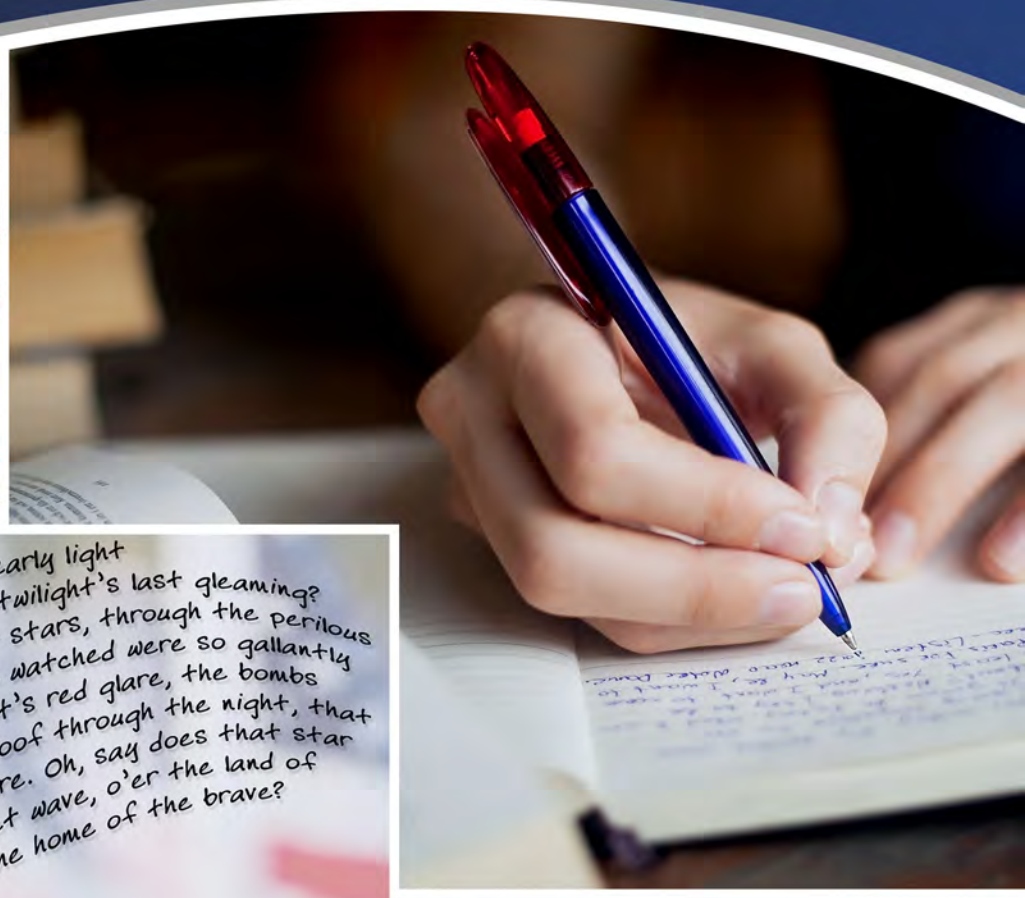
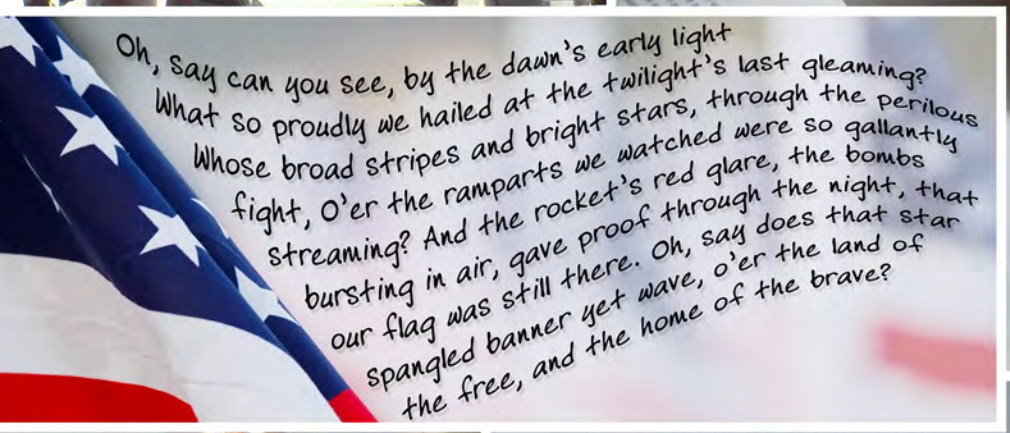
ARMY JROTC

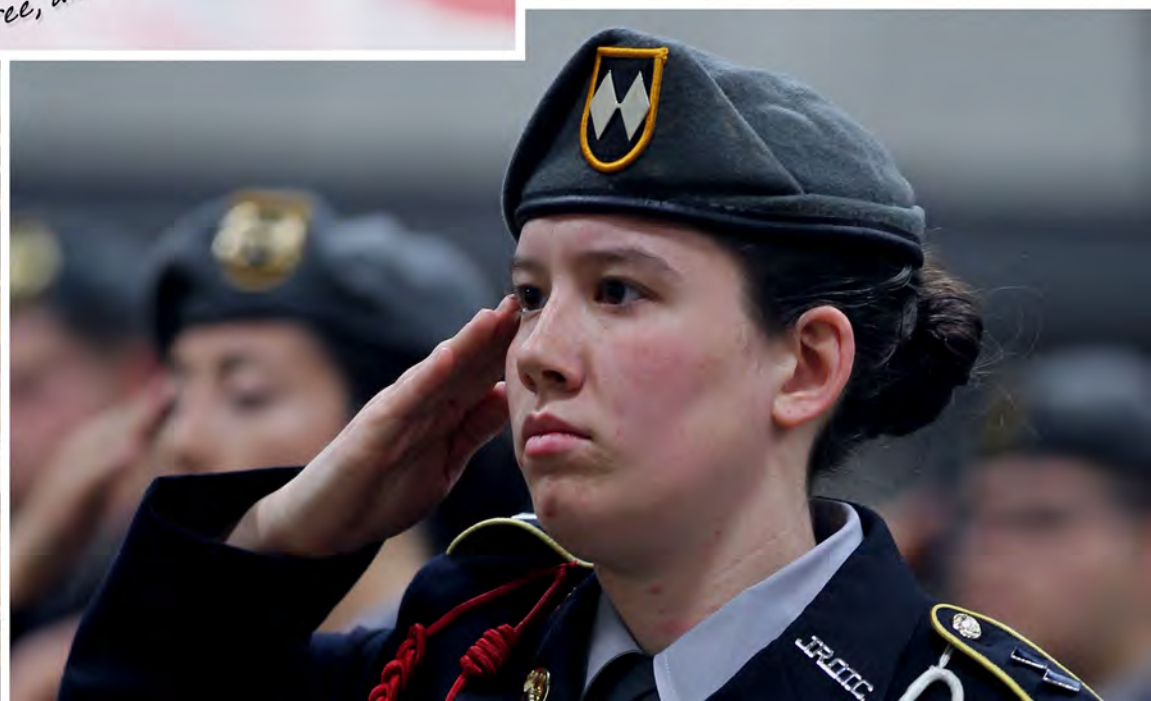
LEADERSHIP 1

Education and Training

UNIT 1: LET 1 - THE EMERGING LEADER







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ARMY JROTC

LEADERSHIP
Education and Training

UNIT 1: LET 1
The Emerging Leader

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

HEADQUARTERS, DEPARTMENT OF THE ARMY

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Preface

Unit 1 - Leadership Education and Training: The Emerging Leader is the first of four courses in the Army Junior Reserve Officers' Training Corps (JROTC) high school program. This textbook supports twenty-two lessons designed for you, a first-year Cadet. It will be an invaluable resource of content as you work on your learning activities.

The JROTC program is designed to help develop strong leaders and model citizens. As a first year Cadet you'll be introduced to content that will help the leader within you emerge.

The knowledge, skills, and abilities you will acquire in this unit are covered in six chapters:

Chapter 1: JROTC Foundations introduces you to the mission of the program and how it helps prepare you for personal success and active citizenship. You'll be exposed to the traditions, organizational structure, and disciplines of JROTC and begin putting into practice the customs and courtesies that are important in the program.

Chapter 2: Personal Growth and Behaviors focuses on you! In this chapter, you'll take a close look at your behavioral preferences, interpersonal skills and strategies to help build your personal success in the classroom, the JROTC program, and your community.

Chapter 3: Team Building introduces you to the discipline and structure of military drill. Your individual role responding to commands and moving with precision is essential when participating in drill exercises at future competitions or community events.

Chapter 4: Decision Making introduces you to a process and system for addressing goals and handling conflict, both internal and with others.

Chapter 5: Health and Fitness looks at stress and its effect on your health. In this chapter, you will examine ways to address and manage stress in life. Physical fitness is one effective strategy for maintaining health and is an essential component of the JROTC program.

Chapter 6: Service Learning is a required element of the JROTC program. In Leadership Education Training (LET) 1, you will learn the features and benefits of service learning for your community, yourself, and your program.

Textbook Organization

Chapters are divided into several lessons, which correlate with Student Learning Plans that are provided in your Unit 1 Cadet Notebook. Each lesson identifies a lesson competency called ***What You Will Learn to Do*** and the lesson's ***Learning Objectives***. Section headings and sub-headings throughout the lesson text clearly point to each learning objective in the lesson.

Key Words are vocabulary identified on the lesson cover page. These are highlighted and defined throughout the lesson text.

Every lesson asks an ***Essential Question*** requiring a thoughtful written response about the purpose of the lesson. Answer the question at the beginning of the lesson and then check your response again at the lesson conclusion. It may change as you build your knowledge and skills!

Content Enhancements and ***Content Highlights*** are bonus text sections that support the lesson, and are there to provide additional information of interest about the lesson topic.

At the end of each lesson text is a ***Conclusion***, which serves as a concise wrap up and stepping stone to the next lesson in the text. Within the conclusion is the ***Lesson Check-up***, which includes a few questions to check your knowledge of content presented, and consider how you will apply what you learned to your own life.

Acknowledgements

The Unit 1 - Leadership and Education Training: The Emerging Leader textbook is a collaborative effort overseen by Army JROTC Education and Curriculum Division Chief of Cadet Command at Fort Knox, Kentucky. This text supports a new four-year core framework of Leadership Education and Training (LET). While ***Unit 1: The Emerging Leader*** provides content for skills and ability essential for a LET 1 Cadet, ***Unit 2: The Developing Leader*** will provide deeper content and additional outcomes for the LET 2 Cadet. ***Unit 3: The Supervising Leader*** continues to build on previous leadership learning outcomes by presenting content and activities that supports the LET 3 Cadet. Finally, LET 4 Cadets have unique opportunities and challenges, and ***Unit 4: The Managing Leader*** will help prepare them for successful launch into their post-high school career.

A project of this magnitude and quality cannot be developed without the subject matter expertise of AJROTC instructors and contracted education consultants. A special thanks for their valuable contribution to this quality project goes to: 1SG (retired) Mona Venning, PhD from Coretta Scott King Young Women's Leadership Academy in Atlanta, Georgia; COL (retired) Jimmie Sizemore from Clay County High School in Manchester, Kentucky; COL (retired) Jonathan Robinson from Batesburg Leesville High School in Batesburg, South Carolina; SSG (retired) Jerry Washington and 1SG (retired) Martin Telles from Ganesha High School, Pomona, California; MAJ (retired) Tiburcio Macias, Jr. from Highlands High School in San Antonio, Texas; MAJ (retired) John Cook from Pemberton High School in Pemberton, New Jersey; SFC (retired) Robert Kujawa from Lawrence High School, in Lawrence, Massachusetts; CSM (retired) Terry Watts from Charlotte Mecklenburg Schools in Charlotte, North Carolina; MAJ (retired) Michael Farley from Calumet High School in Calumet, Michigan; LTC (retired) Teresa Galgano Deputy from Lee County School District JROTC in Fort Meyers, Florida; SFC (retired) David Myers, Jr. from MacArthur High School in Houston, Texas; 1SG (retired) Brian Edwards from Mallard Creek High School in Charlotte, North Carolina; COL (retired) Steven Scioneaux from Southwest High School in Fort Worth, Texas; MAJ (retired) Bruce Daniel and SGM (retired) Paulette Nash from Diamond Hill High School in Fort Worth, Texas; CSM (retired) James Esters from O.D. Wyatt High School in Fort Worth, Texas; CSM (retired) Dennis Floden from West Creek High School in Clarksville, Tennessee; 1SG (retired) Larry Lepkowski from Montgomery-Central High School in Cunningham, Tennessee; LTC (retired) Scott Maryott Director of Army Instruction from Washoe County School District in Reno, Nevada; LTC (retired) Harry Cunningham from Smith-Cotton High School in Sedalia, Missouri; and SGM (retired) Arthur Hayes, Jr. from District of Columbia Public Schools in Washington, D.C.

A special expression of gratitude to AFJROTC Holm Center Curriculum for their contribution of content from their *Leadership Education 100 Traditions, Wellness, and Foundations of Citizenship* student textbook.

CHAPTER 1

Figure 1.0

JROTC FOUNDATIONS

Chapter Outline

LESSON 1: Introducing JROTC (p.4)
How will JROTC help you become a better citizen?

LESSON 2: JROTC: The Organization and Traditions of Service Programs (p.14)
How does the chain of command facilitate the operations of a large structured organization?

LESSON 3: Customs and Courtesies of JROTC (p.50)
How do customs used in JROTC demonstrate respect for our nation and the JROTC program?

LESSON 4: Social Etiquette and Manners (p.66)
Why are social etiquette and manners important?

Some content in this chapter is printed with permission from "AFJROTC Leadership Education 100."

Introducing JROTC

Key words

- **Cadet**
- **challenges**
- **JROTC**
- **leadership**
- **mantle**
- **mission**
- **motivate**
- **National Defense Act**
- **opportunities**
- **unique**

What You Will Learn to Do

Describe how the Army JROTC program promotes personal success and citizenship

Linked Core Abilities

- Build your capacity for life-long learning

Learning Objectives

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

Essential Question

How will JROTC help you become a better citizen?

Introduction

Welcome!

If this is your first adventure into the Army **JROTC** program—welcome to the team! You are among a special group of high school students headed for success!

Your participation as a student, or **Cadet,** in this program shows your willingness to make the most of your high school education. Whatever your reason for taking this course, every member of Army JROTC is special and brings a different cultural dimension to the program. We are proud that you elected to be a part of a unique team—a team of winners!

Some employers spend millions of dollars training their employees to excel in many of these same skills and attitudes. By taking the JROTC course, you have an advantage over thousands of other young people who are seeking their place in the world.

Figure 1.1.1

What You'll Do in JROTC

All JROTC programs develop Cadets' citizenship, character, **leadership** traits, and responsibility. Cadets participate in community service, drill and ceremonies, and traditional educational programs. They have uniform inspections. They study military history and customs, and take part in fitness training.

Key words

JROTC:
Junior Reserve Officers' Training Corps, a program that teaches high school students the values of good citizenship while giving them an introduction to the U.S. Army

Cadet:
A high school student enrolled in the leadership and citizenship activities through Junior Reserve Officers' Training Corps

leadership:
The ability to influence, lead, or guide others so as to accomplish a mission in the manner desired

While in the program, you will learn a wide range of life skills for success in school, work, and family. You will participate in social events, drill competition, field trips, and other special activities. You will wear the uniform as directed by your service instructor. Most importantly, you will learn to be a productive and valued citizen in your community.

JROTC in Your School

Today, more than 3,000 high schools nationwide and overseas offer Air Force, Army, Navy, Marine Corps, and Coast Guard JROTC classes.

Army JROTC today has programs in more than 1,700 schools. Units are in every state in the nation and in American schools overseas. Cadet numbers have grown to more than 300,000. A minimum of 100 Cadets, or 10 percent of the school's students in grades 9–12, are organized into a chain of command that makes up an Army JROTC unit.

Generally, schools interested in a JROTC program must apply and meet criteria set by each military service. Schools are chosen to ensure fair and equitable coverage nationwide. Students must be U.S. citizens and enrolled in the ninth grade or higher.

MORE THAN SCHOOL WORK

In JROTC, your classes are designed to help you grow as a leader and citizen. You may have the opportunity to participate in a number of co-curricular activities offered by JROTC:

Figure 1.1.2

- ***JROTC Leadership and Academic Bowl (JLAB):*** A program for challenging Cadets to learn values of leadership and citizenship, while preparing for higher education milestones like college entrance exams.

Figure 1.1.3

- ***Raider Challenge:*** A competitive program for Cadets in five different leadership skill events.

Figure 1.1.4

- ***STEM (Science, Technology, Engineering, and Mathematics) Camp:***
  A one-week college residential program of STEM labs with interaction with college-level professors, graduate, and undergraduate students.

Figure 1.1.5

- ***Air Rifle Competitions:***
  Competitive marksmanship program to promote teamwork, self-confidence, and esprit de corps.

Figure 1.1.6

- ***JROTC Cadet Leadership Challenge (JCLC):***
  A program opportunity for Cadets to practice leadership and teamwork skills in a hands-on leadership setting.

Figure 1.1.7

- ***Drill Competitions:***
  Competitive drill program in both regulation and exhibition categories.

Army JROTC History

As a Cadet in the Junior Reserve Officers' Training Corps, you are part of an honored national tradition. You are among those valued young people who are being prepared to be tomorrow's leaders. By joining JROTC, you will gain tremendous insight into a citizenship program that will give you a **unique** educational experience. It will also make you aware of your rights, duties, and privileges as a citizen.

The Army JROTC came into being in 1916 when Congress passed the **National Defense Act**. Six units in high schools started operating with military equipment loaned from the federal government. Active duty soldiers were instructors. The Reserve Officers' Training Corps Vitalization Act of 1964 opened up JROTC to the other services and replaced most of the active duty instructors with retirees who work for, and are cost-shared by, the schools.

Key words

unique:
Being the only one of its kind

National Defense Act:
Enacted in 1916, this act officially created the Reserve Officers' Training Corps, of which Junior ROTC is a part

Content Enhancement:

PARTRIDGE'S ACADEMY

In 1819, Captain Alden Partridge, a former Superintendent of the United States Military Academy at West Point, founded the American Literary, Scientific, and Military Academy in Norwich, Vermont. This academy is now known as Norwich University. Military studies were a major part of the academy's course work. Captain Partridge felt that if his Cadets were not prepared to defend their country's rights, their education was incomplete.

In addition to extensive drill practice and physical training, Cadets studied Latin, Greek, Hebrew, French, English, ten types of mathematics, five types of law, and military history dating back to biblical times.

Captain Partridge's Academy was so successful that the idea of combining military studies with regular classes spread to other schools in the United States.

Figure 1.1.8

Figure 1.1.9

Army JROTC Purpose and Program Outcomes

JROTC prepares high school students for responsible leadership roles while making them aware of the benefits of citizenship. Classroom and outside activities, including service learning projects, become **opportunities** to acquire the knowledge, discipline, and sense of responsibility that are necessary to take charge of one's future. The result is responsible Cadets who are sure of themselves, can think on their own, and can express their ideas and opinions clearly and concisely.

The program outcomes of the JROTC program are:

- Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce
- Engage in civic and social concerns in the community, government, and society
- Graduate prepared to succeed in post-secondary options and career pathways
- Make decisions that promote positive social, emotional, and physical health
- Value the role of the military and other service organizations

Key words

opportunities:
A favorable or advantageous circumstance or combination of circumstances

mission:
A specific job given to a person or group of persons to accomplish

motivate:
Provide a need or a purpose which causes a person to want to do something

Mission, Challenges, and Benefits

The **mission** of JROTC is to **motivate** young people to be better citizens. You are the focus of Army JROTC's mission. In fact, you are the whole point of Army JROTC—it is devoted to your growth, both as a student and as a person. This program is a cooperative effort on the part of the Army and your host school.

Figure 1.1.10

Key words

challenges:
To arouse the interest of one's actions or efforts; to stimulate; the quality of requiring full use of one's abilities, energy, and resources; to demand identification from someone before they are allowed to enter or pass

mantle:
An important role or responsibility that passes from one person to another

JROTC will give you an opportunity for total development and self-improvement. JROTC teaches self-discipline, confidence, and pride in a job well done, and it offers you **challenges** and opportunities to:

- Sharpen your communication skills
- Promote and encourage citizenship through participation in community service projects
- Develop your leadership potential
- Strengthen your self-esteem
- Improve your physical fitness
- Provide incentives to live drug-free
- Promote your graduation from high school and develop a solid foundation for career development

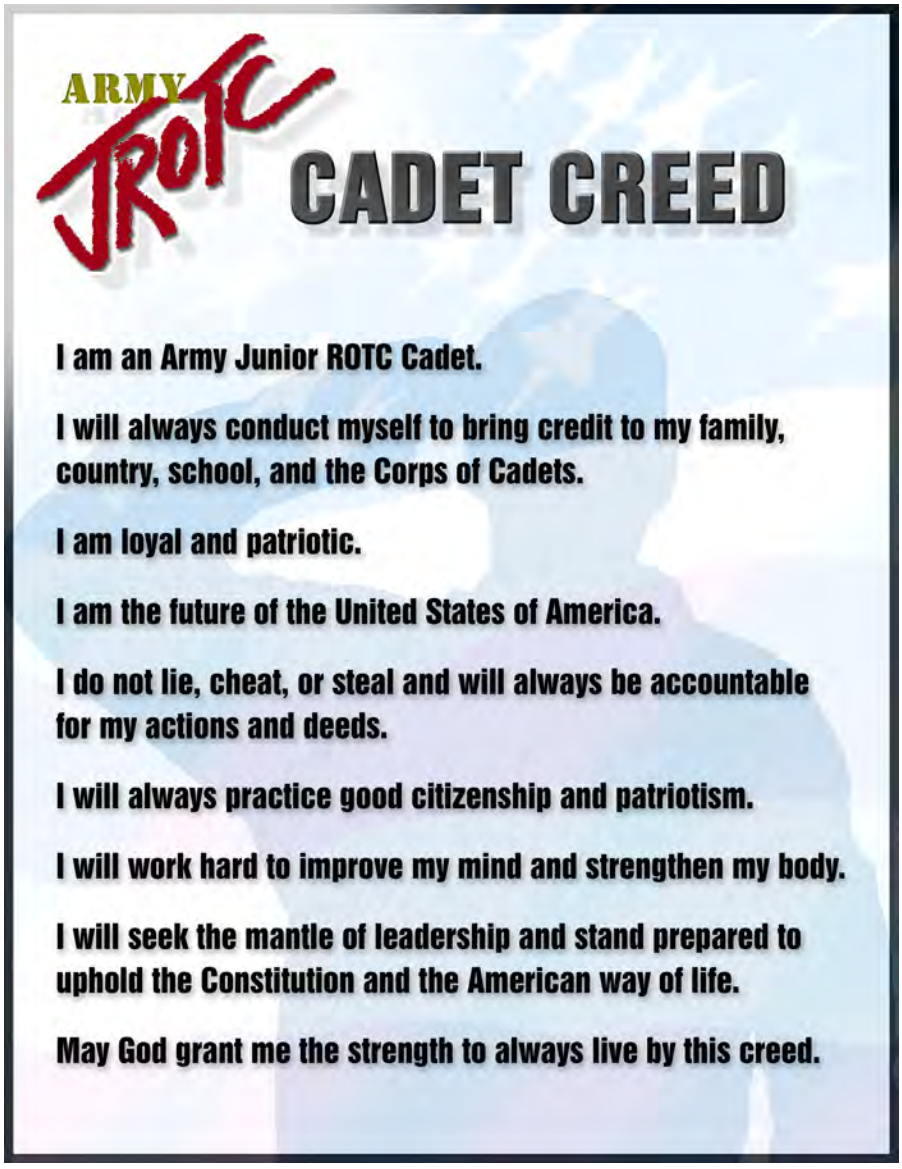

Figure 1.1.11

JROTC Curriculum

The JROTC program is divided into four years and several content areas. While content areas are often repeated, each year you study, you'll have new opportunities, challenges, and different perspectives from which you can see yourself and the world around you. Take a quick look at what JROTC has to offer.

Chapter	Year 1	Year 2	Year 3	Year 4
JROTC Foundations	X			
Leadership Development		X	X	X
Personal Growth and Behaviors	X	X	X	X
Team Building	X	X	X	X
First Aid		X		
Decision Making	X	X	X	
Health and Fitness	X	X	X	X
Service Learning	X	X	X	X
Citizenship and Government		X	X	X

Figure 1.1.12

JROTC Foundations is your introduction to the program. You'll learn about how JROTC can benefit you, how to be successful in the program, and how to behave as a Cadet.

Leadership explores what it means to be a leader and how you can develop your own leadership skills.

The content on *Personal Growth and Behaviors* will help you become a better student, learn study skills, develop personal goals and ethics, and think about your career plans.

In *Team Building*, you'll join other Cadets in drill ceremonies. You'll learn about the battalion structure and how to operate as part of a team.

In *First Aid,* you'll learn how to make decisions about the seriousness of injuries. You'll also demonstrate basic life-saving and first aid skills.

The *Decision Making* content area focuses on using smart decisions in difficult situations. You'll learn a process for setting goals, as well as effective methods for dealing with conflicts.

Health and Fitness is more than physical education. You'll see how to control stress, eat right, and exercise. You'll also work at improving your physical fitness through the Cadet Challenge.

In *Service Learning*, you'll participate in a community service learning project—a project where you and others on your team will help some aspect of your community while drawing upon skills and knowledge from the JROTC curriculum content.

Citizenship and Government covers some of the basic principles of our government and what it means to be a U.S. citizen.

Community Service

All JROTC programs encourage Cadets to get involved in their local communities. As a Cadet, you will become better informed and helpful as a citizen. Your unit will perform as a team. You will be asked to help coordinate and participate in activities from car washes to candy sales for your unit. You may organize Jog-A-Thons and paper drives. Some JROTC units donate aluminum cans for recycling programs. Proceeds from these fund-raisers benefit the respective units.

Cadets also volunteer their time to support local non-profit groups like the March of Dimes and the Muscular Dystrophy Association. Many join with Adopt-a-Highway programs and the Special Olympics. Cadets have worked to clean and refurbish cemeteries. They rebuild parks and sponsor little league teams. They also work with the physically and mentally impaired and assist veterans and the elderly.

Figure 1.1.13

Your unit may find itself involved in building and cleaning projects, food drives, and acquiring toys for toddlers. You may help the Salvation Army deliver holiday gifts and food baskets to the needy. You may assist flood relief victims. You may also participate in Adopt-a-Family activities and community tree planting.

JROTC Core Abilities

The JROTC Core Abilities describe the broad, life-long skills that every Cadet needs for success in all career and life roles. They are drawn from the over-all goals and values that drive the JROTC program. Core Abilities are not learned in one lesson or LET, but rather they are linked to lesson competencies in order to integrate or thread them throughout the JROTC curriculum.

Content Enhancement:

LIFE SKILLS

No matter which community service project you participate in, you will gain valuable leadership, teamwork, and life skills. You will develop character traits and citizenship that will serve you well in your adult life. You'll also learn the rewards that come from helping others and making a contribution to your community. Whether you're an employee, a student, an employer, or a teacher, life skills are important too. These are skills you've been using and developing throughout the JROTC program. They are called Core Abilities.

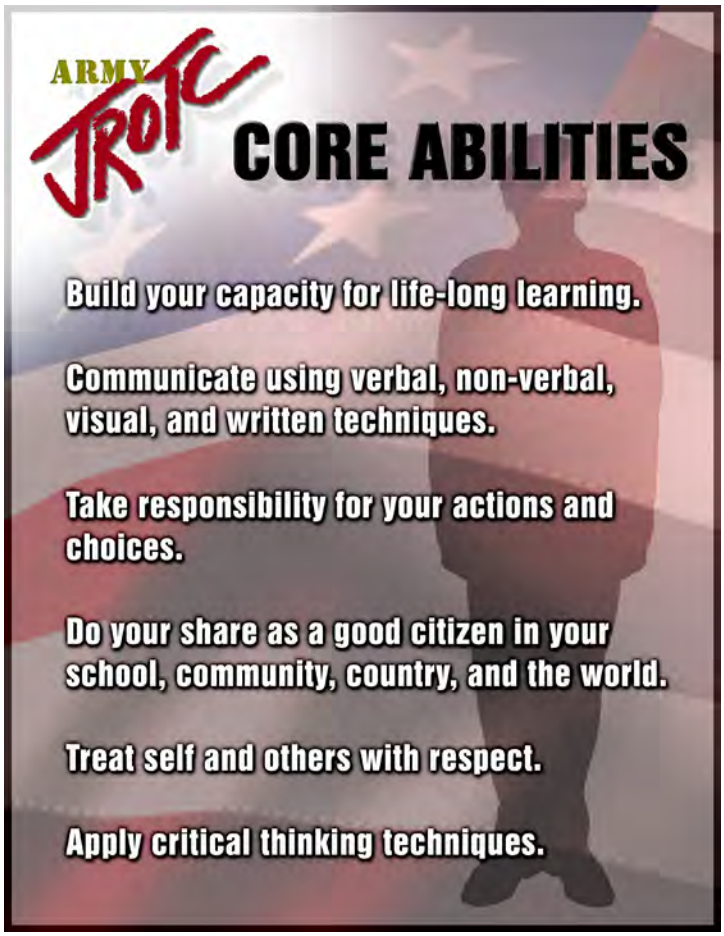

Figure 1.1.14

Conclusion

Junior ROTC Cadets are part of a proud tradition. Today's Cadets are learning to lead and to motivate others while preparing to take part in today's competitive world.

Lesson Check-up

- **What is the mission of the Army JROTC program?**
- **What are the program outcomes of the Army JROTC program?**
- **Which part of the program interests you most from what you've learned so far?**

JROTC: The Organization and Traditions of Service Programs

Key words

- Army Combat Uniforms (ACU)
- battalion
- bisecting
- chevron
- citizenship
- Class A uniforms
- Class B uniforms
- company
- enlisted
- ferrule
- gray beret
- insignia
- military awards
- nonsubdued

What You Will Learn to Do

Analyze the organization and traditions of JROTC programs

Linked Core Abilities

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Treat self and others with respect

Learning Objectives

- **Explain** the organization of JROTC programs
- **Explain** the lines of responsibility and authority in JROTC programs
- **Correlate** duties and responsibilities with positions in the JROTC battalion
- **Explain** uniform wear and history
- **Explain** the purpose of uniform wear, restrictions, and standards

Essential Question

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

Learning Objectives (cont'd)

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

Key words (cont'd)

- **organization**
- **organizational chart**
- **platoons**
- **responsibility**
- **shoulder marks**
- **sized**
- **squad**
- **standards**
- **subordinate**
- **succession**
- **tarnish**
- **team(s)**
- **uniform**

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Introduction

Army JROTC embraces a defined organizational structure and adheres to many traditions. As a new Cadet, you will be introduced to the major concepts of command within the military and the organizational structure of a JROTC Cadet **battalion**. One very key aspect of the battalion structure is you—the Cadet. Your **uniform** has many parts and each has a purpose. Proper wear and maintenance of your issued uniform is critical, including how you display earned awards and recognitions. As you begin to understand more about the Army JROTC program, you will begin to identify the signs of success you hope to accomplish in your learning experience.

Key words

battalion:
A military unit made up of two or more companies or batteries and a headquarters that is commanded by a lieutenant colonel, is the smallest unit to have a staff, and is administratively self-sufficient

uniform:
A distinctive mode of dress

Organization of JROTC Programs

OVERVIEW

All JROTC programs develop Cadets' **citizenship**, character, leadership traits, and **responsibility**. Cadets participate in community service, drill and ceremonies, and traditional educational programs. They have uniform inspections, study military history and customs, and take part in fitness training. Today, more than 3,000 high schools nationwide and overseas offer Army, Air Force, Navy, Marine Corps, and Coast Guard JROTC classes. All JROTC instructors are certified by their training commands. They serve as teachers and mentors to the young Cadets.

While in the program, you will learn a wide range of life skills for success in school, work, and family. You will participate in social events, drill competition, field trips, and other special activities. You will wear the uniform as directed by your service instructor. Most importantly, you will learn to be a productive and valued citizen in your community.

JROTC PROGRAMS—BY SERVICE

Following are summaries of the individual JROTC programs. Each program offers an academically sound curriculum combined with extracurricular activities suited to the culture of each service.

Army JROTC (AJROTC)

Mission: To motivate young people to be better citizens.

History: The AJROTC was established by the National Defense Act of 1916. Six units in high schools started operating with military equipment loaned from the federal government. Active duty Soldiers were instructors.

In 1964, the ROTC Vitalization Act opened JROTC up to the other services and replaced most of the active duty instructors with retirees who work for and are cost-shared by the schools.

AJROTC has evolved over the years into a character and leadership development program. It emphasizes citizenship, personal responsibility, lifelong learning, and individual success. AJROTC today has programs in approximately 1,700 schools. Units are in every state in the nation and in American schools overseas. Cadet numbers have grown to 300,000. A minimum of 100 Cadets, or 10 percent of the school's students in grades 9–12, are organized into a chain of command that makes up an AJROTC unit.

Figure 1.2.1

Key words

citizenship:
The status of a person loyal to a nation, entitled to its rights and protection, while also assuming some responsibilities for service to the nation

responsibility:
The quality of being reliable, trustworthy, and accountable for your actions

Objectives: The AJROTC program is designed to:

- Promote citizenship
- Develop leadership
- Develop critical and creative thinking skills
- Improve communications skills
- Improve health and physical fitness
- Strengthen positive self-motivation
- Provide a global awareness, including a historical perspective of military service
- Facilitate high school graduation

Content Highlight:

AJROTC CADETS

AJROTC Cadets train to work as team members with common goals. The program encourages students to seek higher learning and to pursue careers in Science, Technology, Engineering, and Math (STEM).

Curriculum: The AJROTC core curriculum is divided into four years, or courses, and several content areas: JROTC Foundations, Leadership, Personal Growth and Behaviors, Team Building, First Aid, Decision Making, Health and Fitness, Service Learning, and Government and Citizenship. These courses help prepare young men and women for adulthood and supplement what they are learning in their regular high school classes. For example, Cadets use and further develop writing and communication skills. The AJROTC curriculum is based on national standards, including performance-based, learner-centered education. Every classroom is equipped with leading edge technologies to teach, assess, and report student progress. Teachers are trained to use the technologies to develop students' academic, social, and emotional skills. AJROTC learning extends beyond the classroom to include opportunities to solve problems that matter to Cadets in their school, community, or society at large.

Each lesson typically requires Cadets to:

- Make a decision
- Perform a skill
- Solve a problem
- Create a product

Instructors: There are approximately 4,000 instructors in AJROTC classrooms. Two instructors, usually one retired officer and one retired noncommissioned officer (NCO), teach the curriculum. The Senior Army Instructor (SAI) is the officer in charge of the AJROTC program. An NCO serves as the Army Instructor (AI). The SAI and/or AI supervise, mentor, coach, and motivate Cadets in all their activities. Besides having state-of-the-art instructional techniques, AJROTC instructors serve as role models for maturing teenagers.

Air Force JROTC (AFJROTC)

Mission: To develop citizens of character dedicated to serving their nation and communities.

History: The AFJROTC began in 1966 with just 20 units. It has since grown to almost 900 units worldwide. More than 120,000 Cadets are now enrolled in the program, taught and mentored by approximately 1,900 instructors.

Figure 1.2.2

Objectives: The objectives of the AFJROTC are to:

- Educate and prepare high school Cadets in citizenship and life skills
- Promote community service
- Instill a sense of responsibility
- Develop character and self-discipline through education and instruction in air and space fundamentals—supporting the Air Force's core values of "Integrity First, Service Before Self, and Excellence in All We Do"

The overall goals of AFJROTC are to instill the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.

Curriculum: The AFJROTC's curriculum is a three- or four-year program offered to high school students in grades 9–12. The curriculum includes Aerospace Science, Leadership Education, and Wellness components.

While focusing on the practice of good citizenship and service to the community and nation, AFJROTC Cadets can attend the most advanced courses in aerospace science in high schools today. Subjects include aviation history, the science of flight, and exploring space. Also covered are development of aerospace power, aerospace vehicles, rocketry, space programs, space technology, and the aerospace industry.

Leadership education includes Air Force heritage and traditions, military customs and courtesies, civics and citizenship, and the principles of management. Students also cover a wide variety of practical subjects; these include study skills, personal responsibility, communication, individual and group behavior, and management. Health and fitness courses include first aid, wellness, and principles for healthy living. Lessons in personal financial literacy, college and career planning, and human relations help prepare Cadets for life after high school.

All AFJROTC instructors are retired Air Force commissioned officers and NCOs. They serve as full-time employees of the host school. The Senior Aerospace Science Instructor (SASI) teaches and has overall responsibility for the AFJROTC program at a school. The Aerospace Science Instructor (ASI) works for the SASI and teaches leadership education, for the most part. Both are trained in the latest instructional techniques and technologies through the AFJROTC Initial Instructor Course. The SASI and ASI supervise, teach, mentor, coach, and motivate Cadets in all their courses and other activities.

Navy JROTC (NJROTC)

Figure 1.2.3

Mission: To instill in students the value of citizenship, service to the nation, personal responsibility, and a sense of accomplishment.

History: The Navy's first JROTC programs began in 1966. There are now almost 600 programs nationwide. There are more than 89,000 students enrolled; about 40 percent of them women. The NJROTC program is directed by the Naval Service Training Command, Citizenship Development Department, headquartered at Naval Air Station (NAS) Pensacola, Florida.

Objectives: The NJROTC seeks to:

- Promote patriotism
- Develop informed and responsible citizens
- Promote habits of orderliness and precision
- Develop a high degree of personal honor, self-reliance, individual discipline, and leadership
- Promote an understanding of the basic elements of and need for national security
- Develop respect for and an understanding of the need for authority in a democratic society
- Promote community service
- Provide incentives to live healthy and drug-free
- Develop leadership potential
- Provide an alternative to destructive behavior and activities, such as gang involvement
- Promote high school completion
- Promote continuing education
- Provide information on the military services as a possible career

NJROTC emphasizes staying in school, graduating, and becoming responsible citizens. Cadets are urged to consider higher education and to take part in community service. Other goals include promoting patriotism and understanding the need for national security.

Curriculum: The NJROTC's curriculum emphasizes developing citizenship and leadership. Leadership courses include theory and practice. An NJROTC unit is run by the Cadets as a leadership laboratory where Cadets rotate positions of leadership to accomplish a mission as a team. There are Navy-specific courses in maritime heritage and naval history, as well as a look into military and international law, the significance of sea power, and fundamentals of naval operations. Cadets learn basic seamanship, navigation, shipboard organization, and weapons systems. They learn about the sciences that affect the naval service; these include meteorology, oceanography, astronomy, fundamentals of flight, radar, sound propagation in water, and electronics.

Cadets participate throughout the year in many hours of community service. There are also air rifle, academic, athletic, drill, and orienteering competitions. Cadets visit naval

bases and engage in other activities. They also practice marksmanship and train in physical fitness. They also conduct close order drill, color guard, and parade ceremonies during school and community events.

Instructors: The almost 1,300 instructors in NJROTC are retired officers and NCOs. They come from the Navy, Marine Corps, and Coast Guard. The officer who is the head of a high school NJROTC program is called the Senior Naval Science Instructor (SNSI). They are assisted by Naval Science Instructors (NSIs) who are normally senior **enlisted** first class or chief petty officers (E-6 through E-9), or their equivalents in the Marine Corps. They assist the SNSI in carrying out all facets of the program.

Key words

enlisted:
Relating to or constituting the part of the military force subordinate to officers

Marine Corps JROTC (MCJROTC)

Mission: The MCJROTC program's intent is to develop character in high school students—allowing them to become informed citizens prepared to willingly accept their responsibilities as citizens. The program stresses the learning of leadership skills that will enhance the lives of the young adults who participate.

History: The MCJROTC program began in 1964 after the ROTC Revitalization Act was signed into law.

Figure 1.2.4

Objectives: The MCJROTC program develops:

- Informed and responsible citizens
- Leadership skills
- Strong moral character

Curriculum: The MJROTC curriculum covers five categories. They include: Leadership, Citizenship, Personal Growth, Public Service and Careers, and General Military subjects.

Cadet character development focuses on discipline, loyalty, and a sense of responsibility. The curriculum progresses by year, with Cadets being introduced first to leadership and citizenship. They also learn techniques of personal growth and responsibility. There is an introduction to military structure and tradition.

Cadets later move into the study of general military subjects, including marksmanship and land navigation using maps and compasses.

As Cadets advance, they apply their leadership training in positions of increased authority and responsibility. They also learn skills for life beyond high school, including personal finances. Senior Cadets conduct formations and inspections, as well as supervise training events with younger Cadets. Seniors also conduct research projects.

Instructors: Retired Marine officers serve as Senior Marine Instructors (SMIs). Retired NCOs serve as Marine instructors. The SMIs serve as regular faculty members and have the same responsibilities as department heads. Marine Instructors also serve as faculty members and work for and with the SMI. Both the SMI and Marine instructor work with community leaders and parents to keep making improvements in the program.

U.S. Coast Guard Junior Leadership Program (USCGJLP)

History and Mission: The U.S. Coast Guard is the newest of the programs and is modeled after the other military services. The USCGJLP operates out of two high schools in Florida and North Carolina. They are overseen by the Office of Inclusion and Diversity at the U.S. Coast Guard Academy in New London, Connecticut.

The first USCGJLP was created in 1989. It is located at the Maritime and Science Technology Academy (MAST) in Miami, Florida. MAST has about 500 students. Of those, about 160 students are enrolled in the USCGJLP program.

Figure 1.2.5

MAST is competitive, focusing on academic success, career preparation, and appreciation of the sea and the environment. MAST started as a trade school, but has become a nationally recognized high school. The newest USCGJLP unit was created in 2010 in Camden County, North Carolina. The Camden County High School JLP lasts two semesters; each participating student takes JLP classes for one semester per school year. During their off semesters, students participate in physical training, drill, and other program-related activities.

Objectives and Curriculum: Both programs' objectives include instruction and experiences that develop leadership, teamwork, personal responsibility, self-confidence, and devotion to school, community, and country. Through living by the Coast Guard's core values of Honor, Respect, and Devotion to Duty, Cadets learn how to be better students and citizens who proudly represent Coast Guard traditions while serving their school and community. The JLP school programs also focus on STEM. Cadets are engaged in rich and rigorous 21st-century learning that helps prepare them for success in college and careers, and encourages the pursuit of advanced STEM careers.

JROTC AND COMMUNITY SERVICE

All JROTC programs encourage Cadets to get involved in their local communities. As a Cadet, you will become better informed and helpful as a citizen. Your unit will perform as a team. You will be asked to help coordinate and participate in activities from car washes to candy sales for your unit. You may organize Jog-A-Thons and paper drives. Some JROTC units donate aluminum cans for recycling programs. Proceeds from these fundraisers benefit the respective units.

Cadets also volunteer their time to support local non-profit groups like the March of Dimes and the Muscular Dystrophy Association. Many join with Adopt-a-Highway programs and the Special Olympics. Cadets have worked to clean and refurbish cemeteries. They rebuild parks and sponsor little league teams. They also work with the physically and mentally impaired, and assist veterans and the elderly.

Figure 1.2.6

Your unit may find itself involved in building and cleaning projects, food drives, and acquiring toys for toddlers. You may help the Salvation Army deliver holiday gifts and food baskets to the needy. You may assist flood relief victims. You may also participate in Adopt-a-Family activities and community tree planting. One unit organized a volunteer team to help a paralyzed boy walk again by assisting with his physical therapy. Another unit worked with Multiple Sclerosis Swimming Therapy Sessions. Yet another unit helped distribute clothing and food for homeless Native Americans.

JROTC Cadets also tutor fellow students. They provide color guards for community functions and high school sporting events. They also host and participate in summer leadership encampments and other activities.

Key words

organization:
Two or more people combining their efforts to do a job

organizational chart:
A graphic description of positions and lines of authority and responsibility in an organization or unit

Lines of Responsibility and Authority in JROTC Programs

OVERVIEW

An **organization** is two or more people combining their efforts to do a job. In the U.S. Armed Forces, hundreds of thousands of men and women combine their efforts to carry out a mission essential to national security. They are able to do their jobs because they are organized to keep our nation safe. Every Junior ROTC unit is organized to carry out a specific mission. The main jobs for individual Cadets are normally shown on an **organizational chart**.

Written job descriptions explain duties in the unit in detail, while the charts provide a quick view of the parts of the unit. You should know that when organizing any operation, it is necessary to do three things:

1. Identify skills needed.
2. Set up a working structure.
3. Assign available resources within the structure to carry out the mission successfully.

CADET APPOINTMENT AND ROTATION

Based on how a unit is organized, the senior JROTC instructors are the final authority for appointing Cadet corps commanders, **subordinate** commanders, and staff members, according to the written policy on appointments and rotation. When assigning Cadets to positions, they consider both strengths and areas for improvement. This helps ensure Cadets are assigned to positions where they will gain the most benefits.

The JROTC Battalion

OVERVIEW

Army JROTC has a well-defined structure of organization. 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 you to the major concepts of command within the military; it shows you the various U.S. Army and Army JROTC enlisted and officer ranks and it presents a typical organizational structure for a JROTC Cadet battalion.

PYRAMID OF AUTHORITY

There is a pyramid of authority within most organizations. For JROTC and the military, this pyramid of authority, shown in *Figure 1.2.7,* includes individual and group responsibility. In this lesson, you find out how this pyramid works along with the ranks and structure of your Cadet battalion. From the top to the bottom of this pyramid is a chain of command. The chain of command is a **succession** of leaders through which authority and commands pass from the leader to subordinate, and then down through the ranks.

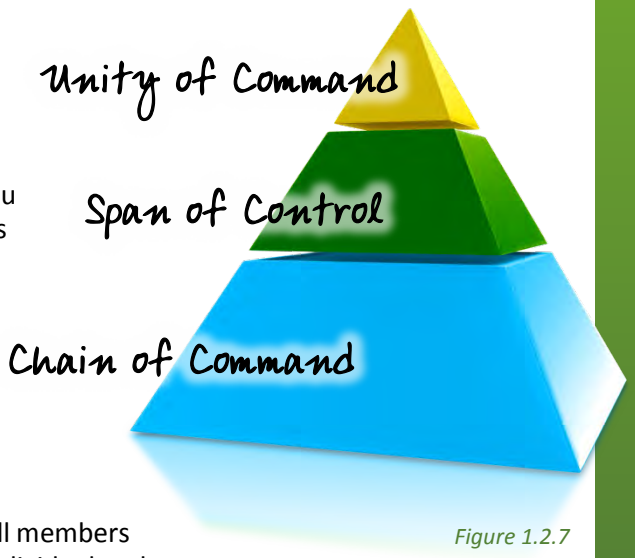

Figure 1.2.7

Chain of Command

An effective chain of command can guarantee that all members are on the same **team(s)**, work hard to accomplish individual and unit tasks. A chain of command depends on team members having various duties.

Span of Control

Span of control is the number of immediate subordinates one commander or leader can effectively control, supervise, or direct. Maximum and minimum limits of control vary with the conditions under which the unit operates and the complexity of the functions performed.

Key words

subordinate:
A person lower in rank or grade

succession:
The order of persons next in line for an office or rank that is held by another

team(s):
A group of persons approximating one-half of a squad and normally led by a junior noncommissioned officer

RANK AND GRADE

Rank and *grade* are terms used by the military to classify Soldiers. Rank is a title indicating a Soldier's position and responsibility; grade is a letter/number combination denoting a Soldier's pay rate. Soldiers are classified as either enlisted or officers. *Figure 1.2.8* identifies the rank and grade for Soldiers in the U.S. Army.

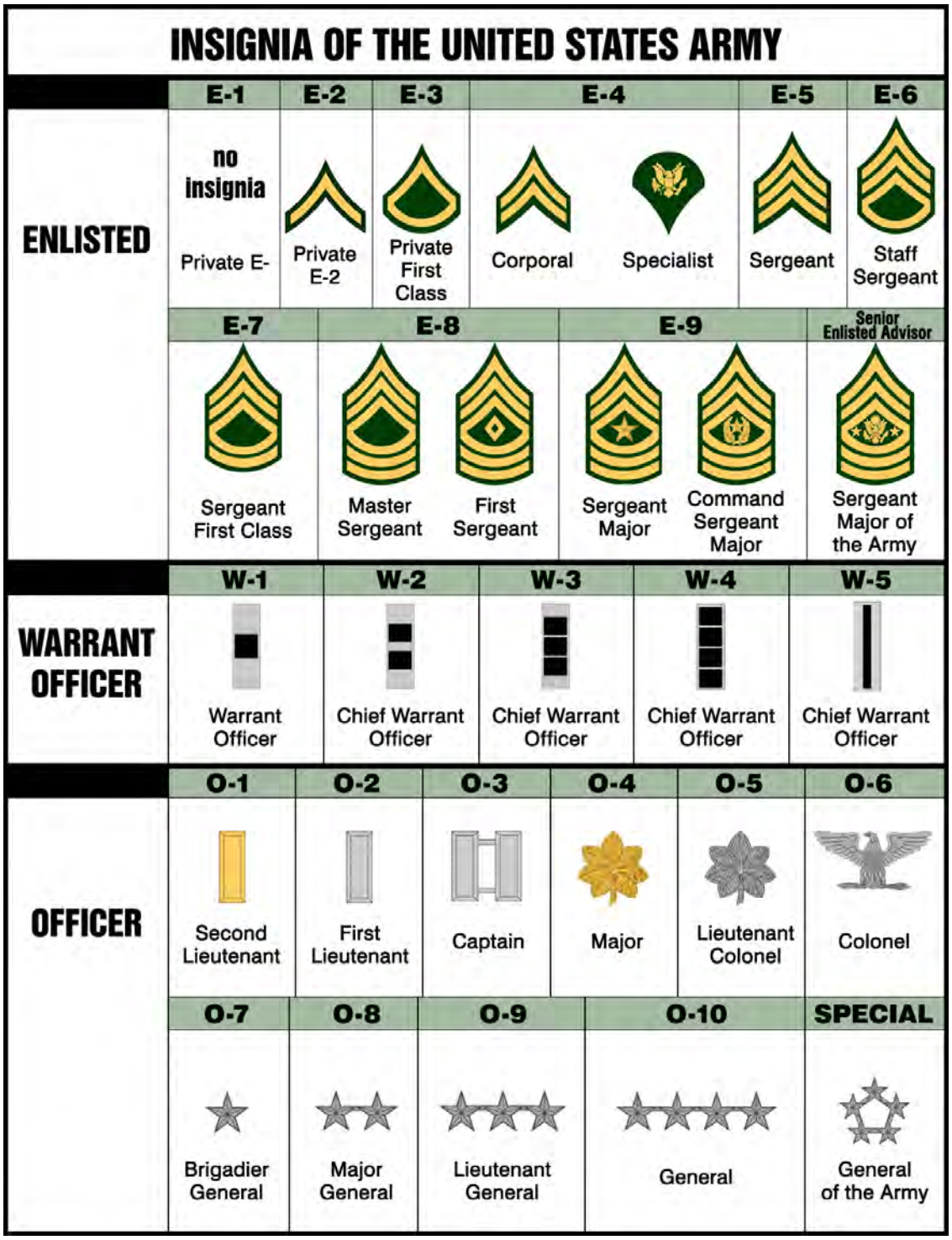

Figure 1.2.8

Within the enlisted ranks are two divisions based on experience and skill. The first three enlisted positions are usually entry level. Noncommissioned officers are those personnel who have advanced above the first three entry-level positions and are in a supervisory position over personnel of lower ranks.

Commissioned officers are appointed by the president and confirmed by the Senate. Commissioned officers have authority over lower ranking officers, warrant officers, and enlisted personnel. Warrant officers rank between an enlisted person and a second lieutenant and primarily hold positions as technicians or administrative supervisors.

Advancement to higher ranks and grades is based on ability, skill, experience, and potential. A similar structure exists for Cadet officers and noncommissioned officers in the Army JROTC program. The **insignia** of grade for Cadet officers and noncommissioned officers is shown in *Figure 1.2.9.* The grade of warrant officer does not exist in Army JROTC.

Key words

insignia:
An emblem, badge, medal, or other distinguishing mark of office, honor, or position; denotes grade and branch; may also indicate capacity and duty assignment in the U.S. Army

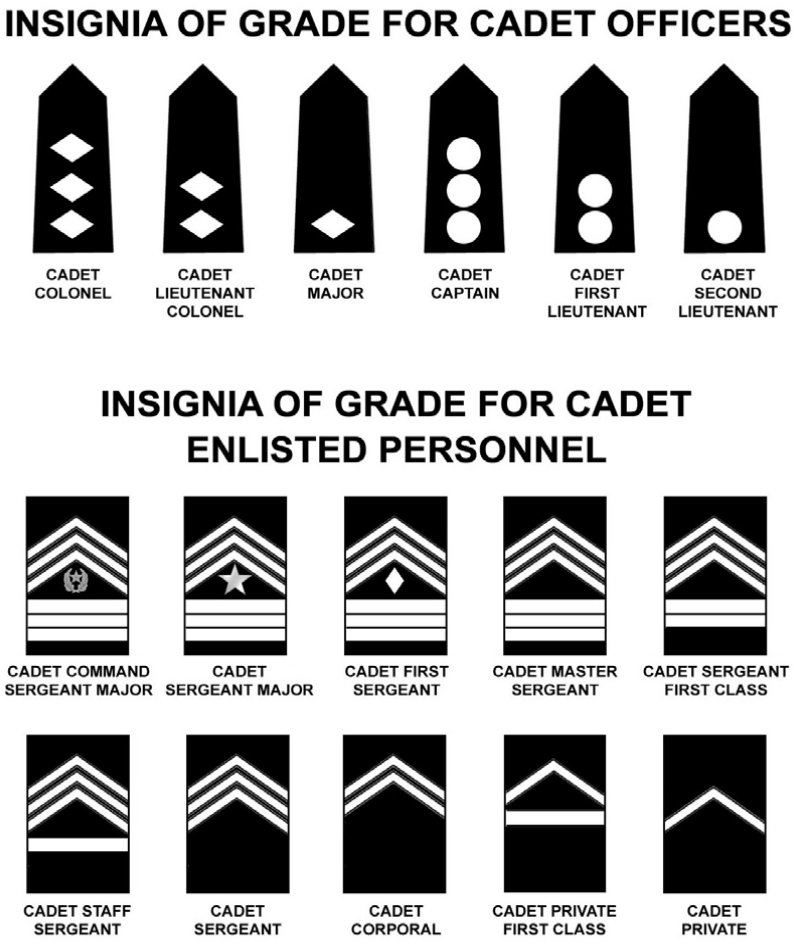

Figure 1.2.9

Figure 1.2.10 (next page) illustrates a model of a Cadet battalion organizational structure that establishes a clearly defined chain of command and pyramid of authority—much the same as in the Army. A similar organization exists within your own Cadet battalion. Organizational structures apply to many areas in life besides the military. Non-profit organizations, corporations, and even your school have a similar structure.

