

Leadership Education and Training

# JROTC

## Curriculum Outline

U.S. Army  
Cadet Command  
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**5 U1C1L1: Army JROTC - The Making of a Better Citizen (CORE)**

This lesson introduces Cadets to JROTC, its mission, and the Leadership Education and Training (LET) curriculum for this first level of Cadet’s instruction. Completing the material in this course will require discipline and hard work, but Army JROTC feels that the reward will be worth the effort Cadets put forth. Through Army JROTC, Cadets are building a foundation that will last a lifetime.

Competency: *Identify how Army JROTC can impact your future*

Lesson Objectives:

Explain the mission of Army JROTC

Identify the challenges in the Army JROTC program

Identify the opportunities of the Army JROTC program

Define the key words: Cadet, challenges, JROTC, mission, motivate, opportunities, unique, candor

### **U1C1L2: The Past and Purpose of Army JROTC (CORE)**

The JROTC program is designed to teach Cadets the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. This lesson will review the birth of the JROTC program and its purpose, allowing Cadets to explore how JROTC can help them meet their goals for success.

Competency: *Analyze the purpose of the Army JROTC program*

Lesson Objectives:

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, cultural diversity, National Defense Act, leadership

### **U1C1L3: Moving Up In Army JROTC - Rank and Structure (CORE)**

Army JROTC has a well-defined organizational structure. Each person in the unit has an individual job that is part of a larger task, which is part of a much larger mission. This lesson introduces Cadets to the major concepts of command within the military and the various U.S. Army and Army JROTC enlisted and officer ranks, as well as the typical organizational structure for a JROTC Cadet battalion.

Competency: *Illustrate the rank and structure of Army JROTC*

Lesson Objectives:

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, specialists, squads, subordinate, succession, team(s)

### **U1C1L4: The Signs of Success (CORE)**

The awards program is for any JROTC Cadet who excels. It recognizes high levels of performance, excellence, and achievement. Since the JROTC program recognizes that not all Cadets have the same abilities and skills, the Army designed its awards program to recognize as many personal traits as possible in Cadets. In this lesson Cadets will identify the signs of success Cadets would like to accomplish within Cadets JROTC learning experience.

Competency: *Determine which signs of success you plan to accomplish within JROTC*

Lesson Objectives:

Compare the three types of unit decorations

Identify the components of individual award categories

Identify the four institutional award categories

Define award criteria

Define key words: academic award, athletic award, commitment, decoration, individual award, initiative, military award, miscellaneous award, motivation, responsibility, unit award

### **U1C1L5: Your Personal Appearance and Uniform (CORE)**

We often form opinions of others based on their personal appearance. A good personal appearance complements a Cadets 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 lesson will expose Cadets to all of the JROTC uniforms, their components, purpose and proper maintenance. Activities and assessment will allow Cadets to apply what Cadets learn to Cadets own appearance and uniform.

Competency: *Demonstrate proper Cadet appearance*

Lesson Objectives:

Identify components of a JROTC Class A, Class B, and Battle Dress Uniform JROTC Uniform

State the appropriate occasions for wearing each uniform

Identify factors important to personal appearance

Describe guidelines for proper personal appearance in uniform

Describe proper maintenance of uniforms

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, Battle Dress uniforms, bisecting, Class A and B uniforms, Chevron, fads, ferrule, fitted, formal inspections, Garrison Cap, Gigline, hemmed, insignia, nap, non-subdued, precedence, pre-inspection, shoulder marks, sized, tarnish

### **U1C1L6: The Stars and Stripes (CORE)**

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

Competency: *Demonstrate protocol to show respect for and handle the United States Flag*

Lesson Objectives:

Explain the history of the United States flag

Explain the symbolism of the various parts and colors on the flag

Classify the size and use of each basic type of United States flag

Describe how to show respect for the United States flag

Compare the rules for displaying flag in different situations

Describe the correct way to fold the United States flag

Define key words: color(s), ensign, garrison flag, half-staff, halyard, pennant, post flag, staff, standard, storm flag, union

### **U1C1L7: Proudly We Sing - The National Anthem (CORE)**

When Cadets hear the National Anthem, do Cadets know what to do? National anthems are usually songs in a culture that become so popular that the people claim them as a symbol for their nation. In this lesson Cadets will examine ways to show respect when the National Anthem is played.

Competency: *Demonstrate courtesies during the playing of the National Anthem*

Lesson Objectives:

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: anthems, bombardment, national march, symbol, "The Star-Spangled Banner," under arms

### **U1C1L8: American Military Traditions, Customs, and Courtesies (CORE)**

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 they reflect unit discipline and readiness. In this lesson Cadets will learn about and demonstrate military traditions, customs and courtesies.

Competency: *Explore the purpose of military traditions, customs, and courtesies*

Lesson Objectives:

Describe types of personal salutes and when they are executed.

Match Army ranks to their proper titles.

Execute a salute.

Identify situations requiring a salute or other forms of respect to senior officers.8

Define key words: cannon salutes, courtesies, customs, dress, esprit de corps, mess, position of honor, reporting, ruffles and flourishes, salutes, self-propelled, traditions, uncasing, uncovered

### **U1C1L9: Basic Command and Staff Principles (CORE)**

As commanders or staff officers in a JROTC battalion, being prepared to meet the challenges of a position is a major responsibility. Upon completion of this lesson, Cadets will have a better understanding of command and staff procedures and how they relate to Cadets duties in a JROTC battalion. This lesson will explain command and staff authority and responsibilities, the principles underlying delegation of authority, command and staff actions, staff organization and operations, and the sequence of actions in making and executing decisions.

Competency: *Demonstrate command and staff principles while performing the duties of an earned leadership position within your Cadet battalion*

Lesson Objectives:

Describe staff responsibilities and three common procedures used to coordinate staff actions

Compare the three types of staffs and their relationship to the commander

List the nine-step sequence of command and staff actions in the correct order

Clarify the scope and purpose of the commander's estimate

Define key words: coordinating staff, course of action, echelon, personal staff, special staff

## **Chapter 2: Service to the Nation**

Chapter Competencies:

Explore the purpose of the United States Department of Defense.

Relate the role of the Active Army to the United States Army.

Distinguish among the reserve components of the United States Army.

Explore the purpose and structure of the United States Navy.

Explore the purpose and structure of the United States Air Force.

Explore the purpose and structure of the United States Marine Corps.

Explore the purpose and structure of the Coast Guard and Merchant Marine.

Explore the purpose and structure of the Peace Corps.

Explore the purpose and structure of the Ameri Corps.

### **U1C2L1: The Department of Defense (CORE)**

The executive department responsible for the nation's defense forces is the Department of Defense. It was created in 1947, when Congress combined the former Navy and War departments into a National Military Establishment, an executive department headed by a secretary of defense. In this lesson Cadets will explore the structure and function of the United States Department of Defense.

9 Competency: *Explore the purpose of the United States Department of Defense*

Lesson Objectives:

Examine the mission of the Department of Defense (DoD).

Identify the four major responsibilities inherent to DoD's mission and relate how they individually and collectively contribute to its accomplishment

Identify the major elements of DoD.

Explain the meaning of Civilian control over the military; include which positions in DoD are under civilian control.

Explain the relationship of the Joint Chiefs of Staff to DoD, its composition; who heads it and how its missions compare to those of the DoD.

Define key words: operational commands, specified, strategic, tactical, theater, unified commands

### **U1C2L2: The Active Army (CORE)**

The U.S. Army dates back to June 1775. On June 14, 1775, the Continental Congress adopted the Continental Army when it appointed a committee to "draft the rules and regulations for the government of the Army." This authorization marks the birthday of the U.S. Army, the oldest branch of the U.S. Armed Forces. The fundamental mission of the U.S. Army is to deter war and to win in combat. However, there is much more to the Army than accomplishing that mission. In fact, the Army spends most of its time involved in peacetime activities. In this lesson Cadets will explore the role of the Active Army in accomplishing the mission of the U.S. Army.

Competency: *Relate the role of the Active Army to the United States Army*

Lesson Objectives:

Explain the mission of the United States Army.

Identify the organizational components of the Army.

Identify the four types of Army operations.

Distinguish between the different elements of combat power.

Describe the three components of offensive maneuver.

Explain the three elements of combined arms tactics.

Define key words: major commands, tactically self-contained, division, branch, offensive operations, defensive operations, stability operations, support operations, maneuver, linear battlefield, decisive operations, shaping operations, sustaining operations, combined arms, maneuver forces, fire support elements, mobility and survivability elements

### **U1C2L3: The Army Reserve Components (CORE)**

The reserve components of the U.S. Army consist of the Army National Guard and the Army Reserve. The main purpose of these components is to provide trained units and qualified personnel to be available for active duty in time of war, national emergency, or at other times as dictated by national security requirements. In this lesson Cadets will explore the role and structure of the reserve components of the U.S. Army.

Competency: *Distinguish among the reserve components of the United States Army*

Lesson Objectives:10



Identify the components of the Total Force.  
Distinguish between the National Guard and Reserves.  
Explain the significance of the Posse Comitatus.  
Identify the important roles of DoD civilians.  
Define key words: citizen-soldiers, combatant, militia, mobilize, reserve corps

### **U1C2L4: The U.S. Navy (Elective)**

The U.S. Navy is the branch of the U.S. Armed Forces that maintains command of the seas. The Navy is able to seek out and destroy enemies on, under, or above the sea. If attacked, it can return the blow almost anywhere on earth from its warships. The Navy also serves as an instrument of international relations in times of peace. It is possible that the presence of naval vessels may be helpful in keeping a crisis from developing into war. Additionally, the Navy engages in actions such as carrying food and medical supplies to disaster areas and in assisting merchant and passenger ships in emergencies. In this lesson Cadets will explore the purpose and structure of the United States Navy.

Competency: *Explore the purpose and structure of the United States Navy.*

Lesson Objectives:

Explain the mission of the U.S. Navy. Describe the organization of the U.S. Navy.  
Distinguish between the Shore Establishment and Operating Forces.  
Determine how the U.S. Navy is able to maintain a global presence.  
Classify the three standard force packages of the U.S. Navy.  
Analyze the Elements of Naval Power.  
Evaluate the Navy's role in nuclear deterrence.  
Define key words: Battlespace, Command by Negation, Forward from the Sea, Numbered Fleets, Officer in Tactical Command, Operating Forces, Principle Warfare Commanders, Shore Establishment, Task Force, Underway Replenishment.

### **U1C2L5: The U.S. Air Force (Elective)**

The U.S. Air Force exemplifies the dominant role of air and space power in meeting this nation's security needs across the entire spectrum of peace and conflict - such as building U.S. influence globally through its presence and strengthening national capabilities to conduct decisive combat operations worldwide on short notice. In this lesson Cadets will explore the role of the U.S. Air Force in the nation's defense forces.

Competency: *Explore the purpose and structure of the United States Air Force.*

Lesson Objectives:

Explain the mission of the U.S. Air Force.  
Describe the organization of the U.S. Air Force.  
Evaluate the purpose of Strategic Attack.  
Distinguish between Numbered Air Forces and Air Expeditionary Forces.  
Distinguish between Counterland and Countersea missions.  
Classify U.S. Air Force space missions. 11

Define key words: Air Expeditionary Force, Air Expeditionary Wing, Air Superiority, Air Wing, Counterland, Countersea, Numbered Air Force, Strategic Attack, Strategic Triad.

