	not met
You compare two leadership styles	met	not met
Your comparisons are shown in a graphic organizer or Thinking Map®	met	not met
Your written summary contains an explanation of the leadership style and approach that works for you and why	met	not met
Your written summary uses proper grammar, punctuation, and spelling	met	not met

Comments:

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

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

Student Learning Plan

Unit 2: Leadership Theory and Application Leadership from the Inside Out [U2C1L3]



What you will accomplish in this lesson:

Develop a personal code of ethics



Why this lesson is important:

When a leader gives his or her unit a particular mission, it is usually based on what the leader believes to be right. Leader's and follower's decisions and actions are motivated by their values—those strong feelings inside that say 'right or wrong' or 'ethical or unethical', or 'best for the majority or best for me'. In this lesson you will develop a personal code of ethics based on the values you possess.



What you will learn in this lesson:

- Describe the values that leaders possess
- Identify how attitudes can affect a person's actions
- Consider how life experiences affect a person's values
- Describe how the similarities and differences in people's values can impact how they interact with others
- Relate your values to the seven Army Values
- Define key words: beliefs, bribery, coercion, dilemma, ethics, favoritism, norms, prejudices, selfless service, tenets, tunnel vision, unethical, values



You will have successfully met this lesson's purpose:

- by developing a Personal Code of Ethics
- when your Personal Code of Ethics explains your key values
- when your Personal Code of Ethics describes your attitudes about the worth of people, concepts, and other things
- when your Personal Code of Ethics describes what you need to be, every day, in every action you take
- when you explain how your values relate to the seven Army Values



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.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT the following questions: *How do your attitudes affect your behavior? What values help your ability to influence others?* 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 the lesson's purpose.*
2. On a piece of paper, WRITE down your attitude about the following: family, school, friends, and work. Be prepared to DISCUSS with the class how these attitudes affect your actions in each of the areas.
3. REFLECT on what values are. ANSWER the reflection questions presented by your instructor.

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



- _____1. VIEW a presentation or CONDUCT RESEARCH on the Army Values. LEARN MORE by reading about Army Values from the “Leadership from the Inside Out” lesson section in your textbook.
- _____2. With an assigned partner or team, take one of the Army Values and CREATE a Bubble Map listing words that describe the qualities of that value. Be prepared to SHARE your map with the rest of the class and ADD more words that others come up with.
- _____3. You have two sets of value cards. DETERMINE which Army Values you currently have and keep those cards. DISTRIBUTE the rest to your classmates who exhibit the value on the remaining cards.
- _____4. REFLECT on what you learned about Army Values. ANSWER the reflection questions presented by your instructor.

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



- _____1. VIEW Video #1: Making a Leader. LIST examples of how General Colin Powell demonstrates or presents each Army Value.
- _____2. PLAY the “Values Game” for money! When the game is over, COMPLETE the questions in Exercise #1: Value Questions.
- _____3. REFLECT on the values you and others possess. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. THINK ABOUT your values and those outlined as Army Values. How closely related are they? REVIEW the directions of the performance assessment task for this lesson. Then, COMPLETE the Leadership from the Inside Out Performance Assessment Task. PAY ATTENTION to the scoring guide for a list of criteria you will be evaluated on.
- _____2. COMPLETE the Leadership from the Inside Out Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 above or as assigned by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 4 above or as assigned by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as assigned by your instructor.

Exercise 1: Value Questions

Directions: Read and answer each question listed below.

1. What were the original value cards that you received?
2. Why did you want to keep/trade them?
3. How much money did you have at the end of the activity?
4. Were you more interested in obtaining meaningful value cards or in accumulating the most money possible?
5. Which value cards did you most wish to obtain?
6. Are you satisfied with the value cards that you now have?

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Performance Assessment Task

Unit 2: Leadership Theory and Application Leadership from the Inside Out [U2C1L3]

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

Develop a personal code of ethics



Directions

For this performance assessment task you will write a Personal Code of Ethics and a brief comparison of the values you outline in your Personal Code of Ethics to those outlined as Army Values. For this assessment you will:

1. Review the criteria detailed in the scoring guide for what you need to do to complete this task.
2. Think about what you have learned about values in this lesson.
3. Write a Personal Code of Ethics reflecting your personal values and how you wish to live out those values.
4. Write a brief comparison of how the values reflected in your Personal Code of Ethics relate to the seven Army Values.
5. Use the attached scoring guide criteria for what you need to do to complete this task.
6. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Leadership from the Inside Out Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your Personal Code of Ethics expresses your key values	met	not met
2. Your Personal Code of Ethics describes your attitudes about the worth of people, concepts, and other things	met	not met
3. Your Personal Code of Ethics describes what you need to be, every day, in every action you take	met	not met
4. You explain how your values relate to the seven Army Values	met	not met

Comments:

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

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

Student Learning Plan

Unit 2: Leadership Theory and Application Principles and Leadership [U2C1L4]



What you will accomplish in this lesson:

Draft a plan for using the 11 principles of leadership to improve your leadership abilities



Why this lesson is important:

Leadership is the process of influencing others to accomplish a mission. The leadership skills that you use to accomplish a mission are the same whether you are in a classroom, your neighborhood, church, home or JROTC. To be a good leader, you must provide teammates with purpose, direction, and motivation. Purpose helps them to understand why they are performing a task, direction shows what they must do, and motivation gives them the desire or initiative to do everything they are capable of doing to accomplish their mission. In this learning plan you will explore the principles of leadership and determine what you must do to improve your leadership abilities.



What you will learn in this lesson:

- Describe the 11 principles of leadership
- Describe the BE, KNOW, and DO attributes of a leader
- Identify how a Cadet can demonstrate leadership character and competence
- Define key words: attributes, censure, convictions, diversified, doctrine, philosophy, recrimination, self-evaluation



You will have successfully met this lesson's purpose:

- when you develop a Principles and Leadership Development Plan
- when your plan includes a self-assessment of your current leadership abilities
- when your plan includes specific goals and objectives for improving your leadership abilities
- when your plan lists specific strategies for improving your leadership abilities
- when your plan describes how you will track your progress
- when your plan describes how you will measure success
- when your plan identifies one or more mentors that you will rely on to provide feedback on your leadership development



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.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about the principles of leadership. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
2. CONTRIBUTE to the development of a Tree Map listing what an effective leader must "Be," "Know," and "Do." SHARE your Tree Map with the rest of the class.
3. REFLECT on what leaders are to be, to know, and to do. ANSWER the reflection questions presented by your instructor.

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



- Part 1**
- _____ 1. OBSERVE a presentation on the 11 Principles of Leadership.
 - _____ 2. PARTICIPATE in a discussion about leadership principles. LEARN more or REVIEW the Principles and Leadership section in your student text.
 - _____ 3. CREATE a Circle Map describing an assigned principle of leadership.
 - _____ 4. REFLECT on leaders who demonstrate these principles. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____ 5. OBSERVE a presentation on the BE, KNOW, and DO model of leadership.
 - _____ 6. PARTICIPATE in a class discussion on the key points of the model.
 - _____ 7. CONNECT the leadership principles to what an effective leader must BE, KNOW, and DO by adding items to the Tree Map created earlier in the lesson.
 - _____ 8. REFLECT on the correlation between the leadership principles and the BE, KNOW, DO attributes. ANSWER the reflection questions presented by your instructor.

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



- Part 1**
- _____ 1. USE the Circle Map to TEACH OTHERS your assigned principle.
 - _____ 2. REFLECT on the leadership principle you want to work on the most. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____ 3. CREATE a poster, advertisement, or commercial promoting the leadership abilities of your team. SHARE your poster, advertisement, or commercial with the rest of the class.
 - _____ 4. REFLECT on your own leadership. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____ 1. THINK ABOUT a situation where you may need to take on a leadership role at school, in the community or in your family such as providing leadership for a service learning project, or getting a job as a camp counselor. OBTAIN the Principles and Leadership Performance Assessment Task from your instructor.
- _____ 2. DEVELOP a plan to improve your leadership abilities using the 11 principles of leadership.
- _____ 3. COMPLETE the Principles and Leadership Performance Assessment Task. SUBMIT your completed assessment task to your instructor for feedback and a grade.
- _____ 4. REVIEW the key words of this lesson.
- _____ 5. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase Part 1:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
3. **Process Phase Part 1:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
4. **Gather Phase Part 2:** Complete the Learning Activities 5 – 8 or as modified by your instructor.
5. **Process Phase Part 2:** Complete the Learning Activities 3 – 4 or as modified by your instructor.
6. **Apply Phase:** Complete the Learning Activities 1 – 5 or as modified by your instructor.

Performance Assessment Task

Unit 2: Leadership Theory and Application *Principles and Leadership [U2C1L4]*

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

Draft a plan for using the 11 principles of leadership to improve your leadership abilities



Directions

For this performance assessment task you will create a Principles and Leadership Development Plan. For this assessment you will:

1. Review the criteria detailed in the scoring guide.
2. Think about what you have learned about leadership in this learning plan.
3. If you have not already done so, complete a leadership self-assessment such as the Leadership Profile in Success Profiler. Reflect on the results of your Leadership self-assessment.
4. Develop a Principles and Leadership Development Plan to help you improve and enhance your leadership skills.
5. Include each of the 11 Principles of Leadership in your plan and provide a brief explanation about your strength or weakness in this principle and how you can further develop it.
6. Use the attached scoring guide criteria for what you need to do to complete this task.
7. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Principles and Leadership Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your plan includes a self-assessment of your current leadership abilities	met	not met
2. Your plan includes specific goals and objectives for improving your leadership abilities	met	not met
3. Your plan lists specific strategies for improving your leadership abilities	met	not met
4. Your plan describes how you will track your progress	met	not met
5. Your plan describes how you will measure success	met	not met
6. Your plan identifies one or more mentors who you will rely on to provide feedback on your leadership development	met	not met
7. Your plan is neatly presented	met	not met

Comments:

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

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

Student Learning Plan

Unit 2: Leadership Theory and Application

Sexual Harrassment/Assault [U2C1L5]



What you will accomplish in this lesson:

Take action to prevent and/or stop sexual harassment and assault



Why this lesson is important:

Sexual harassment is a common and serious problem for both boys and girls in American high schools. The majority of the sexual harassment that occurs involves one student harassing another, or peer sexual harassment. What one individual perceives to be teasing or joking can be perceived as sexual harassment by another. Victims of sexual harassment and assault can suffer anxiety, fear, sleep disturbances and other difficulties. Sexual harassment is illegal, and it is essential that all cadets learn to prevent sexual harassment and assault. In this learning plan, you will learn how to recognize sexual harassment as well as steps that you can take to prevent and/or stop sexual harassment and assault.



What you will learn in this lesson:

- Determine the potential consequences of sexual harassment/assault for the individuals involved
- Assess the role of individual point of view in determining what is sexual harassment
- Locate resources for assisting victims of sexual harassment or assault
- Define key words: date rape, perpetrator, sexism, sexual harassment, vulnerable



You will have successfully met this lesson's purpose:

- by developing a poster or brochure to help prevent or address sexual harassment/assault
- when your poster or brochure defines sexual harassment or assault
- when your poster or brochure includes ideas on how to identify signs of sexual harassment or assault
- when your poster or brochure includes ideas on how to prevent sexual harassment or assault
- when your poster or brochure includes ideas on resources available or steps to take to address sexual harassment or assault



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.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about sexual harassment. 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 Video #2: In Real Life-Sequence 2. THINK ABOUT situations that you have experienced, witnessed, or heard about that could be considered sexual harassment or assault. LIST one or two incidences of sexual harassment witnessed in one of the video scenarios.
3. Then, DEVELOP a team definition of sexual harassment. SHARE your list and definition with the rest of the class. CONTRIBUTE to the development of a definition for sexual harassment.
4. REFLECT on what sexual harassment means. ANSWER the reflection questions presented by your instructor.

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



- Part 1**
- _____ 1. VIEW the four presentations on Sexual Harassment. SELECT a more in-depth topic to EXPLORE with your team. READ the student text and RESEARCH the legal ramifications of sexual harassment. CONDUCT an online search using Websites from Exercise 1: Useful Websites.
 - _____ 2. VIEW Video #3: In Real Life - Sequence 3.
 - _____ 3. COMPARE the class definition of Sexual Harassment to the Sexual Harassment Policy provided in the presentation.
 - _____ 4. REFLECT on the real definition of sexual harassment. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____ 5. VIEW Video #4: In Real Life – Sequence 4.
 - _____ 6. LIST the actions taken in the video scenarios to help stop peer harassment. CONTRIBUTE your comments to the class Tree Map.
 - _____ 7. VIEW the Supportive Communication points and Positive Confrontation ideas presented. DISCUSS how each one was modeled or used in the video scenarios.
 - _____ 8. REFLECT on the affect supportive communication and positive confrontation has on the victim of sexual harassment. ANSWER the reflection questions presented by your instructor.

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



- Part 1**
- _____ 1. CREATE a Multi-Flow Map to show the personal, social, physical and legal consequences to all parties involved in sexual harassment/assault. SHARE your map with others in the class.
 - _____ 2. REFLECT on the consequences of sexual harassment for all parties involved. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____ 3. VIEW Video #5: In Real Life – Sequence 5 about your role as victim, a friend, or someone watching an event occur.
 - _____ 4. With your team, WRITE or ROLE PLAY an alternative supportive communication or positive confrontation technique to one of the four scenarios in the video series.
 - _____ 5. REFLECT on each individual's responsibility, including your own, to stop sexual harassment, especially at school. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____ 1. COMPLETE the Sexual Harassment/Assault Performance Assessment Task. PRESENT your poster or brochure to the class. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 2. REVIEW the key words of this lesson.
- _____ 3. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase Part 1:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
3. **Process Phase Part 1:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
4. **Gather Phase Part 2:** Complete the Learning Activities 5 – 8 or as modified by your instructor.
5. **Process Phase Part 2:** Complete the Learning Activities 3 – 5 or as modified by your instructor.
6. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Performance Assessment Task

Unit 2: Leadership Theory and Application

Sexual Harassment/Assault [U2C1L5]

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

Take action to prevent and/or stop sexual harassment and assault



Directions

For this performance assessment task you will create a brochure or poster to inform others about the risks, consequences and responses of sexual harassment or assault. For this assessment you will:

1. Gather information you learned in this lesson to create a brochure or poster about sexual harassment.
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.

Sexual Harassment/Assault Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your poster or brochure defines sexual harassment or assault	met	not met
2. Your poster or brochure includes ideas on how to identify signs of sexual harassment or assault	met	not met
3. Your poster or brochure includes ideas on how to prevent sexual harassment or assault	met	not met
4. Your poster or brochure includes ideas on how to positively confront or communicate about a sexual harassment or assault situation	met	not met
5. Your poster or brochure includes information gathered during the lesson	met	not met
6. Your poster or brochure includes ideas on resources available or steps to take to address sexual harassment or assault	met	not met
7. Your poster or brochure is visually appealing and uses proper spelling, grammar and punctuation	met	not met

Comments:

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

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

Student Learning Plan

Unit 2: Leadership Theory and Application

Steps from the Past [U2C2L1]



What you will accomplish in this lesson:

Explain the importance of drill in military discipline



Why this lesson is important:

This lesson introduces you to the importance of drill and ceremonies, their history and purpose. The precision and timing of drill promotes skill, teamwork, and discipline. In later lessons and in Leadership Lab, you will see how you can polish your image and personal appearance with the right look, prepare yourself for inspections, understand the roles of leaders and followers in drill, and practice individual drill movements. In this learning plan, you will examine the origins of drill in the Continental Army and identify how drill is used in today's military and in your life.



What you will learn in this lesson:

- Summarize the origin of drill dating back to the Continental Army of the United States
- Identify five purposes of drill in times of war and peace
- Compare the qualities of discipline instilled in the Continental Army to what military drill develops today
- Define key words: discipline, drill, maneuver, precision, unison



You will have successfully met this lesson's purpose:

- when you create a skit, poem, rap, or song about the origins of drill and the purpose it serves in the American military and in daily life
- when your product describes the condition of the Continental Army prior to the establishment of drill
- when your product explains who Baron Friedrich von Steuben was and what he did to establish drill in the Continental Army
- when your product explains five purposes of drill in wartime and peacetime
- when your product describes two examples of the role of drill in your daily life
- when your skit, poem, rap or song engages your audience



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.

INQUIRE PHASE: What do you already know?



-
1. THINK ABOUT what you know about drilling and military ceremonies. 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 meet the lesson's purpose*.
 2. VIEW a video clip of drills in daily life and a drill competition.
 3. CREATE a chart to define drill and identify non-military drills.
 4. REFLECT on drilling. ANSWER the reflection questions presented by your instructor.

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



- _____1. EXPLORE the origins and purpose of drill in the Continental Army by researching an assigned question in your text and on the Internet. RECORD research on chart paper.
- _____2. DISCUSS the role of drill in the military and in everyday life.
- _____3. REFLECT on your learning experience. ANSWER the reflection questions presented by your instructor.

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



- _____1. OBSERVE a drill demonstration by senior Cadets.
- _____2. PARTICIPATE in an initial drill activity.
- _____3. REFLECT on your participation in drill. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. DISCUSS how you would explain the origins and purpose of drill to someone from a different country.
- _____2. CREATE a skit, rap, poem, or song about the answers to your assigned questions. USE musical tapes or CDs, or visual aids found in your research to enhance your product.
- _____3. PRESENT your product to the class.
- _____4. COMPLETE the Steps from the Past Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____5. REVIEW the key words of this lesson.
- _____6. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 6 or as modified by your instructor.

Performance Assessment Task

Unit 2: Leadership Theory and Application

Steps from the Past [U2C2L1]

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

Explain the importance of drill in military discipline



Directions

For this performance assessment task you will create an engaging and fun skit, rap, song, or poem about the origins of drill in the military, and its purpose in the military and daily life. For this assessment you will:

1. Think about the origins and purpose of drill that you studied in this lesson.
2. Create your skit, rap, poem, or song about the origins of drill in the military, Baron Friedrich von Steuben's role in establishing drill in the Continental Army, and its purpose in the military and in daily life.
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.

Steps from the Past Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. Your product describes the condition of the Continental Army prior to the establishment of drill	met not met
2. Your product explains who Baron Friedrich von Steuben was and what he did to establish drill in the Continental Army	met not met
3. Your product explains five purposes of drill in wartime and peacetime	met not met
4. Your product describes two examples of the role of drill in your daily life	met not met
5. Your skit, rap, poem, or song engaged your audience	met not met
6. You communicate accurately and clearly	met not met

Comments:

Name: _____ **Date:** _____

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

Student Learning Plan

Unit 2: Leadership Theory and Application

Roles of Leaders and Followers in Drill [U2C2L2]



What you will accomplish in this lesson:

Demonstrate effectual command voice in drill



Why this lesson is important:

This lesson introduces you to the roles of leaders and followers in drill. It discusses the different types of commands and the importance of command voice. It prepares you for the practical application of drill by explaining the responsibilities of a small unit (team or squad) drill leader. In Leadership Lab, you will have the opportunity to demonstrate the traits of leadership, concepts of teamwork, pride in your unit, and the chain of command. In this lesson, you will examine the different types of commands used in drill. You will also practice using the characteristics of command voice.



What you will learn in this lesson:

- Describe the responsibilities of a follower and leader in drill
- Identify the types of drill commands
- Describe the elements of a proper command voice
- Define key words: cadence, column, command of execution, inflection, interval, preparatory command, rhythmic, selfless, snap, supplementary command, tone



You will have successfully met this lesson's purpose:

- when you have demonstrated proper drill commands and the use of command voice
- when you have written a short summary about the roles of leaders and followers
- when you correctly identify and demonstrate a preparatory command and command of execution
- when you correctly identify and demonstrate a preparatory command, supplementary command, and command of execution as part of a formation
- when you properly demonstrate the characteristics of command voice: voice control, distinctiveness, and inflection
- when your summary describes three roles each of leaders and followers



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.

INQUIRE PHASE: What do you already know?



-
1. THINK ABOUT what you know about leaders and followers. 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 Video #1: Drill Leader. Think about the roles exhibited in the video and what roles you would prefer to take. Listen to the vocal characteristics and commands of the drill leader.
 3. CREATE a Double Bubble Map comparing and contrasting the characteristics of leaders and followers in JROTC and military units.
 4. PRESENT your Double Bubble Map to the class.

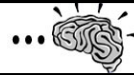
- _____ 5. REFLECT on the roles of leaders and followers in drill. ANSWER the reflection questions presented by your instructor.

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



- _____ 1. VIEW animation of Drill Leader Voice Control. Listen closely to the vocal characteristics of the Drill Leader.
- _____ 2. VIEW Video #2: Drill Commands.
- _____ 3. CREATE a graphic organizer/Thinking Map® with your team using an example provided by your instructor.
- _____ 4. PRESENT your graphic organizer/Thinking Map® to the class.
- _____ 5. REFLECT on the types of commands you learned. ANSWER the reflection questions presented by your instructor.

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



- _____ 1. PARTICIPATE in a review of what you learned in this lesson so far.
- _____ 2. OBSERVE a demonstration of commands and drill movements.
- _____ 3. PRACTICE designated commands.
- _____ 4. REFLECT on being a leader and a follower in the drill practice. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____ 1. OBTAIN the Roles of Leaders and Followers in Drill Performance Assessment Task and Scoring Guide from your instructor.
- _____ 2. PRACTICE preparatory commands, commands of execution, supplementary commands and combined commands.
- _____ 3. COMPLETE the Roles of Leaders and Followers in Drill Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 4. REVIEW the key words of this lesson.
- _____ 5. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 5 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 5 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 5 or as modified by your instructor.

Performance Assessment Task

Unit 2: Leadership Theory and Application *Roles of Leaders and Followers in Drill [U2C2L2]*

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

Demonstrate effectual command voice in drill



Directions

For this performance assessment task you will participate in a group exercise demonstrating drill commands and write a short summary about the roles of leaders and followers. For this assessment you will:

1. Preview the criteria listed in the scoring guide to plan for your assessment.
2. Think about the different types of commands and the use of command voice you studied in this lesson.
3. Identify and demonstrate the correct drill command when directed.
4. Demonstrate that you will not repeat a command given by the Cadet or group before you.
5. Have peer or senior Cadets assess your demonstration using the criteria detailed in steps 1-4 in the scoring guide.
6. Write a brief summary of the roles of leaders and followers. Give at least three examples of each.
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.

Roles of Leaders and Followers in Drill Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. You correctly identify and demonstrate a preparatory command and command of execution	met not met
2. You correctly identify and demonstrate a preparatory command, supplementary command, and command of execution as part of a formation	met not met
3. You properly demonstrate the characteristics of command voice: voice control, distinctiveness, and inflection	met not met
4. You do not repeat the same command previously given by a Cadet or group	met not met
5. Your written summary describes at least three roles each of leaders and followers	met not met

Comments:

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

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

Student Learning Plan

Unit 2: Leadership Theory and Application Using Your Leadership Skills/Taking Charge [U2C2L3]



What you will accomplish in this lesson:

Demonstrate the skills and identify the responsibilities of a good drill leader



Why this lesson is important:

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



What you will learn in this lesson:

- Describe the preparation a drill leader takes before a drill
- Sequence the procedure a drill leader takes to teach a drill
- Identify five characteristics of a capable drill leader
- Define key words: command of execution, command voice, preparation, procedure



You will have successfully met this lesson's purpose:

- when you participate in a role-play about the characteristics and responsibilities of drill leaders
- when you demonstrate the five characteristics of a good drill leader
- when you demonstrate how a drill leader prepares for drill
- when you demonstrate the steps taken to teach a drill



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.

INQUIRE PHASE: What do you already know?



- _____ 1. THINK ABOUT what you know about drilling and how your strengths and weaknesses apply to drilling. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*
- _____ 2. VIEW animation of leaders and challenges.
- _____ 3. CREATE a Tree Map showing the leadership characteristics or task preparation of drill leaders before, during, and after challenges.
- _____ 4. PRESENT your Tree Map to the class.
- _____ 5. REFLECT on your personal strengths and weaknesses related to drilling. ANSWER the reflection questions presented by your instructor.

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



- _____1. REVIEW materials provided as you explore information to answer your assigned question regarding the characteristics of good drill leaders and what they do to prepare for and conduct drill.
- _____2. CONSTRUCT a poster showing answers to your assigned topic about drill leaders. COMPARE your poster with your Tree Map from your activity during the Inquire Phase.
- _____3. PRESENT your poster and comparisons to the class.
- _____4. REFLECT on what you have learned about leaders and the characteristics of good drill leaders. ANSWER the reflection questions presented by your instructor.

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



- _____1. READ a case study of a drill leader.
- _____2. CREATE a Multi-Flow Map or Flow Map of the actions of the drill leader prior to, during, and after a drill session. IDENTIFY the drill leader's problem areas and possible solutions.
- _____3. EXPLAIN your Multi-Flow Map or Flow Map to the class.
- _____4. REFLECT on what characteristics of a good drill leader you have and which you need to develop. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. OBTAIN the Using Your Leadership Skills/Taking Charge Performance Assessment Task and Scoring Guide from your instructor.
- _____2. ANALYZE an assigned leadership scenario. BRAINSTORM possible solutions to a leadership problem. PREPARE a short role-play showing how you would help the drill leader improve their performance.
- _____3. PARTICIPATE in a role-play that shows how to help a drill leader improve leadership characteristics.
- _____4. COMPLETE the Using Your Leadership Skills/Taking Charge Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____5. REVIEW the key words of this lesson.
- _____6. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 5 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 6 or as modified by your instructor.

Exercise 1: Scenarios

Directions: Read each scenario and discuss how each drill leader can improve his or her leadership characteristics.

1. Phil is a drill leader who yells at his squad when they do something wrong. He belittles them and is sarcastic to them.
2. Claudia is a drill leader who has favorite squad members. She tends to overlook mistakes made by her favorite squad members, but criticizes the other members when they make a mistake.
3. Juan is a drill leader who never listens to his squad members. If they make suggestions, he disregards them.
4. Linda is a drill leader who is frequently absent. When she does come to class, she is absent minded and not focused on the task at hand.
5. John is a drill leader who teaches poorly. He rarely provides feedback to his squad.

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Performance Assessment Task

Unit 2: Leadership Theory and Application

Using Your Leadership Skills/Taking Charge [U2C2L3]

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

Demonstrate the skills and responsibilities of a good drill leader



Directions

For this performance assessment task you will demonstrate the characteristics and responsibilities through a role-play. For this assessment you will:

1. Think about the leadership examples that you studied in this lesson.
2. Review your assigned scenario.
3. Write a summary a role-play where you can demonstrate the characteristics and responsibilities of a drill leader.
4. Preview the criteria listed in the scoring guide of this assessment.
5. Participate in a role-play suggesting the skills/steps required of and responsibilities of a good drill leader.
6. Use the attached scoring guide criteria for what you need to do to complete this task.
7. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Using Your Leadership Skills/Taking Charge Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. You demonstrate five characteristics of a good drill leader	met not met
2. You demonstrate how a drill leader prepares for drill	met not met
3. You demonstrate the steps you would take to teach a drill	met not met

Comments:

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

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

Student Learning Plan

Unit 3: Foundations for Success

Self Awareness [U3C1L1]



What you will accomplish in this lesson:

Determine your behavioral preferences



Why this lesson is important:

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



What you will learn in this lesson:

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



You will have successfully met this lesson's purpose:

- by completing a Self-Awareness Matrix using the Winning Colors® behavior model
- by writing a reflection about applying Winning Colors® to a situation.
- when you apply your Winning Colors® to a variety of situations
- when you rank the behaviors that you are most likely to exhibit in each situation from 1 (most likely) to 4 (least likely)
- when you provide specific examples of how you would demonstrate each color in each situation
- when your reflection summarizes how your preferred behaviors help or hinder a given situation
- when your reflection identifies strategies for dealing with a situation more effectively by applying your knowledge of Winning Colors®



Learning Activities:

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

INQUIRE PHASE: What do you already know?