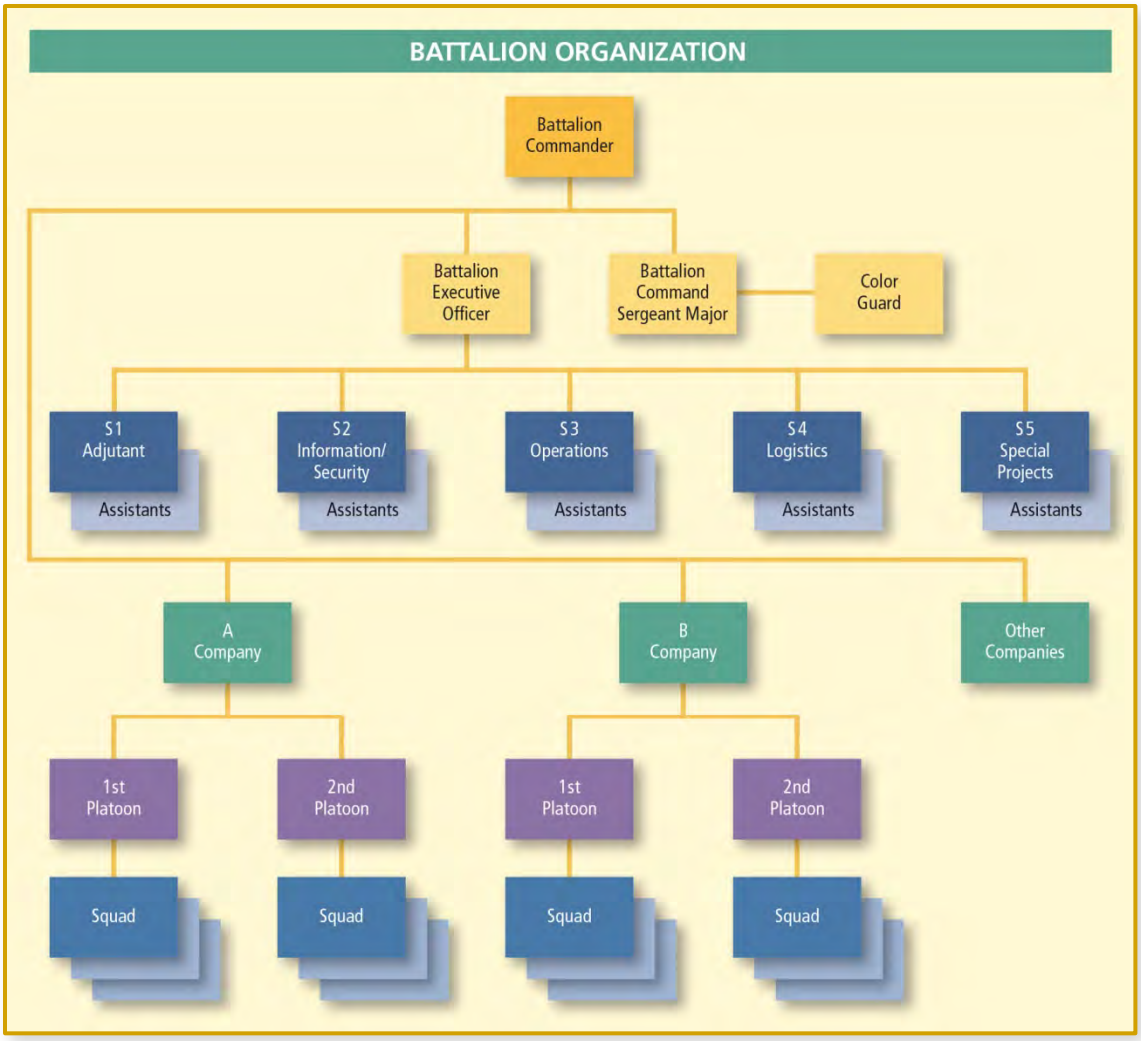

Figure 1.2.10

Key words

company:
A subdivision of a military regiment or battalion that constitutes the lowest administrative unit; usually under the command of a captain and is made up of at least two platoons

platoons:
A subdivision of a company-size military unit normally consisting of two or more squads or sections; the leader is usually a first lieutenant

The Cadet battalion commander reports to the Army instructors and to the principal. All other officers and noncommissioned officers report to the Cadet battalion commander through the chain of command. Each **company** consists of a headquarters section and at least two **platoons**. The company headquarters contains the following key personnel:

- *Company commander* – Cadet captain
- *Company executive officer* – Cadet first lieutenant
- *Company first sergeant* – Cadet first sergeant
- *Guidon bearer* – Cadet private to sergeant

Figure 1.2.11

Each platoon is composed of a headquarters section and at least two or three squads, with two teams per **squad**. The key platoon personnel are as follows:

- *Platoon leader* – Cadet second lieutenant
- *Platoon sergeant* – Cadet first sergeant
- *Two or three squad leaders* – Cadet staff sergeant
- *Two team leaders* (if the number of enrolled Cadets permits) – Cadet sergeant
- *Four to six team members* – Cadet private to corporal

Figure 1.2.12

Key words

squad:
The smallest unit in the Army organization composed of a varying number of personnel, depending on the type of element, and led by a noncommissioned officer

standards:
Widely recognized and expected levels of value or measurement

Uniform Wear and History

OVERVIEW

People wear uniforms to show they belong to an organization. Members of sports teams, marching bands, and people in a variety of jobs—from the ambulance driver and the doctor to the termite inspector and the airline pilot—wear distinctive garb to show they are part of a team, a profession, or an organization. When we see someone in uniform, we identify that person with an organization and its reason for being—its mission. The ambulance driver and the doctor represent health care; the termite inspector makes us think of pest control; the airline pilot signifies travel by air.

Every organization has **standards** that we expect from people in uniform, whether they are involved in sports, medicine, or transport. We expect our doctor to treat our ills competently, and the airline pilot to get us to our destination safely and on time. As a Cadet, your uniform represents standards and values that have evolved over many centuries.

Your JROTC uniform sets you apart from others and tells who and what you are. *Wear the JROTC uniform with pride!* Every part of the uniform has a place and a reason. Later in this lesson, you learn how to place insignias, awards, rank, and decorations on your uniform. First, however, take a look at the different types of JROTC uniforms.

Army JROTC Uniforms

Figure 1.2.13

Figure 1.2.14

Figure 1.2.15

Key words

Class A uniforms:
A service uniform that consists of an Army blue coat, trousers or slacks, a long or short sleeve shirt, a black four-in-hand tie or neck tab; and other authorized accessories

Class B uniforms:
A service uniform that is the same as the Class A uniform except the service coat is not worn; the black tie and black neck tab are required when wearing the long sleeve shirt; both tie and tab are optional with the short sleeve shirt

Army Combat Uniforms (ACU):
A service uniform that consists of a jacket, trouser, and patrol cap in a universal camouflage pattern in addition to a moisture wicking t-shirt and Army combat boots (suede tan)

CLASS A UNIFORMS

Figure 1.2.13 shows the Army Service Uniform (ASU) **Class A uniform**. You wear it during ceremonies, social functions, formal inspections, and as required by your instructor.

CLASS B UNIFORMS

Figure 1.2.14 shows the ASU **Class B uniform** for men and women. These uniforms are worn during all occasions except field training and formal social occasions. The Class B uniforms are also worn at other times as required by your instructor.

ARMY COMBAT UNIFORMS

Figure 1.2.15 shows the **Army Combat Uniform (ACU)**. They are worn at summer camp and for participation on some special teams.

UNIFORM WEAR

What is the first image that flashes into your mind when you think of someone in the military? Like most people, you probably pictured a person in uniform. The military uniform is more than just clothes. It is the public symbol of the nation's defense forces. It represents a long and honorable tradition of devotion to duty in the service of one's country. Therefore, the uniform should be worn proudly and—equally important—it should be worn properly.

How you wear the uniform reflects upon the nation's military—the Army, Air Force, Navy, Marines, and Coast Guard. As a Junior ROTC Cadet, you will often be in the public eye. This means that you and your fellow Cadets must maintain a high standard of dress and personal appearance while wearing the uniform. The key elements are neatness, cleanliness, safety, and military image.

HISTORY OF THE MILITARY UNIFORM

The English word *uniform* comes from a combination of two Latin words, *unus* and *forma*, which means "one form." In ancient times, the Roman togas provided a unique dress code. The toga is a loose outer garment worn by Romans appearing in public to show their status as citizens. It came in several styles. The *toga candida* was a white garment worn only by candidates for public office. The *toga palmata* was a fancy toga worn to ceremonial affairs. The *toga praetexta*, a white toga with a purple border, was worn only by emperors. The *toga sordida* was worn by mourners. Those who were not citizens typically wore a shorter garment, the *tunic*.

Military dress in ancient times acquired a certain degree of sameness, but in a much different sense from modern military uniforms. In Greece, Athenian and Spartan Soldiers dressed according to their position in military formations during the Peloponnesian War in the 5th century B.C. The Greek heavy infantryman wore a helmet, breastplate, and armor covering his legs below the knee. He also carried a shield and sword. The light-foot Soldier wore no armor and carried a lighter shield and a spear. These were military uniforms in the sense that all Soldiers looked alike. To this extent, therefore, we assign the origin of the military uniform to an early date in Western civilization.

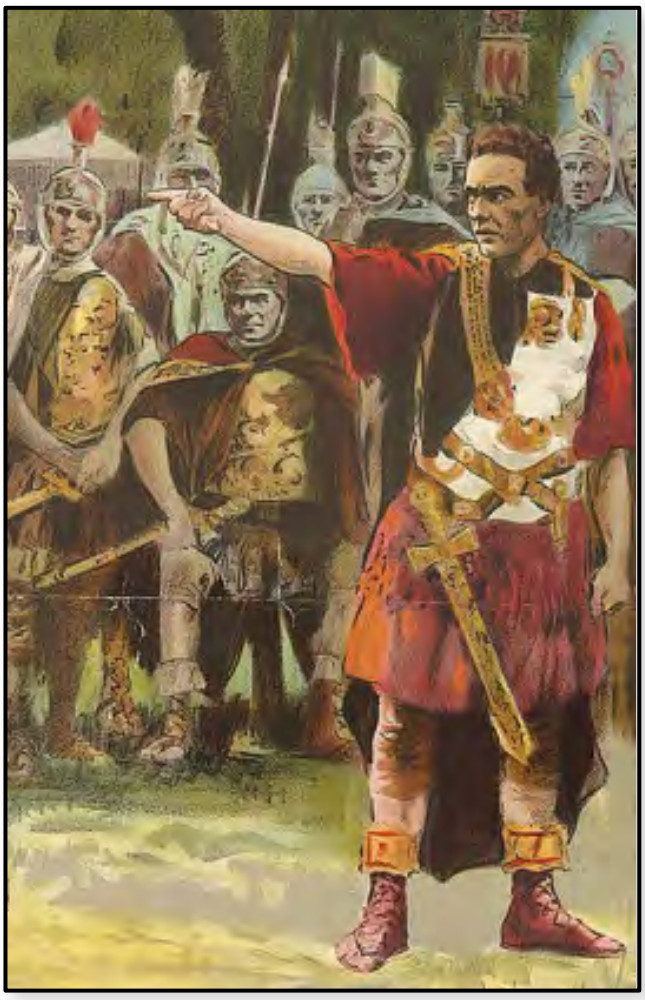

Figure 1.2.16

During the 15th and 16th centuries in Europe, national armies, wearing standardized uniforms, came into being. In the 17th century, during the Great Rebellion in England (1642-1646), the English Parliament decided to raise and support an army. The English uniform was red, with different colored facings for different regiments. These regiments were named by their facing's colors: blue, red, orange, etc. The uniform styles were really just a version of civilian dress. The uniform had an ample coat, waistcoat, knickers, stockings, and shoes or, in the case of cavalry, boots. Colors and standards were used to identify units. Wealthy leaders dressed the troops who served under them in distinctive and colorful uniforms.

Figure 1.2.17

Purpose of Uniform Wear, Restrictions, and Standards

OVERVIEW

JROTC Cadets generally wear the same uniform—the standard Army, Air Force, Navy, Marine Corps, or Coast Guard service uniform—as worn by their parent military service. Cadets are expected to honor the uniform—to wear it properly and with pride.

The uniform is an important and distinctive aspect of JROTC. Whenever you wear the uniform—during indoor and outdoor training periods, at Cadet social functions, and during base visits—you represent the Army. How you wear the uniform exposes you to praise or criticism from fellow Cadets, fellow students, and society at large.

Content Enhancement:

RESTRICTIONS

Certain restrictions apply to wearing the military uniform. For example, Cadets may not wear the uniform while hitchhiking, in student demonstrations, for crowd control, political events, or for any other inappropriate activity. However, JROTC Cadets may wear the uniform while acting as ushers, parking lot attendants, runners, etc., at the discretion of the instructor staff.

Federal law bars military personnel from engaging in any form of public political activity—such as attending rallies and political speeches or passing out political flyers—while in uniform. In addition, military personnel are prohibited from publicly supporting a particular candidate, party, or political issue when it is clear to others that they are members of the U.S. military. The intent of the law is to avoid the perception that any military official supports one political cause, candidate, or party over another.

The role of the military requires absolute obedience to direction from elected civilian leaders, so public perception regarding the allegiance of military members is critical. Nevertheless, members of the military are also citizens who are actively encouraged to vote and participate in the processes of the governing of a democratic nation. They are allowed to place political bumper stickers on their own vehicles and/or signs on their private property. They can participate in political events as long as they are not in uniform and do not identify themselves as military members. Since JROTC Cadets wear a form of the Army, Air Force, Navy, Marine Corps, or Coast Guard uniform, they should also follow this standard while in uniform.

Federal laws also forbid those in military uniform from participating in other public demonstrations where it might be implied that the military service supports a particular cause. Engaging in an activity that might imply endorsement by one of the services of a commercial interest or engaging in private employment while in uniform is also banned.

In addition, no item of the JROTC uniform may be worn by members of groups that sponsor a JROTC program. Cadet auxiliary societies, for example, may not create a special uniform that includes any item of the JROTC uniform. This includes school faculty, parent support groups, and sponsors other than JROTC instructors.

Figure 1.2.18

DO'S AND DON'TS FOR WEARING THE VARIOUS SERVICE UNIFORMS

Here are a few general do's and don'ts about wearing the JROTC uniform.

DO's

Wear the standard service uniform properly and with pride.

Wear the uniform on the day established by the instructor staff.

Wear the uniform at other times specified by the instructor staff.

Wear the uniform when you fly on military aircraft.

Wear the uniform when you participate in a color guard or on a drill team.

Keep your shoes polished and shined, including the heels and edges of soles.

Make sure your shoes are appropriate for the activity as specified by each service JROTC unit. Safety is the major concern.

Ensure that badges, insignia, belt buckles, and other metallic devices are clean and free of scratches and corrosion.

Keep ribbons clean and replace them when they become worn, frayed, or faded.

If your JROTC unit is at a military academy, wear the distinctive uniform required by the school for special occasions or ceremonies.

Don'ts

Do not wear the uniform with other clothing.

Do not lend your uniform to anyone who is not a member of the JROTC program.

Do not allow articles such as wallets, pencils, pens, watch/wallet chains, checkbooks, handkerchiefs, and combs to be visible. You may allow parts of pens and pencils to be exposed when you carry them in the left shirt pocket or pen pocket of the ACU.

Do not wear earphones or headphones while in uniform, unless required.

Do not carry pagers or cell phones, unless required. (If required, they must be clipped to the waistband, in a purse, or be carried in the left hand when not in use.)

Content Highlight:

UNIFORM

It is your responsibility to maintain all uniform items in a clean and orderly condition during the school year and when you turn in your uniform. Just as the person on active duty, you are also obligated to wear the uniform properly and proudly.

UNIFORM STANDARDS

All JROTC programs have the same general uniform standards. Most JROTC units have published information on the Cadet uniform and how to wear it, based on directives, handbooks, instructions, or regulations issued by a particular service. The Army JROTC standards for the uniform are found in the CCR 145-2. Please refer to it for current uniform standards.

It is your responsibility to maintain all uniform items in a clean and orderly condition during the school year and when you turn in your uniform. Just as the person on active duty, you are also obligated to wear the uniform properly and proudly. In doing so, you uphold the dignity of the Army, Air Force, Navy, Marine Corps, or Coast Guard, your unit, your fellow Cadets, and yourself.

With practice and attention to detail, all the do's and don'ts about the proper wear and care of the uniform and personal appearance will become almost automatic. You should be proud of the uniform and the way it looks. A smart appearance is important, not only in drill practice, but also in performing various school activities and attending military functions.

Proper Care and Maintenance of Each Piece of the Uniform

GUIDELINES FOR CARE AND CLEANING OF YOUR JROTC UNIFORM

The following are some basic guidelines for the care and cleaning of your uniform.

- Place coats on hangers wide enough to keep the shoulders of the coat in shape. Do not use wire hangers.
- Keep shirts on hangers to prevent creasing.
- Clean and shine shoes and boots.
- Dry clean wool uniforms at a competent cleaner to remove stains or spots.

Figure 1.2.19

GUIDELINES FOR TAKING CARE OF BRASS ARTICLES

Articles made of brass need to be cleaned and shined on a regular basis. The following explains how to care for your brass items.

Don't clean or polish any uniform accessory, particularly brass, while it is on your uniform. Remove the item, clean it, and then properly place it on your uniform.

- Brightly polish the lapel insignia and belt buckle.
- Perspiration **tarnish**es brass on contact, so be careful when putting the insignia back on the uniform and when handling the belt buckle. One helpful hint is to wipe any brass with cleaning fluid to remove the extra polish. This avoids dulling the shine that you worked hard to get and slows down any corrosion.

Key words

tarnish:
To dull the luster of; discolor

A PROPERLY FITTING JROTC UNIFORM

According to Army regulations on the wearing and appearance of uniforms, "all personnel will maintain a high standard of dress and appearance." This regulation means that your personal appearance in uniform should project the image to others that you are a part of one of the finest groups in the world.

Learning how to look your best in uniform takes time and effort. Your uniform must be **sized** and fitted to provide you comfort and a good appearance. Pants, shirts, or coats that do not fit will make you look less than what you truly are. Your pants should be hemmed to the required length, and your shirt and coat, issued by size, should also fit well.

WHEN TO WEAR THE UNIFORM

You may wear the prescribed issued uniform in the United States and its possessions:

- During military ceremonies; this shows that you are a proud part of the Army JROTC program
- When attending or participating in JROTC activities such as on the prescribed uniform day at school, during formal inspections, while instructing Cadets in JROTC courses, and so on
- When traveling to and from school where you attend JROTC
- When visiting a military installation if you are taking part in drills, exercises, or summer camp
- When required by your instructors

Content Highlight:
APPEARANCE AND GROOMING

The standards for wearing the uniform consist of four elements: neatness, cleanliness, safety, and military image.

Cadet Appearance and Grooming Standards

When you wear the uniform, you are responsible for presenting a neat, clean, and professional military image. Appearance and grooming standards help Cadets present the image of disciplined individuals who can be relied upon to do the job they are called on to do.

A professional military image has no room for the extreme, the unusual, or the faddish. The standards for wearing the uniform consist of four elements: neatness, cleanliness, safety, and military image. The first three are absolute, objective criteria for the efficiency, health, and well-being of the force. The fourth standard, military image, is also a very important aspect of military appearance. The Cadet uniform identifies you as a future leader in your community and the nation. By being active

Key words

sized:
The physical dimensions, proportions, magnitude, or extent of an object; any of a series of graduated categories of dimension whereby manufactured articles, such as shoes and clothing, are classified

in your unit's community projects and other activities, you'll find that it will open doors to new opportunities, new friends, and new self-confidence.

If your uniform does not fit properly, talk to your instructor staff. Do not wait until someone else calls attention to it. Check the appearance of your uniform in a mirror. Remember that how you look influences others. Reflect the proper military image.

ADDITIONAL UNIFORM AND APPEARANCE RULES

Additional guidelines regarding uniform and appearance (including male/female specific) can be found in CCR 145-2.

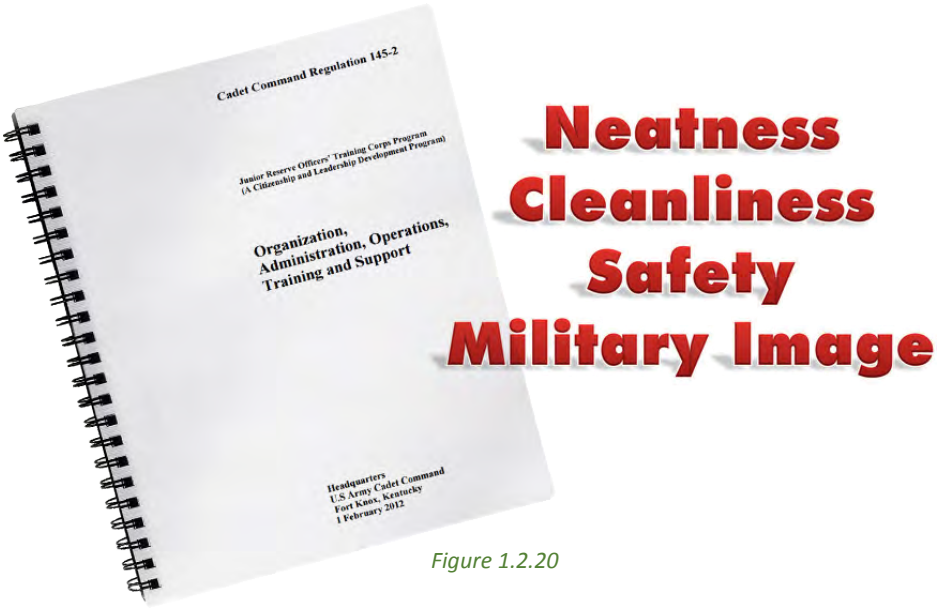

Figure 1.2.20

Army Rank and Grade Insignia

Members of the military services perform duties that reflect their skill and pay grade. This also applies to JROTC Cadets. The higher the rank or grade, the more responsibility Cadets are given. In turn, Cadets are expected to perform their duties in accordance with this increased responsibility.

An insignia is a badge or mark of office or honor. Rank insignia identify the rank of each member of the armed forces. In each of the armed forces, the pay grade system is broken down into two categories: officer grades and enlisted grades. We will review the military services pay grade system and follow with the Army JROTC Cadet rank insignia.

U.S. MILITARY INSIGNIA OF GRADE

Officers

Figure 1.2.21 (next page) shows the military pay grade abbreviation for each commissioned officer title. Use full titles for official written correspondence. Proper methods of address when speaking to officers are:

- "Lieutenant" for a second lieutenant and a first lieutenant
- "Colonel" for either a lieutenant colonel or a colonel
- "General" for all general officers

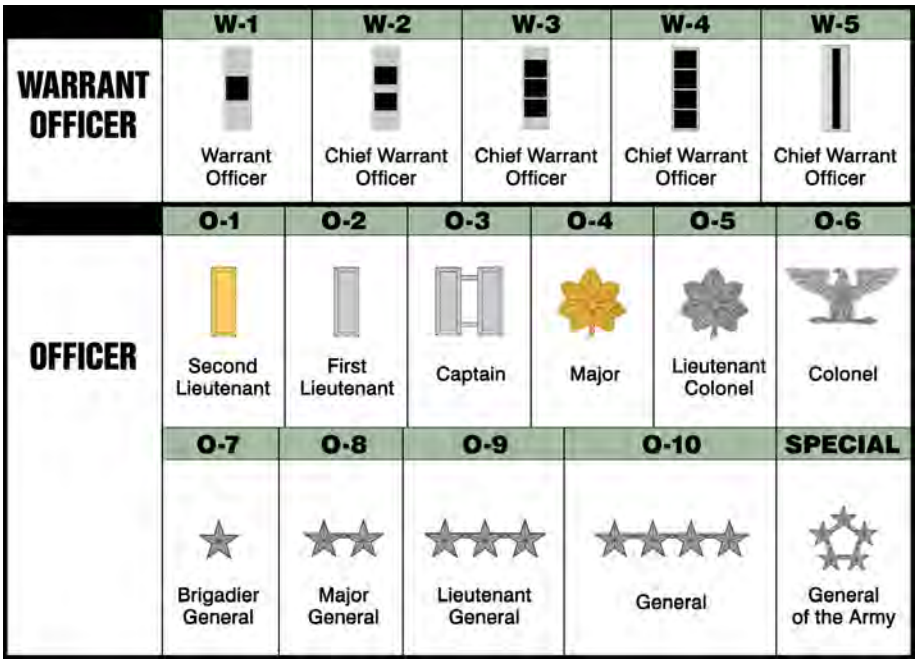

Figure 1.2.21

Enlisted

Enlisted ranks are subdivided into two categories: noncommissioned officer (NCO) and junior enlisted ranks. NCOs are personnel serving in the ranks of corporal through command sergeant major. NCOs play such an important role in enlisted leadership that there are several distinct military rank insignia to identify them *(see Figure 1.2.22).*

The NCO chevron has changed a great deal since the Continental Army, when a brightly colored ribbon tied around the arm identified NCOs. Through the years, the American NCO's **chevron** has varied in design and has been worn in different locations. It has been worn not only above the elbow, as it is today, but also below the elbow.

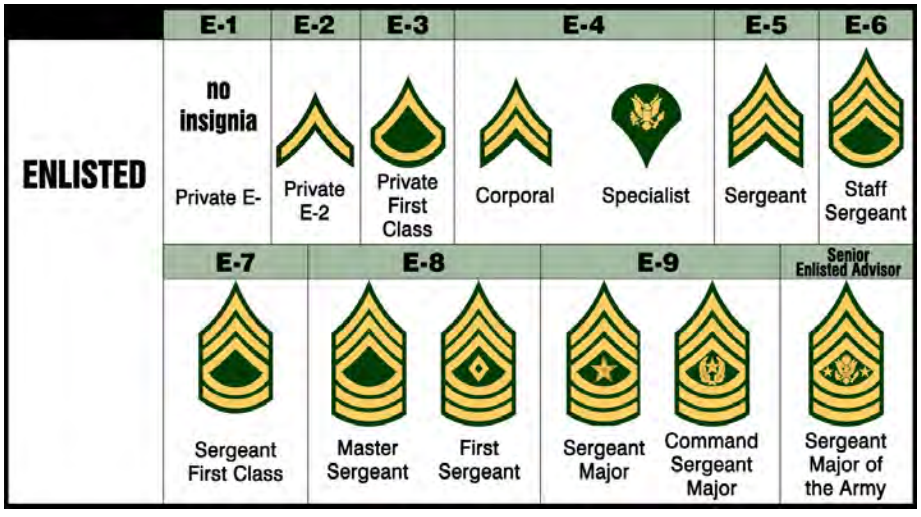

Figure 1.2.22

Key words

chevron
Insignia consisting of stripes meeting at an angle to indicate (enlisted) grade or rank

Cadets

Figure 1.2.23 shows the rankings for the officer and NCO personnel in the Army JROTC.

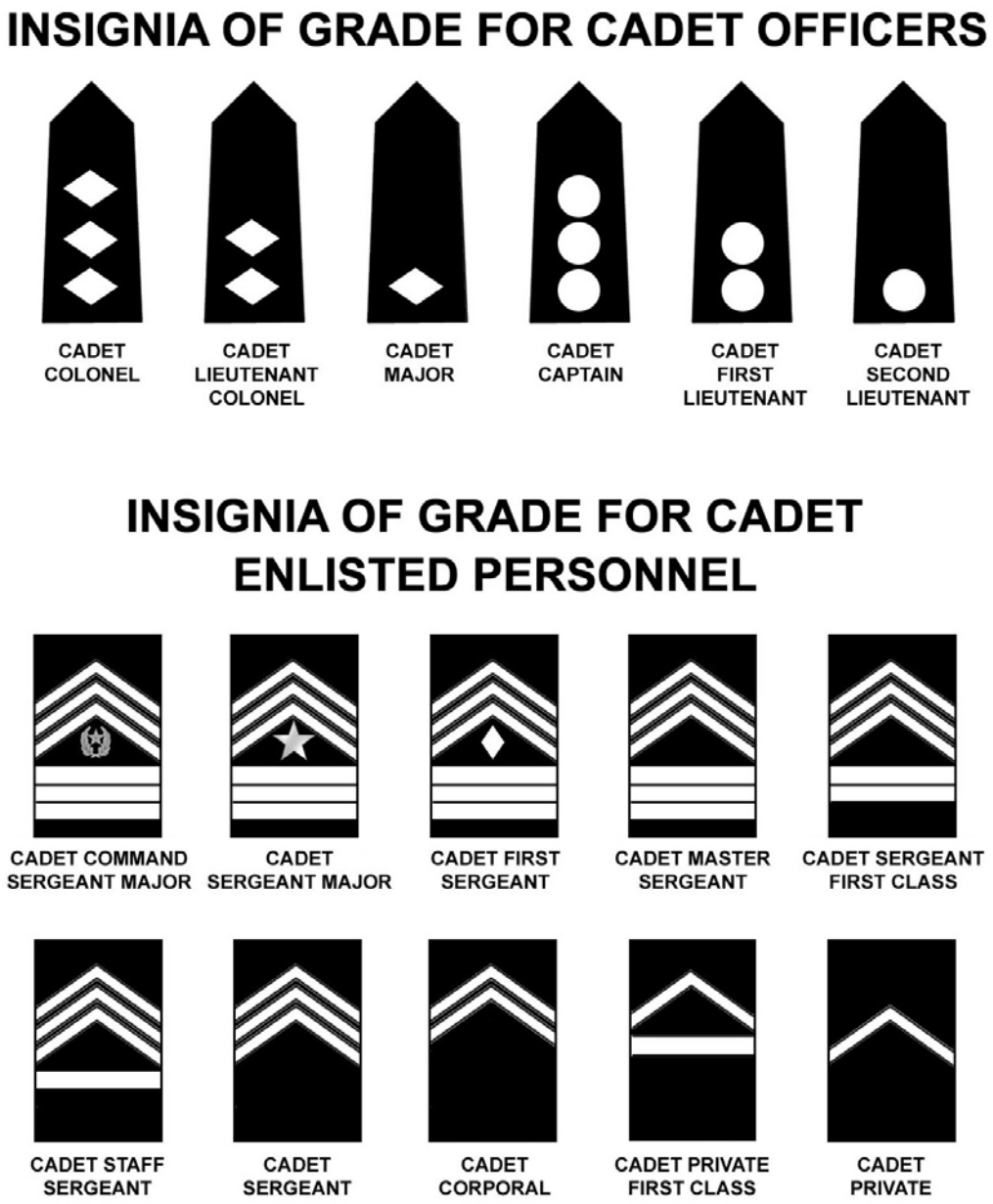

Figure 1.2.23

Placement of Uniform Awards, Insignias, and Decorations

OVERVIEW

Insignia is a way to show your advancement in JROTC. Insignia can include a badge, medal, or other mark of honor or position. These can also represent your military branch and indicate a duty assignment. Depending on the type of insignia, where it's placed on your uniform is important. This section covers many insignia as well as the proper placement.

THE ARMY BERET

The head gear worn will be determined by which uniform you receive. Before positioning the appropriate Cadet officer or Cadet enlisted insignia on the **gray beret**, you should first know how to wear it.

Figure 1.2.24

The beret is worn so that the headband (edge binding) is straight across the forehead, one inch above the eyebrows. The flash is positioned over the left eye, the excess material is draped over to the right ear, extending to at least the top of the ear, and no lower than the middle of the ear.

Personnel will cut off the ends of the adjusting ribbon and secure the ribbon knot inside the edge binding at the back of the beret. When worn properly, the beret is formed to the shape of the head; therefore, hairstyles that cause distortion of the intended shape of the beret may not be worn. The beret is equipped with a stiffener on the left front for attaching organizational flashes and insignia.

INSIGNIA OF GRADE

To wear the grade insignia on long or short sleeve JROTC shirts, you normally wear **shoulder marks** (rank or shoulder boards). For Cadet officers, place the narrow, pointed end toward the collar, and the flat end toward the edge of the shoulder. For enlisted Cadets, place the side with the pointed chevron (stripe) toward the collar. This is shown in *Figure 1.2.25.*

In some units, Cadets may wear **nonsubdued** pin-on grade insignia on both shirt collars or pinned to *blank* shoulder marks. As seen in *Figure 1.2.26*, place these insignia centered on the collar, with the centerline of the insignia **bisecting** the point of each collar and one inch up from the edge of the collar point.

Wear of Insignia

Figure 1.2.25

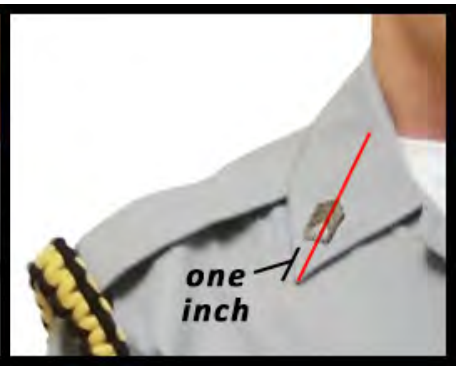

Figure 1.2.26

The area of both shirt pockets is where you place your nameplate, honor unit insignia, and personal awards. For female Cadets, the pocket area (because those shirts do not have pockets) is where you also position these items. Imagine a horizontal line one to two inches above the top

Key words

gray beret:
Headgear that may be worn with the Class A or B uniforms

shoulder marks:
A pair of broad pieces of stiffened cloth worn on the shoulders of the class A or B uniforms to display the insignia of grade. Blank shoulder marks do not display an insignia of grade so that pin-on insignia may be used instead

nonsubdued:
Bright and shining, not dull or flat, such as polished brass pin-on insignia

bisecting:
To cut or divide into two equal parts

button on your shirt. This imaginary line allows you to properly align your awards, insignia, and nameplate in the same manner as male Cadets do.

NAMEPLATE

Center the nameplate on the right pocket between the top pocket seam and the top of the pocket buttonhole *(see Figure 1.2.27).* On the female uniform, center the nameplate horizontally on the right side with the bottom of the nameplate on the imaginary line *(see Figure 1.2.28).*

Wear of Nameplate

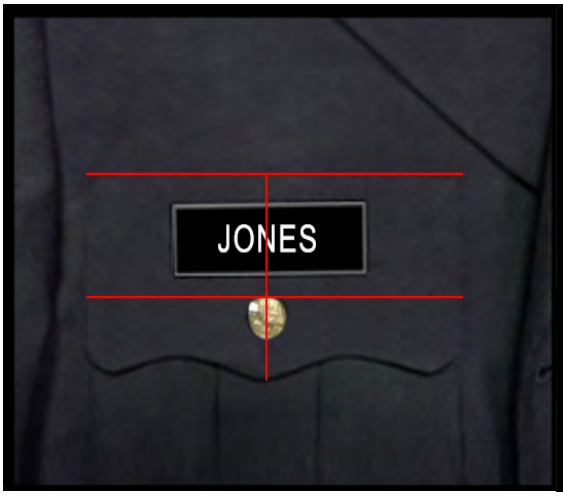

Figure 1.2.27

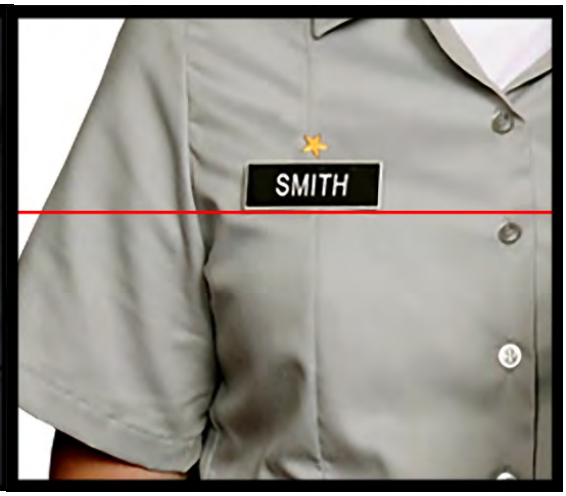

Figure 1.2.28

HONOR UNIT INSIGNIA

Center the Honor Unit Star one-quarter of an inch above the top seam of the right pocket. On a female uniform, the Honor Unit star should be one-quarter inch above the nameplate and centered. You can wear the Honor Unit Star either by itself or joined with the Academic Achievement Wreath. In either case, you center them as described.

AWARDS AND DECORATIONS

Position individual awards for academic, athletic, and military excellence on the left pocket (or left pocket area); however, you cannot wear both the ribbon and the medal for the same award at the same time.

Center your ribbons on the pocket button one-eighth of an inch above the top seam of the left pocket (centered above the horizontal line for female Cadets). Place awards of this type no more than three across. Do not start a second row until you have four or more ribbons; also, the first and second rows must have the same number before you can start a third row. Center the top row on the row beneath it. Wear your ribbons in order of precedence from top to bottom and from your right to left in one or more rows *(see Figure 1.2.29, next page).*

Wear of Ribbons

Figure 1.2.29

Wear medals and place badges for excellence in marksmanship one-eighth of an inch below the top seam on the left pocket flap (or in a similar position for female uniforms), again in the order of precedence from your right to left.

When not wearing medals, center your badge or badges, or space them equally from left to right on your pocket flap. The upper portion of the badge or badges should be one-eighth of an inch below the top seam of the left pocket. If you only have one medal or badge, center it from left to right on your left pocket flap. Place the top of it one-eighth of an inch below the top seam of the pocket.

Wear two medals or badges equally spaced from left to right on the left pocket flap. Keep the top portion of them one-eighth of an inch below the seam, at least one inch between them, and special skill badges to the right. *Figure 1.2.30* shows how to wear two medals or badges.

Wear of Medals and Badges

Figure 1.2.30

If you are wearing a special medal with one or more marksmanship badges, equally space all awards (but not more than three) from left to the right on the left pocket flap. Place the upper portion of the medals one-eighth of an inch below the top pocket seam. Wear the special medal to your right of any marksmanship badges.

These same rules apply for female Cadets, except wear medals and/or marksmanship badges one-quarter of an inch below the bottom row of ribbons.

MISCELLANEOUS UNIFORM ACCESSORIES

The instructor staff may authorize you to wear shoulder cords for participation in certain JROTC activities, including the color/honor guard, drill team, and rifle team. Wear one cord by itself on the left shoulder, and any other cord on the right shoulder. When wearing cords with a **ferrule** (metal tip), keep the ferrule to the front; otherwise, wear these cords based on the procedures of your local unit.

Components of Individual Award Categories

INDIVIDUAL AWARDS

Each Army JROTC unit can award various types of individual awards to its Cadets for recognition of excellence, outstanding achievement, or superior performance. There are two main categories of individual awards: institutional and national awards.

Institutional Awards

Superintendents, principals, and Army instructors can present institutional awards to individual JROTC Cadets for reasons of academic excellence, military and athletic achievement or performance, participation in community parades, excelling in recruiting programs, and other reasons that are determined by your instructors. You have the opportunity to earn as many of these awards as you possibly can.

The following is the order of merit (or importance) for these awards along with the number of ribbons available for each type. Within each category, you wear these awards (or ribbons) in their numerical order.

1. Academic Awards – 10 ribbons
2. **Military Awards** – 15 ribbons
3. Athletic Awards – 5 ribbons
4. Miscellaneous Awards – 5 ribbons

National Awards

National awards recognize individual JROTC Cadets for heroic, distinguished, meritorious, and other commendable acts and achievements.

Army JROTC Awards

JROTC offers numerous awards to those who are willing to go above and beyond the minimum effort asked of them. As mentioned earlier in this lesson, these categories include academic, military, athletic, and

Key words

ferrule:
A decorative metal cap attached to the end of a shoulder cord to prevent fraying; a metal ring or cap attached to the end of a staff or handle to give strength or to protect it against splitting

military awards:
Recognition given to individuals for participating in JROTC-sponsored activities, or for leadership excellence

miscellaneous, plus you can also receive national awards. The following sections offer you more detail on each award and what it takes to earn them.

Award Criteria

ACADEMIC AWARDS

Figure 1.2.31 shows the various types of academic awards that you can earn.

Award	Awarded By	Criteria
Distinguished Cadet Award for Scholastic Excellence (N-1-1)	Superintendent	Awarded annually to one Cadet who exhibits the highest degree of excellence in scholastics.
Academic Excellence Award (N-1-2)	Principal	Awarded annually to one Cadet in each LET level for maintaining highest school academic grades.
Academic Achievement Ribbon (N-1-3)	DAI/SAI (Awarded by DAI, except for in single units, then awarded by SAI)	Awarded annually to those Cadets who maintain a grade of "A" in all academic subjects.
Perfect Attendance Ribbon (N-1-4)	SAI	Awarded to Cadets with no unexcused absences during each quarter/semester.
Student Government Ribbon (N-1-5)	Principal	Awarded to Cadets elected to student government offices.
LET Service Ribbon (N-1-6)	SAI	Awarded to Cadets successfully completing first quarter/semester of training of each LET year.
N-1-7 through N-1-10	DAI/SAI	Awarded based on criteria developed locally and approved by region commanders.

Figure 1.2.31

MILITARY AWARDS

Figure 1.2.32 shows the various types of military awards that are available to you through hard work and effort.

Award	Awarded By	Criteria
DAI/SAI Leadership Ribbon (N-3-1)	SAI	Awarded annually to one Cadet per LET who displays the highest degree of level leadership.
Personal Appearance Ribbon (N-3-2)	SAI	Awarded annually to Cadets who consistently present an outstanding appearance.
Proficiency Ribbon (N-3-3)	DAI/SAI (Awarded by DAI, except for in single units, then awarded by SAI)	Awarded annually to those Cadets who demonstrated an exceptionally high degree of leadership, academic achievement, and performance of duty.
Drill Team Ribbon (N- 3-4)	SAI	Awarded annually to Drill Team members.
Orienteering Ribbon (N-3-5)	SAI	Awarded annually to Cadets who are members of the Orienteering Team.
Color/Honor Guard Ribbon (N-3-6)	SAI	Awarded annually to members of the color/honor guard.
Rifle Team Ribbon (N-3-7)	SAI	Awarded annually to members of the Rifle Team.
Adventure Training Ribbon (N-3-8)	SAI	Awarded annually to Cadets who are members of adventure training units.
Commendation Ribbon (N-3-9)	SAI	Awarded to Cadets whose performance of duty exceptionally exceeds that expected for grade and experience.
Good Conduct Ribbon (N-3-10)	SAI	Awarded annually to the Cadets who have demonstrated outstanding conduct and participation.
Summer Camp Participation Ribbon (N-3-11)	SAI	Awarded to those Cadets who participate in summer camp.
N-3-12 through N-3-15	DAI/SAI	Awarded based on criteria developed locally and approved by region commanders.

Figure 1.2.32

ATHLETIC AWARDS

Athletic awards are achievable through JROTC. All you need is an attitude geared towards success *(see Figure 1.2.33).*

Award	Awarded By	Criteria
Varsity Athletic Ribbon (N-2-1)	Principal	Awarded annually to Cadets who excel in varsity sports.
Physical Fitness Ribbon (N-2-2)	SAI	Awarded annually to Cadets who maintain excellent physical fitness: male Cadets must run one mile in 8:30 minutes and female Cadets in 10:45 or less.
JROTC Athletic Ribbon (N-2-3)	SAI	Awarded annually to Cadets who excel in JROTC athletics.
N-2-4 through N-2-5	DAI/SAI (Awarded by DAI, except for in single units, then awarded by SAI)	Awarded based on criteria developed locally and approved by region commanders.

Figure 1.2.33

MISCELLANEOUS AWARDS

There are several miscellaneous awards that you can earn *(see Figure 1.2.34).*

Award	Awarded By	Criteria
Parade Ribbon (N-4-1)	SAI	Awarded to Cadets who have participated in local community parades (such as Veterans or Memorial Day parades).
Recruiting Ribbon (N-4-2)	SAI	Awarded to Cadets who recruit students into the JROTC program.
N-4-3 through N-4-4	DAI/SAI (Awarded by DAI, except for in single units, then awarded by SAI)	Awarded based on criteria developed locally and approved by region commanders.
Superior Cadet Award (N-4-5)	SAI	Awarded to Cadet staff officers for outstanding performance.
Service Learning Ribbon (N-4-6)	SAI	Awarded annually to Cadets who participate in service learning projects.

Figure 1.2.34

NATIONAL AWARDS

With your eye on success, you can also earn national awards *(see Figure 1.2.35).*

Award	Criteria
Medal for Heroism	Awarded to any JROTC/NDCC Cadet who has been distinguished by an act of heroism.
Superior Cadet Decoration	Awarded annually to the outstanding Cadet of each LET level.
Legion of Valor Bronze Cross for Achievement	Awarded annually to a LET 3 Cadet for achievement of scholastic excellence in military and academic subjects and development of leadership.
Sons of the American Revolution Award	Awarded to a Cadet enrolled in ROTC for meritorious achievement.
The Military Order of the World Wars Award	Awarded annually for overall improvement in military and scholastic studies.
Daughters of the American Revolution Award	Awarded annually to a Cadet at each institution for outstanding ability and achievement.
Association of Military Colleges and Schools of the U.S. Award	Awarded annually to a full-time Cadet who has completed at least two full years of JROTC.
American Legion and American Legion Auxiliary Awards	Awarded annually to outstanding Cadets at each institution for general military excellence and scholastic achievement.
The National Sojourners Award	Awarded annually to an outstanding Cadet at each installation who contributed the most to encourage and demonstrate Americanism.
U.S. Army Recruiting Command Award for JROTC	Awarded annually to a Cadet at each school in recognition of their outstanding achievement and contribution to the JROTC program.
Association of the U.S. Army Award	Presented at the discretion of the DAI/SAI and the local AUSA chapter according to criteria that best suits the school's program.

Figure 1.2.35

ARMY JROTC RIBBONS AND AWARDS

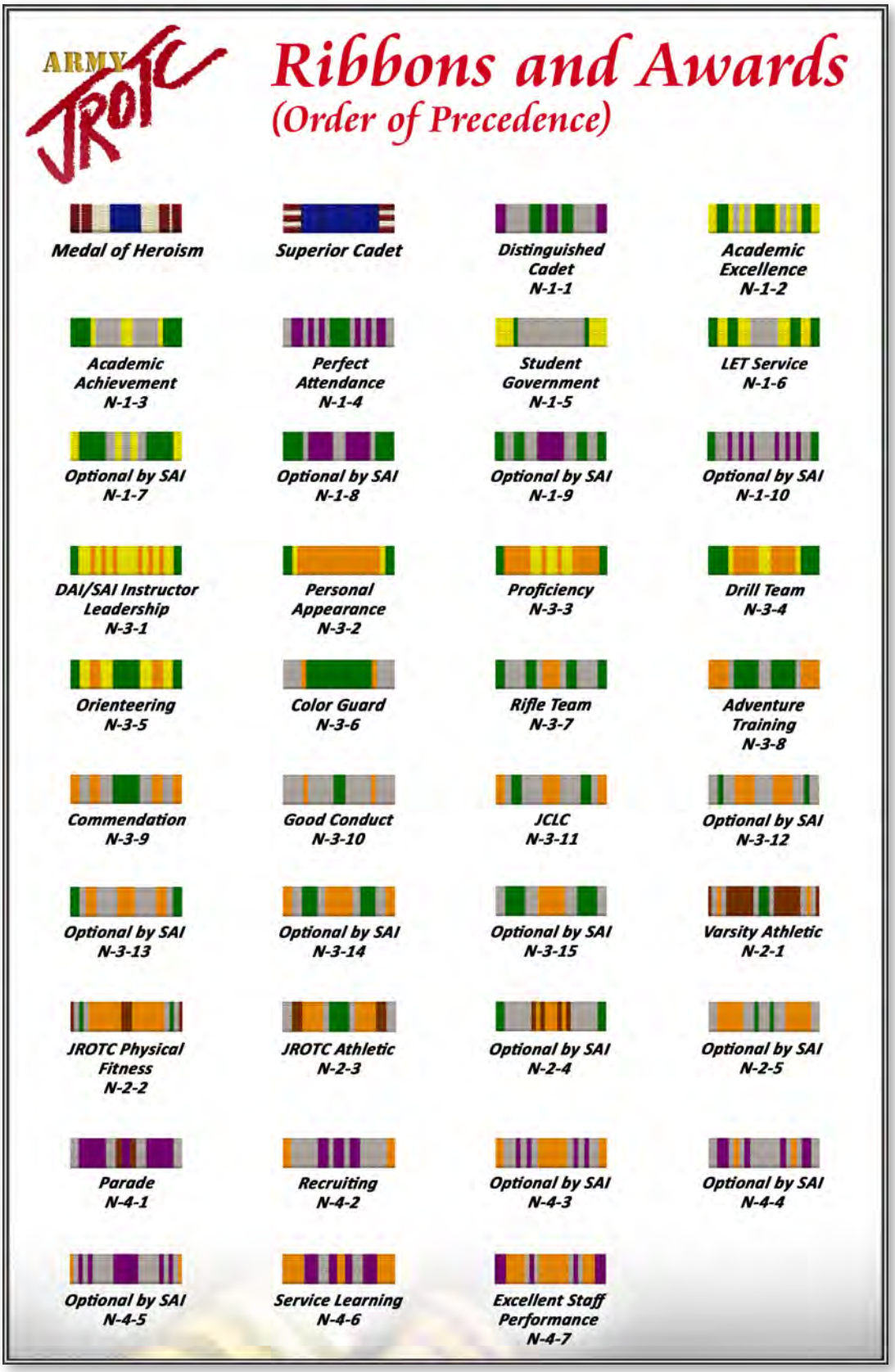

Figure 1.2.36

Figure 1.2.37

Conclusion

The Cadet battalion structure is set up to ensure a quick and clear flow of commands. Each individual Cadet has a job to do, which is part of a squad task that then proceeds up the chain of command until that individual task is a part of the battalion's overall mission.

What this means is an effective JROTC organization. Each Cadet knows what he or she is responsible for and what added responsibilities come from advancement in rank.

How far you climb in rank is up to you. Each Cadet battalion, depending on unit requirements, has opportunities for advancement. You will receive the necessary training and have the opportunity to demonstrate excellence in the skills and knowledge you have learned. Your actions and abilities ultimately will let your battalion leaders know if you are ready to move up.

Content Highlight:

LEADERSHIP

Taking on added responsibility in a leadership position is part of what JROTC is all about. Moving up in JROTC takes three things—desire, time, and work. JROTC will give you the time, but you must have the desire and be willing to put in the work.

The JROTC Awards Program has much to offer. It can give you the chance to be recognized either individually or as a member of a unit for your accomplishments and excellence. To earn these awards, you must be as competitive as your abilities and skills will allow. Often, you must put forth an extra effort to be in competition for them. The result, however, is self-satisfaction and sometimes public recognition for your accomplishments.

Lesson Check-up

- What are the four things common to all JROTC programs related to Cadets' development?
- Who is responsible for the overall function and management of a Junior ROTC unit?
- Why do people wear uniforms?
- List two professions that you would associate with wearing a uniform.
- What does wearing the military uniform represent?
- List two things that helped identify military units in the 17th century.
- List three activities in which wearing the military uniform is not allowed.
- List two activities where the military uniform is allowed to be worn.
- How is a cell phone properly carried while in uniform?
- If you wear a bracelet, what restrictions apply while in uniform?
- When are sunglasses allowed to be worn?
- Provide two examples of what natural hair coloring should look like.
- If a ribbon is awarded more than once, what device is attached to the ribbon to indicate this?
- When wearing ribbons on your uniform, what is the order of precedence?
- Review appearance and grooming standards from this lesson. Explain three standards you think are most important.
- Which position interests you the most? Why?
- Compare and contrast unit awards and individual awards.
- Which type of award interests you the most?
- Which leadership position do you plan to achieve in JROTC?

Customs and Courtesies in JROTC

Key words

- anthem
- bombardment
- colors
- courtesies
- customs
- ensign
- esprit de corps
- half-staff
- halyard
- pennant
- retreat
- reveille
- staff

What You Will Learn to Do

Demonstrate customs and courtesies in the JROTC environment

Linked Core Abilities

- Treat self and others with respect

Learning Objectives

- **Explain** how our nation arrived at the current design of the United States flag
- **Explain** the symbolism of the parts and colors on the United States flag
- **Explain** the origin of the lyrics in our national anthem
- **Demonstrate** a salute
- **Demonstrate** the correct way to fold the United States flag
- **Demonstrate** how to show respect for the United States flag
- **Compare** the rules for displaying the United States flag in different situations

Essential Question

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

Key words (cont'd)

- **standard**
- **under arms**
- **union**

Learning Objectives (cont'd)

- **Describe** customs when the national anthem is played
- **Explain** why there are rules for saluting and addressing officers
- **Distinguish** among the types of personal salutes and when they are executed
- **Identify** situations requiring a salute or other forms of respect to senior officers
- **Define** key words: anthem, bombardment, colors, courtesies, customs, ensign, esprit de corps, half-staff, halyard, pennant, retreat, reveille, staff, standard, under arms, union

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Introduction

The United States flag and the national anthem are important symbols for our nation. It is important that you know how to display respect for our national symbols. And as a Cadet in JROTC, you'll also need to know how to display respect toward officers. This lesson explores these symbols and signs of respect.