### **U1C2L6: The U.S. Marine Corps (Elective)**

The Marine Corps has been an important part of America's defense since its founding in 1775. The U.S. Marine Corps is a component of the Department of the Navy and, as such, is under the operational control of the Secretary of the Navy. However, since the Marine Corps is responsible for its own administration, discipline, and training, it is in actuality an independent branch of the U.S. Armed Forces. A commandant, appointed by the president, heads the Marine Corps. The commandant usually serves four years and holds the rank of General. In this lesson Cadets will explore organizational attributes and the role of the Marine Corps in our nation's defense forces.

Competency: *Explore the purpose and structure of the United States Marine Corps*

Lesson Objectives:

Explain the mission of the U.S. Marine Corps.

Describe the organization of the U.S. Marine Corps.

Identify the Marine Corps Element of Combat Power.

Compare and contrast the two operational specialties of the U.S. Marines.

Define key words: Marine Air Ground Task Force, Marine Expeditionary Unit, Marine Expeditionary Brigade, Marine Expeditionary Force, Marine Prepositioned Squadron, Noncombatant Evacuation Operation, Vertical Envelopment, Operational Maneuver from the Sea

### **U1C2L7: The U.S. Coast Guard and U.S. Merchant Marine (Elective)**

The U.S. Coast Guard is the nation's oldest maritime agency. The history of the Coast Guard is very complicated because it is the amalgamation of five federal agencies that originally governed the nation's waterways. Since these agencies had overlapping responsibilities, Congress united them under the umbrella of the Coast Guard. The multiple missions and responsibilities of the modern Coast Guard are directly tied to this diverse heritage. Members of the Coast Guard have fought in every war of the United States. The Merchant Marine is a fleet made up of a nation's commercial ships, both cargo and passenger, and those who operate them. It carries the nation's commerce (imports and exports) during peacetime and becomes a naval auxiliary during wartime to deliver troops and material. In this lesson Cadets will explore the roles the Coast Guard and Merchant Marine play in the defense of our country.

Competency: *Explore the purpose and structure of the Coast Guard and Merchant Marine*

Lesson Objectives:

Describe the organization of the U.S. Coast Guard.

Classify the five major missions of the U.S. Coast Guard.

Evaluate how the Coast Guard is unique among the uniform services.

Explain the composition of the U.S. Merchant Marine. 12

Compare and contrast the role of the Merchant Marine in peacetime and war.  
Define key words: Commerce, Cutter, Ecosystem, Flagged, Intermodal, Logistics, Maritime, Operations Plan, Sealift, Strategic.

### **U1C2L8: The Peace Corps (Elective)**

The Peace Corps was born from a challenge that then-Senator John F. Kennedy issued to students at the University of Michigan to serve their country by living and working in developing countries. Since then, the Peace Corps has placed over 170,000 volunteers in 136 host countries to work on projects from agriculture and AIDS education to information technology and environmental preservation. In this lesson Cadets will explore the role of the Peace Corps as an agency of the federal government dedicated to world peace and friendship.

Competency: *Explore the purpose and structure of the Peace Corps*

Lesson Objectives:

Explain the mission and goals of the Peace Corps.

Evaluate the backgrounds and requirements of Peace Corps volunteers.

Research the types and locations of projects performed by Peace Corps volunteers.

Assess the educational benefits available to Peace Corps volunteers.

Define key words: volunteer, partnership, service-learning

### **U1C2L9: The AmeriCorps (Elective)**

AmeriCorps was created in 1993 and is part of the Corporation for National and community service. Since 1994, AmeriCorps has provided a rewarding service-learning experience to more than 250,000 men and women. AmeriCorps members serve through non-profit organizations, public agencies, and faith-based organizations in order to meet critical needs in education, public safety, health, and the environment. In this lesson Cadets will explore the role AmeriCorps plays in providing assistance to millions of Americans.

Competency: *Explore the purpose and structure of the AmeriCorps*

Lesson Objectives:

Explain the mission and goals of AmeriCorps.

Explain how AmeriCorps projects are funded.

Identify groups and organizations supported by AmeriCorps.

Identify the types of programs sponsored by AmeriCorps.

Describe the personal and community benefits of an AmeriCorps project.

Define key words: community service, financial grant, non-profit group.13

## Unit 2 – Leadership Theory and Application

**Purpose:** Develops Cadet leadership potential through the application of principles, values, and strategies. Prepares Cadets to work effectively as team members and leaders, and to act as mentors to other Cadets. Emphasizes the role of the leader in promoting equal opportunity, addressing rejudice, and preventing sexual harassment and assault. Cadets compare how those with varied leadership styles approach planning, decision-making, problem solving, negotiation, and supervision. In the Leadership Lab component of this unit, Cadets apply leadership skills to drill movements, techniques, and commands as they move from novice to expert. Program of Instruction

|         |        |       |        |        |        |
|---------|--------|-------|--------|--------|--------|
| LET 1   | LET 2  | LET 3 | LET 4  | Total  |        |
| Require | 18 hrs | 2 hrs | 12 hrs | 10 hrs | 40 hrs |

d:  
Elective: 34 hrs (additional)

### U2C1L4: Principles and Leadership (CORE)

Leadership is the process of influencing others to accomplish a mission. The leadership skills that Cadets use to accomplish a mission are the same whether Cadets are in a classroom, in their neighborhood, church, home or JROTC. To be a good leader, Cadets 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 lesson Cadets will explore the principles of leadership and determine what Cadets must do to improve their leadership abilities.

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

Lesson Objectives:

Describe 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, introspection, philosophy, recrimination, self-evaluation

### U2C1L5: Sexual Harassment/Assault (CORE)

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 students learn to prevent sexual harassment and assault. In this lesson Cadets will learn how to recognize sexual harassment as well as steps that Cadets can take to prevent and/or stop sexual harassment and assault.

Competency: *Take action to prevent and/or stop sexual harassment and assault*

Lesson Objectives:

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.

## **Chapter 2: Leadership Skills**

Competencies:

Explain the importance of drill in military discipline.

Demonstrate effectual command voice in drill.

Analyze personal strengths and weaknesses as a drill leader.

Demonstrate correct stationary movements on command.

Demonstrate correct marching technique on command.

Demonstrate correct response to squad drill commands.

### **U2C2L1: Steps from the Past (CORE)**

This lesson introduces Cadets 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, Cadets will see how they can polish their image and personal appearance with the right look, prepare themselves for inspections, understand the roles of leaders and followers in drill, and practice individual drill movements. In this lesson Cadets will examine the origins of drill in the Continental Army and identify how drill is used in today's military and in their life.

Competency: *Explain the importance of drill in military discipline*

Lesson Objectives:

Describe 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

### **U2C2L2: Roles of Leaders and Followers in Drill (CORE)**

This lesson introduces Cadets to the roles of leaders and followers in drill. It discusses the different types of commands and the importance of command voice. It prepares Cadets for the practical application of drill in Leadership Lab by explaining the responsibilities of a

small unit (team or squad) drill leader. In Leadership Lab, Cadets will have the opportunity to demonstrate the traits of leadership, concepts of teamwork, pride in their unit, and the chain of command. In this learning plan Cadets will examine the different types of commands used in drill. Cadets will also practice using the characteristics of command voice.

Competency: *Demonstrate effectual command voice in drill*

Lesson Objectives:

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

### **U2C2L3: Using Your Leadership Skills/Taking Charge (CORE)**

This lesson introduces Cadets 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 ready for any situation. In this learning plan Cadets will examine the strengths and weaknesses of leaders in drill and analyze some proven leadership techniques.

Competency: *Analyze personal strengths and weaknesses as a drill leader*

Lesson Objectives:

Describe the preparation a drill leader takes before a drill.

Describe 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

### **U2C2L4: Stationary Movements (Elective)**

Individual positions and stationary movements are the basic skills required in drill. In this lesson, Cadets will learn these positions and the correct execution of the movements before proceeding to other drill movements such as marching and squad drill. In this learning plan, Cadets will examine and practice the basic individual positions and stationary movements that Cadets will apply in future lessons and in drill.

Competency: *Demonstrate correct stationary movements on command*

Lesson Objectives:

Describe the position of attention.

Describe how to respond to positions of rest commands.

Describe how to respond to facing commands.

Describe the correct way to salute in a variety of situations.

Define key words: at ease, attention, facing, parade rest, rest, saluting

## **U2C2L5: Steps and Marching (Elective)**

This lesson builds on the previous instruction regarding stationary movements. It describes the different steps and movements used to march during drill. In this learning plan, Cadets will apply the stationary movements and learn the basics of marching as an individual and as a member of a squad.

Competency: *Demonstrate correct marching technique on command*

Lesson Objectives:

Describe how to execute marching movements from various commands.

Describe how to respond to halt commands.

Define key words: double time, halt, quick time, rest, steps,

## **U2C2L6: Squad Drill (Elective)**

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

Competency: *Demonstrate correct response to squad drill commands*

Lesson Objectives:

Describe how to respond to commands when forming and marching the squad.

Identify the different types of squad formations and their related drill commands.

Identify the locations of key squad personnel in squad formation

Define key words: column, close interval, double interval, file, flank, formation, line, normal interval, pivot, rank18

## **Chapter 3: Leadership Planning**

Competencies:

Create a plan of action to enhance leadership skills through JROTC leadership opportunities.

Establish leadership performance goals related to the JROTC program.

### **U2C3L1: Development** (Elective)

This lesson introduces Cadets to Cadet Command's Leadership Development Program as it applies to JROTC and to Cadets! The focus of this program is to assess their leadership ability and potential; therefore, the effort that Cadets put into it will directly benefit Cadets and will help others involved in their growth and development to better predict their success and potential to be a Cadet leader.

*Competency: Create a plan of action to develop leadership skills through the Leadership Development Program*

Lesson Objectives:

Identify leadership strengths and areas of focus using the Force Field Analysis.

Describe the components of the Leadership Development Program.

Describe the 15 dimensions of leadership.

Define key words: assessing, conceptual skills, executing, interpersonal skills, technical skills

### **U2C3L2: Goal Setting** (Elective)

As Cadets continue in this chapter on leadership development they will have found that goal setting is the first step in managing their team's performance. Setting clear, measurable goals can increase performance up to 20 percent. Goals are critical to motivation. In this lesson we will review the guidelines for goal setting, learn how to set their own performance goals and establish a mechanism for tracking and evaluating progress.

*Competency: Establish team and personal performance goals*

Lesson Objectives:

Explain the value of good goal setting.

Analyze how goal setting affects achievement and motivation.

Explore strategies for developing personal and team goals.

Define key words: goals, priority, tangible

## **Chapter 4: Leadership Strategies**

Competencies:

Employ strategies for neutralizing the impact of personal prejudices and stereotypes on your relationships with others.

Outline a developmental counseling plan.

Negotiate a win/win solution for a given situation. 19



Solve a problem using the seven-step problem-solving process.  
Create an implementation plan for a project.  
Facilitate a meeting.  
Supervise others as they perform a duty or accomplish a task.  
Assess personal qualities as a team member.  
Use a Gantt Chart to plan a project.  
Outline a plan to mentor another Cadet.