1. THINK ABOUT how you interact with others in different situations. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
2. THINK ABOUT the following questions: How do you interact with others socially to enjoy yourself? How do you complete individual tasks or assignments? How do you deal with other people in a team or committee that has a job requiring teamwork? POST an example for each question on the T-Chart presented by your instructor.
3. REFLECT on the different answers your class gave to the three questions. ANSWER the reflection questions presented by your instructor.

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



- Part 1**
- _____ 1. VIEW a video about the Winning Colors® behavioral clusters. LEARN MORE or REVIEW the Self-Awareness section in your student text.
 - _____ 2. VIEW directions on choosing and sorting Winning Colors®. Work with a partner in a Think-Pair-Share to IDENTIFY your Winning Colors® and SORT them. POST your name on the T-Chart in the column for your strongest Winning Color®. PARTICIPATE in a class discussion on how answers to the questions in the Inquire Phase revealed a particular “color.”
 - _____ 3. REFLECT on the strengths of your Winning Color®. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____ 4. VIEW the presentation on the Quarterbacks of Life Stepping Stone to Success 2: Self-Esteem and its role in the self-awareness. PARTICIPATE in a discussion about how belief statements can ultimately impact success. LEARN MORE by reading the Stepping Stone 2: Self Esteem section in your student text.
 - _____ 5. COMPLETE Exercise #2: Self-Esteem Activity to check your comprehension about self-esteem.
 - _____ 6. REFLECT on the importance of self-esteem in your life. ANSWER the reflection questions presented by your instructor.

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



- Part 1**
- _____ 1. PARTICIPATE IN or OBSERVE a role-play activity. NOTE examples of the four behaviors: decide, think, act, and feel. POST your notes on a T-Chart in the correct column. DISCUSS the results of the role-play activity.
 - _____ 2. COMPLETE Exercise #1: Discover Your Communication Power.
 - _____ 3. REFLECT on the role-play and what you discovered about yourself after completing Exercise #2. ANSWER the reflection questions presented by your instructor.
- Part 2**
- _____ 4. COMPLETE Exercise #3: Your Determinants of Self-Esteem and Success.
 - _____ 5. REFLECT on experiences you've had where self-esteem impacted success. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____ 1. COMPLETE the Self Awareness Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade. Also complete Exercise #5: Stepping Stone 2: Self-Esteem to self-assess your development.
- _____ 2. REVIEW the key words of this lesson.
- _____ 3. REFLECT on what you have learned in this lesson and how you might use it in the future.

Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 6 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 5 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Exercise 1: Discover your Communication Power

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

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

< 1=Most Important > < 2=Very Important > < 3=Somewhat Important > < 4=Least Important >			
A	B	C	D
Being prepared Rating: _____	Let's all be friends Rating: _____	Developing better and more logical ways Rating: _____	Living today and not worrying about tomorrow Rating: _____
Telling people what they should do Rating: _____	Talking and socializing Rating: _____	Understanding and analyzing about tomorrow Rating: _____	Having fun and excitement with people Rating: _____
Saving and budgeting Rating: _____	Giving Rating: _____	Creating Rating: _____	Spending Rating: _____
Leading Rating: _____	Relating Rating: _____	Planning Rating: _____	Exploring Rating: _____
Being Organized Rating: _____	Bring loved and accepted Rating: _____	Being correct and competent Rating: _____	Being in spontaneous action Rating: _____
A Total: _____	B Total: _____	C Total: _____	D Total: _____
TREND: _____	TREND: _____	TREND: _____	TREND: _____
COLOR: _____	COLOR: _____	COLOR: _____	COLOR: _____

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

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

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

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

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

Exercise 2: Self-Esteem Activity

Directions: Create a Tree Map (or T-Chart) answering each of the following questions for the four determinants that impact self-esteem and success.

Connections:	Resources:	Power:	Models:
<p><i>What connections have you made in which you take pride?</i></p> <p><i>What connections have you failed to complete?</i></p> <p><i>What connections have you made that were severed or broken?</i></p>	<p><i>What resources do you have in which you take pride, ones that are also valued and respected by others?</i></p> <p><i>What steps can you take to connect with your resources?</i></p>	<p><i>Brainstorm ways in which you have used your resources to achieve personal power in connecting with your goals.</i></p> <p><i>Describe those feelings.</i></p> <p><i>When have you felt powerless in achieving a desired connection? Describe those feelings.</i></p>	<p><i>Which of the following models have you used to connect with your goals: maps, pictures and directions that show how to assemble something, rules of etiquette, sayings, health practices, etc?</i></p> <p><i>Explain how these models, and others, have helped you to connect with your goals.</i></p>

Exercise 3: Your Determinants of Self-Esteem and Success

Directions: Self-esteem and success are achieved when you connect with your goals by deriving power from using your personal resources. Conducting a Resource Review (audit) will help you to stay in touch with your resources, bolster your self-esteem, and contribute to your success in meeting your goals. This worksheet will help you to work through how the four (4) determinants of self-esteem and success relate to each other. *Read the example provided before beginning this activity.

Connection (My Goal)

State the connection (goal) you wish to achieve.

My Resources (power tools)

Resource Review: Brainstorm the resources you have or will need to achieve your desired connection (goal).

Power

List the resources you will use that will give you the Power to connect with your goal.

Model (plan)

Describe what resources you will use and how you will use them (your plan) to connect with your goal.

***Example:** My goal is to connect with someone I want to meet, but do not know. The resources I will need are: listening skills, giving compliments, giving my name, sharing something about myself, smiling, facing the person, and maintaining eye contact. I will choose the following resources to use that will give me the power to connect with someone I do not know (give my name, share something about myself, maintain eye contact, and smile). My model (plan): I will walk up to the person I want to meet. I will offer a pleasant smile, catch the person's attention. Wait for this person to stop what he/she is doing and face me. I will make eye contact, maintain my smile, offer my name, and explain that I am new to the area and am interested in getting to know him/her. I will wait to receive this person's name and then exchange information that will help each of us to know one another better.

Exercise 4: Self Awareness Matrix

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

1. Consider each situation on the left and decide which cluster(s) would dominate your behavior in each. Rank the colors you would exhibit in order from 1 (most likely) to 4 (least likely).
2. Record a brief example of something you would do or a way you might behave or feel that illustrates the most likely choices.

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

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

Exercise 5: Stepping Stone 2: Self-Esteem (Resource Review)

Directions: You are now ready to apply Stepping Stone 2: Self-Esteem (Resource Review) in a real life situation that you experience daily. Five days a week you go to school and sit in classrooms for several hours a day. Have you thought about why you are there and what you hope to accomplish in the hours you spend in school? You will be given a goal to attain using Stepping Stone 2 as the focus of your work.

Your Goal: To demonstrate to all of my instructors that I am very serious about getting a good education and doing all that I can to achieve academic success in all subject areas.

Resource Review: Everything that you say, do, and think needs to be directed toward goal attainment. Ask yourself this question: How do I communicate to my instructors through my actions (verbal and nonverbal) that I am a serious minded student, intent on achieving academic success in all subject areas? Everything I do is a choice. I need to make sure that every choice I make takes me toward my goal and not away from it. **Brainstorm the resources you have and will need to achieve your goal.**

Practice: Using your resources to achieve your goal will increase your self-esteem and produce desired results (success). **Indicate how, when, and where you will use the resources you listed in your Resource Review. Create a script that describes your action plan and the results you hope to attain with respect to your stated goal.**

Opportunity: Identify new resources and look for additional ways in which you can achieve your goal. What other things can you do and learn that you did not include in your Resource Review or action plan script? For example, did you include the following resources: time management skills, study skills, asking questions, using nonverbal communication skills in class to demonstrate interest, and so on? *List additional resources and things you can do to achieve your goal.*

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Performance Assessment Task

Unit 3: Foundations for Success

Self Awareness [U3C1L1]

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

Determine your behavioral preferences



Directions

For this performance assessment task you will explore your Winning Colors®. For this assessment you will:

1. Complete Exercise #4: Self Awareness Matrix.
2. Write a reflection about applying Winning Colors® in a situation.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Self Awareness Performance Assessment Task Scoring Guide

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

Comments:

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

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

Stepping Stones to Success Self-Assessment

Directions

Use this scoring guide to hold yourself accountable to attaining your goals. Create several copies of this and use it over and over again and move from developing skill level to a fully achieved skill level. The Stepping Stones to Success Self-Assessment can be used anytime during your JROTC education.

Scoring Guide			
	Criteria	Ratings	
STEPPING STONE ONE: DREAMS AND GOALS			
1.	You state (verbal/written) the definitions for dreams and goals	developing	almost achieved fully achieved
2.	You state the similarities and differences between dreams and goals	developing	almost achieved fully achieved
3.	You explain how dreams and goals contribute to your success	developing	almost achieved fully achieved
4.	You explain how to turn dreams into goals	developing	almost achieved fully achieved
STEPPING STONE TWO: SELF-ESTEEM (RESOURCE REVIEW)			
5.	You state (V/W) the definition of self-esteem	developing	almost achieved fully achieved
6.	You explain how self-esteem contributes to success	developing	almost achieved fully achieved
7.	You conduct a personal resource review	developing	almost achieved fully achieved
8.	You explain how using your personal and environmental resources contribute to goal attainment	developing	almost achieved fully achieved
STEPPING STONE THREE: TEAM SUPPORT			
10.	You state (V/W) the definition for team support	developing	almost achieved fully achieved
11.	You explain how team support contributes to success	developing	almost achieved fully achieved
12.	You give examples of strategies you can use to develop team support	developing	almost achieved fully achieved
STEPPING STONE FOUR: DECIDE AND PLAN			
13.	You state (V/W) the definitions for decide and plan	developing	almost achieved fully achieved
14.	You explain (V/W) how decide and plan processes work together to achieve success	developing	almost achieved fully achieved
15.	You use decide and plan processes in a classroom experience	developing	almost achieved fully achieved
STEPPING STONE FIVE: POSITIVE MENTAL ATTITUDE			
16.	You state (V/W) the definition for positive mental attitude (PMA)	developing	almost achieved fully achieved
17.	You explain (V/W) how having PMA contributes to achieving success	developing	almost achieved fully achieved
18.	You name a variety of PMA strategies that support achieving success	developing	almost achieved fully achieved
19.	You practice using PMA strategies	developing	almost achieved fully achieved

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Student Learning Plan

Unit 3: Foundations for Success

Appreciating Diversity Through Winning Colors® [U3C1L2]



What you will accomplish in this lesson:

Apply an appreciation of diversity to interpersonal situations



Why this lesson is important:

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



What you will learn in this lesson:

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



You will have successfully met this lesson's purpose:

- by writing an Appreciating Diversity Reflection
- when your reflection identifies the strongest Winning Colors® for each person in a group or team that you belong to
- when your reflection summarizes the similarities and differences between the members of the group by their Winning Colors®
- when your reflection identifies at least one strength that each person (including you) brings to the group
- when your reflection describes how each person's strengths can be valuable in working as a team to solve problems or accomplish goals
- when your reflection summarizes the value of diversity in working as a group



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.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about diversity. 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 Exercise #1: Human Graph Activity. NOTE how you and other Cadets change or don't change the line you are in with each question.
3. REFLECT on how frequently members of your class changed lines. ANSWER the reflection questions presented by your instructor.

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



- _____ 1. LISTEN TO and OBSERVE a briefing about the three behaviors that can enhance awareness.
- _____ 2. With your team, DISCUSS examples of the three awareness-enhancing behaviors you have found helpful. WRITE your examples in a Tree Map under the column for each behavior. SHARE your findings with others in the class.
- _____ 3. PARTICIPATE in a scenario activity with your team. ASSESS how well your team can meet its goal with existing team members. INVITE Cadets from other teams to join your team as needed.
- _____ 4. REFLECT on your awareness-enhancing skills. ANSWER the reflection questions presented by your instructor.

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



- _____ 1. OBSERVE a presentation on Winning Colors® Power Words. DEVELOP a personal ad about yourself using Exercise #2: Personal Ad, PRESENT your ad to others in your team, and ask for feedback. PROVIDE feedback to at least one other Cadet's personal ad. SHOW that you appreciate the diversity through the comments you provide them.
- _____ 2. REFLECT on the personal ads you observed. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____ 1. BRAINSTORM solutions for a given scenario that requires problem solving, conflict resolution, or goal attainment. CATEGORIZE the solutions by its Winning Color®.
- _____ 2. COMPLETE the Appreciating Diversity through Winning Colors® Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise #1: Human Graph Activity

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

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

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

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

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

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

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

Performance Assessment Task

Unit 3: Foundations for Success

Appreciating Diversity Through Winning Colors®

[U3C1L2]

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

Apply an appreciation of diversity to interpersonal situations



Directions

For this performance assessment task you will document your appreciation of diversity. For this assessment you will:

1. Think about a team or group that you are a member of and identify the strongest Winning Color® of each person in the team. (If you wish, consider the Personal Ads developed by the members of your team earlier in this Learning Plan).
2. Write a reflection about the similarities and differences between the members of your team and the value of diversity to solving problems and accomplishing team 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.

***Appreciating Diversity Through Winning Colors®
Performance Assessment Task Scoring Guide***

<i>Criteria</i>	<i>Ratings</i>	
1. Your reflection identifies the strongest Winning Colors® for each person in a group or team that you belong to	met	not met
2. Your reflection summarizes the similarities and differences between the members of the group by their Winning Colors®	met	not met
3. Your reflection identifies at least one strength that each person (including you) brings to the group	met	not met
4. Your reflection describes how each person's strengths can be valuable in working as a team to solve problems or accomplish goals	met	not met
5. Your reflection summarizes the value of diversity in working as a group	met	not met

Comments:

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

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

Student Learning Plan

Unit 3: Foundations for Success

Personal Growth Plan [U3C1L3]



What you will accomplish in this lesson:

Develop a plan for personal growth



Why this lesson is important:

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

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



What you will learn in this lesson:

- Match key emotional skills to the relevant skill dimensions
- Develop strategies for growth in two emotional skill areas
- Plan self-directed development activities
- Define key words: adaptability, assertion, change orientation, deference, emotional intelligence, intrapersonal, persistence



You will have successfully met this lesson's purpose:

- by creating a written Personal Growth Plan
- when your plan charts your Key Emotional Skills by Skill Dimension according to the levels provided
- when your plan details the skills that you are targeting for improvement
- when your plan lists the resources and activities you will use to help your skill development
- when your plan summarizes how you will record your progress
- when your plan describes how and when you will assess your improvement at the end of the time period



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.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about what factors affect job stability. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
2. BRAINSTORM factors that impact a person's ability to get and keep a job. As a class, DETERMINE which factors an individual can and cannot control. REVIEW Handout #1: The Turnover Process. DISCUSS which items an individual has control over.

- _____3. REFLECT on your own skills and attributes. ANSWER the reflection questions presented by your instructor.

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



- _____1. REVIEW the Personal Growth Plan Worksheet. NOTE the 14 emotional skills listed in each of the five Skill Dimensions. JIGSAW the student text for the Skill Dimension assigned to your team. Use chart paper to MATCH the emotional skills in your topic to the items listed under Reason 3 in Handout #1: The Turnover Process. PRESENT your chart to the class.
- _____2. REFLECT on how what you've learned relates to you personally. ANSWER the reflection questions presented by your instructor.

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



- _____1. COMPLETE Exercise #1: The Success Profiler – Personal Skills Map.
- _____2. REFLECT on what you learned about yourself by working on the Personal Skills Map. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. PARTICIPATE in a class discussion about one skill you want to work on and one skill that you have already developed.
- _____2. COMPLETE the Personal Growth Plan Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.



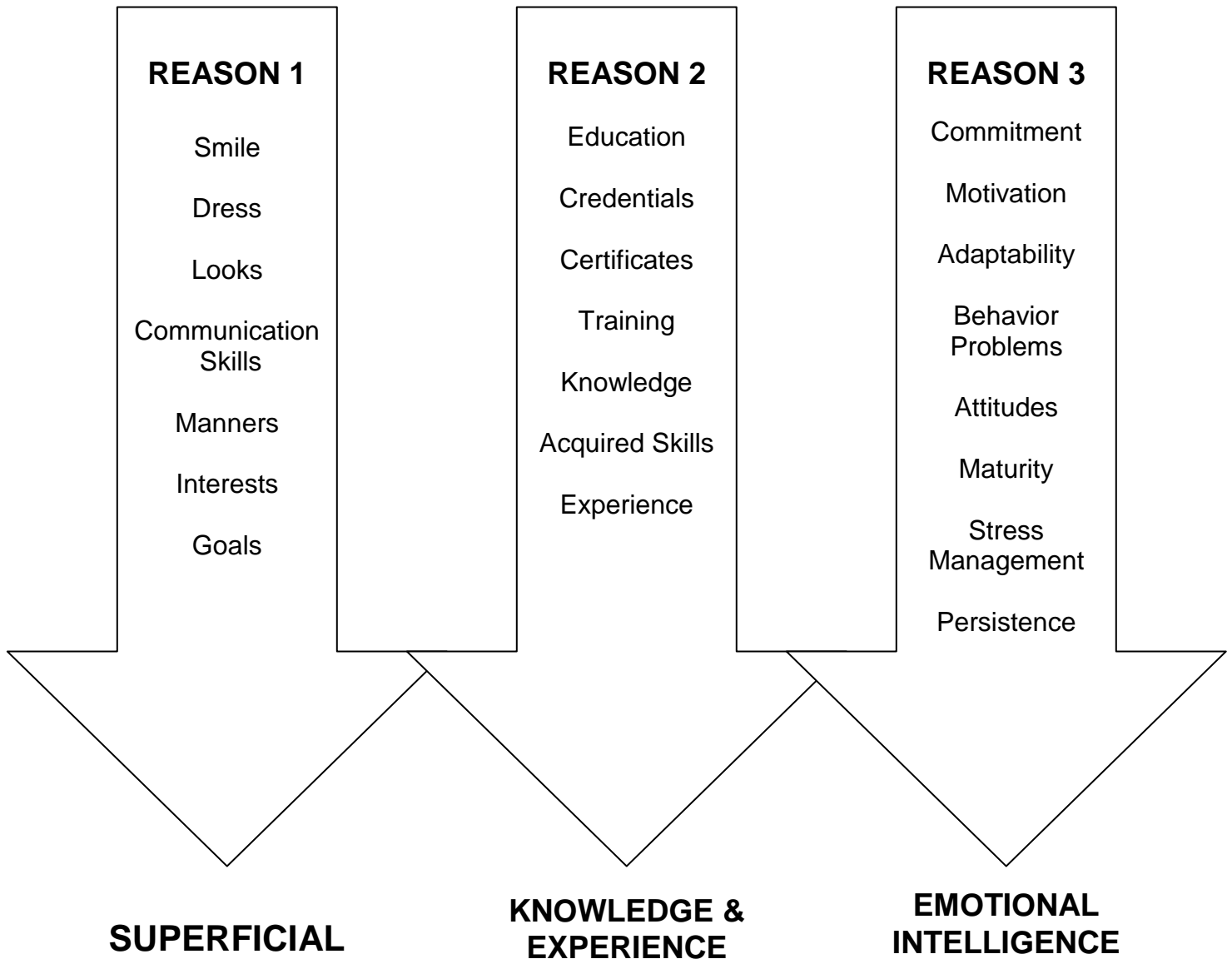
Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Handout 1: The Turnover Process

Companies hire based on Reasons 1 and 2, and then lose people by turnover or firing through Reason 3.



The Success Profiler™

Book Three: The Personal Skills Map® Education Version 1–Short Version

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IMPORTANT NOTICE!!!

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

ADMINISTRATION INSTRUCTIONS

General Instructions

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

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

Specific Instructions

1. Use a pencil or ball point pen.
2. Read each item and circle the answer that best applies to you in ONE given area of your life, such as work or school. In part one, answer all items. In each situation treat each response independently of the other two.
3. "M" stands for most of the time, "S" stands for some of the time, and "L" stands for least of the time.
4. Circle the letter and the number for each item. Transfer the number only to the box at the end of the item.

SCORING INSTRUCTIONS

1. After completing the entire **Personal Skills Map**, add the score values in each column and record the total at the end of each of the four parts of **The Personal Skills Map**. Part One will have 3 scores. Part Two will have 3 scores. Part Three will have 5 scores. Part Four will have 3 scores.
2. Transfer the total scores for each skill area to the appropriate place on the profile at the end of **The Personal Skills Map** by placing a large DOT where your score would appear. Use the 'scale scores' and not the standard scores.
3. Assertion will be the first score used. Place this score in the Assertion scale (which is the second from the top). Do this for all of the other scores.
4. Start on the left side of the profile, draw a line from the margin to the dot for each scale and make a bar graph.

Name: _____ Date: _____

School/Organization: _____

Part One–Personal Skills Map–Short Version

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

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

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

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

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

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

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

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

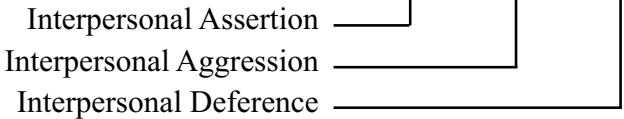
SITUATION: When I make an important request/demand of another person, I usually feel:

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

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

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

Totals for Part One (Transfer to Personal Map)			
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Part Three—Personal Skills Map—Short Version

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

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Part Four–Personal Skills Map–Short Version

Totals from
Previous Page

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

Stress Management _____
 Physical Wellness _____
 Commitment Ethic _____



4 Brookwood Court
Appleton, WI 54914

PERSONAL SKILLS MAP-SHORT VERSION

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

PERSONAL SKILLS MAP-SHORT VERSION

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

PERSONAL SKILL SCALES

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

Name: _____

PERSONAL MAP

SKILLS	STANDARD SCORES														SKILLS
	INTRAPERSONAL SKILLS	20	25	30	35	40	45	50	55	60	65	70	75	80	
SELF ESTEEM	1		4		6			8			10			12	SELF ESTEEM
INTERPERSONAL SKILLS						S									INTERPERSONAL SKILLS
INTERPERSONAL ASSERTION	1	D	4		6			8			10		12	E	INTERPERSONAL ASSERTION
INTERPERSONAL AWARENESS	1	E	4		6			8			10		12	N	INTERPERSONAL AWARENESS
EMPATHY	1	V	4		6			8		10			12	H	EMPATHY
CAREER/LIFE SKILLS		E												A	CAREER/LIFE SKILLS
DRIVE STRENGTH/MOTIVATION	1	L	4		6	N		8			10		12	N	DRIVE STRENGTH/MOTIVATION
DECISION MAKING	1	O	4		6	G	8		10			12		C	DECISION MAKING
TIME MANAGEMENT	1	P	4		6	T		8			10		12	E	TIME MANAGEMENT
SALES ORIENTATION/LEADERSHIP	1		4			H	6		8		10		12		SALES ORIENTATION/LEADERSHIP
COMMITMENT ETHIC	1		4		6	E	8		10			12			COMMITMENT ETHIC
PERSONAL WELLNESS						N									PERSONAL WELLNESS
STRESS MANAGEMENT	1			4			6		8			10		12	STRESS MANAGEMENT
PHYSICAL WELLNESS	1			4			6		8			10		12	PHYSICAL WELLNESS

INTERPERSONAL COMMUNICATION MAP PERSONAL COMMUNICATION STYLE

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

PERSONAL CHANGE ORIENTATION

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

UNDERSTANDING YOUR RESULTS

(Personal Skills Map-Long Version and Personal Skills Map-Short Version)

PROFILING YOUR RESULTS

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

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

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

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

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

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

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

STRENGTHS AND CHANGE MAPS

Your **Personal Skills Map** results have indicated your present level of skill development in key areas of personal and professional effectiveness. You may have identified skill strengths and skill changes that may serve as a map or guide for your future development. The acknowledgement, acceptance, and use of skill strengths are necessary to further realize your potential for personal growth, interpersonal relationships, and career/life effectiveness.

If skill changes were indicated on your **Personal Skills Map** profile, you may want to focus and concentrate personal energy on learning new skills in the areas indicated. You will need to select the areas you need to develop. Each area has a corresponding skill-building unit that you will work on in order to increase your potential effectiveness.

INTERPRETING YOUR PROFILE

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

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

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

SKILL DIMENSION 1: INTRAPERSONAL SKILLS

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

SELF-ESTEEM

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

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

Sometimes feels capable and competent. Self-directed appreciation is inconsistent. Feelings of pride in work and personal life endeavors are gratifying but sporadic.

SKILL TO ENHANCE

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

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

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

SKILL DIMENSION 2: INTERPERSONAL SKILLS

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

INTERPERSONAL ASSERTION

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

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

SKILL DIMENSION 2: INTERPERSONAL SKILLS

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

INTERPERSONAL AWARENESS

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

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

SKILL DIMENSION 2: INTERPERSONAL SKILLS

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

EMPATHY

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

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

SKILL DIMENSION 3: CAREER/LIFE SKILLS

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

DRIVE STRENGTH/MOTIVATION

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

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

SKILL DIMENSION 3: CAREER/LIFE SKILLS

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

DECISION MAKING

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

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

SKILL DIMENSION 3: CAREER/LIFE SKILLS

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

TIME MANAGEMENT

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

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

SKILL DIMENSION 3: CAREER/LIFE SKILLS

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

SALES ORIENTATION/LEADERSHIP

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

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

SKILL DIMENSION 3: CAREER/LIFE SKILLS

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

COMMITMENT ETHIC

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

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

In general, I am dependable. I can be counted on even though I am not a marathon person. Sometimes I jump from one thing to the next and afterwards wish I had stayed to the end to get the reward I had worked for. If something is important, I finish it; but on other things, I procrastinate.

SKILL TO ENHANCE

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

SKILL DIMENSION 4: PERSONAL WELLNESS SKILLS

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

STRESS MANAGEMENT

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

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

SKILL DIMENSION 4: PERSONAL WELLNESS SKILLS

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

PHYSICAL WELLNESS

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

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

WHAT THIS MEANS IS (check the appropriate box):

SKILL TO DEVELOP

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

SKILL TO STRENGTHEN

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

SKILL TO ENHANCE

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

SKILL DIMENSION 5: PROBLEMATIC BEHAVIOR

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

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

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

SKILL DIMENSION 5: PROBLEMATIC BEHAVIOR

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

INTERPERSONAL AGGRESSION

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

LOW

Communication style is positive and forthright. Rarely displays ill-temper or aggressiveness when interacting with others. Experiences positive self-regard and is open and comfortable.

NORMAL

Consistently demonstrates self-control in most interpersonal transactions. Tolerates and accommodates diverse perspectives even in an atmosphere of heated controversy.

HIGH

Communicates in an offensive manner that violates, discredits, and/or dominates another's thoughts and feelings. Actively avoided by others. Frequently defensive and uncompromising in group processes.

WHAT THIS MEANS IS (check the appropriate box):

LOW

I know how to control my temper. When I do get angry, I control my thoughts and words and do not violate the rights of others. When someone is angry with me, I can defuse the situation and calm that person down. I don't come on too strong in social situations. I accept others' views.

NORMAL

I sometimes come on a little too strong, but for the most part I can control my statements. I can tolerate and accept other peoples' views most of the time. In order to get my point across, I sometimes get a little pushy. I do try to respect other peoples' views and feelings.

HIGH

I always get what I want no matter what the cost to other people. I force my way into conversations and interrupt people. I do not respect the rights of other people. I am often defensive and uncompromising with others.