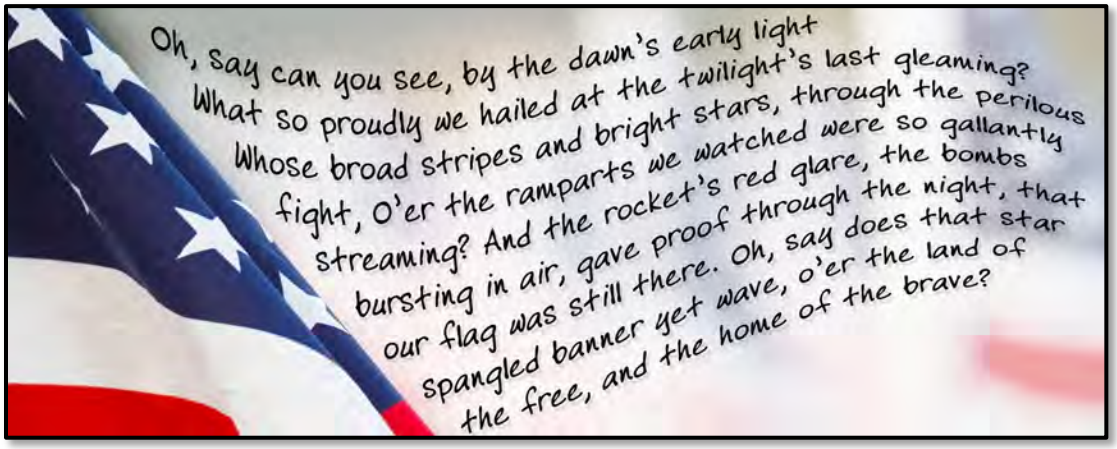


Figure 1.3.1

The United States Flag

"Betsy Ross, 1777"
Courtesy of Library of Congress

Figure 1.3.2

HISTORY

The first United States flag was adopted about a year after the thirteen American colonies declared independence from Great Britain. In 1777, the Second Continental Congress decided the flag of the United States would have thirteen red and white stripes—for the thirteen colonies—and thirteen white stars on a blue background.

However, because the Second Continental Congress did not give directions on the design of the flag, people made different flags. One of the best known early flag makers was Betsy Ross. But historians say she was probably not the designer of the first U.S. flag. There is strong evidence that Francis Hopkinson of New Jersey, a naval flag designer and a signer of the Declaration of Independence, designed a flag before Ross. Hopkinson's flag placed the stars in staggered rows. The Betsy Ross flag, which placed the stars in a circle, did not appear until the early 1790s.

Betsy Ross Flag

Figure 1.3.3

Francis Hopkinson Flag

Figure 1.3.4

There were problems with the flag design because the Second Continental Congress did not give directions about how the stars should look—some had five points, others had six or eight points.

The flag changed each time a new state joined the nation. But our current flag has not changed since 1959, when Alaska and Hawaii became states.

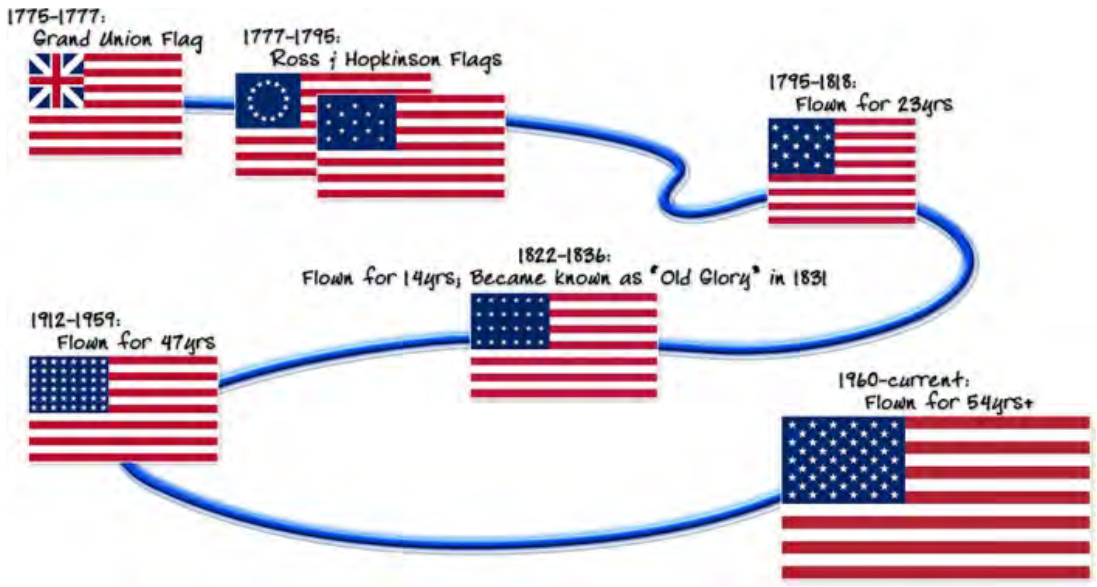


Figure 1.3.5

TODAY'S U.S. FLAG

Today our flag has 50 stars and thirteen stripes. There is no fixed order for numbering the stars on the flag, nor are stars assigned to particular states. The stars represent the states collectively, not individually. The colors used in the flag are red for hardiness and valor; white for hope, purity, and innocence; and blue (the color of heaven) for reverence to God, loyalty, vigilance, perseverance, and justice. The blue corner in the upper left is called the **union**. The union represents group of states that have joined together.

You may have heard people refer to the flag as "The Stars and Stripes" or "Old Glory." The branches of the military service may also use different names for the flag.

These names include **colors**, **standard**, or **ensign**; however, the term "flag" is correct regardless of size or use.

National Anthem

"The Star-Spangled Banner" is our national **anthem**—our government's official national song. It's a patriotic song that refers to our nation's history and our nation's flag. The song is played at official government or military events, at some sporting events, and some national holidays.

STAR-SPANGLED BANNER HISTORY

Francis Scott Key wrote "The Star-Spangled Banner" while he was on a mission during the War of 1812. Key was one of two people chosen to deliver official release papers for an American prisoner of war being held on a British ship in the harbor of Baltimore, Maryland.

Key words

union:
The emblem on a flag symbolizing unity, such as the blue rectangle and stars on the United States flag

colors:
The U.S. flag

standard:
A term now interchangeable with "colors," although formerly it was used for flags of mounted, motorized, and mechanized organizations

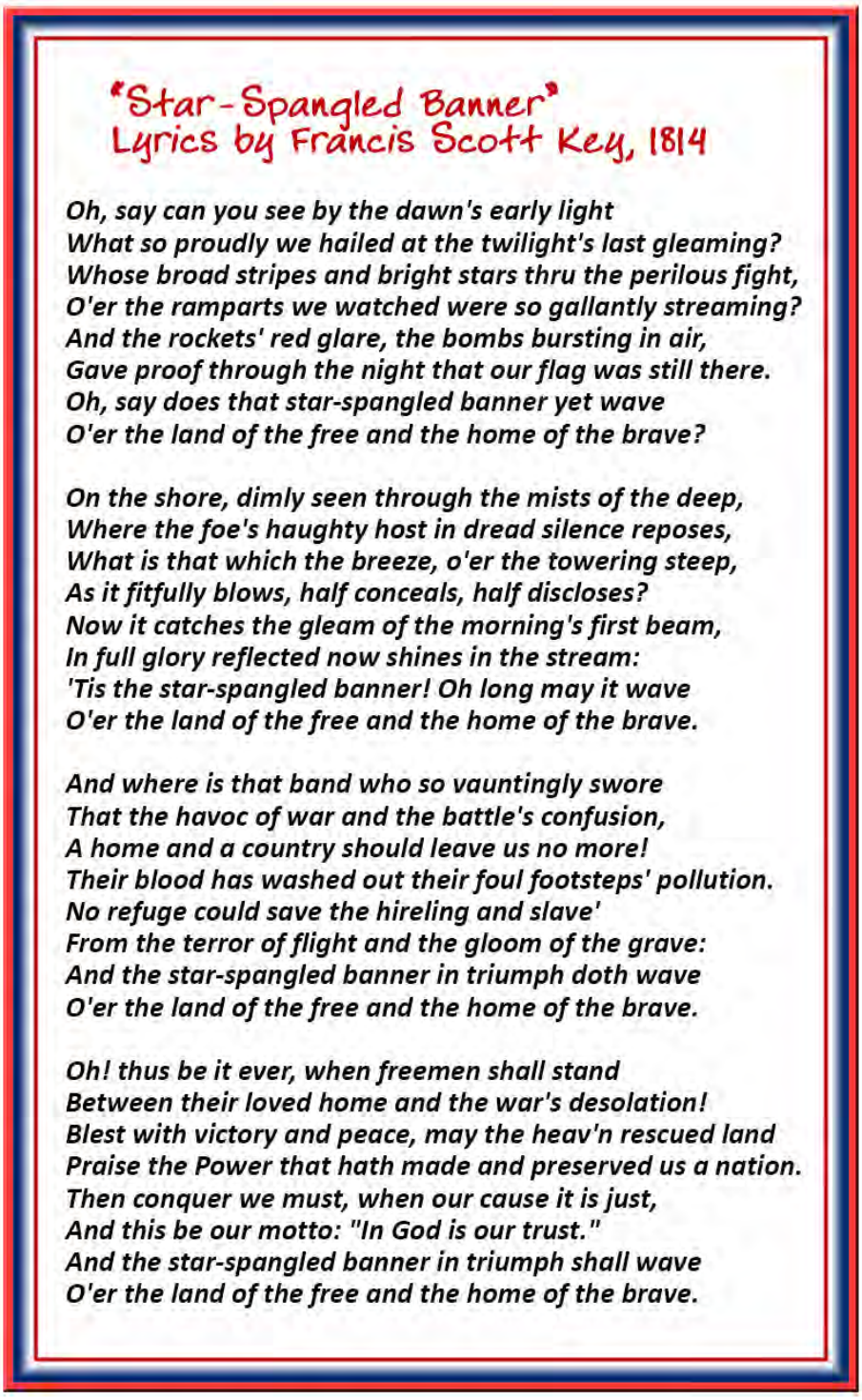
ensign:
A U.S. flag that is displayed or flown from an aircraft, ship, or boat as the symbol

anthem:
A song of gladness, praise, devotion, or patriotism

Key words

bombardment:
To attack with bombs, explosive shells, or missiles; to attack

The British agreed to release their prisoner only if the Americans did not immediately return to shore. The British were preparing to attack Fort McHenry, which is located on the harbor. They did not want Key and his companions to warn the American troops of their planned attack that evening. The two Americans agreed and returned to their boat to wait. At dusk, when the **bombardment** began, the British told the waiting Americans to take one last look at their flag because by morning it would be gone.



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

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

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

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

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

Figure 1.3.6

The bombardment continued throughout the night. At dawn, the fog on shore hid Fort McHenry from view. Finally, the fog cleared and the U.S. flag could be seen. Inspired by the sight of his country's flag standing in defiance to the enemy, Francis Scott Key wrote the words to "The Star-Spangled Banner."

The next day, the commander of Fort McHenry printed and distributed the poem Key had written throughout Baltimore. That night, an actor sang the poem to the tune of a British drinking song written by John Stafford Smith. A few days later, the Baltimore newspaper printed the poem. In less than one week "The Star-Spangled Banner" had spread as far as New Orleans. Soon the whole country had taken it to heart and made it a hit. However, Congress did not make "The Star-Spangled Banner" our national anthem until 1931—117 years after Key wrote it.

Ceremonies, Customs, and Courtesies

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.

Military ceremonies represent the pride, discipline, and teamwork of the armed forces. Some of the more common ceremonies include parades, reviews, inspections, occasions that honor and recognize individuals with awards for outstanding service, and formal dining. Ceremonies help preserve tradition and build **esprit de corps**. To participate in these ceremonies, you'll need to know about how to show respect for the flag, our national anthem, and for others in the military. The way you show respect is largely a matter of custom—the behaviors and procedures were developed over many years. The courtesies you demonstrate honor people with actions or words to show respect, authority, and achievement.

Figure 1.3.7

FOLDING THE FLAG CORRECTLY

It is important that the flag be folded in the correct manner. The following is the correct procedure for folding the U.S. flag.

Key words

customs:
A long established practice followed as a matter of course among people, oftentimes considered an unwritten law or repeated practice

courtesies:
An act of politeness or gracious manners; the use of polite gestures or remarks

esprit de corps:
The common spirit or feeling of pride found in the members of a group and inspiring enthusiasm, devotion, and strong regard for the honor of the group

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

Figure 1.3.8

STEP 1—Straighten out the flag to full length and fold lengthwise once. *(Figure 1.3.8)*

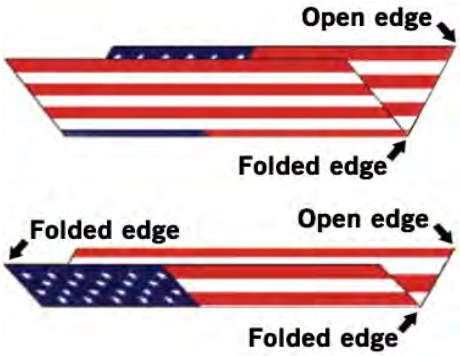


Figure 1.3.9

STEP 2—Fold it lengthwise a second time to meet the open edge, making sure that the union of stars on the blue field remains outward in full view. (A large flag may have to be folded lengthwise a third time.) *(Figure 1.3.9)*

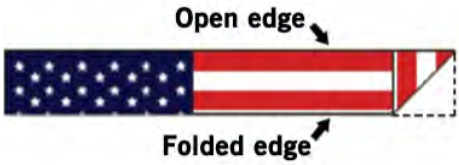


Figure 1.3.10

STEP 3—Make a triangular fold by bringing the striped corner of the folded edge to the open edge. *(Figure 1.3.10)*

Figure 1.3.11

STEP 4—The outer point is then turned inward, parallel with the open edge, to form a second triangle. *(Figure 1.3.11)*

Figure 1.3.12

STEP 5—Triangular folding is continued until the entire length of the flag is folded in this manner. *(Figure 1.3.12)*

STEP 6—When the flag is completely folded, only a triangular blue field of stars should be visible. *(Figure 1.3.13)*

Figure 1.3.13

RULES FOR DISPLAYING THE U.S. FLAG

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

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

Figure 1.3.14

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

Key words

half-staff:
The position of the flag about half-way down from the top of the pole or staff, used to honor and pay respect to military and nationally important deceased persons; or as a distress signal

staff:
Another word for flagpole used to carry unit guidons or colors

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

DISPLAY OF THE U.S. FLAG ALONE

When displaying the U.S. flag from a staff projecting from a windowsill, balcony, or front of a building, the union of the flag should be at the staff's peak (unless displaying the flag at half-staff). *(Figure 1.3.14, previous page)*

Figure 1.3.15

When displaying the flag flat against a wall, either horizontally or vertically, the union should be uppermost and to the flag's own right, or the observer's left. *(Figure 1.3.15)*

Figure 1.3.16

When displaying the flag in a window, place it with the union to the left of the observer in the street.

When displayed suspended across a street, the flag should be vertical, with the union to the north on an east-west street, or to the east on a north-south street. *(Figure 1.3.16)*

When suspending the flag at the edge of a sidewalk on the side of a building, raise the flag out from the building towards the pole, union first. *(Figure 1.3.17)*

Figure 1.3.17

Figure 1.3.18

When using the flag over a casket, place it so the union is at the head and over the left shoulder. *(Figure 1.3.18)*

NOTE: Never lower the flag into the grave, nor allow it to touch the ground.

GROUP DISPLAY

When displaying the flags of two or more nations or states, fly them from separate flag staffs (or flagpoles) of the same height. The flags should be of similar size. *(Figure 1.3.19)*

Figure 1.3.19

When grouping a number of flags and displaying them from staffs radiating from a central point, center the U.S. flag or place it at the highest point of the group. *(Figure 1.3.20)*

Figure 1.3.20

When carried in a procession with other flags, carry the U.S. flag either on the far right of the row of marching persons or, if in a line of flags, carry it in the front and center position of that line. *(Figure 1.3.21)*

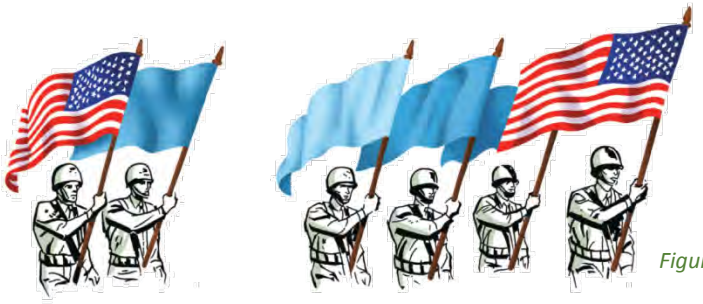


Figure 1.3.21

Key words

pennant:
A long, narrow flag tapering to a point or a swallowtail at the end

halyard:
A rope or tackle used for hoisting or lowering

When flying a **pennant** or another flag on the same **halyard** with the U.S. flag, always fly the U.S. flag at the peak of the staff. The only exceptions to this rule are displaying the United Nations flag at the United Nations Headquarters or the church pennant during services at sea. *(Figure 1.3.22)*

Figure 1.3.22

Figure 1.3.23

When displaying the U.S. flag with another flag from a crossed staff, place the U.S. flag on its right with its staff in front of the staff of the other flag. *(Figure 1.3.23)*

Figure 1.3.24

When displaying the U.S. flag from a staff in an auditorium, meeting hall, or chapel, whether on the same floor level or on a platform, it should be in the position of honor at the speaker's or chaplain's right facing the audience or congregation. Place other flags on the left of the speaker or chaplain; that is, to the right of the audience. *(Figure 1.3.24)*

COLOR GUARD

Color guard is a drill used in all branches of the military to show respect for the American flag. In JROTC, the four-person color guard is the standard organization performed in competitions. Two Cadets carry flags,

the U.S. flag and usually a state flag. Two other Cadets carry rifles or sabers. The flag bearers are in the center of the four Cadets. This symbolizes that our flag and our nation will always be protected.

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

Figure 1.3.25

Displays of Respect

All Americans are expected to show respect toward the flag and our national anthem. The armed forces follow a separate set of rules for displaying respect toward the flag, our anthem, and toward others in the military.

One military courtesy is the use of titles to show respect. When you are talking to someone in the military, address that person by his or her rank. This form of a courtesy is not only a standard greeting in the military, but it shows respect for the responsibility the person has earned.

The table below shows the correct titles by which you should address most individuals in the U.S. Army.

Title	How to Address
All Generals	"General"
Colonels	"Colonel"
Majors	"Major"
Captains	"Captain"
Lieutenants	"Lieutenant"
Chaplains	"Chaplain"
Cadets	"Mister," "Miss," or "Cadet"
Officer Candidate	"Candidate"
Warrant Officers	"Mister" or "Miss"
Sergeant Major	"Sergeant Major"
First Sergeants	"First Sergeant"
All other Sergeants	"Sergeant"
Corporals	"Corporal"
All Specialists	"Specialist"
Privates and Privates First Class	"Private"

Figure 1.3.26

If you do not know the person's name, you may address:

- Privates as "Soldier"
- All medical officers by their rank
- Male officers as "Sir"
- Female officers as "Ma'am"

Conversation with others in the military should be formal and correct. Use proper titles to show respect and indicate rank. Senior JROTC cadets may address junior JROTC cadets by their first name, but not the other way around.

Saluting is another display of respect. You probably know that Cadets are expected to salute those with a higher rank. But the military also requires salutes for the flag and national anthem. When you correctly salute, you are showing respect.

The hand salute is one of the most recognizable courtesies of the military way of life. Ages ago, the salute was a greeting that indicated you were not holding a weapon in your hand. Today, it is a way to show respect.

You must salute all commissioned and warrant officers. Generally, you do not salute noncommissioned officers or petty officers; however, there are exceptions. For example, when you act as a squad leader, salute your platoon sergeant when making reports.

Another display of respect is the call to attention. Attention means you stand up straight and face an officer, the flag, or the source of national anthem.

How to Perform the Hand Salute

You should salute when a leader who is in charge of a formation commands, "Present, ARMS." If you are not carrying a rifle, you can give the hand salute in three different ways depending on whether you are wearing headgear, glasses, or both.

Figure 1.3.27

WEARING HEADGEAR WITH A VISOR

Raise your right hand sharply, fingers and thumb extended and joined, palm facing down. Place the tip of your right forefinger on the rim of the visor slightly to the right of your right eye. Barely turn the outer edge of your hand downward so neither the back of your hand nor the palm is clearly visible from the front. Keep your hand and wrist straight, your elbow inclined slightly forward, and the upper arm horizontal.

WEARING HEADGEAR WITHOUT A VISOR, OR WEARING NO HEADGEAR, NO GLASSES

Perform the salute the same as you would while wearing headgear except touch the tip of your right forefinger to the forehead near and slightly to the right of your right eyebrow. *(Figure 1.3.28)*

Figure 1.3.28

WEARING HEADGEAR WITHOUT A VISOR, OR WEARING NO HEADGEAR, WITH GLASSES

Perform the salute the same as you would while wearing headgear except touch the tip of your right forefinger to that point on the glasses where the temple piece of the frame meets the right edge of your right brow. *(Figure 1.3.29)*

Figure 1.3.29

When to Salute and Come to Attention

There are many customs about saluting and standing at attention. The following three sections describe how you should behave when the national anthem is played, when the colors are displayed, and when you are in the presence of military officers.

DISPLAY RESPECT FOR THE "STAR-SPANGLED BANNER," "TO THE COLORS," "HAIL TO THE CHIEF," AND WHEN REVEILLE AND RETREAT ARE PLAYED (IF YOU ARE IN UNIFORM)

- ***In uniform outside:*** Face the source of the music, stand at attention, and salute until the song ends.
- ***In uniform inside during a ceremony:*** Stand at attention facing the flag. If the flag is not visible, face the source of the music. You do not need to salute unless you are **under arms**.
- ***In uniform in formation:*** The commander will call the unit to attention, command "present, arms." Face the source of the music and salute until the song ends. The commander will then give "order, arms."
- ***In civilian clothes outside:*** Stand at attention and place your right hand over your heart. A man wearing a hat, should remove it, and hold it in his right hand over his heart. Women do not need to remove hats when the anthem plays.

DISPLAY RESPECT FOR THE COLORS (U.S. FLAG)

- ***When you are in uniform and formation:*** When the flag is passing, the commander will call you to attention and command "Present, ARMS" when the flag is within six steps of your unit. Hold the salute until the flag is six steps past your unit and your commander gives "Order, ARMS." The same applies when your unit is passing the flag.
- ***When you are in uniform outdoors but not in formation:*** If the flag passes you, stand at attention, salute until the flag is six steps past you. If you pass the flag, face it, and salute six steps before and after.

Key words

reveille:
The signal for the start of the official duty day

retreat:
The signal for the end of the official duty day and also serves as a ceremony for paying respect to the flag

under arms:
To carry or be furnished with, or to have attached to the person, a weapon or the equipment pertaining directly to a weapon, such as a pistol belt or pistol holster

Figure 1.3.30

- ***When you are in uniform inside:*** If the flag passes you, stand at attention until the flag is six steps past you.
- ***When first uncasing the colors or later when casing them:*** Face the flag and salute.
- ***When pledging allegiance to the flag:*** While outdoors and in uniform, stand at attention and salute. (The pledge is not recited in military formations.) Indoors in uniform requires that you stand at attention and face the flag, but you do not salute. Indoors in civilian clothing requires that you stand at attention, face the flag, and place your right hand over your heart. Men should remove their hats with the right hand and hold it over their left shoulder, hand over the heart. Women do not need to remove hats.

DISPLAY RESPECT FOR A MILITARY OFFICER

- ***Salute for all official greetings.*** Military regulations on conduct require you to salute, even when carrying a rifle, when you meet and recognize a person with a higher rank.
- ***Salute and stand at attention when reporting.*** Reporting is requesting and obtaining permission to speak to a senior officer or being notified that a senior officer wants to speak with you. How you report to that officer may change according to local policy and to the location (in an office or outdoors), situation (under arms), or reason for reporting. When reporting or rendering a courtesy to an individual, turn your head and eyes toward the person and simultaneously salute. In this situation, execute the actions without command. The subordinate initiates the salute at the appropriate time and terminates it upon acknowledgment.

Figure 1.3.31

- ***Come to attention in the presence of officers.*** For example, when an officer enters a room the first time each day, the first person to see the officer calls the room to attention. If at any time, a higher ranking officer enters the office, the first person to see that officer again calls the room to attention. This same practice holds true if an officer enters barracks—that is, the first person to see the officer calls the room to attention. Everyone rises to attention except those personnel who are on work detail; however, they must rise if the officer stops and addresses them directly.
    - ***Exception:*** When an officer enters the dining area, the first person to see the officer calls the mess to "at ease." You may remain seated and continue eating unless directed otherwise by the officer. If you are seated in a chair and the officer addresses you directly, rise to attention and respond. If you are seated on a bench, stop eating and sit at attention until the officer has ended the conversation.
    - ***Exception:*** You do not need to stand at attention and salute when an officer enters the classroom environment.

- ***Observe the position of honor.*** The position of honor dictates that those of lower rank walk, sit, or ride to the left of those with senior rank. When entering a vehicle (car or small boat), you should enter first, staying to the left of the officer. When you arrive at your destination and leave the vehicle, the senior officer should exit first.

There are some exceptions to the rules. You do not salute:

- When on public transportation, including buses and trains
- When in public places such as stores and theaters
- When giving the salute would be inappropriate or physically impractical (such as when officers are acting as drivers or passengers of civilian vehicles or when one has both hands occupied carrying articles)
- While indoors except when reporting to an officer or when on duty as a guard
- When one or both parties are in civilian clothes

Content Enhancement:

ORIGIN OF THE HAND SALUTE

The origin of the hand salute is uncertain. Some historians believe it began in late Roman times when assassinations were common. A citizen who wanted to see a public official had to approach with his right hand raised to show that he did not hold a weapon. Centuries later, it was custom for knights in armor to raise their visors with the right hand when meeting a comrade. This practice gradually became a way of showing respect and, in early American history, sometimes involved removing the hat. By 1820, the motion was modified to touching the hat and, since then, has become the hand salute used today.

Personal Salutes

Personal salutes are honors given to dignitaries, civil officials, and military officials. They include cannon salutes, ruffles and flourishes, and a march or anthem, depending on the official.

CANNON SALUTES

A cannon salute honors civil or military officials from the United States or foreign countries. A commissioned officer directs the firing of the cannons or guns. The time interval between rounds is three seconds. Usually, the U.S. Armed Forces do not fire a cannon salute on Sunday, between retreat and reveille, or on national holidays. Independence Day and Memorial Day are exceptions to this rule and have special cannon salutes.

Figure 1.3.32

RIFLE SALUTES

Figure 1.3.33

Rifle salutes are used at funerals or ceremonies where cannons are not available. In a rifle salute, the number of guns fired depends on the position of the official. For example, the military fires a 21-gun salute for the president, members of a reigning royal family, and chiefs of state of foreign countries. The vice president receives a 19-gun salute, as do ambassadors and the Speaker of the House of Representatives. Secretaries of the Army, Navy, and Air Force, and generals of the Army and Air Force also receive a 19-gun salute.

When you are in the audience on such an occasion and in uniform, you should render the hand salute as the official party does. When in civilian clothing, you should remove any head covering to salute.

RUFFLES AND FLOURISHES

The armed forces play ruffles and flourishes together. Ruffles are a drum roll and flourishes are a bugle call.

The number of ruffles and flourishes also depends on the position of the official. The president, vice president, secretaries, assistant secretaries of the Army, Navy, and Air Force, cabinet members, and ambassadors all receive four ruffles and flourishes.

Figure 1.3.34

MARCHES AND ANTHEMS

Additionally, a military band may play a march or anthem following the ruffles and flourishes as an honor to special officials. For example, the band may play: the national anthem or "Hail to the Chief" for the president, ex-presidents, or president-elect; a march for the vice president; the national anthem of the United States or the anthem of another country for ambassadors; and, a march for generals, admirals, and most other armed services officials.

Figure 1.3.35

Conclusion

The pride and respect that come from how you show respect for our nation's symbols and others in the JROTC program make for a strong, well-run organization. Taking part in these customs builds esprit de corps and respect in your organization—an indication of what success is all about. By showing proper respect, you gain respect from others and a sense of pride within yourself. Using the proper salutes and actions shows that you are proud of yourself, your unit, and Army JROTC.

Lesson Check-up

- **Give two examples of personal salutes and explain each one.**
- **When in civilian clothes, what should you do when a flag passes in front of you?**
- **Explain the origin of our national anthem.**

Social Etiquette and Manners

Key words

- **dignitary**
- **Dining-In**
- **Dining-Out**
- **etiquette**
- **manners**
- **monopolize**
- **place card**
- **receiving line**
- **RSVP**
- **stilted**

What You Will Learn to Do

Demonstrate proper etiquette in social settings

Linked Core Abilities

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Treat self and others with respect

Learning Objectives

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

Essential Question

Why are social etiquette and manners important?

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Introduction

Through your Junior ROTC experience, you'll meet new people and interact in many different situations such as a **Dining-In** or **Dining-Out**, which are discussed later in the lesson. Military social occasions are filled with tradition and ceremony. It is important that each Cadet know how to properly prepare and conduct themselves at these occasions. When you know the rules of proper **etiquette**, you will feel more relaxed and confident in these situations. You will also have the chance to make a good impression on others.

Proper social conduct and behavior are important elements in your character development. Although this lesson concentrates on the etiquette and **manners** required at military social events, the information here is useful for other aspects of your life. Manners are based on kindness, respect, thoughtfulness, and consideration. The rules of etiquette may vary with the changing times, but good manners are timeless. As you read about the rules of proper etiquette and the practice of good manners, remember that social etiquette and good manners are nothing more than common courtesy, sincerity, and consideration for others. It is important to treat others in the same way we want others to treat us. This is the very foundation on which a polite society is built.

Key words

Dining-In:
A formal dinner for members of the military only

Dining-Out:
A formal dinner to which non-military guests are invited

etiquette:
A code of behavior or courtesy based on rules of a polite society

manners:
Socially correct ways of acting as shown in widespread customs

Etiquette and Manners in Formal and Informal Settings

SOCIAL INTRODUCTIONS

How many times have you attended school activities or social events with friends and met up with their friends, only to awkwardly stand around because you were not introduced to the new people joining your group? In social occasions, introductions are important to make everyone feel welcome and part of the group. Introductions should be simple, direct, and dignified, and the act of making them should be a formal occasion. They should be made whenever people gather socially, even for a short period. Introductions should be made automatically and immediately when discovering that two people do not know each other; this helps establish a connection between two people who may be strangers.

Figure 1.4.1

You may make these introductions or have someone else do it, if custom demands. If you neglect an introduction, however, you run the risk of being seen as rude. There is nothing mysterious about making introductions, unless you do not know what to do.

INTRODUCTIONS IN A FORMAL SETTING

Introductions at a formal reception, such as a Cadet Ball, may often include a **receiving line**. It is customary, and often mandatory, that all Cadets and their guests go through the receiving line upon arrival.

The people who would be in the receiving line include (in order):

1. The host (Senior JROTC Instructor or commander of the unit holding the reception)
2. The honored guest or, if there is no honored guest, the spouse of the host
3. The spouse of the host
4. The next ranking guest, with his or her spouse or guest
5. Other special guests with their spouses or guests. A School District Superintendent and a Principal are considered honored guests.

Key words

receiving line:
A group of people, including the host and honored guests, who stand in line and individually welcome guests attending a social function

Figure 1.4.2

In a receiving line, such as that held for a Military Ball, which people are encouraged to attend as couples, the lady precedes the unit member through the receiving line. The member introduces the guest first to the Cadet Corps Adjutant or other corps representative, who often announces the names of all attendees to the host.

If the couples attending the Military Ball are both JROTC Cadets, the gentleman will precede the young lady and conduct the introductions. A Cadet attending without a partner should introduce himself or herself to the adjutant. Even though the adjutant may be a friend of yours, do not shake his or her hand. The adjutant will announce your name to the host as you step in front of him or her. A simple, pleasant greeting and a cordial handshake are all that is necessary when moving through a receiving line. Save lengthy conversation for later.

Content Highlight:
INTRODUCTIONS

The customary rule "ladies first" should be followed upon all occasions other than White House or diplomatic visits.

Should your name get lost in the line, repeat it for the benefit of the person doing the greeting. In the absence of an adjutant, the Cadet still precedes the guest through the receiving line. The Cadet introduces the guest first, and then introduces himself or herself directly to the host.

After you have gone through the receiving line, you may proceed to the serving of refreshments or converse with other guests and await the signal for the next event. If the receiving and dining rooms are separate, do not enter the dining room until the signal to do so is given. For the remainder of the event, you will be responsible for making introductions as you move around the room, during dinner, and other activities. The following guidelines explain what you need to do.

Figure 1.4.3

MAKING PERSONAL INTRODUCTIONS

When making a personal introduction, avoid using elaborate phrases. Remember that introductions should be simple and direct.

The most generally accepted introductions are "Colonel Smith, may I introduce Ms. Breana Foster," or "Colonel Smith, I would like you to meet Ms. Breana Foster." The general rule is that you introduce juniors to seniors (this applies to age and military rank), gentlemen to ladies, and so on. However, the degree of formality used when making the introduction depends on the position of the persons involved or the occasion.

To introduce two people who are not near each other, you would typically take the lower-ranking individual to the senior-ranking person, the young lady to the older person, the gentleman to the lady, and so on.

Key words

dignitary:
A person of importance or someone who holds a high office

When introducing someone to a **dignitary**, mention the dignitary first to show respect for the office he or she holds. Be sure that you use the correct formal title for the dignitary when making the introduction; if you don't know the person's title, ask someone, such as an instructor, who would most likely know.

Here are a few guidelines for introductions of people with titles:

- Introduce military personnel by their rank. For example, when introducing your guest to one of your JROTC instructors, you might say, "Sergeant Allen, I would like you to meet Miss Jones."
- Introduce doctors, judges, or professors by their titles.
- Introduce members of Congress as "Senator" or "Representative."
- Introduce a Catholic priest as "Father." A Jewish Rabbi is introduced as "Rabbi." Protestant clergy use titles such as "The Reverend," "Pastor," or "Doctor"; however, others prefer to be addressed as Mr., Mrs., Miss, or Ms.

If the situation arose where you had to introduce a teacher to a parent, you would use the teacher's name first. An example is "Major Cooper, I would like you to meet my mother, Mrs. Eastern." If both of your parents were there, you would introduce the woman first and then the man, such as "Major Cooper, I would like you to meet my parents, Mrs. Eastern and Mr. Eastern."

If seated, you should rise to acknowledge an introduction and remain standing while other members of the party are being introduced to one another. When being introduced to ladies or gentlemen who are seated, you need not rise if rising may inconvenience others at the table.

INTRODUCTIONS IN INFORMAL SITUATIONS

Figure 1.4.4

When introducing two people whom you know very well and who have heard you speak about the other, you may be more casual. For example, to introduce a Cadet friend to your sister, you might simply say, "Susie, this is Pete." In this example, it is perfectly acceptable to make the introduction using the first names of both people. However, do not use the first name of an adult, a senior-ranking individual, or another important person when introducing that person.

METHODS OF MAKING INTRODUCTIONS

When making an introduction, speak each name slowly and clearly to be sure the names will be understood. When you are being introduced to someone, make a point of listening to the other person's name. Not remembering a name is common and is easy to forgive. However, forgetting a name is not an excuse for not making an introduction.

If you forget the name, or did not hear it, apologize and ask the person to restate his or her name. Then use the name several times in conversation to help you remember it. If necessary, ask for the person's name—with appropriate apologies—before starting an introduction to another person. For example, "I beg your pardon, sir (or ma'am), but I have forgotten your name…. Thank you, sir (ma'am). Colonel Smith, I would like you to meet Miss Jones."

Content Highlight:
INTRODUCTIONS TO OTHERS

When introduced to others put your cell phone or electronic device away or down.

Figure 1.4.5

When you are introduced to others, it is proper to return a courtesy such as "Nice to meet you," "Hello," "I am really glad to meet you," or "How do you do?" Additionally, when introduced to others, put your cell phone or electronic device away or down. Continuing to use your electronic device during introductions is rude and may give the other person the impression that you do not see them as important. When you introduce others, put your electronic device away before you make the introduction, and don't walk off and leave the two people staring at each other. As the person who made the introduction, you should either say something about each person to get a conversation started or excuse yourself so that you and your guest can continue to move about the room or participate in some other event.

To start a conversation, mention something of common interest to both parties. For example, "Major Davis, I would like you to meet Michael Knight. Major Davis is my Senior Aerospace Science Instructor, Michael. Sir, Michael hopes to enroll in JROTC next year."

Before moving from the person whom you just introduced, your guest should respond with "Good-bye, I am very glad to have met you," or something to that effect. When leaving a group, it makes no difference if you were introduced or just included in their conversation; you should politely and quietly say good-bye to anyone who happens to be looking at you, without attracting the attention of those who are unaware that you are leaving.

When in doubt whether two people have met, it is perfectly fine to ask whether they have met. Be sure to address the senior first, using a courtesy such as "Colonel Smith, have you met Miss Jones?" If they have not met, make the introduction. Usually, most people will consider your question as equal to an introduction, and will proceed with "How do you do?" The biggest mistake people make is to assume that people know each other. There is no harm in introducing people who have already met, but it is inconsiderate to have strangers together without introducing them.

Figure 1.4.6

Cadets sometimes assume, in error, that every Cadet knows every other Cadet. Do not hesitate to introduce Cadets if you are not sure they know each other.

In certain situations, you may find it necessary to introduce yourself to another person. If you are next to someone you do not know, and no one is around to make an introduction, it is perfectly fine to introduce yourself. Use a greeting such as "Hello, I am Tom Frazier," while shaking that person's hand. Do not say, "What's your name?" A good reply to you would be "Ted Wentworth, nice to meet you." It is then up to both people to start their own conversation.

WHEN AND HOW TO SHAKE HANDS

Figure 1.4.7

When gentlemen are introduced to each other, they typically shake hands. Ladies who are JROTC Cadets also shake hands during introductions. However, as a more general rule, whenever a lady or gentleman extends his or her hand as a form of greeting, the receiving party should extend his or her hand in return. Nothing could be ruder than to ignore a friendly gesture.

At the end of the introduction or conversation, those who were drawn into it do not have to shake hands when parting; however, it is considered common courtesy to do so.

A proper handshake is brief, but the clasp should feel firm and warm. Maintain eye contact with the person whose hand you are shaking. Do not shake someone's hand violently, grasp the hand like a vise, keep the handshake going for a long time, or offer only your fingertips.

When being introduced to a lady outside, a gentleman in civilian clothes should remove his hat. If in uniform, do not remove your hat. In addition, a gentleman will ordinarily remove his glove to shake hands unless he is a member of a color or honor guard. If a gentleman is confronted with a sudden introduction when he has gloves on and it is awkward to remove a glove while the other person has his or her hand outstretched, it is better to shake hands with the glove on with no apology. These are good rules to follow as part of general public behavior, even in casual situations.

SHAKE, TAKE, AND SALUTE

During your time in JROTC you will have many opportunities to receive awards and recognition. This recognition may include certificates, ribbons, or medals for doing something good for your school or community. It is important that you know how to receive this recognition, especially in uniform.

If the award is being presented by the JROTC Army Instructor (AI), other enlisted personnel, or a civilian official such as the principal, follow these rules:

- Offer the left hand to receive the award.
- Offer the right hand to shake the presenting official's hand.

If the award is being presented by the Senior Army Instructor (SAI) or other military officer, follow these rules:

- Offer the left hand to receive the award.
- Offer the right hand to shake the officer's hand.
- Finally, come to attention, face the officer, and render the proper hand salute.

Figure 1.4.8

Be sure to hold your salute until the officer returns your salute.

Proper Dining Etiquette

Table manners are an important part of social conduct. Proper manners around the table are not just reserved for special occasions; you should use them whenever you dine. Relaxed politeness is the key to any dining situation. When you know what to do, you can relax and enjoy yourself. This section will help you learn the rules of the table.

MANNERS AND COURTESIES BEFORE EATING

A gentleman does not sit down until all the ladies at his table are seated. He can help with the seating by holding the chair for each lady—first for his guest, then for other ladies near him if the ladies outnumber the men. He does this by pulling out the lady's chair from the table far enough for her to move easily in front of it. Then, as the lady sits down, he gently pushes the chair under her until she is seated.

When all ladies at the table are seated, he may then take his seat by going around the left side of his chair. Posture at the table should be straight, but not stiff. If a lady leaves the table at any time, the gentleman who seated her rises and assists with the lady's chair. When the lady returns to the table, her escort or the gentleman who seated her rises and repeats the courtesies mentioned in the previous paragraph.

The polite dinner guest will not touch anything on the table, not even the napkin, until after the blessing (or invocation) has been said or until it is obvious that there will be no blessing. Then you may pick up your napkin and partially unfold it on your lap. Do this unnoticeably—do not unfold a dinner napkin completely or above the table.

Content Enhancement:

POW-MIA CEREMONY

The POW-MIA Ceremony is generally used in conjunction with the opening of a dinner function. Although no one is sure where this ceremony began, it is believed to have been started by naval crewmembers known as the Vietnam River Rats. The Vietnam River Rats were U.S. Navy service members who patrolled the deltas and rivers in small patrol boats during the Vietnam War. This solemn remembrance is for the men and women in all five services—Air Force, Army, Navy, Marines, and Coast Guard—who were prisoners of war and those who are missing in action.

There are many different versions of the ceremony. The ceremony, in which wheel hats of all military services are placed at a table of honor, symbolizes those whose sacrifice prevents them from being at the function or with their loved ones. JROTC units often do not have access to wheel hats from other services and may choose not to use them.

Figure 1.4.9

A FORMAL DINING TABLE SETTING

At a large dinner, you may encounter a confusing array of silverware at your place setting, including one or two knives, two or three forks, and two or three spoons. A formal table setting is shown in *Figure 1.4.10*. If you have any doubt about the correct piece of silverware to use for a particular course, start with the outside piece of silverware and work inward. If you end up without a spoon or a fork, it is fine to ask for a replacement.

A formal place setting can be confusing if you are not familiar with it.

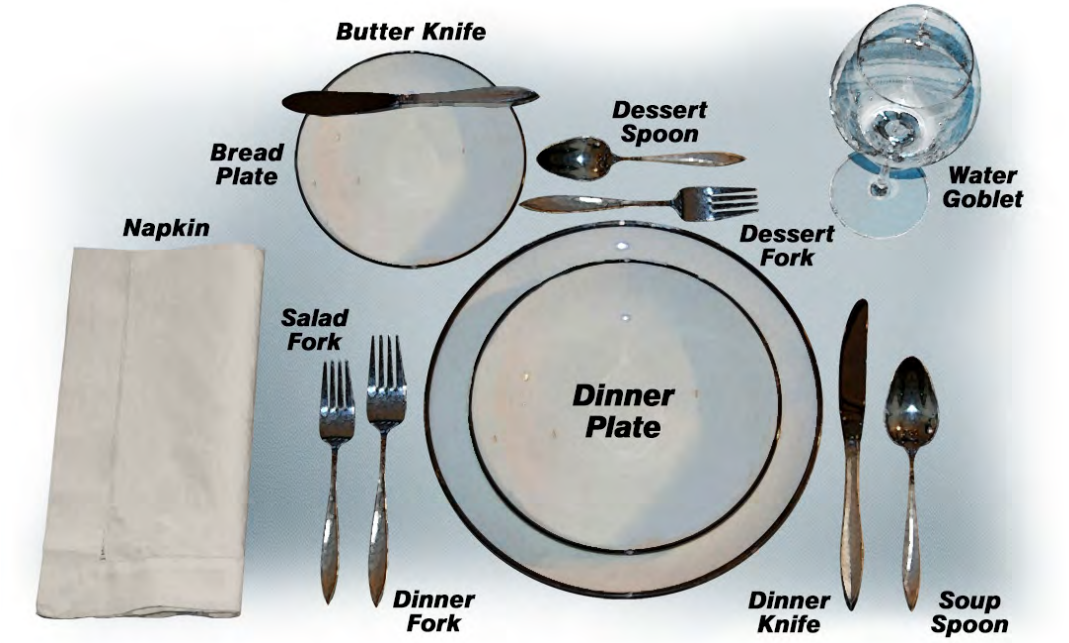

Figure 1.4.10

Specialized pieces of silverware include the butter knife, soup spoon, dessert fork and spoon, iced-tea spoon, oyster fork, and fish knife. The number of pieces of silverware indicates the number of courses to expect. For example, a six-course meal might include soup, fish, sorbet (a fruit-flavored ice served to cleanse the palate, or clear your taste buds), salad, an entree, and dessert. The placement of the silverware indicates the order of these courses.

PROPER USE OF SILVERWARE

In today's diverse social environment, you'll encounter different methods, manners, and courtesies of eating, depending on your host, the guests, and the occasion. To feel confident in any situation, you should be familiar with the proper use of silverware.

Figure 1.4.11

In the American style of eating, food is cut as shown in *Figure 1.4.11*. Hold the fork in your left hand, tines down, with your index finger on the back of the fork. Secure the food being cut with the knife, which is held in your right hand. Cut in front of the fork, not behind it. After cutting no more than two or three bites of food, place the knife on the plate and transfer the fork to your right hand. This is called the "zigzag" method.

When not using your knife and fork, place them separated across the top of your plate as shown in *Figure 1.4.12*. This is the resting position. When you have finished the main course, place the knife and fork beside each other on the dinner plate diagonally from the upper left to lower right, or from the 10 o'clock to the 4 o'clock position *(see Figure 1.4.13)*. This is the "finished" position and indicates that your plate may be removed.

Figure 1.4.12

Figure 1.4.13

Various rules govern how to use silverware properly. These rules include:

- After you use a piece of silverware, do not place it back on the table.
- Do not leave a used spoon in a cup; place it on the saucer.
- Do not leave a soup spoon in a soup bowl. You may leave it on a soup plate if one is provided; otherwise, place it on the dinner plate when not in use.
- Do not lay a knife with the handle on the table and the tip of the blade on the edge of the plate. This also applies to the fork.
- Leave unused silverware on the table in its proper position.

HOW TO EAT SOUP AND FINGER FOOD

When eating soup, the motion of the spoon should be away from you while filling it. Sip from the side of the spoon; do not slurp. If it is necessary to tip your soup bowl, tip it away from you. If your soup is too hot to eat, let it sit until it cools; do not blow on it.

Bread, rolls, biscuits, nuts, fresh fruit, olives, celery, radishes, raw carrots, cookies, and small cakes may be eaten with your fingers. Place finger foods on the bread plate if there is one. If there is no bread plate, use the salad or dinner plate.

As seen in *Figure 1.4.14*, break your individual servings of bread, rolls, and large biscuits into small pieces before buttering and eating them, one piece at a time. Do not cut these items. Buttering and eating a whole roll or whole slice of bread is also not appropriate.

Figure 1.4.14

PROPER USE OF NAPKINS

You should not tuck the napkin under your belt or wear it like a bib. Napkins are for dabbing lips, catching spills, and covering sneezes. Do not use a napkin to blow your nose. Never lick food from your fingers; always use your napkin. Before taking a drink of water or any other beverage, wipe your lips with your napkin to avoid leaving smears on the glassware. One quick, light pass with the napkin should be enough.

Figure 1.4.15

NAPKINS

- *Used for dabbing lips, catching spills, and covering sneezes.*
- *Do not use to blow your nose.*
- *To avoid leaving smears on the glassware, use your napkin to wipe your lips before taking a drink.*
- *Place on your chair when you need to be excused for a moment.*
- *Place your napkin on the table in loose folds to the right of your plate when you leave the dinner table.*

If you must leave the table during dinner, say, "Excuse me, please," with no explanation, and rise, placing your napkin on your chair. When leaving the table after dinner, place the napkin on the table in loose folds to the right of your plate. Do not refold, crumple, or twist it. Always push your chair to the table when you leave it.

BASIC TABLE MANNERS

The following list includes hints about table manners. Follow each one in any dining situation:

- If **place card**s are used, do not move or remove them. In addition to showing the specific seating arrangement, place cards are used to make guests feel welcome and to help people get to know one another in large social settings.
- Take small bites. Large mouthfuls of food are unsightly. Do not chew with your mouth open or make loud noises when you eat. It is not polite to talk with food in your mouth.
- Hats, gloves, cell phones, cameras, purses, sunglasses, and so on do not belong on the table. If it is not a part of the meal, do not put it on the table. Hats and gloves belong in the cloakroom. You may place cameras and purses under your chair. Unless you are expecting an emergency phone call, turn off your phone while in the dining room, and keep all electronic devices out of sight.

Key words

place card:
A name card for a formal dinner

- If you burp, say “Excuse me” (to no one in particular), and continue eating. Do not make a big deal out of it.
- Your hands should go no farther over the table than is necessary to eat and to pass things. Between courses, place your hands in your lap or at your side. Do not place your elbows on the table.
- If bread is placed in front of you, feel free to pick up the basket and offer it to the person to your right.
- Do not take the last piece of bread without first offering it to others.
- If you cannot easily reach something on the table, ask for it to be passed to you. Say “please” and “thank you.” If you are the one passing something, place the items on the table for the person to pick up, if possible. When passing salt and pepper, pass them together.
- If food spills off your plate, you may pick it up with a piece of your silverware and place it on the edge of your plate.
- If you drop something, leave it on the floor until the meal is over; then pick it up. If a piece of your silverware falls onto the floor, pick it up if you can reach it, and let the server know you need a clean one. If you cannot reach it, tell the server you dropped a piece of your silverware, and ask for a clean one. Do not season your food before you taste it.
- Hold a long-stemmed glass with the thumb and first two fingers of your right hand at the base of the bowl or on the stem.
- It is not appropriate to ask for a “doggy bag” during a formal occasion.
- Do not scold or correct a server. Make any complaints to the person (Cadet) in charge of the ballroom arrangements.
- If food gets caught between your teeth, and you cannot remove it with your tongue without being too noticeable, leave the table and go to the restroom where you can remove the food in private.
- At the end of dinner, after the host and honored guests have departed, make sure that you say good-bye to everyone at your table before departing.

Figure 1.4.16

CONVERSATION DURING MEALS

Conversation is an important part of social interaction around the table. It is perfect for the enjoyment of good companionship and a pleasant meal. A few important tips include:

- Try not to talk too quickly or too slowly.
- Keep the conversation light. Small talk includes casual, unofficial, interesting things in everyday life, such as the weather, music, upcoming events, movies, or sports. Keep topics of conversation safe and non-controversial. Avoid discussions about religion, race, politics, or any controversial issue. Avoid health issues, off-color jokes, and gossip.

Figure 1.4.17

- Answer respectfully when addressed.
- Be mindful of engaging in conversation with a person who has just taken a bite of food. Remember, do not talk with food in your mouth.
- Loud voices or laughter can be disturbing to others. Do not yell; use a pleasant tone of voice that can be heard only at your table. Do not use profane, abusive, or vulgar language.
- Be a good listener. Give others a chance to talk. Do not **monopolize** a conversation. Pay attention to the person speaking by making eye contact; do not look at other people when someone is talking to you.
- Do not interrupt. Allow the other person to finish what he or she is saying before speaking. If you and another person start talking at the same time, give way quickly in a friendly manner with a simple "Please go ahead."
- Do not ridicule or laugh at an unfortunate remark or someone's mistake. Although a person who makes good conversation does not contradict someone in a social setting, it is okay to state your opinion. When you do, always be tactful and respect the other person's point of view, especially when personal feelings are involved.

Key words

monopolize:
To take exclusive ownership or control, as in conversation with others

Social Invitation

When you are invited to attend a social event, which could be a short afternoon visit, a dinner party, or a Military Ball, you have certain obligations that you must observe as a guest.

You must understand the invitation: what you are invited for, where it will be held, when you should be there, and what you should wear. A written invitation will usually spell out most of these things quite clearly. Certain things are implicit in an invitation, as you shall see.

Figure 1.4.18

RSVP

On many invitations, you will see **RSVP** followed by a telephone number or email address. In this case, the courtesy of a prompt reply by telephone or email is required to permit the host, hostess, or planning committee to plan the event properly. It is polite to call or send your message within two or three days to accept or decline the invitation. When telephoning, make your call between 9:00 a.m. and 6:00 p.m. Do not invite someone else unless the invitation clearly indicates the number and names of those invited.

Several variations on RSVP are coming into widespread use, especially on informal invitations. One variation is "RSVP Regrets Only." This notation means that the host or hostess is expecting you unless you notify him or her that you cannot come. If you can accept, you need not reply. Make sure to be there on time.

If your plans for that day are unsettled, do not pass this problem on to the host or hostess. It would be much better to decline the invitation than to

Key words

RSVP:
A French expression that means "please reply"; a reply to let the hosts of an event you have been invited to know if you can or cannot attend

give a complicated account of your social schedule. Even if the other arrangement or engagement is uncertain, it is best to decline the invitation. After you have declined, do not call back if your plans change.

When declining, it is enough to say to the host or hostess that a conflicting engagement prevents you from accepting. You can turn down an invitation because you do not want to go. However, use good judgment for the invitations you refuse.

Most written invitations will indicate exactly where the function is being held. Some invitations may include a small map for your convenience. If the invitation is telephoned to you, repeat back all of the important information to be sure there is no misunderstanding when you accept the invitation. If you must first check your calendar before answering, get all the details and explain that you will call back as soon as you have looked at your schedule. Thank the caller for the invitation, make sure you have the phone number and promise to call right back. Make sure you call back as you promised.

Figure 1.4.19

After you accept an invitation, if an illness or an absolute emergency prevents you from attending, call the host or hostess immediately with regrets and apologies. Invitations to dinners, receptions, and weddings will usually give a time. For dinners and receptions, this is the time at which you should arrive; do not arrive earlier or later.

Plan your timing so you can be punctual. The time on a wedding invitation is the time the ceremony begins; allow enough time to be seated before the ceremony begins. If you are invited to an open house from 3:00 p.m. to 6:00 p.m., you may arrive any time after 3:00 p.m. and depart before 6:00 p.m. You are not expected to stay the entire three hours. After a dinner party, you should stay at least an hour. If you do not, it hints of "eat-and-run" rudeness.

Regardless of the type of invitation, keep in mind that a delayed reply without reason, or no reply, or failure to attend the function after accepting are all serious breaches of etiquette.

FORMAL, INFORMAL, OR CASUAL WEAR

The invitation may specify what you should wear. For example, an Army JROTC Cadet would most likely wear the Class A Uniform to a Dining-In or Military Ball. In this situation, a male guest of a Cadet should wear a suit, while female guests should wear an evening dress.