### **U2C4L1: Celebrating Differences – Cultural and Individual Diversity (CORE)**

Synergy is when Cadets and their team members cooperate together and create better results than if working alone. Each individual is unique — bringing ideas, values, beliefs and experiences to a team. In this learning plan Cadets will take a look at how Cadets and others' performance in a team may be affected by the stereotyping and bias toward people. By developing an action plan to value cultural and individual diversity can not only enhance the synergy of a team they are on, but improve their leadership skills as well.

*Competency: Employ strategies for neutralizing the impact of personal prejudices and stereotypes on your relationships with others*

Lesson Objectives:

Define how people display prejudice toward others.  
Identify reasons for discrimination and stereotyping.  
Describe ways a leader can guide diverse groups to work together as a team  
Define key words: culture, discrimination, ethnic, impartial, inclusionary, minority, synergy, stereotype

### **U2C4L2: Performance Indicators (CORE)**

Developmental counseling is subordinate-centered communication that outlines actions necessary for subordinates to achieve individual and organizational goals and objectives. In this learning plan Cadets will examine their role as a leader and explore the counseling process as a form of communicating to other Cadets. Activities prepare Cadets for self-assessment of their own leadership value, skills, attitudes and actions. Cadets will design a developmental counseling plan that incorporates leadership qualities, counseling skills and the counseling process.

*Competency: Outline a developmental counseling plan*

Lesson Objectives:

Describe performance indicators used to assess leadership skills.  
Describe the qualities and skills of an effective counselor.  
Identify assessment and counseling strategies.  
Define key words: communication, counseling, development, evaluation, flexibility, purpose, support

### **U2C4L3: Negotiating (CORE)**

Negotiation is a way of life. Cadets are involved in it every day; whether Cadets negotiate with their parents on how late Cadets can stay out or with their friends on

which movie to see on Friday night. There are many important elements to the negotiating process. In this lesson Cadets will examine strategies for helping to achieve win/win solutions for a variety of situations.

Competency: *Negotiate a win/win solution for a given situation*

Lesson Objectives:

Explain how trust and betrayal affects relationships.

Discuss the effects of competition and collaboration in relationships.

Explore the effects of win-lose, win-win, and lose-lose strategies in negotiations.

Define key words: negotiation, principled negotiation

#### **U2C4L4: Decision Making and Problem Solving (CORE)**

Successful leaders exert a great deal of effort to get positive results from subordinates. Just as communication is essential to leadership, so too are the abilities to solve problems, make plans and put plans and decisions into actions. In this lesson Cadets will examine problem solving processes and decision making models to use in a variety of personal and team situations.

Competency: *Solve a problem using the seven-step problem-solving process*

Lesson Objectives:

Describe the seven-step problem-solving process.

Describe the decision-making process.

Describe behaviors that contribute to or block efforts to solve a group problem.

Define key words: cohesive, contingencies, improving, influencing, intuitions, non-judgments, objectively, operating

#### **U2C4L5: Leading Meetings (Elective)**

Meetings are a necessary way for groups to share information and plan events. The person who organizes the meeting and leads the meeting can make the difference between an efficient meeting and an unorganized meeting. In this lesson Cadets will examine strategies to plan for and lead meetings. These strategies will help Cadets make the best use of their time when meeting with Cadet Teams or other groups.

Competency: *Prepare for a meeting.*

Lesson Objectives:

Describe how to plan for a meeting.

Explain the general rules for leading and participating in effective meetings.

Define key words: agenda, attendee, conclude, facilitate

## **U2C4L6: Supervising (Elective)**

A supervisor has the important responsibility to ensure a group is efficiently using resources and performing at peak. Supervising means staying informed and ensuring that subordinates are properly performing their duties. In this lesson, Cadets will clarify the tasks of a supervisor and examine their supervisory abilities.

Competency: *Analyze personal supervisory skills.*<sup>21</sup>



Lesson Objectives:

Describe examples of effective supervisory skills.

Explain how to transform mistakes into opportunities for learning.

Define key words: supervising, discipline, correction, motivation, teaching

### **U2C4L7: Team Development (Elective)**

A successful team has an effective balance of followers and leaders. To create an effective balance, each team member must take responsibility do his or her part to help the team complete the task or mission. In this lesson Cadets will explore the basic concepts of building a unified team.

Competency: *Assess personal qualities as a team member.*

Lesson Objectives:

Identify the characteristics of individual responsibility, self-reliance, followership, and teamwork.

Explain the importance of individual responsibility, self-reliance, and followership to teamwork.

Describe the responsibilities of a team leader and the leadership factors that affect teamwork.

Define key words: actions, beliefs, constructive criticism, cooperate, cultivate, dedication, followership, professionalism, self-discipline, self-reliance, staff study, teamwork

### **U2C4L8: Project Management (Elective)**

When Cadets are honored with the responsibility to serve as a project leader, how Cadets handle the project may determine whether or not Cadets are selected to oversee future projects. Managing a project requires special management skills and planning strategies. In this lesson Cadets will learn about helpful strategies to use when managing projects. These strategies will help Cadets stay on task to meet project deadlines.

Competency: *Use a Gantt Chart to plan a project.*

Lesson Objectives:

Sequence project management phases.

Evaluate the critical components needed for successful project management.

Create Gantt and PERT charts to plan a project.

Define key words: Gantt Chart, implementation, PERT chart, project management

### **U2C4L9: Mentoring (Elective)**

A mentor is someone who shares his or her knowledge and expertise to guide and coach another individual. The JROTC program encourages and provides opportunities for Cadet leaders to mentor other Cadets or classmates. In this lesson, Cadets will examine the role of a mentor. Cadets will also outline a plan to follow when Cadets have the privilege to serve as a mentor to another person.<sup>22</sup>

Competency: *Outline a plan to mentor another Cadet.*

Lesson Objectives:

Research the roles and responsibilities of a mentor.

Determine the seven ways mentors can gain the trust and respect of subordinates and/or mentees.

Sequence the four phases of a mentoring program.

Define key words: bias, mentee, mentoring, socioeconomic, stereotypes

## **Chapter 5: Leading Others**

Competencies:

Execute platoon drills.

Perform the duties of a team leader, squad leader, platoon sergeant, or platoon leader

Execute company drills.

Execute battalion drills.

Carry out responsibilities in a drill ceremony.

Execute the manual of arms with the M-1903 Rifle.

Execute the manual of arms with the M1 Rifle.

Execute the manual of arms with the Saber and the Scabbard.

### **U2C5L1: Platoon Drill (CORE)**

In earlier classes and leadership labs Cadets should have become familiar with stationary movements, basic steps, marching techniques, and squad drill. The introduction of platoon drill is designed to give Cadets a better understanding of the discipline and coordination that is required of a large group to perform well in drill. Platoons execute certain drills in the same way that squads do. These drills include: Inclining Around, Resting, Changing intervals in lines, Dismissing, Marching to the flanks, Counting Off, and Marching in the opposite direction. In this learning plan Cadets will compare squad drill with platoon drill. Cadets will also learn and practice the commands and actions used in platoon drill.

Competency: *Execute Platoon Drills*

Lesson Objectives:

Describe the correct response to the commands for forming and marching the platoon.

Compare platoon drills and squad drills.

Match drill commands to platoon formations.

Define key words: cover, flank, formations, interval, line, pivot

### **U2C5L2: Taking Charge-Knowing Your Responsibilities as a Leader (CORE)**

As Cadets become more senior in ROTC, Cadets will have the opportunity to take charge of a unit and face the difficult task of leading people. There are certain techniques and steps that will help Cadets to adjust to their new assignment. Since first impressions are usually lasting ones, these steps will help Cadets to make a better first impression. Regardless of the level of development of their followers, especially in drill, Cadet's actions and behavior must be consistent with appropriate leader behavior. In this lesson Cadets will examine the steps recommended for taking charge of a unit and 23

the responsibilities of team leaders, squad leaders, platoon sergeants, and platoon leaders. Cadets will also create a plan of action for successfully taking charge of a unit.

Competency: *Perform the duties of a team leader, squad leader, platoon sergeant, or platoon leader*

Lesson Objectives:

Describe the duties and responsibilities of the different leadership positions within a platoon. Explain the four steps leaders should use when assuming a new leadership position. Demonstrate the responsibilities of a team leader, squad leader, platoon sergeant and platoon leader.

Define key words: implement, observe, plan

### **U2C5L3: Company Foundations and Movement (Elective)**

This lesson covers company drill formations and movements. Cadets will build upon their knowledge of squad and platoon drill from previous lessons, and learn how to conduct platoon drill in conjunction with other platoons in the same formation. Pay special attention to the differences between platoon and company drill and to the roles of key personnel in company drill.

Competency: *Execute Company Drills*

Lesson Objectives:

Describe the correct responses to commands when forming and marching the company. Identify the different types of company formations and related specific drill commands. Identify the locations of the key platoon and company personnel in company formations. Define key words: arc, base, double time, guide, mark time, mass formation, post

### **U2C5L4: Forming, Inspecting, and Dismissing the Battalion (Elective)**

This lesson covers battalion drill formations and movements. Cadets will build upon their knowledge of platoon and company drill from previous lessons, and learn how to conduct company drill in conjunction with other companies in the same formation. Pay special attention to the differences between company and battalion drill and to the roles of key personnel in battalion drill. For drill purposes, a battalion consists of a headquarters section (or the battalion staff), Colors (with color guard), and two or more companies.

Competency: *Execute Battalion Drills*

Lesson Objectives:

Identify the different types of battalion formations and related specific drill commands. Describe the correct responses to battalion drill commands. Describe the correct responses to inspection commands. Identify the locations of the key platoon, company, and battalion personnel in battalion formations.

Define key words: en route, facilitate, respective

## **U2C5L5: Review of Drill Procedures (Elective)**

This lesson reviews the drill procedures and formations Cadets learned in previous lessons. The information presented is designed to reinforce their knowledge of individuals through battalion drill, and to assist Cadets in identifying the areas that Cadets may need to review.

Competency: *Carry out responsibilities in a drill ceremony*

Lesson Objectives:

Identify four steps that leaders should follow when starting a new leadership position.  
Compare major duties of a team leader, squad leader, platoon sergeant, and platoon leader.

Define key words: drill, formations, inspection, marching, stationary movements

## **U2C5L6: Stationary Movements with the M-1903 Rifle (Elective)**

This lesson introduces the procedures for executing the manual of arms with the M-1903 rifle.

Specifically, it explains the correct response to the following rifle drill commands: order arms and rest; present and port arms; inspection arms; right and left shoulder arms; sling and un-sling arms; and stack and take arms.

Competency: *Execute the manual of arms with the M-1903 Rifle*

Lesson Objectives:

Describe the correct response to the commands for order arms and the rest positions using the M-1903 rifle.

Describe the correct response to the commands for port arms and present arms using the M-1903 rifle.

Describe the correct response to the commands for inspection arms using the M-1903 rifle.

Describe the correct response to the commands for right and left shoulder arms using the M-1903 rifle.

Describe the correct response to the commands for sling and un-sling arms using the M-1903 rifle.

Describe the correct response to the commands for stack and take arms using the M-1903 rifle.

Define key words: balance, barrel, bolt, bolt handle, butt, chamber, cocking piece, hand guard, keeper, lower band, muzzle, port arms, sight, sling, sling swivel, stacking swivel, stock, trigger guard, upper band

## **U2C5L7: Stationary Movements with the M1 Rifle (Elective)**

This lesson introduces the procedures for executing the manual of arms with the M-1 rifles.