SKILL DIMENSION 5: PROBLEMATIC BEHAVIOR

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

INTERPERSONAL DEFERENCE

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

LOW

Predominantly self-assured, confident, and direct in interpersonal transactions. Has little difficulty defending positions on issues and adhering to personal principles and values.

NORMAL

Comfortable and forthright in most interactions with individuals and groups. Usually assertive and persistent in a respectful and professional manner. Will generally strive to find mutually acceptable solutions in conflictive situations.

HIGH

Frequently apprehensive and timid in dealings with others. Unable to articulate a position and usually concedes defeat when interests conflict. Self-denying and overly sensitive.

WHAT THIS MEANS IS (check the appropriate box):

LOW

I can defend my positions easily. I do not let people walk over me. I feel comfortable in initiating conversations with others. I feel comfortable imposing on others when I need to. When someone asks me to do something I don't want to, I feel comfortable saying "no" to them. When someone is angry with me, I can calmly state my reasons for my actions.

NORMAL

Sometimes I can defend my positions. When I am angry with someone, I am usually calm and relaxed and express myself. Most of the time I feel comfortable in initiating conversations with others. Most of the time I can get what I want without having to back down on my demands.

HIGH

I can never defend my position. I often feel apprehensive, shy, and timid in dealing with others. When in an argument, I usually back down and let the other person win. I often become overly sensitive to others' comments. I usually let others get their way.

PERSONAL CHANGE ORIENTATION

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

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

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

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

PERSONAL CHANGE ORIENTATION

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

LOW

Highly satisfied with existing skill levels and behavioral conduct. Confident, self-accepting and possessive of a profound internal sense of personal strength and competence across a wide range of indicators.

NORMAL

Generally satisfied with current level of ability and strength in most critical areas. Aware of and actively addressing skill development needs.

HIGH

Intensely conscious of skill deficiency in a number of areas crucial for personal success. Frequently ruminates and experiences anxiety over inability to function effectively in many settings. Thoughts and feelings dominated by pessimism.

WHAT THIS MEANS IS (check the appropriate box):

LOW

I am satisfied with myself. I don't see the need to make many changes in my behavior because things are going well as they are. I feel comfortable with myself, and I know I am a very competent person who has a lot to give. I am satisfied in the way I perform my work. I am successful at work and in life in general.

NORMAL

I know I need to improve in some areas, but for the most part I feel pretty good about myself. I see the need to make a few minor adjustments in my behaviors. I feel pretty good about my ability to handle problems in conflictive situations. I need just a little more work in a few areas, and I will be very successful.

HIGH

I know I need to make a lot of changes in my life if I am going to be a successful person. My outlook is poor unless I make the necessary changes.

Personal Growth Plan Worksheet

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

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

1. What skill(s) are you targeting for improvement? _____
2. What is the time period to show improvement? _____
3. What resources and learning activities can help your skill development? _____

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

Performance Assessment Task

Unit 3: Foundations for Success

Personal Growth Plan [U3C1L3]

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

Develop a plan for personal growth



Directions

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

1. Use the results of your Personal Skills Map to complete the Personal Growth Plan Worksheet.
2. Write a Personal Growth plan based on your worksheet.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Personal Growth Plan Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your Plan charts your Key Emotional Skills by Skill Dimension according to the levels provided	met	not met
2. Your Plan details the skills that you are targeting for improvement	met	not met
3. Your Plan lists the resources and activities you will use to help your skill development	met	not met
4. Your Plan summarizes how you will record your progress	met	not met
5. Your Plan describes how and when you will assess your improvement at the end of the time period	met	not met

Comments:

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

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

Student Learning Plan

Unit 3: Foundations for Success

Becoming an Active Learner [U3C1L4]



What you will accomplish in this lesson:

Determine the thinking/learning skills necessary for improving active learning



Why this lesson is important:

Active learners do not wait for learning to happen — they make it happen. You learned to crawl, to stand up, to walk, and many other things because you wanted to learn them. This desire to learn something made you ask the people around you for help. Active learning is an instinct with which you were born. In this learning plan, you will discover your active learning strengths and weaknesses. You will also learn how to improve your thinking and learning skills to become a more effective learner.



What you will learn in this lesson:

- Identify the thinking types and related viewpoints necessary to address typical active learner questions
- Distinguish between traits and activities of critical and creative thinkers
- Describe the difference between objective and subjective thinking
- Distinguish between active learner and passive learner traits
- Define key words: active, classify, creative, critical, generalize, objective, passive, predict, subjective, visualize



You will have successfully met this lesson's purpose:

- by creating a written Active Learning Action Plan
- when your plan describes how your personal behavior or characteristics have impacted how you learn and think
- when your plan details the thinking/learning behaviors that you are targeting for improvement
- when your plan lists specific strategies for improving your personal behavior or characteristics to become a more active learner
- when your plan lists the resources and activities you will use to help your skill development
- when your plan summarizes how you will record your progress
- when your plan describes how and when you will assess your improvement



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.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT how the different ways you've learned new things. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. BRAINSTORM the different ways you've learned new things, how you solve problems, and how you form opinions. THINK ABOUT ways to categorize the different methods.
3. REFLECT on the way you learn and think. ANSWER the reflection questions presented by your instructor.

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



- _____1. JIGSAW the student text for the topic assigned to your team. CREATE a T-Chart that describes the characteristics of each pair of learner/thinker opposites: active learners/passive learners, critical thinkers/creative thinkers, and objective viewpoint/subjective viewpoint. Work with your team to WRITE a definition of the two terms you worked on. PRESENT your work to the class.
- _____2. REFLECT on the different methods people use for learning, thinking, and forming opinions. ANSWER the reflection questions presented by your instructor.

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



- _____1. WRITE scenarios that demonstrate the need for the type of learning or thinking assigned to your team. PARTICIPATE in the Learner-Types Quiz Game.
- _____2. REFLECT on what you learned from the game. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. COMPLETE Exercise #1: Asking Questions.
- _____2. COMPLETE the Becoming an Active Learner Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise 1: Asking Questions

Directions:

1. Your name _____ Today's date _____
2. Carefully read the article your instructor provided.
3. In the column labeled "Your Notes," answer each of the questions from the "Three Question Types" column.
4. Be certain that you apply the "Related Thinking Type" and the "Related Viewpoint" when you answer each of the questions.
5. The column labeled "Notes" should help you determine what to use to answer the questions.

Three Question Types	Related Thinking Type	Related Viewpoint	Notes	Your Notes
<p>What?</p> <ul style="list-style-type: none"> • What are the facts? • What is the evidence or proof? 	Critical thinking	Objective	Facts form the basis of most of your studies.	

Three Question Types	Related Thinking Type	Related Viewpoint	Notes	Your Notes
<p>So what?</p> <ul style="list-style-type: none"> • What do the facts mean? • What conclusion can I draw? • What else do I need to know? 	Creative thinking and Critical thinking	Subjective and Creative	Use the facts to form an opinion.	
<p>Now what?</p> <ul style="list-style-type: none"> • What can I do with the information now that I have the facts? • How do the facts link to other information I have? 	Creative thinking	Subjective	Use the information to form a pattern or structure on which to build other facts.	

Performance Assessment Task

Unit 3: Foundations for Success

Becoming an Active Learner [U3C1L4]

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

Determine the thinking/learning skills necessary for improving active learning



Directions

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

1. Create a written Active Learning Action Plan. (The plan can be in the form of a written narrative, a flow chart, or a type of outline.)
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.

Becoming an Active Learner Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your plan describes how your personal behavior or characteristics have impacted how you learn and think	met	not met
2. Your plan details the thinking/learning behaviors that you are targeting for improvement	met	not met
3. Your plan lists specific strategies for improving your personal behavior or characteristics to become a more active learner	met	not met
4. Your plan lists the resources and activities you will use to help your skill development	met	not met
5. Your plan summarizes how you will record your progress	met	not met
6. Your plan describes how and when you will assess your improvement	met	not met

Comments:

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

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

Student Learning Plan

Unit 3: Foundations for Success

Brain Structure and Function [U3C2L1]



What you will accomplish in this lesson:

Relate the structure and function of the brain to the learning process



Why this lesson is important:

Many people never totally discover or exert the full potential of their brain. Its structure and function is an amazing part of human anatomy. In this learning plan, you will explore current research on the structure of the brain and how it works. You will learn practical ways to apply complex concepts that can help put you in control of your own mind.



What you will learn in this lesson:

- Identify key areas and function of the midbrain/limbic system
- Associate major regions of the brain to their functions
- Explain the function of a neuron
- Explain the three elements involved in transmitting stimulus from outside the body to the brain
- Describe ways to improve memory retrieval
- Define key words: axon, brain stem, cerebral hemisphere, cortex, dendrite, limbic system, neural plasticity, neurons, neurotransmitter, sensory flooding, sensory gating, synapse



You will have successfully met this lesson's purpose:

- by creating a map of the brain and its functions
- when the map is divided into major regions of the brain
- when the map includes functions of each brain region
- when the map relates an external stimulus or activity to the region of the brain it affects



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.

INQUIRE PHASE: What do you already know?



- ____1. THINK ABOUT how your emotions can affect your ability to learn. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
- ____2. VIEW the video, "Secret Discovery No.1 – Brain Structures and Functions" about how different parts of your brain affect your ability to learn. PARTICIPATE in a class discussion on "Rules to Learn By."
- ____3. REFLECT on the emotional climate of your learning experiences. ANSWER the reflection questions presented by your instructor.

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



- _____1. With your team, JIGSAW the student text on your assigned topic. CREATE a Tree Map that explains your topic and PRESENT it to the class.
- _____2. REFLECT on what you learned about the different parts of the brain. ANSWER the reflection questions presented by your instructor.

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



- _____1. Work with your team to CREATE a list of ways to remember/learn various tasks presented by your instructor. PRESENT your list to the class.
- _____2. REFLECT on the different strategies your brain gives you for learning new things. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. COMPLETE the Brain Structure and Function Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____2. REVIEW the key words of this lesson.
- _____3. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise 1: Brain Summary

1. Evolution and Major Brain Areas

- The major brain areas or the Triune Brain includes the R-complex or “reptilian brain” (governs instincts), the Limbic System (governs emotions), and the Neocortex (governs higher-thinking).
- Downshifting occurs in the presence of perceived threat.
- Human beings have a highly developed forebrain, the Neocortex.
- This evolution makes higher-level thinking skills possible.
- The Limbic System is the seat of emotion and consists of structures like the hypothalamus (drives and actions, heart rate and respiration, flight or fight), the hippocampus (long-term memory), the reticular activating system (arousal, master switch that indicates urgency), and the amygdala (aggression).
- The Neocortex is divided into four lobes and is where higher-level thinking occurs.

2. Sensory Systems and the Cerebral Cortex

- Sensory systems include the five senses: hear, taste, touch, smell, and see.
- Countless data comes in, all the time. We do not pay attention to all of it.
- A “go or no go” signal occurs to regulate the transmission of stimuli. This is sometimes called the neuron spike point, or sensory gating. Without this data monitoring, sensory overload, or flooding, would occur. This automatic physical process is a key aspect of what we actually process on a conscious level.
- Sensory flooding is what happens when too much data is getting through. There is some indication that disorders such as autism are in part, caused by this type of physiological data transmission problem.
- There are different parts of the brain (cortex) that are responsible for each sensory system: the primary visual cortex, the primary auditory cortex, and the primary sensory/motor cortex (thus tactile/kinesthetic – touch sensation and body movement).
- There are four lobes in each hemisphere of the Neocortex: frontal lobe (thinking, planning), parietal lobe (touching), temporal lobe (hearing), and occipital lobe (seeing).

3. Nerve Cells and the Nervous System

- Nerve cells consist of dendrites, a cell body, and an axon.
- The gap in between neurons is called a synapse.
- The nervous system is like a hard-wired electrical circuit, except it has gaps.
- Therefore, instead of just electrical current, electrochemical reactions occur to transmit the data. The signal turns chemical to get across the gap (and then turns electrical again).
- The nervous system links up to the brain through the spinal cord.
- The brain stem is the most primitive part of the brain and handles some automatic things.
- The midbrain includes the Limbic System and structures that directly affect our emotions.
- For complex and abstract thinking, the Neocortex, made up of two main hemispheres, gets involved.
- Dendrite growth and new connections between information sparks creativity.

4. The Limbic System and Emotion

- The human brain has a unique capacity for emotion and passion partially due to our unique interpretation of experience in terms of the passage of time. We have expectations for the future and vivid memories of the past.
- The midbrain includes an area called the Limbic System, which is central to the processing of emotion.
- The Limbic System includes the amygdala, which appears directly involved with aggression.
- The reticular activating system (RAS) is an important feature of the Limbic System. The RAS keeps us alert and responsive. It is this area that registers whether data is urgent, or not.
- The hippocampus processes long-term memory, which connects to current emotions.

5. Memory Systems

- The brain handles long-term and short-term memories differently.
- Previous knowledge enhances memory, which creates context for storing the new information.
- The more associations you can make, the better chance you have of long-term memory storage.
- These associations include involvement by multiple sensory systems: taste, touch, smell, hear, and see.
- Thus the saying: “What I hear, I forget. What I see, I remember. What I do, I know and understand.”
- Different techniques that touch upon the multiple intelligences of individuals aid memory such as rhymes, writing, song, body movements, drawings, or continual repetition.

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Performance Assessment Task

Unit 3: Foundations for Success

Brain Structure and Function [U3C2L1]

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

Relate the structure and function of the brain to the learning process



Directions

For this performance assessment task you will demonstrate your knowledge of the brain. For this assessment you will:

1. Find or create an illustration that shows the different parts of the brain. Create a map of the brain's structures and functions.
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.

Brain Structure and Function Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. The map is divided into major regions of the brain	met not met
2. The map includes functions of each brain region	met not met
3. The map relates an external stimulus or activity to the region of the brain it affects	met not met

Comments:

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

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

Student Learning Plan

Unit 3: Foundations for Success

Learning Style and Processing Preferences

[U3C2L3]



What you will accomplish in this lesson:

Explain how learning styles and preferences can impact learning



Why this lesson is important:

Learning styles describe the various ways people gather and process information. Each of us has a propensity for looking, listening, or touching in order to learn. Furthermore, each of us has specific times of the day and environments in which we learn best. In this learning plan, you will examine your own learning style and information processing preferences. You will also explore various learning models.



What you will learn in this lesson:

- Assess the uniqueness of individual learning styles and preferences
- Distinguish among the three sensory (perceptual) systems
- Explain the essential elements of the learning process
- Explain the five phases of learning in the Dunn and Dunn learning model
- Define key words: auditory, kinesthetic, mode, motivation, perception, reflex, schema, sensory, tactile



You will have successfully met this lesson's purpose:

- by creating a learning plan for yourself
- when the plan identifies the skill you want to learn
- when the plan describes your learning styles and preference
- when the plan applies the Dunn and Dunn learning model
- when the plan lists steps in the teaching process that are tailored for your learning preferences



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.

INQUIRE PHASE: What do you already know?



- _____ 1. THINK ABOUT what you know about how you learn. 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 Video #2: Learning Styles and Video #3: Multiple Intelligences. PARTICIPTATE in a discussion about the videos.
- _____ 3. COMPLETE Exercise #1: Learning Styles Map and Exercise #2: Learning Styles Inventory.
- _____ 4. REFLECT on what you learned about yourself in the exercises. ANSWER the reflection questions presented by your instructor.

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



- _____ 1. LISTEN to a briefing about the Learning Process. Work with a partner to CREATE a Flow Map illustrating the learning processes of a required JROTC fitness skill.
- _____ 2. LISTEN to a briefing about the Dunn and Dunn Learning Styles model. COMPLETE Exercise #3: Learning Activity Preference Match.
- _____ 3. REFLECT on what you discovered about your learning preferences. ANSWER the reflection questions presented by your instructor.

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



- _____ 1. With your team, ROLE-PLAY how you would teach someone how to ride a bike. Your instructor will assign you a "learner" with given characteristics. PRESENT your role-play to the class. Based on your presentation, class members will guess your learner's characteristics.
- _____ 2. REFLECT on different approaches to teaching. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____ 1. COMPLETE the Learning Style and Processing Preferences Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 2. REVIEW the key words of this lesson.
- _____ 3. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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



Learning Styles Map

presented by

Family Circle Magazine Cup/Corel WTA Tour F.I.R.S.T. Serve

The question is not “Are you smart?” The question is “In what way are you smart?” Award winning research proves that knowing how you learn best can make a significant impact on your performance as a player, individual or family member. There are no correct answers, just your individual style.

1. Which of the following statements best describes you?

A. “I remember in pictures.”	C. “I need to need to “feel” or act something out to remember it best.”
B. “I remember what I’ve heard.”	D. “I remember what I’ve read.”

2. “I work or study best when there is music playing.” __Yes __No
3. “I like dim light to work or study by instead of bright light.” __Yes __No
4. “I like to study/work on a couch or on pillows instead of at a desk.” __Yes __No
5. “I study/work best when I can take little breaks during my work.” __Yes __No
6. “I like to eat or drink while I work.” __Yes __No

7. Which of the following statements best describes you?

A. “I am a morning person.”	C. “I am an afternoon person.”
B. “I am a mid-morning person.”	D. “I am an evening person.”

8. The following statement best describes you:

A. “I like to work alone.”	C. “I like to work in a group.”
B. “I like to work with a partner.”	



1. If you answered yes to:

- A. You may be a visual learner who learns best with pictures, diagrams, symbols, etc. You can improve your skills in this area by drawing maps to describe directions or pictures to describe moods and emotions.

- B. You may be an auditory learner who learns best with spoken words and/or music. You can improve this area by listening to music or lectures and writing or drawing descriptions of what you hear and feel.

- C. You may be a kinesthetic learner who learns best when able to act out a play or be physically involved in what is being learned. Try playing “Charades” to improve your strengths in this area.

- D. You may be a print-oriented learner who learns best by reading. Keep a diary or write often to improve your ability to communicate visually and in print.

- E. You may be a combination of one or more of these. Find out what your strengths and weaknesses are to better help you succeed.

Questions 2-6 If you answered yes to most of these questions, you may be a *global thinker* who prefers to get the broad picture and worries less about details or structure. Your vision and what it means to you are most important to your thinking style.

If you answered no to most of these questions, you may be an *analytical thinker* who prefers details, facts, and directions. Your thinking style prefers a step-by-step approach.

Your Uniqueness Is Your Treasure Don't Bury It!



Find out your individual style so that you can work your best. For more information, contact The National Academy of Integrative Learning, PO Box 5784, Hilton Head, SC 29938

Excerpts from Empowerment: “Personal Ownership of Work” and School Success by Laurence Martel, Ph.D.

Exercise 2: Learning Styles Inventory

Directions (Part 1): Complete this self-assessment to determine your learning styles based on the Dunn and Dunn model. Check the appropriate column to indicate whether each numbered statement is true or false.

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

Directions (Part 2): Using your answers in Part 1, complete the following Dunn and Dunn matrix by indicating your learning styles and processing preferences.

Environmental	Sound <i>How much? What kind?</i>	Light <i>Bright or Dim?</i>	Temperature <i>Cool or Warm?</i>	Design <i>Formal or Flexible?</i>		
Emotional <i>High, Medium or Low?</i>	Motivation	Persistence	Responsibility	Structure <i>External or Self-directed?</i>		
Sociological <i>Whom do you like to work with? When?</i>	Self	Pair	Peers	Team	Adult	Varied
Physical	Perceptual <i>Auditory? Visual? Body Kinesthetic?</i>	Food/Drink <i>Frequent snacks desired or not?</i>	Time <i>Morning, Afternoon, or Evening?</i>	Mobility <i>Move around or sit still?</i>		
Psychological	Analytic/ Global <i>Can you break things down into steps or parts? Do you see the big picture?</i>	Hemispheric Dominance <i>Left or right dominant?</i>	Impulsive/ Reflective <i>Do you like to get going and make things happen or think about it first?</i>			

Exercise 3: Learning Activity Preference Match

Directions: List three things you would like to learn. For each learning goal, list factors from the Dunn and Dunn Learning Styles model that either would help you to learn or might stand in your way. Name at least one factor (sound, light, etc.) in each of the five dimensions (environmental, physical, etc.) that would affect your ability to learn. Include a specific preference choice for each factor. **Example:** Put down a preference for “soft music,” do not just list the factor, “sound.” Refer to your completed self-assessment (Exercise #1: Learning Styles Inventory) to make sure you have covered any major learning preferences. Consider additional factors, as well.

1. I want to learn: <i>These factors might affect me:</i>						
2. I want to learn: <i>These factors might affect me:</i>						
3. I want to learn: <i>These factors might affect me:</i>						
Environmental	Sound <i>How much? What kind?</i>	Light <i>Bright or Dim?</i>	Temperature <i>Cool or Warm?</i>	Design <i>Formal or Flexible?</i>		
Emotional <i>High, Medium or Low?</i>	Motivation	Persistence	Responsibility	Structure <i>External or Self-directed?</i>		
Sociological <i>Whom do you like to work with? When?</i>	Self	Pair	Peers	Team	Adult	Varied
Physical	Perceptual <i>Auditory? Visual? Body Kinesthetic?</i>	Food/Drink <i>Frequent snacks desired or not?</i>	Time <i>Morning, Afternoon, or Evening?</i>	Mobility <i>Move around or sit still?</i>		
Psychological	Analytic/ Global <i>Can you break things down into steps or parts? Do you see the big picture?</i>	Hemispheric Dominance <i>Left or right dominant?</i>	Impulsive/ Reflective <i>Do you like to get going and make things happen or think about it first?</i>			

Exercise 4: Learning Activity Preference Match

Directions: Read the scenario assigned by your instructor and think about how you could make this character come alive for the class. Think of a few lines you could say in a role-play to illustrate the character traits identified.

1. **Jennifer** is an active kid, always drawing pictures and banging around. While she loves to do homework, sometimes it is hard to just sit still. She really loves field trips, and learns a lot when out in nature, at the zoo, an aquarium, or planetarium. If anyone would bother to ask her about these things, she could tell them, draw them a picture, or create a graph or chart easily. But if you just ask her to write a report, she thinks that is pretty boring.
2. **Mario** loves music. He can learn difficult guitar phrasing quickly and play it with feeling. He is an expert with the soundboard and gets asked to deejay all the parties and dances. Sometimes his homework gets left undone while he practices for the next concert. When he does sit down to do it, he does a lot better with a friend or his dad helping him. Even better, put him in a large group and he rules.
3. **Thomas** can figure out any computer software in a matter of minutes. If he looks at the source code on a web page, the code actually makes sense to him! But don't bother asking him to finish his poetry assignment. He thinks that is a complete waste of time. Maybe if he could write about his new car or his dog he could stay interested. He pretty much hangs out alone or with a friend. Crowds kind of feel too loud and crazy for him.
4. **Mark** is a serious student. He really cares about his work, and it is always done completely and accurately. He worries sometimes that he is missing things or that some things are not correct. He likes to look things up in dictionaries and encyclopedias. Science, math, and computers are his strength. When asked to write a story, though, he freezes up.
5. **Kathy** talks just about all the time, with her friends, teachers, parents, and even the people who work at the mall. She keeps a diary to record all her most secret thoughts. Her best friend knows how much she dreams of being a writer and an artist. She has two favorite teachers and does a lot of extra work in those classes just because she loves it. Her mother never has to tell her to do her homework. She's never gotten anything but straight A's in her life.
6. **Joshua** is a businessman at a young age. The main reason he'll do his schoolwork at all is to keep his insurance rates down. He can figure out the difference between a 5% and an 8% loan in no time, and how much more it will cost you if you borrow the money for two years instead of just one. When he studies, his radio is blasting and he answers the phone every few minutes. He'll shoot a couple instant messenger questions off to his friend to find out how they solved the problem or what topic they used for their report. But if you ask him to stay after school to talk with his teacher, forget it unless you have punishment or a bribe.

Character assigned: _____

What lines could you say that will illustrate the character traits identified? _____

Exercise 5: Teaching Activity

Directions: Complete each section.

<p>1. Provide a description of the learning activity. Describe the task, skill, or concept you will be teaching.</p>	
<p>2. Provide a description of the learner information such as age, gender, species, existing knowledge, or skills that affect the ability to learn this concept or skill.</p>	
<p>3. List the steps in your teaching process.</p>	
<p>4. How did your teaching process incorporate G/A, AKV, or Senge concepts?</p>	
<p>5. What stimuli was part of this learning experience?</p>	
<p>6. What results did you see? Was the learner able to demonstrate knowledge or the new skill? If so, how?</p>	
<p>7. Did your teaching process work? Why or why not?</p>	

Performance Assessment Task

Unit 3: Foundations for Success

Learning Style and Processing Preferences Assessment Task [U3C2L3]

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

Explain how learning styles and preferences can impact learning



Directions

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

1. Select one concept, skill, or task that you want to learn. Write a learning plan that describes how you will go about teaching the concept, skill, or task to yourself.
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.

Learning Style and Processing Preferences Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. The plan identifies the skill you want to learn	met not met
2. The plan describes your learning styles and preference	met not met
3. The plan applies the Dunn and Dunn learning model	met not met
4. The plan lists steps in the teaching process that are tailored for your learning preferences	met not met

Comments:

Name: _____ *Date:* _____

Evaluator's Signature: _____ *Date:* _____

Student Learning Plan

Unit 3: Foundations for Success

Multiple Intelligences [U3C2L4]



What you will accomplish in this lesson:

Use your strengths to improve academic performance



Why this lesson is important:

Everyone is unique. We each have our own interests, abilities, and talents. The brain is no exception. In this learning plan, you will explore different kinds of intelligence. You will also assess your own intelligence to help you increase your learning power.



What you will learn in this lesson:

- Identify the eight types of intelligences
- Distinguish between interpersonal and intrapersonal
- Examine learning activities that tap into different intelligences
- Define key words: bodily/kinesthetic intelligence, intrapersonal intelligence, interpersonal intelligence, logical/mathematical intelligence, musical/rhythmical intelligence, naturalist intelligence, verbal/linguistic intelligence, visual/spatial intelligence



You will have successfully met this lesson's purpose:

- by creating a multiple intelligences action plan to improve academic performance
- when your plan includes a goal statement related to a course you would like to improve in
- when your plan identifies your strengths, using the Multiple Intelligences model
- when your plan incorporates your multiple intelligences into your action plan
- when your plan includes a summary of how your multiple intelligences impacted improvement over a two week period



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.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about your own intelligence. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. COMPLETE Exercise #1: Multiple Intelligence Assessment. JOIN a group that has your same intelligence dominance. In your group, DESCRIBE a character using your dominant multiple intelligence. SHARE your description with the class.
3. REFLECT on what you learned about your different intelligences. ANSWER the reflection questions presented by your instructor.

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



- ____1. VIEW the video on Multiple Intelligences. READ the Multiple Intelligences chapter of your text. CREATE a Bubble Map that shows the eight intelligences. Display your most dominant intelligences in the largest bubbles. Display your weakest intelligences in the smallest bubbles. Next to each bubble, LIST learning activities you can use to tap into each intelligence.
- ____2. REFLECT on how to use your strongest and weakest intelligences. ANSWER the reflection questions presented by your instructor.