Some invitations may simply indicate that the dress is formal, informal, or casual. Be sure that you understand what these terms mean. If you are in doubt, ask the host or hostess what to wear when you call to RSVP.

As a general rule, use the following guidelines:

- ***Formal***—For male Cadets, the service dress or semi-formal service dress is expected. For male guests, a suit may be acceptable, although a tuxedo equivalent is preferred. For female Cadets, the service dress may be expected for Dining-Ins. For other formal occasions, female Cadets and female guests should wear an evening dress. *(Figure 1.4.20)*
- ***Informal***—For gentlemen, a sport coat and tie are appropriate; for ladies, a dress appropriate for daytime wear or a pant suit is acceptable. *(Figure 1.4.21)*

Figure 1.4.20

- ***Casual***—For gentlemen, nice slacks and a sport shirt are appropriate; for ladies, a sundress or pants and blouse are appropriate. In some situations, jeans or shorts and a shirt or blouse may be acceptable. *(Figure 1.4.22)*

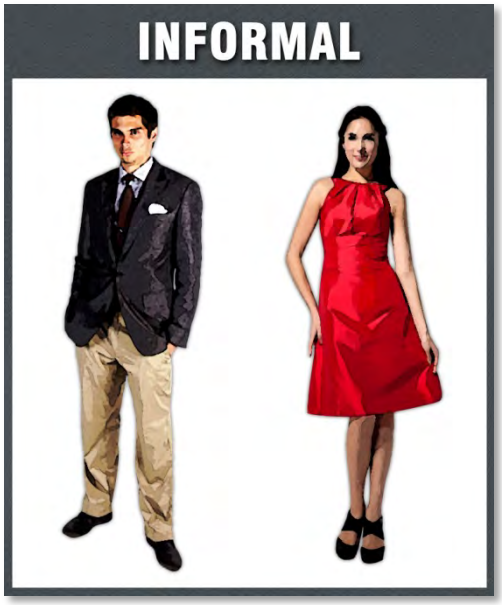

Figure 1.4.21

Figure 1.4.22

Any form of sagging or revealing clothing is considered inappropriate for <u>any</u> gathering.

RESPONSIBILITIES TO THE HOST

When attending a small gathering or dinner party, seek out and greet your host or hostess immediately upon arrival. Even at a large event, a crowded room should not keep you from properly greeting your host and hostess. You should also delay getting any refreshments until after you have properly greeted the host and hostess. Because the host and hostess are in charge, let them run things. As a polite, unassuming guest, you can help by making

and joining wholeheartedly in whatever activities are planned. You should not sit when other guests are standing in your presence.

Before leaving, you must thank your host and hostess for a wonderful time. Even if there are still dozens of people present, you must seek out the host and hostess to say thank you and good-bye.

WRITING THANK YOU NOTES

Be sure to write a thank you note within two or three days, and no more than a week after you have been a guest at someone's home. A thank you note should be handwritten in ink on nice writing paper. It is best to use stationery sets that provide matching paper and envelopes. Be conservative in the choice of color and design. Plain white is always acceptable.

Figure 1.4.23

The requirements for a thank you note include:

- Spell out the month. The 3/14/15 format is not used socially; this date would be written as March 14, 2015. Place the date in the upper-right corner, just below the fold line on the informal notepaper.
- Make sure the margins are large enough. Leave about 1 ¼ inches on the left side and about 3/4 inch on the right, depending on the size of the paper.
- Place the salutation, such as "Dear Mrs. Elliott," at the left margin.
- Indent only the first line of each paragraph. Align the rest of the paragraph with the left margin.
- Place the closing about as far to the right as the date at the top of the page. "Sincerely," or "Sincerely yours," with your first and last names are acceptable closings. Do not use "Yours truly," and use "Love" only for a family member or close friend, followed by your first name only.
- Do not use "Cadet" or your Cadet rank in your signature.
- Place your return address on the envelope, not under your signature.

The thank you note should be at least three paragraphs long.

- The first paragraph expresses your thanks specifically and in detail for the occasion.
- The last paragraph briefly summarizes your thanks.
- One or more paragraphs in the middle can be on any topic you choose about the occasion you attended.

Be careful not to invite yourself back in your thank you note.

ADDRESSING THANK YOU NOTES

Make sure that you use a block style when addressing the envelope. Include the proper title with the name (such as Mr., Mrs., Miss, Dr., Colonel, MSgt, and so on). Place the city, two-letter state abbreviation, and zip code on the same line. Place your return address on the front top left corner of the envelope.

You may use an address label. You may also include "Cadet" in your title, but not your Cadet rank. For example, Cadet John C. Scott is acceptable, but Cadet Captain John C. Scott is not correct.

HOW TO EXPRESS YOURSELF

When expressing yourself, be yourself! If you do not normally speak a **stilted** or flowery language, do not sound that way in your note. Sincerity is far more important than eloquence. For example, "I was overwhelmed by the sumptuousness of the repast in your exquisite domicile" will sound silly from most people. "I enjoyed the dinner in your attractive home" sounds much more natural. If you particularly enjoyed the soup or if the chocolate cream pie was out of this world, by all means say so in your note.

Sincerity is the first rule in social correspondence. Simplicity is the second rule. You can hardly go wrong with a few simple and direct statements about the things that pleased or amused you. Write just as you would say it to someone you know very well. Also, use correct grammar and spelling, and keep it neat.

The thank you note is an individual responsibility. If more than one of you attended a dinner party at someone's home, it is not proper to send one thank you note. Each of you should write your own note.

If you are on the planning committee for a Military Ball, you should also send thank you notes to the special guests, any organizations that sponsored the event, and the organizations that provided services and entertainment.

Figure 1.4.24

Key words

stilted:
Stiff, lofty, overly dignified, pompous, or artificial language

Dining-in, Dining-out, and the Cadet Ball

You should be familiar with the terms Dining-In and Dining-Out, which refer to formal military dinners. Many JROTC programs use Dining-Outs as their Military Ball since both are similar in tradition and activities. The protocol for these affairs often reflects long-standing traditions within a unit of the armed forces. The intent is to promote cordiality, comradeship, and esprit de corps.

Figure 1.4.25

It is believed that Dining-In extends back to the Roman practice of holding great banquets to celebrate victory and parade the spoils of war. However, most historians believe that Dining-In began as a custom in English monasteries. It was then adopted by the early universities. Later, it spread to military units when the officers' mess began. The customs and traditions of our modern Dining-In come from those of the British Army Regimental Mess. The British mess was an occasion to observe the unit's longstanding customs and traditions. It also provided a time for solemn formality, horseplay, and an excuse for living beyond one's means. The first recorded American Dining-In occurred in September 1716 when Governor Spotswood of Virginia, along with a company of Rangers, celebrated after crossing the mountains and descending into the Shenandoah Valley.

Dining-Ins began in the U.S. Army Air Corps when the late General Henry H. (Hap) Arnold held his famous "wingdings." The custom also grew in popularity during World War II, when members of the U.S. Army Air Corps participated in British Dining-Ins. The Dining-In is now recognized as an occasion where ceremony and tradition combine with good fellowship as an important element in Army life. The primary elements are a formal setting, posting of the colors, invocation, traditional toasts, fine dinner, Cadet comradeship, benediction, and retirement of the colors.

The Dining-In and Dining-Out provide an opportunity to recognize individual, squad, and unit achievements for the school year. They also give Cadets an opportunity to honor teachers, principals, and other school personnel. The Dining-In may also be used to present individual and/or unit awards. As such, the Dining-In helps build esprit de corps within JROTC program; it also provides an enjoyable time for Cadets. In addition, a Dining-Out may include entertainment after the formal portions, such as music and dancing.

TOASTING AT A DINING-IN

Toasting is a universal custom. It is a simple courtesy to the person being honored. It is improper to drain the glass after each toast; it is also improper to raise an empty glass to make a toast. You need to know how many toasts are being given so you can gauge how much to drink with each toast. Toasts are made standing up.

One person, usually the President of the Mess will present a toast by saying, "Ladies and gentlemen, the President of the United States" or "Ladies and gentlemen, I propose a toast to the President of the United States." All in attendance will then raise their glasses and say, "The President" or "To the President." The President of the Mess is usually the Cadet company/battalion commander hosting the Dining-In.

On the presentation and retirement of the colors, face toward the colors at attention until the ceremony is completed. Remain standing for the toasts and the invocation at the beginning of the program. You should rise again for the benediction at the end of the program.

Figure 1.4.26

THE MILITARY BALL

Another widespread custom in Army JROTC is the Military Ball. This formal event requires Cadets to wear formal or semiformal service dress and guests to wear formal attire. The Military Ball presents certain rules, procedures, and protocol to be observed. For example, you must wear the uniform the JROTC instructors prescribe, and your date should also be dressed in appropriate attire. An important element of a Military Ball is the receiving line, which is made up of the official hosts and hostesses. You learned about the receiving line earlier in this lesson.

PLANNING A MILITARY BALL

Careful planning is needed to ensure that the Military Ball—or any social occasion—is successful. The first step is for the JROTC instructors to appoint a planning chairperson. This person should be given the authority to make many of the planning decisions, although some decisions may be subject to the instructor's approval. One of the chairperson's first duties should be to review the file reports on previous Cadet-organized Military Balls. These reports will provide the chairperson with details on what must be done to ensure a successful ball.

Figure 1.4.27

Content Enhancement:

RESPONSIBILITIES OF THE PLANNING CHAIRPERSON

- Establish committees, appoint committee leaders, and provide them with the necessary people and other resources. The chairperson also is responsible for supervising these committees. At a minimum, the chairperson will need to create the following committees:
  - Advertising
  - Decorating
  - Entertainment
  - Food
  - Fund-raising
  - Invitations, including the special guests
  - Program and seating arrangements
- Establish short-term and long-term goals, identify the tasks necessary for the achievement of these goals, and delegate the tasks to committees for execution.
- Identify problem areas and lessons learned from previous Cadet Balls and prevent them from reoccurring.
- Invitations should be sent out as early as possible. If some guests do not accept, this allows time to invite others without offending them with a last-minute invitation. The invitation must clearly state the location, time, and dress requirements. Guests should know exactly what is being planned and what is expected of them. How to handle social invitations was discussed earlier in this lesson.
- Set a working budget. Expenses include band or music fees, rent for the dance hall, security guard(s), decorations, tickets, food, flowers, invitations, and postage.

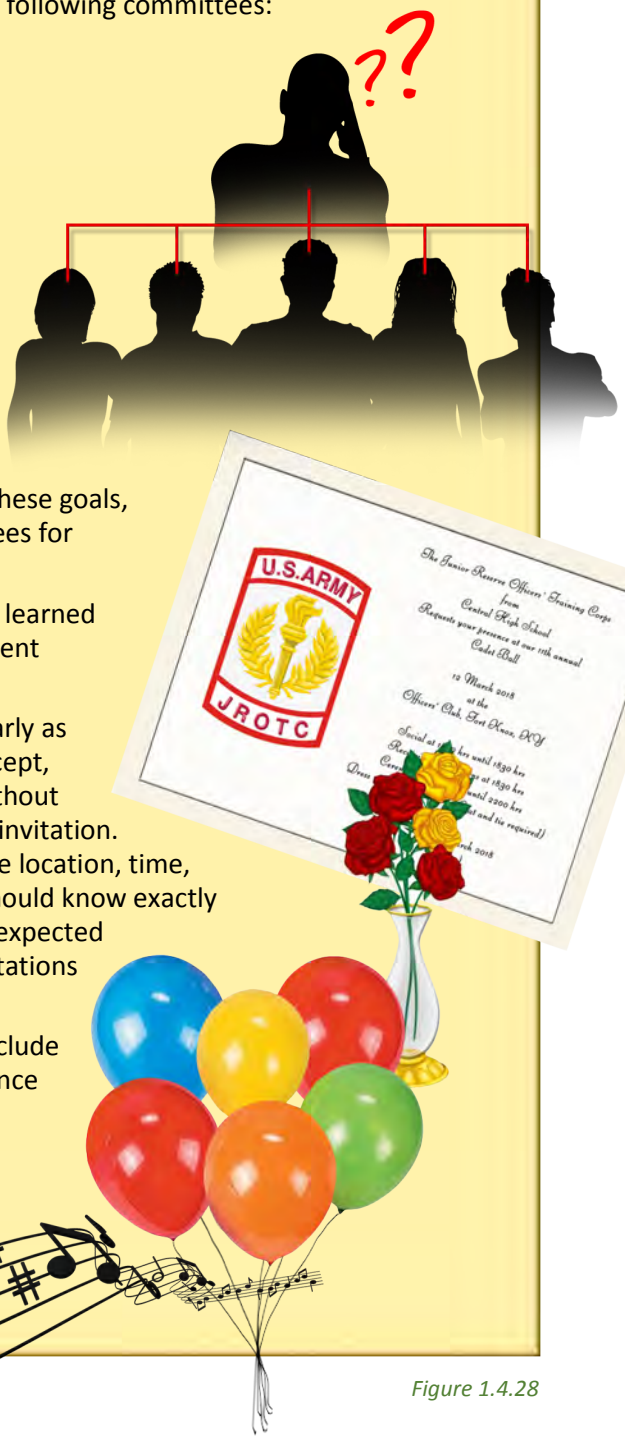

Figure 1.4.28

HELPFUL PLANNING TIPS

Helpful planning tips include:

- Be sure that all arrangements are carefully made for the special guests.
- Select a band that plays a variety of music, as well as music that does not offend anyone. Another option is a disc jockey (DJ). DJs can provide quality music at a reduced cost. If the ball is to be held during a holiday season, contact the band or booking agency at least six months in advance and provide them with a list of tentative dates.
- Arrange to have a photographer.
- Arrange to have several door prizes if you can find sponsors to donate them.
- Give credit in the program to all sponsors, as well as to individuals and organizations that helped put the ball together.
- Rehearse the color guard, POW/ MIA Ceremony, the sequence of events, and any special activities at the actual location at least one day prior to the actual event.
- Be sure that the staff at the site will prepare the correct number of meals and provide the correct number of chairs and tables, and check that the seating arrangements match the seating chart.

Figure 1.4.29

Other areas to consider include:

- Sign a contract that specifies the date, fees, and total hours the hall or ballroom will be available. The hours need to include time before the ball for decorating, as well as time after the ball for cleaning up. The band or DJ contract should specify the hours the band will play.
- Reserve the site and the band early, so you can be sure they are available on the desired date. A National Guard armory, officer or NCO club, American Legion hall or high school gym are some of the appropriate places for a Cadet Ball. The location you choose should include a kitchen.
- Appoint a ticket chairperson if Cadets are going to be charged in order to pay for the ball. Ticket sales should start early, and then be cut off at least one week before the ball. Ending sales a week before the ball gives you an accurate count of the number of people who will attend. Even if your unit has plenty of money, Cadets should be charged a minimum amount for the ball, so they will value the event.
- Appoint a publicity chairperson to write up a series of news stories before and after the ball. Photos should be taken to go with the stories.
- The decorations chairperson should look over the site and start planning decorations. Supplies should be ordered or purchased at least one month in advance to ensure they are available. Major portions of the decorations should be completed no later than the day before the ball.

Other areas to consider include *(cont'd)*:

- Mail handwritten or engraved invitations to faculty members and special guests at least three weeks before the event. Keep a list of responses and provide nametags for all expected guests.
- The food and refreshments chairperson must know how much money has been budgeted for food and refreshments. If catering is too expensive or inappropriate, Cadets can contribute food items in lieu of paying for tickets.
- Formal dances often provide a commercial photographer to take pictures of Cadets and their dates. If a photographer is hired for this purpose, be sure that everyone knows how much the pictures will cost before they are taken.
- If awards are to be presented, they should be ordered, engraved, picked up, and presentation scripts written.

Conclusion

Learning proper social conduct is an important part of your growth and character development. Although there are many forms of etiquette that pertain to almost every social occasion that you will encounter in life, the intent of this lesson was to familiarize you with proper manners and etiquette for the single most important social event in JROTC—the Cadet Ball.

Lesson Check-up

- **What is the difference between etiquette and manners?**
- **Explain why it is important to present a good appearance at all times.**
- **Give three examples of proper dinner conversation topics.**
- **Give three examples of improper dinner etiquette or manners.**

CHAPTER 2

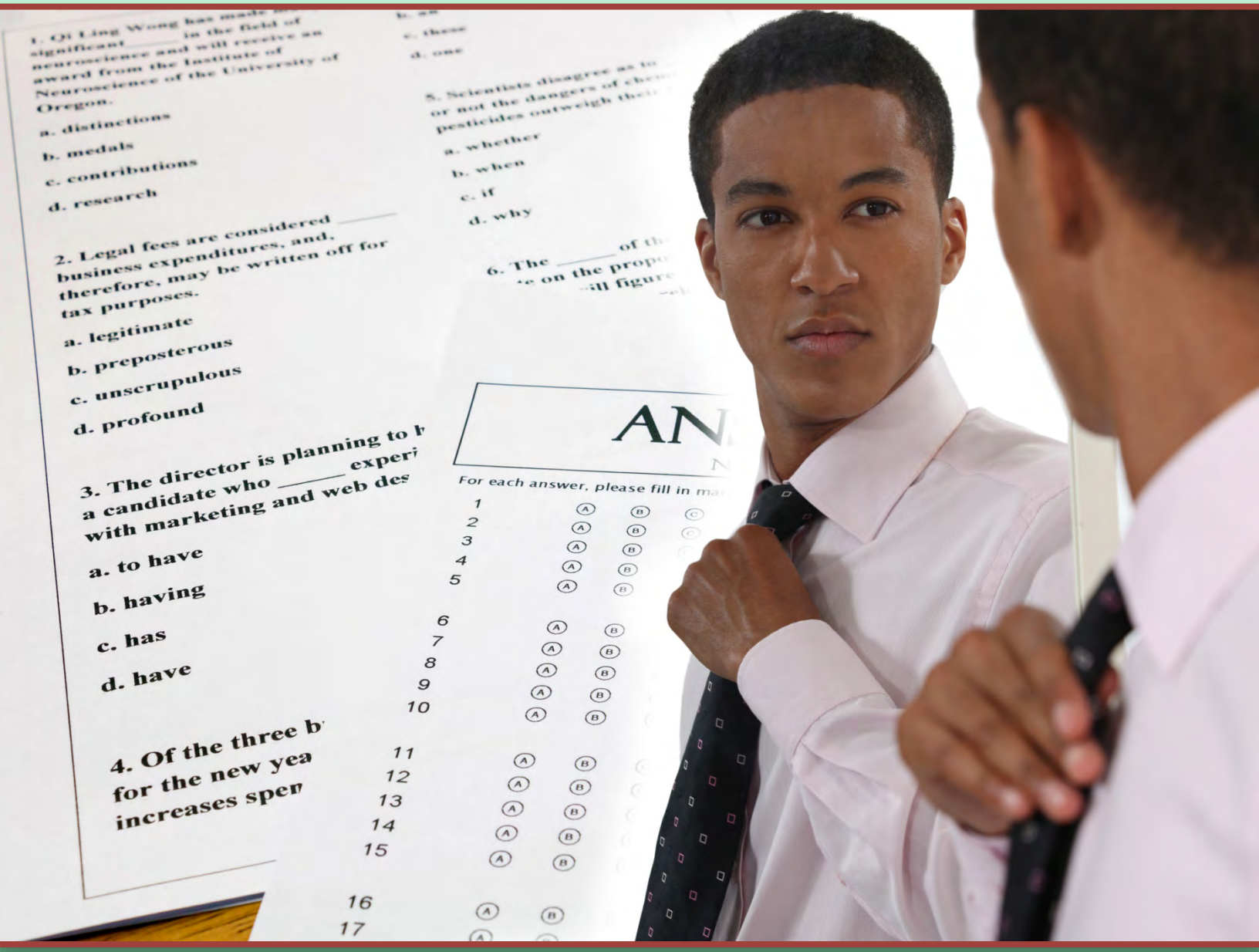

Figure 2.0

PERSONAL GROWTH AND BEHAVIORS

Chapter Outline

LESSON 1: Thinking Maps (p.92)
How are Thinking Maps® useful in the learning process?

LESSON 2: Self-Awareness (p.104)
How did Winning Colors® help you identify your behavioral preferences?

LESSON 3: Appreciating Diversity through Winning Colors® (p.112)
How can valuing the various behavior preferences of others help your team effectively meet goals and solve problems?

LESSON 4: Thinking and Learning (p.122)
How can you improve your thinking and learning skills?

LESSON 5: Reading for Meaning (p.142)
What strategies can you use to strengthen your reading comprehension?

LESSON 6: Studying and Test-Taking (p.158)
What study skills and test-taking strategies can you use to improve your academic success?

LESSON 7: Personal Code of Conduct (p.176)
How can I apply my values and ethics to develop a personal code of conduct?

LESSON 8: Personal Growth Plan (p.188)
Why is emotional intelligence important to personal growth?

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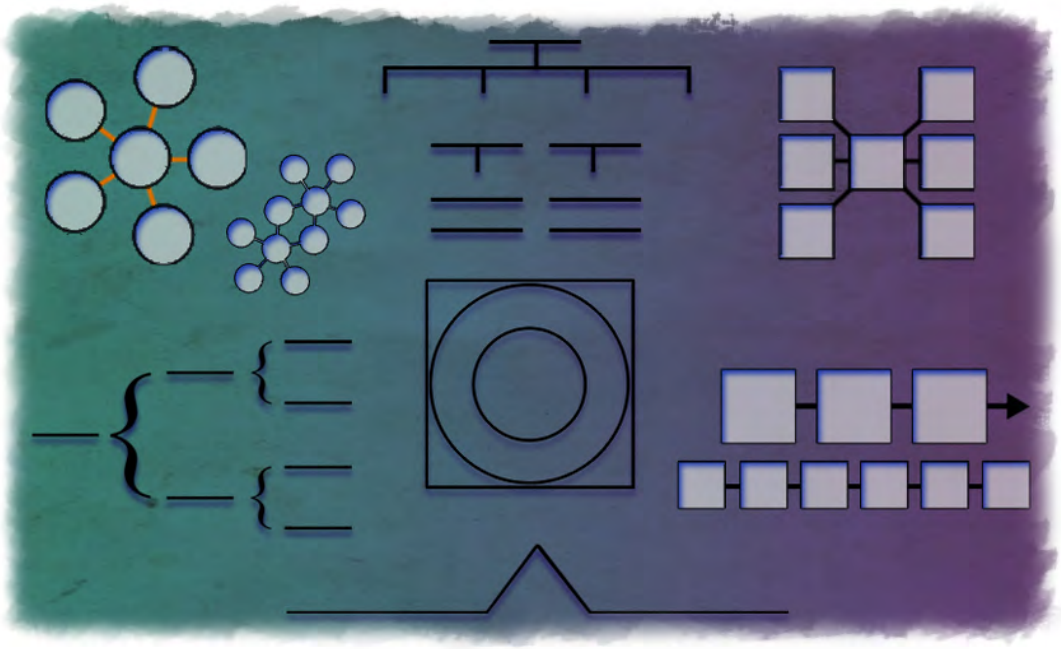

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Key words

- analogy
- Brace Map
- Bridge Map
- Bubble Map
- Circle Map
- Double Bubble Map
- Flow Map
- Multi-Flow Map
- Relating Factor
- Tree Map

What You Will Learn to Do

Use Thinking Maps® to enhance learning

Linked Core Abilities

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written technique

Learning Objectives

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

Essential Question

How are Thinking Maps® useful in the learning process?

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Introduction

Describing an item or a concept can be difficult. It's probably not hard for you to describe a flower or a dog, but it might be difficult to keep your description organized in your mind. What gets even trickier is when you're asked to describe or define main and supporting ideas of a story, or the cause and effect of a specific action. Your thoughts and ideas can easily get confused, or you might even forget some of your descriptions and conceptual thoughts.

Thinking Maps® were created to help organize your thinking so that you can construct knowledge much like an engineer uses a certain set of tools to build a new bridge. This lesson introduces Thinking Maps®, and covers how each of the eight maps shown in *Figure 2.1.1* can be used to develop a common thinking-process language. Keep in mind as you read through this lesson, how thinking and learning go hand in hand.

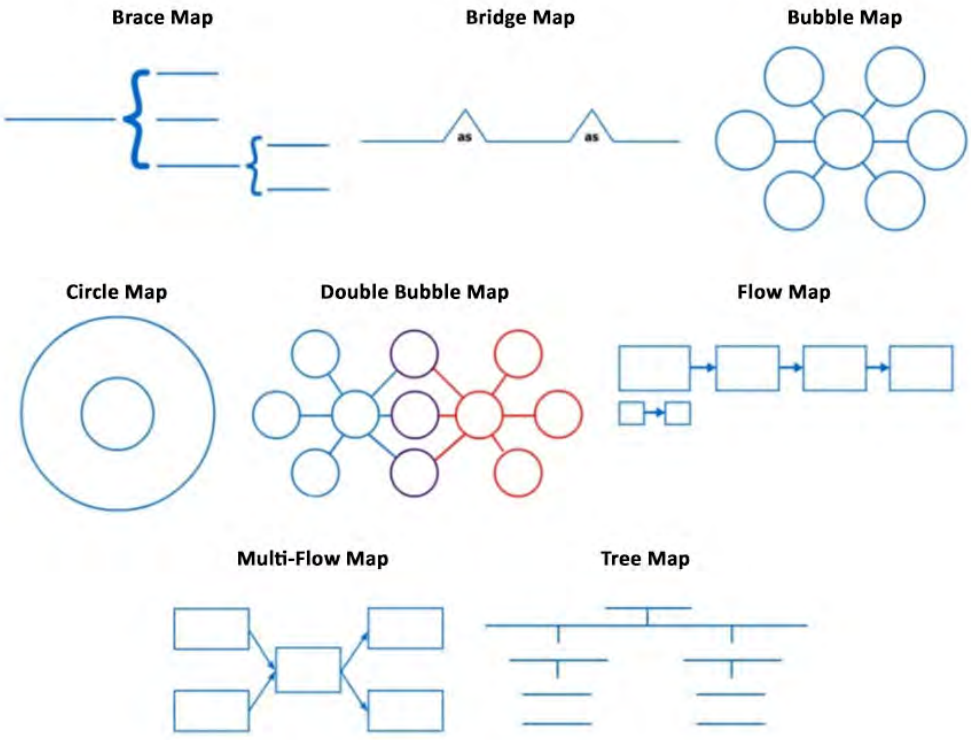

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Figure 2.1.1

Types of Thinking Maps®

Thinking Maps® are visual learning tools. Each map is based on a fundamental thinking process, such as describing a quality, sequencing, classifying, comparing and contrasting, and can be used together as a set of tools for showing relationships. These maps—the Circle Map, Bubble Map, Double Bubble Map, Tree Map, Brace Map, Flow Map, Multi-Flow Map, and Bridge Map—all serve a specific purpose for different types of thinking processes. The following sections describe the eight types of Thinking Maps®, and how they can best aid you in your learning process.

THE CIRCLE MAP

The **Circle Map** *(see Figure 2.1.2)* is used for brainstorming ideas.

Circle Maps are visual tools used to help define a big thing or idea. They are great for collecting ideas when brainstorming or gathering prior knowledge about a topic.

The thought process behind the Circle Map is to define in context and answer the question, "How are you defining this thing or idea?"

Key words

Circle Map:
A visual learning tool used for brainstorming ideas

Circle Map

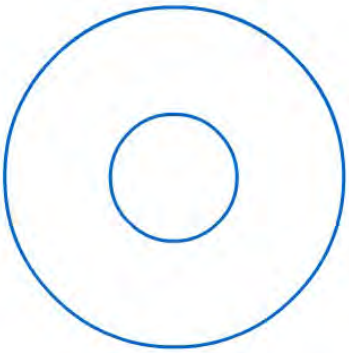

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Figure 2.1.2

Developing a Circle Map

In the center of the circle, use a word, number, picture, or any other sign or symbol to represent an object, person, or idea you are trying to understand or define.

On the outside circle write or draw any information that puts this object, person, or idea into context. This type of map shows the most random type of thinking.

The frame is used as an extension of the Circle Map or any other Thinking Map®. After creating the Circle Map, draw a square "frame" outside the circles. In the space between the frame and circle, write information that shows the influence of background experience on how you define some "thing" in context.

Circle Map with Frame

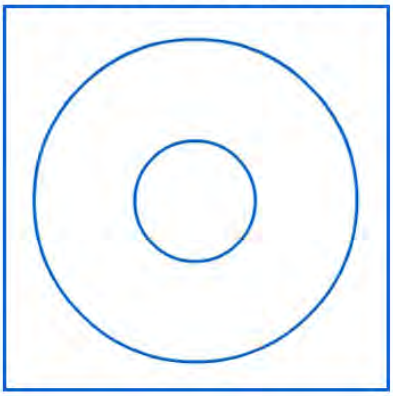

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Figure 2.1.3

Example

This example defines in context a red rose. Notice all of the descriptive words collected in the brainstorming. This Circle Map can answer the question: How would you define 'red roses'?

Circle Map Examples: Red Roses

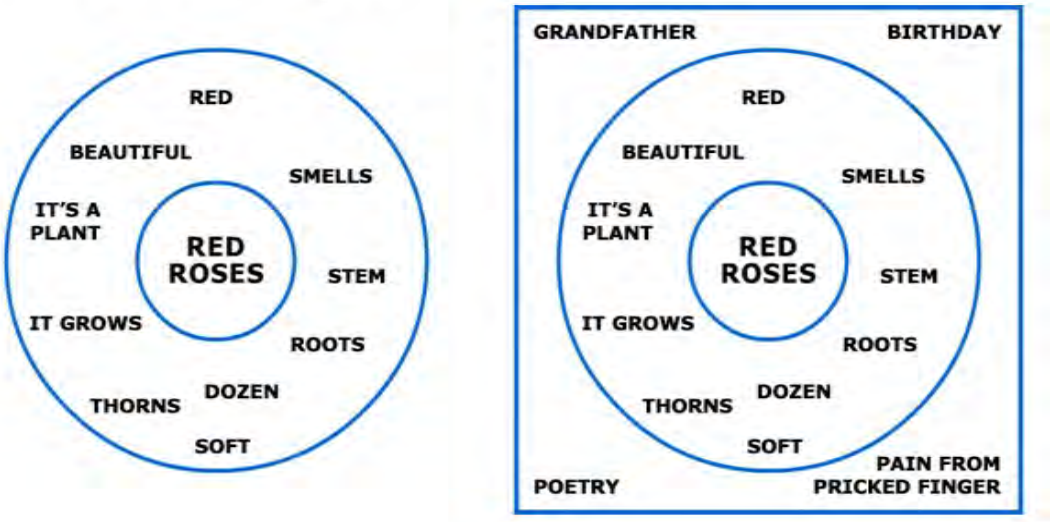

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Figure 2.1.4

THE BUBBLE MAP

The **Bubble Map** *(see Figure 2.1.5)* is used to describe qualities of a person, place, or thing. The thought process behind the Bubble Map is describing with adjectives only.

A Bubble Map should answer the following questions:

- What adjectives would you use to describe a person or thing?
- What descriptors pertaining to sound, sight, or smell would you use to identify the qualities of a thing?

Developing a Bubble Map

In the middle circle, write the name of the object that you want to describe; then, in the six surrounding circles, write the adjectives or adjective phrases that describe that object. A Bubble Map should answer the question, "Which adjective would best describe this object?"

By the time your Bubble Map is finished, it may look similar to a web or a cluster.

Bubble Maps are also useful for developing vocabulary, distinguishing between fact and fiction, and valuing/evaluating. They should not be used for brainstorming.

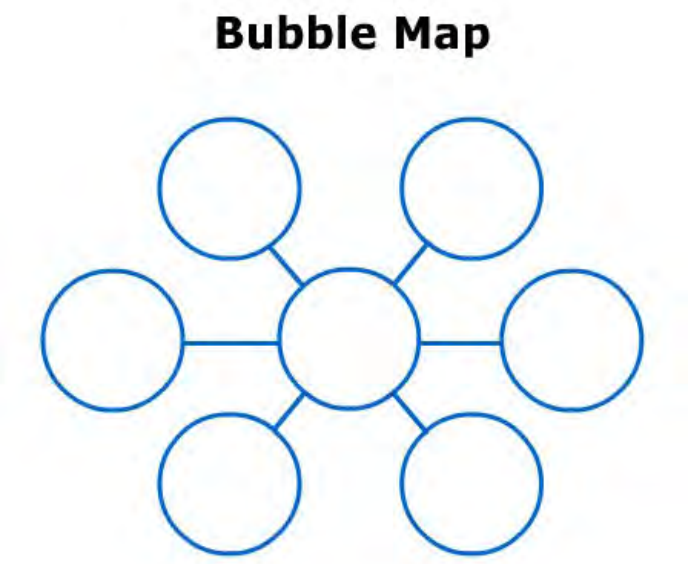

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Figure 2.1.5

Key words

Bubble Map:
A visual learning tool used for describing, with adjectives only, the qualities of a person, place, or thing

Example

In *Figure 2.1.6*, notice that in the Bubble Map example, the outside circles use adjectives to describe red roses and sensory descriptors to describe the quality of the red roses.

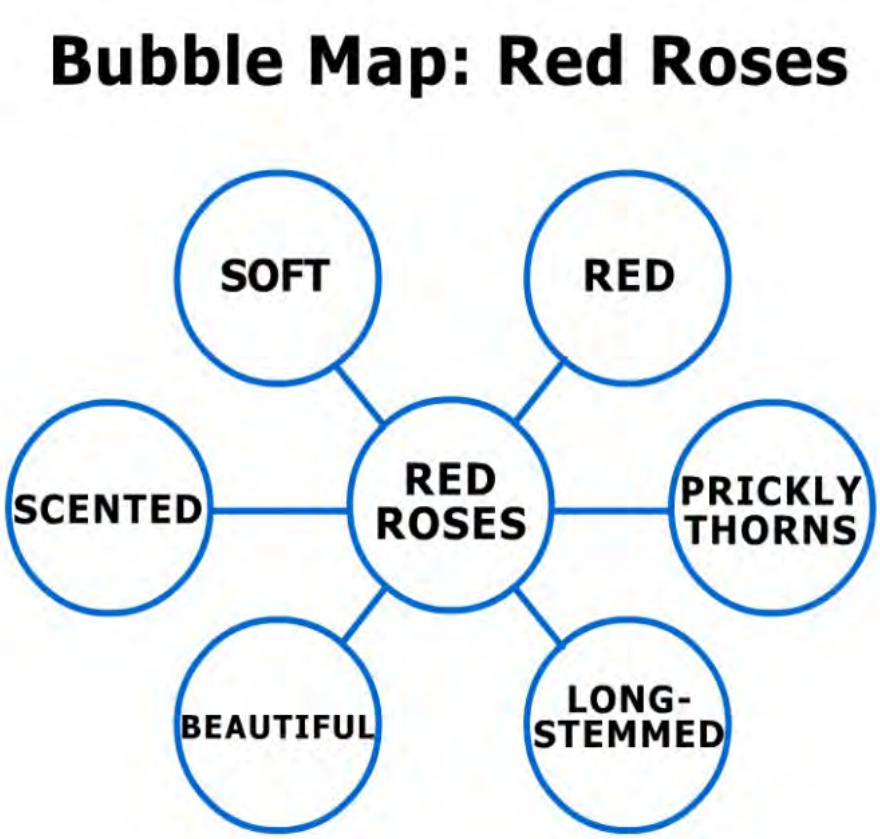

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Figure 2.1.6

Key words

Double Bubble Map:
A visual learning tool used for comparing and contrasting two things or people

THE DOUBLE BUBBLE MAP

The **Double Bubble Map** *(see Figure 2.1.7)* is used for comparing and contrasting. The thought process behind the Double Bubble Map is comparing and contrasting.

A Double Bubble Map should answer the following questions:

- How are these two things or people alike or different?
- What are the similarities and differences between these two things or people?

Developing a Double Bubble Map

In the larger center circles, write the words for the two items or objects being investigated. In the middle bubbles, use adjectives, adjective phrases, and other terms that show similarity between the two objects and answer the question, "What are the similarities and differences?"

In the outside bubbles, as connected respectively to the two objects, write the words that describe their different qualities.

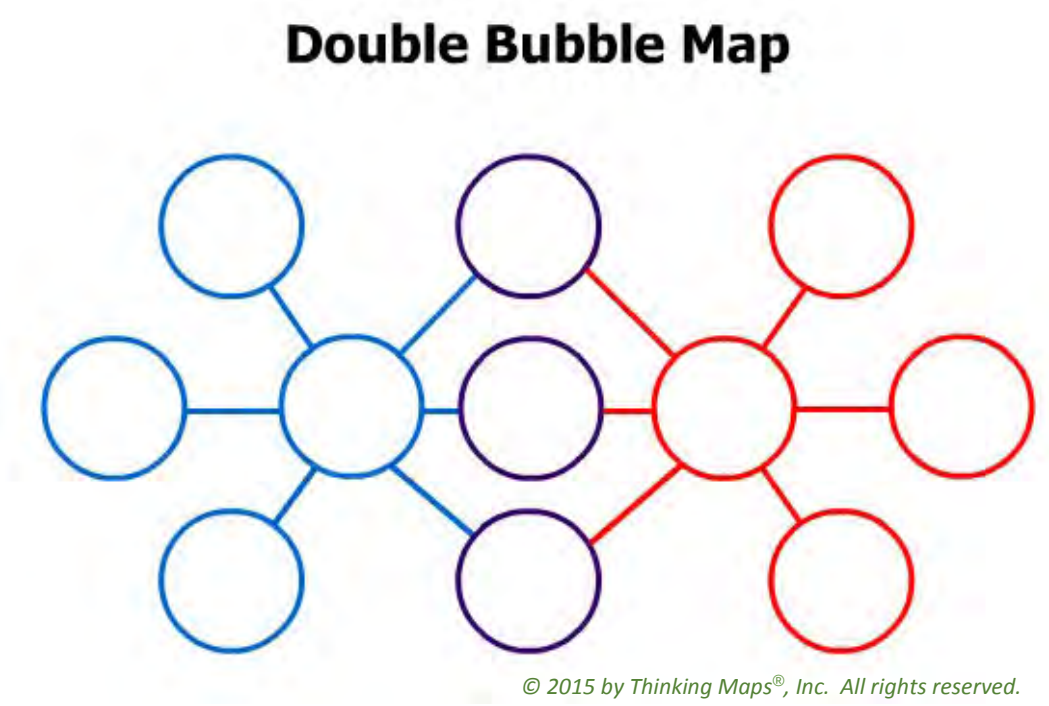

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Figure 2.1.7

Example

This example compares and contrasts two flowers—a red rose and an iris. Notice the similarities and differences in the outside bubbles?

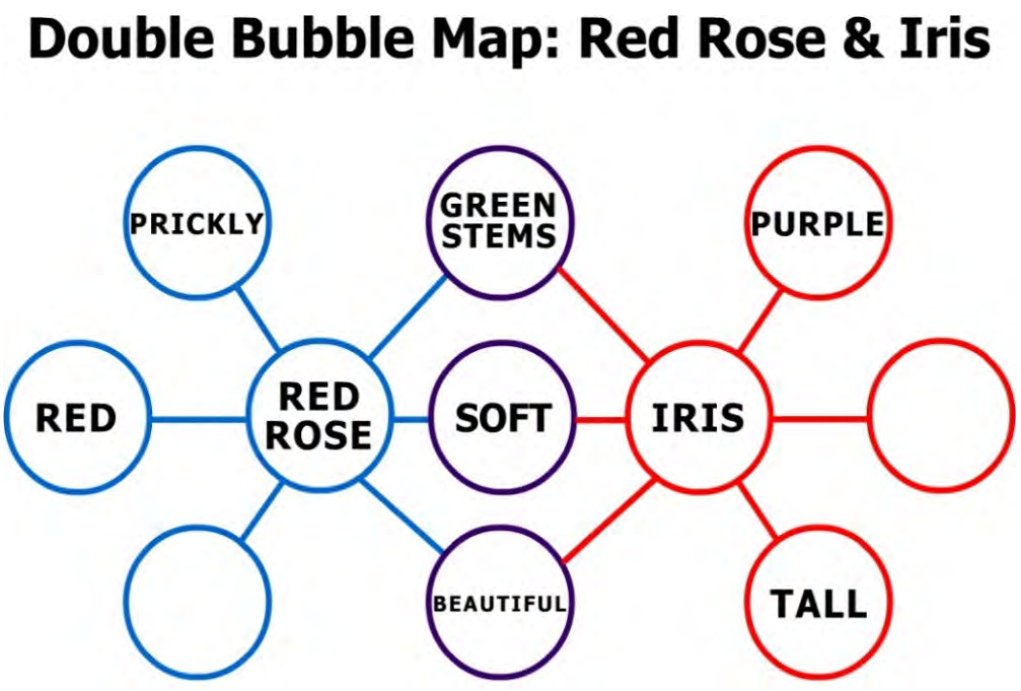

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Figure 2.1.8

Key words

Tree Map:
A visual learning tool used for classifying things and ideas into categories

THE TREE MAP

The **Tree Map** *(see Figure 2.1.9)* is used for classifying and grouping. Things or ideas are sorted into categories or groups. The thought process behind the Tree Map is also classifying or grouping.

This visual tool can be used to identify the main idea and supporting ideas of a topic. It can group, sort, or categorize members of a class. It can classify types or kinds of one topic.

A Tree Map should answer the following questions:

- How would you classify this thing?
- What is the main idea of this text?
- Which details support that idea?

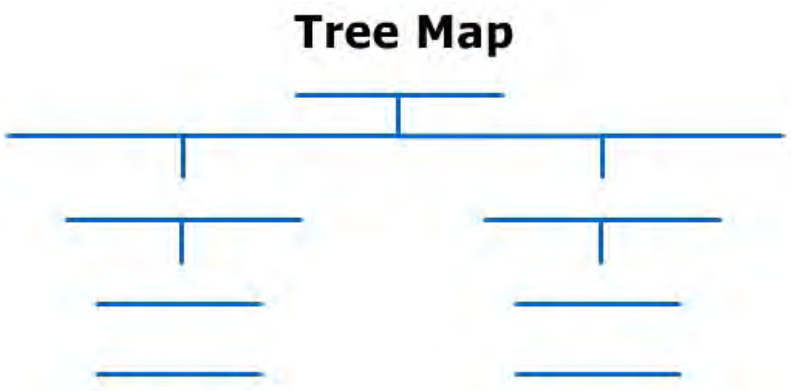

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Figure 2.1.9

Developing a Tree Map

On the top line, write the category name. On the second level list the subcategories and then below each sub-category, write the specific members of the group or sub-category.

Example

This example classifies plants into two sub-categories—edible plants and ornamental plants *(see Figure 2.1.10).* Below each sub-category are the various types.

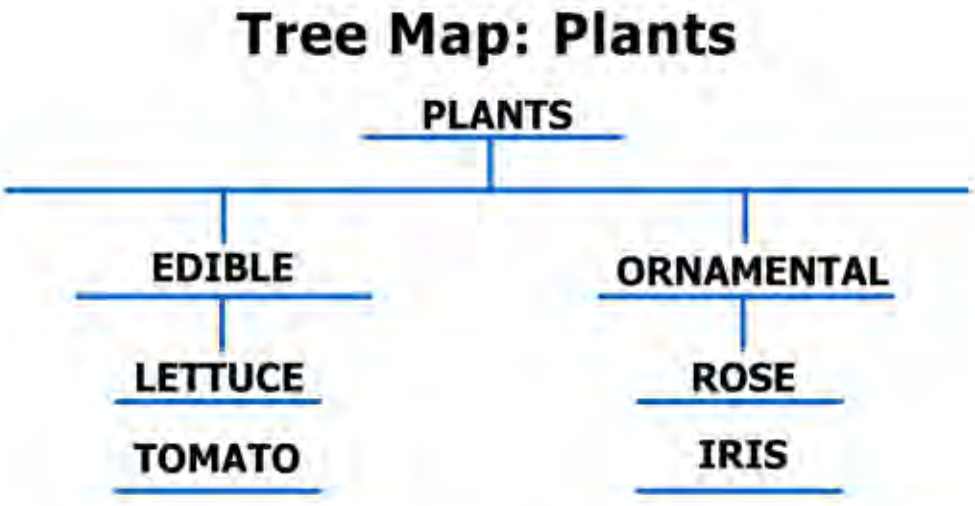

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Figure 2.1.10

THE BRACE MAP

The **Brace Map** *(see Figure 2.1.11)* is used to analyze physical objects and shows part-whole relationships. They help analyze the structure of an item by breaking the whole into its component parts. The thought process behind the Brace Map is whole to part reasoning.

A Brace Map should answer the following questions:

- What are the parts of this particular physical object?
- Do those parts have even smaller parts?

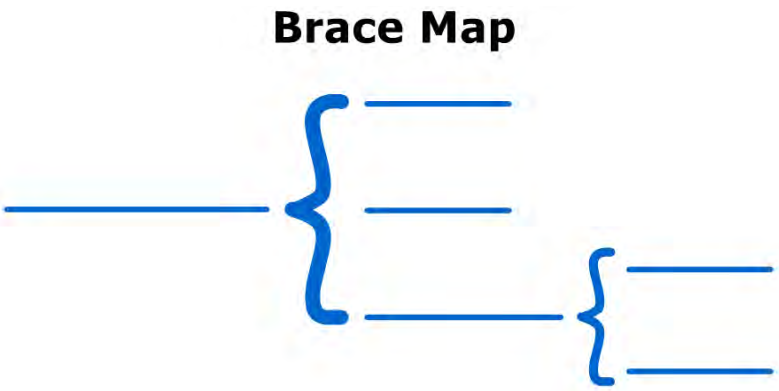

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Figure 2.1.11

Developing a Brace Map

On the line to the left, write the name of the whole object. On the lines within the first brace to the right, write the major parts of the object; then follow within the next set of braces with the subparts of each major part.

Example

This example looks at the whole or the rose bush *(see Figure 2.1.12).* Major parts of the rose bush are the flower, the stem, and the root system. Notice that the root system is broken into sub-parts—rootlets and root hairs.

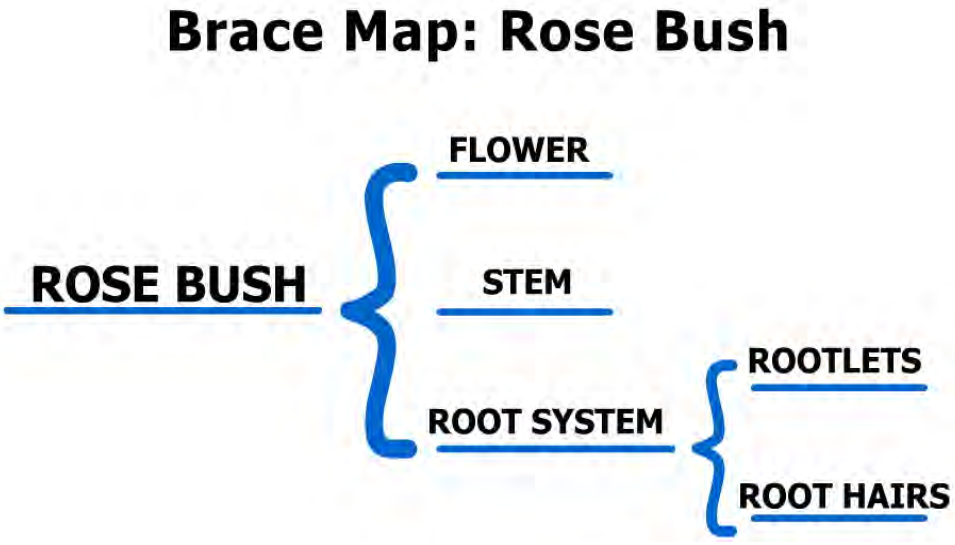

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Figure 2.1.12

Key words

Brace Map:
A visual learning tool used to analyze physical objects and shows part-whole relationships

THE FLOW MAP

If you need to sequence or order information, then use the **Flow Map** *(see Figure 2.1.13).* They identify the relationships between stages and sub-stages of an event. Flow Maps help put events in sequence, they can re-tell a story or identify steps in a process. The thought process behind the Flow Map is sequencing.

A Flow Map should answer the following questions:

- Which event happened first?
- What steps would you follow to complete this goal or process?

Key words

Flow Map:
A visual learning tool used to sequence or order information

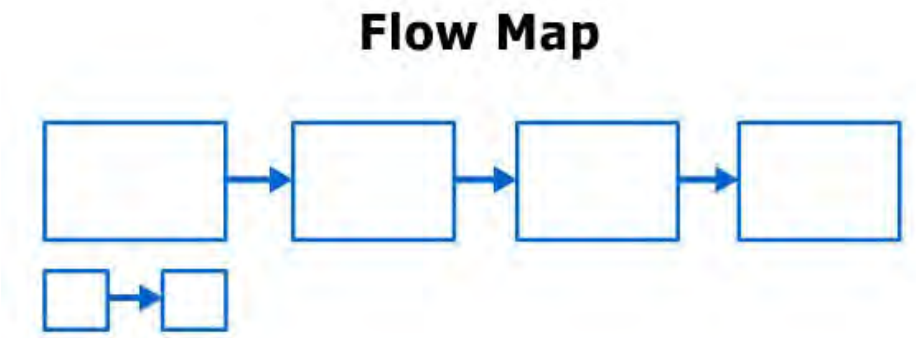

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Figure 2.1.13

Developing a Flow Map

In the outside rectangle, write the name of the event or sequence. The rectangles that follow list the steps or events that follow from beginning to end. Smaller rectangles may be written below to list sub-stages or each major stage.

Example

In *Figure 2.1.14*, the example shows the process or steps to follow for giving someone roses as a gift.

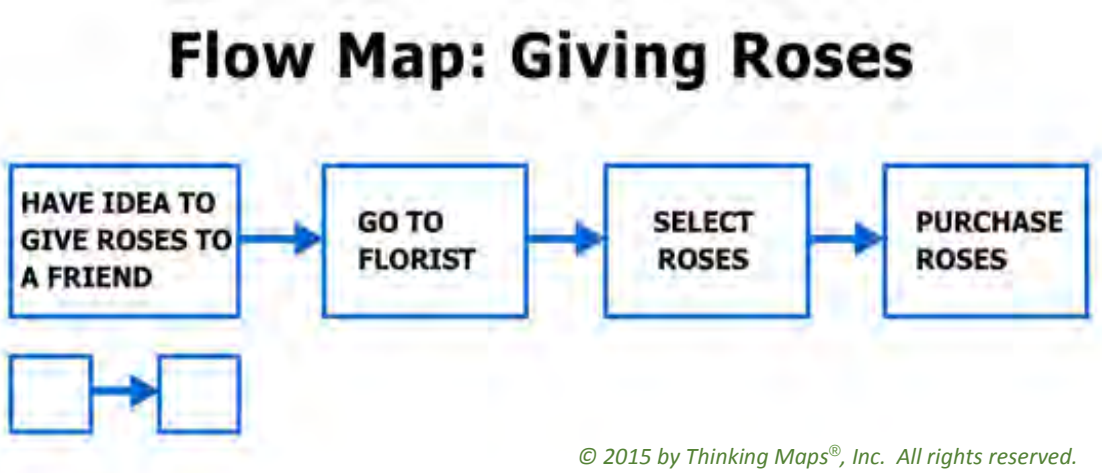

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Figure 2.1.14

THE MULTI-FLOW MAP

A **Multi-Flow Map** *(see Figure 2.1.15)* takes the process of sequencing and looks at what caused an event and the results or effects of that event. You can use a Multi-Flow Map to analyze the impact of an historic figure or event. It can be used when discussing the motivations of a person or character in literature or in life. It can help to predict outcomes. The thought process behind the Multi-Flow Map is cause and effect.

A Multi-Flow Map should answer the following questions:

- Why did this event happen?
- What impacts or effects could this event have?

Key words

Multi-Flow Map:
A visual learning tool used to show and analyze cause-and-effect relationships

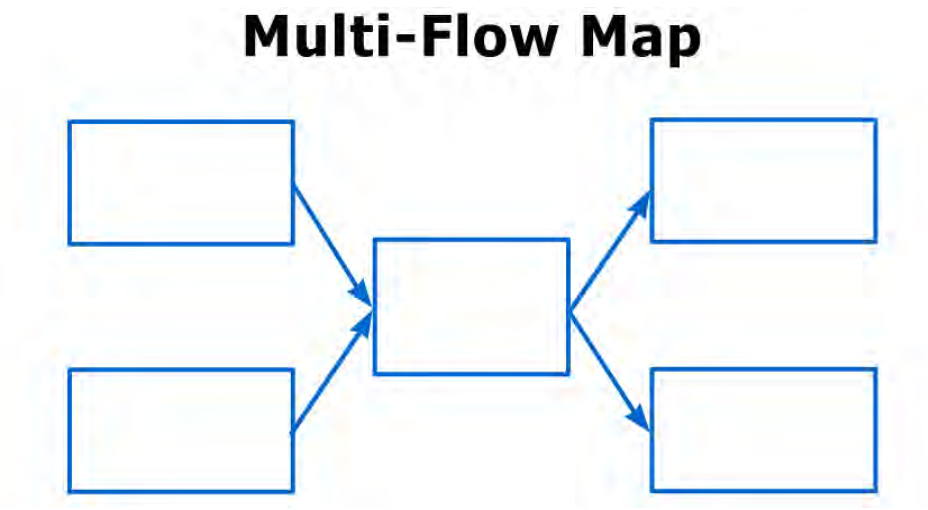

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Figure 2.1.15

Developing a Multi-Flow Map

In the center rectangle, write the event that occurred. In the rectangle to the left, list the causes of the event. Write the effects or consequences of the event in the rectangles to the right of the center rectangle. As more causes and effects are identified, add them to the Multi-Flow Map.

Example

This example of a Multi-Flow Map *(see Figure 2.1.16, next page)* uses the event of giving roses to a friend. To the left there are rectangles that indicate what the causes for the event are. To the right are rectangles providing effects of the event.