Specifically, it explains the correct response to the following commands: order arms and rest; present and port arms; inspection arms; right and left shoulder arms; sling and un-sling arms; and stack and take arms.



Competency: *Execute the manual of arms with the M1 Rifle*<sup>25</sup>

Lesson Objectives:

Describe the correct response to the commands for order arms and the rest positions using the M1 rifle.

Describe the correct responses to commands to port arms, present arms, and rifle salute.

Describe the correct response to the commands for inspection arms.

Describe the correct response to the commands for right and left shoulder arms.

Describe the correct response to the commands for sling and unsling arms.

Describe the correct response to the commands for stack and take arms.

Define key words: balance, barrel, port arms, sling, stock, trail arms, trigger guard

### **U2C5L8: The Saber and the Scabbard (Elective)**

This lesson introduces Cadets to the manual of arms for the saber. After Cadets have mastered these procedures, Cadets will have added another important skill to their knowledge as a drill leader and as a Cadet officer in JROTC. Cadets will then be able to demonstrate this skill during ceremonies or competitions for their Cadet battalion.

Competency: *Execute the manual of arms with the Saber and Scabbard*

Lesson Objectives:

Describe the parts of a saber and a sword.

Explain the proper way to wear the saber.

Describe the correct responses to commands for inspection of arms.

Describe the correct responses to commands for the standing manual of arms.

Describe the correct responses to commands for the marching manual of arms.

Define key words: cant, guard, pistol belt, port, saber, scabbard

## **Chapter 6: Leadership Principles**

Competencies:

Outline a personal plan to build strong relationships with team members.

Assess personal leadership style.

Assess personal management skills.

Adapt communication to give direction and provide feedback to others.

Employ motivation strategies that inspire others to achieve goals.

### **U2C6L1: Power Bases and Influence (CORE)**

Leaders can often experience confusion as they use power and influence. If they provide too little influence, their followers will drift aimlessly. If they show too much power, the followers will shut down. In this learning plan Cadets will examine the bases of power and how to use power effectively. Cadets will also explore four ways to influence others.

Competency: *Outline a personal plan to build strong relationships with team members*

Lesson Objectives:

Describe the different types of power and influence.

Describe the appropriate application of power and influence.26

Discuss how individual and system power can be used to increase performance.  
Define key words: coercive power, defensive, developmental, expert power, legitimate power, referent power, relinquishing, reward power

## **U2C6L2: Styles of Leadership (CORE)**

To command respect and obedience as a leader, Cadets must be prepared to lead. Their actions and attitudes set the example for others to follow. Cadets must be ready for any type of situation that may occur. Their style of leadership can mean the difference between success or failure of a mission. In this learning plan Cadets will examine three basic leadership styles. Cadets will also work towards developing a style that works for Cadets as they move through the ranks in Army JROTC.

Competency: *Assess personal leadership style*

Lesson Objectives:

Describe different styles of leadership.

Explain which leadership styles are best suited for different situations

Identify ways to improve management skills.

Define key words: delegating, directing, leadership style, participating

## **U2C6L3: Management Skills (CORE)**

Good management is an essential tool of leaders as they perform their duties. Skillful use of basic management principles is seldom an accident. It is the result of clear purpose, earnest effort, and intelligence. In this lesson Cadets will explore ways to lead and manage activities.

Competency: *Assess personal management skills*

Lesson Plan Objectives:

Identify five management principles.

Compare management skills and leadership skills.

Define key words: management, mandatory, procrastinate, resources, visualize

## **U2C6L4: Communication (CORE)**

It's not what Cadets say but what Cadets do. This highlights the philosophy that actions speak louder than words. As a leader, others will watch what Cadets say and do. In this learning plan Cadets will review the communication process and examine ways to reduce communication barriers. Cadets will also practice strategies for effective communications as a leader.

Competency: *Adapt communication to give direction and provide feedback to others*

Lesson Objectives:

Discuss how communication is important for effective leadership.

Explain the basic flow and purpose of informal communication.

Review the major elements of a communication model.  
Review how to overcome barriers of effective communication.  
Define key words: communication, decodes, emotional intelligence, encodes, feedback, message, transference, transmitted

## U2C6L5: Motivation (CORE)

Leaders spend a great deal of time and effort studying the technical aspects of their jobs. To lead effectively, they must know what motivates others. Leaders who care about their subordinates and are thoughtful of their needs are more able to influence them to meet unit goals. In this lesson Cadets will examine strategies that will help Cadets influence others.

Competency: *Employ motivation strategies that inspire others to achieve goals*

Lesson Objectives:

Identify how individual performance within a group is influenced by expectations, ability, and motivation.

Explain the 14 Principles of Motivation.

Define key words: alleviate, complement, intangible, prejudicial

## Unit 3 – Foundations for Success

**Purpose:** Builds essential skills Cadets need to maximize learning potential and future success, and lays the groundwork for service learning. Recognizing the value of their varied learning styles and multiple intelligences, Cadets apply learning strategies to improve critical thinking, study, and communication skills. As they progress through the program, Cadets extend their learning strategies by taking on the responsibilities for teaching younger Cadets.

Cadets also develop and expand their abilities to resolve conflict and prevent violence.

In addition, this unit helps Cadets prepare for life after high school as it focuses on career planning and engages Cadets in personal financial planning as they work through the High School Financial Planning curriculum. Program of Instruction

| LET 1  | LET 2  | LET 3  | LET 4              | Total  |
|--|--------|--------|--------------------|--------|
| Required:  | 30 hrs | 36 hrs | 16 hrs             | 82 hrs |
| 6 hrs – Service Learning required to be used in all LET levels as needed |        |        |                    |        |
| Elective:  |        |        | 4 hrs (additional) |        |

Define key words including: dreams, Quarterback's of Life (QBOL), self-improvement, Stepping Stones to Success, success, Success Stoppers

## Chapter 2: Learning to Learn

Competencies:

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

Distinguish between the functions of left brain and right brain.  
Explain how learning styles and preferences can impact learning.  
Use your intellectual strengths to improve academic performance.

### **U3C2L1: Brain Structure and Function (CORE)**

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 Cadets will explore current research on the structure of the brain and how it work. They will learn practical ways to apply complex concepts that can help put you in control of your own mind.

Competency: *Relate the structure and function of the brain to the learning process*

Lesson Objectives:

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.

Assess the process required to enhance brain power.

Define key words: axon, brain stem, cerebral hemisphere, cortex, dendrite, Limbic System, neural plasticity, neurons, neurotransmitter, sensory flooding, sensory gating, synapse

### **U3C2L2: Left Brain/ Right Brain (Elective)**

Within the last 40 years scientists have shown that the left and right brain hemispheres have unique and specific functions. Before this breakthrough, brain function was a mystery. In this lesson Cadets will explore the differences between each hemisphere and how they impact personality, behaviors and learning.

Competency: Distinguish between the functions of the left and right brain.

Lesson Objectives:

Identify the activity descriptions and functions of brain hemispheres.

Describe the differences between global and analytical thinking.

Explain how brain dominance helps determine personality and behavior.

Determine personal information processing preferences.

Define key words: analysis, bi-lateral transfer, cognition, complementary, Corpus Callosum, dominant, global, hemisphere, local, specialize, synchronize, synthesis33

### **U3C2L3: Learning Style and Processing Preferences (CORE)**

Learning styles describe the various ways people gather, as we as process information. Each of us has a propensity for looking, listening, or touching in order to learn. For some learning how to play a game of

Monopoly might mean reading the instructions. For others it may be to listen to instructions being read and for others it may be to roll the dice and learn while playing. Furthermore, each has a more productive time of day and specific environmental factors that impact learning. In this lesson Cadets will examine their own learning style and processing preference and the learning models that consider many needs.

*Competency: Explain how learning styles and preferences can impact learning*

Lesson Objectives:

Assess the uniqueness of individual learning styles and preferences.

Distinguish among the three sensory (perceptual) systems.

Explain the essential elements of the learning process.

Contrast an automatic and purposeful response to stimuli.

Explain the five phases of learning in the Dunn and Dunn learning model.

Explore how to expand beyond your current preferences.

Define key words: auditory, kinesthetic, mobility, mode, motivation, perception, persistence, reflex, schema, sensory, sociological, tactile

### **U3C2L4: Multiple Intelligences (CORE)**

Everyone is unique — in appearance, interest, ability, talent and personality. The brain is no exception.

We use our different intelligences to solve problems, choose a profession and excel in various aspects of life. In this lesson Cadets will explore how their brain can process and take in more information and increase learning by identifying the eight multiple intelligences. They will assess their own intelligence strength to help them increase their learning power.

*Competency: Use your intellectual strengths to improve academic performance*

Lesson Objectives:

Assess Gardner's impact on the understanding of intelligence.

Identify the eight types of intelligences.

Distinguish between inter- and intra-personal.

Examine how to strengthen intelligence.

Define key words: Bodily/Kinesthetic intelligence, Logical/Mathematical intelligence, Intrapersonal intelligence,

Interpersonal intelligence, Musical/Rhythmical intelligence, Naturalist intelligence, Visual/Spatial intelligence, Verbal/Linguistic intelligence

## **Chapter 3: Study Skills**

Competencies:

Use Thinking Maps to enhance learning.

Select reading comprehension strategies to enhance learning. 34

Develop personal study and test-taking strategies.

### **U3C3L1: Thinking Maps® (CORE)**

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

Competency: *Use Thinking Maps® to enhance learning*

Lesson Objectives:

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, Circle Map, Bubble Map, Double-Bubble Map, Flow Map, Multi-Flow Map, Relating Factor, Tree Map

### **U3C3L2: Reading for Meaning (CORE)**

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

In this lesson Cadets will examine a variety of reading strategies and vocabulary building strategies designed to help raise their reading comprehension level.

Competency: *Select reading comprehension strategies to enhance your learning*

Lesson Objectives:

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, and synonym

### **U3C3L3: Study Habits that Work for You (CORE)**

Good study skills support being efficient, being effective, and performing well on tests. It also includes identifying resources, taking good notes and researching information. These skills get you through the basics and 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 of life - whether attempting to get your driver's license, preparing for the college SATs, or seeking advancement opportunities in the military

In this lesson, Cadets will review their own learning preferences, identify new study techniques and strategies, and develop a personal plan for more effective studying.

Competency: *Develop personal study and test-taking strategies*

Lesson Objectives:

Relate personal learning preferences to study habits.

Identify effective study skill strategies.

Identify 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, priority, prove, survey

## **Chapter 4: Communication Skills**

Competencies:

Demonstrate how the communication process affects interaction between individuals.

Use active listening strategies.

Analyze how you communicate in group situations.

### **U3C4L1: The Communication Process (CORE)**

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 lesson, Cadets will identify their communication style and practice ways to clearly communicate with others.

Competency: *Demonstrate how the communication process affects interaction between individual*

Lesson Objectives:

Describe the communication model for interpersonal interactions.

Compare verbal and nonverbal means of communication.

Explain how to avoid mixed messages.

Evaluate your communication style.

Define key words: audience analysis, channel, feedback, mixed messages, noise, nonverbal, receiver, setting, verbal

### **U3C4L2: Becoming a Better Listener (CORE)**

Listening is the 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 lesson, Cadets will practice strategies to improve their active listening skills.