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



- ____1. With your team, REVIEW your assigned case study in Exercise #2: Process Scenarios. IDENTIFY the top three intelligences described in your case study. PRESENT your findings to the class. EXPLAIN each "frame of mind" your team identified. Make note of other teams' findings.
- ____2. REFLECT on the multiple intelligences of people you know. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- ____1. COMPLETE the Multiple Intelligences Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- ____2. REVIEW the key words of this lesson.
- ____3. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise 1: Multiple Intelligence Assessment

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

Visual-Spatial Intelligence

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

_____ = Total

Logical-Mathematical Intelligence

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

_____ = Total

Verbal-Linguistic Intelligence

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

_____ = Total

Musical-Rhythmic Intelligence

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

_____ = Total

Bodily-Kinesthetic Intelligence

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

_____ = Total

Naturalist Intelligence

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

_____ = Total

Intrapersonal Intelligence

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

_____ = Total

Interpersonal Intelligence

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

_____ = Total

List your intelligences in order of strength (greatest to least) below or create a chart indicating where your strengths rest.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Exercise 2: Process Scenarios

Directions: Read the seven scenarios. Understanding that humans each have a “jagged profile” as unique as their fingerprints, identify several “frames of mind” or “kinds of minds” for each vignette. Then, complete the chart in order to identify at least three of the seven intelligences presented in each story. After plotting the information culled from the vignettes, look for insights, reflections, and questions that surface about the multiple intelligences profiles of the human mind and the complexities presented in the scenarios. Notice that not just *one* intelligence is highlighted, a number of different intelligences interact with one another in each of the cases.

MULTIPLE INTELLIGENCES VIGNETTES: “FRAMES OF MIND”			
<i>Character</i>	<i>Frame 1</i>	<i>Frame 2</i>	<i>Frame 3</i>
Juanita (6 yrs)			
Lupe (8 yrs.)			
Alicia (10 yrs.)			
Trevor (12 yrs.)			
Tracy (16 yrs.)			
Heather (20 yrs.)			
Ira (37 yrs.)			

Juanita (6 years old)

Juanita is labeled “gifted” in the first grade. Not only can she read at the age of six, she has also completed the trilogy of *The Hobbit*. Her vast vocabulary is evident in her speech and writing, and she can spell “spaghetti” as easily as “cat.” She loves both nonfiction and the classic literature her father introduced her to. Juanita’s verbal skills are extraordinary, and her teachers are challenged to keep her moving forward in this area.

Accompanying Juanita’s forte for verbalization is her naturally developed musical intelligence, an intelligence Gardner classifies as language related. Schooled in the Suzuki method from the age of three, Juanita is an accomplished pianist. Her repertoire of classical pieces is impressive, and one senses Juanita’s immersion in her performances. In fact, when she plays the piano, she’s happy all day. The musical intelligence spills over into her written work. She writes about the piano and illustrates many of her ideas with musical notes.

Paints, crayons, chalk, and pastels are the favorite tools of this image-conscious youngster. Illustrations fill her written works, regardless of their content. Her science paper is filled with progressive sketches of her beans growing in the window, and her sentences and stories are accented with detailed drawings that enhance her words. Even Juanita’s printing and lettering are elaborated with scrolls, swirls, and squiggles, and decorative engravings border her daily work. Juanita’s images are so strong that she converses with an imaginary friend and playmate, Bunny. Yet, when someone else acknowledges the existence of Bunny, Juanita giggles and says, “Oh, he’s only pretend.”

Lupe (8 years old)

Lupe, a third grader, is proficient at the highly complex game of Dungeons and Dragons. Beginning with the strategic logic of chess, Lupe quickly moved into the voluminous paraphernalia and many layers of the Dungeons and Dragons episodes. Also indicative of his logical reasoning is his fascination with nonfiction. Lupe often plows through encyclopedia entries, moving from the top of a page right on through to the last entry on the page. His ability with numbers is phenomenal. He makes computations in his head and calls out answers that are usually verified by his calculator.

Lupe’s amazing sense of logic is complemented by his keenness for visualizing. Even at a young age, he took an unusual interest in his clothes and often selected colorful sweaters to wear with matching socks and coordinated shirts to assemble a look that was pleasing. Connected closely to his skillful and strategic logic in gamesmanship is his ability to visualize. By picturing possible moves of game pieces, he can “see” the outcomes. His mind’s eye, in effect, directs his play.

Lupe prefers to be alone with his books, games, and creative toys. He likes to invent electronic devices and gadgets such as burglar alarms and experiment with chemistry sets and the like. Lupe is aware of his own inquisitiveness as well as his likes and dislikes. He appears comfortable with himself and often explains his motivations to his parents. Knowing himself at such a young age, Lupe shows that he has an unusual propensity for self-reflection.

Alicia (10 years old)

If there isn’t music or rhythm where Alicia is, she creates her own. At the age of ten, she is taking keyboard lessons and willingly practices an hour every day after school. She loves music in school and has already starred in two musical performances. Alicia and her family live several miles from the nearest large city, which suits her just fine because her family sings and harmonizes all the way there and back.

Alicia’s teachers know how much she loves music. When they see her tapping her toe or pencil, they often ask what song she’s singing in her head. She is very proud of the perfect score she recently received on a name-the-states test. She gives credit to the song “Fifty Nifty United States,” which lists every state alphabetically. Her teacher agrees that the song must have helped, because he noticed that during the test Alicia’s head nodded in a steady beat before she wrote each answer.

When she is not creating or practicing her music, Alicia is off and running. Her parents enrolled her in dance at the age of four. She wants to learn to twirl the baton so that she can become the majorette for the band when she is older. Her favorite day at school is “Track and Field Day,” where she enters almost every event. She especially enjoys jumping the hurdles. Settling down seems to take longer for Alicia than some of her classmates, and sitting for long periods of time is sheer torture! She loves being teacher’s helper and volunteers to help set up

centers, perform science experiments, play classroom instruments, and anything else that involves active learning.

When Alicia's pencil isn't tapping out a beat, it is usually drawing or doodling. She loves making collages and mobiles and understands best when her teacher uses graphics such as semantic maps and Venn diagrams. Alicia has found that "making pictures in her head," as she calls it, helps her to understand and remember what she is learning. She first discovered the powerful effect of visualizing when she had to memorize a piano solo for recital. She had practiced and practiced, but when she sat down on the piano bench, her mind went blank. She couldn't even remember the name of her solo. Alicia looked straight ahead, wishing there were some music in front of her. Suddenly, she could "see" it, every page of it, in her head, and by the time she finished playing her solo flawlessly, she even remembered its title!

Trevor (12 years old)

Trevor is a seventh grader who is just as proud of his collection of doodles and pictures as he is of his good grades. Many of his drawings are done during school in classes that are lecture-based or "just plain boring," as Trevor puts it. Others are a result of long hours of detailed work on sketches and designs. While his classmates make simple book covers, Trevor creates covers with intricate and complex geometrical designs or cartoon characters.

Trevor is drawn to classrooms that are picture rich. Slides, mobiles, photos, overhead transparencies, and other visuals that reinforce the lesson make all the difference in his motivation and understanding. He is easily frustrated by an overdose of words, whether he's reading, writing, or listening to them. His frustration about long writing assignments quickly changes to excitement, however, when he is encouraged to include visuals. He doesn't seem to mind doing required research or writing if he can express himself through his drawings and pictures. Trevor's teacher can identify Trevor's reports without his name because they always have one picture on the front, one on the back, and several throughout.

Trevor spends most of his free time putting together and painting models. Watching him work is truly a "moving" experience, because he begins at a table, then lies on the floor, then stands. He loves math class this year because, as he says, the teacher "keeps us really busy when we learn. We move around to different centers and use manipulatives."

Trevor is definitely not a social butterfly. He couldn't care less about having a wide circle of friends. Instead, he has a small group of close friends and is happy to spend time alone. His mental and physical well-being are very important to him, as is his academic achievement. Trevor tried out several groups and organizations in school before he settled on OM (Odyssey of the Mind). He seems to have found his niche. The sponsor says that when the group is working on a problem, Trevor seems to be able to visualize what is needed to solve it. Then he goes off by himself and makes a prototype, which the group refines and develops.

Tracy (16 years old)

Tracy, a high school junior, is on the pompom squad and in the swing choir. She takes dance lessons and also helps teach dance to young children. Tracy operates video equipment for her parents and sets the VCR when anyone in the family wants to record something. She loves to go on errands, whether for teachers or her parents, especially if it means driving the car.

Tracy seems to have an endless supply of energy when she is interested and motivated. She is always ready to pitch in on special school and classroom projects. At other times, when she has been sitting too long or when the entire class is engaged in quiet reading, she gets fidgety. Only the teachers who understand Tracy know to suggest that she stand up or move.

Music is a large part of Tracy's world. In addition to being on the pompom squad and singing in the swing choir, Tracy plays the piano, sings in the concert choir, and knows every song from the musical her school put on last year. Her current kick in preferred style is country, but that changes fairly regularly. She begs to see every musical production that comes to town, and she can sing or rap to every commercial. If it were up to Tracy, music would be piped into every classroom as a background to learning. It's never off in her bedroom!

Tracy loves people. Almost everything she is a part of involves others. Interacting with people is second nature to Tracy. Not long ago, a boy in one of her classes asked her, "Who are you, anyway? You talk to everybody!" She spends hours on the phone and doesn't feel that a weekend is a success unless she is invited to

at least one party. She likes to study with friends and worries when there is conflict. She is the unofficial peacekeeper within each of her groups. Cooperative learning activities and all-group discussions are definitely her cup of tea.

Heather (20 years old)

If ever there were a “perfect coed,” Heather would be it. A twenty-year-old college student at a large university, she never even seemed to be homesick when she left for her first year of school. Now a sophomore, she has many friends, both male and female, and every one of her teachers knows and likes her. She was recently in charge of a community service event for her sorority. The event needed a high percentage of participation in order for it to be successful and Heather pulled it off. Speaking of sororities, Heather shares her room with three other girls and loves it. She says the only problem they have is in divvying up phone time. Because of her high grades, Heather qualified for several honors classes. She particularly likes English because it involves a lot of group discussion and problem solving. She plans to major in elementary education and special education.

In high school, Heather was on the soccer team and the cheerleading squad. Now, in college, she jogs and walks every day and is actively involved in campus activities. Last year she was a dancer in a charity production on campus. She likes to sit on her bed to study, with her books and papers spread around her; however, she must get up and move regularly. Her class schedule suits her because she has time to move about during the day.

Heather's strengths in reading, writing, and speaking have helped her fit into both educational and social settings easily. She loves to read and comprehends what she is reading without really trying. When speaking, she uses metaphors, humor, and wit, which isn't usually so well developed in a person her age. She is sensitive to language and responds in tears when she interprets someone's remarks as critical, sarcastic, or belittling. People like being around her because she is careful of others' feelings in her conversations.

Ira (37 years old)

Ira is grounded by an unusual insightfulness, which is partially a result of his self-exploration into his own spirituality. This exploration has led Ira to understand what motivates him. He is clear on what he values and where those values are rooted. This introspective nature spills over into others also, and Ira's intuitive and knowing ways are sought out by trusting family members and friends alike. His advice is valued because it seems to echo an inner voice.

Linked to his introspective nature is his acuity for language. He is a voracious reader and loves to create fictional works of his own. Readers invariably remark about the striking and memorable quality of his written words.

Related to Ira's inward nature is his natural ability to run long distances. In contrast to his love of running marathons is his fondness and skill for team sports. Ira displays above-average athletic abilities from years of playing basketball, baseball, and football. His propensity for athletics is so keen that even now in his adult years he is able to attack new sports such as swimming, skiing, rollerblading, and tennis with the same grace and ease that punctuated his youth.

Interestingly, others often note Ira's gentle way with people. Although he is somewhat shy upon meeting people, he somehow manages to put others at ease. They seem to sense a genuineness that creates the loyalty and friendship of people whom he has encountered throughout his life.

In his school career, Ira formed a lyrical opera club. He also has a fondness for the rhythm of rap music. Both opera and rap music are entwined with the language of lyrics.

Ira's writings are frequently punctuated with images and extended metaphors: “You're like a bicycle, as soon as you stop moving, you fall down.” This visualization skill surfaces in another realm. Trained as a chef, Ira has an uncanny sense of presentation. He serves the simplest food in ways that are pleasing to the eye.

While often overshadowed, another intelligence manifests itself frequently in Ira's exceptional memory for facts, data, and information. At a moment's notice, he can rattle off sports statistics, historical sequences, and film trivia ad infinitum. In addition, the logic he brings to an argument or point of view is more often than not, right on target.

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Performance Assessment Task

Unit 3: Foundations for Success

Multiple Intelligences [U3C2L4]

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

Use your strengths to improve academic performance



Directions

For this performance assessment task, you will create a multiple intelligences action plan to improve your academic performance. For this assessment you will:

1. Select one course in which you would like to improve. Write one or two goal statements about how you would measure your improvement. Use this information as the basis for a multiple intelligences action plan to improve your academic performance.
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.

Multiple Intelligences Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Your plan includes a goal statement related to a course you would like to improve in	met	not met
2. Your plan identifies your strengths, using the Multiple Intelligences model	met	not met
3. Your plan incorporates your multiple intelligences into your action plan	met	not met
4. Your plan includes a summary of how your multiple intelligences impacted improvement over a two week period	met	not met

Comments:

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

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

Student Learning Plan

Unit 3: Foundations for Success

Thinking Maps® [U3C3L1]



What you will accomplish in this lesson:

Use Thinking Maps® to enhance learning



Why this lesson is important:

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



What you will learn in this lesson:

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



You will have successfully met this lesson's purpose:

- by creating a variety of Thinking Maps® to use as a course study aid
- when your Thinking Map(s)® visually depict the appropriate thought process
- when your Thinking Map(s)® represent content required within one course of study
- when your Thinking Map(s)® represent all eight thought processes
- when your Thinking Map(s)® are accompanied by a written summary explaining impact on learning



Learning Activities:

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

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about visual study aids. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. DEFINE who you are in a visual presentation using any type of visual tool you are familiar with.
3. INTRODUCE a Cadet to the rest of the class using only the visual presentation they provide you.
4. VIEW Visual #1: Introduction to Thinking Maps®. COMPARE how Thinking Maps® differ from other visual tools. EXAMINE Visual #2: Thought Processes and Thinking Maps®.
5. REVISE your illustration of yourself by using a Circle Map. SHARE and VIEW presentations of others using the Circle Map. Present your Circle Map to the class. COMPARE the two visual tools.

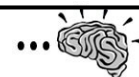
_____6. REFLECT on the Circle Map. ANSWER the reflection questions presented by your instructor.

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



- _____1. RESEARCH one of the eight Thinking Maps® and its associated thinking process in your student text. DRAW and LABEL the key features of the map.
- _____2. PRESENT the Thinking Map® to others. Add notes about each Thinking Map® using Exercise #2: Notemaking Guide For Learning Thinking Maps®.
- _____3. VIEW Secondary School Examples of Thinking Maps®.
- _____4. REFLECT on the different Thinking Maps® that were introduced. ANSWER the reflection questions presented by your instructor.

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



- _____1. COMPLETE Exercise #3: Thinking Map® Review.
- _____2. CREATE a Thinking Map® to define Thinking Maps®. Consider the thought process you want to address. Include the four basic keys to understanding the power of the maps. Include how the maps are different from graphic organizers and why they make such a difference in learning.
- _____3. SHARE and VIEW the presentations.
- _____4. REFLECT on Thinking Maps® and Graphic Organizers. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. EXAMINE a typical high school textbook (or select one of your own used within your school). PREVIEW a small section of the text for key concepts or information. CREATE a Thinking Map® to illustrate the concept, skill, or knowledge indicated in the text. SHARE your map with class.
- _____2. COMPLETE the Thinking Maps® Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.



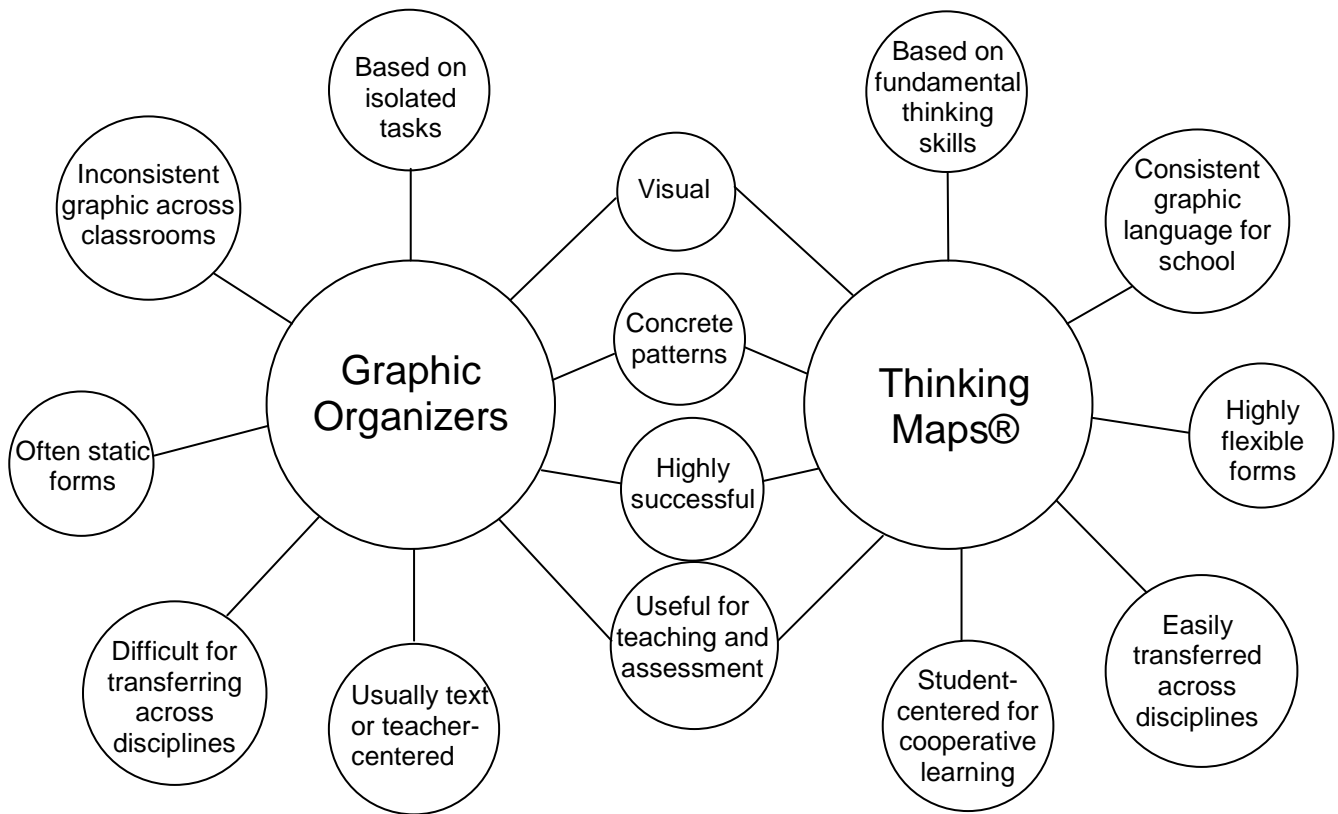
Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 6 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Exercise 1: Comparing Visual Tools

Directions: Below is a Double Bubble Map showing the similarities and the differences between graphic organizers and Thinking Maps®. Review the map and note any differences in your Cadet Notebooks.



Exercise 2: Notemaking Guide for Learning Thinking Maps®

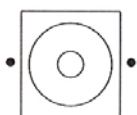

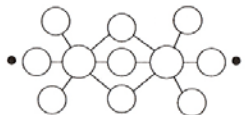
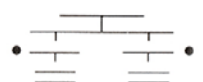
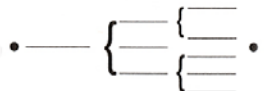
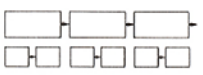
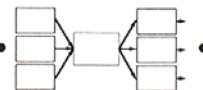

Directions: Research the Thinking Maps® listed below. Draw an example of what each Thinking Map® looks like and identify the thinking processes used when implementing them. Use the designated area for additional notes based on your research.

<p>Circle Map <i>Looks Like:</i></p> <p><i>THINKING PROCESS:</i></p>	<p>Notes:</p>
<p>Bubble Map <i>Looks Like:</i></p> <p><i>THINKING PROCESS:</i></p>	<p>Notes:</p>
<p>Double Bubble Map <i>Looks Like:</i></p> <p><i>THINKING PROCESS:</i></p>	<p>Notes:</p>
<p>Tree Map <i>Looks Like:</i></p> <p><i>THINKING PROCESS:</i></p>	<p>Notes:</p>

<p>Brace Map <i>Looks Like:</i></p> <p><i>THINKING PROCESS:</i></p>	<p>Notes:</p>
<p>Flow Map <i>Looks Like:</i></p> <p><i>THINKING PROCESS:</i></p>	<p>Notes:</p>
<p>Multi-Flow Map <i>Looks Like:</i></p> <p><i>THINKING PROCESS:</i></p>	<p>Notes:</p>
<p>Bridge Map <i>Looks Like:</i></p> <p><i>THINKING PROCESS:</i></p>	<p>Notes:</p>

Exercise 3: Thinking Map® Review

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

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

Performance Assessment Task

Unit 3: Foundations for Success

Thinking Maps® [U3C3L1]

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

Use Thinking Maps® to enhance learning



Directions

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

1. Select a text chapter or course subject where you need to remember information and new ideas or must read quite a bit of content. Select a course that is difficult for you or is taught in a way that conflicts with your own learning style.
2. Try to create all eight Thinking Maps® to help you understand the content or skills necessary for your course. You may create as many Thinking Maps® as possible for the content. Consider them to be a study guide.
3. Write a short summary about how Thinking Maps® helped improve learning. Show how you were successful.
4. Put the Thinking Maps® and written summary into a folder and submit to your instructor.
5. Use the attached scoring guide criteria for what you need to do to complete this task.
6. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Thinking Maps® Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. Thinking Map(s)® visually depict the appropriate thought process	met	not met
2. Thinking Map(s)® represent content required within one course of study	met	not met
3. Thinking Map(s)® represent all eight thought processes	met	not met
4. Thinking Map(s)® are accompanied by a written summary explaining the impact on learning	met	not met
5. Written summary uses correct and appropriate grammar, punctuation, and spelling.	met	not met

Comments:

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

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

Student Learning Plan

Unit 3: Foundations for Success

Reading for Meaning [U3C3L2]



What you will accomplish in this lesson:

Select reading comprehension strategies to enhance learning



Why this lesson is important:

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



What you will learn in this lesson:

- Identify the purposes of reading
- Distinguish among reading comprehension strategies
- Distinguish among the types of context clues readers use to determine word meaning
- Recognize how to apply vocabulary strategies to enhance vocabulary context
- Relate vocabulary in context strategies to reading comprehension
- Define key words: analogy, antonym, appositive, comprehension, concept, context, hypothesis, inventory, mood, prediction, properties, purpose, strategy, synonym



You will have successfully met this lesson's purpose:

- by applying vocabulary building and reading comprehension strategies to assigned readings
- when you define the purpose of a selected reading
- when you define the hypothesis of a selected reading
- when you make predictions from a selected reading
- when you use one of the four reading comprehension strategies to help improve your own reading comprehension
- when you use one of the six vocabulary comprehension strategies to enhance your vocabulary skills and help improve your own reading comprehension
- when you summarize in writing the strategies you selected and how they did or did not help your reading comprehension



Learning Activities:

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

INQUIRE PHASE: What do you already know?



-
1. THINK ABOUT what you know about your own reading style and habits. 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 Exercise #4: Thirteen Questions. DISCUSS your responses and RECORD responses with others in your team in a Tree Map. REPORT your findings to the class.

- _____3. CREATE a Bubble Map in your team to show some of the strategies. COMPARE the Bubble Maps to the “Hints for Difficult Reading” in the student text *Reading for Meaning*.
- _____4. REFLECT on the reading difficulties and strategies to overcome them. ANSWER the reflection question presented by your instructor.

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



- _____1. READ an assigned selection and APPLY one of the “Reading Comprehension Strategies Practice” exercises provided by your instructor.
- _____2. COMPARE your strategy with another team in a Venn Diagram.
- _____3. BRAINSTORM any vocabulary building strategies you are aware of or that have worked for you in the past. READ a section of the text about six vocabulary strategies. CREATE a Flow Map for an assigned strategy. PRESENT your map to the class.
- _____4. REFLECT on these strategies. ANSWER the reflection questions presented by your instructor.

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



- _____1. COMPLETE two of the “Vocabulary Strategy” activities and one “Reading Comprehension Strategy” provided by your instructor on a selected passage of reading.
- _____2. SHARE positive and negative comments about how useful the strategy can be by posting them on a Double T-chart provided by your instructor.
- _____3. REFLECT on which of the strategies you would like to apply to your textbook reading assignments. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. APPLY a chosen Reading Comprehension Strategy from the options provided by your instructor to Exercise #8: Reading Comprehension Strategy. USE one of the strategy activity exercises to assist you in the step-by-step process.
- _____2. COMPLETE the Reading for Meaning Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise 1: Energizer

Directions to Instructor: Give no context, background, or introduction for this reading passage! Just tell Cadets that they are to listen carefully and try to figure out what this passage is all about.

When Cadets have finished reading the passage, ask Cadets what they think the passage is about and how and why they came to that conclusion. Some of your listeners will have no clue what the passage is about; others may think that Tony is trying to escape prison, while others may guess correctly that this is about Tony's wrestling match.

The idea here is to make Cadets aware of the importance of previewing a reading passage before beginning to read so you know what to expect the selection will be about. If you look first at the title, headings, subheadings, pictures, captions under pictures, maps, charts, graphs, sometimes even check out the questions at the end of the selection, you have set some expectations for what you will hear/learn as well as be "tuned in" to what you already know about the topic. This makes you a more active reader/learner, gets you focused on your reading, and improves your reading comprehension.

Note: To make this a more challenging "exercise," do not read the words in parentheses in the 1st line, (from the mat). Your more astute listeners may focus on the word "mat" immediately and assume this is about wrestling. You may also decide to make copies just of the passage and give this to Cadets to read individually. However, it is much more fun to watch their collectively reactions as you read it aloud!

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

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

Exercise 2: Can You Figure Out the Meaning?

Directions: How many times have you come across a word in your reading and you did not know the meaning of the word? You kept reading and discovered you could make a pretty good **guess** about what that word meant just by reading more. That's called using **context clues** to determine the meaning of an unknown or unfamiliar word.

See if you can figure out the meaning of each of the words in **bold** letters in the following sentences. Write your **guess** for the meaning of that **bold** word and then underline the words in the sentences that gave you the clues to make your **guess**.

1. **Numismatics** is the study or collecting of coins, medals, or paper money, and people who specialize in this field are called **numismatists**.

2. An **assay** is an attempt to evaluate or analyze an ore, alloy, or other mineral to determine the amount of gold, silver, or metal contained within it.

3. Many innocent and unsuspecting Africans were victims of cruel, evil, **malevolent**, and brutal slave traders in the early days of the American colonies.

4. The mayor of this very small town possessed the traits of an honest and just leader: wisdom, judgment, and **sagacity**.

5. **Algae**, any one-celled or colonial organisms containing chlorophyll that flourish in water and damp environments, and are as abundant in water as grasses are on land, have often been called "grasses of many waters."

6. Many naïve individuals spend millions of dollars each year as the result of some individual who practices **chicanery** on them. In other words, foolish people are often tricked into spending their hard-earned money on worthless items by the tricks and sly language of fast-talking salesmen.

7. My great great-grandparents crossed the Mississippi to reach the wide-open country of the unsettled West not in a **Conestoga**, but in an old farm wagon drawn by one very tired, old horse.

8. A marriage relationship is **egalitarian** when both partners share responsibilities and make decisions together.

9. A sense of **equanimity** seemed to surround the room as a feeling of total emotional balance, and sense of peace came across my mind after I made what I knew was the right decision.

Exercise 3: Energizer

Directions:

Give **no** context, background, or introduction for this reading passage! Just tell Cadets that they are to **listen carefully** and **try to figure out what this passage is all about**.