Multi-Flow Map: Giving Roses

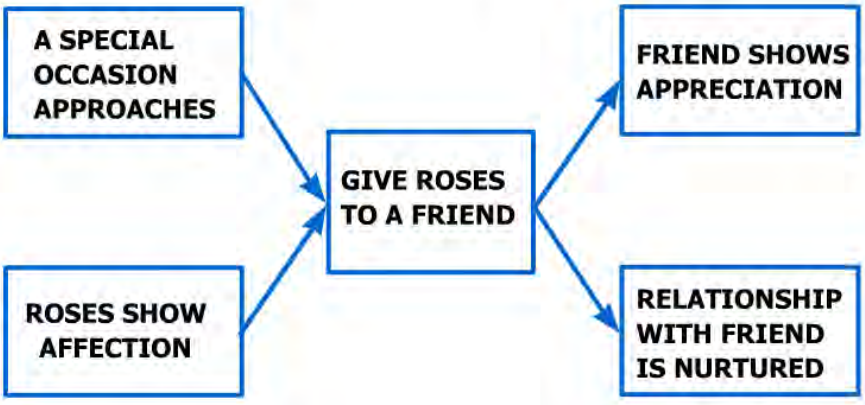

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Figure 2.1.16

Key words

Bridge Map:
A visual learning tool used to apply the process for seeing analogies

analogy:
Comparison of similarities between two things that are otherwise unlike in order to further explain a concept

Relating Factor:
Similar phrase that fits on both sides of an analogy

THE BRIDGE MAP

A **Bridge Map** *(see Figure 2.1.17, next page)* helps to apply the process for seeing **analogies**. They help identify relationships between people, places, things, or ideas.

The thought process behind the Bridge Map is seeing analogies. A Bridge Map should answer the following questions:

- How are these two things related?
- What other things have the same relationship?

Developing a Bridge Map

When using a Bridge Map, on the line to the far left write in the **Relating Factor**. On the top and bottom of the left side of the bridge, write in the first pair of the things that have this relationship. On the right side of the bridge, write in the second pair of relationships that have the same relationship. The line of the bridge represents the Relating Factor that is "bridged over" from one side of the analogy to the other.

Content Enhancement:

ANALOGY

An example of an analogy, to further understand the concept of comfort zone, a relationship to cocoon is made. Just as a caterpillar must come out of its cocoon, so must we come out of our comfort zone. Showing the relationship between the two helps further describe the concept of comfort zone.

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Figure 2.1.17

Example

This example of a Bridge Map *(see Figure 2.1.18 below)* develops an analogy showing similar relationships as a rose symbolizes love.

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Figure 2.1.18

Conclusion

Thinking Maps® defined in this lesson were designed to help you develop a consistent way to process your thinking to help you more effectively. From brainstorming to comparing/ contrasting, from sequencing to seeing analogies, Thinking Maps® are tools that can aid you in keeping your ideas organized, your research easy to read, and also provide ways to stimulate your thinking.

Lesson Check-up

- **Give an example of when you'd use a Circle Map?**
- **Why would you not want to use a Bubble Map for brainstorming?**
- **Explain how a Brace Map can be used in the study of geography?**
- **Define the term "analogy"?**

Self-Awareness

Key words

- assessment
- associate
- cluster
- differentiate
- introspection

What You Will Learn to Do

Determine your behavioral preferences

Linked Core Abilities

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written technique

Learning Objectives

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

Essential Question

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

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Introduction

You may notice that some people behave or conduct themselves like you and others behave quite differently. For example, one person may be very quiet and contemplative while another may be the life of the party. Identifying your own preferences and the preferences of others can be an important building block in the foundation for your success. This knowledge helps you understand situations as they unfold, improve your communication with others, and influence people and situations to get the results you desire.

Natural Tendencies

Everyone has preferences. Whether you are born with them or learn them—nature or nurture—it can be an interesting question to explore. It is also interesting to explore how those preferences guide our behavior.

Behaviors that feel comfortable are considered natural tendencies, or your personal preferences. They are those that seem natural, which you resort to when under stress and that you identify as "the way I do things."

Being aware of personal preferences is an important step to self-awareness; so is gaining a deeper understanding of others and being aware of what makes them tick.

Learning to Grow

Self-awareness is just the beginning of a lifetime of growth and learning. Once you understand what you prefer, what is comfortable for you, it is much easier to branch out of your comfort zone to learn new behaviors. Having options, about how to behave, rather than just responding in whatever way feels natural, gives you the freedom to act in a sensible way, given the situation.

It is in these moments when you choose to be a bit uncomfortable, that you have the most potential to learn and grow. This is especially true if you select the areas for development, because you have a personal reason to do so. Motivation is a powerful influence on our success.

The Process of Self-Discovery

How do you discover more about your own natural tendencies, or preferences? Here are some ways you can enhance your self-knowledge:

- **Introspection**
- Observation
- Feedback (giving and receiving)
- **Assessment** Tools

INTROSPECTION

Through introspection, you pay attention and take note of your own experiences, actions, and reactions. Your own observations are invaluable sources of information about who you are and what makes you tick. Paying attention to how you feel inside while you participate in a variety of activities can give you some insight into your own behavioral preferences.

OBSERVATION

In addition to what you see in yourself, the observations of others can also be helpful. Sometimes others see behaviors in us that we don't see, especially when we are too involved in activities to pay attention.

GIVING AND RECEIVING FEEDBACK

Sharing observations with others is a responsibility and a privilege. This kind of information can be given in a helpful or a harmful way. Sharing an observation is an interpretation of reality. This is true whether you are observing your own behavior or that of others. So, be kind—and real—to yourself and to others when sharing your observations.

Figure 2.2.1

Key words

introspection:
The examination of one's own thoughts or feelings

assessment:
The act of evaluating or appraising a person's ability or potential to meet certain standards or criteria

ASSESSMENT TOOLS

Putting some structure around observations, inner thoughts, feedback and specific examples helps to make sense out of all this information. That's where assessment tools come in. They are valuable instruments that you can use in your quest for self-knowledge.

One set of extremely applicable tools is Winning Colors®. The Winning Colors® process supports self-discovery in a positive and affirming way. Winning Colors® is about what you can do, not what you can't.

You actually have more behavior options than you ever imagined, and the four categories make new behaviors easy to comprehend and put into practice.

Since people understand the categories and processes so quickly, you can expect to make some interesting self-discoveries using the Winning Colors® assessment tool. Then, you can use the information to make a positive difference in your communication and in your life.

Key words

associate:
To group things together when they have common characteristics

differentiate:
To make a distinction or state a difference between things so we can tell them apart

cluster:
A number of similar things growing together or of things or individuals collected

Winning Colors®

Like other assessment tools, Winning Colors® groups human behavior into categories. Categories help us to understand complex information, by associating related data. To **associate** is to group things together when they have common characteristics. To **differentiate** means to make a distinction or state a difference between things so we can tell them apart.

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Figure 2.2.2

PURPOSE AND PROCESS

Winning Colors® is a present-time behavior indicator. It can be used to:

- Improve understanding of how to cooperate and communicate with others
- Provide clues to motivation
- Clarify learning styles
- Offer insight to conflict resolution style
- Uncover essential aspects of communication

BEHAVIOR CLUSTERS

Winning Colors® focuses on present behavior, a unique and very valuable characteristic of this tool. Four categories have been identified. Each of the four categories includes behaviors that have enough characteristics in common to form a group or **cluster**.

Each category is labeled in a way that helps you remember the behaviors that go in that group.

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Figure 2.2.3

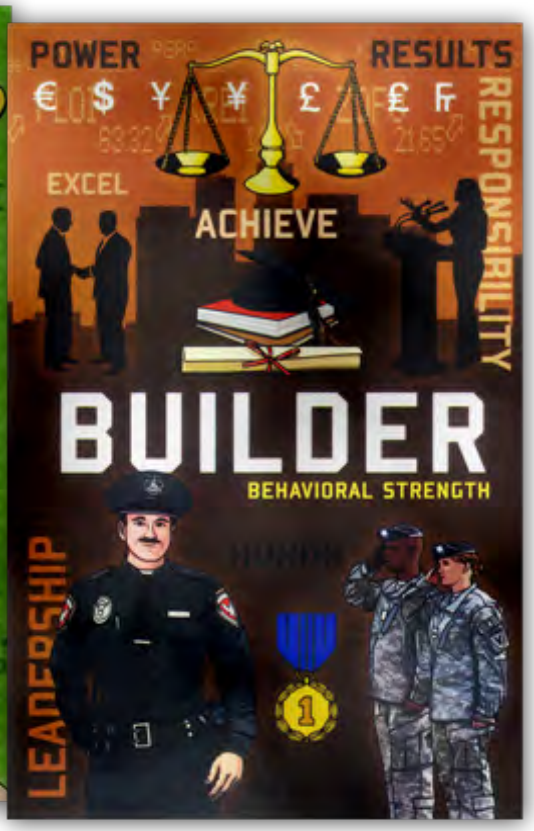

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Figure 2.2.4

Planner Behaviors
(GREEN, think)

Do you have behaviors that tend toward being quiet and contemplative? You like to devise and develop strategies. You act only after you have considered all the details, and you have many creative ideas.

If you have developed these behaviors, you are a strong PLANNER. You might use the color GREEN, or compare these behaviors to the growing grass or leaves, in order to describe this part of you.

Builder Behaviors
(BROWN, decide)

Do you have behaviors that tend toward taking over and being in charge? Do you like to know the "bottom-line" and be in control of people or things? Do you like giving orders and being "top dog?"

If you have developed these behaviors, you are a strong BUILDER. You might use the color BROWN, or compare these behaviors to the brown of the earth, in order to describe this part of you.

WHAT IS YOUR...

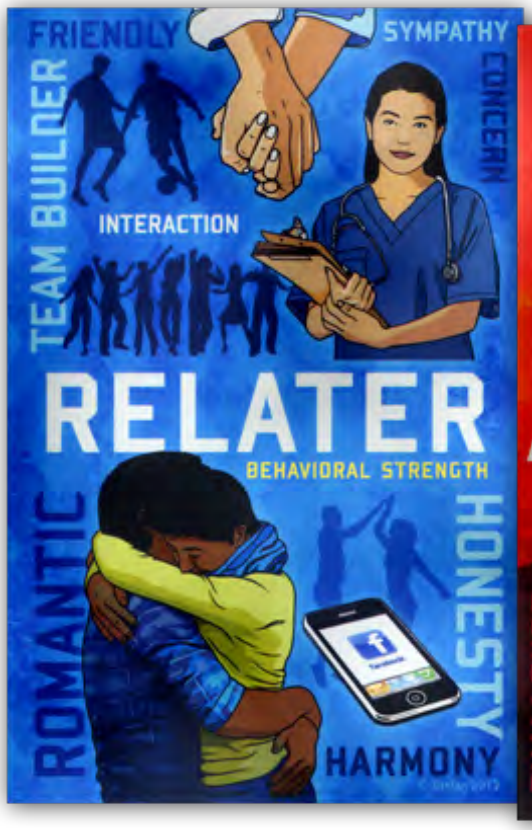

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Figure 2.2.5

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Figure 2.2.6

Relater Behaviors
(BLUE, feel)

Do you have behaviors that tend toward showing feelings? You like to share your feelings with others and have them share theirs with you. You enjoy talking a lot.

If you have developed these behaviors, you are a strong RELATER. You might use the color BLUE, or compare these behaviors to the wide expanse and depth of the ocean, in order to describe this part of you.

Adventurer Behaviors
(RED, act)

Do you have behaviors that tend towards action? You are always on the go. You like to be on stage and take risks and chances whenever possible. You act on the spur of the moment. You know what to do in an emergency before anyone else.

If you have developed these behaviors, you are a strong ADVENTURER. You might use the color RED, or compare these behaviors to fire, in order to describe this part of you.

WINNING COLOR?

Figure 2.2.7

Balance is Key to Your Success

The key to success is to be balanced. Think when it is time to think (planner—green), decide and "bottom-line it" (builder—brown), feel when it is time to feel (relater—blue), and take action when it is time to take action (adventurer—red).

It is crucial that you understand that you are capable of developing all four clusters, but you may presently be emotionally attached or locked into one cluster more than another. For whatever reason, certain behaviors have worked for you or felt more natural, so naturally you've developed those more than the others.

Be forewarned, a single strength can get you into trouble. For example, if you favor acting quickly (adventurer), you may act without thinking (planner) or considering the feelings of others (relater). Or, if you have a strong planner (green) but no adventurer behaviors (red), you may be unable to get up in front of a group of people and speak out clearly and confidently, without being embarrassed. Everyone benefits from the ability to shift between behavioral styles as needed, depending on the situation or relationship.

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Figure 2.2.8

Conclusion

It's true that you can significantly improve your life by acquiring new behaviors. Making decisions, particularly effective ones, and making them quickly, is a complex set of behaviors. Since behavior is learned and can be reinforced until it becomes a habit, you have the power to choose new behaviors, even if they feel unfamiliar and alienate you today.

Taking an active approach in discovering your strengths and enhancing behaviors you find desirable is a healthy lifestyle choice. This lesson presented some information to help guide you on the path to self-discovery. As Socrates said, "Know thyself." It is the beginning of wisdom.

Lesson Check-up

- **How does self-awareness help you become a better leader?**
- **Why is it important to observe others as part of our own self-discovery process?**
- **How is Winning Colors® an assessment tool for self-discovery?**
- **Explain how a group of four, each with a different Winning Color®, could work together.**

Appreciating Diversity through Winning Colors®

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Key words

- **comfort zone**
- **diversity**
- **natural**
- **preference**

What You Will Learn to Do

Apply an appreciation of diversity to interpersonal situations

Linked Core Abilities

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Treat self and others with respect

Learning Objectives

- **Explain** how awareness-enhancing behaviors affect better communication with others
- **Identify** key characteristics for each Winning Colors® behavior cluster: Builders, Planners, Adventurers, and Relaters
- **Determine** factors that impact the behavior of others
- **Evaluate** factors that impact how others perceive individual behavior

Essential Question

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

Learning Objectives (cont'd)

- **Select** behaviors that promote success in a variety of situations
- **Define** key words: comfort zone, diversity, natural, preference

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Introduction

Understanding yourself is an important aspect of creating a successful and happy life. It is also essential to develop your awareness of others—to become sensitive to the differences and similarities between us all.

We're All Different

As a young child, you became familiar with behaviors you were exposed to by your parents. These behaviors were influenced by your parents' personalities as well as your own. Because these behaviors became familiar, you got "attached" to them. Now, some of them are your own behaviors!

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Figure 2.3.1

Key words

comfort zone:
A person's state of mind that makes him/her feel in control, comfortable, less anxious

natural:
Is not made from man, but part of one's inborn character

diversity:
The state or quality of having many different ideas, values, or behaviors

In some cases, you may have attached a positive emotion to certain behaviors just because they were what you knew. Despite having that positive emotion toward those behaviors, some may actually be negative or hurtful behaviors. This principle is crucial to understanding how to communicate effectively, and this is the first clue in understanding the makeup of anyone's **comfort zone**.

When you have identified the present strength of the behavioral clusters of yourself or another, you have targeted this comfort zone. Generally, people are more at ease if allowed to communicate within their individual comfort zones.

Asking or expecting others to behave outside their comfort zone is as hard on them as believing for yourself that you should be good at something you've never learned. Remember, though, even an old dog can learn new tricks!

Seek First to Understand

A behavior that is **natural** to you may not be natural to others. Assuming that a behavior is natural for everyone can lead to unreasonable expectations of others and unnecessary frustration for yourself. Instead, try to keep in mind that others might be approaching things a little differently. When you begin to see that others approach things differently than you do, you begin to appreciate that difference.

Accepting the **diversity** of others can help your team effectively attain a goal. When you appreciate the diversity of others, you begin to see their value on a team.

Awareness-Enhancing Behaviors

There are three awareness-enhancing behaviors that help us understand and communicate better with others: introspection, observation, and feedback.

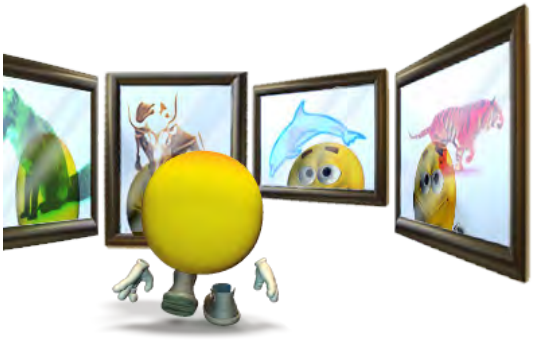

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Figure 2.3.2

INTROSPECTION

Introspection is self-examination, or the process of looking at ourselves to make sure that we first understand where we are, how we act, and what someone might expect of us. It is a self-analysis that determines why we behave or act the way we do, and helps us understand what reaction might be expected in different situations. Introspection is an opportunity to look inward instead of always looking outward to other people and their behavior.

Through introspection, you pay attention and take note of your own experiences, actions, and reactions. Your own observations are invaluable sources of information about who you are and what makes you tick. Paying attention to how you feel inside while you participate in a variety of activities can give you some insight into your own behavioral preferences.

- Do you feel happier when working in a group, or alone (Planner Part)?
- Do you feel satisfaction when you are in charge (Builder Part)?
- Is it difficult for you to tell others what to do (Relater Part)?

Your body language can also offer helpful clues. Paying attention to what is going on when you start to feel bored and tired—or lively and interested is an indicator. If your body is responding positively to the situation, it is likely there are elements there that agree with your personal preferences.

OBSERVATION

Observation is the act of taking in information. It provides you with an opportunity to observe someone that is different from you, to learn from their verbal and nonverbal behavior. It is an attempt to learn why someone acts the way they do. It is a tool that may be used to develop a better knowledge of others' behaviors.

Figure 2.3.3

In addition to what you see in yourself, the observations of others can also be helpful. Sometimes others see behaviors in us that we don't see, especially when we are too involved in activities to pay attention.

There are several key concepts to keep in mind if observation is to be a truly valuable self-discovery process.

Situation—What is going on?

In terms of the situation, get a sense of the environment in which a behavior occurred. What are the significant factors? Who is involved? This context information offers additional perspective about the behavior.

Specific Behavior—What happened?

For an observation to offer objective information rather than subjective, or merely an opinion, it needs to be specific. Vague comments are not as helpful as a concrete example.

Since behavior arises from complex factors, this protects us from being offensive or narrow in our interpretation, and allows for the processes of communicating our thoughts and asking questions to understand even more about others and ourselves. Jumping to conclusions often leads to errors or an incomplete picture.

Impact—What is the result?

The impact also needs to be described in concrete terms when making an observation.

Some results that could be observed include:

- Change in body language
- Increased energy or animation
- Decreased energy or animation
- Focus changes

Including impacts observed in reaction to specific behavior gives people a lot of information about not only what they are doing but how that influences people and situations.

FEEDBACK

Sharing observations with others is a responsibility and a privilege. This kind of information can be given in a helpful or a harmful way. Sharing an observation is an interpretation of reality. This is true whether you are observing your own behavior or that of others. So, be kind—and real—to yourself and to others when sharing your observations.

Figure 2.3.4

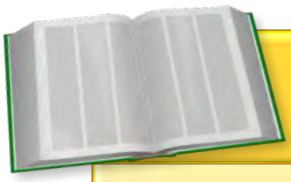
Feedback from others is simply their impression or opinion, particularly when a belief or value judgment is included. Try asking for specific examples when getting feedback from others, since observations are more reliable when they are based on fact. An opinion is more understandable when backed up with specific examples.

Feedback involves providing constructive information to someone you have observed from the standpoint of learning more about their behavior. Feedback is done to improve communication. It can provide information to a person that may be used to continue or change a behavior—the way a person acts. It involves a person giving information and a person receiving the information.

Content Highlight:

EFFECTIVE FEEDBACK

Effective feedback is a process whereby someone can learn how well their verbal and nonverbal behavior is matching their intentions.



Content Enhancement:

THE EIAG MODEL

The Experience, Identify, Analyze, Generalize (EIAG) model is a reflection process used after each experience or action, to help you understand what happened and why. It is a process to assist you in understanding other people and their behavior and can be used throughout the JROTC learning experience.

After you have experienced an event or observed another person's behavior, you identify or describe what happened. You can ask yourself the following questions:

- What did the other person do?
- What did you do?
- How did the other person react?
- How did you react?

The next step is to analyze the experience. Again, ask yourself questions about the experience, such as:

- Why did the other person act in that way?
- Why did you act the way you did?
- How have things been going for you?
- What has been going on in your life?

In the final step, you generalize or come up with some general rules or principles that might apply to this situation and similar situations in the future. Again, ask yourself some questions to help you develop your future behavior, such as the following:

- What will you do in the future when you encounter another situation like this one?
- What would you do differently if you had to do it over again?
- What advice would you give another person who is about to have a similar experience?
- What can you do to make sure your behavior will go well the next time you have this type of experience?

Effective Communication

Developing awareness of others can help you become a more effective communicator. By having insight into another's **preference**s, you may be able to adapt your personal communication skills and your behavior in such a way that other people are more likely to hear, understand, and respond in a positive way. This is because you're "speaking their language," and what you say makes sense to them. When you speak out of a completely different behavioral style, you're much more likely to encounter resistance because they do not fully understand what you're trying to say.

Key words

preference:
A greater liking for one thing or idea over another

Winning Colors® Power Words

Through years of research, it's been discovered that certain words affect people differently. Through word association discoveries, we know that the mere mention of a particular word produces tension in certain individuals. This is the basis of the lie detector test. When a question is asked, the person becomes emotionally involved and begins to perspire.

Using the Winning Colors® technique, you can learn to use words to bring up behaviors that make others feel comfortable and want to interact with you. Thus, you can learn to interact well with a person considered to be a BUILDER (brown), a RELATER (blue), a PLANNER (green), or an ADVENTURER (red)! Here's how!

When you speak with a person with PLANNER behaviors, you succeed by using PLANNER power words. The same is true if you want to communicate successfully with those inclined to BUILDER, ADVENTURER, and RELATER behaviors.

The following is a list of words and phrases for each Winning Colors® behavior cluster. After identifying an individual's natural "cluster," use the list to help you communicate effectively with him or her.

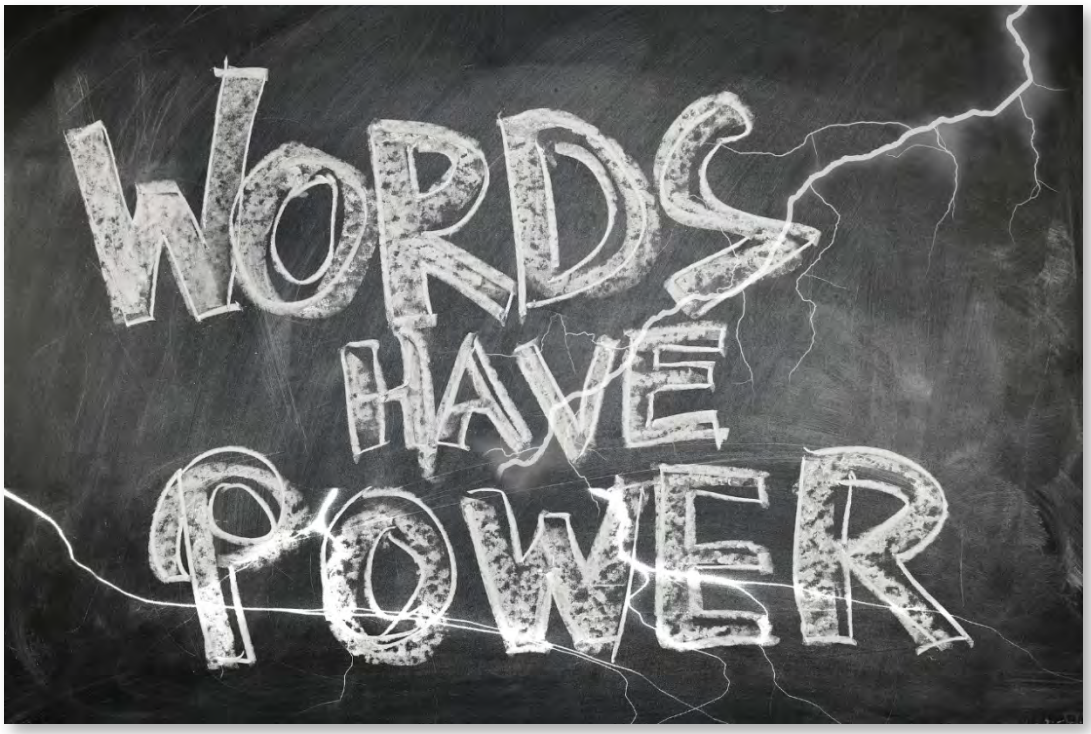


Figure 2.3.5

PLANNER Power Words

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

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Figure 2.3.6

BUILDER Power Words

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

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Figure 2.3.7

RELATER Power Words

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

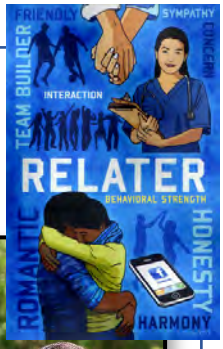

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Figure 2.3.8

ADVENTURER Power Words

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

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Figure 2.3.9

Conclusion

Being aware of what motivates people is worth your time and attention. The information and insight you gain can help you be more effective in all your relationships, and in your communication!

Use the words and techniques in this lesson to assist you in leading and communicating with others after you have identified their comfort zones.

Evaluate whether you need to use words for PLANNERS (green), BUILDERS (brown), RELATERS (blue), or ADVENTURERS (red), and in doing so, enhance your communication with those individuals.

Lesson Check-up

- **How can assuming something about a friend or family member lead to disappointment or frustration?**
- **What differences and similarities do you see in yourself and your best friend? How do those differences and similarities affect your friendship?**
- **Describe how to communicate effectively with an ADVENTURER.**
- **Give an example of how you would use the EIAG model to change your behavior.**

LESSON 4

Thinking and Learning

What You Will Learn to Do

Analyze how thinking and learning affects your academic performance

Linked Core Abilities

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Treat self and others with respect
- Apply critical thinking techniques

Learning Objectives

- **Distinguish** between active learner and passive learner traits
- **Explain** how creative and critical thinking work together behavior
- **Describe** the difference between objective and subjective thinking

Key words

- **assumption**
- **context**
- **creative thinking**
- **critical thinking**
- **data**
- **kinesthetic**
- **linguistic**
- **metacognition**
- **objectivity**
- **passive**

Essential Question

How can you improve your thinking and learning skills?

Learning Objectives (cont'd)

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

Key words (cont'd)

- **pragmatist**
- **schema**
- **sociological**
- **spatial**
- **stimuli**
- **subjective**

Introduction

People learn in different ways. Learning is a complex system of acquiring information or skill, getting it into the brain, and processing it to apply it to everyday life.

This lesson explains the different ways people think and learn. You'll also learn about the different kinds of intelligences and how to develop better strategies for learning.

Thinking and Learning

Every student knows that learning requires thinking. You might consider that you've spent years in school thinking and learning. But have you ever thought about how you think? Thinking is a complex activity involving the neurons (nerve cells) in the brain. When you think about thinking, you are using a process called **metacognition**. Metacognition is actively paying attention to your thinking. This kind of awareness is an important tool for developing your skills as a student and as a person.

Key words

metacognition: Awareness and understanding of one's own thought processes

In this lesson, you'll gain a deeper understanding about ways to think and learn, and your own personal strengths in thinking and learning. At the end of this lesson, you should be able to approach your studies in a fresh way, with better skills for learning new things.

Active Learning

Active learners do not wait for learning to happen—they make it happen. You learned to crawl, stand up, walk, as well as other tasks because you wanted to learn them. This desire to learn made you ask the people around you for help. Active learning is an instinct you were born with and will possess throughout your life. This lesson shows you how to become an active learner.

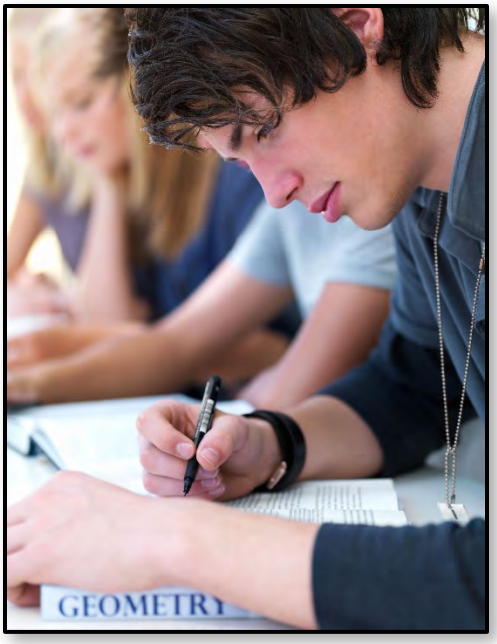


Figure 2.4.1

Active learners generally display specific traits and can:

- Identify personal goals and the steps necessary to achieve the goals
- Use resources to identify the people and tools available to aid in goal pursuit
- Learn how to solve almost any problem they ever have to face
- Look at situations objectively
- Think critically and creatively
- Ask the right questions
- Use time well because they are organized and set priorities
- Apply good reading, studying, and questioning skills to written materials
- Apply good listening skills in the classroom
- Find patterns and take effective notes to organize materials for studying
- Assess progress along the way and revise their plans

You can probably think of additional traits that active learners possess.

In contrast, **passive** learners may work hard, but they do not take charge of the learning processes. *Figure 2.4.2* compares the differences between active and passive learners.

Key words

passive:
Acted upon by an external agency; receptive to outside impressions

Active Learner Versus Passive Learner	
Passive Learner	**Active Learner**
Approaches learning as "remembering."	Approaches learning as "thinking."
Reads the textbook, takes some notes, and spends hours trying to memorize those notes.	Reads the textbook, takes some notes using a method that captures the concepts and details. Reviews the notes.
Wastes or misuses a lot of study time. Feels as if there isn't enough time to "remember it all."	Uses study time efficiently. Concentrates on remembering the major concepts and details.
May be able to recall information, but often has problems using this information in **context** other than the textbook's scenario or the way he/she memorized the material.	Can recall information and transfer the information to many different contexts.
In tests, tends to get confused if the information is not presented in a manner similar to the way he/she memorized the information.	Can use the information to respond to different types of questions in tests.
Tends to see "words" on the page rather than ideas and concepts applicable to various situations.	Looks for the basic concepts and uses those concepts as a structure on which to build secondary concepts and details. Can apply the information to various situations when appropriate.

Figure 2.4.2

Using active learning, you can solve problems, answer questions, formulate questions of your own, discuss, explain, debate, or brainstorm during class.

Critical and Creative Thinking

Two approaches that active learners use are **critical thinking** and **creative thinking**. In critical thinking, you reflect on, evaluate, and judge your own (and others) ideas, **assumption**s, and actions. In creative thinking, you develop ideas that are original, useful and worthy of exploration. *Figure 2.4.3* provides examples of creative and critical thinking.

Creative Thinking	Critical Thinking
brainstorming	analyzing
generalizing	comparing/contrasting
inventing	classifying
predicting	evaluating
visualizing	prioritizing

Figure 2.4.3

Key words

context:
Set of circumstances or facts that surround a particular event, situation, or story

critical thinking:
Evaluating and judging your own (and others) ideas, assumptions, and actions

creative thinking:
Developing ideas that are original, useful, and can be further explored

assumption:
Something taken for granted; a supposition or guess

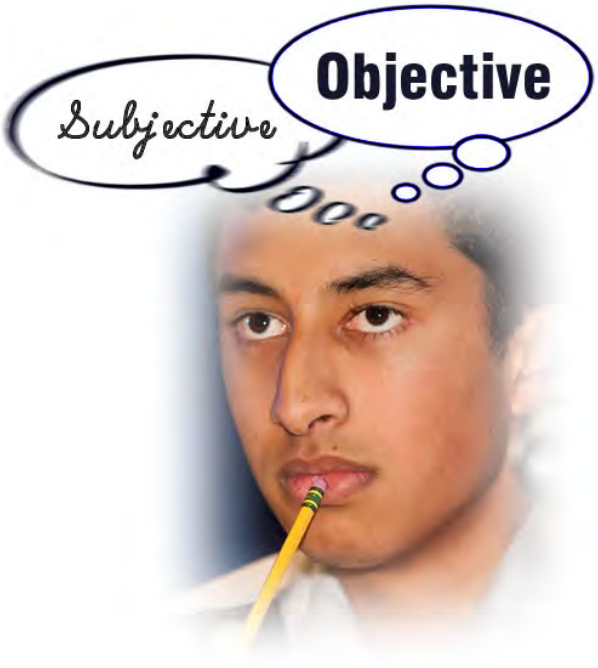


Figure 2.4.4

Active learners use both creative and critical thinking. For example, an active learner might brainstorm (creative) to come up with ideas to solve a problem, and then evaluate (critical) to see which idea is most workable. This is just one example of how creative and critical thinking can work together. In both cases, creative and critical thinkers tend to:

- Develop their own ways of solving problems
- Have interests in many areas
- Take more than one perspective on a problem or situation
- Think about future consequences
- Be confident and trust their own judgement

Key words

subjective:
Existing in the mind; belonging to the person who is thinking rather than to the object of thought

objectivity:
Expressing or dealing with facts or conditions as perceived without distortion by personal feelings, prejudices, or interpretations

Objective Versus Subjective Viewpoints

As you grow and mature, you learn to shift from seeing the world as being centered only around yourself (**subjective**) to seeing it in a way that many people can agree on what it means (objective). **Objectivity** allows you to communicate effectively and persuasively with others. Using objectivity helps you persuade other people and can gain you allies when working towards change.

To support critical thinking and active learning, you must be able to think objectively. Objective thinking means that you consider facts and other perspectives, not just your own feelings and ideas. Subjective thinking is also valuable in learning—especially if you can use this type of thinking to relate something you already know to something you are in the process of learning.

If you tell how you reacted to an event or you relate an event to a personal experience, you are being subjective. For example, consider the following statements.

"His criticism was totally unjust and made me angry."

"That was the funniest movie I've ever seen."

"The chapter I'm reading in history reminds me of a movie I saw. It must have been really hard to live in that time period!"

If you tell about an event or relate a fact as anyone might see it, you are being objective. For example, consider the following:

> *"It rained Saturday."*
>
> *"Sick children need good medical care."*
>
> *"Two hundred years ago, most people lived without electricity and indoor plumbing."*

Keep these subjective and objective viewpoints in mind when you are communicating with others. Both viewpoints are necessary in life, but learn to use them appropriately. Distinguishing between these viewpoints is especially important when you are asking questions, taking tests, or giving presentations.

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

Figure 2.4.5

ASKING QUESTIONS

Active learners combine critical thinking and objectivity to ask good questions. They ask questions to get a complete picture and to expand their knowledge. You can't get anywhere without asking questions. To get facts, ask clear, concise questions requiring an objective answer. To learn opinions and feelings, ask subjective questions.

Form the habit of asking questions and learning from everyone you meet. You may be afraid to ask questions because you think people will feel you are not very smart. Don't be afraid. The only way to learn is to ask questions. And don't forget, the dumbest question is the one that's never asked.

Active learners use both types of thinking—critical and creative—to give good answers to questions. You must recognize whether a question is asking you to be objective or subjective in your answer. Recognizing different types of questions will help you identify whether your answer should be subjective or objective. Answering questions on a test is covered in a later lesson.

Elements of the Learning Process

Learner	Learning becomes relevant through personal context. Students need to understand how this new information relates to their "real life."
	Learning is dependent upon motivation. Students need to be motivated in order to commit the new information to memory.
	Learning is reinforced through hands-on experience. This experience enables the student to put a concept or theory in context and examine the parts that make up the whole.
Content	Learning requires linking new information to prior knowledge. The brain has a much greater capacity to take in and store new information that it can relate to something already learned. Teachers need to help students make these connections.
	Learning is achieved more efficiently when information is chunked. By grouping together related information, the brain forms a concept, and assigns meaning.
	Learning is enhanced with time for reflection. Reflection, or thinking about what was just learned, helps put the new information in long-term memory. Activities such as group discussions, questioning, and writing in a journal all aid in this process.
Activity	Learning is retained longer when associated with senses and emotions. The more senses that are involved in the learning experience, the more **stimuli** have a chance of reaching long-term memory.
	Learning occurs in an environment that fosters and accommodates various ways of being smart. We all have multiple intelligences that need to be accommodated and strengthened. We will discuss this in depth in the next section.
	Learning is a high-energy activity. If not rehearsed, new information will begin to fade after 30 seconds. It is essential that instructors cover new information several times and in a variety of ways.

Figure 2.4.6

Key words

stimuli:
Something that causes a response–such as an action, feeling, or thought

The learning process is all about how we take in, filter, store, and organize information in our brain. This research on how the brain perceives and processes information leads us to a greater understanding of how we learn. Some of this research comes from the book, The Nine Facets of Brain Compatible Learning by R. Bruce Williams and Steven E. Dunn.

The nine elements describing how people learn, consider the roles of the learner, the content, and the learning activity *(see Figure 2.4.6, previous page).*

Content Enhancement:

STUDENT LEARNING PLAN

Have you noticed that your Student Learning Plan supports the principles of brain compatible learning? Read the nine principles again and think how they fit into the model of Inquire-Gather-Process-Apply.

ATTENTION AND MOTIVATION

An important component of our learning is the process of directing our attention. This brings us squarely into the question of motivation. What do we focus on, and why?

Your motivation or personal interest is an important component of what you consciously choose to focus on. You may ask yourself:

- What is the "payoff" or reward?
- Are you learning for pleasure or for the avoidance of pain?
- Are you "grades" oriented or "learning" oriented?
- Are you learning to please yourself or someone other than yourself (parent, friend, teacher, officer)?

Figure 2.4.7

SELECTION AND ATTENTION

You have the ability to direct your attention and decide what to focus on. For the sake of efficiency, however, these decisions are often made subconsciously. Lots of information or **data** comes in all the time, and we can't and don't pay attention to all of it. Much of the data is not important, and therefore distracting, as your brain reacts to the stimuli of new information and selects what to pay attention to. Thus, you can ignore the sounds of the air conditioner or refrigerator, the person behind you in a fast food line, traffic noise, and so on.

This physical fact reflects an important reality in the learning process. Given the billions of sensory messages taken in and processed constantly,

Key words

data:
Information

a key activity stands out as extremely important—the ability to filter and select what data to focus. When some stimuli are present over a period of time, we adapt to them. Continuing stimuli of constant intensity will stop activating the receptors; in other words, we "tune out." Think about what this means about how you learn.

If your teacher's voice drones on and on, same pitch, same tone, same type of words, your brain tends to switch off and filter that sensory input. Same thing if you keep trying to solve a problem the same way. The magic of active learning happens when you use a variety of stimuli. Even small changes can make a big difference in activating different regions of the brain.

Moving from a short lecture, to building something, to reading quietly, to talking over ideas with another student—this changes the manner in which information is taken in and processed. A mixture of activities will stimulate the brain with different types of impulses, to keep those receptors firing. Learning becomes even more activated when there are spaces in the constant data flow for quiet reflection.

MENTAL FILTERS

Not only is the data being absorbed, but it is also being evaluated against prior knowledge and then interpreted. After you have gathered your selected stimuli, you group them into a cluster that you can label, so that the label makes sense to you. This helps you to know, almost without thinking about it, whether it's safe to reach out and touch the hot iron.

You have a stored set of beliefs in your memory called a **schema**. The schema is an outline of the way things are, your own representation of reality. These beliefs cause you to monitor and select the stimuli you take in and to which you pay attention. These internal models limit the data you are curious about and explore.

Key words

schema:
A mental map or outline of the way you think about something; your own representation of reality

Learning Preferences and Intelligences

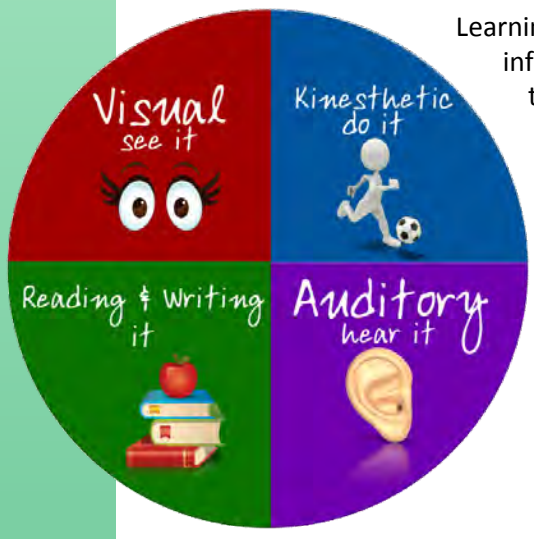


Figure 2.4.8

Learning styles describe the various ways people gather as well as process information. Each of us has a propensity for looking, listening, or touching: some read the instructions for Monopoly, others ask to hear the rules explained, still others get the dice rolling and learn as they play. Furthermore, we each have our most productive time of day, favorite chairs to sit in, and other environmental factors that help us concentrate or feel energized.

After you know what learning environment works best for you and what your preferred learning style is, you will see how you can:

- Learn new information more quickly and efficiently.
- Remember new information for a longer period of time.
- Increase your ability to recall the information more quickly and completely for performance, discussion, or test taking.

The Dunn & Dunn Learning Preferences

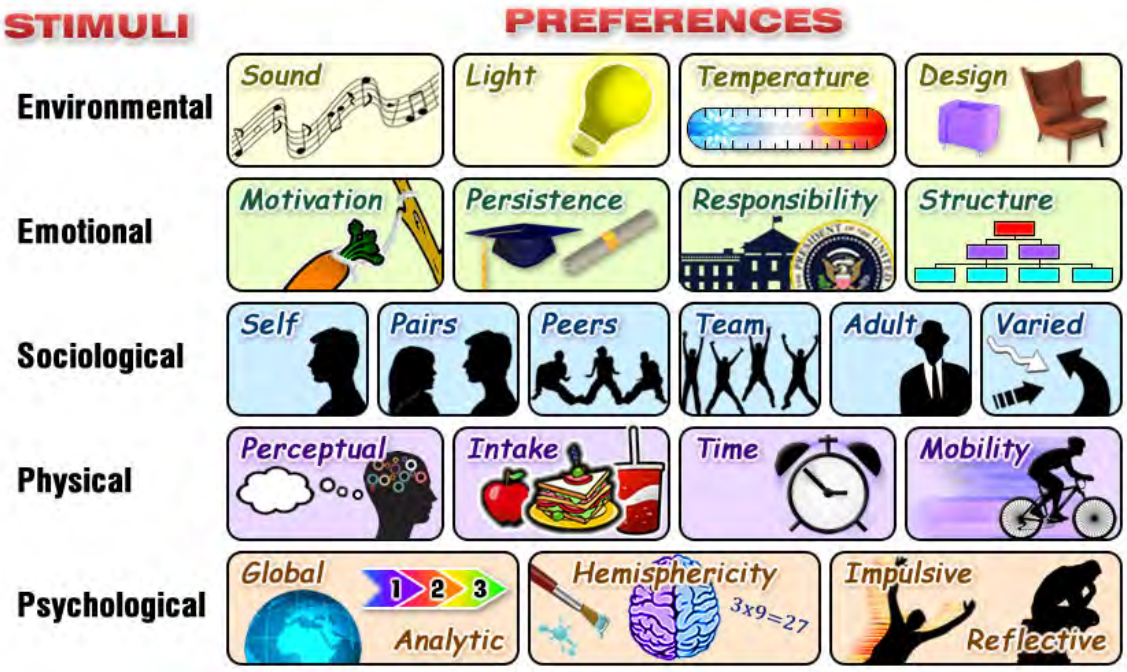


Figure 2.4.9

Rita and Kenneth Dunn developed a model to describe learning preferences—or how people like to learn. In this model, the learning style is defined as the preference for five types of stimuli: environmental, emotional, **sociological**, physical, and psychological. The stimuli deal with how the learners perceive, interact, and respond within the learning environment.

Environmental Preferences

- *Sound*—Do you like background music, or do you prefer quiet while studying?
- *Light*—Do you prefer dim or bright lighting while studying or concentrating?
- *Temperature*—Do you prefer the room temperature to be cool or warm while engaged in learning activities?
- *Design*—This refers to the furniture arrangement that the student prefers. Do you normally sit at a desk (formal) or do you prefer the couch, bed, floor, pillows, etc. (informal)?

Emotional Preferences

- *Motivation*—Are you self-motivated to learn? Or are you primarily motivated by adult feedback and reinforcement?
- *Persistence*—This relates to the learner's attention span and ability to stay on task. Do you prefer to work on one task or do you like to work on a variety of tasks simultaneously?

Key words

sociological:
Pertaining to the science of society, social institutions, and social relationships

Emotional Preferences *(cont'd)*

- *Responsibility*—Do you prefer to work independently with little supervision? Or do you prefer to have frequent feedback and guidance?
- *Structure*—Do you like step-by-step instructions, or do you prefer to be given an objective and left alone to decide how to complete the task?

Sociological Preferences

- *Self*—Do you prefer working on a task by yourself?
- *Pair*—Do you prefer working on a task with one other person?
- *Peers and Teams*—Do you like working as a member of a team?
- *Adult*—Do you like to work with an adult or teacher?
- *Varied*—Do you like routines or patterns or do you prefer a variety of procedures and activities?

Physical Preferences

- *Perceptual*—Are you a visual, auditory, or a kinesthetic/tactile learner?
- *Intake*—Do you prefer to drink, eat, or chew gum while studying?
- *Time*—This refers to the time of the day when you have the most energy. Are you an early bird or a night owl? Somewhere in between?
- *Mobility*—Can you sit still, or do you prefer to be moving while involved in a learning task?

Psychological Preferences

- *Global/Analytic*—Are you a "big picture" person, or are you more detailed oriented?
- *Hemispheric*—Do you have left brain tendencies (sequential learners) or right brain tendencies (simultaneous learners)? This overlaps with the global/analytic preferences.
- *Impulsive/Reflective*—Do you tend to make decisions quickly or do you take time to consider all the options?

Kolb's Experiential Learning Model

Content Enhancement:

DAVID KOLB

David Kolb is another educational researcher who developed a model for learning preferences. The Kolb model is a holistic approach to learning that deals primarily with processing preferences, the process by which information is obtained, stored, sorted, and utilized. It defines a four step learning process and then goes on to describe the four learning styles (preferences) used within the process.

Kolb viewed the learning cycle as a series of experiences. You can enter the cycle at any of the four processes.

- ***Concrete experience*** occurs when the learner is actively experiencing an activity (such as science lab, field class).
- ***Reflective observation*** occurs when the learner is consciously reflecting back on that experience.
- ***Abstract conceptualization*** happens when the learner is being presented with or trying to conceptualize a theory or model of what is (or is to be) observed.
- ***Active experimentation*** happens when the learner is trying to plan how to test a model, or theory or plan for a forthcoming experience.

Kolb associated each stage of the cycle with four learning preferences. According to Kolb's model, the four learning styles include the Theorists, **Pragmatist**s, Activists, and Reflectors.

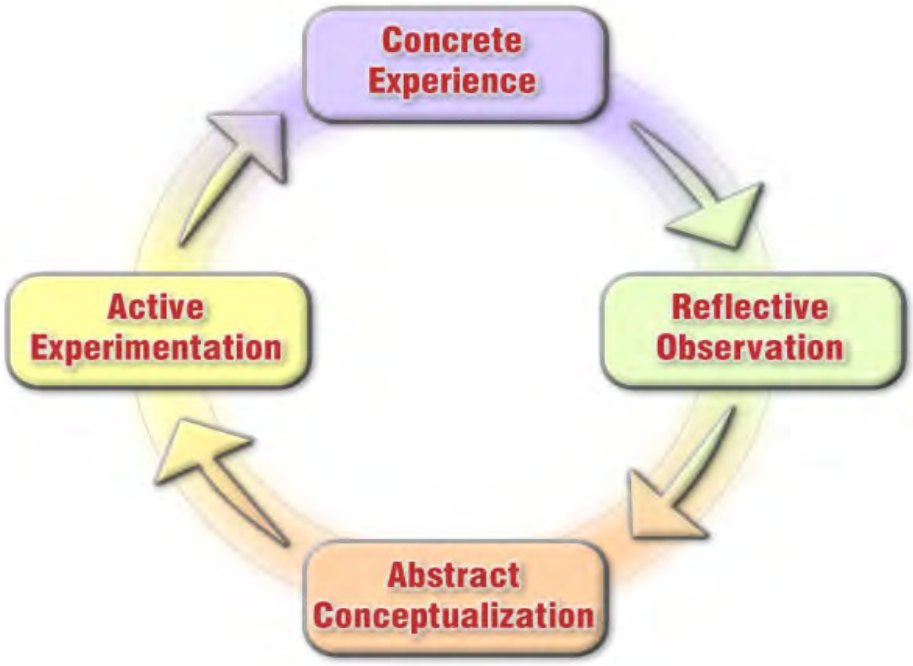


Figure 2.4.10

THEORISTS (OR ASSIMILATOR)

These people learn best by using abstract conceptualization and reflective observation (lecture, papers, and analogies) and like to ask such questions as "How does this relate to that?" Theorists prefer to learn by using case studies, readings, and thinking alone.

PRAGMATISTS (OR CONVERGER)

Pragmatists are mostly like to learn by using abstract conceptualization and active experimentation (laboratories, field work, and observations). They ask, "How can I apply this in practice?" They do well with peer feedback and activities that apply skills. They prefer to be self-directed, autonomous learners.

Key words

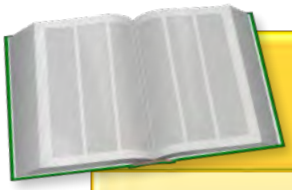
pragmatist:
A practical person

ACTIVISTS (OR ACCOMMODATOR)

Activists use concrete experience and active experimentation (simulations, case study, and homework). They tell themselves "I'm game for anything." Activists are happy learning by practicing the skill, problem solving, small group discussions, and getting peer feedback. They tend to solve problems intuitively, relying on others for information.

REFLECTORS (OR DIVERGER)

Reflectors learn by using reflective observation and concrete experience (logs, journals, brainstorming). They like time to think about the subject. The best instructional approach to use with reflectors is lectures with plenty of reflection time and group work. They are imaginative and have broad interests.



Content Enhancement:

KOLB EXPERIENTIAL LEARNING MODEL

The following is an example of teaching someone how to ride a bike using the Kolb Experiential Learning Model.

- ***Reflectors***
  Thinking about riding and watching another person ride a bike
- ***Theorists***
  Understanding the theory and having a clear grasp of the biking concept
- ***Pragmatists***
  Receiving practical tips and techniques from a biking expert
- ***Activists***
  Leaping onto the bike and trying to ride it

You might find that you don't fit neatly into these categories. Don't be surprised that your learning may come from all four quadrants, but you might have one that is your favorite. The ideal learning environment should include each of the four processes, and the learning activities should be flexible so that the learner can spend additional time using preferred methods.

Multiple Intelligences

Does your class have people who are good at math? Good in sports? Musically talented or artistically inclined? Do you know people who just seem to thrive in groups and love to be around others? How about people who are good writers and talkers—they just know the right words to use.

We are accustomed to thinking that "smart" people are the ones who do well on tests, but Howard Gardner proposed a different way to think about intelligence. His research studied how each person is intelligent in a unique way. Gardner asserts there is no single way of being smart. Instead of assessing a person's intelligence by asking, "How smart are you?" the question should be "How are you smart?"

With that question, he revolutionized the thinking about the definition of intelligence.

Everyone is different from everyone else in appearance, interest, ability, talent, and personality. The brain is no exception. We all have different kinds of minds. We use our different intelligences to solve problems, to choose a profession, and to excel in different aspects of our lives. Some of us are good with language; we talk and write easily, tell good stories, and express our thoughts clearly. Others of us are designers who can decorate a room, design a house, or landscape a yard. Some are artistic and can create songs, draw paintings, play an instrument, or choreograph dances. Others are scientists or inventors who can solve problems, study issues, or do experiments. And some are team players that are good at working with, understanding, and influencing other people.

EIGHT KINDS OF INTELLIGENCE

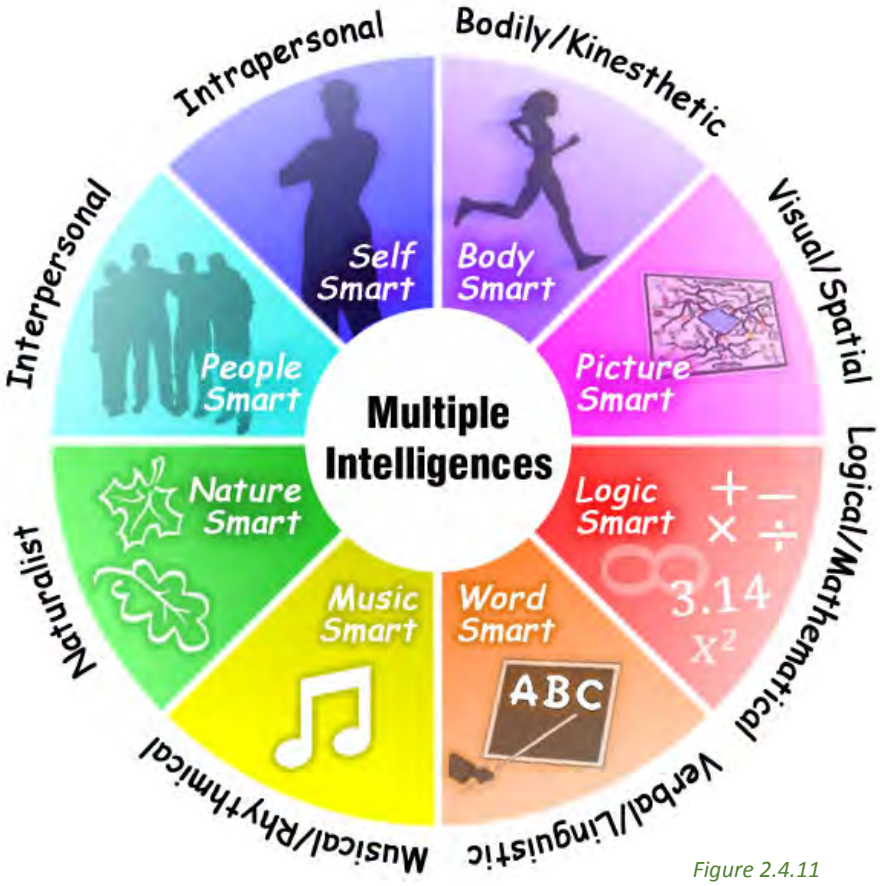


Figure 2.4.11

Traditionally, intelligence has been associated with certain standardized tests, such as the I.Q. test or the SAT; however, these tests only measure verbal and mathematical abilities. Gardner, on the other hand, defines intelligence as the "ability to solve problems or create products that are valued in one or more cultures or communities." He believes that, among other criteria, intelligence is universal to all human beings, regardless of where you live or your culture.