Competency: *Use active listening strategies*

Lesson Objectives:

Explain how barriers prevent effective listening.36

Compile a list of trigger words.  
Identify four tips to improve effective listening skills.  
Define key words: hearing, listening, thought speed, trigger words

### **U3C4L3: Communication in Groups (Elective)**

You have unique skills, strengths, and talents that can help a group to operate effectively. When you communicate with others in a group situation, you take on certain roles based on these qualities.

Certain roles enable you to strengthen the group while other roles are destructive to the group communication process. In this lesson Cadets will examine influences that can affect group communications and analyze how they contribute to group situations.

Competency: *Analyze how you communicate in group situations.*

Lesson Objectives:

Define roles adopted by individuals in groups

Describe types of productive and non-productive behaviors individuals' exhibit within group interactions.

Identify personal behavioral tendencies within group interactions.

Discuss how to communicate with people of different personalities.

Define key words: ascendant, authoritarian, barriers, distortion, dysfunctional roles, filter, grapevine, groupthink, rapport, social roles, task roles

## **Chapter 5: Conflict Resolution**

Competencies:

Determine causes of conflict.

Apply conflict resolution techniques.

### **U3C5L1: Causes of Conflict (CORE)**

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 lesson Cadets 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).

Competency: *Determine causes of conflict*

Lesson Objectives:

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.37

Define key words: active listening, conflict, effective speaking, frustration, harassment, hostility, miscommunication, relationships, solutions, territorial, understanding

### **U3C5L2: Conflict Resolution Techniques [Just Two Days] (CORE)**

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 lesson Cadets will practice using these skills to resolve conflicts peacefully.

Competency: *Apply conflict resolution techniques*

Lesson Objectives:

Apply knowledge of Winning Colors® to conflict situations and resolution.

Evaluate the steps to managing conflicts and personal conflict management skills.

Recognize different hot buttons and the behavior style they indicate.

Respond to conflict situations positively through role-play.

Evaluate the pros and cons of alternatives to determine potential solutions to conflict.

Define key words: apologize, compromise, mediation, negotiation, resolution

## **Chapter 6: Presenting Skills**

Competencies:

Organize writing for a specific purpose.

Write a speech for a specific purpose.

Present a speech for a specific purpose.

### **U3C6L1: Becoming a Better Writer (CORE)**

Writing is one of the most important means of communication, so your writing must be simple, readable, and understandable. With a little practice and desire, writing is an art that anyone can master. In this lesson, Cadets will practice ways to organize their writing for specific purposes.

Competency: *Organize writing for a specific purpose*

Lesson Objectives:

Discuss situations where writing is an appropriate form of communication.

Describe various writing techniques.

Explain how to use writing to express your needs.

Describe how to effectively organize writing assignments.

Define key words: active voice, autobiography, bibliography, biography, body, conclusion, conjunction, entice, fragment, information cards, Introduction, passive voice, plagiarism, predicate, source cards, subject, thesis statement

### **U3C6L2: Creating Better Speeches (CORE)**

Have you ever presented a speech for an event other than a class assignment? How did you feel before, during, and after the speech? Throughout your life you will be asked to give speeches. These speeches may be formal presentations or just a few words at an informal occasion. Preparing and practicing your speech can lead to a positive speaking experience. In this lesson, Cadets will explore strategies to prepare speeches for specific purposes.

Competency: *Write a speech for a specific purpose*

Lesson Objectives:

Identify ways to create interesting speech introductions.

Compare different types of speeches and different occasions for which speeches are used.

Describe how to organize effective speeches.

Define key words: articulate, commemorative, demographics, dramatic statement, descriptive, eye contact, impromptu, logical, modulation, operational, persuasive, statement, tone, vocal qualities, volume

### **U3C6L3: Becoming a Better Speaker (CORE)**

Have you ever been asked to speak in front of your class, at a family gathering, at a club group, or some other public function? If you have already experienced these situations, you know that being nervous can be the hardest hurdle to overcome. Although fear of speaking is common, one of the most admired qualities in others is their ability to speak in front of a group. In this lesson, Cadets will use strategies to reduce their nervousness and improve their speaking skills.

Competency: *Present a speech for a specific purpose*

Lesson Objectives:

Identify ways to improve speaking skills.

Develop a plan to improve speaking ability by avoiding common mistakes.

Develop coping strategies for stressful speaking situations.

Define key words: constructive criticism, coping strategy

## **Chapter 7: Managing Conflict**

Competencies:

Apply anger management strategies.

Develop strategies for resolving conflict in a diverse, multi-cultural setting.

Apply mediation techniques to resolve conflict.

Apply strategies to prevent violence.<sup>39</sup>

### **U3C7L1: Managing Anger [Emotional Intelligence Program] (CORE)**

Anger is a natural human emotion experienced by everyone at some time or another. When an argument or disagreement turns violent, someone has allowed his or her anger to get out of control. Most people can think of situations where they did or said something in anger that they later regret.

Learning to manage anger is an important part of growing into responsible, successful adult. It is also a very important part of managing conflict to avoid tragic outcomes. In this lesson Cadets will apply strategies for managing anger.

Competency: *Apply anger management strategies*

Lesson Objectives:

Determine the common causes and effects of anger in interpersonal relationships.

Select strategies for controlling anger.

Explain the role of empathy in reducing anger.

Define key words: anger management, aggression, assertion, change orientation, deference, empathy

### **U3C7L2: Conflict Resolution and Diversity [Hate Comes Home] (CORE)**

While acts of bias such as stereotyping, jokes, labeling and biased comments may seem relatively harmless, they form the foundation for a “Pyramid of Hate” that ultimately can lead to prejudice, discrimination, violence and genocide. In this lesson Cadets will explore how acts of bias can lead to conflict and how confronting bias can help to avoid violence.

Competency: *Develop strategies for resolving conflict in a diverse, multi-cultural setting*

Lesson Objectives:

Assess how age, race, ethnicity, gender, and other aspects of diversity impact perceptions of self and others.

Compare two or more points of view and the reasons behind them

Clarify particular points of disagreement and agreement.

Identify appropriate intervention guidelines.

Identify techniques for reducing conflict within a diverse population.

Define key words: stereotype, prejudice, discrimination, scapegoating, bigotry, racism, anti-Semitism

### **U3C7L3: Conflict Mediation (CORE)**

When two or more people are involved in a disagreement or conflict, it often can be helpful for someone outside of the conflict to help the opposing sides come to agreement on ways to solve the conflict without letting it escalate to violence. Conflict mediation is a process for helping people resolve their differences constructively. In this lesson Cadets will learn to apply mediation techniques to resolve conflict situations.

Competency: *Apply mediation techniques to resolve conflict*

Lesson Objectives:

Differentiate between arbitration and mediation.

Describe the role of a mediator and the qualities required to fulfill that role<sup>40</sup>

Establish ground-rules for the mediation process.  
Facilitate the steps in the mediation process.  
Adapt active listening skills to the mediation process.  
Define key words: anger management, arbitration, empathy, mediation, violence prevention

### **U3C7L4: Violence Prevention [Violence Prevention Profiler] (CORE)**

National Center for Education Statistics report that approximately 37% of high school students have been in a physical fight within the year and 18% of high school students have carried a weapon at least once within the past 30 days. These alarming statistics illustrate the fact that the instances of violence have become all too common in our schools. Safety has become a primary concern, in what is supposed to be a non-threatening learning environment. In earlier lessons Cadets learned processes for effectively managing conflict and negotiating a fair solution. However, what if the negotiation is unsuccessful, and you cannot reach an agreement to settle the conflict? What other steps can you take to prevent a conflict from escalating to violence? In this lesson Cadets will learn how they can take personal responsibility for violence prevention.

Competency: *Apply strategies to prevent violence*

Lesson Objectives:

Differentiate between violent and non-violent responses to anger.

Compare violence prevention techniques.

Select strategies for preventing violence.

Define key words: decision point, prevention, violence

## **Chapter 8: Making a Difference with Service Learning**

Competencies:

Identify the components of service learning.

Prepare for a service learning project.

Evaluate the effectiveness of a service learning project.

### **U3C8L1: Orientation to Service Learning (CORE each LET)**

John F. Kennedy reminded Americans to “Ask not what your country can do for you; ask what you can do for your country.” Take a look around you. There are many problems and people in need. Service learning experiences can become the starting point for reaching out — doing something good for those around you and making the world a better place. In this lesson Cadets identify the components of service learning and begin planning how they can help make a difference in your community.

Competency: *Identify the components of service learning*

Lesson Objectives:

Distinguish between service learning and community service

Explain how service learning projects relate to Cadet learning in the classroom



Compare the types of service opportunities within your community  
Identify the benefits of serving others within a community  
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

### **U3C8L2: Plan and Train for Your Exploratory Project (CORE each LET)**

There are several things to consider before undertaking service learning. Planning ahead will prepare Cadets mentally and physically to undertake the challenge. Before they select their own service learning project, they will learn how to plan a service learning project by planning an exploratory service learning project. In this lesson Cadets will work with a team to plan an exploratory service learning project and demonstrate the steps to conducting a proper service learning experience.

Competency: *Prepare for a service learning project*

Lesson Objectives:

Identify the steps needed in 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

### **U3C8L3: Project Reflection and Integration (CORE each LET)**

Now that Cadets have an idea of what service learning is all about, what comes next? After the exploratory project, Cadets will be able to determine and conduct appropriate service learning activities. In this lesson Cadets will evaluate the effectiveness of the exploratory project completed in Lesson 2, as well as consider new ideas for integration throughout the JROTC curriculum.

Competency: *Evaluate the effectiveness of a service learning project*

Lesson Objectives:

Relate the projected goals of a service learning project to the project results.

Assess the role of structured reflection in extending 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

## **Chapter 9: Career Planning**

Competencies:

Investigate a career.

Assemble a personalized career portfolio.

Relate the military to your career goals.

Create a College Preparation Action Plan.42

### **U3C9L1: Career Exploration Strategy (CORE)**

Developing a satisfying career requires careful planning and informed decisions. This is an exciting time for you, but it can also be overwhelming. You must spend time gathering information, comparing alternatives, and thinking about your personal preferences related to your career. In this lesson Cadets will examine careers that match your interests and abilities.

Competency: *Investigate a career*

Lesson Objectives:

Identify personal strengths and interests and link them to possible career paths.

Identify jobs/careers of interest.

Explain the difference between a job and a career.

Determine qualifications and education/training necessary for desired career.

Discuss the effects of education and training on a career.

Identify the steps in developing a career exploration strategy.

Analyze future job trends.

Define key words: advancement, attitude, career, employee, entrepreneur, headhunter, human resources, internship, job, job posting, mentor, occupation, profession, promotion, qualifications, telecommuting, virtual worker, vocation

### **U3C9L2: Career Development Portfolio (CORE)**

The better Cadets prepare, the better their chances of achieving success and doing something that they enjoy. A career portfolio is a tool that helps them document evidence of their successes. The portfolio provides information about them and their achievements over time. It is a type of scrapbook that contains evidence of their accomplishments, their educational development, and their career growth.

By maintaining an up-to-date portfolio, they will be able to quickly reference needed information when applying for jobs, colleges, or scholarships. In this lesson Cadets will gather evidence of their accomplishments to start their own career portfolio.