Note: You'll need to read carefully and watch for Cadets' reactions. Since you used a similar **Energizer** in Lesson 2, your Cadets may be more "tuned in" to focusing on the selection because they anticipate this is an effort to try to puzzle them! This passage is much more challenging than the reading passage about Tony's wrestling match (Lesson 2 **Energizer**). Many experienced readers/listeners/learners cannot figure out the topic of the selection. They are often baffled by the passage; it does not provide many clues to help determine the what is being described!

When you have **finished** reading the passage, **ask Cadets what they think the passage is about and how and why they came to that conclusion**. Some of your listeners will have no clue what the passage is about; others may guess correctly that this is about **sorting clothes and doing laundry!**

The idea here is to once again make Cadets aware of the importance of **previewing** a reading passage before beginning to read so you know what to expect the selection will be about. If you look first at the title, headings, subheadings, pictures, captions under pictures, maps, charts, graphs, sometimes even check out the questions at the end of the selection, you have set some expectations for what you will hear/learn as well as be "tuned in" to what you already know about the topic. This makes you a more active reader/learner, gets you focused on your reading, and improves your reading comprehension. Even though Lesson 3 focuses on vocabulary strategies, previewing the reading passage is still emphasized. Bringing background knowledge and especially the "jargon" of the topic aids in figuring out unknown or unfamiliar words in a reading passage.

Note: You may decide to make copies just of the passage and give it to Cadets to read individually. However, it is much more fun to watch their collectively reactions as you read it aloud!

Reading Passage:

The procedure is quite simple. First you arrange things into different groups. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities, that is the next step; otherwise you are pretty well set. It is important not to overdo things. That is, it is better to do too few things than too many. In the short run, this may not seem important, but complications can arise. A mistake can be expensive. At first, the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity of this task in the immediate future, but then one can never tell. After the procedure is completed, one arranges the materials into different groups again. Then they can be put into their appropriate places. Eventually, they will be used once more and the whole cycle will then have to be repeated. However, that is part of life.

Delivered at reading conference; source unknown.

Exercise 4: Thirteen-Question Inventory

Directions: Answer the following questions as completely as you can within 4 minutes.

1. What is reading? _____

2. Name as many "things" as you can that people "read." _____

3. Why do you read? _____

4. Do you read everyday? Why or why not? _____

5. What do you read? _____

6. What do you like to read? _____

7. What don't you like to read? _____

8. What do you have trouble reading? _____

9. Are you a good reader? _____

10. What exactly do you have trouble with when you read? _____

11. When you have some difficulty reading, what do you do? _____

12. When you have some difficulty reading, what do you do to try to solve whatever problem you are having? _____

13. Why do you need to be a good reader? _____

Exercise 5: DR-TA: A Reading Comprehension Strategy

Directions: When you use DR-TA reading comprehension strategy, you predict or define purposes for reading; you read and select relevant data; and you evaluate and revise predictions, using the information you acquire. Your task is to apply the DR-TA reading comprehension strategy to the U. S. Government textbook reading passage your instructor provided you on a separate handout. As you use the strategy, please write down what you think and do for each of the steps you complete in reading through this passage.

Step-by-Step DR-TA	
Step	What I thought and did in this step
<p>1. Set your purpose(s) for reading. Ask yourself, "From the title, (subtitles, charts, maps, pictures, captions, etc.), what do I think the author will present in this chapter (passage, next pages, etc.) You call this "the writer's purpose" or your prediction/ hypothesis about what the reading passage is all about. Also, jot down why you think so.</p>	<p>Write your purpose/prediction/hypothesis.</p> <p>Explain why you think that this is the purpose/prediction/hypothesis.</p>
<p>2. Adjust your rate for reading, depending on your purpose(s). If you are reading for specific information, you might quickly skim or scan the reading selection for the specific information you need to find. If you are doing a close reading to learn all about the topic, then you need to read more slowly and carefully, not just look for key words and phrases to answer specific question/find specific information.</p>	<p>Based on the purpose/prediction/hypothesis you identified in Step 1, what rate will you use to read this passage?</p> <p>Why did you choose that reading rate?</p> <p>How many paragraphs will you read in this 1st chunk?</p> <p>Explain why you chose this number of paragraphs.</p>
<p>3. Read a logical chunk of the reading passage (for example, read the paragraphs under the 1st subheading) to find out if your predictions were right.</p>	
<p>4. Accept, reject, or redefine your predictions about the reading selection. Note your revised predictions/hypotheses.</p>	<p>Do you still have the same purpose for reading? Write your revised purpose/predictions/hypotheses for the 1st chunk in this block based on your reading.</p>
<p>5. Continue reading until you reach the end of the selection. Use the same process for the remainder of the reading selection: decide on an appropriate chunk of reading to work on, then</p>	<p>How many paragraphs will you read in this 2nd chunk?</p> <p>Explain why you chose this number of paragraphs.</p>

Step-by-Step DR-TA

predict – read – prove or refine, choose another chunk of reading and repeat the process until you reach the end of the entire reading selection.

6. Do you still have the same purpose for reading this 2nd chunk? Write your purpose/prediction and why you think that this is the purpose of the 2nd chunk of reading.

Read the 2nd chunk and then write your revised purpose/predictions/hypotheses in this block, if you need to change your purpose/predictions/hypotheses based on your reading.

7. Continue reading until you reach the end of the selection. Use the same process for the remainder of the reading selection: decide on an appropriate chunk of reading to work on, then predict – read – prove or refine, choose another chunk of reading and repeat the process until you reach the end of the entire reading selection.

How many paragraphs will you read in this 3rd chunk?
Explain why you chose this number of paragraphs.

8. Do you still have the same purpose for reading this 3rd chunk? Write your purpose/prediction and why you think that this is the purpose of the 3rd chunk of reading.

Read the 3rd chunk and then write your revised purpose/predictions/hypotheses in this block, if you need to change your purpose/predictions/hypotheses based on your reading.

9. Continue reading until you reach the end of the selection. Use the same process for the remainder of the reading selection: decide on an appropriate chunk of reading to work on, then predict – read – prove or refine, choose another chunk of reading and repeat the process until you reach the end of the entire reading selection.

How many paragraphs will you read in this 4th chunk?
Explain why you chose this number of paragraphs.

10. Do you still have the same purpose for reading this 4th chunk? Write your purpose/prediction and why you think that this is the purpose of the 4th chunk of reading.

Step-by-Step DR-TA

Read the 4th chunk and then write your revised purpose/predictions/hypotheses in this block, if you need to change your purpose/predictions/hypotheses based on your reading.

11. Continue reading until you reach the end of the selection. Use the same process for the remainder of the reading selection: decide on an appropriate chunk of reading to work on, then predict – read – prove or refine, choose another chunk of reading and repeat the process until you reach the end of the entire reading selection.

How many paragraphs will you read in this 5th chunk?
Explain why you chose this number of paragraphs.

12. Do you still have the same purpose for reading this 5th chunk? Write your purpose/prediction and why you think that this is the purpose of the 5th chunk of reading.

Read the 5th chunk and then write your revised purpose/predictions/hypotheses in this block, if you need to change your purpose/predictions/hypotheses based on your reading.

13. Continue reading until you reach the end of the selection. Use the same process for the remainder of the reading selection: decide on an appropriate chunk of reading to work on, then predict – read – prove or refine, choose another chunk of reading and repeat the process until you reach the end of the entire reading selection.

How many paragraphs will you read in this 6th chunk?
Explain why you chose this number of paragraphs.

14. Do you still have the same purpose for reading this 6th chunk? Write your purpose/prediction and why you think that this is the purpose of the 6th chunk of reading.

Read the 6th chunk and then write your revised purpose/predictions/hypotheses in this block, if you need to change your purpose/predictions/hypotheses based on your reading.

Exercise 6: GIST: A Reading Comprehension Strategy

Directions: In GIST, you focus on short passages (3-5 paragraphs in length) and create summaries of each passage in a very structured step-by-step process. Once you get to the end of your reading assignment, you have really understood the passage and have worked on your writing skills as well. Using this strategy will not only improve your reading comprehension, but will help you in improving your writing skills. Your task is to apply the GIST reading comprehension strategy to the U.S. Government textbook reading passage your instructor provided you on a separate handout. As you use the strategy, please write down what you think and do for each of the steps you complete in reading through this passage.

Step-by-Step GIST	
Step	What I thought and did in this step
1. Chunk your reading assignment into short sections of 3-5 paragraphs in length. Make certain that your short sections are all on the same topic/subtopic so that they make sense when read together. In a science or history textbook, paragraphs under the same subheading will work well together. NOTE: For this reading passage, you should divide the passage in 3 chunks (5-4-4 paragraphs.) 2. Cover all but the 1 st paragraph. Read the 1 st paragraph. 3. Now, cover the paragraph you just read.	
4. Write one statement of 20 words or less that you feel is an accurate summary of the paragraph you just read. You may revise as often as you like. You may look back at the paragraph as often as you like, but you must always cover the paragraph as you write your summary. 5. Now uncover both the 1 st paragraph and the next paragraph in this short section.	
6. Read the 2 nd paragraph and write a 20-word or less summary of both paragraphs. Follow same guidelines as in Step #4.	
7. Continue following these same steps for reading/covering/writing 20-word summary statements until you have a 20-word written summary of the 1 st of the 3-5 paragraph sections of your reading assignment written in the block to the right. NOTE: For this assignment, you should have three 20-word summary statements when you are finished. Write your final version of the 20-word summary statement for the 1 st 4-paragraph chunk of the reading passage in the block to the right.	
8. Write the 20-word summary statement for the 2 nd 4-paragraph chunk of the reading passage. You may write your 1 st version in this block and then your next and last versions in the block to the right.	
9. Write the 20-word summary statement for the 3 rd 4-paragraph chunk of the reading passage. Write your 1 st version in this block and your next and last versions in the block to the right.	

Exercise 7: Think-Alouds: A Reading Comprehension Strategy

Directions: Think-Alouds help you monitor your comprehension and apply self-correction strategies to get the most out of your reading. Your task is to apply the Think-Alouds reading comprehension strategy to the U. S. Government textbook reading passage your instructor provided you on a separate handout. As you use the strategy, please write down what you think and do for each of the steps you complete in reading through this passage. Once you complete the reading passage, use the Think-Alouds checklist to see how well you did.

Step-by-Step Think-Aloud	
Step	What I thought and did in this step
<p>1. Look at the title and subtitle(s) of a segment of the reading selection. Make predictions or develop hypotheses about what you anticipate the selection will be about. Write your prediction(s) in the block to the right.</p>	
<p>2. Read a segment of the selection and then visualize (create a picture in your mind) what you are reading. Describe the picture you see in your mind in the block to the right.</p>	
<p>3. Read a little further in the selection and then try to link the new information you are reading with something that is familiar to you. You create an analogy by saying this is “like a _____” (You fill in the blank with something you know about that is similar). Write your analogy in the block to the right.</p>	
<p>4. When you get to a point in the reading passage that you do not understand or you find confusing, try to identify the problem you have encountered. <i>For example</i>, you might come across a word you do not know. Write any problems you encounter in this passage in the block to the right.</p>	

Step-by-Step Think-Aloud	
Step	What I thought and did in this step
5. Use a fix-up strategy. <i>To continue the example in Step 4, read to the end of the sentence that contains the word you do not know and try to figure out what that word might mean. If that strategy does not work, check a dictionary or ask a partner/teacher. Describe the fix-up strategy you used for the problem(s) you found in the passage in the block to the right.</i>	

Use the checklist below when you complete the Think-Aloud strategy for this reading passage.

THINK-ALouds Checklist				
While I was reading, how did I do?				
(Put an X in the appropriate box.)				
Step in Think-Aloud	All of the time	Much of the time	A little bit	Not very much
Made predictions				
Formed picture				
Used "like a _____"				
Found problems				
Used fix-ups				

Exercise 8: Reading Comprehension Strategy Practice Handout

Directions: At the end of these directions you will find a reading passage typical of a U. S. Government textbook. Your task is to choose one of the following three reading comprehension strategies and use it to read this passage: DR-TA, Think-Alouds, or GIST. As you use the strategy, please write down what you think and do for each of the steps you complete in reading through this passage. Steps for each strategy are listed on separate handouts.

THE MAKING OF THE CONSTITUTION

Classifying Governments

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

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

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

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

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

The English Contribution

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

In 1651, Thomas Hobbes suggested in his book, *Leviathan*, the idea of a social contract between individuals. His writing stressed that before governments, men lived in a "state of nature" where they had complete freedom to do as they pleased, provided they were powerful and resourceful enough to do so. His social contract theory presented a bleak picture of human life as "nasty, brutish, and short." He argued that government must be strong, and even repressive, to keep people from lapsing into a savage existence. Although denounced in his day, this book had a continuing influence on western political thought.

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

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

The French Contribution

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

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

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

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

Exercise 9: Using Context Clues: A Vocabulary Strategy to Improve Reading Comprehension

Note: Using Context Clues

When you use context clues to try to figure out what an unknown or unfamiliar word means as you read, you use information surrounding that difficult word to help reveal its meaning. Do you remember the types of context clues you can use? Here is a list to jog your memory:

Definitions

Linked synonyms

Direct description (examples, modifiers, restatements)

Contrast (antonym or phrase that is opposite in meaning)

Cause-and-effect

Mood and tone

Directions:

Your task is to use context clues to unlock the meanings of unknown or unfamiliar words and improve your understanding of what you read.

Your instructor provided you a handout of a U. S. Government textbook reading passage. As you read through this passage and use context clues, you will find **bold** words that are numbered #1 - #10. In the appropriate cells in the table below, please **write** what you **think the definition of the bold/numbered word is** and **what you thought and did to figure out the word's meaning**.

Using Context Clues	
What I think the meaning of the word is	What I thought and did to figure out the meaning of the word
<p>Set your purpose(s) for reading. Ask yourself, "From the title, (subtitles, charts, maps, pictures, captions, etc.), what do I think the author will present in this chapter (passage, next pages, etc.). You call this "the writer's purpose" or what this reading passage is all about. Also, jot down why you think this is the author's purpose.</p>	<p>Write your purpose/prediction/hypothesis.</p> <p>Explain why you think that this is the purpose for the reading passage.</p>
<p>1. overcentralization</p>	
<p>2. decentralization</p>	

Using Context Clues	
What I think the meaning of the word is	What I thought and did to figure out the meaning of the word
3. lucrative	
4. unanimously	
5. credibility	
6. eloquent	
7. bicameral	
8. sovereignty	
9. prevail	
10. levying	

Continue on the back of this page, if necessary.

Exercise 10: Dictionary as a Strategic Resource - A Vocabulary Strategy to Improve Reading Comprehension

Note: Using the Dictionary

When you use the dictionary as a strategic resource to verify the meaning of a word, you learn the precise meaning(s) of that word. You use the dictionary **only** after you have tried whatever other techniques you know to try to unlock the meaning of that unfamiliar or unknown word.

Directions:

Your task is to use whatever you already know about how to figure out the meaning of a word you're not sure of and **then** use the dictionary to verify if your "educated guess" is correct. A dictionary helps you learn the precise meanings of unknown or unfamiliar words and improves your understanding of what you read.

Your instructor provided you a handout of U. S. Government textbook reading passage. As you read through this passage, you will find **bold** words that are numbered #1 - #10. In the appropriate cells in the table below, please **write** what you **think the meaning of the bold/numbered word is** and then **use a dictionary** to verify your "educated guess." **Write the meaning that "fits" the reading passage** in the cell opposite the word and your "educated guess" of its meaning.

Using Context Clues	
What I think the meaning of the word is	Dictionary meaning of the word that "fits" the reading passage
<p>Set your purpose(s) for reading. Ask yourself, "From the title, (subtitles, charts, maps, pictures, captions, etc.), what do I think the author will present in this chapter (passage, next pages, etc.). You call this "the writer's purpose" or what this reading passage is all about. Also, jot down why you think this is the author's purpose.</p>	<p>Write your purpose/prediction/hypothesis.</p> <p>Explain why you think that this is the purpose for the reading passage.</p>
<p>1. overcentralization</p>	
<p>2. decentralization</p>	
<p>3. lucrative</p>	

Using Context Clues	
What I think the meaning of the word is	Dictionary meaning of the word that “fits” the reading passage
4. unanimously	
5. credibility	
6. eloquent	
7. bicameral	
8. sovereignty	
9. prevail	
10. levying	

Continue on the back of this page, if necessary.

Exercise 11: Visual Imaging - A Vocabulary Strategy to Improve Reading Comprehension

NOTE: Using visual Imaging

When you use **visual imaging**, you think of a “keyword” that either looks or sounds like the word whose meaning you are trying to learn. Thinking of that picture of the look-alike word and/or the image will help you remember the word and its meaning.

Example: A science class is studying a unit on minerals and students must remember the names and primary uses of each mineral. **Amber** is a mineral that is used primarily in the home. The class decides that the word hamburger sounds like **amber**, so they create an image in their heads (and actually draw it on a flashcard) of a **hamburger** sitting on a living room chair. Every time they see that image in their heads, they remember that **amber** is a mineral that is used primarily in the home.

Directions:

Your task is to use **visual imaging** to help you remember words and their meaning(s) and expand your vocabulary.

Your instructor provided you a handout of a U. S. Government textbook reading passage. As you read through this passage, you will find words that are numbered #1 - #10. Please consult a dictionary and in the appropriate cells in the table below, **write the definition of the bold/numbered word** that fits the meaning of that word as it is used in the reading passage. In the cell across from the word and its definition, **write a look-alike word** and either **draw or describe an image** you think will help you remember the word and its meaning.

Using Visual Imaging to Remember Words and their Definitions	
The meaning of the word as used in the passage	A look-alike word and image that aids my memory
<p>Set your purpose(s) for reading. Ask yourself, “From the title, (subtitles, charts, maps, pictures, captions, etc.), what do I think the author will present in this chapter (passage, next pages, etc.). You call this “the writer’s purpose” or what this reading passage is all about. Also, jot down why you think this is the author’s purpose.</p>	<p>Write your purpose/prediction/hypothesis.</p> <p>Explain why you think that this is the purpose for the reading passage.</p>
<p>1. overcentralization</p>	
<p>2. decentralization</p>	

Using Visual Imaging to Remember Words and their Definitions	
The meaning of the word as used in the passage	A look-alike word and image that aids my memory
3. lucrative	
4. unanimously	
5. credibility	
6. eloquent	
7. bicameral	
8. sovereignty	
9. prevail	
10. levying	

Continue on the back of this page, if necessary.

Exercise 12: Word Structure: A Vocabulary Strategy to Improve Reading Comprehension

Note: Using Word Structure

When you use a word's structure, you can predict its meaning. You can make a pretty good guess at the meaning of a word if you examine the word's various parts. Do you remember the 2 types of words that will work with this strategy?

Examples:

1. **Compound words** made up of two known words joined together: commonwealth, matchmaker
2. Words that contain a **root or stem** word that you recognize and which have a **prefix** or **suffix** attached: surmountable, deoxygenize, microscope

Directions:

Your task is to use context clues to unlock the meanings of unknown or unfamiliar words and improve your understanding of what you read. Your instructor provided you a handout of a U. S. Government textbook reading passage.

As you read through this passage, you will find **bold** words that are numbered #1 - #10. Only 2 of those words can be figured out using the word structure strategy. In cells numbered **#1** and **#2** in the table below, please **write** what you **think the definition of the bold/numbered word is** and **how you figured out the word's meaning by using word structure**. Continue reading the passage and **find 8 additional words** in the passage where a reader could figure out the word's meaning by **using word structure**. It is OK if you know the meaning of the words you find; the idea is to see if you can use this kind of strategy if you need it!

Using Word Structure	
What I think the meaning of the word is	What I did with word structure to figure out the meaning
<p>Set your purpose(s) for reading. Ask yourself, "From the title, (subtitles, charts, maps, pictures, captions, etc.), what do I think the author will present in this chapter (passage, next pages, etc.). You call this "the writer's purpose" or what this reading passage is all about. Also, jot down why you think this is the author's purpose.</p>	<p>Write your purpose/prediction/hypothesis.</p> <p>Explain why you think that this is the purpose for the reading passage.</p>
<p>1. overcentralization</p>	
<p>2. decentralization</p>	

Using Word Structure	
What I think the meaning of the word is	What I did with word structure to figure out the meaning
3. lucrative	
4. unanimously	
5. credibility	
6. eloquent	
7. bicameral	
8. sovereignty	
9. prevail	
10. levying	

Continue on the back of this page, if necessary.

Exercise 13: Personal Word Lists: A Vocabulary Strategy to Improve Reading Comprehension

Note: Creating Personal Word Lists

When you create a **personal word list**, you not only expand your vocabulary in general, but when you use this strategy with your textbook reading assignments, the **personal word list** also helps you remember key concepts for the chapter or unit you are studying in that subject. There are 4 steps to creating your **personal word list**. (1) You **identify** or often your instructor identifies the **important words** you need to know to really understand and learn the subject you are studying. (2) You try to **figure out what each word means**, usually from the way it is used in your textbook reading assignment. (3) You make a list of the **context or structure clues** that helped you make an “educated guess” about the meaning of the words. (4) Finally, you **check the dictionary** to make certain your definition is the correct one.

Directions:

Your task is to create a personal word list so that you can learn the meanings of unknown or unfamiliar words, improve your understanding of what you read in this passage, and expand your vocabulary.

Your instructor provided you handout of a U. S. Government textbook reading passage. As you read through this passage, you will find **bold** words that are numbered #1 - #10. In the appropriate cells in the table below, please **create a personal word list for these 10 words**.

Before you begin reading any passage, you set your purpose(s) for reading. Ask yourself, “From the title, (subtitles, charts, maps, pictures, captions, etc.), what do I think the author will present in this chapter (passage, next pages, etc.). You call this “the **writer’s purpose**” or what this reading passage is all about. Also, jot down why you think this is the author’s purpose.

Write your **purpose** for this reading passage: _____

Explain why you think that this is the purpose for this reading passage. _____

Creating a Personal Word List

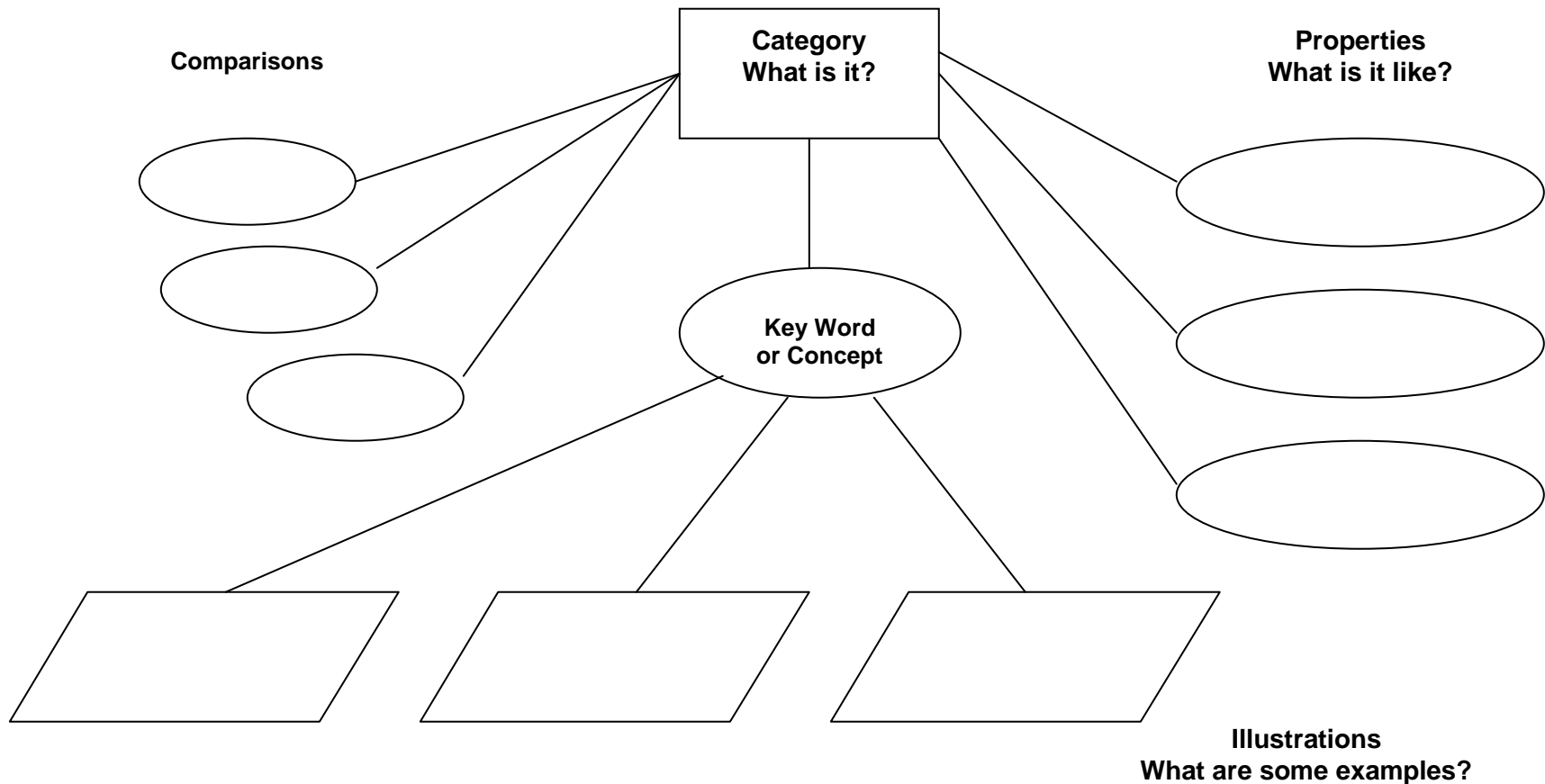
Word	What I think the word means	Clues (Context or Structure)	Dictionary Definition
1. overcentralization			
2. decentralization			
3. lucrative			
4. unanimously			
5. credibility			
6. eloquent			
7. bicameral			
8. sovereignty			
9. prevail			
10. levying			

Continue on the back of this page, if necessary.