Gardner has identified eight intelligences:

- Bodily/**kinesthetic**
- Visual/**spatial**
- Logical/mathematical
- Verbal/**linguistic**
- Musical/rhythmical
- Naturalist
- Interpersonal
- Intrapersonal

Key words

kinesthetic:
Muscle sense; the sensation of movement

spatial:
Existing in space

linguistic:
Having to do with language

He believes there are more types of intelligence, but only eight have met his stringent criteria for inclusion. You can think of these as "languages" that most people speak, and that can be understood regardless of cultural, educational, and ability differences. A description of all eight intelligences is listed below.

Bodily/Kinesthetic Intelligence

Bodily/kinesthetic intelligence is the gift of physical prowess, coordination, fitness, and action. You can see it in the skills of athletic performing, dancing, fixing, forming, making, and repairing.

As shown in *Figure 2.4.12*, dancing is a form of Bodily/kinesthetic intelligence.

Figure 2.4.12

Learning activities that tap into this intelligence include: acting; body language; choreography; constructing; energizers; experiments; field trips; games; learning centers; manipulating; pantomimes; role play; sports; and use of materials and tools.

Visual/Spatial

Visual/spatial intelligence is the gift of visually representing and appreciating concepts, ideas, and information (visual thinking). People who possess this intelligence like to draw, build, design, and create things. They may also be good at navigating routes and playing chess—both of which require you to create mental pictures of where things are located in space.

Learning activities that tap into this intelligence include: artwork; blueprints; cartoons; designs; drawings; films; graphic organizers; illustrations; layouts; photography; manipulatives; maps; models; murals; posters and charts; props; sculptures; storyboards; and videotapes.

Logical/Mathematical

Logical/mathematical intelligence is the gift of reasoning and thinking in symbols and abstractions. It manifests in the skills of calculating, computing, problem solving, and logic. If you have strong logical/ mathematical intelligence, you are a "questioner."

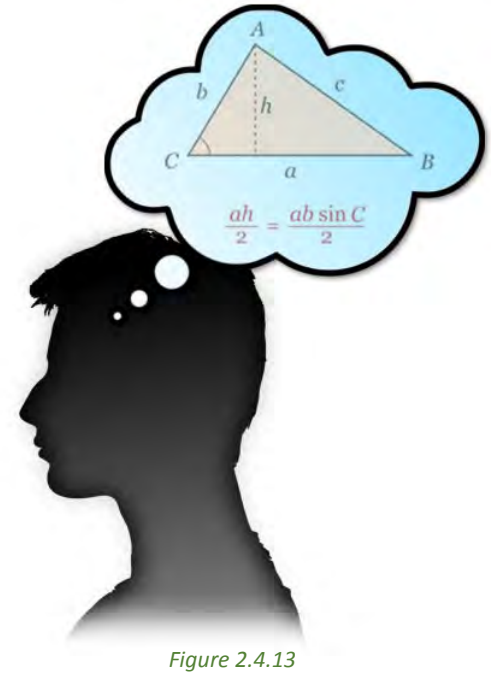


Figure 2.4.13

Learning activities that tap into this intelligence include: analogies; computer games; deductive and inductive reasoning; formulas; graphs and information organizers; learning logs; outlines; problem-solving; puzzles; statistics; surveys; symbols; and time lines.

Verbal/Linguistic

If you have verbal or linguistic intelligence, you have strong language and literacy skills. You are good at listening, reading, speaking, and writing.

Learning activities that tap into this intelligence include: biographies; books; crosswords; debates; dialogues; discussions; email; internet searches; letters; magazines and newspapers; poems; readers' theater; reports, research, and short stories; speeches; and storytelling.

Figure 2.4.14

Musical/Rhythmical

Musical or rhythmical intelligence is the gift of melody, music, rhyme, rhythm, and sound. You can see it in the skills of playing an instrument, vocal performance, appreciation of sounds and music, and timing and patterns.

Learning activities that tap into this intelligence include: ballads; cheers and chants; choirs; tapping; drumming; folk songs; imitations; jingles; percussions; raps; songs; and sound reproductions. As shown in *Figure 2.4.14*, playing a musical instrument is a form of musical/rhythmical intelligence.

Naturalist

A naturalist intelligence is an environmental awareness. If you have this kind of intelligence, you understand the interrelationships of the natural world. It is manifested in the skills of classifying, observing, appreciating and understanding the nature, recognizing patterns in nature, and identifying the impact and consequences on the environment.

Learning activities that tap into this intelligence include: astronomy; bird watching; ecology; environmental issues; field studies; gardening; geology; native plants; nature walks; outdoor education; mythologies; pattern identification; recycling; and weather forecasting.

Interpersonal

People with interpersonal intelligence as illustrated in *Figure 2.4.15* are "socializers." They have the gift of working with people and understanding the complexities of human relationships. It is manifested in the skills of caring, collaborating, communicating, empathizing, leading, and peacemaking. They like to work in groups.

Figure 2.4.15

Learning activities that tap into this intelligence include: case studies; class discussions; classroom roles and responsibilities; constructivism; cooperative learning; group projects; interviews; jigsaw; pen pals; service learning; shared homework, structured conversations; team building; and tutoring.

Intrapersonal

Intrapersonal intelligence is the gift of inner thought, self-awareness, and self-reflection. People with strong intra-personal intelligence are goal setting, self-assessing, and self-regulating. People with intrapersonal intelligence prefer to work alone.

Figure 2.4.16

Learning activities that tap into this intelligence include: authentic assessments; autobiographies; calendaring; choice theory; diaries; goal setting; independent reading; meditations; metacognition; personal essays; personal planning time; portfolios; quiet or reflection time; reflective or response journals; and rubrics.

Expanding Your Learning Preferences and Intelligences

Although it takes some work and exploration, understanding your learning style can benefit you in many ways—in your studies, the classroom, and the workplace.

Figure 2.4.17

STUDY BENEFITS

Most students aim to maximize learning while minimizing frustration and time spent studying. If you know your strengths and limitations, you can use techniques that take advantage of your highly developed areas while helping you through your less developed ones. For example, say you perform better in smaller, discussion-based classes. When you have the opportunity, you might choose a course section that is smaller or that is taught by an instructor who prefers group discussion. You might also apply specific strategies to improve your retention in a large-group lecture situation.

CLASSROOM BENEFITS

Knowing your learning preferences can help you make the most of the teaching styles of your instructors. Your particular learning style may work well with the way some instructors teach and be a mismatch with other instructors. Remember that an instructor's teaching style often reflects his or her learning style. After perhaps two class meetings, you should be able to make a pretty good assessment of teaching styles (instructors may exhibit more than one). After you understand the various teaching styles you encounter, plan to make adjustments that maximize your learning. If your styles mesh well with an instructor's teaching styles, you're in luck. If not, you have a number of options.

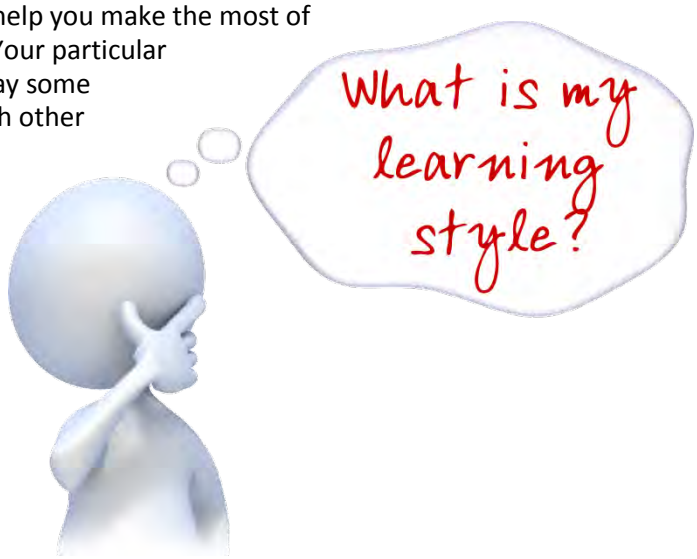


Figure 2.4.18

BRING EXTRA FOCUS TO YOUR WEAKER AREAS

Although it's not easy, working on your weaker points will help you break new ground in your learning. For example, if you're a verbal person in a math- and logic-oriented class, increase your focus and concentration during class so that you get as much as you can from the presentation. Then spend extra study time on the material, make a point to ask others from your class to help you, and search for additional supplemental materials and exercises to reinforce your knowledge. If you are strong in musical or linguistic intelligences, but weak in math—you might create a song, lyrics, or poem to remember an equation.

Figure 2.4.19

ASK YOUR INSTRUCTOR FOR ADDITIONAL HELP

For example, a visual person might ask an instructor to recommend visuals that would help to illustrate the points made in class. If the class breaks into smaller groups, you might ask the instructor to divide those groups roughly according to learning style, so that students with similar strengths can help each other.

Figure 2.4.20

"CONVERT" CLASS MATERIAL DURING STUDY TIME

For example, an interpersonal learner takes a class with an instructor who presents big-picture information in lecture format. This student might organize study groups and, in those groups, focus on filling in the factual gaps using reading materials assigned for that class. Likewise, a visual student might rewrite notes in different colors to add a visual element—for example, assigning a different color to each main point or topic, or using one color for central ideas, another for supporting examples.

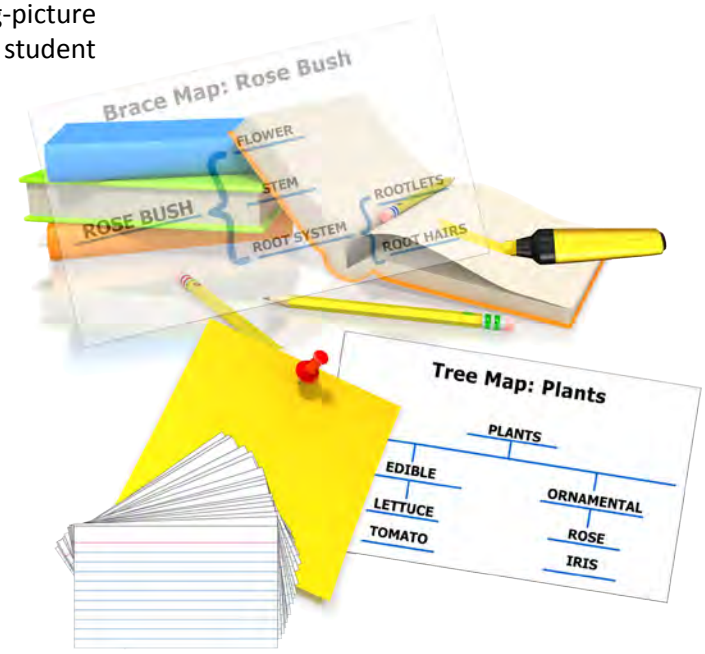


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Figure 2.4.21

Instructors are as individual as students. Taking time to focus on their teaching styles, and on how to adjust, will help you learn more effectively and avoid frustration. Don't forget to take advantage of your instructor's office hours when you have a learning preference issue that is causing you difficulty.

Conclusion

Active learning allows you to take some direction and initiative during the class. Active learning can encompass a variety of techniques that include small group discussion, role playing, hands-on projects, and teacher-driven questioning. The goal is to be part of the process of your own education.

Understanding your learning preferences increases your potential to understand new information, and apply it in new situations. You'll also remember information longer and improve your recall ability.

Thinking about how you are smart—your strengths in the eight intelligences—can help you with your studies.

We all have multiple intelligences; however, some are stronger than others. As you engage in learning activities that are compatible with how your brain takes in, processes, and stores information, learning will occur more naturally, and comprehension and recall will increase. The power to learn quickly and to apply what you've learned is in your hands when you know how the process works.

Lesson Check-up

- **Compare active learners and passive learners. Which are you?**
- **How can a combination of creative and critical thinking help you solve problems?**
- **Explain how you can change the way you think about a situation by using an objective and subjective viewpoint.**
- **Give an example of your preferred learning environment. Why do you prefer this?**
- **List the eight kinds of intelligence.**
- **Do you possess more interpersonal or intrapersonal intelligence? Why?**

LESSON 5

Reading for Meaning

What You Will Learn to Do

Apply strategies for reading comprehension

Linked Core Abilities

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Treat self and others with respect
- Apply critical thinking techniques

Learning Objectives

- **Identify** the purpose of reading
- **Distinguish** among reading comprehension strategies
- **Distinguish** among the types of context clues readers use to determine word meaning
- **Recognize** how to apply strategies that build your vocabulary

Key words

- **analogy**
- **antonym**
- **appositive**
- **comprehension**
- **concept**
- **context**
- **hypothesis**
- **inventory**
- **mood**
- **prediction**
- **prefix**

Essential Question

What strategies can you use to strengthen your reading comprehension?

Learning Objectives (cont'd)

- **Relate** how vocabulary contributes to reading comprehension
- **Define** key words: analogy, antonym, appositive, comprehension, concept, context, hypothesis, inventory, mood, prediction, prefix, property, purpose, root word, strategy, suffix, synonym

Key words (cont'd)

- **property**
- **purpose**
- **root word**
- **strategy**
- **suffix**
- **synonym**

Introduction

Every day you are bombarded with things to read—email, text messages, blogs, wikis, junk mail, billboards, newspapers, magazines, books, and so much more! Sometimes it is hard to decide what to read and sometimes it is difficult to read—for many reasons. But, reading is essential for success in school, in your workplace, and even in your day-to-day life. You read for many reasons: to gain information, for entertainment, to pass the time, or to study.

To improve your reading skills, read as much as you possibly can. Read everything interesting to you. While eating your cereal—read the back of the cereal box! While waiting for a ride, read an interesting blog on your cell phone. More reading will help increase your reading speed, your reading **comprehension,** and even your academic success.

Key words

comprehension:
The action or capability of understanding something

Figure 2.5.1

Preparation and Purpose for Reading

Preview (or scan) the material, especially a book, before you begin to read it. Previewing consists of looking over the table of contents, index, and title page. Search for familiar **concept**s and ideas that the material discusses. Do not spend too much time previewing, but do allow enough time to become familiar with the content.

QUESTIONING

After you preview the material, make a list of questions related to the topic about which you are reading. Your preview should help you come up with relevant questions. Make sure your questions are detailed. Remember that you can increase your knowledge by asking questions. Also, your reading will be more directed because you will be looking for specific answers.

Figure 2.5.2

The following are three different kinds of questions you can ask to gain better understanding of what you are reading.

Empirical Questions: These questions ask for information contained in the material that you are reading. They are questions to which the answers are factual. An example of an empirical question is "When did this event take place?"

Value Questions: These questions reflect values or point of view. Answers to value questions are based on opinion. An example of a value question is "Do I agree with the principles expressed in this book?"

Analytical Questions: These questions ask for a definition of what we mean by the words used in the question. Often they need to be asked before the other two types of questions are asked. For example, if you were asked, "How much of the material in this lesson did you comprehend?", you would first have to ask the question, "How do you measure comprehension?"

READING AND NOTE TAKING

After you have previewed your material and developed questions about the material, you are ready to read. Clear your mind of all personal challenges, open up the book, and begin reading the first page slowly. Keep a dictionary nearby so you can look up unfamiliar words as you go along. As you read, take notes in the column of the book (if it is your own book) or on a separate sheet of paper. You will be making an **inventory** of the information in the topic.

Key words

concept:
An abstract or generic idea generalized from a particular instance

inventory:
An itemized list of current assets; a survey of natural resources; a list of traits, preferences, attitudes, interests, or other abilities used to evaluate personal characteristics or skills

Schedule breaks during your reading. Do not try to read for a long period of time or you may become bored or sleepy. Also, do not read little sections at a time or you may easily become confused and distracted. Allow yourself at least half-hour intervals of reading time and then reward yourself with a five-minute break. During your break, walk around, stretch, or get a glass of water or a piece of fruit, but have the self-discipline to return to your reading after the five-minute period is over.

As you progress in school, your instructors will require you to do research, give speeches, and prepare reports on material that may or may not be familiar to you. To complete these assignments, you may have to read as much material on your given subject as you can. Because you are reading for a **purpose** other than enjoyment, it may be helpful to first scan the material, then read it and take notes.

Taking notes on your reading gives you the opportunity to pick out the facts that are important to you. You will also remember what you are reading because you have to translate the material into your own words.

Reading combined with note taking is an excellent way to remember important facts and to become familiar with new and challenging material.

Key words

purpose:
Something set up as an object or end to be obtained

OUTLINING

Outlining is an important part of reading. After you have read the material once, create an outline. Your outline should capture the main points or ideas and answer the questions that you came up with earlier. If you have a large reading assignment, you may find it easier to outline sections of the material rather than trying to outline the entire assignment at once. You will find outlining a helpful tool for you when it is time to review the material you have read for a test.

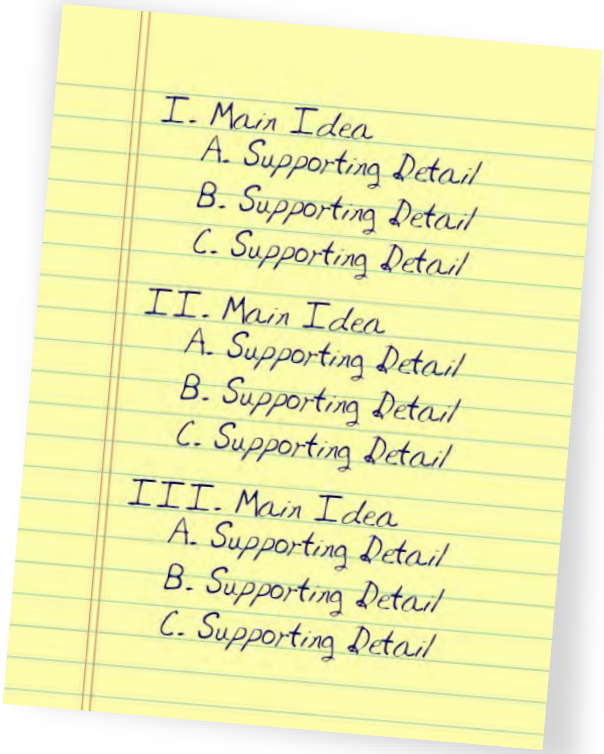


Figure 2.5.3

HINTS FOR DIFFICULT READING

Sometimes, you must read about difficult subjects. During times of difficult reading, use the following suggestions to assist you in understanding the material better.

- Look for key words in your material.
- Hold a mini-review at the end of each paragraph. When reading a paragraph, you will see that it contains a main idea or topic. Notice that the other sentences support the main idea. If you determine what the main idea is first, you will better understand the concept of the paragraph.
- Listen as you read the material aloud.
- Ask an instructor questions about the material.

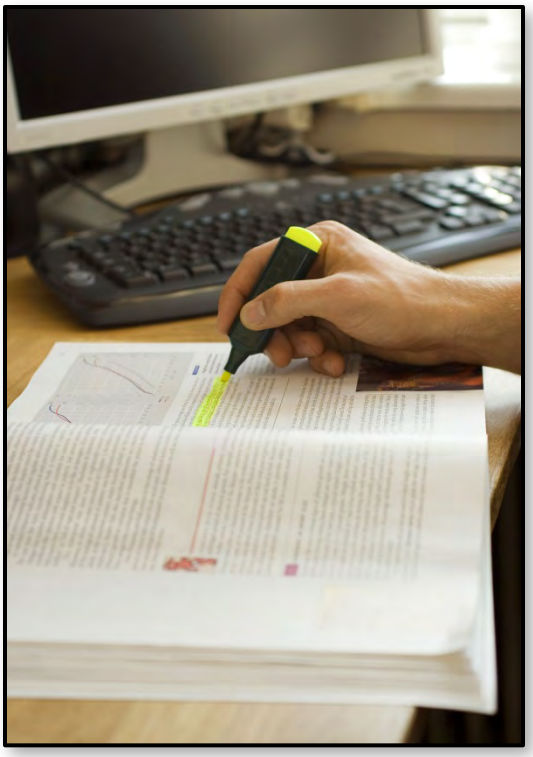


Figure 2.5.4

- Find a tutor who can help you to understand the material better.
- Explain what you have read to another person.
- Take notes while you read the material; make an outline when you finish reading.
- After reading your material, take a break from it. Work on or think about other projects.
- Find another book, reference materials, and/or textbooks that cover the same topic. Sometimes other books can describe the same topic and concepts more clearly.
- Imagine that what you are reading is real. Look at the pictures in the book and develop mental pictures in your mind about the material. Try to imagine that you are a part of them.
- Keep a dictionary nearby so you can look up unfamiliar words as you read.

Reading Comprehension Strategies

The following reading comprehension strategies will assist you in gaining a better understanding of what you read.

DIRECTED READING—THINKING ACTIVITY (DR—TA)

The DR–TA reading comprehensive **strategy** is used to predict or define the author's purpose for writing the material you are reading. When you read, select relevant data, evaluate it, and use it to form **prediction**s of the content of the material based on the information that you acquire. In this lesson, you can predict that the author wants to help you improve your reading comprehension.

There are a few key steps to follow in the DR–TA reading comprehensive strategy.

1. The issue or situation is unimportant or trivial to you.
    - Look through the reading selection's title, subtitles, charts, maps, pictures, captions, etc.
    - Then, predict what the author's purpose for the reading selection is.
2. Consider the purpose of the reading and then determine what your reading rate will be. Chunk the information you need to read into sections or paragraphs. Make adjustments to your reading rate based on the type of information you are reading and what you are reading it for.

Key words

strategy:
The art of carefully devising or employing a plan of action or method designed to achieve a goal; the art or science of planning and directing large-scale military operations and campaigns

prediction:
Something that is foretold on the basis of observation, experience, or scientific reason

- If you are looking for specific information, you might quickly skim or scan the reading selection for the specific information you need to find. How many paragraphs or pages will you cover to quickly find what you are looking for?
- If you are doing a close reading to learn all about the topic, then you need to read a little more slowly and carefully, looking for more than just key words and phrases for information. Determine how many paragraphs or pages you will read in a chunk.

3. Read a logical chunk of the reading passage.
   - For example, read the paragraphs under the 1st subheading.
   - Is the reading supporting your prediction about the purpose of the reading?
   - Revise your predictions as you move along in the reading.
   - Chunking your reading into meaningful sections and redefining the purpose of what is written will be helpful in comprehending what you read!

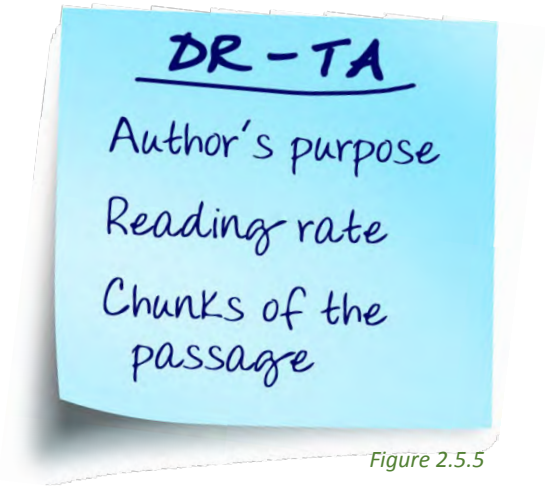
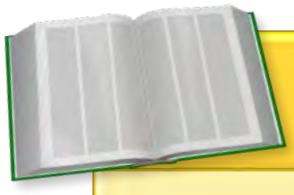


Figure 2.5.5

GENERATING INTERACTIONS BETWEEN SCHEMATA AND TEST (GIST)

Have you heard the expression, "Did you get the gist of the movie?" Gist means the main point of the movie. In the GIST reading comprehensive strategy, the letters actually stand for *Generating Interactions between Schemata and Text.* The strategy asks you to focus on short passages in your reading, three to five paragraphs in length, and create summaries for each passage in a structured step-by-step process. This will help you comprehend, or get the gist of the passage.



Content Enhancement:

THE GIST STRATEGY

- Read a short section of 3-5 paragraphs; make sure that they are all within the same sub-topic.
- Read one paragraph at a time by covering the paragraphs you are not reading.
- Write one statement of 20 words or less about the paragraph that you believe accurately summarizes the selection.
- Continue on with this strategy until you are finished reading.
- Instead of having a long section of reading, you now have 4-5 sections of 20-word sentences that provide the 'GIST' of what the author is sharing.

Think-Alouds

Think-Alouds help you monitor your comprehension and apply self-correction strategies to get the most out of your reading.

Figure 2.5.6

Five strategies that can be used during think-alouds are:

1. Develop a **hypothesis** by making predictions.

   For example: By reading the introduction in this lesson, you can make a prediction that this lesson is about learning how to become a better reader.

2. Develop images by describing the pictures forming in your mind from the information that you are reading.

   For example: When you continue with the lesson, you might picture yourself reading a schoolbook.

3. Link new information with your prior knowledge by sharing analogies.

   For example: While reading this lesson, you remember how you became a better football player when you approached each game with a plan. You now apply that **analogy** to becoming a better reader by following the plan in this lesson.

4. Monitor comprehension by verbalizing a confusing point.

   For example: Sometimes it can help your comprehension by "talking through" a point in the reading that might be confusing.

5. Regulate comprehension by demonstrating strategies.

   For example: If your predictions about the meaning of this lesson turns out not to be what you originally thought, you can talk it through until you can comprehend the correct meaning of the lesson.

Key words

hypothesis:
An assumption or concession made for the sake of argument; an interpretation of a practical situation or condition taken as the ground for action

analogy:
Resemblance in some particulars between things otherwise unlike

QUESTION-ANSWER RELATIONSHIPS (QARS)

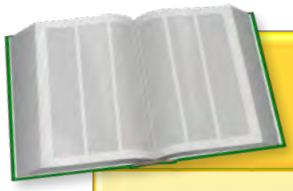
As stated earlier in this lesson, one of the guidelines to help you become a better reader involves asking questions about the material that you have read. The type of question you ask must be based on the information you need to answer the question. In this reading comprehension strategy, you must draw on two different information sources to answer your questions:

- The information in the material that you read
- The information inside your head

Figure 2.5.7

For example, you can find the answer to the question, "What are some hints to help you understand difficult reading?" in the lesson material. However, if your question was, "Does one hint work better for you than another?" you would have to rely on your knowledge of what works best for you.

Remember the question strategies presented to you earlier in this lesson?



Content Enhancement:

QUESTIONING

Empirical Questions

These questions ask for information contained in the material that you are reading. They are questions to which the answers are factual.

- An example of an empirical question is "When did this event take place?"

Value Questions

These questions reflect values or point of view. Answers to value questions are based on opinion.

- An example of a value question is "Do I agree with the principles expressed in this book?"

Analytical Questions

These questions ask for a definition of what we mean by the words used in the question. Often they need to be asked before the other two types of questions are asked.

- For example, if you were asked, "How much of the material in this lesson did you comprehend?" you would first have to ask the question, "How do you measure comprehension?"

Vocabulary Comprehension

Studying vocabulary increases word recognition. As you read, you recognize the meaning of words and interpret the information in the text. The more you read the more new words you acquire and understand. This builds your vocabulary, makes reading become easier and faster, and raises your reading comprehension.

SIX STRATEGIES TO IMPROVE VOCABULARY COMPREHENSION

The following sections show you strategies to help improve vocabulary comprehension: context clues, word structure, word mapping, visual imaging, root words, and dictionary use. Each clue will help you build your vocabulary and get more out of what you read.

Context Clues

Learning the meaning of words from the **context** of your reading material can be the most useful strategy to increase your vocabulary comprehension. Using the context that surrounds an unknown word helps to reveal its meaning.

Figure 2.5.8

There are several different types of context clues that you can use to find the meaning of a word within the context of what you are reading. They are:

- ***Definition***. The author equates the unknown word to a word that is known or more familiar to you. For example, "Physiology is a branch of biology that deals with the functions and activities of life or of living matter (as organs, tissues, or cells)."
- ***Synonyms***. The author pairs the unknown word with a **synonym** or other closely related words. For example, "The President's wife possessed the traits of a promising leader: wisdom, judgment, and sagacity."
- ***Comparison Clues***. Often an unfamiliar word is used in a comparison with a familiar word. Your knowledge of the familiar word may help you figure out the meaning of the new one. For example, "The thatch in the roof was as likely to burn as any other straw."

  Another example of a comparison clue is the use of an **appositive**. An appositive uses two adjacent nouns that refer to the same thing. For example, *Bill, a star football player on the school team….* Bill and football player are both nouns explain the same thing.

Key words

context:
Written or spoken knowledge that can help to illuminate the meaning of a word or passage

synonym:
A word or expression of the same language that has the same or nearly the same meaning

appositive:
A noun or pronoun that is set beside another noun or pronoun in a sentence that explains it

- ***Contrast Clue.*** In a comparison clue, you learn that a new word is like a known word. In a contrast clue, you learn that a new word is different from the known word. For example, "At night the street was pacific, unlike the crowded, noisy chaos it was during the day."
- ***Examples in Context.*** You can predict the meaning of an unfamiliar word when it is used with an example of a familiar word. For example, "At the show we saw magicians, ventriloquists, and other performers."
- ***Inferring Meaning from Context.*** The author sets a **mood** (ironic, serious, funny, etc.) in which the meaning of the unknown word can be hypothesized. For example, "The tormented lion roared in pain as he tried to escape from his captors."

Word Structure

Sometimes a word can give clues to the meaning in its structure. Analyzing the word's structure and **property** is a vocabulary strategy that you can use to figure out the word's meaning. When you approach an unknown word, you can guess at its meaning by breaking down the parts of the word.

- Longer words can be some of the most difficult to figure out, but they can be put into categories that will help you.
- Compound words are two known words joined together. Examples include *matchmaker, bookkeeper.*
- Words that contain a familiar stem to which an affix (**prefix** or **suffix**) has been added. Examples include *micro*scope, *taste*less.
- Words that can be broken down into regular pronounceable parts. Examples include *subterfuge, strangulate.*
- Words that contain irregular pronounceable parts so that there is no clear pronunciation. Examples include *louver, indictment.*

Key words

mood:
A predominant emotional tone or general attitude

property:
A quality or trait belonging to or unique to an individual or thing

prefix:
A word element that is attached to the front of a word

suffix:
A word element that is attached to the back of a word

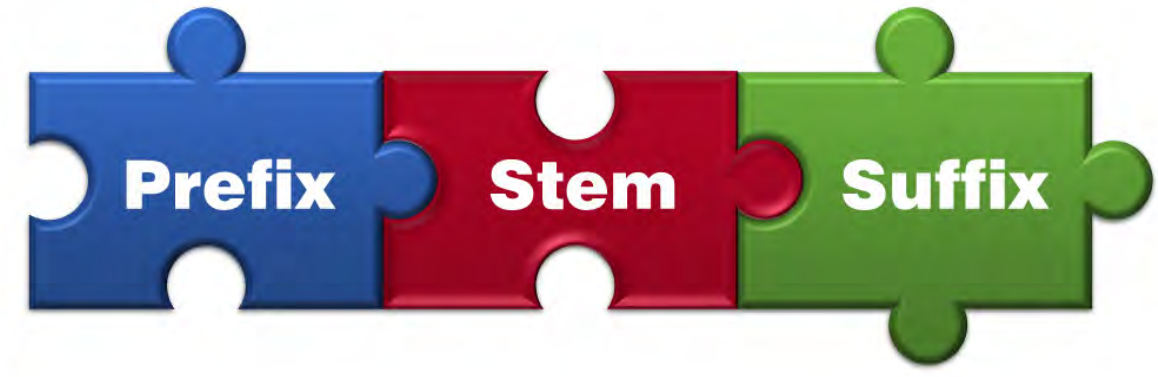


Figure 2.5.9

Key words

antonym:
A word that means the opposite of another word

Word Mapping

A vocabulary word map is a graphic organizer that helps you think about new words or concepts in several ways.

To build a word map, start by entering the new word in the middle of the map; then fill in the rest of the map with a definition, synonyms, **antonym**s, and a picture to help illustrate the new word.

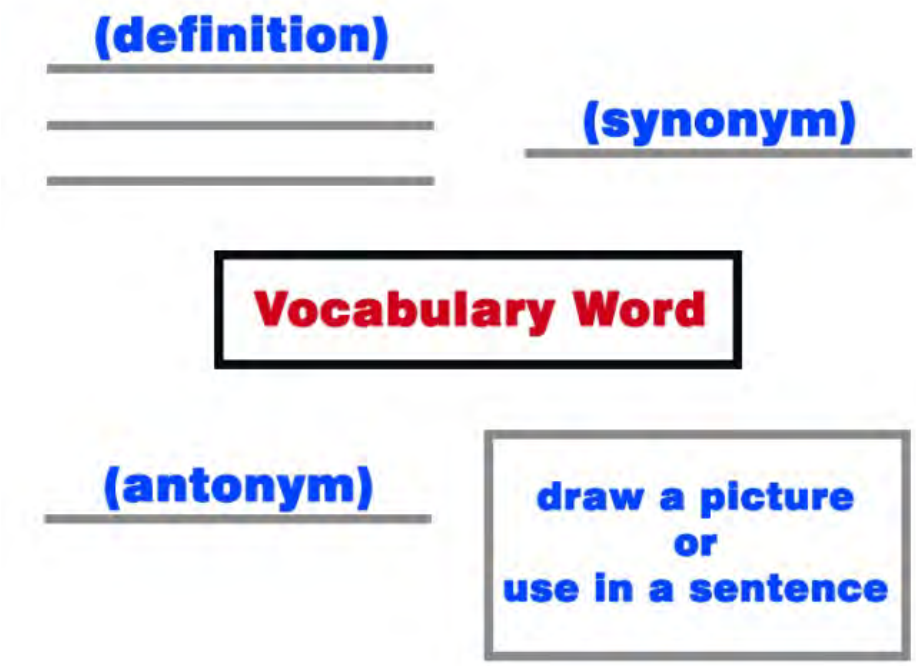


Figure 2.5.10

Visual Imaging

When you use visual imaging, you think of a word that either looks like or sounds like the word whose meaning you are trying to learn. Thinking of the picture of the look-alike word and/or image will help you remember the word and its meaning.

For example, the word *potable* means suitable for drinking. You can break the word down to a familiar word, *pot*. You can then associate the word pot with something you can put in it, such as water. When you see the new word potable you will picture a pot with water for drinking and remember that the word potable means something suitable for drinking.

Look for Root Words

Searching for the root of a word can sometimes help you understand the meaning of the word. Often, related words are built on the same root and differ in their use of prefixes and suffixes. Each time a different prefix or suffix is added to the root you have a different word with a different meaning. For example, the words act, activate, action, activity, active, acting, and react, all contain the root word "*act*".

Although the parts of the speech change, the meaning of the word *act* in each word helps you understand the meaning of each word. Some **root word**s do not change their spelling when suffixes are added, for example, detect and detective; other root words do change their spelling, for example, decide and decision.

Key words

root word:
An element that constitutes the basis from which a word is derived by the addition of other elements such as prefixes or suffixes

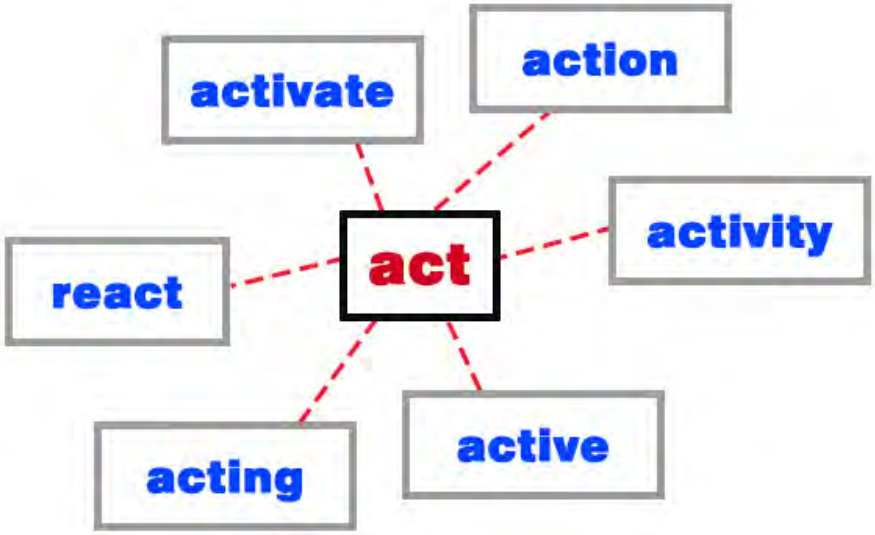


Figure 2.5.11

Use the Dictionary

A dictionary is a wonderful tool for learning. It can help you spell, define, and explore the history of words. If you cannot comprehend a word by following the other strategies, it is time to turn to the dictionary. Spend some time learning how a dictionary is organized. Dictionaries arrange words alphabetically and include the following features.

- ***Guide Words:*** Boldfaced words in the top corners of the page that indicate the first and last words listed on that page
- ***Main Entries:*** Boldfaced words listed at the left side of each column of words
- ***Definitions:*** The meanings for each main entry; if there are many meanings, they are numbered separately
- ***Example Sentences:*** Show a particular meaning of the word
- ***Parts of Speech:*** Show if a word is a noun, a verb, an adjective, etc. with examples showing how the word is used in each instance, if it can function as more than one part of speech
- ***Syllable Structure:*** Shows the word written with breaks between syllables
- ***Pronunciation:*** An indication of the way the word sounds

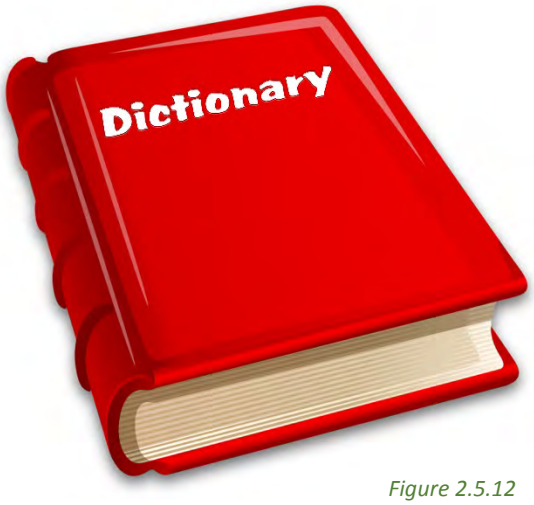


Figure 2.5.12

Some suggestions that may help you include:

- Read. The more you read the more words you will come in contact with.
- Use newfound vocabulary in your everyday communication (writing, speaking).
- Become familiar with the glossary of your textbooks.
- Become familiar with the dictionary. Understand the pronunciation keys as well as why there are multiple meanings for words.
- Try to learn five new words a day. Use them when communicating. This practice will help you retain the words in your long-term memory.

Figure 2.5.13

Expanding Your Vocabulary

Vocabulary is a work in progress—part of lifelong learning is continually learning new words. A strong vocabulary increases reading speed and comprehension; when you understand the words in your reading material, you don't have to stop as often to think about what they mean. Improve your vocabulary by reading and writing words in context and by using a dictionary.

Most people learn words best when they read and use them in written or spoken language. Although a definition tells you what a word means, it may not include a context. Using a word in context after defining it will help to anchor the information so that you can remember it and continue to build on it. Here are some strategies for using context to solidify your learning of new vocabulary words.

- Use new words in a sentence, or two, right away. Do this immediately after reading their definitions while everything is still fresh in your mind.
- Reread the sentence where you originally saw the word. Go over it a few times to make sure that you understand how the word is used.
- Use the word over the next few days whenever it may apply. Try it while talking with friends, writing letters or notes, or in your own thoughts.
- Consider where you may have seen or heard the word before. When you learn a word, going back to sentences you previously didn't "get" may solidify your understanding. For example, most children learn the Pledge of Allegiance by repetition without understanding what "allegiance" means. Later, when they learn the definition of "allegiance," the pledge provides a context that helps them better understand the word.
- Seek knowledgeable advice. If after looking up a word you still have trouble with its meaning, ask an instructor or friend to help you figure it out.

Content Enhancement:

INCREASING VOCABULARY

Learning vocabulary is an on-going process. It continues throughout your entire life. For children whose native language is English, look at the following examples:

- **4**-year-old knows approximately **5,600** words
- **5**-year-old knows approximately **9,600** words
- **6**-year-old knows approximately **14,700** words
- **7**-year-old knows approximately **21,200** words
- **8**-year-old knows approximately **26,300** words
- **9**-year-old knows approximately **29,300** words
- **10**-year-old knows approximately **34,300** words

This demonstrates that the older you become, the more vocabulary you know, and the more vocabulary you know, the more you learn. No matter what your age, you must continue to learn. Words are "symbols" for ideas. These ideas formulate knowledge which is gained largely through words.

Building Comprehension and Speed

Most students lead busy lives, carrying heavy academic loads while perhaps working a job or even caring for a family. It's difficult to make time to study at all, let alone handle the reading assignments for your classes. Increasing your reading comprehension and speed will save you valuable time and effort. Because greater comprehension is the primary goal and actually promotes faster reading, make comprehension your priority over speed.

METHODS FOR INCREASING READING COMPREHENSION

Following are some specific strategies for increasing your understanding of what you read.

Continually Build Your Knowledge Through Reading and Studying

What you already know before you read a passage will determine your ability to understand and remember important ideas. Previous knowledge, including vocabulary, facts, and ideas, gives you a context for what you read.

Figure 2.5.14

Establish Your Purpose for Reading

When you establish what you want to get out of your reading, you will be able to determine what level of understanding you need to reach and, therefore, on what you need to focus. A detailed discussion of reading purposes follows later in this chapter.

Remove the Barriers of Negative Self-Talk

Instead of telling yourself that you cannot understand, think positively. Tell yourself: I can learn this material. I am a good reader.

Think Critically

Ask yourself questions. Do you understand the sentence, paragraph, or chapter you just read? Are ideas and supporting examples clear? Could you explain what you just read to someone else? Take in the concepts that titles, headings, subheadings, figures, and photographs communicate to you.

METHODS FOR INCREASING READING SPEED

The average American adult reads between 150 and 350 words per minute, and faster readers can be capable of speeds up to 1,000 words per minute. However, the human eye can only move so fast; reading speeds in excess of 350 words per minute involve "skimming" and "scanning."

Figure 2.5.15

The following suggestions will help increase your reading speed:

- Try to read groups of words rather than single words.
- Avoid pointing your finger to guide your reading, because this will slow your pace.
- When reading narrow columns, focus your eyes in the middle of the column. With practice, you'll be able to read the entire column width as you read down the page.
- Avoid vocalization—speaking the words or moving your lips—when reading.
- Avoid thinking each word to yourself as you read it.

Conclusion

Reading is an essential skill because you use it every day of your life. Do not allow weak reading skills to interfere with the life goals that you have set for yourself. You will need to be a good reader to succeed in school, obtain a job, and advance in the work force. As with your other communication skills, you must practice reading daily to improve your reading skills.

Lesson Check-up

- **How does previewing material help your comprehension?**
- **Compare and contrast empirical, value, and analytical questions.**
- **Explain three hints for difficult reading.**

LESSON 6

Studying and Test-Taking

Key words

- abbreviations
- association
- critical thinking
- efficiently
- notehand
- objective questions
- preview
- qualifier
- retention
- review
- subjective questions
- test anxiety

What You Will Learn to Do

Develop study skills and test-taking strategies

Linked Core Abilities

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Treat self and others with respect
- Apply critical thinking techniques

Learning Objectives

- **Describe** effective study habits
- **Demonstrate** effective textbook reading strategies
- **Analyze** effective note-taking strategies
- **Explain** effective strategies for test preparation and test-taking

Essential Question

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

Learning Objectives (cont'd)

- **Define** key words: abbreviations, association, critical thinking, efficiently, notehand, objective questions, preview, qualifier, retention, review, subjective questions, test anxiety

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Introduction

There are many benefits to being a JROTC Cadet. One you may not have considered is that you'll learn good study habits and study skills. In this lesson, you'll learn how to take notes, read textbooks, and take tests. A solid study program will help you stay organized, use your time **efficiently**, and improve your grades.

Figure 2.6.1

Key words

efficiently:
Actions that are performed in the best possible manner with the least waste of time and effort

What Are Effective Study Habits?

Some students seem to study well without trying, while others are cramming for a test or doing homework at the last minute. The difference between the two types of students is simple: the students who study easily have developed good study habits. Study habits are the behaviors you use each day to reinforce what you want to learn. Study habits train your brain to embrace a routine that will help you improve your grades. Furthermore, effective studying is a guarantee of good grades in school.

Content Enhancement:

IS TIME ON YOUR SIDE

Do you have enough time? If not, you may need to evaluate how you spend your time and make adjustments.

- Make a list of how you spend your time for the next week. Write down what you do throughout the day and list the start and stop times.
- Look at your list and determine what is "wasted time" and what is "productive time." Do you spend time on that you don't really need to do?
- Set priorities for your time. What are the important things you should be spending time on?
- Use "dead time" wisely (time between classes, waiting for a bus, riding the bus).

WHEN TO STUDY

Managing your time is one of the most important study habits. One tool for managing your time is a study schedule. A study schedule saves time and energy and keeps you from forgetting important things.

Here are a few things you can do to get the best use out of your study time:

- Make a weekly study schedule. Block in all time that is committed, such as in-class hours, meetings, meals, regular chores at home, and work. Try to estimate how much time you need each week to study for each subject and schedule those times.
- Use weekends for working on longer projects. Try to keep one afternoon open for work you can't finish on the weekend.
- Take short breaks during long study sessions.
- Don't get stuck on one subject by spending too much time on it. Limit study time to approximately one hour per subject and only 20–30 minutes on memorizing.
- Keep your study schedule up-to-date. Change it as needed. Check off items you've completed—it will give you a sense of accomplishment.

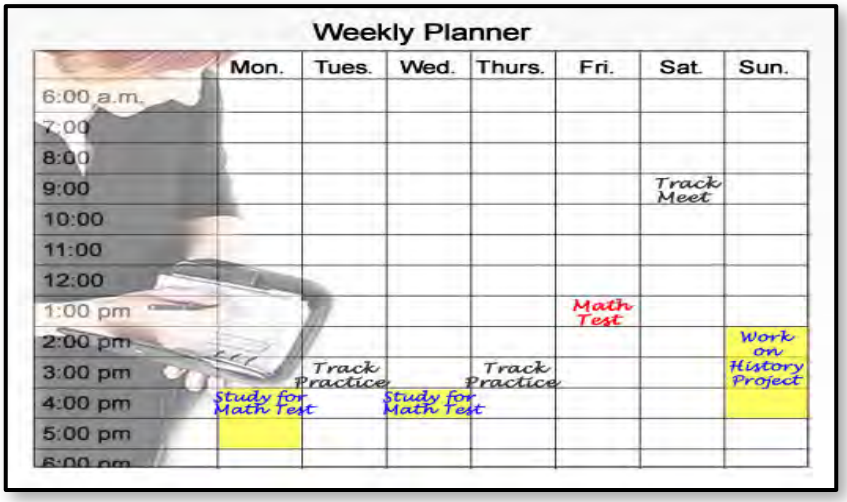


Figure 2.6.2

CONDITIONS FOR STUDYING

You probably already know that it's hard to study when you are tired and distracted. No one studies well under those conditions. When you sit down to study, make sure you set yourself up for success.

- Avoid distractions during your scheduled study time such as computer games, text messaging, and Skyping® (unless used to form a study group), and other electronic distractions not being used directly for study. Hang a "Do Not Disturb" sign on your door.
- Get enough recreation, exercise, food, and sleep. This will help you get good results from studying.
- Begin with the most boring or hardest subject and work toward the easiest or the one that is most interesting.
- Start large projects early. Time-consuming projects are easier if you start working on smaller chunks as soon as possible.
- If possible, study at the same place and time, every night. This will condition your mind to get into study mode. Choose a time and place where you won't be interrupted.
- Using a computer could make your papers more readable and easier to do. Word processing programs will run spelling and grammar checks on your work for you, though they will not catch all errors.

Figure 2.6.3

CLASS TIME HABITS

Attending classes takes a large part of your day. Your habits in class matter: what you do in class can make studying easier or harder! Here's how to get the most out of the time that you spend in class:

- Always be on time for class and be prepared. Do your homework and **review** your notes before class to prepare to ask questions. Prepare for discussion courses before class.

Figure 2.6.4

- Ask your questions about the last assignment before the teacher starts the new class.
- Pay attention. Listen actively and effectively.
- Take notes.
- Be sure you understand homework assignments before leaving the class.

Key words

review:
Renewed study of material previously studied

Study Skills

Have you ever learned something that just came naturally to you, like playing a sport, singing, or writing? Some people are just born with talents that make certain things easier for them to learn. However, for many things you'll need to learn in school, you'll have to study.

Studying involves a set of skills, just like athletics or playing a musical instrument. The more you practice study skills, the easier your studies will be.

When you have good study skills, you can:

- Understand what you read
- Think critically and objectively
- Take effective notes in class
- Memorize
- Use reference materials

Figure 2.6.5

Reading Textbooks

How do you read your textbooks? Do you read from the first to the last page of each chapter? That method works well for novels, but when you read a textbook, you need a different approach. You've probably noticed that the content in textbooks is structured a certain way.

Figure 2.6.6

Because of this structure, you can use specific strategies to read textbooks. Note that these strategies work well with texts that provide a lot of information and require you to learn the material in depth. They are less effective with math or English textbooks.

Let's look at three different strategies for reading textbooks designed to help improve comprehension and **retention**. As you read about them, think about what they have in common.

Key words

retention:
The ability to keep something, such as what you've learned

THE PQRST METHOD

In the PQRST method, you follow five steps—Preview, Question, Read, State, and Test *(see Figure 2.6.7).* The first and last steps apply to each chapter or lesson. The middle three steps apply to every section within a chapter or lesson. Many textbooks are compiled in a way that makes this method easy to apply.

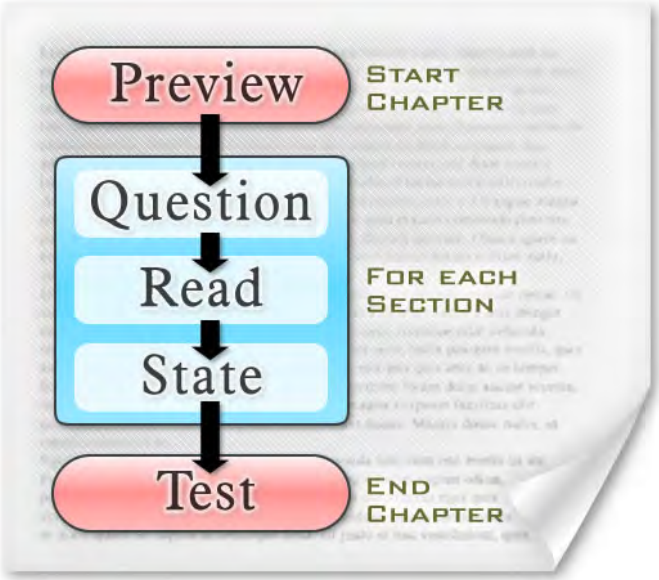


Figure 2.6.7

Preview

First, **preview** the entire chapter or lesson—skim through it to see what is coming later. One way to do this is to read the chapter or lesson introduction, look at the headings, read the section introductions, and then read the summary at the end of the chapter or lesson.

Question

As you read each section, ask yourself what you need to learn in this section. Start by looking for a list of questions that may be found at the end of a chapter, lesson, or reading assignment. Write down the questions while reading and study them when preparing for a test. The more you try to find the answers to good, intelligent questions while studying, the more you will improve your **critical thinking** skills. The questions help concentration by focusing attention on main points. As you become skillful in making up questions while studying, you will notice that more and more of the questions appear on tests and exams. As you become familiar with the testing habits of individual instructors, it becomes easy to spot more and more of their test questions.

Read

The key to effective reading is reaction that is employing critical thinking skills about what you've read. Now, you can actually read that section in detail. This will be a good time to underline or highlight key words and thoughts. This is also a good time to take notes, and apply one of the two note-taking methods covered. Read the whole section first, and then summarize it later.

State

Once you have finished reading, say aloud what you've read. It is important to do this recalling verbally. Speak the words aloud or quietly. The only way that you can tell whether you have a topic clearly enough in your mind is to put it into words. This step helps you comprehend and be able to put to use what you've studied. If you can't explain it, you don't know it.

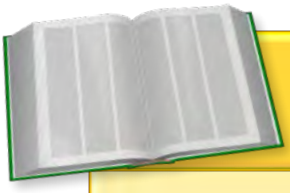
Key words

preview:
To skim a textbook or other learning material in order to get a general idea about the content

critical thinking:
A deeper way of thinking that rigorously analyzes an idea or subject

Test

After you've finished studying the chapter, lesson, or major section, it's time to test yourself and review all the material. If you took notes, review them. Test how much you remember. If you are weak in some areas, reread the sections you need to learn. Even though you have only just read the chapter or lesson, now is the best time to test yourself. Research shows that frequent testing improves comprehension and retention!



Content Enhancement:

PQRST METHOD IN REVIEW

In short, here's how you should think about the PQRST method:

- ***Preview***—The lesson is about ….
- ***Question***—I'll need to learn ….
- ***Read***—Get the idea of ….
- ***State***—This paragraph says ….
- ***Test***—Monday's lesson and the reading said ….

THE SQ3R STRATEGY

SQ3R is similar to PQRST. The steps for SQ3R include:

- ***Survey***—Before you read a chapter, do a quick reading to get an overview. Look at the headings, chapters, and setup of material.
- ***Question***—Establish the purpose of your reading. Ask yourself, "Why am I reading this? What am I looking for?" When your mind is actively searching for answers to questions, it becomes engaged in learning.
- ***Read***—A slow, thorough reading aimed at understanding the content will help find answers to the questions you first raised.
- ***Recite***—Reciting material as you go, exercising your aural ability to learn, retrains your mind to concentrate and learn as it reads. Paraphrase what you have read into your own words.
- ***Review***—Reviewing is an ongoing process. Check the accuracy of your recall with the text you have read.

THE OK4R STRATEGY

OK4R stands for Overview, Key Ideas, Read, Recall, Reflect, and Review. The steps for this strategy include:

- ***Overview***—Read the title, the introductory and summarizing paragraphs, and all the headings included in the reading material.
- ***Key Ideas***—Go back and skim the text for the key ideas (usually found in the first sentence of each paragraph). Also, read the italics and bold type, bulleted sections, itemizations, pictures, and tables.
- ***Read***—Read assignments from beginning to end.