Competency: *Assemble a personalized career portfolio*

Lesson Objectives:

Explain the importance of developing and maintaining a career portfolio.

Identify components to include in a career portfolio

Identify what best represents personal achievements and goals.

Describe documents to include in a career portfolio.

Define key words: employment application, interview, networking, portfolio, resume, success

### **U3C9L3: Military Career Opportunities (CORE)**

The military is one of the largest employers of high school graduates in full-time positions. The U.S. armed forces hire over 365,000 enlisted and officer personnel each year. The military is one more career option to consider for Cadets career planning. Serving in the

armed forces allows them to contribute to their own advancement and to their country at the same time. In this lesson Cadets will explore military careers. They will match military opportunities to your career interests.43

Competency: *Relate the military to your career goals*

Lesson Objectives:

Explain the difference between the three career paths available in the U.S. Armed Forces.

Identify four ways to become a commissioned officer.

Identify basic enlistment qualifications and the four-step process required to enter the military.

Describe benefits provided to enlisted members of the military.

Describe the purpose of the Selective Service.

Define key words: active duty, commissary, counterpart, enlistment, exchange, prerequisite, recruiter, reserves

### **U3C9L4: College Preparation (CORE)**

What are Cadet's plans after high school? Will they work, enlist in the military, or attend college? This lesson will help them prepare for college. In this learning plan Cadets will explore different types of colleges, the admissions process, and ways to finance college. They will also outline a plan for education and training after high school.

Competency: *Create a College Preparation Action Plan*

Lesson Objectives:

Discuss different types of colleges.

Describe the admissions process.

Explore ways to finance college.

Identify educational institutions and majors that fit personal needs.

Describe documents. Define key words: academic, admissions, aptitude tests, college, distance education, financial aid, grants, registration, scholarships, tuition, university

## **Chapter 10: Planning Skills and Social Responsibility**

Competencies:

Apply effective decision-making process to personal situations.

Develop a personal goals action plan.

Develop a personal time management plan.

Apply the rules of etiquette to your role as a Cadet.

### **U3C10L1: Making The Right Choices (CORE)**

Decisions we make can shape our lives. Whether we make these decisions consciously or unconsciously, they represent how we respond to the opportunities, challenges, and uncertainties of life. How do you make decisions for your own life? In this lesson you will reference and apply a five-step decision-making process to real life situations.

Competency: *Apply effective decision-making process to personal situations*

Lesson Objectives:

Relate how decision-making impacts life.

Distinguish between decision-making and problem solving.

Distinguish among effective and ineffective decision-making strategies.44

Identify the features and benefits of the

Identify the features and benefits of the decision-making processes.

Define key words: criteria filter, idleness, intuition, routinization

### **U3C10L2: Goals and Goal Setting (CORE)**

Think of your goal as your destination. The most efficient way to get from one place to another is to identify the final destination and follow a map that will guide you in your journey. Goals give you direction and keep you focused on a purpose. If you go through life without goals, you will probably waste a lot of time and energy. Setting and achieving goals is one way to achieve a more fulfilling life. In this lesson Cadets will explore the meaning of goals for their own life and how to establish criteria to attain them.

Competency: *Develop a personal goals action plan*

Lesson Objectives:

Define goals.

Differentiate between short-, medium-, and long-term goals.

Analyze goals to determine what makes goals meaningful.

Identify with criteria for well-defined goals.

Define key words: goals, goal-setting, long-term goal, mid-term goal, short-term goal

### **U3C10L3: Time Management (CORE)**

Every day you are given a new gift — the gift of time. But how do you use this gift? When you take responsibility for how you spend your time, by planning your day and building a schedule to achieve your goals, you are practicing time management. This lesson will help Cadet examine how they spend their time and execute a time management plan that will allow them to successfully meet their goals.

Competency: *Develop a personal time management plan*

Lesson Objectives:

Distinguish between time efficiencies and wasters.

Relate time management to your personal goals.

Develop daily, weekly and quarterly time management plans.

Define key words: procrastination, time management, time wasters

## **U3C10L4: Cadet Etiquette Guide (CORE)**

There will be many occasions in life that will encourage you to interact in a variety of social situations.

By knowing the rules of proper etiquette, you will not only make a good impression, but you will also be more relaxed and confident in not-so-familiar situations. In this lesson Cadets will explore the proper social conduct and behavior for a variety of situations, including the Cadet Ball.

Competency: *Apply the rules of etiquette to your role as a Cadet*

Lesson Objectives:

Prepare invitations and thank-you notes .

Exhibit appropriate etiquette when making introductions.

Demonstrate proper dining etiquette.45

Define key words: comradeship, curtly, dining-in, dining-out, etiquette, martial, monopolize, palate, place cards, protocol, receiving line, repast, sorbet, stag, stilted, tines

## **Chapter 11: NEFE High School Financial Planning**

Competencies:

Determine personal financial goals.

Plan personal financial goals.

Outline a personal budget.

Forecast personal savings and investments.

Appraise personal credit worthiness.

Relate insurance to current and future personal needs.

### **U3C11L1: NEFE Introduction: Setting Financial Goals (CORE)**

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 Cadets will compare your wants and needs. They will also set personal financial goals as the first step in creating their own financial plan.

Competency: *Determine personal financial goals*

Lesson Objectives:

Differentiate between needs and wants.

Describe how values can influence decisions.

Compare SMART goals.

Discuss how goals impact actions.

Define key words: delayed gratification, goal, needs, SMART goals, values, wants

### **U3C11L2: NEFE Unit 1 – Your Financial Plan: Where It All Begins (CORE)**

Many people find worries about money to be very stressful. However, with planning, you can reduce your money worries. Financial planning will help you have cash available to see a movie when you want to, buy new tires for your car, or someday buy furniture for your apartment. In this lesson Cadets will review their personal financial goals and create a plan to reach those goals.

Competency: *Plan personal financial goals*

Lesson Objectives:

Identify the components of the five-step financial planning process.

Review SMART goal elements.

Explain the purpose of a Personal Spending Record.

Discuss what influences financial decisions.

Explain the 3 Rs of Money (Reality, Responsibility, Restraint).

Compare the financial planning process and the decision-making process

Define key words: cash flow, decision-making, opportunity cost, restraint, SMART goals<sup>46</sup>



### **U3C11L3: NEFE Unit 2 – Budgeting: Making the Most of Your Money (CORE)**

What do you spend your money on? Do you take in more money than you spend, or do you find yourself needing to borrow money to make purchases? A budget is a useful way to help you identify where your money goes and figure out how to make the most of it. When you are in control of your spending, you are able to make your money work for you. In this lesson Cadets will create a personal budget that will match their financial goals.

Competency: *Outline a personal budget*

Lesson Objectives:

Identify the purpose of a budget.

Determine resources available for financial objectives.

Explain how to construct a simple budget.

Define key words: budget, cash management, expenses, Federal income tax, fixed expenses, gross income, income, Medicare tax, net income, payroll deductions, Social Security tax, State income tax, P.Y.F., taxes, variable expense

### **U3C11L4: NEFE Unit 3 – Investing: Making Your Money Work for You (CORE)**

You can earn money by working or receive money as gifts. Another way to earn money is to make your money work for you. You can earn interest on savings or receive earnings from smart investments. In this lesson Cadets will examine different ways to put their money to work by saving and investing.

They will also consider saving and investing habits that will help them meet their financial goals.

Competency: *Forecast personal savings and investments*

Lesson Objectives:

Describe reasons for saving and investing.

Describe how time, money, and rate of interest relate to meeting specific financial goals.

Describe basic investment principles.

Describe various savings and investment alternatives.

Define key words: bond, capital gain, compounding, diversification, earned interest, inflation, interest, invest, mutual fund, rate of return, Rule of 72, savings, stocks, time value of money

### **U3C11L5: NEFE Unit 4 – Good Debt, Bad Debt: Using Credit Wisely (CORE)**

Think of a time you borrowed money from a friend or family member. Were you able to build a good borrowing reputation by promptly repaying the money? Were the terms to repay the money fair? When you are in a situation when you need to make a large purchase such as a car, you might need to borrow money from a bank or other financial business. To use this type of credit wisely and avoid problems, you need to know what is involved. In this lesson Cadets will explore ways to use credit. They will also consider their rights and responsibilities of using credit.<sup>47</sup>

Competency: *Appraise personal credit worthiness*

Lesson Objectives:

Identify the advantages of using credit.

Identify the various costs related to credit.

Compare common sources for building credit.

Discuss the factors to consider to establish credit.

Define key words: annual fee, annual percentage rate (APR), bankruptcy, credit, credit history, credit report, debt, finance charge, grace period, interest, loan term

### **U3C11L6: NEFE Unit 5 - Insurance: Protecting What You Have (CORE)**

Have you ever been injured, in an accident, or had property damaged? Chances are, someone had to pay for those unexpected medical bills or costs for repairs. People use insurance as a way to protect themselves from unexpected losses. In this lesson Cadets will explore how different types of insurance protect them from losses. They will also uncover strategies to handle financial risk and ways to lower insurance costs.

Competency: *Relate insurance to current and future personal needs*

Lesson Objectives:

Describe how insurance works.

Identify general types of insurance, including health, property, life, disability, and liability.

Discuss the costs associated with insurance coverage.

Define key words: deductible, insurance, insurance premium, risk management

## **Chapter 12: Teaching Skills**

Competencies:

Prepare to teach.

Develop a lesson plan.

Use effective teaching methods to deliver instruction.

Incorporate a variety of learning strategies into a lesson plan.

Use feedback to enhance learning in the classroom.

Use Thinking Maps and Graphic Organizers as tools for teaching others.

### **U3C12L1: Preparing to Teach (CORE)**

Being an instructor, or an assistant instructor, will be a challenging experience for Cadets. It is for anyone - even experienced teachers. Instructing may also be a little frightening. The key to being an effective instructor is to make sure that you are well prepared. Plan your lesson carefully, review the material you will need to present, and make sure that you have located the supplies and materials you will need.

In this lesson Cadets will develop a list of "Teaching Tips" to help them teach more effectively. They will also learn to write effective competencies and learning objectives for their lesson.

Competency: *Prepare to teach*

Lesson Objectives:

Describe five critical elements you need to consider in preparing to teach.48

Write effective learning outcomes.

Describe at least six tips for planning a lesson.

Define key words: competency, learning objectives, learning outcomes, lesson plans, measurable, prerequisite, training aids

### **U3C12L2: Using and Developing Lesson Plans (CORE)**

During your life, both in school and out, you may be called upon to instruct others. It is important to know how to plan and execute a lesson. Lesson plans are essential tools used for teaching. Teachers use a lesson plan like an outline to organize their thoughts and the information students must learn to become competent in a skill, attitude or knowledge. In this learning plan Cadets will explore the components of a lesson plan and how to develop one.

Competency: *Develop a lesson plan*

Lesson Objectives:

Explain the purpose of a lesson plan.

Describe the four-phases of a lesson plan.

Relate teaching and learning to the four-phase lesson plan model.

Relate learning activities to learning objectives .

Associate active learning principles to effective lesson plan development

Define key words: energizer, facilitator, focus, gather, inquire, process, reflection

### **U3C12L3: Delivering Instruction (CORE)**

From time-to-time, Cadets may be required to present a portion of the course content.