Exercise 14: Word Mapping - A Vocabulary Strategy to Improve Reading Comprehension

NOTE: Word Mapping

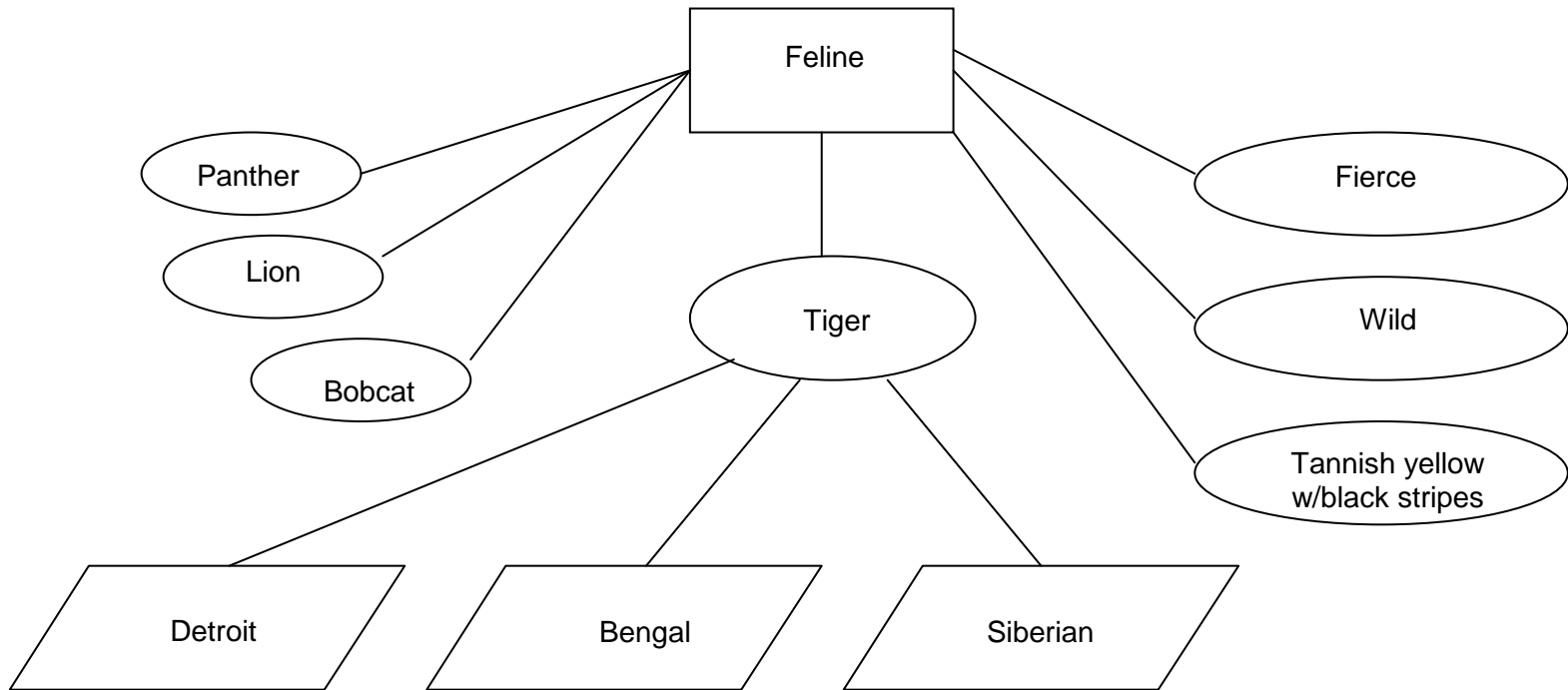
When you use **word mapping**, you are actually organizing the important concepts of the reading selection and at the same time defining a particular word. In **word mapping**, you, or more frequently your instructor, identify a key word(s) or concept central to understanding the content of a reading passage, often a whole chapter in your textbook. Very often you use this strategy as a whole class or in small groups, but you can also do this on your own. Once you select the word(s), you create a basic structure for your word map, allowing plenty of space to expand your map. A word map looks essentially like this:



You complete your word map by doing the following:

1. Writing the **key word or concept** in the center oval.
2. Write the word that is the general class or **category** to which your key word belongs in the rectangle at the top of your map. This answers the question, **“What is it?”**
3. Then, you write in at least 3 **examples** or illustrations of the **key word or concept** in the polygons underneath the key word oval.
4. Next, write several **comparisons** (preferably 3) in the ovals to the left of the key word oval. These additional concepts or key words **belong to the same general category**, but **are different from the concept or key word** studied.
5. Finally, write in at least 3 **properties** in the ovals to the right of the key word oval. These answer the question, **“What is it like?”**

See the example word map below:



Directions:

Your instructor provided you a handout of a U. S. Government textbook reading passage. Try creating your word maps first and then read the textbook passage. Creating the word map first will get you thinking about what you already know about governments and constitutions. Once you've read the passage, you may add additional information that you learned in your reading to your word maps.

Instructors will sometimes build word maps with you before you begin your reading, and sometimes ask you to create them after you read. When you create word maps on your own, experiment with which works best for you – creating the word map before or after you read a reading passage.

For this activity, you will word map two key words – government and constitution – that will help you understand/learn/remember the important concepts the author wants you to know about the subject of this reading passage. Create the word map for government on this page. On the back of this sheet of paper, create the key word map for constitution. You may work with a partner or form a triad with 2 other Cadets, but each of you must create word maps for this activity.

Exercise 15: Major Principles of the Constitution

To Form A More Perfect Union

Introduction

Reacting to the centralized control of Great Britain over trade, taxes, and troops, the authors of the *Articles of Confederation* denied their new national government effective control over those matters. Just as **(1) overcentralization** proved to be the undoing of the British Empire in the American colonies, so did excessive **(2) decentralization** lead to the failure of America's first effort to deal with national-state relationships. The Constitutional Convention provided the nation's political leaders with one more opportunity to devise a workable document that would satisfy the interests of the national government, state governments, and the American people.

The Philadelphia Convention

The Constitutional Convention met on May 25, 1787, in the Philadelphia State House. Every state sent delegates -- except Rhode Island, which was fearful that national legislation would injure its **(3) lucrative** trade. However, some of the participating states gave their delegates specific instructions. For example, Delaware did not want its delegates supporting any proposal that would deny a state equal representation in Congress. Other states instructed their delegates only to consider amendments to the *Articles of Confederation*.

A profile of the delegates reflects the following significant qualities of these individuals:

- Thirty-nine of the 55 served in the Confederation Congress.
- Seven were governors of their state.
- Eight helped write their state constitutions.
- Two signed the *Articles of Confederation*.
- Eight signed the *Declaration of Independence*.
- Half had college degrees and many were well read in governmental policies.
- They were prosperous merchants, lawyers, bankers, plantation owners, or doctors.
- They were leading citizens of their time -- notable among them were George Washington, Benjamin Franklin (at age 81 the oldest delegate), and James Madison.

Familiar with the ideas of Hobbes, Harrington, Locke, Montesquieu, and Rousseau, most of the delegates were in favor of a stronger national government. They **(4) unanimously** elected George Washington to preside over the meetings. Delegates felt his influence throughout the sessions and his presence inspired public confidence. Benjamin Franklin's great reputation as a patriot, diplomat, scholar, writer, publisher, scientist, and inventor also increased the Convention's **(5) credibility**. James Madison, often called the "Father of the *Constitution*," kept careful notes on everything that took place. Most of what we know about the delegates and the proceedings comes from those notes.

Alexander Hamilton stood virtually alone in favoring the adoption of a British system of extreme centralization. His proposals, despite **(6) eloquent** pleas and arguments, died a quick death on the floor. Additionally, none of the delegates had any sentiment for preserving absolutely intact the extreme decentralization of the Articles.

Although the delegates avoided these two extremes, they differed on issues pertaining to:

- The division of political power
- The scope of the functions the states would entrust to the national government
- The kinds of controls that the two levels of government could exercise over each other's activities

- The very basis of authority over the national government; that is, should it represent the people of the whole nation or should the states remain as sovereign units possessing ultimate legal authority? This issue was the most fundamental source of disagreement.

Virginia Vs. New Jersey Plans

The delegates introduced two plans that reflected opposing attitudes on these issues. The Virginia Plan (so named because Governor Randolph of Virginia introduced it) represented the “**Nationalist**” point of view. The New Jersey Plan (proposed by William Paterson of that state) represented the “**Federalist**” viewpoint.

THE VIRGINIA PLAN

Favored a strong central government supported by larger states.

The national government could do the following:

- Legislate when states were “incompetent” to do so or when their legislature would interfere with the “harmony” of the U.S.
- Negate, or veto any state law it deemed contrary to the national constitution.

Called for a **(7) bicameral** legislature with a House of Representatives elected by popular vote (based on population and wealth) and a Senate elected by the House.

Called for a single executive:

- The national legislature would choose the national executive.
- The national legislature would appoint a national judiciary.

(Note: The national executive and judiciary would have limited veto power over the national legislature.)

THE NEW JERSEY PLAN

Committed to protecting state’s **(8) sovereignty** supported by smaller states:

States could do the following:

- Sought to make only limited changes to the *Articles of Confederation*.
- Granted power to the national government to act against any states that failed to obey national laws, but the national government could not exercise those powers without the consent of an indefinite number of states.

Called for a unicameral legislature with each state having one vote (equal representation) regardless of population or wealth.

Called for a **plural executive** whereby the executive branch would consist of more than one person:

- The national legislature would elect the plural executive, but a request of the majority of the governors could remove them.
- The plural executive could appoint a judiciary with limited powers.

The delegates bitterly fought over these differences, and for a time it seemed that the convention would fail. Deadlocked over the question of representation in the national legislature, neither the Nationalists nor the Federalists had sufficient support to **(9) prevail**. The Virginia Plan posed a threat to the smaller states whereas the New Jersey Plan was unacceptable to the larger states.

The Connecticut Compromise

The convention remained deadlocked until a third group, the “**Unionists**” or Committee of Eleven, devised a “Great Compromise” to break the deadlock. Named after the Connecticut delegation that had the leading role in developing the compromise, the *Connecticut Compromise* sought to preserve the union of the states. This plan called for an upper house (or Senate) in which each state had two members and an equal vote (satisfying those who favored the New Jersey Plan) and a lower house (or the House of Representatives) with representation based on the state’s population (satisfying those who favored the Virginia Plan). Not only solving the large-state and small-state conflicts, this plan also met the sovereignty issue by proposing that the national government represent both the people and the state governments. The *Connecticut Compromise* also contained the following provisions.

- As a precaution against having to assume the financial burdens of the smaller states, the plan stated that revenue bills would originate only in the House, where the more populated states had greater representation.
- The Southern states won a major point on slavery. Since almost one-third of the population of those states were black slaves, the Southern states wanted the slaves counted for purposes of representation in the House, but not for the purpose of **(10) levying** taxes. The Northern states, which had few slaves, wanted them counted for tax purposes, but not for representation. The agreement reached was that a state could count three-fifths of the black slaves within its borders for both taxes and representation.
- The Southern states, which were not as populated as the Northern states, also feared that giving Congress the power to regulate trade might adversely affect their economy. The Southern states mainly exported tobacco, cotton, rice, and indigo, and dealt in slave trading. Although the compromise gave Congress the power to regulate interstate and foreign trade, it prohibited them from placing taxes on any exports and protected the slave trade for twenty years after adoption of the new *Constitution*.
- Concerning the election of the executive, or president, the delegates agreed that an **electoral college**, composed of electors from each of the states, would elect the president. Each state would have an **electoral vote** equal to the number of its members of the House plus its two senators.

On September 12, 1787, the convention concluded the work of writing the *Constitution* and gave the completed draft to a committee to style and polish the language. Governor Morris of Pennsylvania was responsible for the notable literary quality of the *Constitution*. Then, on September 17, 1787, 39 delegates signed the *Constitution* and sent it to the Congress of the Confederation. The other delegates opposed the document or were absent.

Performance Assessment Task

Unit 3: Foundations for Success

Reading for Meaning [U3C3L2]

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

Select reading comprehension strategies to enhance learning



Directions

For this performance assessment task, you will to select at least one Reading Comprehension Strategy and at least one Vocabulary Building Strategy. You will use these with one of your high school class reading assignments. Use the step-by-step activity sheets (Exercises #5-#7) with your assignment. Write a summary of how well these strategies worked for you. For this assessment you will:

1. Complete the homework reading assignment with a Reading Comprehension Strategy and a Vocabulary Building Strategy.
2. Write a summary of how these strategies were effective or not.
3. Put the two completed activity sheets and two written summaries together in a folder or binder.
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**.

Reading for Meaning Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. You use one of the four reading comprehension strategies to help improve your own reading comprehension	met	not met
2. You define the purpose of a selected reading	met	not met
3. You define the hypothesis of a selected reading	met	not met
4. You make predictions from a selected reading	met	not met
5. You use one of the six vocabulary comprehension strategies to enhance your vocabulary skills and help improve your own reading comprehension	met	not met
6. You summarize in writing the strategies you selected and how they did or did not help your reading comprehension	met	not met
7. Summaries exhibit correct and appropriate grammar, punctuation, spelling, and word usage.	met	not met

Comments:

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

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

Student Learning Plan

Unit 3: Foundations for Success

Study Habits that Work for You [U3C3L3]



What you will accomplish in this lesson:

Develop personal study and test-taking strategies



Why this lesson is important:

Good study skills support being efficient, being effective, and performing well on tests. Good study skills include identifying resources, taking good notes, and researching information. These skills get you through the basics. They will get you where you ultimately want to be in your life. As an active learner, you do not just use study techniques for homework. You must use them throughout all aspects of your life. These skills help if you are attempting to get your driver's license, preparing for the college SATs, or seeking advancement opportunities in the military. In this learning plan, you will identify new study techniques and strategies, and develop a personal plan for more effective studying.



What you will learn in this lesson:

- Relate personal learning preferences to study habits
- Identify effective study skill strategies
- Evaluate test preparation strategies
- Distinguish among various note-taking tips and strategies
- Define the key words: allocate, aural/auditory, compare, contrast, efficient, enumerate, inference, interpret, justify, paraphrase, prove



You will have successfully met this lesson's purpose:

- by applying study-skill strategies to various courses in your high school course of study over a two-week time span
- by writing a journal of activities and results
- when you acknowledge a personal study-skill weakness
- when you apply one or more test-taking strategies over a two-week time span



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.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about your current study habits and how they have impacted your success as a student. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. CREATE a Multi- Flow Map relating your existing study habits to your testing outcomes. SHARE you Map with the class.
3. SHARE your ideas in a KWL Chart.
4. REFLECT on what study habits you could improve. ANSWER the reflection questions presented by your instructor.

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



- _____ 1. READ about study skills and test-taking techniques in your text. CREATE a short presentation about your assigned study or test-taking technique.
- _____ 2. PRESENT your presentation to the class. TAKE notes as necessary on others' presentations.
- _____ 3. REFLECT on the different techniques presented. ANSWER the reflection questions presented by your instructor.

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



- _____ 1. WRITE a scenario about a specific study problem or test-taking problem using Exercise #5: Scenario Activity. CREATE a solution card containing a study skill or test-taking strategy you think is most appropriate for the problem described in the scenario.
- _____ 2. PLAY a quiz show using the scenarios and solution cards.
- _____ 3. REFLECT on the scenarios and solutions created on the solution card. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____ 1. Suggest test-taking strategies for sample questions by completing Exercise #6: Test-Taking Strategies.
- _____ 2. COMPLETE the Study Habits that Work for You Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise 1: Energizer

Directions (To Instructor): Write each of the following statements on a sheet of chart paper. Post them one by one as you read them aloud to Cadets.

Ask Cadets to raise their hand if the following statement applies:

1. Put things together by reading a set of instructions.
2. Take notes on what you read or hear.
3. Listen for information that a speaker or instructor repeats and write it down in your notes.
4. Have someone read the directions to you while you put something together.
5. Read a textbook or directions aloud.
6. Ask someone to explain something to you after you've heard someone speak or tried to read a difficult piece of text.
7. Pay little or no attention to instructions or a manual and instead follow a diagram to put something together.
8. Read the title of a chapter before you begin to read your text.
9. Look for headings and subheadings before you read a lesson of your textbook.
10. Really enjoy studying.
11. Would rather mow two lawns or babysit the neighborhood brat for three hours rather than study.

Exercise 2: Scenario Activity

Directions: Each team selects one of the following scenarios:

NOTE: In response to one of the scenarios, each team is to either write a public service announcement or design a pamphlet that advocates the use of the test taking tips and strategies listed in the requirements for each scenario.

The public service announcement should be limited to 3 minutes in length and should include not only the text of the service announcement (which must be grammatically correct and exhibit correct spelling and punctuation), but also *at least* 3 graphics/visuals or a description of video clips to accompany it.

The pamphlet must be a tri-fold and should include *at least* 3 graphics/visuals. Text must be neatly printed/typed and easy to read. All text must be grammatically correct and exhibit correct spelling and punctuation.

Scenario 1

Your friend Mike hates essay questions. He is never sure when he has written enough. He runs out of time and doesn't get all the questions answered even though he knows the answers. He feels the same for the short answer tests. Directions that ask him to "criticize," "illustrate," or "interpret" often confuse him.

Requirements: Explain the major points to him: how to write a concise essay or short answer, what kind of facts he is expected to supply, how to allocate his time or pace himself during a test. Define "criticize," "illustrate," and "interpret" for him.

Scenario 2

You are an A student, so your sister Jan wants you to advise her on multiple choice and reading comprehension questions. What can she do if she really doesn't know an answer on a multiple choice question? How can she make a good guess? She says she is too slow on reading comprehension tests. Are there any tips you can give her?

Requirements: Choose at least 5 techniques on attacking multiple choice questions to explain to her. On comprehension questions, tell her how she can best deal with the main idea, detail, and inference type questions; give her a strategy for assessing how much time to spend on questions on reading passages.

Scenario 3

A fellow Cadet has a really bad case of test anxiety. Amanda often feels almost physically sick, she gets so upset at the idea of even having to take a test. One of her biggest fears is the vocabulary on standardized tests. Explain what she can do to relieve some or most of her test anxiety. Also, arm her with some strategies for dealing with vocabulary questions.

Requirements: Explain all the strategies for alleviating test anxiety. What can she do to create a study plan? What should she do the day before and the day of a test? Explain how to determine words using context clues, how to use POE to zero in on the correct answer, what to do with the 3 types of words on tests, how to make the most out of your knowledge of prefixes, roots and suffixes. Include long-term strategies for expanding her vocabulary.

Scenario 4

Your JROTC instructor has asked you to assist in working with the more junior Cadets who are taking a Computer Assisted Test (CAT) for the first time. Not only is the test format and the way a Cadet works through the CAT a new and unfamiliar experience for these junior Cadets, your instructor is convinced these Cadets are not really certain how to study for a CAT – or any test for that matter! Help these junior Cadets do their best.

Requirements: Explain how to create a study, plan and how to prepare in advance and on the day of a test. Also, explain how a CAT is different from other types of tests but also how you can use some of the same test taking tips and strategies used in other tests.

Exercise 3: Study Strategy

Cadet's Name _____

Today's Date _____

Date Assignment is due _____

Date of next test _____

Directions: Carefully read the contents of the table below. In the "What I Will Do?" column, in the block on the same line as each Factor, Ask and Recommendations block, indicate what you will do in answer to the questions, and what you will do with the recommendations. In other words, will you do what is recommended or do you have other plans as part of your study strategy?

Factor	Ask	Recommendations	What I Will Do?
Set good conditions	What can I control? What is outside of my control?	Go to school earlier. Get up earlier. Study at the library.	
Make time to study	How can I use my time efficiently?	Keep materials together. Be ready to start then you can use small blocks of time. Know your priorities. Don't put off studying to the last minute. Do the hardest homework first when you start, when motivation is highest.	
Identify resources	Am I making use of all possible resources?	Use the library (public and school library). Ask if they have a study skills center, internet access, or any special materials. Access homework help sites on the Internet. Ask the librarian for help. Use the people you know: teacher, friend, classmate, study group, church members, brother, or sister.	
Apply reading skills	Which of my reading skills apply to studying and doing homework?	Apply all the reading skills to studying. Read all homework assignments. Scan and skim the materials first. Read the headings to get an overview. Be sure you understand all the vocabulary used in the material you read. Use SQ3R for textbook reading/notetaking/studying.	

Factor	Ask	Recommendations	What I Will Do?
Take notes	How can I take good notes?	<p>List in your mind or vocalize the major points. Recall facts and concepts in your mind.</p> <p>Write notes but write only enough detail to understand. Don't copy from the textbook.</p> <p>Decide what details are important.</p> <p>Use a graphic organizer to outline the material.</p> <p>Record questions.</p> <p>Summarize to yourself. Use your own words.</p> <p>Mark the material as you read, if permitted.</p>	
<p>Use a strategy:</p> <p>Read and mark text as you go, if you are allowed to mark up your textbooks. If not, write out/create a graphic organizer on the key pieces on information you need to remember.</p>	What do I look for as I read or study?	<p>Get the big picture. Start with the table of contents, then look at headings, and subheadings</p> <p>Start to ask yourself: what are the big questions this material answers?</p> <p>Pick out topic sentences as you read; mark core concepts with a colored marker or jot them down in your notebook</p> <p>Locate the secondary concepts, underline/jot down in your notes</p> <p>Locate essential facts and details</p> <p>Underline definitions and keywords/jot down in your notes</p> <p>Draw a box around difficult words. Jot down difficult words in your notes. Use the dictionary to find the meaning when you cannot determine it from context, or to confirm your understanding.</p> <p>Locate the conclusion statement and any summary statements</p> <p>Stop and recall chunks as you go.</p> <p>If you cannot understand the material as you read, go back and read it again. However, read to the end first. Do not give up. The meaning may become clear as you have more information.</p>	

Exercise 4: Test-Taking

Directions: Each team is to read the appropriate lesson of their text and any other available/appropriate resources. Each team is to gather the test taking tips and strategies and decides how best to display and present the information to the whole class. You may choose to create a chart or the graphic organizer most appropriate for displaying the required information.

- For topic on **question types** (how to attack multiple choice) you must include "attractive distracters," how to use punctuation/sentence structure as tip for finding answer, length of answers as clue for POE, POE in general); vocabulary/word attack strategies, e.g., context clues; true/false; when to guess on any question type; use of never, none, always; how to approach all of the above, none of the above and "a and c only" type answer options; EXCEPT question type)
- For topic on **reading comprehension strategies for test taking/timed tests**, you must include tips for attacking main idea/topic sentence; detail; inference questions; in particular, e.g., read questions first, then read para, but only 1st and last para, then 1st and last sentence of each para, scan for key words from question; POE, e.g. how to eliminate answer choices to arrive at correct answer and what types of answers to keep;
- For topic on **vocabulary**, you should include the following: straightforward definition, word in context; 3 types of words, e.g., words you know, words you "sort of" know, and words you've never seen before; (recommendation only - ways to expand your vocabulary, including flash cards, "image" approach, mnemonics; read a newspaper, news magazine on a regular basis and create your own mini-dictionary; use new words in your daily speech; recommend Hit Parade of words as a resource to create flashcards, e.g., 250 words (and their definitions) most likely to appear on standardized tests; also Hit Parade of prefixes and roots (same idea as with 250-word Hit Parade.)
- For topic on **how to take an essay exam**, you should use chart in textbook.
- For topic on **test format and timing/pacing (general test-taking strategies)**, you must include two-pass system (e.g., easy, middle, hard questions in that order); when to guess/what is most likely answer; "letter of the day" at end of timed test.
- For topic on **computer-based testing tips/techniques** Computer Adaptive Tests (CAT), Cadets must include the following information from SET's test taking strategies for CAT exams (4 tips.) Most of the same general test-taking strategies would apply to the CAT. The primary difference seems to be in format, the test taker's inability to skip and go back to previous questions, and weighting of questions. Other issues center on test taker's ability/comfort level in use of computer and familiarity with user interface. SET also contains several pages that show how to navigate in a CAT test format.
- For topic on **typical "question words" frequently found on tests**, you must include the following terms: compare, contrast, criticize, define, describe, diagram, discuss, enumerate, explain, evaluate, illustrate, interpret, justify, list, outline, prove, relate, review, state, summarize, and trace.

Exercise 5: Scenario Activity

Directions: On four index cards, write both partners' names at the bottom of the unlined side of each of the cards. Create a scenario for each game card. The scenario must be about a specific subject area and situation that calls for a learner to use effective and efficient study tips and techniques.

Example scenario: Jack daydreams in English class. He does not pay attention. He says he has to read it all at home again anyway, so why bother. When he calls you every night to ask for the homework assignment, he complains he is always behind and can he borrow your class notes. Tell him you are going to make him a poster he can read each morning before he leaves for school. It will tell him what to do in class and please stop calling you every night. What will you put on that poster for Jack? (Answer: Use recommendations from ***Making the Most of Class Time.***)

- Write each scenario so that the contestant's response to that scenario is the appropriate study tip or technique for that situation.
- Write each scenario on the lined side of the index card and the response/correct answer in pencil on the unlined side of the index card.
- Paper clip the game cards together; instructor collects all cards.

Exercise 6: Test-Taking Strategies

Directions:

Work together as a team to provide 2 answers to each question in the table below.

1. Read each question and the answer choices carefully (in the 1st column of table below)
2. Indicate the test taking strategy/tip your team used to answer the question and how you arrived at the correct answer (in the 2nd column of the table).
3. Indicate the correct answer to the question (in the 3rd column of the table).

Test Question	Test Taking Strategy/Tip	Ans
<p>1. Franklin is widely regarded as the first person to realize that lightning was made of electrically charged air. As a way of testing his theory, he attempted to discover whether lightning would pass through a metal object. To show this, he used a kite to raise a key into the air on a stormy night. From this experiment, Franklin realized that this electricity could be guided to the ground by a metal wire or rod, thereby protecting houses, people, and ships from being hurt.</p> <p>One of Franklin's discoveries was</p> <p>A. how to protect houses from lightning B. the battery C. the electric generator D. a hydroelectric dam</p>		
<p>2. The electric eel is one of the most curious animals on the planet. As the name implies, the electric eel has the ability to generate a strong electric field. When it comes time to feed, the eel relies on its electrical system for hunting. Because small animals have a different electrical "signature" than do plants or rocks, the electric eel effectively has a kind of radar that allows it to find fish. When the eel finds its prey, it delivers a strong electric current, which can instantly kill smaller animals such as fish. The force of the charge is often strong enough to kill or stun even larger animals. How does the eel avoid hurting itself? The eel has evolved a kind of insulation that protects its nervous system. This insulation acts as a buffer against the electricity that it generates.</p> <p>It can be inferred from above, that the electricity is dangerous because it</p> <p>A. damages the nervous system B. interferes with breathing C. deprives animals of food D. causes animals to bleed</p>		
<p>3. Mary Shelley was born in 1797. Her parents, Mary Wollstonecraft and William Godwin, were both writers. She was surrounded as a child by some of the greatest literary figures of her day, including Samuel Coleridge and Charles Lamb. Her parents introduced her to these people, because they believed that every child had the potential to develop a great intellect. Shelley wrote her best-known work, <i>Frankenstein</i>, at the age of 19. She wrote it while staying at Lake Geneva along with a group of young poets, which included Lord Byron and Percy Shelley, whom she would later marry.</p> <p>In approximately what year did Shelley write <i>Frankenstein</i>?</p> <p>A. 1805 B. 1811 C. 1816 D. 1820</p>		

Test Question	Test Taking Strategy/Tip	Ans
<p>4. The Tower of London is London's most popular tourist attraction. A great deal of fascinating history has taken place within its walls. The tower has served as a fortress, a royal residence, a prison, the royal mint, public records office, observatory, military barracks, place of execution, and city zoo. Today, it houses the crown jewels and a great deal of English history.</p> <p>The Tower of London was used for all of the following EXCEPT:</p> <ul style="list-style-type: none"> A. a place where money was minted B. a royal residence C. a place of religious pilgrimage D. a place where executions were held 		
<p>5. Krakatau, earlier misnamed Krakatoa, an island located in the Sunda Strait between Sumatra and Java, disappeared on August 27, 1883. It was destroyed by a series of powerful volcanic eruptions. The most violent blew upward with an estimated force of 100-150 megatons of TNT. The sound of the explosion traveled around the world, reaching the opposite end of the earth near Bogota, Colombia, whereupon it bounced back to Krakatau and then back and forth for seven recorded passes over the earth's surface. The audible sounds, resembling the distant cannonade of a ship in distress, carried southward across Australia to Perth, northward to Singapore, and westward 4600 kilometers to Rodriques Island in the Indian Ocean. This was the longest recorded distance traveled by any airborne sound in history.</p> <p>The author mentions "the distant cannonade of a ship in distress" in order to</p> <ul style="list-style-type: none"> A. describe a ship damaged by a volcanic eruption B. show that sound travels very quickly over water C. help illustrate the sound made by the Krakatau eruption D. illustrate the distance traveled by the volcano's heat wave 		
<p>6. He was very upset over the unexpected death of his benefactor.</p> <ul style="list-style-type: none"> A. dictator B. supervisor C. sponsor D. partner 		
<p>7. Debilitate most nearly means</p> <ul style="list-style-type: none"> A. weaken B. reinforce C. employ D. destroy 		
<p>8. Vociferous most nearly means</p> <ul style="list-style-type: none"> A. to appease B. flavorless C. loud and insistent D. overly scholarly 		
<p>9. His precarious behavior could get him into trouble.</p> <ul style="list-style-type: none"> A. sophisticated B. illegal C. secretive D. risky 		

Performance Assessment Task

Unit 3: Foundations for Success

Study Habits that Work for You [U3C3L3]

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

Develop Personal study and test-taking strategies



Directions

For this performance assessment task you will apply at least one study skill and one test-taking strategy to one high school subject area over a two-week period of time. For this assessment you will:

1. Keep a journal to chart each day's activity. Your journal should include the following information:
 - Date began
 - Course Name
 - Grade in course on the date began
 - Study Skill weakness area
 - Study Skills planning to use
 - Day to day update on skill(s) used and why
 - Test-taking strategy implemented and why
 - Test grade
 - Written summary of results
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.