OK4R Strategy *(cont'd)*:

- ***Recall***—Put aside the text and use a few key words or sentences to say or write the major points of what you read.
- ***Reflect***—The previous step helps to fix the material in the mind. To keep it there, relate it to other knowledge.
- ***Review***—This step is not done until just before the next quiz or test.

What Are Effective Study Habits?

Taking notes helps you find and remember important ideas from your reading and from classroom presentations. It also gives you a way to look up these ideas quickly later. The temptation in taking notes is to try to write down every word said or read. Resist it! What is important is the idea or concept, not every piece of information.

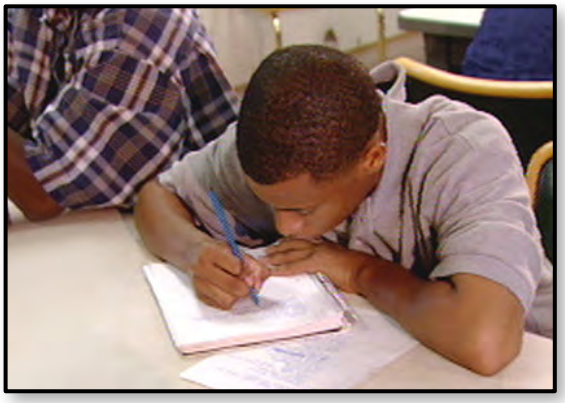


Figure 2.6.8

NOTE-TAKING SKILLS

Start by assuming a position of mental and physical alertness. Prepare your mind and body. A good sitting posture and a mind that is alert and involved will help you avoid the temptation to wander into other thoughts or doodle in class. There are other things to do to prepare for good note-taking. For example:

- Stay focused on what you are learning; don't doodle or let your mind wander.
- Develop a personal **notehand**. This is not the same as shorthand. Notehand is something written down using **abbreviations** and symbols. It is your own personal set of symbols for words: a plus sign for add, a check mark that means *check for*, the letter C with a line over it for *with*. You can think of many others, especially if you use abbreviations and symbols when sending text messages. With notehand, you can take down only important things, faster, and better.
- Have plenty of notebook paper and a sharp pencil or working pen. If you have to stop to borrow supplies, you lose time, and could miss something important.
- Listen for clues about important points. Instructors often give a main point special emphasis. If an instructor uses words like "the

Key words

notehand:
Something written down using abbreviations or symbols

abbreviations
Shortened forms of written words or phrases used in place of the whole word

main causes are," or "the point to remember is," you should take notes. Here are some other words and phrases to watch out for:

- "to sum up"
- "in conclusion"
- "in summary"
- "this is important"
- "remember"
- "memorize"
- "you should know"

- Don't try to write down everything—only the main ideas. One page of good notes is worth ten pages of trivia.
- Keep your notes legible and organized. You may need to go back to your notes weeks after you've written them.
- Take notes in your words, not the instructor's. To do this, you must think, organize your ideas, and find your own words. If you don't understand the information well enough to express it in your own words, put a question mark in the margin and ask the instructor, after class, to explain it.
- Leave a blank line or two as you write. That gives you room to add a thought, key words, phrases, questions, or ideas that are missed. Fill in these gaps later.
- As soon as possible after taking notes, make time to read them over—not studying them, just reading them. Check now, while it is still fresh, to see if anything important was left out or is incorrect, and then make changes. In the left-hand column, set down clue words near the topics in the notes. These clue words should not repeat information, but should designate or label the kind of information you find within the notes.

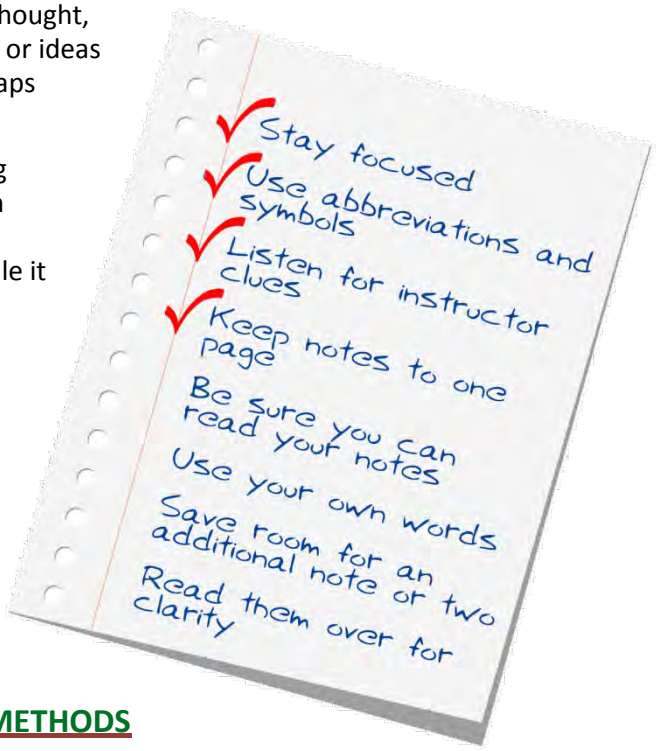


Figure 2.6.9

NOTE-TAKING ORGANIZATION METHODS

Now that we have covered how and what you should look for when taking notes, let's look at methods for organizing your notes.

The Cornell Note-Taking System

The Cornell Note-Taking System is a widely used note-taking method. The system was developed Dr. Walter Pauk of Cornell University, New York, in the 1950s. The Cornell method is used in high schools, law schools, and universities providing an excellent system for organizing and reviewing your notes, and increasing comprehension and critical thinking skills.

The Cornell method is designed to save time yet is highly efficient when done correctly. This method uses five steps for taking, condensing, and organizing notes.

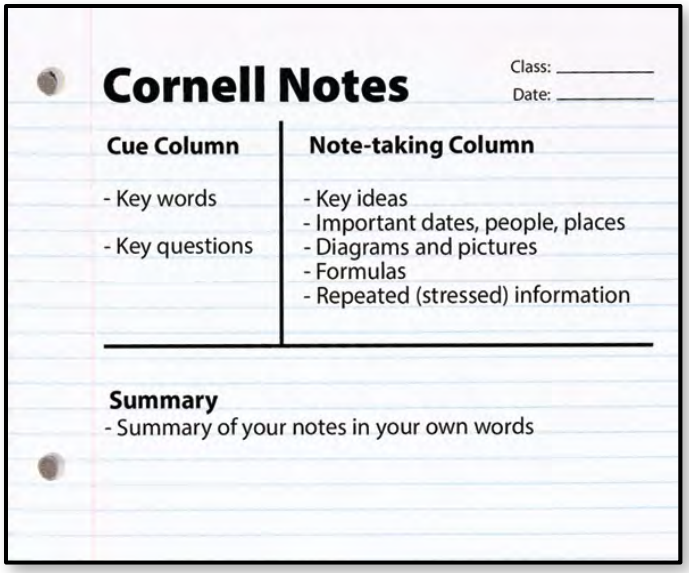


Figure 2.6.10

1. ***Preparation.*** Using a sheet of notebook paper, you will divide the sheet into three sections *(see Figure 2.6.10).* First, draw a horizontal line about 2–3 inches from the bottom across the entire sheet of paper. Second, draw a vertical line 2½ inches from the left side of the sheet. Across the top of the sheet, write down information such as class name, date, and period.
2. ***Capture your notes.*** Use the large box on the right side of the sheet to record your notes. Try to use notehand when taking your notes. Remember, do not try to write down every word spoken.
    - Make the notes brief.
    - Put most notes in your own words.
    - Skip lines to show the end of ideas or thoughts.
    - Make sure you can read your own writing.
    - Use graphic organizers, Thinking Maps®, or pictures when helpful.
3. ***Refine or reduce your notes after class.*** Use the narrow vertical box on the left side of the sheet of paper. Make sure you do this as soon as possible after the class ends. Use this section to write down the following:
    - Questions about what you recorded
    - Categories for topics covered
    - Vocabulary words
    - Review or test alerts; topics the instructor focused on
    - Reminders such as checking dates, quotes, key points, or people
4. ***Recite your notes to yourself.*** Cover the large box on the right side of the paper. Now using the ideas, vocabulary words, and alerts you have recorded in the left column, try to recall or recite the notes you have taken in the box on the right side of the sheet. Then, by uncovering your notes on the right side, verify what you have recited. This helps transfer the information and ideas into your long-term memory.

5. ***Summarize or reflect on what you've learned.*** In the horizontal box at the bottom of the page, write down important points of the lesson, or just summarize your notes. The summary is not a word-for-word rewriting of the notes, but is for reflection on the notes taken in your own words.

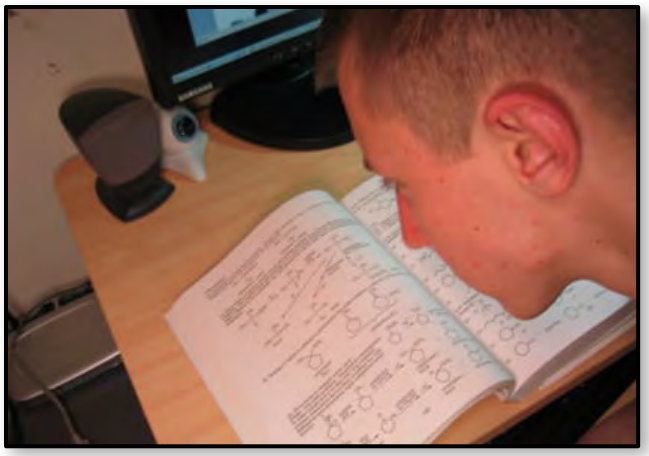


Figure 2.6.11

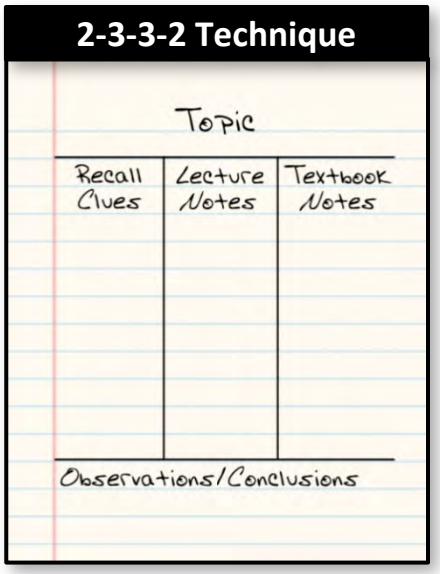


Figure 2.6.12

The 2-3-3-2 Technique

If the course is one in which a presentation or lecture and text are closely related, use the 2-3-3-2 Technique. Start with a piece of 8½ by 11-inch loose-leaf paper. Keep notes for each class on a single side of each page in a separate notebook, or section of a notebook. Put a topic heading on each page. Then draw lines to separate columns or create borders as show in *Figure 2.6.12*.

- 2-inch column down the left-hand side for recall clues
- 3-inch column in the middle for lecture notes
- 3-inch column on the right side for text notes
- 2-inch space across the bottom of the page for observations and conclusions

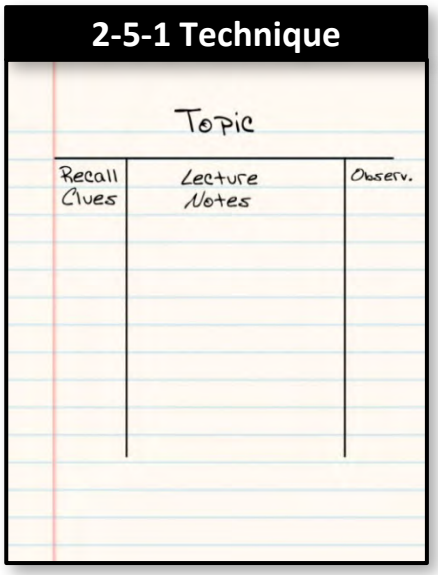


Figure 2.6.13

The 2-5-1 Technique

If it's a course where the presentation or lecture and the reading are not closely related, use separate pages for class notes and reading notes, following the 2-5-1 technique as shown in *Figure 2.6.13*:

- Make columns of 2 inches at the left for clues, 5 in the middle for notes, and 1 inch at the right for observations. (After a while, drawing the actual lines will not be necessary.)
- In the center section or sections, take your regular notes in the form you've learned previously.

Thinking Maps®

You learned about Thinking Maps® in an earlier lesson. Thinking Maps® help organize and improve critical thinking, so that you can construct new knowledge. Use Thinking Maps® when you study and take notes. It will help you "see" the new ideas you are learning about.

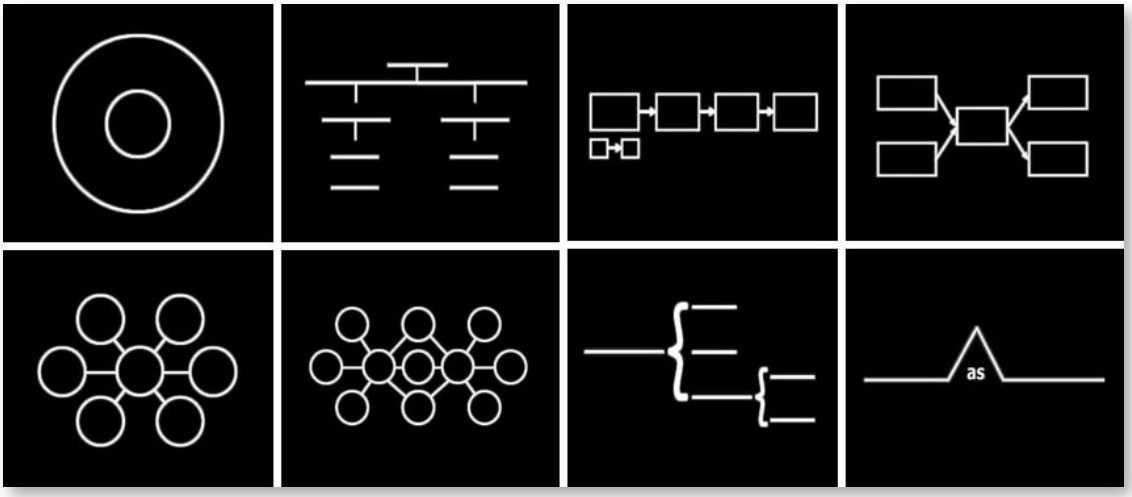


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Figure 2.6.14

Memorizing

When an assignment calls for memorizing, try this method: memorize actively, not passively. Use as many senses as possible. Try to visualize in concrete terms and get a picture in your mind. Also use sound: say the words out loud and listen to the words being said. Use **association**: relate the fact you want to learn to something personally significant, or find a logical tie-in.

Repeat important dates and facts, and write them down. Each repetition makes it easier to recall the information. Write words, phrases, or formulas to memorize on individual 3-by-5-inch cards, and on the reverse side of each card, write the answer, meaning, etc. Study the cards until you know the material without hesitation.

Other methods for helping to remember things include:

- ***Acronyms.*** Just like you use PQRST to remember Preview, Question, Read, State, and Test—you can use the first letters of any group of words to help your memory.
- ***Sentences/Acrostics.*** Use the first letter of each word you are trying to remember to make a new sentence with words beginning with those letters. For example, to remember the order of operations in math (Multiply, Divide, Add, Subtract) use My Dear Aunt Sally.

> *"**M**ultiply, **D**ivide, **A**dd, **S**ubtract"*
>
> *"**M**y **D**ear **A**unt **S**ally"*

Key words

association:
The act of connecting or relating ideas or facts to other things, such as images, stories, words, music, etc.

- ***Rhymes and songs.*** Rhythm, repetition, melody, and rhyme can all aid memory. Change the lyrics of your favorite songs to what you need to remember.
- ***Method of Loci.*** This technique organizes what you need to remember by using visual cues and association. Identify a common path that you walk, one that you have vivid visual memory of. Then imagine walking the path. For each landmark that you pass, you associate the fact or idea you want to remember. As you mentally walk the path, the landmarks become associated with the facts or ideas.

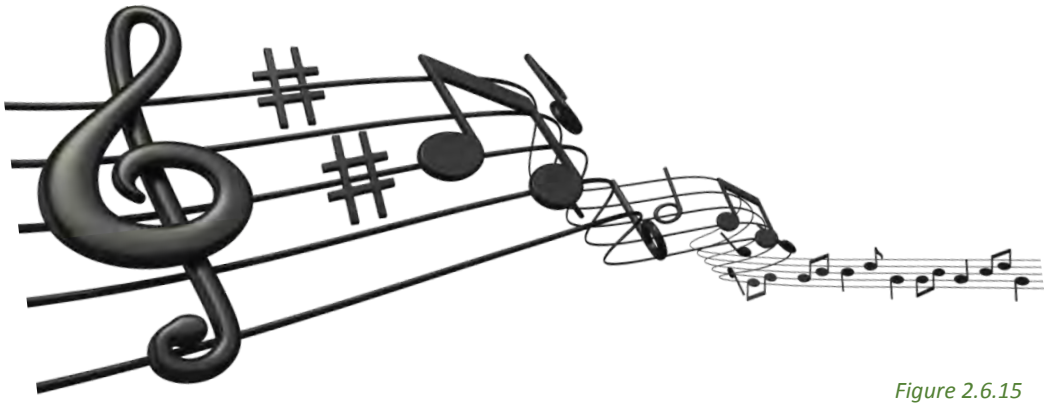

Figure 2.6.15

Using Libraries and the Internet

Learning to use the public or school library can make studying more interesting and effective. Most libraries have a reference section that has dictionaries, encyclopedias, atlases, and guides to magazines and newspaper articles. Short biographies of well-known people, medical and scientific dictionaries, bibliographies (list of books on various subjects), and yearbooks are also found in the reference section.

Libraries have become more technology-oriented so that when you are not studying, they are great places to browse. Computers help make searches for material much easier. You can also find such things as videotapes, records, microfilms, maps, filmstrips, and other visual materials that are helpful learning aids. Don't hesitate to ask the librarian for assistance. The librarian can help locate material and make suggestions on other things you might not know.

Figure 2.6.16

By using search sites on the Internet, you can find a great deal of information. However, be very careful about who, where, and how this information was provided. Recognize that most websites have no screening process or review of the

material to ensure accuracy of information. Information that is presented as fact may be just one person's point of view. This is also true of many books. So, consider the source of what you read.

It is very important for you to know who is providing the information you are researching for an assignment or exam. Make sure to double-check the background of the author providing the information, and keep a record of trusted research websites in a "Bookmarks" or "Favorites" folder in your browser. It will not serve you well to learn inaccurate or wrong information.

Preparing for Tests

The best preparation for examinations is to keep up with assignments and study regularly. It's good to be concerned about taking a test, but it is not good to get **test anxiety**, which can mean disaster.

Being nervous can cause you to forget the material and lower your grade. When you are tense and anxious, you drain energy away from your test performance. Tell yourself that you will do well. Repeat positive statements to yourself such as:

- I can keep my cool because I studied. I'll put that information together in inspiring new ways that help me shine.
- Tests are challenges, but I can do it.
- I can keep calm and think logically.
- I planned my work so I didn't have to cram.
- I'll stay calm and let my memory work.
- I think extremely well during tests.

Key words

test anxiety:
Excessive worry about doing well on a test

Figure 2.6.17

Before a test, review your notes one more time in order to organize your thoughts. This is not only a way to reinforce the notes; it is a good way to commit the material to your long-term memory.

When reviewing, try to anticipate the questions the instructor might ask by checking in your notes for the main points the instructor seemed to emphasize in class discussions. Review the material under each heading and try to figure out what kinds of questions could be asked about it. Understand the information and relate it to what you already know.

If the test is objective (short answers), pay attention to details while you study. A more subjective essay test might emphasize relationships among different topics of the course material. You should pay attention to these relationships from your notes.

Above all, don't cram—that is, try to learn everything at one time the night before. It is very ineffective. Other things going on around you that cause you to lose sleep or place disorganization into your daily living habits may produce feelings of nervousness, tiredness, and confusion. These may tempt you to cram for your exams. However, cramming, at its worst, can cause you to lose the facts that you so frantically accumulated in a short time.

Taking Tests

Once you sit down to take your exam, read directions carefully when the instructor hands out the test. If you don't understand the directions, ask the instructor to explain them. You can take two important and effective steps to improve your grade.

Figure 2.6.18

1. ***Survey the exam*** for 30 seconds to determine the number of questions, the difficulty of the questions, and the grade value given to each question. If the number of right answers determines the score, guess at questions you do not know. Don't guess, however, if the wrong answers will be subtracted from the right answers. In this case, guessing will hurt your final score.
2. ***Skip difficult questions and come back to them later.*** Don't waste time worrying about them. If you have time at the end of the exam, return to any unanswered questions. Mark the questions you skipped so you can find them easily. When your exam is returned, don't just look at the grade and the comments. Study in detail the questions missed and analyze the wrong answers. This will help you prepare more effectively for the next exam and improve your study habits.

How to Answer Test Questions

Test questions are used to determine how much you know about a given subject. Typically, questions can be objective or subjective in nature. **Objective questions**, such as multiple choice and binary choice, test your ability to recall, compare, or contrast information and to choose the right answer among several choices. **Subjective questions**, such as an essay question, demand the same information recall, but ask that you use critical thinking strategies to answer the question and then organize, write, and revise a written response.

Key words

objective questions: Questions that test your ability to recall, compare, or contrast information and to choose the right answer among several choices or give a short written answer

subjective questions: Questions that ask you to use critical thinking strategies to answer the question and then organize, write, and revise a written response

Here are some tips for answering different question types:

Multiple Choice Questions

- If using a bubble sheet to record your answers, be sure your responses are numbered in the order of the questions, and be sure to fill in the bubbles completely.
- Always cover up possible responses with a piece of paper or your hand while reading the question.
- Have an answer in your head before looking at possible answers.
- Read all the choices before choosing your answer.
- Don't keep changing your answer; your first choice is usually the correct one.
- In a question with an "All of the above" choice, if you see at least two correct answers, then "All of the above" is probably the answer.

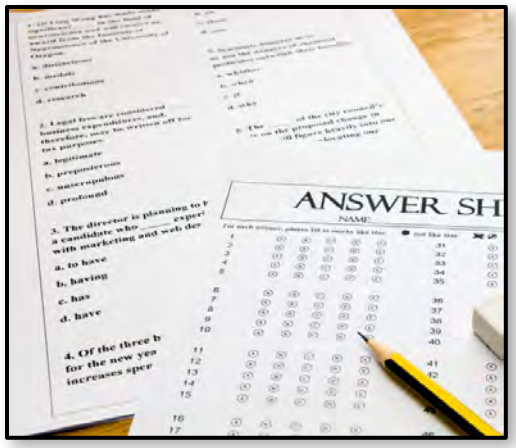

Figure 2.6.19

- Check to see if any other question has the answer to your question or a clue as to the correct response.
- Responses that use absolute words such as "always" or "never" are less likely to be correct.

Fill-in-the-Blank Questions

- Don't leave blanks, unless there is a penalty for wrong answers. An answer thought to be wrong may be acceptable.
- Look for grammatical clues within the question to help you determine the correct answer.

Binary Choice Questions

- Typical answer choices for this question format are the True/False, Yes/No, and Agree/Disagree.
- **Qualifier**s like "never," "always," "none," and "only" usually indicate a false statement. They require the question statement be 100 percent correct to be true.
- Qualifiers like "sometimes," "often," "generally," and "frequently" usually indicate a true statement.

Matching Questions

- Answer the easy ones first to reduce the number of choices. Mark only one answer for each term.

Reading Comprehension Questions

- In reading comprehension questions, you read a short paragraph and answer questions about it. Questions can relate to the reading's main theme. Questions may also ask for general or specific information about the reading material. You will find it helpful to read the questions before you read the text.

Key words

qualifier:
A word or word group that limits or modifies the meaning of another word or phrase

Essay Questions

- Read all the questions first and use the margin for noting phrases that relate to the answers. These phrases will help you write the essay answer.
- Know the meaning of cue words such as these:
  - *Analyze*—to examine critically to show essential features.
  - *Compare*—to show differences or similarities between two or more things.
  - *Contrast*—to show differences when compared.
  - *Define*—to give a clear, not detailed, but precise meaning.
  - *Elaborate*—to develop a theme or idea in greater detail.
  - *Evaluate*—to appraise carefully, giving both the positive and negative aspects.
  - *Explain*—to clarify and interpret the details of a problem, theory, etc.
  - *Illustrate*—to explain or clarify by giving an example.
  - *List*—to set down under each other a series of facts, dates, words, names, etc.
  - *Outline*—to organize facts by arranging them in a series of headings and subheadings to show relationships.
- Organize the answer; do not write haphazardly about the first idea that comes to mind.
- Write legibly, writing what an instructor can't read may cause that instructor to mark the answer wrong.
- Read and check what you wrote before you turn it in. Be sure to answer the questions that were asked.

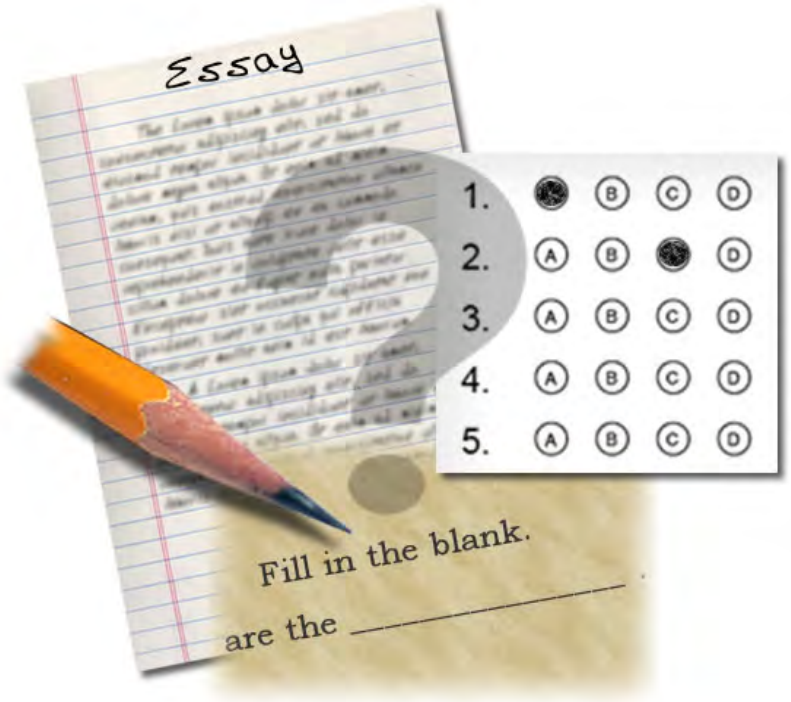

Figure 2.6.20

Conclusion

Remember to divide your study time; keep calm and cool; and think positively. Becoming a good student does not happen automatically or overnight. It requires time and patience. Studying is a process that is learned through trial and error. You have to discover a strategy that works for you and adapt it for different learning situations. Most importantly, make studying a priority.

By understanding test-taking techniques, keeping a positive attitude, overcoming your fears, and following the tips for answering different question formats found in this lesson, you will improve your test-taking ability.

Lesson Check-up

- **What is the mission of the Army JROTC program?**
- **What are the program outcomes of the Army JROTC program?**
- **Which part of the program interests you most from what you've learned so far?**

Personal Code of Conduct

Key words

- conscience
- cultural norms
- ethics
- Golden Rule
- habits
- integrity
- morals
- non-universal norms
- priorities
- universal norms
- values

What You Will Learn to Do

Describe how the Army JROTC program promotes personal success and citizenship

Linked Core Abilities

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

Learning Objectives

- **Describe** how values affect behavior
- **Identify** the seven values of the U.S. Army
- **Describe** basic rules of ethics

Essential Question

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

Learning Objectives (cont'd)

- **Compare** cultural, universal, and non-universal norms
- **Explain** the process for making ethical decisions
- **Describe** the benefits of a personal code of conduct
- **Describe** ways to form good habits
- **Define** key words: conscience, cultural norms, ethics, Golden Rule, habits, integrity, morals, non-universal norms, priorities, universal norms, values

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Introduction

Values are the driving force behind an action. When you take an action or make a decision, it is usually based on what you believe to be right. Your decisions are motivated by your values. Values guide you to have strong feelings of right vs. wrong, ethical vs. unethical, and of something being important for personal gain vs. majority benefit.

Key words

Values:
Ideas, belief, or attitudes about what is important

Defining Values

Values are the ideas and things that are important to you. Values come from your beliefs or attitudes. They influence your behavior because you use them to decide between alternatives. You may, for instance, place value on such things as truth, money, friendship, justice, or selflessness.

Figure 2.7.1

Everyone has a set of values. In a way, they are like the lenses in glasses; they color the way you think about things in the world. For example, if you value nature and wilderness,

you may think cities are ugly. Someone with a different set of values will view cities as exciting, vibrant places where important things happen.

Your values can influence your **priorities**. Because they are the basis for beliefs and attitudes, you may become emotional regarding certain issues. These values begin early in life and develop throughout your adulthood. You develop, process, evaluate, and prioritize beliefs or values in an order of importance. Your values help guide your daily existence in society. Strong values are what you put first, what you will defend most, and what you want to give up least.

Key words

priorities:
The things or actions that are most important to you

integrity:
The characteristic of having high moral values and behavior

Figure 2.7.2

Army Values

There are seven Army Values that all leaders and followers possess: loyalty, duty, respect, selfless service, honor, **integrity**, and personal courage. Note that the first letter of each of these values spells the acronym LDRSHIP. When used correctly, these values are the basis for building trust in relationships. They should be at the core of your character. The more you develop these values, the more successful you will be in life.

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

1. LOYALTY

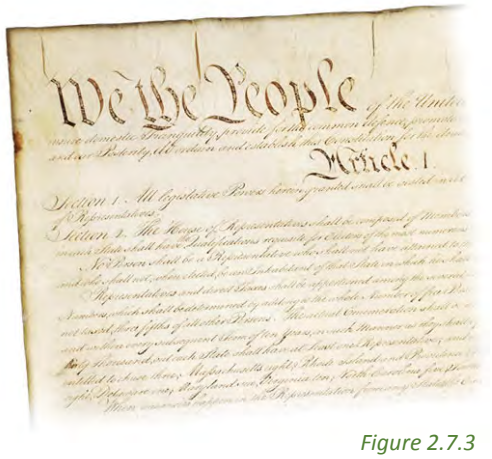

Figure 2.7.3

Loyalty establishes the correct ordering of your obligations and commitments, starting with the U.S. Constitution; followed by organizations such as your Army JROTC program, high school, and employer; then your family and friends; and finally, yourself. If you are committed in your allegiance to the U.S. Constitution, and faithful to the laws of our government, you will not misplace your loyalties. To exhibit the value of loyalty, you must:

- Respect the U.S. Constitution and its laws
- Demonstrate devotion to the organization(s) for which you are a member
- Show faithfulness to your family, friends, and peers

2. DUTY

Duty is the sum total of all laws, rules, etc., that make up your organizational, civic, and **moral** obligations. Your values originate with duty. This is because society and organizations/institutions—such as your JROTC program and high school—expect you to fulfill your obligations. Often, society, institutions, and organizations expect individuals to exceed their duty, especially in ethical matters. For example, the Army's highest award—the Medal of Honor—imparts the notion of an individual acting "above and beyond the call of duty." To exhibit the value of duty, you must:

- Carry out the requirements of your job
- Meet professional standards
- Fulfill your legal, civic, and moral obligations

Key words

morals:
Having to do with the principals of what is right and what is wrong

3. RESPECT

Respect refers to one's regard for the dignity possessed by every human being. Specifically, respect is indicative of your compassion, fairness, and consideration of others, which includes sensitivity to, and regard for, others' feelings and needs. Moreover, it is an awareness of the impact of your own behavior on others. To exhibit this value, you must:

- Recognize the dignity of all human beings
- Demonstrate consideration for others
- Create a climate of fairness

Figure 2.7.4

4. SELFLESS SERVICE

Selfless service, or service before self, is about ordering your priorities. For example, the welfare of your nation, community, and the organizations or institutions for which you are a member, must come before you—the individual. While the focus is on service to your community or nation, this value also suggests that you take care of and support the needs of your family and yourself. To exhibit the value of selfless service, you must:

- Focus your priorities on service to your community or the nation
- Place the needs of the organization above personal gain

5. HONOR

Honor represents the set of all values—courage, duty, integrity, loyalty, respect, and selfless service—which make up the code for the Army JROTC, or for any organization.

Honor and moral identity stand together because individuals identify with group values. Significantly, the value of honor provides the motive for action. Honor demands adherence to a public moral code, not the protection of an individual's reputation. To exhibit the value of honor, you must:

- Adhere to and identify with a public code of professional values
- Employ honor as your motive for action

6. INTEGRITY

Integrity refers to a notion of completeness, wholeness, and uniqueness. The meaning of integrity encompasses the sum total of a person's set of values—a person's private moral code. A breach of any of these values will damage the integrity of that individual. Therefore, to exhibit the value of integrity, you must:

- Possess a high standard of moral values and principles
- Show good moral judgment
- Demonstrate consistent moral behavior

Figure 2.7.5

7. PERSONAL COURAGE

Personal courage comes in two forms. Physical courage is overcoming fears of bodily harm and doing your duty. Moral courage is overcoming fears other than bodily harm while doing what ought to be done. Personal courage involves the ability to perform critical self-assessment, to confront new ideas, and to change. To exhibit this value, you must:

- Conquer fear in physical and moral contexts
- Take responsibility for decisions and actions
- Demonstrate a capacity to learn and grow

Personal courage is rooted in believing in yourself, your fellow teammates, your unit, and your devotion to the mission of the organization.

Moral courage is standing up for your values, moral principles, and convictions. You show moral courage when you do something based on one of your values or moral principles, knowing that the action may not be in your best interest.

It takes special courage to support unpopular decisions and make it difficult for others to do what's wrong. Moral courage relies on:

- A **conscience** – Conscience is the awareness of a desire to act properly and the awareness of guilt when improper acts are committed or intended. Our conscience is not an automatic feeling or emotion. It is a product of knowledge and intelligence that allows us to judge right from wrong. Your conscience develops and matures over time with experience.
- A sense of justice – A sense of justice ensures fairness. As leaders, our sense of justice must prompt us to protect the rights of every individual. We must be aware of the need for fair distribution of benefits and burdens to all. A sense of justice is developed from learning experiences over time. Just as your conscience goes through changes, your sense of justice will also mature over time.
- A personal code of conduct – This is the code of behavior you live by.

Moral courage is as important as physical courage. If you believe you are right after serious and thoughtful judgment, hold your position. You owe it to yourself, your team, and your organization. Through loyalty to the Seven Army Values you too can execute good leadership!

It's easy to stand with the crowd.
… It takes COURAGE to stand alone.

Key words

conscience:
An internal sense of what is right and what is wrong

ethics:
Guidelines we use to do the right thing

Ethics

What comes to mind when you hear the word **ethics**? Are your first thoughts of laws, judges, and criminals? On the other hand, do you think of humane treatment of animals or equal treatment for all humankind? How about letting someone copy your homework or telling your best friend the latest gossip?

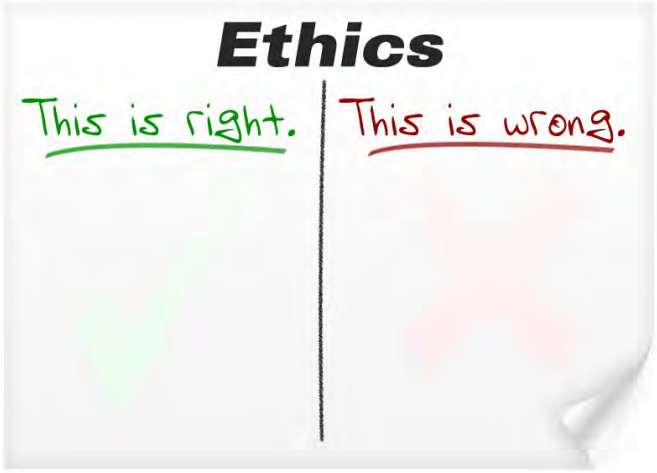

Figure 2.7.6

All of these areas involve decisions based on ethics. Most of our moral beliefs are actually habits we learned as children. Doing the right thing brought praise, or at least no negative response. For example, when we walked on the rug with muddy shoes, our parents scolded us. With repetition, we learned to take off our shoes—or at least wipe them off before entering the house. We also learned that these types of behaviors are the guidelines we follow to do the right thing. The study of ethics helps us decide whether something we may do, say, choose, or think is right or wrong. Values are the principles that guide us; ethics are the guidelines for our conduct. Ethics are broad guidelines adopted by society over time.

For example, in our society some ethical standards include:

- Telling the truth
- Keeping promises
- Respecting people and property

While rules of conduct may change through the years to keep pace with changes in society, the fundamentals of ethics remain constant.

Four Basic Rules of Ethics

In general, philosophers agree that these four basic rules of ethics are enduring and universal:

1. Do good; avoid evil.
2. Be fair and unbiased, which means free of favoritism.
3. Respect the dignity of all people. Treat others the way you want to be treated.
4. Be responsible for your thoughts and conduct.

These guidelines seem simple, but they can actually raise many questions. For example, people may have different ideas about good and evil, or what it means to respect human dignity. Here's an example: Should murderers be executed? Is it ethical to kill someone who is a murderer? Individuals and nations have different answers to this question. Some nations have outlawed the death penalty. Other nations use the death penalty for crimes lesser than murder. What do you think?

Norms

While individuals have different ideas about what is ethical and unethical, a society as a whole will have general agreement about what is acceptable conduct. These agreements are known as norms.

Cultural norms are based on our culture. The norm—what is considered acceptable conduct—in one culture may be considered wrong in another culture. Women in many Middle Eastern countries, for example, are required to cover their arms, legs, and faces in public. Most Americans have a different view of what women are allowed to wear in public.

Figure 2.7.7

Key words

cultural norms:

A group of acceptable behaviors within a society or culture

We rarely question our norms, or even talk about them. From early childhood we are expected to dress, eat, sleep, walk, and talk a certain way. The same is true of all people in different cultures the world over.

Content Enhancement:

THE GOLDEN RULE IN RELIGION

Many philosophers have noted that all of the major religions in the world teach some version of the **Golden Rule**: *Treat others as you want others to treat you.* Why do you think this ethic crosses so many different cultures?

Christianity	*All things whatsoever ye would that men should do to you, do ye so to them; for this is the law and the prophets.* Matthew 7:1
Confucianism	*Do not do to others what you would not like yourself. Then there will be no resentment against you, either in the family or in the state.* Analects 12:2
Buddhism	*Hurt not others in ways that you yourself would find hurtful.* Udana-Varga 5,1
Hinduism	*This is the sum of duty; do naught onto others what you would not have them do unto you.* Mahabharata 5,1517
Islam	*No one of you is a believer until he desires for his brother that which he desires for himself.* Sunnah
Judaism	*What is hateful to you, do not do to your fellowman. This is the entire Law; all the rest is commentary.* Talmud, Shabbat 3id
Taoism	*Regard your neighbor's gain as your gain, and your neighbor's loss as your own loss.* Tai Shang Kan Yin P'ien
Zoroastrianism	*That nature alone is good which refrains from doing another whatsoever is not good for itself.* Dadisten-I-dinik, 94,5

Figure 2.7.8

Key words

Golden Rule:
An ethical guideline that states you should treat others the way you want others to treat you

Key words

universal norms: Behaviors that are acceptable everywhere

non-universal norms: Behaviors that are acceptable to small groups of people, usually behaviors about group obligations, religious practices, and so on

Universal norms are the normal beliefs of people in most cultures. Anthropologists have found that lying, stealing, violating a group's social codes, or committing murder is almost always condemned by people everywhere.

Another example of a universal norm is how communication is conducted between people. People of higher rank or positions of importance are spoken to in a more respectful manner than someone of lower authority or position. We tend to address our classmates or co-workers by their first names; however, citizens of a country commonly address their President or Prime Minister as Mr./Mrs. President or Mr./Mrs. Prime Minister. They would not address someone of a higher rank or authority by their first name. Another example is that students should not call teachers by their first name. A teacher or professor is considered the authority in the classroom and should only be addressed as Mr./Mrs./Ms. or Professor.

Without rules or norms, institutions would crumble. Keeping promises is a good example. We're all expected to do what we have said we will do. Most people keep their promises; if they didn't, society would fall into disorder. As citizens, we have an obligation to honor constitutional justice, civil law, and the moral norms of our communities.

Content Highlight:

CULTURAL NORMS VS UNIVERSAL NORMS

The idea that theft is a crime is a universal norm. However, cultural norms can be stronger than universal norms.

For example, in the early American history a Native American who stole a horse from a fellow tribesman was severely punished. However, if he took a horse from an enemy tribe, he was not punished. If he took a horse from a European settler, he was celebrated.

Another example is the British story of Robin Hood. Robin Hood was celebrated because he stole from the rich and gave to the poor.

Can you identify the cultural norms in these two examples that made theft acceptable?

Non-universal norms include values such as duties specific to one's religion—for example, worshipping, fasting, observing holy days and dress codes, and refraining from various activities. Members of professional sports teams have norms about practice, talking to the press, and teamwork. Your small group of friends may even have non-universal norms. It's important to remember that conflicts can results when individuals try to impose their personal or non-universal norms on others.

Making Ethical Decisions

Ethics and morals present many tough questions. For instance, if acting according to a cultural norm harms someone, is this ethical? Is someone who does what is right simply out of fear of getting caught a moral person? Does the end result of a decision justify the means? Does the need to end a war quickly, for example, justify dropping an atomic bomb?

We all must decide on the answers to such questions for ourselves. Nevertheless, how do we find answers to questions that may pose a moral dilemma? If you go through these four steps in this systematic process, it will to help you make the right ethical and moral decisions.

1. Consider all the facts, making sure to verify your information.
2. Determine the moral values or rules that apply to the situation.
3. Always make decisions and act in light of your knowledge of the values and facts in a way that is respectful of the life and well-being of all people.
4. Choose the lesser of two evils (or the least of many) when no better solution can be found. Ask, "Which of the possible choices I have will result in the greatest good for the greatest number of people."

Figure 2.7.9

Personal Code of Conduct

A personal code of conduct is a way to deal with simple and complex ethical decisions in their daily lives. Your code of conduct is not a long list of what you believe. Instead, it is a list of reminders that cause you to practice acceptable behavior. State the rules positively, as if they were goals that mean a great deal to you. The list should contain "I will" items. They can be as simple as, "I will do my best to be punctual and cause no one to wait for me," or "I will keep my room neat and orderly." Then we should put these rules or goals into daily practice.

Living right, that is, by a code of good conduct, has its own rewards. Among those rewards are:

- Having fewer occasions to apologize
- Possessing greater self-esteem
- Earning the respect of others
- Increasing moral courage
- Less frustration about making ethical decisions

In short, a personal code of conduct will help you live a more fully human life.

Habits and Conduct

Deciding on a code of conduct is usually a first step toward ethical behavior. In most cases, living by your code of ethics will take time and may require you to change some behaviors.

Many of our behaviors are really **habits**.

As we repeat certain behaviors and thoughts, our nervous system "grows" in the ways we have used it, until we have a ready-made response to each sort of impression. We are bundles of habits.

Once you understand that habits are "easy to make and hard to break," you can start to pay more attention to your actions. Dr. William James, a physician and psychologist offers three practice steps for breaking bad habits and forming good ones:

1. To form a new habit or to get rid of an old one, begin the change in behavior as strongly as possible. For example, you might take a public pledge. Tell everyone you know what you are going to do. This is a way of holding yourself responsible to your goals, and to have others remind you of those goals.

   Consider the story of a man who advertised in his hometown newspaper a large reward to anyone who, after that date, should see him smoke a cigarette. The thought of having to pay the reward was a strong reason for him to stay away from cigarettes.

2. Never stop a new habit before it is firmly fixed in your life. Continuing to do the new behavior over and over helps make it a habit for life.

3. Take every chance you get to act on the change. The effect of practicing a new behavior communicates the new set of actions to the brain. Action, not simply the decision to change, builds the tendency to act in the new way you wish to behave.

Figure 2.7.10

Key words

habits:
Behaviors we repeat frequently, often without thinking

Conclusion

Ethical behavior has been a key topic throughout history. Every culture has agreed that some actions are intolerable and some honorable. Consider the sources of guidance that are available to you. From the world's great thinkers and leaders, our civilization's and our nation's enduring values, and from your own use of the techniques in this lesson, you will develop your own system for responsible conduct in any situation.

Lesson Check-up

- **Explain the seven Army values.**
- **What are the four rules of ethics?**
- **How have you applied these rules?**
- **Explain the process for making ethical decisions.**

Personal Growth Plan

Key words

- adaptability
- assertion
- change orientation
- deference
- emotional intelligence
- intrapersonal
- persistence

What You Will Learn to Do

Develop a plan for personal growth

Linked Core Abilities

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Treat self and others with respect

Learning Objectives

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

Essential Question

Why is emotional intelligence important to personal growth?

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Introduction

You need to have goals in your life, and those goals should be clearly defined so you know how to achieve them. For example, to choose a certain career or lose a specific number of pounds, you should have a well-defined strategy for getting from where you are now to where you'd like to be in the future. You've probably heard the old adage, "If you don't know where you're going, any road can lead you there." Likewise, if you don't know where you are, how do you know which road to choose? One way to begin mapping out a course for your life is to develop a personal growth plan. This will help you acknowledge any goals you have and track your progress toward them.

Most of the success-oriented products being marketed today, such as trendy diets and get-rich-quick programs, focus on a goal and tell you how to get there. These programs assume that if you "do as they do," you will be successful. The problem with this approach is that one method of planning doesn't work for everyone. Those who created the programs don't know where you are today, so how can they give you directions to where you want to go?

One such program available to all Army JROTC Cadets is The Success Profiler®. This program can help you learn more about yourself and begin to strengthen your abilities for personal growth.

Figure 2.8.1

The Success Profiler®

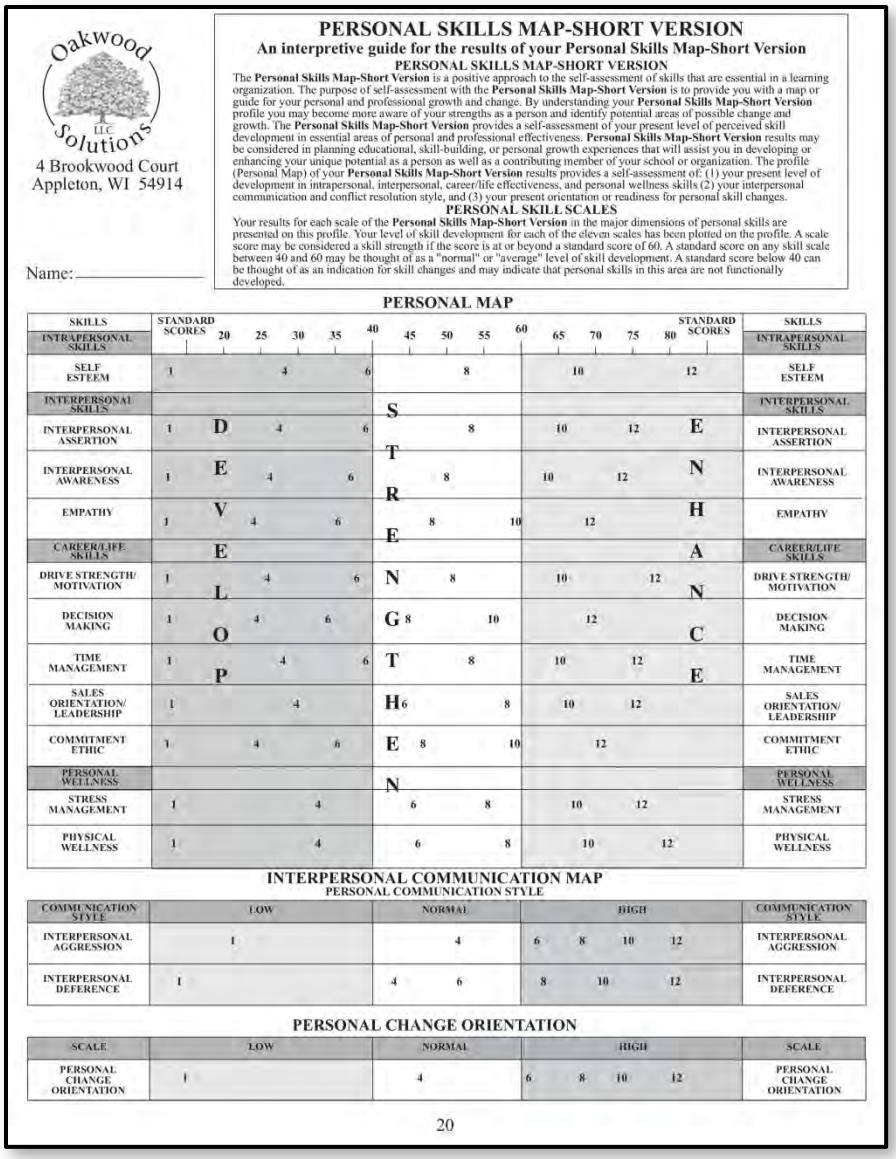
The Success Profiler® is a systematic, research-based assessment, and skill-building system designed for the following purposes:

- Adapt to change
- Develop leadership skills
- Enhance ability to learn
- Promote sensitivity/diversity
- Build teamwork skills
- Prevent violent behavior

Rather than attempting to address knowledge and skills, this approach focuses on the **emotional intelligence** needed for success in key emotional skill areas. The assessment helps you identify those skills you need to develop, those that need strengthening, and those that can use some enhancement.

Key words

emotional intelligence: A learned ability to identify, experience, understand, and express human emotions in healthy and productive ways



Oakwood Solutions LLC
4 Brookwood Court
Appleton, WI 54914

Name: _____

PERSONAL SKILLS MAP-SHORT VERSION

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

PERSONAL SKILLS MAP-SHORT VERSION

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

PERSONAL SKILL SCALES

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

PERSONAL MAP

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

INTERPERSONAL COMMUNICATION MAP

PERSONAL COMMUNICATION STYLE

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

PERSONAL CHANGE ORIENTATION

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

20

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Figure 2.8.2

Key Emotional Skills

You begin the process of identifying where you are now by completing a four-part profiler assessment called The Personal Skills Map®. After it's completed, you will transfer your results onto your personal map.

The personal map is divided into 14 critical areas. These are the key emotional skills. The following section covers those critical areas.

SELF-ESTEEM

The Self-Esteem scale indicates a self-perceived level of personal worth. Research indicates that it is the most fundamental skill and it relates to major aspects of mental health and a healthy personality.

Figure 2.8.3

INTERPERSONAL ASSERTION

The Interpersonal **Assertion** scale indicates how effectively an individual uses direct, honest, and appropriate expression of thoughts, feelings, and behaviors in dealings with others. It indicates an ability to be direct and honest in communicating with others without violating the rights of the other person.

INTERPERSONAL AWARENESS

This Interpersonal Awareness scale indicates an individual's evaluation of his or her ability for appropriate social, emotional, and physical distance in verbal and non-verbal interactions with others.

EMPATHY

The Empathy scale indicates an individual's ability to sense, understand, and accept another person's thoughts, feelings, and behaviors. Empathy is a primary characteristic of a skilled communicator. Persons with strong empathy tend to be sociable and outgoing.

Key words

assertion:
The act of asserting; to state or declare positively

Figure 2.8.4

DRIVE STRENGTH/MOTIVATION

The Drive Strength/Motivation scale indicates motivation and goal-setting abilities. Drive strength shows an ability to marshal energy and motivation toward the accomplishment of personal goals.

DECISION MAKING

The Decision Making scale indicates perceived skill in formulating and initiating effective problem-solving procedures. The ability to make decisions is a key ingredient of self-acceptance and positive self-regard.

Figure 2.8.5

Figure 2.8.6

TIME MANAGEMENT

The Time Management scale assesses ability to organize and use time to further individual and career goals. The ability to manage time is an ingredient in self-regard, sensitivity to needs, and perseverance in completing tasks.

SALES ORIENTATION/LEADERSHIP

The Sales Orientation/ Leadership scale indicates perceived skill in positively impacting and influencing the actions of other people. The ability to influence others in a positive way is an important aspect of leadership/sales.

Figure 2.8.7

COMMITMENT ETHIC

The Commitment Ethic scale indicates perceived skill in completing projects and job assignments dependably and successfully. Persons with strong commitment ethic are usually perceived as dependable and committed by others, are inner-directed, and persevere in completing projects regardless of difficulties encountered.

STRESS MANAGEMENT

The Stress Management scale assesses perceived skill in managing stress and anxiety. Persons with skills in managing stress positively are competent managers of time, and are flexible, self-assured, stable, and self-reliant.

Figure 2.8.8

PHYSICAL WELLNESS

The Physical Wellness scale reflects the extent to which healthy attitudes and living patterns that are important to physical health and well-being have been established. Physical wellness is highly correlated to positive stress management and high self-esteem. Persons with high scores have developed high levels of self-control over potentially harmful behavior patterns.

Figure 2.8.9

INTERPERSONAL AGGRESSION (ANGER MANAGEMENT)

The Interpersonal Aggression scale assesses the degree to which communication styles violate, overpower, dominate, or discredit another person's rights, thoughts, feelings, or behaviors. High interpersonal aggression is related to the personality characteristics of rebelliousness, resentment, and oversensitive response to real or imagined affronts.

Figure 2.8.10

Figure 2.8.11

INTERPERSONAL DEFERENCE (FEAR MANAGEMENT)

The Interpersonal **Deference** scale measures the degree to which communication style is indirect, self-inhibiting, self-denying, and ineffectual for the accurate expression of thoughts, feelings, and behaviors. High interpersonal deference is related to the personality characteristics of apprehensiveness, shyness, and over-sensitivity to threat or conflict.

PERSONAL CHANGE ORIENTATION (COMFORT LEVEL)

The Personal **Change Orientation** scale indicates the degree of motivation and readiness for change in the skills measured by the Personal Skills Map®. A high score indicates dissatisfaction with current skills and a strong conviction of the need to make personal changes.