When this occurs, they will need to know some of the finer points necessary to teach that instruction. Recall that in

Preparing to Teach, they learned how to: prepare yourself to teach, develop learning outcomes (competencies and learning objectives), and use training aids. In Using and Developing Lesson Plans, they learned how to develop four-phase lesson plans (inquire, gather, process, and apply). They may want to review all or a portion of that material before proceeding with this lesson. In this lesson Cadets will learn different teaching methods and when to use each method, such as demonstration and lecture, five practical exercise formats, and the rehearsal process.

Competency: *Use effective teaching methods to deliver instruction.*

Lesson Objectives:

Compare lesson objectives to learning objectives.

Distinguish among the seven teaching methods.

Identify the five types of practice exercises.

Define key words: brainstorming, case study, coach-pupil exercises, conference,

discussion, facilitate, gaming, group performance, independent exercises, lecture, practical exercises, role-play, team practical exercises

## **U3C12L4: Using Variety in Your Lesson Plan (CORE)**

In Lesson 3: Delivering Instruction Cadets examined a variety of teaching methods, some involving individual effort and others encompassing group work. It's often noted 49

that instructors deliver their instruction in a way that supports their own learning style. Learning activities may be creative, motivating and effective for some types of learners, but an entire lesson of the same type of activity will often “lose” other learners. Adding variety to your lesson plan development will also engage a variety of learner types as well. In this lesson Cadets will examine a variety of learning activity strategies.

*Competency: Incorporate a variety of strategies into a lesson plan*

Lesson Objectives:

Assess the benefits of using cooperative learning strategies in the classroom.

Select cooperative learning strategies that encourage team building.

Select cooperative learning strategies that requires students to respond to questions posed in the lesson.

Select cooperative learning strategies that help learners gather, share, and learn a great deal of material in a short amount of time.

Explain how incorporating a variety of learning styles and multiple intelligences benefit learners in a classroom.

Define key words: cooperative learning strategy, team-building exercise

### **U3C12L5: Thinking Maps® and Graphic Organizers (CORE)**

Visual tools are excellent tools for learning the structure of thinking skills. They provide a powerful visual picture of information and allows the mind “to see” patterns and relationships. Some tools are perfect for simple brainstorming; others graphically organize how we look at content such as the life cycles in science, and another relates directly to a thinking skill or process. Each kind of visual tool encourages cooperative learning. The JROTC curriculum uses both graphic organizers and Thinking Maps® within their lesson plans. In this lesson Cadets will examine the various types of visual tools and use them as they continue to improve their teaching skills.

*Competency: Use Thinking Maps® and Graphic Organizers as tools for teaching others*

Lesson Objectives:

Identify the factors associated with brain-based learning.

Describe the benefits of graphic organizers and Thinking Maps® to the learner.

Compare types of graphic organizers and Thinking Maps®.

Match thinking processes in learning to Thinking Maps® and graphic organizers.

Define key words: Bridge Map: analogies, Circle Map: defining in context, Bubble Map: describing, Multi-Flow Map: cause and effect, Tree Map: classifying, Double Bubble Map: comparing and contrasting, Brace Map: part-whole relationships, Flow Map: sequencing, thinking process

### **U3C12L6: Using Feedback in the Classroom (CORE)**

We are all familiar with courses that consist of readings, lectures, assigned writings, and tests. In traditional courses like these, individualized comments from instructors to their students are often limited to grades on papers, quizzes, exams, and the final grade.

However, 49

# Curriculum Outline

## Unit 1 – Citizenship in Action

**Purpose:** Engages students in the practice of basic citizenship customs, traditions and in the exploration of opportunities for non-military and military national service. Orients students to the purpose of the Army JROTC Program and to their roles as Cadets. Provides opportunities to become familiar with the Department of Defense, examining how all branches of the U.S. Armed Forces work together to serve the nation by defending democracy and maintaining peace. Also provides opportunities to learn about major, non-military service organizations. Program of Instruction

| LET 1     | LET 2  | LET 3 | LET 4               | Total  |
|-----------|--------|-------|---------------------|--------|
| Required: | 18 hrs | 2 hrs | 6 hrs               | 26 hrs |
| Elective: |        |       | 12 hrs (additional) |        |

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

### **U3C8L2: Plan and Train for Your Exploratory Project (CORE each LET)**

There are several things to consider before undertaking service learning. Planning ahead will prepare Cadets mentally and physically to undertake the challenge. Before they select their own service learning project, they will learn how to plan a service learning project by planning an exploratory service learning project. In this lesson Cadets will work with a team to plan an exploratory service learning project and demonstrate the steps to conducting a proper service learning experience.

Competency: *Prepare for a service learning project*

Lesson Objectives:

Identify the steps needed in 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

### **U3C8L3: Project Reflection and Integration (CORE each LET)**

Now that Cadets have an idea of what service learning is all about, what comes next? After the exploratory project, Cadets will be able to determine and conduct appropriate service learning activities. In this lesson Cadets will evaluate the effectiveness of the exploratory project completed in Lesson 2, as well as consider new ideas for integration throughout the JROTC curriculum.

Competency: *Evaluate the effectiveness of a service learning project*

Lesson Objectives:

Relate the projected goals of a service learning project to the project results.

Assess the role of structured reflection in extending 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

## **Chapter 9: Career Planning**

Competencies:

Investigate a career.

Assemble a personalized career portfolio.

Relate the military to your career goals.

Create a College Preparation Action Plan.42



### **U3C9L1: Career Exploration Strategy (CORE)**

Developing a satisfying career requires careful planning and informed decisions. This is an exciting time for you, but it can also be overwhelming. You must spend time gathering information, comparing alternatives, and thinking about your personal preferences related to your career. In this lesson Cadets will examine careers that match your interests and abilities.

Competency: *Investigate a career*

Lesson Objectives:

Identify personal strengths and interests and link them to possible career paths.

Identify jobs/careers of interest.

Explain the difference between a job and a career.

Determine qualifications and education/training necessary for desired career.

Discuss the effects of education and training on a career.

Identify the steps in developing a career exploration strategy.

Analyze future job trends.

Define key words: advancement, attitude, career, employee, entrepreneur, headhunter, human resources, internship, job, job posting, mentor, occupation, profession, promotion, qualifications, telecommuting, virtual worker, vocation

### **U3C9L2: Career Development Portfolio (CORE)**

The better Cadets prepare, the better their chances of achieving success and doing something that they enjoy. A career portfolio is a tool that helps them document evidence of their successes. The portfolio provides information about them and their achievements over time. It is a type of scrapbook that contains evidence of their accomplishments, their educational development, and their career growth.

By maintaining an up-to-date portfolio, they will be able to quickly reference needed information when applying for jobs, colleges, or scholarships. In this lesson Cadets will gather evidence of their accomplishments to start their own career portfolio.

Competency: *Assemble a personalized career portfolio*

Lesson Objectives:

Explain the importance of developing and maintaining a career portfolio.

Identify components to include in a career portfolio

Identify what best represents personal achievements and goals.

Describe documents to include in a career portfolio.

Define key words: employment application, interview, networking, portfolio, resume, success

### **U3C9L3: Military Career Opportunities (CORE)**

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same time. In this lesson Cadets will explore military careers. They will match military opportunities to your career interests.43

Competency: *Relate the military to your career goals*

Lesson Objectives:

Explain the difference between the three career paths available in the U.S. Armed Forces.

Identify four ways to become a commissioned officer.

Identify basic enlistment qualifications and the four-step process required to enter the military.

Describe benefits provided to enlisted members of the military.

Describe the purpose of the Selective Service.

Define key words: active duty, commissary, counterpart, enlistment, exchange, prerequisite, recruiter, reserves

### **U3C9L4: College Preparation (CORE)**

What are Cadet's plans after high school? Will they work, enlist in the military, or attend college? This lesson will help them prepare for college. In this learning plan Cadets will explore different types of colleges, the admissions process, and ways to finance college. They will also outline a plan for education and training after high school.

Competency: *Create a College Preparation Action Plan*

Lesson Objectives:

Discuss different types of colleges.

Describe the admissions process.

Explore ways to finance college.

Identify educational institutions and majors that fit personal needs.

Describe documents. Define key words: academic, admissions, aptitude tests, college, distance education, financial aid, grants, registration, scholarships, tuition, university

## **Chapter 10: Planning Skills and Social Responsibility**

Competencies:

Apply effective decision-making process to personal situations.

Develop a personal goals action plan.

Develop a personal time management plan.

Apply the rules of etiquette to your role as a Cadet.

### **U3C10L1: Making The Right Choices (CORE)**

Decisions we make can shape our lives. Whether we make these decisions consciously or unconsciously, they represent how we respond to the opportunities, challenges, and uncertainties of life. How do you make decisions for your own life? In this lesson you will reference and apply a five-step decision-making process to real life situations.

Competency: *Apply effective decision-making process to personal situations*

Lesson Objectives:

Relate how decision-making impacts life.

Distinguish between decision-making and problem solving.

Distinguish among effective and ineffective decision-making strategies.44

Identify the features and benefits of the decision-making processes.  
Define key words: criteria filter, idleness, intuition, routinization

### **U3C10L2: Goals and Goal Setting (CORE)**

Think of your goal as your destination. The most efficient way to get from one place to another is to identify the final destination and follow a map that will guide you in your journey. Goals give you direction and keep you focused on a purpose. If you go through life without goals, you will probably waste a lot of time and energy. Setting and achieving goals is one way to achieve a more fulfilling life. In this lesson Cadets will explore the meaning of goals for their own life and how to establish criteria to attain them.

Competency: *Develop a personal goals action plan*

Lesson Objectives:

Define goals.

Differentiate between short-, medium-, and long-term goals.

Analyze goals to determine what makes goals meaningful.

Identify with criteria for well-defined goals.

Define key words: goals, goal-setting, long-term goal, mid-term goal, short-term goal

### **U3C10L3: Time Management (CORE)**

Every day you are given a new gift — the gift of time. But how do you use this gift? When you take responsibility for how you spend your time, by planning your day and building a schedule to achieve your goals, you are practicing time management. This lesson will help Cadet examine how they spend their time and execute a time management plan that will allow them to successfully meet their goals.

Competency: *Develop a personal time management plan*

Lesson Objectives:

Distinguish between time efficiencies and wasters.

Relate time management to your personal goals.

Develop daily, weekly and quarterly time management plans.

Define key words: procrastination, time management, time wasters

### **U3C10L4: Cadet Etiquette Guide (CORE)**

There will be many occasions in life that will encourage you to interact in a variety of social situations.

By knowing the rules of proper etiquette, you will not only make a good impression, but you will also be more relaxed and confident in not-so-familiar situations. In this lesson Cadets will explore the proper social conduct and behavior for a variety of situations, including the Cadet Ball.

Competency: *Apply the rules of etiquette to your role as a Cadet*

Lesson Objectives:

Prepare invitations and thank-you notes .

Exhibit appropriate etiquette when making introductions.

Demonstrate proper dining etiquette.45

Define key words: comradeship, curtly, dining-in, dining-out, etiquette, martial, monopolize, palate, place cards, protocol, receiving line, repast, sorbet, stag, stilted, tines

## **Chapter 11: NEFE High School Financial Planning**

Competencies:

Determine personal financial goals.

Plan personal financial goals.

Outline a personal budget.