Study Habits that Work for You Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. You apply one or more study skill strategies to various courses within your high school course of study over a two-week time span	met	not met
2. You apply one or more test-taking strategies over a two-week time span	met	not met
3. You record the date your project began	met	not met
4. You record the course name	met	not met
5. You record the beginning grade in course on the date you began the journal	met	not met
6. You record a personal study skill weakness	met	not met
7. You record a study skill plan you will use	met	not met
8. You record the results of your applications	met	not met
9. You record a test taking strategy implemented and why	met	not met
10. You record a test grade	met	not met
11. You explain why the applications worked or didn't work	met	not met
12. Journal exhibits correct and appropriate grammar, punctuation, spelling, and word usage	met	not met

Comments:

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

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

Student Learning Plan

Unit 3: Foundations for Success

The Communication Process [U3C4L1]



What you will accomplish in this lesson:

Demonstrate how the communication process affects interaction between individuals



Why this lesson is important:

Every day, one of your main activities is communicating with others. You communicate at home, at school, with your friends, and in the community. For some of you, you are also communicating in a job environment. For adults, communication at work can be the difference between success and failure. In this learning plan, you will identify your communication style and practice ways to clearly communicate with others.



What you will learn in this lesson:

- Describe the communication process
- Compare verbal and nonverbal means of communication
- Identify the six steps of effective communication
- Evaluate your communication style
- Define key words: audience analysis, channel, feedback, mixed messages, noise, nonverbal, receiver, setting, verbal



You will have successfully met this lesson's purpose:

- by demonstrating the communication process by writing a role-play skit
- when your role-play skit includes examples of the consequences of poor verbal and nonverbal communications
- when your role-play skit includes examples of clear verbal and nonverbal communications



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.

INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about communicating clearly. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. With your team, PLAY the Sentence Game. Each person on your team takes turns adding a word to a sentence that starts with the word "The." Your instructor will give you the rules of the game. PRESENT your sentence to the class. VOTE on the sentences of other teams.
3. REFLECT on what you learned about communication. ANSWER the reflection questions presented by your instructor.

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



- _____1. VIEW a presentation on Communication Skills. CREATE two Flow Maps: 1) show the communication process and 2) show the six steps for effective communication.
- _____2. VIEW the video on Communications Dos and Don'ts. TAKE NOTES on what the two job applicants are communicating verbally and non-verbally. PARTICIPATE in a Think-Share-Pair activity to discuss examples of when you have witnessed verbal and non-verbal Dos and Don'ts shown in the video.
- _____3. REFLECT on the communication process. ANSWER the reflection questions presented by your instructor.

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



- _____1. REVIEW the traits of your dominant Winning Colors® by looking at the work you did in the lessons on Self-Awareness and Appreciating Diversity Through Winning Colors®. With teams members that have the same Winning Colors®, CREATE a four-column Tree Map with one column for each color. The map should include phrases you would use to effectively communicate an idea or task to each color group. Use Handout #1: Winning Colors® Power Words to view a list of words that each color group will respond to. PRESENT your map to the class.
- _____2. REFLECT on your communication style. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. COMPLETE the Communication Process Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____2. REVIEW the key words of this lesson.
- _____3. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

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

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Performance Assessment Task

Unit 3: Foundations for Success

The Communication Process [U3C4L1]

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

Demonstrate how the communication process affects interaction between individuals



Directions

For this performance assessment task you will demonstrate your communication skills. As you work through the lessons in Chapter 4: Communication Skills, you will compile a portfolio of documents related to your communication skills. For this assessment you will:

1. Preview the criteria listed in the Communication Process Role Play Scoring Guide to plan your writing.
2. Write a role-play skit with a theme of your choice that features the communication process. Write your role-play in script form. Use your notes and information for Chapter 3 - Lesson 1 to prepare for the skit.
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 Communication Process Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. When the skit includes an example of the consequences of poor verbal communications	met not met
2. When the skit includes an example of the consequences of poor nonverbal communications	met not met
3. When the skit includes an example of clear verbal communications	met not met
4. When the skit includes an example of clear nonverbal communications	met not met
5. When the skit is interesting and helps present the topic	met not met

Comments:

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

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

Assessment 1: Role Play

Directions: Evaluate the skits based upon the criteria presented in the rubric below.

Criteria of Completion	Great job! (5-4 points)	Met criteria. (3-2 points)	Needs work. (1-0 point)
1. Skit completed within 3-4 minutes.			
2. Clear verbal message.			
3. Clear nonverbal message.			
4. Obvious conflict between verbal and nonverbal message.			
5. Showed consequence of mixed messages.			
6. Included a tip for avoiding mixed messages in the future.			
Total Points Awarded			

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Student Learning Plan

Unit 3: Foundations for Success

Becoming a Better Listener [U3C4L2]



What you will accomplish in this lesson:

Use effective listening strategies



Why this lesson is important:

Listening is the most neglected communication skill. We spend nearly half of our communication time listening, but few of us make any real effort to be better listeners. It is as important for you to understand the person as it is to understand what the person is saying. In this learning plan, you will practice strategies to improve your active listening skills.



What you will learn in this lesson:

- Describe the five elements of listening
- Explain how barriers prevent effective listening
- Identify ten guidelines for effective listening
- Define key words: hearing, listening, thought speed, trigger words



You will have successfully met this lesson's purpose:

- by demonstrating effective listening skills in an interview
- by writing a summary of the interview
- when your summary identifies who you interviewed and the topic of the interview
- when your summary includes the questions you asked and the answers given by your interviewee
- when your summary includes listening barriers you encountered during the interview
- when your summary describes the effective listening strategies you used



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.

INQUIRE PHASE: What do you already know?



-
1. THINK ABOUT what you know about being a good listener. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
 2. LISTEN to your instructor read a news story. WRITE answers to questions about the news story. SELF-ASSESS how many questions you answered correctly.
 3. REFLECT on your listening skills. ANSWER the reflection questions presented by your instructor.

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



- _____1. VIEW a presentation on Becoming a Better Listener. LISTEN closely and TAKE NOTES about the five elements of the listening process. With your team, BRAINSTORM reasons for poor listening. CREATE a Tree Map that shows each reason as a main branch. Under each branch, IDENTIFY which part(s) of the listening process fail for each barrier. DISPLAY your team's Tree Map.
- _____2. REFLECT on some of the barriers to listening that you have experienced. ANSWER the reflection questions presented by your instructor.

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



- _____1. With your team, GENERATE tips to overcome listening barriers using information presented in the text and other reliable references uncovered in the Gather phase. PREPARE a three-minute briefing that targets your team's assigned listening barriers. For each barrier, include at least two different effective listening tips to address each barrier. PRESENT your briefing to the class.
- _____2. REFLECT on how well you and your team members listened to each other during this activity. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. COMPLETE the Becoming a Better Listener Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____2. REVIEW the key words of this lesson.
- _____3. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise 1: Listen and Draw

Directions to Instructor:

1. Make enough copies of the images below to supply half of your Cadets with image A, and the other half with image B.
2. Cut out images A and B, and separate them (by letter) into two equal piles.
3. Direct Cadets to choose a partner.
4. Provide one partner with image A and one partner with image B.
5. Tell Cadets not to show their partners the image they hold.
6. Explain the directions of the activity to the Cadets:
 - One Cadet in each pair should volunteer to draw first.
 - The other Cadet in the pair should describe the image in their hands to the Cadet without showing the image.
 - In addition, the Cadet who is drawing may not ask questions or ask for clarification.
 - Give clear and concise directions about how to draw the image you see.
 - After you have completed giving your directions, let the “drawer” see the image you were describing.
 - When you have finished, alternate roles. The person who drew the first image now should describe their image to their partner.
 - This time the partner may ask for clarification or additional directions.
 - You still cannot show the image to the Cadet who is trying to draw it from the description.
 - After you have finished your directions, show the image you were describing to the “drawer.”

Image A

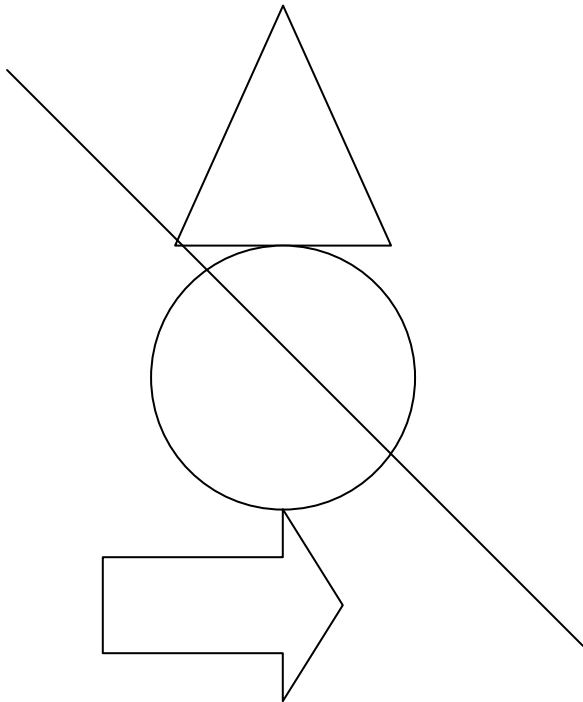
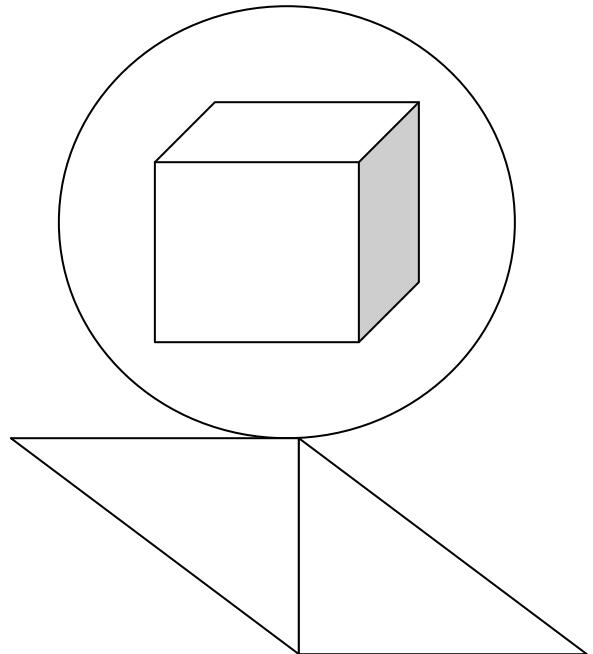


Image B



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Performance Assessment Task

Unit 3: Foundations for Success

Becoming a Better Listener [U3C4L2]

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

Use effective listening strategies



Directions

For this performance assessment task, you will apply effective listening skills in an interview. For this assessment you will:

1. Interview someone that you do not know. It can be a student, teacher, or someone in your community. Your interview topic must be about a topic you do not know about, such as the person's hobbies, religion, career, family, education, etc.
2. Write a summary of the interview.
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.

Becoming a Better Listener Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. When your summary identifies who you interviewed	met not met
2. When you summary describes your interview topic	met not met
3. When your summary includes the questions you asked and the answers given by your interviewee	met not met
4. When your summary includes listening barriers you encountered during the interview	met not met
5. When you summary describes the effective listening strategies you used	met not met

Comments:

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

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

Student Learning Plan

Unit 3: Foundations for Success

Causes of Conflict [U3C5L1]



What you will accomplish in this lesson:

Determine causes of conflict



Why this lesson is important:

What does conflict mean to you? Is it frightening or exciting? Is it interesting or unpleasant? Do you typically avoid it, or are you more likely to confront it? It is inevitable that you will encounter many different forms of conflict throughout your lifetime. Recognizing the causes and consequences of conflict can help you to make appropriate decisions and gain confidence in resolving conflicts. In this Learning Plan, you will learn how to:

- Recognize potential conflict situations before they occur
- Recognize the warning signs and the sequences of events that can fuel conflicts
- Predict possible consequences and stay attuned to ways to stop the conflict from occurring (or escalating)



What you will learn in this lesson:

- Recognize the impact of conflict on relationships
- Describe the four basic causes of conflict
- Analyze five different types of conflicts
- Use "I" statements to facilitate effective communication
- Define key words: active listening, conflict, effective speaking, frustration, harassment, hostility, miscommunication, relationships, solutions, territorial, understanding



You will have successfully met this lesson's purpose:

- by writing a summary about conflict in your own life
- by illustrating the causes and effects of the specific conflict in a Multi-Flow Map
- when your map states the conflict in the center box
- when your map shows the causes of the conflict on the left side boxes
- when your map shows the effects of the conflict on the right side boxes
- when your summary identifies the type of conflict
- when your summary describes the impact of the conflict on the relationship(s) involved
- when your summary includes one or more "I Statements" that could have been, or were used to minimize the conflict



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.

INQUIRE PHASE: What do you already know?



-
- ____1. THINK ABOUT how conflicts begin. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*

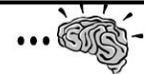
- _____2. PARTICIPATE in a discussion about conflicts that have affected a relationship. THINK ABOUT what caused the conflict and how it could be or was resolved.
- _____3. REFLECT on the conflict causes and resolutions discussed. ANSWER the reflection questions presented by your instructor.

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



- _____1. VIEW animation on cause of conflict and READ the Causes of Conflict section of your student text.
- _____2. In a small group, IDENTIFY the various causes of conflict on a Tree Map, labeling the column headings with the names of the five types of conflict.
- _____3. DETERMINE what types of scenarios or situations might fit under each heading as a cause for that type of conflict. USE the situations described in the student text as your examples. SHARE your group Tree Map with others in the class.
- _____4. REFLECT on the types and causes of conflict in which you've been involved. ANSWER the reflection questions presented by your instructor.

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



- _____1. OBSERVE a presentation about how "I" Statements can help minimize conflict.
- _____2. RESPOND to a presented conflict. CREATE a Multi-Flow Map with others on your team to identify the type of conflict. Determine the conflict's possible causes, and identify possible "I Statement" responses as potential solutions to the conflict. SHARE the breakdown of your scenario with others in the class.
- _____3. REFLECT on your own experiences of conflicts, like those presented by your peers. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. COMPLETE the Causes of Conflict Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____2. REVIEW the key words of this lesson.
- _____3. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Performance Assessment Task

Unit 3: Foundations for Success

Causes of Conflict [U3C5L1]

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

Determine causes of conflict



Directions

For this performance assessment task you will create a Multi-Flow Map illustrating the causes and effects of a particular conflict and write a brief summary. For this assessment you will:

1. Think of a specific conflict that you have been involved in and write it in the center of the Multi-Flow Map. Examples could include:
 - a disagreement among your friends about what to do on a Saturday night;
 - an argument with your boss about scheduling;
 - an argument with your siblings about taking your clothes or other possessions.
2. List the causes of the conflict on the left side of the Multi-Flow Map.
3. List the effects of the conflict on the right side of the Multi-Flow Map.
4. Write a brief summary about the causes and effects of a particular conflict.
5. Use the attached scoring guide criteria for what you need to do to complete this task.
6. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Causes of Conflict Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. You write a summary about a conflict in your life	met	not met
2. Your summary identifies the type of conflict	met	not met
3. Your summary identifies the causes of conflict	met	not met
4. Your summary describes the impact of the conflict on the relationship(s) involved	met	not met
5. Your summary includes one or more "I Statements" that could have been used to minimize the conflict	met	not met
6. You illustrate the causes and effects of the conflict in a Mult-Flow Map	met	not met
7. Your map states the conflict in the center box	met	not met
8. Your map shows the causes of conflict on the left side boxes	met	not met
9. Your map shows the effects of the conflict on the right side boxes	met	not met

Comments:

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

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

Student Learning Plan

Unit 3: Foundations for Success

Conflict Resolution Techniques (Just 2 Days®) [U3C5L2]



What you will accomplish in this lesson:

Apply conflict resolution techniques



Why this lesson is important:

The success or failure of any conflict resolution depends on the attitudes and behaviors of the people involved in the conflict. Those skills, which promote positive, non-violent, conflict resolution, are:

- Awareness of others
- Awareness of the distinctions between self and others
- Listening skills
- Compromise
- Ability to express one's own thoughts and feelings
- Ability to respond to the feelings of others

In this learning plan, you will practice using these skills to resolve conflicts peacefully.



What you will learn in this lesson:

- Apply knowledge of Winning Colors® to conflict situations and resolution
- Recognize different hot buttons and the behavior style they indicate
- Respond positively to conflict situations
- Evaluate the pros and cons of alternatives to determine potential solutions to conflict
- Define key words: apologize, compromise, mediation, negotiation, resolution



You will have successfully met this lesson's purpose:

- when you apply a conflict resolution technique to a real or hypothetical conflict scenario
- when you draft ground rules for the conflict resolution
- when you identify at least three possible options for solving the problem
- when you identify positive and negative consequences for each option
- when you determine if more information is needed
- when you determine the Winning Colors® needed to follow through effectively
- when you develop a decision-making process to resolve the conflict using Exercise #3: The Decision-Making 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.

INQUIRE PHASE: What do you already know?



- _____1. THINK ABOUT what you know about ways that conflict can be avoided. 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.*

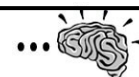
- _____2. VIEW animation on Winning Colors®. DETERMINE or REVIEW your dominant colors. PARTNER with someone of the same dominant Winning Color® and identify ways that your colors tend to deal with conflict. USE a Circle Map to collect your brainstorm.
- _____3. REFLECT on how similar behavioral preferences might handle a conflict situation. ANSWER the reflection questions presented by your instructor.

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



- _____1. VIEW a presentation on conflict and resolution and the behaviors that go with each. With a partner, READ MORE in the Conflict Resolution Techniques section of the student text. PARTICIPATE IN A DISCUSSION about what you learned in the text.
- _____2. DISCUSS with your partner how your Winning Colors® behavior preferences can help or hinder conflict. Check your level of knowledge about Winning Colors® and behavior preferences. COMPLETE Exercise #2: Hot Button.
- _____3. REFLECT on how personal behavior styles can impact conflict situations. ANSWER the reflection questions presented by your instructor.

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



- _____1. WORK THROUGH one or more student scenarios from Just 2 Days®. DISCUSS the consequences of decisions made by each character.
- _____2. With a partner, RECORD one of the conflicts observed in the video and add responses that would be typical from someone with your Winning Color®. OBSERVE how other Winning Colors® teams respond to the same conflict.
- _____3. REFLECT on techniques you have learned about or used to stop a conflict from getting out of control. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. WORK THROUGH one or more of the remaining student scenarios from the Just 2 Days® series.
- _____2. COMPLETE Exercise #3: The Decision-Making Process to work through a personal or hypothetical conflict. COMPLETE the Conflict Resolution Techniques (Just 2 Days®) Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise 1: Determine Your Winning Colors®

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

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

< 1=Most Important > < 2=Very Important > < 3=Somewhat Important > < 4=Least Important >			
A	B	C	D
Being prepared Rating: _____	Let's all be friends Rating: _____	Developing better and more logical ways Rating: _____	Living today and not worrying about tomorrow Rating: _____
Telling people what they should do Rating: _____	Talking and socializing Rating: _____	Understanding and analyzing about tomorrow Rating: _____	Having fun and excitement with people Rating: _____
Saving and budgeting Rating: _____	Giving Rating: _____	Creating Rating: _____	Spending Rating: _____
Leading Rating: _____	Relating Rating: _____	Planning Rating: _____	Exploring Rating: _____
Being Organized Rating: _____	Bring loved and accepted Rating: _____	Being correct and competent Rating: _____	Being in spontaneous action Rating: _____
A Total: _____	B Total: _____	C Total: _____	D Total: _____
Trend: _____	Trend: _____	Trend: _____	Trend: _____
Color: _____	Color: _____	Color: _____	Color: _____

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

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

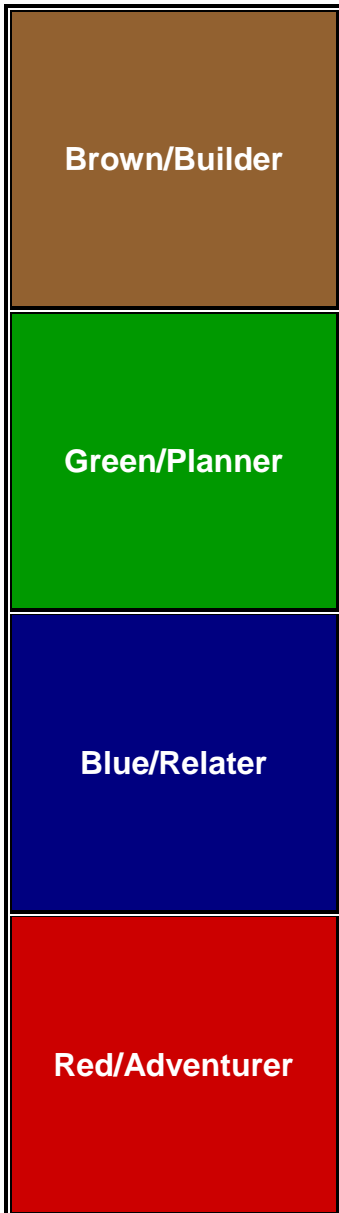
Directions: In your table on the previous page, fill in the appropriate trend word and corresponding color found below.

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

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

Exercise 2: Hot Buttons

Directions: Read the different communication techniques listed on the right hand side. Match them to the appropriate Winning Color® behavioral style.



- Keep to the here and now.
- Provide responsible positions.
- Take a serious approach.
- Establish a stable structured learning situation.
- Take a friendly approach to their communication.
- Provide rules and directions.
- Take a light-hearted, fun, and active approach.
- Show interest, being patient, calm, and collected.
- Give genuine concern, smile, and be kind.
- Explain directions step-by-step.
- Provide a social atmosphere and occasions to interact.
- Supply details and allow more time for projects and decisions.
- Be willing to change and be flexible.
- Call on them in a crisis or performance situation.
- Give occasions for emotional outlets.
- Give status and control over others.
- Try not to impose time constraints.
- Respect their feelings or they will live in fear of you.
- Take a bottom-line approach.
- Create result-oriented action situations consistent with common goals.
- Ask for opinions after giving them time to prepare response.
- Allow time for discussion groups or teamwork.

Adapted from Leadership, Team Building, Self-esteem and Conflict Resolution Communication® and from Conflict Resolution Through Winning Colors® used with permission by authors Stefan Neilson and Shay Thielke ©1998 and ©1999.

Exercise 3: The Decision Making Process

Directions: Choose a conflict or challenge that needs resolution. It may be something in your life that needs attention, or a hypothetical situation you would like to address. Fill in the topic and details, different options or choices you can make, and the consequences involved in each. Weigh the pros and cons of each option in order to come to a viable solution to the conflict and the decision that may resolve the conflict. Finally, determine which of your Winning Colors® will help you address the decision.

Conflict:

Option 1	Option 2	Option 3
Positive Consequences +	Positive Consequences +	Positive Consequences +
Negative Consequences -	Negative Consequences -	Negative Consequences -

Do I need more information?

My Decision:

Colors I need to bring up:

Performance Assessment Task

Unit 3: Foundations for Success

Conflict Resolution Techniques (Just 2 Days®)

Performance Assessment Task [U3C5L2]

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

Apply conflict resolution techniques



Directions

For this performance assessment task, you will apply conflict resolutions techniques to a personal or hypothetical conflict. For this assessment you will:

1. Complete Exercise #3: The Decision Making Process.
2. Write a short summary about how using conflict resolution techniques might help you to resolve the conflict more effectively.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Conflict Resolution Techniques (Just 2 Days®) Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. You identify a real or hypothetical conflict	met	not met
2. You draft ground rules for the conflict resolution	met	not met
3. You identify at least three possible options for solving the problem	met	not met
4. You identify positive and negative consequences for each option	met	not met
5. You determine if more information is needed	met	not met
6. You identify how Winning Colors® can help to effectively resolve the conflict	met	not met
7. You submit a completed Decision-Making Process using Exercise #3: The Decision-Making Process	met	not met

Comments:

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

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

Student Learning Plan

Unit 3: Foundations for Success

Orientation to Service Learning [U3C8L1]



What you will accomplish in this lesson:

Identify the components of service learning



Why this lesson is important:

John F. Kennedy reminded Americans to “Ask not what your country can do for you; ask what you can do for your country.” Take a look around you. There are many problems and people in need. Service learning experiences can become the starting point for reaching out — doing something good for those around you and making the world a better place. In this learning plan, identify the components of service learning and begin planning how you can help make a difference in your community.



What you will learn in this lesson:

- Distinguish between service learning and community service
- Explain how service learning projects relate to Cadet learning in the classroom
- Compare the types of service opportunities within your community
- Identify the benefits of serving others within a community
- Associate the roles and responsibilities of service learning teams
- Define key words: community service, debriefer, facilitator, learning log, orientation, recorder, reflection, reporter, service learning, timekeeper



You will have successfully met this lesson's purpose:

- by evaluating examples of service learning projects to determine if they meet the requirements for a JROTC service learning project
- by writing a brief proposal for a potential JROTC service learning project
- by submitting your Learning Log with reflection responses about the features and benefits of service learning
- when you describe how the project benefits the community
- when you describe how the project enhances learning
- when you describe how the project relates to the JROTC program curriculum
- when you identify one or more JROTC competencies addressed by the service learning project
- when you describe the role of teamwork in accomplishing the project
- when you suggest ways that a project could be modified to ensure that it meets established guidelines for JROTC service learning projects
- when your Learning Log reflects insights, thoughts, and ideas concerning service learning



Learning Activities:

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

INQUIRE PHASE: What do you already know?



-
1. THINK ABOUT what type of service activities you have participated in. PREPARE for this lesson by discussing: *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*

- _____ 2. BRAINSTORM a list of community service activities that you and others in your class have been involved in. How did these activities benefit the community? How did they benefit the Cadet(s) involved? HIGHLIGHT any activities that relate in some way to what you have learned in JROTC.
- _____ 3. PARTICIPATE in a discussion on the difference between service activities and service learning. CREATE a Double Bubble Map to compare community service with service learning.
- _____ 4. REFLECT on how service learning relates to the JROTC program. ANSWER the reflection questions presented by your instructor.

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



- _____ 1. VIEW a presentation on service learning.
- _____ 2. PARTICIPATE in a discussion on the components of a service learning project. ADD items to the Double Bubble Map comparing community service to service learning.
- _____ 3. COMPLETE Exercise #1: What is Service Learning? using one of the project ideas listed in Learning Activity 1. SHARE your results with the rest of the class.
- _____ 4. REFLECT on what you have learned about service learning. ANSWER the reflection questions presented by your instructor.

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



- _____ 1. COMPLETE Exercise #2: Service Learning Scenario. DETERMINE the following: What needs were met? What service learning components were included? What essential factors of service learning were demonstrated? How does this project relate to the JROTC program curriculum?
- _____ 2. CREATE a Multi-Flow Map illustrating the causes and effects of the service learning project described in the scenario. SHARE scenarios with class.
- _____ 3. REFLECT on what is necessary to complete a service learning project. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____ 1. PARTICIPATE in a discussion on the reasons why providing service to fulfill needs is both important and a civic duty. DETERMINE a local need that could become a class service learning project.
- _____ 2. COMPLETE the Orientation to Service Learning Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise 1: What is Service Learning?

Directions: Listed below are the components for a Service Learning project. Use this sheet to evaluate a potential project to determine if it could be designed to meet the required components of the Service Learning Project. One of the key features of Service Learning is that it directly relates to student learning in the classroom.

1. Briefly describe the potential Service Learning Project.

2. Evaluate the potential project using the components of a Service Learning Project.

Service Learning Credit items (Unit Report, USACC Form 187-A-R, p. 11)	Components of a JROTC Service Learning Project	Does this project include this component?	How might this project be modified to include this component?
#6,8	1. Project benefits the community		
#6,8	2. Project benefits the Cadet		
#3	3. Project results in learning related to the JROTC curriculum		
#6,10	4. Project addresses one or more JROTC competencies		
#5,10	5. Project requires teamwork to plan and implement the project		
#4,5	6. Project plan includes an orientation		
#3,4	7. Project plan includes training as needed to accomplish the goals of the project		
#2	8. Project plan involves ongoing reflection. Cadets record notes and reflection responses in the Cadet Learning Log		
#1,9	9. Project plan involves Cadet self assessment before, during and after the project, including the Success Profiler Skill Map		
#6,7	10. Project plan involves teamwork assessment such as You the People Citizenship assessments.		
#7,8	11. Project plan involves writing a Project Report either individually or as a Team, summarizing the results of the Service Learning Project.		

Exercise 2: Service Learning Scenarios

Scenario 1 – Recycling Program	Scenario 2 – Blanket Drive
<p>Living in a city with a largely expanding population, community members were witnessing the increase of waste, and its effects on the environment (pollution, landfills, toxic hazards, etc.). First Sergeant Petty asked her Cadets what service activities they could provide to combat the problems they were encountering. After researching the situation, Cadets decided to establish a recycling program for the school. They organized teams and assigned responsibilities to each Cadet. Cadets researched and contacted local businesses for receptacles and hauling and distribution support. One team developed an ad campaign to encourage school-wide participation. Students outside of JROTC became motivated and formed a school club to continue the recycling efforts. Cadets continually shared entries from their learning logs and reflected on the benefits they were providing in relation to their classroom studies.</p>	<p>Major Hill asked his Cadets what service activities they could incorporate to help meet the chapter standards. Discouraged by the number of homeless veterans in their community and with winter approaching, Cadets decided to sponsor a weeklong community coat and blanket drive. Cadets then broke into teams and choose their group roles. They researched the Internet to determine how to go about the project. Cadets marketed the need and project to community members, churches, and organizations to solicit donations through speeches, brochures, correspondence, phone calls, etc. Cadet teams contacted local businesses to help collect and distribute the goods. In evaluating the service, Cadets decided the program was a success and shared entries from their learning logs. They also identified what they learned and what improvements could be made in the future. Lastly, they briefed and thanked the community for the aid that was given.</p>
<p>What needs were met?</p>	<p>What needs were met?</p>
<p>What service learning components were included?</p>	<p>What service learning components were included?</p>
<p>What essential factors of service learning were demonstrated?</p>	<p>What essential factors of service learning were demonstrated?</p>

How does this project relate to JROTC curriculum?	How does this project relate to JROTC curriculum?
Which competencies does this project address?	Which competencies does this project address?

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Performance Assessment Task

Unit 3: Foundations for Success

Orientation to Service Learning [U3C8L1]

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

Identify the components of service learning



Directions

For this performance assessment task, you will evaluate one or more ideas for a service learning project to determine if they meet the requirements for a JROTC service learning project. You will select a project and write a short proposal for a service learning project. For this assessment you will:

1. Select a potential service learning project from the ideas that you have explored throughout this learning plan.
2. Review the required components for JROTC service learning projects – listed in Exercise #1: What is Service Learning? – and examine the JROTC Competency List to determine which competencies are addressed by the project.
3. Use the Exercise #1: What is Service Learning? worksheet to evaluate whether or not your project idea includes the required components and recommend ways that the project could be modified to include the required components.
4. Write a proposal for the project, indicating why you think it meets the requirements of a JROTC service learning project. Be sure to address all of the areas identified in the Scoring Guide.
5. Record what you have learned about service learning in your Learning Log.
6. Use the attached scoring guide criteria for what you need to do to complete this task.
7. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Orientation to Service Learning Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. You describe how the project benefits the community	met	not met
2. You describe how the project enhances learning	met	not met
3. You describe how the project relates to the JROTC program curriculum	met	not met
4. You identify one or more JROTC competencies addressed by the service learning project	met	not met
5. You describe the role of teamwork in accomplishing the project	met	not met
6. You suggest ways that the project could be modified to ensure that it meets established guidelines for JROTC service learning projects	met	not met
7. Your Learning Log reflect insights, thoughts and ideas concerning service learning	met	not met
8. Written Proposal exhibits correct and appropriate grammar, punctuation, spelling, and word usage	met	not met
9. Written Proposal shows evidence of logical critical thinking	met	not met

Comments:

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

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

Student Learning Plan

Unit 3: Foundations for Success Plan and Train for Your Exploratory Project [U3C8L2]



What you will accomplish in this lesson:

Prepare for a service learning project



Why this lesson is important:

There are several things to consider before undertaking service learning. Planning ahead prepares you mentally and physically to undertake the challenge. To learn the process, you will first plan an exploratory service learning project. In this lesson, as you work with a team, you will demonstrate the steps necessary to conduct an effective service learning experience.



What you will learn in this lesson:

- Identify the steps needed to conduct a service learning experience
- Identify the essential components of a service learning project
- Assess the role of teamwork in completing a service learning project
- Develop a service learning project plan
- Define key words: experiential learning, exploratory project, field education, problem-based learning, training



You will have successfully met this lesson's purpose:

- by completing a service learning project plan for a selected project
- by reflecting on the learning experience adding thoughts, insights, and processes into your Learning Log
- when you identify the steps needed to conduct a service learning experience
- when your project plan includes the essential components of a service learning project
- when your project plan defines the goals of the project
- when your project plan references the JROTC outcomes addressed by the project
- when your project plan details the who, what, when, where, why, and how of the project
- when your project plan includes a project activity schedule
- when you document reflections about the learning experience in your Learning Log



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.

INQUIRE PHASE: What do you already know?



-
1. THINK ABOUT what you know about the process of completing a project. PREPARE for this lesson by discussing: *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
 2. CREATE a Flow Map of the steps required for implementing a service learning project. SHARE your Flow Map with the rest of the class.
 3. CREATE a Tree Map with a column for each step in the sequence. List any supporting information about that step, such as "why" it is important, what occurs during that particular step, etc. TEACH

OTHERS in the class about one “step” of the service learning process.

- _____4. REFLECT on why the sequence of steps is important. ANSWER the reflection questions presented by your instructor.

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



- _____1. VIEW a presentation on planning and training for your exploratory project.
- _____2. CONFIRM the subject for the exploratory project. DISCUSS expectations of team members' roles and CHART what each member knows and what they want to know in a KWL Chart.
- _____3. REFLECT on the project goals, what roles each team member will play, and why all members must participate. ANSWER the reflection questions presented by your instructor.

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



- _____1. COMPLETE Exercise #2: Service Learning Project Plan. CONSIDER how the project plan helps to determine the Who? What? When? Why? and How? of a service learning project.
- _____2. BRAINSTORM a list of the information that you will need to obtain to be able to complete a project plan for the exploratory project, such as contact information for the group, agency, or organization you will be working with, availability of facilities, etc.
- _____3. DRAFT a project description and project goals and record them in your Service Learning Project Plan for the exploratory project.
- _____4. REFLECT on how you feel about everything that needs to be done to be ready for the project. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. COMPLETE the Plan and Train for Your Exploratory Project Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____2. REVIEW the key words of this lesson.
- _____3. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise 1: Steps to Conducting Service Learning

Directions: Cut out the steps below and arrange or paste in a bridging snapshot by showing the logical sequence of steps. The guide provided below the steps may be used to paste the steps in the correct order. This exercise will give you guidelines to follow and a proposed order to complete each step.

Step #__ Participate in a meaningful service activity that meets the guidelines.	Step #__ Start Learning Log to record new knowledge, thoughts, and feelings throughout all phases.	Step #__ Discuss and reflect on what was experienced during the service (observation).	Step #__ Determine a school, community, or national need you can fill relating to class curriculum.
Step #__ Discuss and reflect on what can be done with the new information gained (integration).	Step #__ Pre-assessment of skill level using the personal skills map, short or long version.	Step #__ Brief the experience to community members, administration, classmates, etc.	Step #__ Plan and organize details of the service activity and discuss expectations.
Step #__ Post-assessment using the personal skills map and related analysis to determine plan of action.	Step #__ Complete a project summary report, a final group evaluation form to judge teamwork, etc.	Step #__ Brainstorm and select a meaningful service project that meets proposed guidelines.	Step #__ Discuss and reflect on what was gained from the experience (analysis).

Step #1	Step #2	Step #3	Step #4
Step #5	Step #6	Step #7	Step #8
Step #9	Step #10	Step #11	Step #12

Exercise 2: Service Learning Project Plan

Date: _____

Project Title: _____

Project Team Members: _____

Project Requirement:	Notes	Service Learning Credit (Unit Report, USACC Form 187AR, p. 11)
1. Project Description:		#4, 5
2. Project Goals: What do you hope to accomplish?		#4, 5
3. Service Goals: How will this project benefit the community?		#4, 5, 6, 8
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>		#3,4, 5, 6, 10
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.)		#4, 5,6,7,10

<p>b. How will you facilitate team communication, cooperation, conflict resolution, and decision-making? (i.e. use “You the People” group processes)</p> <p>c. How will you evaluate your team’s effectiveness? (i.e. “You the People” group evaluation)</p>		
6. Self-Assessment: How will you accomplish self-assessment?		# 1, 6, 9
7. Reflection: How will you accomplish ongoing reflection on your learning and experiences?		#2, 4, 6
8. Training and Orientation: What kinds of training and orientation will you need to prepare for the project?		#4, 5

Service Learning Project Schedule:

Activity	Service Learning Credit	Who’s involved?	Date and time:	Date Completed	Notes
1. Project Set Up: <ul style="list-style-type: none"> Contact community organization or agency Assemble supplies/equipment Gain permissions if required Other? 	#4, 5				
2. Project Team Orientation:	#10, 4				
3. Project Team Training: <ul style="list-style-type: none"> Service-related training Teambuilding activities 	#10, 4				
4. Cadet Self-Assessment: (Success Profiler Skills Map)	#1				

5. Service Learning Project Activities: (Ensure that scheduled time meets JROTC project requirements)	#2,3, 6				
6. Learning Log Entries: (schedule frequency of entries depending on how project activities are scheduled)	#2,4,6				
7. Project Wrap Up: (correspondence with community organization/agency, return supplies and equipment, etc.)	#2, 3, 6				
8. Project Documentation: <ul style="list-style-type: none"> • Project Report • Project Final Reflection • Project Presentation/Briefing • Self-assessment • Team Evaluation • Other 	#2,3,4,6, 7,8,9,10				

Exercise 2: Service Learning Project Plan

Date: MM/DD/YYYY

Project Title: Overcoming Obstacles :Looking To Leadership

Project Team Members: Cadets

Project Requirement:	Notes	Service Learning Credit (Unit Report, USACC Form 187AR, p. 11)
<p>1. Project Description: Show how we as a community and nation can learn leadership principles and values from the examples set by famous people and leaders who have coped with challenges and overcome obstacles to become effective leaders.</p>	A yearlong study culminating in a Wall of Fame celebration	#4, 5
<p>2. Project Goals: What do you hope to accomplish?</p> <ul style="list-style-type: none"> • Recognize those leaders who have made significant contributions to society • Communicate effective leadership skills and principles • Become an active, participating citizen in the community 	Supports the BE,KNOW,DO model	#4, 5
<p>3. Service Goals: How will this project benefit the community?</p> <ul style="list-style-type: none"> • Raise civic awareness and pride in community • Promote cultural tolerance for all groups • Prepares youth for future career choices 	Develop public service messages Contribute to civic programs	#4, 5, 6, 8

<p>4. Learning Goals:</p> <p>a. How will this project enhance your learning, both academically and personally?</p> <ul style="list-style-type: none"> • Learn how attitudes affect a person’s actions • Learn how life experiences aft a person’s values • Lean how similarities and differences in values impact interactions with others • Develops citizenship and leadership skills • Furthers our understanding of the importance of contributions great leaders have made to our country <p>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)</p> <p><i>McRel Standards:</i></p> <ul style="list-style-type: none"> • Demonstrates leadership skills • SR2-Perform self-appraisal • SR1-Sets and manages goals <p><i>Program Outcomes:</i></p> <ul style="list-style-type: none"> • Maximize potential for success through learning and self-management • Develop leadership skills • Builds effective relationships with peers, co-workers, and the community • Relate events in U.S. history to choices and responsibilities Americans have today <p><i>Competencies:</i></p> <ul style="list-style-type: none"> • Identify your leadership strengths and opportunities for improvement • Develop a personal code of ethics <p><i>Core Abilities:</i></p> <ul style="list-style-type: none"> • Communicate using verbal/nonverbal, visual written techniques • Take responsibility for actions and choices • Treat self and others with respect • Apply critical thinking techniques 	<p>Directly supports self-assessment from Success Profiler</p> <p>Uses Winning Colors approach</p> <p>Allows for the study of famous Americans-past and present</p> <p>Integrates with We the People and You the People programs</p>	<p>#3,4, 5, 6, 10</p>
<p>5. Teamwork: How will you use Teamwork to accomplish your project goals?</p> <p>a. How will you establish an effective project team? (i.e. select team members, provide Teambuilding opportunities, use Winning Colors, etc.)</p> <ul style="list-style-type: none"> • Use Cadet strengths and weaknesses identified from Winning Colors study and Personal Skills Map 	<p>Need to find out interests, needs and abilities of Cadets</p> <p>Provide choice in grouping</p>	<p>#4, 5,6,7,10</p>

<ul style="list-style-type: none"> • Organize using strategy from You the People-group meetings <p>b. How will you facilitate team communication, cooperation, conflict resolution, and decision-making? (i.e. use “You the People” group processes)</p> <ul style="list-style-type: none"> • Use skills developed from Chief Justice and You the People-consensus, debate • Use strategies learned from conflict resolution lessons, mediation lessons and Success Profiler skill enhancement techniques <p>c. How will you evaluate your team’s effectiveness? (i.e. “You the People” group evaluation)</p> <ul style="list-style-type: none"> • You the People Group evaluation • Service Learning rubric • Group debriefings and reflection 		
<p>6. Self-Assessment: How will you accomplish self-assessment?</p> <ul style="list-style-type: none"> • Service learning checklist • Success Profiler • Use of graphic organizers and Thinking Maps to organize work • Preparation of briefing 		# 1, 6, 9
<p>7. Reflection: How will you accomplish ongoing reflection on your learning and experiences?</p> <ul style="list-style-type: none"> • Self-reflection • Review of personal goals • Cadet portfolio • Entries in Cadet notebooks • Maintaining Wall of Fame 	<p>Cadets make decisions about what goes in Cadet portfolio.</p> <p>Demonstrate their learning and be able to clearly articulate what they have done and why</p>	#2, 4, 6
<p>8. Training and Orientation: What kinds of training and orientation will you need to prepare for the project?</p> <ul style="list-style-type: none"> • Associate roles and responsibilities of service learning teams • Explain and identify how service learning projects relate to Cadet learning in classroom • Develop communication skills ie. how to speak in public, interviewing techniques 	<p>Need to place emphasis on communication process and celebrating cultural and individual</p>	#4, 5

<ul style="list-style-type: none"> Study techniques and strategies for team development, supervising, leading meetings, negotiating and decision making and problem solving 	differences	
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Service Learning Project Schedule:

Activity	Service Learning Credit	Who's involved?	Date and time:	Date Completed	Notes
1. Project Set Up: <ul style="list-style-type: none"> Contact community organization or agency Assemble supplies/equipment Gain permissions if required Other? 	#4, 5	Brawns Hardware, Tim's five and Dime, Norah's Grocery	MM/DD/YYYY H:MM	MM/DD/YYYY	
2. Project Team Orientation: <ul style="list-style-type: none"> Identify the benefits of serving others within a community 	#10, 4		MM/DD/YYYY H:MM	MM/DD/YYYY	
3. Project Team Training: <ul style="list-style-type: none"> Service-related training Teambuilding activities 	#10, 4		MM/DD/YYYY H:MM	MM/DD/YYYY	
4. Cadet Self-Assessment: (Success Profiler Skills Map)	#1	Mike	MM/DD/YYYY H:MM	MM/DD/YYYY	
5. Service Learning Project Activities: (Ensure that scheduled time meets JROTC project requirements)	#2,3, 6	Mike, Husam, John, Jennifer	MM/DD/YYYY H:MM	MM/DD/YYYY	
6. Learning Log Entries: (schedule frequency of entries depending on how project activities are scheduled)	#2,4,6	3 per week	MM/DD/YYYY H:MM	MM/DD/YYYY	
7. Project Wrap Up: (correspondence with community organization/agency, return supplies and equipment, etc.)	#2, 3, 6	All team members, group leaders, instructor,	MM/DD/YYYY H:MM	MM/DD/YYYY	

		community contacts			
8. Project Documentation: <ul style="list-style-type: none"> • Project Report • Project Final Reflection • Project Presentation/Briefing • Self-assessment • Team Evaluation • Other 	#2,3,4,6, 7,8,9,10	All team members, group leaders, instructor, community contacts	MM/DD/YYYY H:MM	MM/DD/YYYY	

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Performance Assessment Task

Unit 3: Foundations for Success

Plan and Train for Your Exploratory Project [U3C8L2]

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

Prepare for a service learning project



Directions

For this performance assessment task, you will complete a Service Learning Project Plan for the exploratory project selected by your instructor, your class, or your team. For this assessment you will:

1. Review the steps for accomplishing a service learning project that you learned in this learning plan.
2. Review the components for JROTC service learning projects.
3. Obtain the JROTC outcomes from your instructor including the McRel Standards, JROTC Program Outcomes, Core Abilities, and Competencies. Determine which of these outcomes are addressed by the exploratory project.
4. Complete Exercise #2: Service Learning Project Plan for your selected exploratory project.
5. Record what you have learned about service learning in your Learning Log.
6. Use the attached scoring guide criteria for what you need to do to complete this task.
7. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Plan and Train for Your Exploratory Project Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. You identify the steps needed to conduct a service learning experience	met not met
2. Your Project Plan includes the essential components of a service learning project	met not met
3. Your Project Plan defines the goals of the project	met not met
4. Your Project Plan references the JROTC outcomes addressed by the project	met not met
5. Your Project Plan details who, what, when, where, why, and how of the project	met not met
6. Your Project Plan includes a project activity schedule	met not met
7. You document reflections about the learning experience in your Learning Log	met not met

Comments:

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

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

Student Learning Plan

Unit 3: Foundations for Success

Project Reflection and Integration [U3C8L3]



What you will accomplish in this lesson:

Evaluate the effectiveness of a service learning project



Why this lesson is important:

Now that you have an idea of what service learning is all about, what comes next? After the exploratory project, you will be able to determine and conduct appropriate service learning activities. In this learning plan, you will evaluate the effectiveness of the exploratory project completed in Lesson 2: Plan and Train for Your Exploratory Project, as well as consider new ideas for integration throughout the JROTC curriculum.



What you will learn in this lesson:

- Relate the projected goals of a service learning project to the project results
- Assess the role of structured reflection in extended learning
- Evaluate a service learning experience using the four quadrant model
- Define key words: advocacy service, after action review, analysis, direct service, indirect service, integration, observation, placement, project



You will have successfully met this lesson's purpose:

- by evaluating your service learning experience through structured reflection, demonstration, and evaluation
- by reflecting on the learning experience adding thoughts, insights, and processes into your Learning Logs
- by writing a report or developing a presentation of your experience to share with others
- when you participate in structured reflection activities about your service learning experience including completing your Learning Log, participating in class discussions, and writing reports and essays
- when you evaluate your service learning experience using the four quadrant model and justify your decision
- when you summarize the impact that the experience had on you in an essay or report
- when your report/presentation addresses the results of the project, what you have learned, and how the experience has changed your life
- when your report/presentation includes new ideas for service learning projects based on what you have learned
- when your Learning Log includes regular entries throughout the duration of the project
- when your Learning Log entries reflect observations and reactions to experiences throughout the project
- when your Learning Log entries document that learning objectives were met
- when your Learning Log entries are well organized



Learning Activities:

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

INQUIRE PHASE: What do you already know?



-
1. THINK ABOUT how the service project was a meaningful experience. 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. JOIN in a discussion with Cadets who had “like” team roles for the exploratory projects. For example, one team will be Facilitators; one will be Recorders, etc. DISCUSS ways that your role made a difference in exploratory project.
- _____3. PARTICIPATE in developing a Tree Map to describe the contributions of each team member’s role to the success of the service learning project.
- _____4. REFLECT on how you felt about the service learning experience. ANSWER the reflection questions presented by your instructor.

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



- _____1. PARTICIPATE in a discussion on Service Learning Quadrants and their function.
- _____2. VIEW animation of Service Learning Quadrants. DETERMINE which quadrant and level of integration the exploratory project belongs in.
- _____3. CREATE a graphic organizer to illustrate your assigned portion of research in the text.
- _____4. PARTICIPATE with your team members in teaching others about your section of text.
- _____5. REFLECT on evaluating service and integration. ANSWER the reflection questions presented by your instructor.

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



- _____1. COMPLETE Exercise #1: Service Learning Quadrants.
- _____2. JOIN a team to SHARE the results of Exercise #1: Service Learning Quadrants.
- _____3. PARTICIPATE in a discussion on the scenarios presented in the exercise.
- _____4. REFLECT on how integration and service can be improved. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. PARTICIPATE in a discussion on “After the Service” review. CREATE a Tree Map including examples of ways to accomplish structured reflection, demonstration, and evaluation of your service learning project.
- _____2. COMPLETE the Project Reflection and Integration Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 5 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Exercise 1: Service Learning Quadrants

Directions: Review the quadrants below and evaluate the scenarios by filling in the blanks to determine what quadrants they belong in and why they belong there.

<p>1 High Service High Integration</p>	<p>2 High Service Low Integration</p>	<p>High service meets a clear and important need; it is organized and implemented by Cadets. High integration with the LET curriculum addresses classroom goals, incorporates classroom content, and improves course-related knowledge and skills.</p> <p>Scenario A: Cadets organize drive for stuffed animals and blankets after learning about work skills and participating in Groundhog Job Shadow Day. This example is ___ service, ___ integration, and belongs in quadrant #__.</p> <p>Scenario B: Teacher directs Cadets to send e-mail to deployed service members after studying a historic event through a Cadet ride. This example is ___ service, ___ integration, and belongs in quadrant #__.</p> <p>Scenario C: Teacher assigns Cadets to perform a color guard in the community after studying lessons in You the People. This example is ___ service, ___ integration, and belongs in quadrant #__.</p> <p>Scenario D: After studying lessons from NEFE HSFP, Cadets teach Junior Achievement lessons to elementary students and assist them in making posters to advocate financial responsibility. This example is ___ service, ___ integration, and belongs in quadrant #__.</p>
<p>3 Low Service High Integration</p>	<p>4 Low Service Low Integration</p>	

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Performance Assessment Task

Unit 3: Foundations for Success

Project Reflection and Integration [U3C8L3]

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

Evaluate the effectiveness of a service learning project



Directions

For this performance assessment task ,you will document structured reflection and evaluation activities about your service learning experience. For this assessment you will:

1. Participate in Structured Reflection Activities assigned by your instructor.
2. Use the Four Quadrant Model to evaluate your service learning experience and write a short justification for your decision.
3. Record your final thoughts and reflections on your service learning project in your Learning Log.
4. Write a report or prepare a presentation on your experience to share with others.
5. Use the attached scoring guide criteria for what you need to do to complete this task.
6. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Project Reflection and Integration Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. You participate in structured reflection activities about your service learning experience including completing your Learning Log, participating in class discussions, and writing reports and essays	met not met
2. You evaluate your service learning experience using the four quadrant model and justify your decision	met not met
3. You summarize the impact that the experience had on you in an essay or report	met not met
4. Your report/presentation addresses the results of the project, what you have learned, and how the experience has changed your life	met not met
5. Your report/presentation includes new ideas for service learning projects based on what you have learned	met not met
6. Your Learning Log includes regular entries throughout the duration of the project	met not met
7. Your Learning Log entries reflect observations and reactions to experiences throughout the project	met not met
8. Your Learning Log entries document that learning objectives were met	met not met
9. Your Learning Log entries are well organized	met not met

Comments:

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

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

Student Learning Plan

Unit 3: Foundations for Success

NEFE Unit 1 - Introduction: Setting Financial Goals [U3C11L1]



What you will accomplish in this lesson:

Determine personal financial goals



Why this lesson is important:

Do you ever find that you don't have enough money to buy something or participate in an activity? You may have already found that you need to make choices because your cash supply is limited. In this lesson, you will compare your wants and needs. You will also set personal financial goals as the first step in creating your own financial plan.



What you will learn in this lesson:

- Differentiate between needs and wants
- Describe how values can influence decisions
- Compare SMART (Specific, Measurable, Achievable, Reasonable & Time Bound) goals
- Discuss how goals impact actions
- Define key words: delayed gratification, goal, needs, SMART goals, values, wants



You will have successfully met this lesson's purpose:

- by outlining personal financial goals and placing the goals in your Cadet Portfolio
- when you identify at least two short-term, intermediate-term, and long-term financial goals
- when your financial goals are written as SMART 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.

INQUIRE PHASE: What do you already know?



- ____1. THINK ABOUT what you know about your current spending tendencies. 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 "What Do you Think?" activity with a partner.
- ____3. REFLECT on the information you just learned. ANSWER the reflection questions presented by your instructor.

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



- _____1. LISTEN to a briefing on financial planning. COMPLETE Exercise 1A: Needs and Wants: Can I tell the difference? and Exercise 1B: How Long Will It Take?
- _____2. REFLECT on wants vs. needs. ANSWER the reflection questions presented by your instructor.

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



- _____1. LISTEN to a briefing about SMART goals. COMPLETE Exercise 1C: Are the Goals SMART?
- _____2. REFLECT on the five parts of a SMART goal. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

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



- _____1. COMPLETE Assignment 1-1: My SMART Goals. READ pages four and five in your text for review.
- _____2. COMPLETE the NEFE Unit 1 - Introduction: Setting Financial Goals Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Performance Assessment Task

Unit 3: Foundations for Success

NEFE Unit 1 - Introduction: Setting Financial Goals *[U3C11L1]*

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

Determine personal financial goals



Directions

For this performance assessment task, you will describe at least six personal financial goals. For this assessment you will:

1. Create a table similar to Assignment 1-1 in your NEFE student workbook. Use this table to describe specific financial goals that are realistic for your situation. List short-term, intermediate-term, and long-term financial goals as SMART goals.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

NEFE Unit 1 - Introduction: Setting Financial Goals Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. You identify at least two short-term financial goals	met	not met
2. You identify at least two intermediate-term financial goals	met	not met
3. You identify at least two long-term financial goals	met	not met
4. Your goals are S pecific	met	not met
5. Your goals are M easurable	met	not met
6. Your goals are A ttainable	met	not met
7. Your goals are R ealistic for your current situation	met	not met
8. Your goals are T ime-bound	met	not met

Comments:

Name: _____ *Date:* _____

Evaluator's Signature: _____ *Date:* _____