Forecast personal savings and investments.

Appraise personal credit worthiness.

Relate insurance to current and future personal needs.

### **U3C11L1: NEFE Introduction: Setting Financial Goals (CORE)**

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 Cadets will compare your wants and needs. They will also set personal financial goals as the first step in creating their own financial plan.

Competency: *Determine personal financial goals*

Lesson Objectives:

Differentiate between needs and wants.

Describe how values can influence decisions.

Compare SMART goals.

Discuss how goals impact actions.

Define key words: delayed gratification, goal, needs, SMART goals, values, wants

### **U3C11L2: NEFE Unit 1 – Your Financial Plan: Where It All Begins (CORE)**

Many people find worries about money to be very stressful. However, with planning, you can reduce your money worries. Financial planning will help you have cash available to see a movie when you want to, buy new tires for your car, or someday buy furniture for your apartment. In this lesson Cadets will review their personal financial goals and create a plan to reach those goals.

Competency: *Plan personal financial goals*

Lesson Objectives:

Identify the components of the five-step financial planning process.

Review SMART goal elements.

Explain the purpose of a Personal Spending Record.

Discuss what influences financial decisions.

Explain the 3 Rs of Money (Reality, Responsibility, Restraint).

Compare the financial planning process and the decision-making process

Define key words: cash flow, decision-making, opportunity cost, restraint, SMART goals<sup>46</sup>

### **U3C11L3: NEFE Unit 2 – Budgeting: Making the Most of Your Money (CORE)**

What do you spend your money on? Do you take in more money than you spend, or do you find yourself needing to borrow money to make purchases? A budget is a useful way to help you identify where your money goes and figure out how to make the most of it. When you are in control of your spending, you are able to make your money work for you. In this lesson Cadets will create a personal budget that will match their financial goals.

Competency: *Outline a personal budget*

Lesson Objectives:

Identify the purpose of a budget.

Determine resources available for financial objectives.

Explain how to construct a simple budget.

Define key words: budget, cash management, expenses, Federal income tax, fixed expenses, gross income, income, Medicare tax, net income, payroll deductions, Social Security tax, State income tax, P.Y.F., taxes, variable expense

### **U3C11L4: NEFE Unit 3 – Investing: Making Your Money Work for You (CORE)**

You can earn money by working or receive money as gifts. Another way to earn money is to make your money work for you. You can earn interest on savings or receive earnings from smart investments. In this lesson Cadets will examine different ways to put their money to work by saving and investing.

They will also consider saving and investing habits that will help them meet their financial goals.

Competency: *Forecast personal savings and investments*

Lesson Objectives:

Describe reasons for saving and investing.

Describe how time, money, and rate of interest relate to meeting specific financial goals.

Describe basic investment principles.

Describe various savings and investment alternatives.

Define key words: bond, capital gain, compounding, diversification, earned interest, inflation, interest, invest, mutual fund, rate of return, Rule of 72, savings, stocks, time value of money

### **U3C11L5: NEFE Unit 4 – Good Debt, Bad Debt: Using Credit Wisely (CORE)**

Think of a time you borrowed money from a friend or family member. Were you able to build a good borrowing reputation by promptly repaying the money? Were the terms to repay the money fair? When you are in a situation when you need to make a large purchase such as a car, you might need to borrow money from a bank or other financial business. To use this type of credit wisely and avoid problems, you need to know what is involved. In this lesson Cadets will explore ways to use credit. They will also consider their rights and responsibilities of using credit.<sup>47</sup>

Competency: *Appraise personal credit worthiness*

Lesson Objectives:

Identify the advantages of using credit.

Identify the various costs related to credit.

Compare common sources for building credit.

Discuss the factors to consider to establish credit.

Define key words: annual fee, annual percentage rate (APR), bankruptcy, credit, credit history, credit report, debt, finance charge, grace period, interest, loan term

### **U3C11L6: NEFE Unit 5 - Insurance: Protecting What You Have (CORE)**

Have you ever been injured, in an accident, or had property damaged? Chances are, someone had to pay for those unexpected medical bills or costs for repairs. People use insurance as a way to protect themselves from unexpected losses. In this lesson Cadets will explore how different types of insurance protect them from losses. They will also uncover strategies to handle financial risk and ways to lower insurance costs.

Competency: *Relate insurance to current and future personal needs*

Lesson Objectives:

Describe how insurance works.

Identify general types of insurance, including health, property, life, disability, and liability.

Discuss the costs associated with insurance coverage.

Define key words: deductible, insurance, insurance premium, risk management

## **Chapter 12: Teaching Skills**

Competencies:

Prepare to teach.

Develop a lesson plan.

Use effective teaching methods to deliver instruction.

Incorporate a variety of learning strategies into a lesson plan.

Use feedback to enhance learning in the classroom.

Use Thinking Maps and Graphic Organizers as tools for teaching others.

### **U3C12L1: Preparing to Teach (CORE)**

Being an instructor, or an assistant instructor, will be a challenging experience for Cadets. It is for anyone - even experienced teachers. Instructing may also be a little frightening. The key to being an effective instructor is to make sure that you are well prepared. Plan your lesson carefully, review the material you will need to present, and make sure that you have located the supplies and materials you will need.

In this lesson Cadets will develop a list of "Teaching Tips" to help them teach more effectively. They will also learn to write effective competencies and learning objectives for their lesson.

Competency: *Prepare to teach*



Lesson Objectives:

Describe five critical elements you need to consider in preparing to teach.48

Write effective learning outcomes.

Describe at least six tips for planning a lesson.

Define key words: competency, learning objectives, learning outcomes, lesson plans, measurable, prerequisite, training aids

### **U3C12L2: Using and Developing Lesson Plans (CORE)**

During your life, both in school and out, you may be called upon to instruct others. It is important to know how to plan and execute a lesson. Lesson plans are essential tools used for teaching. Teachers use a lesson plan like an outline to organize their thoughts and the information students must learn to become competent in a skill, attitude or knowledge. In this learning plan Cadets will explore the components of a lesson plan and how to develop one.

Competency: *Develop a lesson plan*

Lesson Objectives:

Explain the purpose of a lesson plan.

Describe the four-phases of a lesson plan.

Relate teaching and learning to the four-phase lesson plan model.

Relate learning activities to learning objectives .

Associate active learning principles to effective lesson plan development

Define key words: energizer, facilitator, focus, gather, inquire, process, reflection

### **U3C12L3: Delivering Instruction (CORE)**

From time-to-time, Cadets may be required to present a portion of the course content. When this occurs, they will need to know some of the finer points necessary to teach that instruction. Recall that in

Preparing to Teach, they learned how to: prepare yourself to teach, develop learning outcomes (competencies and learning objectives), and use training aids. In Using and Developing Lesson Plans, they learned how to develop four-phase lesson plans (inquire, gather, process, and apply). They may want to review all or a portion of that material before proceeding with this lesson. In this lesson Cadets will learn different teaching methods and when to use each method, such as demonstration and lecture, five practical exercise formats, and the rehearsal process.

Competency: *Use effective teaching methods to deliver instruction.*

Lesson Objectives:

Compare lesson objectives to learning objectives.

Distinguish among the seven teaching methods.

Identify the five types of practice exercises.

Define key words: brainstorming, case study, coach-pupil exercises, conference, discussion, facilitate, gaming, group performance, independent exercises, lecture, practical exercises, role-play, team practical exercises

### **U3C12L4: Using Variety in Your Lesson Plan (CORE)**

In Lesson 3: Delivering Instruction Cadets examined a variety of teaching methods, some involving individual effort and others encompassing group work. It's often noted 49

that instructors deliver their instruction in a way that supports their own learning style. Learning activities may be creative, motivating and effective for some types of learners, but an entire lesson of the same type of activity will often “lose” other learners. Adding variety to your lesson plan development will also engage a variety of learner types as well. In this lesson Cadets will examine a variety of learning activity strategies.

Competency: *Incorporate a variety of strategies into a lesson plan*

Lesson Objectives:

Assess the benefits of using cooperative learning strategies in the classroom.

Select cooperative learning strategies that encourage team building.

Select cooperative learning strategies that requires students to respond to questions posed in the lesson.

Select cooperative learning strategies that help learners gather, share, and learn a great deal of material in a short amount of time.

Explain how incorporating a variety of learning styles and multiple intelligences benefit learners in a classroom.

Define key words: cooperative learning strategy, team-building exercise

### **U3C12L5: Thinking Maps® and Graphic Organizers (CORE)**

Visual tools are excellent tools for learning the structure of thinking skills. They provide a powerful visual picture of information and allows the mind “to see” patterns and relationships. Some tools are perfect for simple brainstorming; others graphically organize how we look at content such as the life cycles in science, and another relates directly to a thinking skill or process. Each kind of visual tool encourages cooperative learning. The JROTC curriculum uses both graphic organizers and Thinking Maps® within their lesson plans. In this lesson Cadets will examine the various types of visual tools and use them as they continue to improve their teaching skills.

Competency: *Use Thinking Maps® and Graphic Organizers as tools for teaching others*

Lesson Objectives:

Identify the factors associated with brain-based learning.

Describe the benefits of graphic organizers and Thinking Maps® to the learner.

Compare types of graphic organizers and Thinking Maps®.

Match thinking processes in learning to Thinking Maps® and graphic organizers.

Define key words: Bridge Map: analogies, Circle Map: defining in context, Bubble Map: describing, Multi-Flow Map: cause and effect, Tree Map: classifying, Double Bubble Map: comparing and contrasting, Brace Map: part-whole relationships, Flow Map: sequencing, thinking process

### **U3C12L6: Using Feedback in the Classroom (CORE)**

We are all familiar with courses that consist of readings, lectures, assigned writings, and tests. In traditional courses like these, individualized comments from instructors to their students are often limited to grades on papers, quizzes, exams, and the final grade. However, comments of this sort come well after instructors have evaluated learners on their

course work. If there is any impact on learning, it will come during the next phase, in another course, or in some follow-up activity.50

Such after-the-fact comments often contribute little to learning because they come too late for learners to take corrective action. On the other hand, the most important task you have as an instructor may be to provide information that learners can use to improve themselves during the course. Such information guides learners while they still can take corrective action. In this lesson Cadets will learn techniques for giving effective, timely feedback that enhances the learning process.

Competency: *Use feedback to enhance learning in the classroom.*

Lesson Objectives:

Describe the purpose of feedback in the classroom.

Explain four ways that feedback can be effective.

Identify the five characteristics or conditions of effective feedback.

Identify the basic ground rules and tips for giving effective feedback.

Define key words: acceptability, clarify, comprehensive, constructive, conviction, criteria, feedback, flexibility, jargon, modify, objectivity, preconceived, rapport, reinforce<sup>51</sup>

## Unit 4 – Wellness, Fitness and First Aid

**Purpose:** Provides information and tools Cadets need to take responsibility for physical and mental wellness. Cadets assess their personal status and develop plans for improving nutrition/exercise habits and for controlling stress. This unit also helps Cadets make responsible choices about substance use and to prevent substance abuse. In addition Cadets develop proficiency in providing basic first aid. Program of Instruction

| LET 1 | LET 2 | LET 3 | LET 4              | Total |
|-------|-------|-------|--------------------|-------|
|       |       |       | 28 hrs             |       |
|       |       |       | 12hrs (additional) |       |