Key words

deference:
Yielding or submitting to the judgment of a recognized superior out of respect or reverence

change orientation:
A scale that indicates the degree of motivation and readiness for change in the skills measured by the Personal Skills Map®

intrapersonal
Occurring within the individual mind or self

adaptability
Capability or willingness to adapt

Five Emotional Skill Dimensions

On the Personal Skills Map®, the 14 key emotional skills are grouped into five skill dimensions. These skill dimensions help you identify your strengths and weakness into the following:

- **Intrapersonal** skills or those that occur by yourself
- Interpersonal skills or those that occur with others
- Any problematic behavior that needs to be addressed
- Your willingness to change or your **adaptability**

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INTRAPERSONAL SKILLS

The first skill dimension is Intrapersonal Skill and includes the Self-Esteem emotional skill. This skill dimension is related to how you evaluate and accept yourself as a person.

INTERPERSONAL SKILLS

The second skill dimension is Interpersonal Skills and consists of the Assertion, Awareness, and Empathy emotional skills. This skill dimension is related to how you interact with others and how you tend to communicate in stressful situations.

CAREER/LIFE SKILLS

The third skill dimension is Career/Life Skills and consists of the Drive Strength/Motivation, Decision Making, Time Management, Sales Orientation/Leadership, and Commitment Ethic emotional skills. This skill dimension focuses on skills that are important in effectively managing your daily environment and school demands.

PERSONAL WELLNESS SKILLS

The fourth skill dimension is Personal Wellness Skills and consists of the Stress Management and Physical Wellness emotional skills. This skill dimension is extremely important in both emotional and physical well-being.

PROBLEMATIC BEHAVIOR

The fifth skill dimension is Problematic Behavior Skills and consists of the Interpersonal Aggression and Interpersonal Deference emotional skills. This skill dimension provides an indication of behaviors that negatively affect personal mental health and career effectiveness.

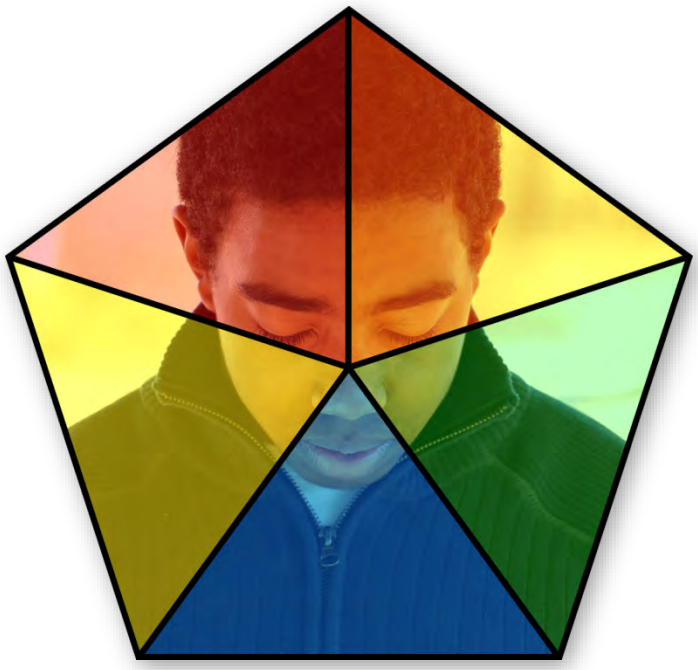

Figure 2.8.13

PERSONAL CHANGE ORIENTATION

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

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

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

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

PERSONAL CHANGE ORIENTATION

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

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

WHAT THIS MEANS IS (check the appropriate box):

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

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Figure 2.8.14

At the bottom of the Personal Skills Map® is the Personal Change Orientation category. This score indicates your motivation and willingness to change behavior.

High scores on the Personal Skills Map® indicate that you are aware of a need to improve your personal skills. It is possible that this awareness has caused some increased stress and anxiety in your life. Conversely, a low score on the map indicates that you are satisfied with your current interpersonal and intrapersonal skills and behavior.

Figure 2.8.15

Conclusion

It's nice to know that our personal skills are changeable and that we are capable of learning and growing throughout our life.

Whether you are satisfied with your current skill level or desire a change, knowing where you are today can help you map a plan that leads you toward your goals.

Building a plan for personal growth is the road map toward attaining your future goals. Using self-assessment results and **persistence** toward continuous improvement will only enhance your current skills and abilities.

Key words

persistence:
The action or fact of persisting; to continue to try even though something may be difficult

Lesson Check-up

- **Explain one personal skill you'd like to work on and how you plan to improve it.**
- **Define emotional intelligence?**
- **How can physical wellness affect your self-esteem?**
- **How can the results from your Personal Skills Map® help your personal growth?**

CHAPTER 3

Figure 3.0

TEAM BUILDING

Chapter Outline

LESSON 1: Team Building and Drill (p.200)

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

LESSON 2: Stationary Movements and Marching Techniques (p.208)

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

LESSON 3: Squad Drill (p.220)

How are various squad formations and marching steps performed?

Some content in this chapter is taken from "U.S. Army, TC 3-21.5." 2012. Information in the Public Domain.

LESSON 1

Team Building and Drill

Key words

- **dedication**
- **discipline**
- **drill**
- **followership**
- **maneuver**
- **precision**
- **professionalism**
- **self-discipline**
- **teamwork**
- **unison**

What You Will Learn to Do

Relate drill competence to life skills

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Apply critical thinking techniques

Learning Objectives

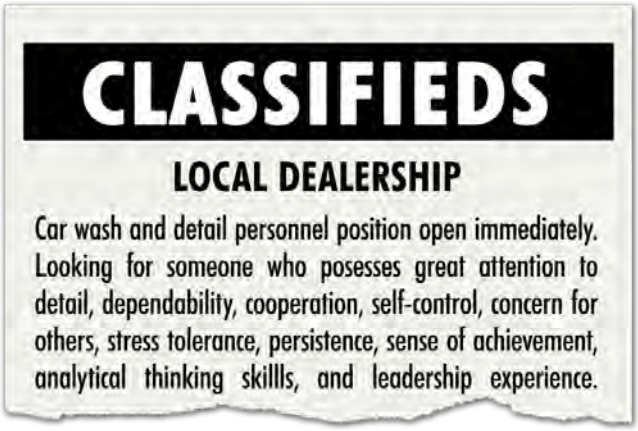
- **Summarize** the origin of drill dating back to the Continental Army of the United States
- **Identify** skills learned by drilling
- **Compare** the qualities of teamwork instilled in the Continental Army to the teamwork qualities that military drill develops today
- **Define** key words: dedication,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

Essential Question

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

Vignette

The local car dealership is looking for a part-time person to clean and detail cars. Ben is a LET 3 Cadet in the Army JROTC program and currently holds the rank of First Lieutenant. He is considering applying for this job. He has no previous job experience; however, he has been very active in the JROTC program, including drill competitions. How might he relate drill to some of the work styles for which the employer is looking? Here is a list of the personnel work styles desired:


CLASSIFIEDS

LOCAL DEALERSHIP

Car wash and detail personnel position open immediately. Looking for someone who posesses great attention to detail, dependability, cooperation, self-control, concern for others, stress tolerance, persistence, sense of achievement, analytical thinking skillls, and leadership experience.

Figure 3.1.1

- ***Attention to Detail*** **–** Job requires being careful about detail and thorough in completing work tasks.
- ***Dependability*** **–** Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- ***Cooperation*** **–** Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- ***Self-Control*** **–** Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- ***Concern for Others*** **–** Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
- ***Stress Tolerance*** – Job requires accepting criticism and dealing calmly and effectively with high stress situations.
- ***Persistence*** **–** Job requires persistence in the face of obstacles.
- ***Achievement/Effort*** **–** Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.
- ***Analytical Thinking*** **–** Job requires analyzing information and using logic to address work-related issues and problems.
- ***Leadership*** **–** Job requires a willingness to lead, take charge, and offer opinions and direction.

Introduction

This lesson introduces you to the importance of drill and its relationship to developing **teamwork** and other life skills. You will also learn about the history of **drill** and its purpose in the military. Each person involved in a military drill is expected to learn and execute these movements precisely, and simultaneously; they are expected to understand how to change or adapt their movements to the movements of the group.

The **precision** and timing of drill promotes teamwork and **discipline**. In later lessons you will learn the roles of leaders and followers in drill, and practice individual drill movements with your squad, platoon, company, and battalion.

Key words

teamwork:
Coordinated effort among members of the same group

drill:
Specific movements that move a military unit from one place to another or from one formation to another

discipline:
The act of being obedient

precision:
Accuracy

The History of Drills

Figure 3.1.2

In 1775, when this country was striving for independence and existence, the nation's leaders were confronted with the problem of not only establishing a government, but also organizing an army that was already engaged in war. From the "shot heard around the world" on April 19, 1775, until Valley Forge in 1778, U.S. revolutionary forces were little more than a group of untrained civilians fighting against well-trained, highly disciplined British forces.

Baron Friedrich von Steuben
Figure 3.1.3

For three years, General Washington's U.S. troops endured many hardships, including a lack of funds, food rations, clothing, and equipment. Additionally, they suffered loss after loss to the superior British troops. These hardships and losses mostly stemmed from a lack of military atmosphere and discipline in this country.

Recognizing the crisis, General Washington (through Benjamin Franklin, the American Ambassador to France) enlisted the aid of a Prussian officer, Baron Friedrich von Steuben. He immediately began writing drill movements and regulations during the night, and teaching a model company of 120 men during the day.

Discipline became a part of military life for the 120 individuals as they learned and perfected von Steuben's military drills.

Figure 3.1.4

They learned to respond to commands without hesitation. This new discipline instilled a sense of alertness, urgency, and attention to detail in the men. Confidence in themselves, and in their weapons, grew as each man perfected the drill movements. As they mastered the art of drill, they began to work as a team—developing a sense of pride in their unit.

Figure 3.1.5

Observers were amazed to see how quickly and orderly von Steuben could form and **maneuver** the troops into different battle formations—a direct result of the drills they had learned under his supervision. Officers observed that organization, chain of command, and control improved as each man had a specific place and task within the formation.

Later, General Washington dispersed the members of the model company, who were well versed in drill, throughout the U.S. Army to teach the discipline. From this drill instruction, they improved the overall effectiveness and efficiency of the Army.

Purpose and Objectives of Drill in JROTC

Throughout history, armies have practiced drill. In times of war, leaders used drill to move troops and equipment quickly from one location to another in an orderly manner. Drills also show how many individuals can move as one unit in a flawlessly timed effort. These **unison** movements are still important on the battlefield, where mistakes can cost lives. Discipline is a natural outcome of practicing drill. The discipline acquired through drill transfers to JROTC and everyday life activities as well.

Key words

maneuver:
To move

unison:
Moving as one in harmony

Drill is the foundation of JROTC—it reflects the structure of the program. It visibly and physically represents the chain of command. Drill teaches Cadets to work together from small teams of three to five Cadets, to battalions numbering in the hundreds. Drill helps:

- Everyone know where they fit in the organization
- Facilitate task organization
- Facilitate command and control
- Facilitate mission or task accomplishment

Figure 3.1.6

Many skills acquired through drill are useful in civilian life as well. Most importantly, drill contributes to the development of a cohesive team. Teams are an essential part of almost any job, career, or organization to which you will belong throughout your life.

DRILL AND TEAMWORK

Teamwork is the effort of a group to complete a task or goal. Successful teamwork requires each team member to cooperate with other members of the group to complete the effort as directed. As you read in the history of drill, teamwork and cooperation was a natural result of successful drill.

Learning about teamwork is an important part of JROTC. It is a team spirit where all members work together to achieve the same goals. Teamwork also gives you the opportunity to interact with other Cadets. In most organizations that you will encounter, the members of a team or group will probably come from different backgrounds with different interests. However, by working together as a cohesive unit, everyone tries harder to get along with each other in a productive and professional manner. By working cooperatively with your teammates, you can improve your individual leadership, **followership**, and communication skills and abilities.

Key words

followership:
Acting as a member of a team

Some of the important team skills acquired through drill include:

- Working together toward a common goal
- Cooperation
- Standardization
- Learning to lead
- Learning to follow
- Synchronization
- Concentration
- Teaching others
- Interpreting, understanding, and following instructions

Drilling also develops a team spirit within the corps. There is a sense that everyone is working. The physical movement creates positive emotions.

Figure 3.1.7

All of this provides a means of enhancing morale, developing a spirit of cohesion, and a sense that everyone is important and proud to belong.

DRILL AND FOLLOWERSHIP

Someone practicing good followership knows how to act as a member of a team. Good followership is essential to good team performance. There are certain qualities or traits of followership that all team members must display to ensure their team is capable of accomplishing its tasks and goals. They include competence, **dedication**, **professionalism**, and **self-discipline**.

Figure 3.1.8

Key words

dedication:
When one commits wholeheartedly to an idea or purpose

professionalism:
To be expertly skilled

self-discipline:
Self-controlled

Additionally, followership requires every member of a team to conscientiously apply their beliefs and knowledge about a task or situation before they act. Then, the direction of their actions should be governed by:

- Established standards and priorities
- Standards of conduct
- The best interests of the team

Drill supports the development of followership and consequently the development of the team. By using the established standards and rules of conduct of drill, and taking only the actions that are appropriate and necessary for each situation, the team and all its members learn to be successful in accomplishing any assigned task.

DRILL AND INDIVIDUAL BENEFITS

There are also individual benefits from drill that will help you in your life. First, the physical coordination and accuracy required in drill are useful skills for anyone who ends up using expensive machinery or technology in their jobs. Drill also helps to instill self-confidence and personal pride in your accomplishments. Finally, drill helps to increase your attention to detail, a necessary element for many types of successes as a student, as a Cadet, and certainly for other areas in your future.

Figure 3.1.9

Conclusion

Through hard work and discipline, you can learn and develop the leadership and followership skills and abilities necessary to become an effective leader in drill and in many other situations. Drill teaches more than just discipline, it improves team unity, attention to detail, and self-confidence! An individual with pride and discipline will respond on command to produce the finest drill maneuvers in all of JROTC.

Lesson Check-up

- **Why is drill important during times of war?**
- **How can your participation in JROTC drill transfer to your everyday life?**
- **Describe some of the positive benefits of drill.**

LESSON 2

Stationary Movements and Marching Techniques

What You Will Learn to Do

Perform stationary movements and marching techniques on command

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques

Learning Objectives

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

Key words

- **at ease**
- **attention**
- **double time**
- **facing**
- **halt**
- **hand salute**
- **parade rest**
- **quick time**
- **rest**
- **rest movements**
- **steps**

Essential Question

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

This lesson uses content from "U.S. Army TC 3-21.5" dated 20 January 2012. Refer to this Training Circular for more information on stationary movements and drill.

Introduction

The individual positions and stationary movements are the basic skills required in drill. You will learn these positions and the correct execution of them in this lesson. These basic skills are important for you in developing discipline and self-confidence, and for your unit in ensuring uniformity of movement and improving its overall effectiveness and efficiency.

This lesson also describes the different **steps** used during drill. The two basic steps used in marching are the 30-inch step and the 15-inch step. Use combinations of these steps, facing movements, and rests, to march alone or in groups.

Figure 3.2.1

Key words

steps:
A prescribed distance from one heel to the other heel of a marching soldier

Stationary Movements

Figure 3.2.2

Stationary movements include attention, rest positions, facing, and saluting. These movements, along with marching techniques, make up the squad and platoon movements. In drill, you start most of your movements from the *Position of Attention*. However, you will discover that in some instances, you execute certain rest movements from other rest positions.

Key words

attention:
A command to come to an erect position with eyes to the front, arms to the sides, and heels together

parade rest:
A command to position the legs about 10 inches apart, straight without locking the knees; simultaneously, place the hands at the small of the back and centered on the belt. Keep the fingers of both hands extended and joined, interlocking the thumbs so that the palm of the right hand is outward

POSITION OF ATTENTION

"FALL IN"
"Squad, ATTENTION"

You assume the *Position of* **Attention** on the command "FALL IN" or "Squad (Platoon, etc.), ATTENTION." To assume the *Position of Attention*, bring your heels together sharply on line; with your toes pointing out equally in a 45-degree angle. Rest the weight of your body evenly on the heels and balls of both your feet.

Keep your legs straight without locking your knees. Hold your body straight with the level of your hips, chest lifted and arched, and shoulders square. Keep your head and face straight to the front, with your chin drawn in so that your head and neck are on a vertical line.

Let your arms hang straight without being stiff. Curl your fingers so that the tips of your thumbs are alongside and touching the first joint of your forefingers. Keep your thumbs straight along the seams of your trouser leg, with the first joint of your fingers touching your trousers. While you are in this position, stand still and remain silent unless otherwise directed.

Position of Attention
Figure 3.2.3

POSITION OF REST

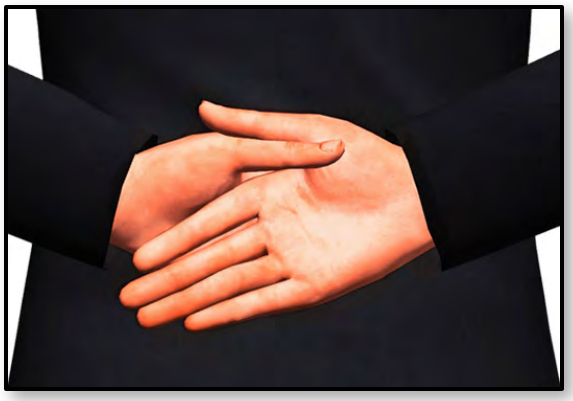
"Parade, REST"

Parade Rest

A drill leader can only give the command for this *Rest* position from the *Position of Attention*. The command for it is "**Parade, REST**." On the command of execution "REST," move your left foot about 10 inches to the left of the right foot. Keep your legs straight without locking your knees, and rest the weight of your body equally on the heels and balls of both feet.

At the same time, center your hands at the small of your back on your belt. Keep the fingers of both hands extended and joined, interlocking your thumbs so that the palm of your right hand is outward. Keep your head erect as you would in the *Position of Attention*. Remember to remain silent and do not move unless otherwise directed.

From the position of *Parade Rest*, you may execute *Stand at Ease*, *At Ease*, and *Rest*.



Parade Rest
Figure 3.2.4

Stand at Ease

"Stand at, EASE"

The command for this movement is "Stand at, EASE." On the command of execution "EASE," execute *Parade Rest*, but turn your head and eyes directly toward the leader of the formation. You may execute *At Ease* or *Rest* from this position.

At Ease

"AT EASE"

The command for this movement is "**AT EASE**." On this command, you may move; however, you must remain standing and silent with your right foot in place. You may execute *Rest* from this position.

Rest

"REST"

The command for this movement is "**REST**." On this command, you may move and talk unless otherwise directed. However, you must remain standing with your right foot in place. You may execute *At Ease* from this position.

FACING

"Left (Right), FACE"
"About, FACE"

Facing to the flank (to the left or right), is a two-count movement. The command is "Left (Right) FACE." On the

Key words

at ease:
A command to relax the body while remaining silent in place and not assuming any particular position

rest:
A position where you remain standing with your right foot in place; in certain situations, you may move or talk in this position unless otherwise directed

facing:
A two-count movement for turning to one side or the other

command of execution “FACE,” slightly raise your right heel and left toe and turn 90 degrees to the left on your left heel, assisted by a slight pressure on the ball of the right foot. Keep your left leg straight without stiffness and allow your right leg to bend naturally.

Left Face
Figure 3.2.5

About Face
Figure 3.2.6

On the second count, place your right foot beside the left foot, resuming the *Position of Attention*. Your arms remain at your sides, as in the *Position of Attention*, throughout this movement.

Facing to the rear is also a two-count movement. The command is “About, FACE.” On the command of execution “FACE,” move the toe of your right foot to a point touching the marching surface about half the length of your foot behind you. Rest most of your body weight on the heel of your left foot, and allow your right knee to bend naturally. On the second count, turn to the right 180 degrees on the left heel and ball of your right foot, resuming the *Position of Attention*. Again, your arms remain at your sides throughout this movement.

Key words

hand salute:
To raise the right hand sharply, fingers and thumb extended and joined, palm facing down, and place the tip of the right forefinger to the appropriate spot right of the eye dependent upon whether head gear and or glasses are worn

THE HAND SALUTE

“Present, ARMS”
“Order, ARMS”

The **Hand Salute** is a one-count movement. The command is “Present, ARMS.” When wearing headgear with a visor (with or without glasses), on the command of execution “ARMS”, raise the right hand sharply, fingers and thumb extended and joined, palm facing down, and place the tip of the right forefinger on the rim of the visor slightly to the right of the right eye. The outer edge of the hand is barely canted downward so that neither the back of the hand nor the palm is clearly visible from the front. The hand and wrist are straight, the elbow inclined slightly forward, and the upper arm horizontal.

Hand Salute
Figure 3.2.7

When a drill leader commands "Order ARMS," you may release the salute. *Order Arms* is a one-count movement. On the command of execution "ARMS," return your hand sharply to your side, resuming the *Position of Attention*.

You execute the *Hand Salute* while marching alone; however, if you are a member of a unit, the leader salutes for the entire unit. If you are alone and at a **Double Time**, you must first come to **Quick Time** before you can execute the salute.

When reporting or showing courtesy to an individual, turn your head and eyes toward the person and salute at the same time. Subordinates initiate the salute at the appropriate time and terminate it upon acknowledgment.

Key words

double time:
Fast marching pace of 180 steps per minute

quick time:
Standard marching pace of 120 steps per minute

Marching

Content Enhancement:

MARCHING TIPS

The following basic marching information pertains to all marching movements, including the 30- and 15-inch steps:

Figure 3.2.8

- All marching movements executed from the *Halt* are initiated from the *Position of Attention*.
- Except for *Route Step March* and *At Ease March,* all marching movements are executed while marching at *Attention*. Marching at *Attention* is the combination of the *Position of Attention* and the procedures for the prescribed step executed simultaneously.
- When executed from the *Halt,* all steps except *Right Step* begin with the left foot.
- For short-distance marching movements, the commander may designate the number of steps forward, backward, or sideward by giving the appropriate command: "One step to the right (left), MARCH" or "Two steps backward (forward), MARCH." On the command of execution "MARCH," step off with the appropriate foot, and *halt* automatically after completing the number of steps designated. Unless otherwise specified, when directed to execute steps forward, the steps will be 30-inch steps.
- All marching movements are executed in the cadence of *Quick Time* (120 steps per minute), except the 30-inch step, which may be executed in the cadence of 180 steps per minute on the command "Double Time, MARCH."
- A step is the prescribed distance from one heel to the other heel of a marching soldier.
- All 15-inch steps are executed for a short distance only.

30-Inch Step
Figure 3.2.9

THE 30-INCH STEP

Historically, marching has been an essential infantry skill to efficiently move troops on the battlefield. As an important part of drill and ceremony, marching remains pertinent today as an effective means of instilling order and discipline among the ranks. The 30-inch step is the standard stride for marching. The standard pace of march is 120-steps per minute, otherwise called *Quick Time*.

QUICK TIME

"Forward, MARCH"
"Quick Time, MARCH"

The command to march forward from the **Halt** is "Forward, MARCH." This command automatically instructs you to use the 30-inch step. On the preparatory command "Forward," shift the weight of your body to your right foot, without noticeable movement. Then, on the command of execution "MARCH," step forward 30 inches with the left foot and continue marching with 30-inch steps. Keep your eyes and head forward.

Figure 3.2.10

Swing your arms in a natural motion, without exaggeration, approximately 9 inches to the front and 6 inches to the rear of the trouser seams. Keep your elbows straight, thumbs forward, and fingers curled in the same position as at attention so that the fingers just clear the trousers.

Key words

halt:
A command to bring a moving formation to a standstill

THE HALT

"Squad, HALT"

The command to halt marching is "Squad (Platoon, etc.), HALT." Your leader gives the preparatory command "Squad (Platoon, etc.)," as either foot strikes the marching surface, as long as the drill leader gives the command of execution "HALT" the next time that foot strikes the marching surface.

The *Halt* requires two counts. After your leader commands "HALT," during the additional step (required after the command of execution), bring the trailing foot alongside the lead foot. Then, assume the *Position of Attention*. This ends the movement.

REST MOVEMENTS IN MARCHING

"At Ease, MARCH"
"Route Step, MARCH"

Rest movements allow troops to conserve energy and revive while maintaining the momentum of the march.

At Ease, March

The drill leader gives the command "At Ease, MARCH" as either foot strikes the marching surface. On the command of execution "MARCH," you are no longer required to retain cadence; however, you must still remain silent and maintain the approximate interval and distance. "Quick Time, MARCH" and "Route Step, MARCH" are the only commands that can be given while marching *At Ease*.

Route Step, March

You execute *Route Step March* in exactly the same manner as you do *At Ease March*, except that you may drink and/or talk. From this rest movement, you can only resume marching at *Attention* on the command "Quick Time, MARCH."

DOUBLE TIME

"Double Time, MARCH"

At the command "Double Time, MARCH," march in the cadence of 180 counts or steps per minute with a 30-inch step. You can respond to this command from the *Halt* or while marching at *Quick Time* with a 30-inch step.

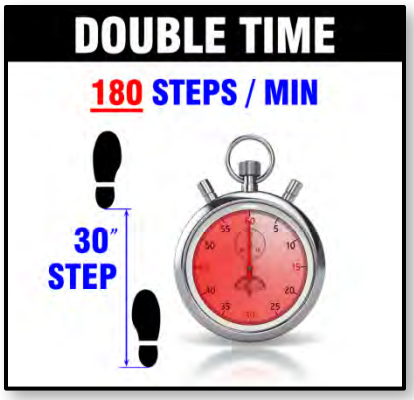


Figure 3.2.11

When at the *Halt*, and your leader gives the preparatory command "Double Time," shift the weight of your body to the right foot without noticeable movement. On the command of execution "MARCH," raise your forearms to a horizontal position, with fingers and thumbs closed, palm down, and knuckles out. At the same time, step out with your left foot. March with 30-inch steps at the cadence of *Double Time*. Swing your arms to the front and rear, keeping your forearms horizontal.

When marching with a 30-inch step in the cadence of *Quick Time* (120 counts or steps per minute), a drill leader can give the command "Double Time, MARCH," when either foot strikes the marching surface. Then, on the command of execution "MARCH," take one more 30-inch step at *Quick Time* and step off with your trailing foot, double timing as previously described.

To resume marching with a 30-inch step at the *Quick Time* cadence, your leader gives the command "Quick Time, MARCH." The leader gives this command as either foot strikes the marching surface. On the command of execution "MARCH," take two more 30-inch steps at *Double Time*, lower your arms to your sides, and resume marching with a 30-inch step at the *Quick Time* cadence.

Key words

rest movements:
A relaxed form of march without a set cadence to conserve troops' energy

15-Inch Step
Figure 3.2.12

THE 15-INCH STEP (HALF STEP)

The 15-inch step was designed to slow a formation's advance to facilitate battlefield and parade field positions. The 15-inch step facilitates corrective maneuvers to keep a formation together in the advent of uneven terrain or a turn. Historically, tight formations were the primary means for concentrating force.

Today, a tight formation is another demonstration of effective leadership and discipline.

FORWARD STEP

"Half Step, MARCH"
"Quick Time, MARCH"
"Forward, MARCH"

To march with a 15-inch step from the *Halt*, the command is "Half Step, MARCH." On the preparatory command "Half Step," shift the weight of your body to your right foot without noticeable movement. Then, on the command of execution "MARCH," step forward 15 inches with your left foot and continue marching with 15-inch steps. Your arms should swing as they do when you march with a 30-inch step.

To change from a 30-inch step to a 15-inch step while marching, the command is "Half Step, MARCH." Your leader may give this command as either foot strikes the marching surface. Then, on the command of execution "MARCH," take one more 30-inch step and begin marching with a 15-inch step. Your arms should swing as they do when you march with a 30-inch step.

Figure 3.2.13

To direct you to resume marching with a 30-inch step, the leader commands, "Forward, MARCH" as either foot strikes the marching surface. Then, on the command of execution "MARCH," take one more 15-inch step and begin marching with a 30-inch step.

To *Halt* while marching at the half step, use the same procedures described in the 30-inch step. This step again has two counts.

It is important to note that while marching forward using the half step, the basic commands that your leader can give are "Mark Time, MARCH," "Forward, MARCH," and "HALT."

Figure 3.2.14

RIGHT/LEFT STEP

"Right (Left) Step, MARCH"

To march to the right or left with a 15-inch step, the command is "Right (Left) Step, MARCH." You perform the command only while at the *Halt*. On the preparatory command "Right (Left) Step," shift the weight of your body, without noticeable movement, onto the left (right) foot.

To execute "Right Step, MARCH," on the command of execution "MARCH," bend your right knee slightly and raise your right foot only high enough to allow freedom of movement. Place your right foot 15 inches to the right of your left foot, and then move your left foot (keeping the left leg straight) alongside your right foot as in the *Position of Attention*. Continue this movement, keeping your arms as they are in the *Position of Attention*. Reverse this procedure to perform *Left Step March*.

To *Halt* when executing "Right (Left) Step, MARCH," your leader commands "Squad (Platoon, etc.), HALT." This movement has two counts. The leader gives the preparatory command when both heels are together. On the command of execution "HALT," take one more step with your lead foot, then place the trailing foot alongside it, resuming the *Position of Attention*.

BACKWARD STEP

"Backward, MARCH"

To direct you to march backward with a 15-inch step, your leader gives the command "Backward, MARCH." You perform the command only while you are at the *Halt*. On the preparatory command "Backward," shift the weight of your body, without noticeable movement, onto your right foot. Then, on the command of execution "MARCH," take a 15-inch step backward with your left foot and continue marching backward with 15-inch steps. Let your arms swing

naturally. To *Halt* from *Backward March* is a two-count movement. This *Halt* is basically the same as from the 30-inch step.

CHANGING STEP IN MARCHING

"Change Step, MARCH"

Your drill leader may command "Change Step, MARCH" when the right foot strikes the marching surface. On the command of execution "MARCH," take one more step with the left foot, then in one count, place the right toe near the heel of the left foot and step off with the left foot. Let your arms swing naturally.

If you are marching in a formation and you notice that you are not leading with the correct foot, you should change step on your own automatically.

MARCHING IN PLACE

"Mark Time, MARCH"

The command for marching in place is "Mark Time, MARCH." Your leader gives this command as either foot strikes the marching surface, from a 30-inch or 15-inch forward marching step. On the command of execution "MARCH," take one more step, bring the trailing foot alongside the lead foot, and begin to march in place. Raise each foot (alternately) 2 inches off the marching surface; the arms swing naturally, as in marching with a 30-inch step.

To begin marching in a 30-inch step from marching in place, your leader commands "Forward, MARCH" as either foot strikes the marching surface. On the command of execution "MARCH," take one more step in place then step off with a 30-inch step. Follow these same procedures if your leader commands "Half Step, MARCH" except step off with a 15-inch step.

The *Halt* from *Mark Time* is executed in two counts, the same as the Halt from the 30-inch step.

Content Highlight:

DRILL TIPS

- When at a *Halt*, start all marching movements from the *Position of Attention*.
- Except for *Route Step March* and *At Ease March*, execute all marching movements while marching at *Attention*. Marching at *Attention* is the combination of the *Position of Attention* and the procedures for the prescribed step executed simultaneously.
- When executed from the *Halt*, all steps except *Close Interval March*, *Right Step March*, and *About Face* begin with your left foot.
- Unless otherwise specified, use 30-inch steps for marching forward.
- Execute all marching movements in the *Quick Time* cadence except for the command "Double Time, MARCH."
- Marching is a five-step process:
    1. Preparatory command step
    2. Intermediate or thinking step
    3. Command of execution step
    4. Additional step after the command of execution
    5. Execution of movement

Conclusion

In this lesson, you have learned the basics to completing stationary movements, basic steps, and marching in drill. The stationary movements include the *Position of Attention*, *Rest*, *Facing*, and the *Hand Salute*. We discussed the 30-inch step, the 15-inch step, changing step in marching, and marching in place.

Lesson Check-up

- **Distinguish among the four stationary movements.**
- **Determine when a 15-inch and a 30-inch step march are appropriate.**
- **What is the advantage of rest movements while marching?**

Squad Drill

What You Will Learn to Do

Demonstrate correct response to squad drill commands

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Do your share as a good citizen in your school, community, country, and the world

Learning Objectives

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

Key words

- close interval
- column
- double interval
- file
- flank
- formation
- line
- normal interval
- pivot
- rank

Essential Question

How are various squad formations and marching steps performed?

This lesson uses content from "U.S. Army TC 3-21.5" dated 20 January 2012. Refer to this Training Circular for more information on Squad Drill.

Introduction

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

To execute squad drill, you must first know how a squad forms and what your responsibilities are when it forms, such as knowing how to fall in, line up, and align yourself. Once you have mastered these techniques, learning how to march in uniformity with others is important in being part of a sharp drill squad. The following drill tips will help you better understand some general information about squad drill.

Content Enhancement:

DRILL TIPS

- Perform individual drill movements as described in the last lesson while executing drill as a squad member.
- The squad has two prescribed formations: **line** (or **rank**) and **column** (or **file**); however, your squad leader may form the squad in a column of twos from a column formation.
- When a squad forms in a line, its members are numbered from right to left; when in a column, from front to rear.
- When the squad drills as a separate unit and is in a line formation, the squad leader takes a position three steps in front of, and centered on, the squad.
- When it drills as a separate unit and is in a column or column of twos, the squad leader's position is three steps to the left, and centered on, the squad.
- When the squad drills as part of a larger formation, the squad leader occupies the number one (base) position of the squad.

Key words

formation:
A particular grouping of Cadets for drill

line:
A row of Cadets – side by side

rank:
Another term for line

column:
A line of Cadets ordered from front to back

file:
Another term for column

Squad Formations

There are two prescribed formations – line and column. The squad may be formed into a column of twos from a column formation. When the squad is in line, squad members are numbered from right to left. When in column, the squad members form front to rear. The squad normally marches in column, but it may march in line for short distances.

Key words

normal interval:
Approximately one "arm's length" between Cadets

flank:
The extreme right or left of a side of a rank

FALLING IN

"FALL IN"

In squad drill, falling in is the process of forming up in a line formation. However, it may re-form in a column formation when each member can identify his or her exact position. When the squad leader comes to the *Position of Attention* and commands "FALL IN," the squad normally forms at **normal interval**.

On the command of "FALL IN," the following actions occur simultaneously by all members of the squad:

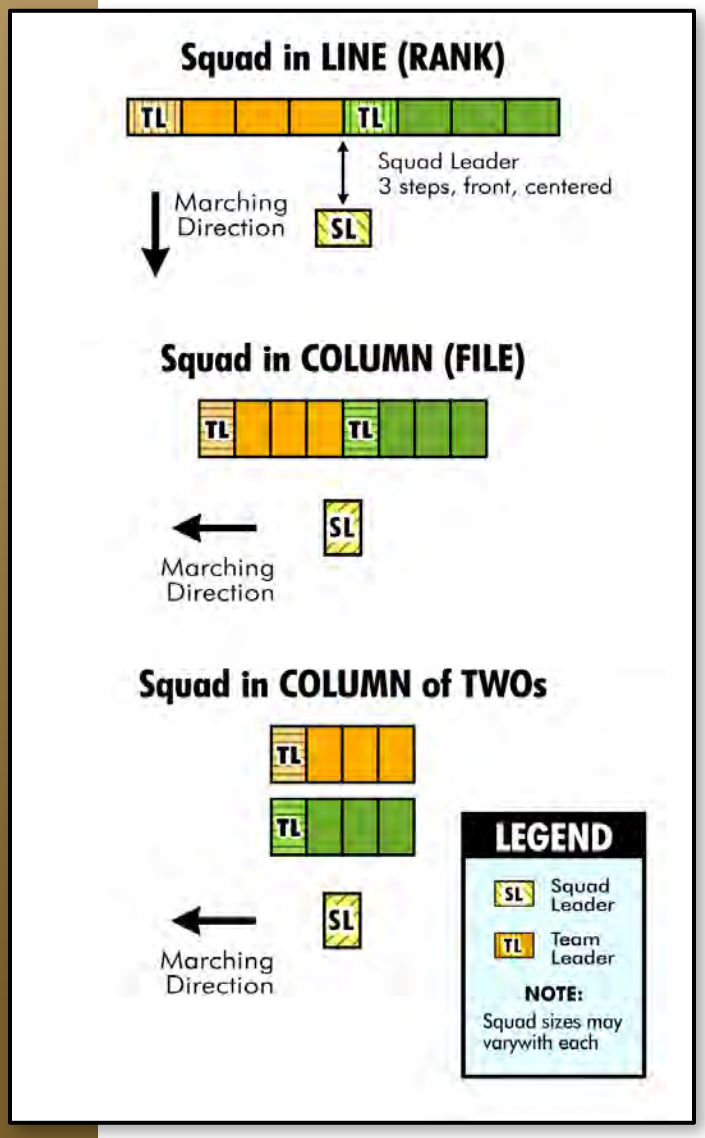


Figure 3.3.1

1. *Double Time* to your position in the formation.
2. If you are the right **flank** Cadet, position yourself so that when the squad forms, it is centered and three steps in front of the leader.
3. If you are the right flank Cadet, come to *Attention* and raise your left arm sideways to shoulder level, keeping it in line with your body. Keep your elbow locked, fingers and thumb extended and together, and palm facing down *(see Figure 3.3.2).*
4. Cadets to the immediate left of the right flank Cadet come to *Attention* , turn their heads and eyes to the right, and raise their left arms in the same manner as the right flank Cadet—*except,* the left flank Cadet does not raise the left arm. Cadets align themselves by stepping forward or backward until they are in line with the right flank Cadet. Cadets then obtain exact interval by taking short steps left or right, ensuring their fingertips touch the shoulder of the person to their right. As soon as each Cadet is at *Normal Interval*, lower your arms to your sides, sharply turn your heads to the front, and assume the *Position of Attention*.
5. The right flank Cadet then sharply returns to the *Position of Attention*.

Content Highlight:
RIGHT FLANK ALIGNMENT

The right flank Cadet raises their arm and looks straight to the front unless the squad is to align on an element to its right *(as shown in Figure 3.3.2).* If they align on an element to the right, they turn their head and eyes to the right, and align themselves with that element.

INTERVALS

When the squad falls in for formation, it may be commanded to assume different spacing intervals between troops. Interval types include normal, close, and double.

Normal Interval

"Dress Right, DRESS"
"Ready, FRONT"

When the leader commands "Dress Right, DRESS" and "Ready, FRONT," the right flank Cadet stands fast. On the command of execution "DRESS," all Cadets except the right flank Cadet turn their heads and eyes to the right, and align themselves on the Cadet to their right.

Cadets, except the left flank Cadet, extend their left arms out to the side at shoulder level with elbows locked, fingers together, and palms down. They position themselves with short steps so that the fingertips touch the shoulder of the Cadet to their right. On the command of execution "FRONT," each Cadet sharply returns to the *Position of Attention*.

Normal Interval
Figure 3.3.2

If the squad leader wants to check the alignment, that leader moves to the right of the right flank Cadet and looks down the line of Cadets to see that they are aligned. If the Cadets are out of alignment, the leader speaks to them, giving direction as to how they can properly align themselves.

Key words

close interval:
Approximately an "elbow's length" between Cadets

double interval:
Approximately an "arm's length" on either side of each Cadet

Close Interval

"At Close Interval, FALL IN"
"Dress Right, DRESS"
"Ready, FRONT"

To have a squad form at **close interval**, the command is "At Close Interval, FALL IN." To obtain *Close Interval*, place the heel of your left hand on your left hip even with your waist, your fingers and thumb together and extended downward. Keep your elbow in line with your body, touching the right arm of the Cadet to your left.

To align the squad at *Close Interval*, the leader commands "At Close Interval, Dress Right, DRESS" and "Ready, FRONT." The procedure is the same for aligning at *Normal Interval*, except align yourself closely, as directed in the previous section.

Close Interval
Figure 3.3.3

Double Interval

"At Double Interval, Dress Right, DRESS"
"Ready, FRONT"

To have a squad form at a **double interval**, the leader commands "At Double Interval, Dress Right, DRESS" and "Ready, FRONT." To obtain *Double Interval*, the right flank Cadet raises his or her left arm out to shoulder level. All other Cadets raise both arms out to their sides at shoulder level so that their fingertips touch the fingertips of the Cadets next to them. The left flank Cadet only raises the right arm to shoulder level.

Double Interval
Figure 3.3.4

Counting Off

"Count, OFF"

Your squad may count off in line or column formation. The command is "Count, OFF." When in a line formation, the squad counts from right to left. On the command of execution "OFF," all Cadets except the right flank Cadet turn their heads and eyes to the right. The right flank Cadet counts "ONE," the next Cadet to the left turns his or her head and eyes to the front and counts "TWO." Each remaining Cadet follows in the same manner, counting with the next higher number. When in a column formation, execute counting off from front to rear. Then, on the command of execution "OFF," the Cadet at the head of the column turns his or her head and eyes to the right, counts "ONE" over the right shoulder, and sharply returns to the *Position of Attention*.

Each remaining Cadet in the column counts off in the same manner, using the next higher number each time. The last Cadet in the column does not turn his or her head and eyes to the right.

Changing Intervals

"Count, OFF"
"Close Interval, MARCH"
"Normal Interval, MARCH"
"Double Interval, MARCH"

To ensure that each squad member understands the number of steps to take, the squad leader should command "Count, OFF" prior to changing intervals. Additionally, squad members do not raise their arms to measure distance (as they did to *Fall In*) when changing intervals.

To change from *Normal Interval* to *Close Interval*, the command is "Close Interval, MARCH." On the command of execution "MARCH," the right flank Cadet stands fast. All Cadets to that Cadet's left execute *Right Step March,* take one step less than the number of their position in line, and *Halt*. For example, the fourth Cadet in line would take three steps then *Halt*.

Figure 3.3.5

To change from *Close Interval* to *Normal Interval*, the leader gives the command "Normal Interval, MARCH." The right flank Cadet stands fast on the command of execution "MARCH." All Cadets to the left of the right flank Cadet execute *Left Step March*, take one step less than their position in line, and *Halt*.

To change from *Normal* to *Double Interval*, the command is "Double Interval, MARCH." On the command of execution "MARCH," the right flank Cadet stands fast. The Cadets to the left of that Cadet face to the left as in marching, take one 30-inch step less than the number of their position in line, *Halt*, and execute a *Right Face*.

To change from *Double* to *Normal Interval*, the command is "Normal Interval, MARCH." On the command of execution "MARCH," the right flank Cadet stands fast. The remaining

Cadets face to the right as in marching, take one 30-inch step less than the number of their position in line, *Halt*, and execute a *Left Face*.

Rest and Dismissal

"FALL OUT"

"DISMISSED"

Rest movements are the same for a squad as they are for individuals. Your squad leader may command "FALL OUT" if a more relaxed position than rest is appropriate. If the squad leader commands "FALL OUT," you may move out of the formation, but you must stay in the immediate area.

Your drill leader dismisses the squad from the *Position of Attention*. The command is "DISMISSED." Upon hearing that command, all members of the squad may then leave the area.

Marching the Squad

To march the squad, use the following procedures:

- For short distances only, the squad may be marched forward while in a line formation.
- When marching long distances, the squad is marched in column.
- To form a column formation from a line formation, the command is "Right, FACE."
- When a column formation is originated from a line formation at *Close Interval*, the squad may be marched for short distances at the half step with less than correct distance.
- To obtain correct distance while marching with less than correct distance, the command is "Extend, MARCH." On the command of execution, "MARCH," the lead Cadet takes one more 15-inch step and then steps off with a 30-inch step. Each squad member begins marching with a 30-inch step at the approximate point where the lead Cadet stepped off, or as soon as correct distance has been obtained.

CHANGING DIRECTION

"Column Right (Left), MARCH"

"Rear, MARCH"

"INCLINE AROUND LEFT (RIGHT)"

From the Halt

From the *Halt*, the command to start the squad in motion, and simultaneously change the direction of march 90 or 45 degrees, is "Column Right (Left), MARCH" or "Column Half Right (Half Left), MARCH." On the command of execution "MARCH," the lead Cadet faces in the commanded direction and steps off as in marching. All other Cadets march forward and **pivot** on the ball of their lead foot in the commanded direction, then step off with their trailing foot. As you approach the pivot point, shorten or lengthen your steps as necessary to pivot at the approximate point of the lead Cadet.

Key words

pivot:
To cause to rotate, revolve, or turn

When Marching

To change the direction of march 90 or 45 degrees when marching, the squad leader gives the preparatory command "Column Right (Left)" or "Column Half Right (Half Left)" as the foot in the desired direction strikes the marching surface. The squad leader then gives the command "MARCH" the next time that foot strikes the marching surface. On "MARCH," the lead Cadet takes one additional step, pivots in the commanded direction as the pivot foot strikes the surface, and continues to march in the new direction. Other Cadets continue to march forward and execute the pivot as previously described *(see Figure 3.3.6).*

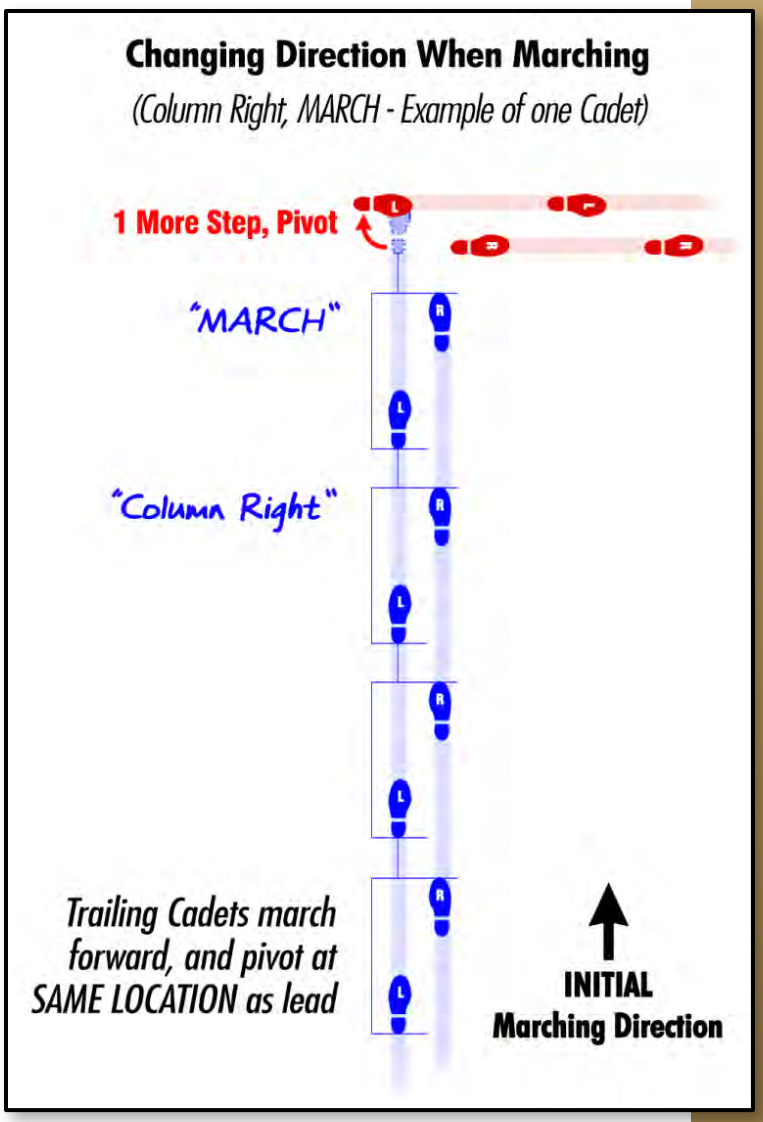


Figure 3.3.6

Opposite Direction

To march in the opposite direction, the command is "Rear, MARCH." The squad leader gives the preparatory command as the right foot strikes the marching surface and commands "MARCH" the next time the right foot strikes the surface. On "MARCH," all Cadets take one more step with their left foot, pivot on the balls of both feet, turn 180 degrees to the right, and step off in the new direction. Do not swing your arms when you make the pivot.

Avoiding an Obstacle

To avoid an obstacle in the line of march, the squad leader commands "INCLINE AROUND LEFT (RIGHT)." The lead Cadet inclines around the obstacle and resumes the original direction. All other Cadets follow the lead Cadet.

MARCHING TO THE FLANK

"Right (Left) Flank, MARCH"

When your squad marches to the flank, it does so only for short distances, and always in a column formation. The command is "Right (Left) Flank, MARCH." Your squad leader gives the preparatory command "Right (Left) Flank" when the foot in the desired direction strikes the marching surface, then he or she gives the command of execution "MARCH" when that foot strikes the marching surface the next time. On the command "MARCH," ALL Cadets take one more step, pivot 90 degrees in the indicated direction on the ball of the lead foot, and step off in the new direction with the trailing foot. As your squad begins marching in the new direction, they should glance out of the corner of their right eye and dress to the right *(see Figure 3.3.7).*

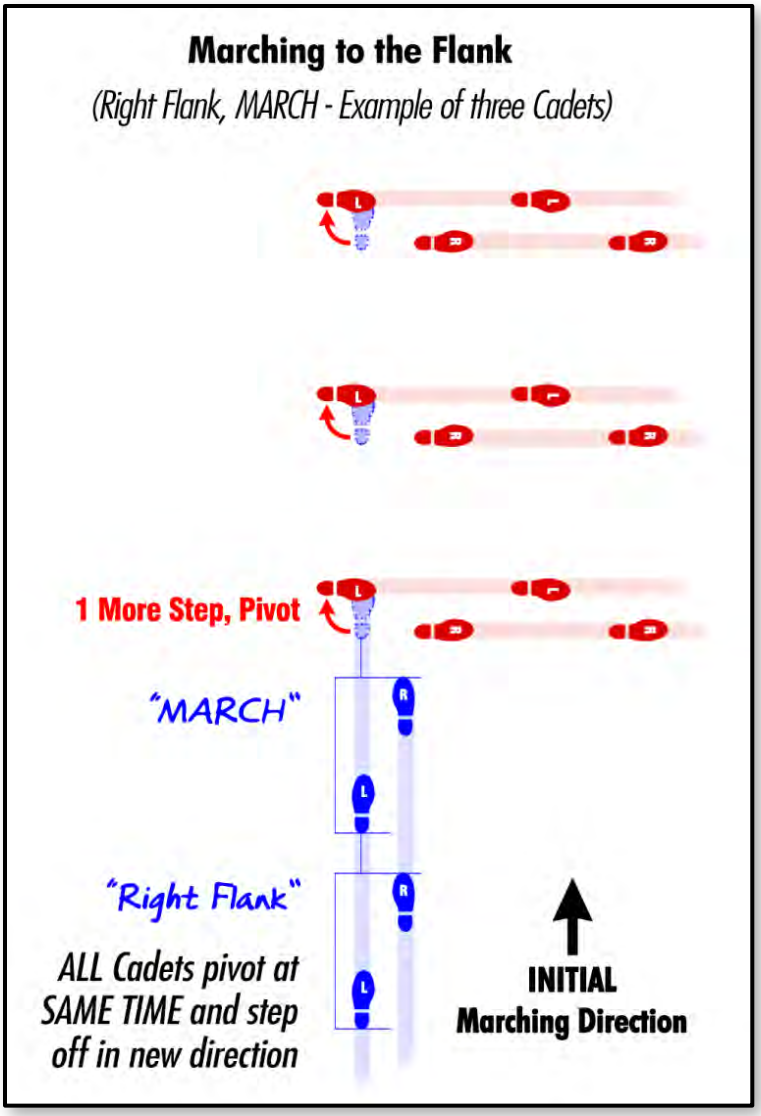


Figure 3.3.7

Forming a Column of Twos and Re-Forming

When marching in a squad, you march in a column (one long line) most of the time. A variation of this formation is the column of twos. The column of twos is always formed from a file formation when the squad is at the *Halt*. The command is "Column of Twos to the Right (Left), MARCH." On the preparatory command by the squad leader, the lead team leader commands "STAND FAST."

The trailing team leader commands "Column Half Right (Half Left), MARCH." On the command of execution "MARCH,"

"Column of Twos to the Right (Left), MARCH"

"STAND FAST"

"Column Half Right (Half Left), MARCH"

"Mark Time, MARCH"

"Team, HALT"

"File from the left (right), MARCH"

"Forward"

"STAND FAST"

the trailing team leader executes a *Column Half Right (Half Left)* and inclines to the right (left) around the lead column. The Cadets in the trailing team follow their leader.

When the trailing team leader reaches a point even with the lead team leader, he or she commands "Mark Time, MARCH." As the Cadets behind the trailing team leader align themselves with the Cadets in the lead column, they continue to march in place. When they are in position, the trailing team leader commands "Team, HALT."

Re-forming a single file from a column of twos is only done from the *Halt*. The command is "File from the left (right), MARCH." On the preparatory command by the squad leader, the lead team leader commands "Forward" and the trailing team leader commands "STAND FAST."

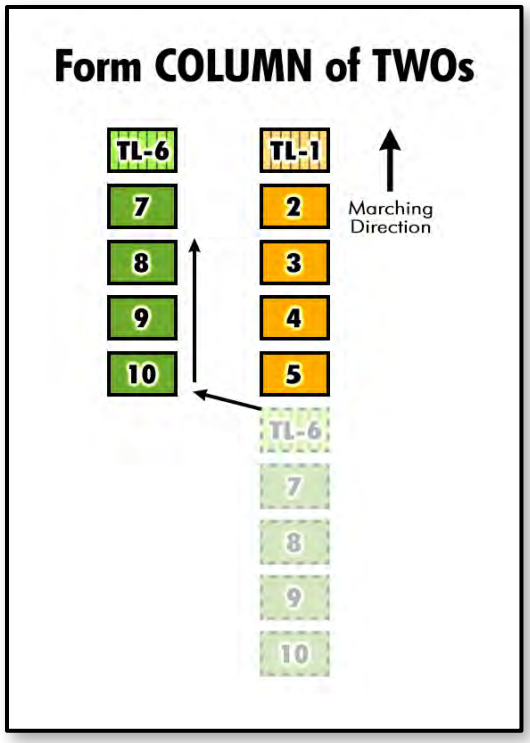


Figure 3.3.8

On the command of execution "MARCH," the lead team begins marching forward. When the second Cadet from the rear of the lead team is abreast of the trailing team leader, that team leader commands "Column Half Left (Half Right)." Then, when the last Cadet of the lead team is abreast (of the trailing team leader) and the last Cadet's right foot strikes the marching surface, the trailing team leader commands "MARCH." The trailing team leader then inclines right (left) to follow the lead team at the appropriate distance.

Conclusion

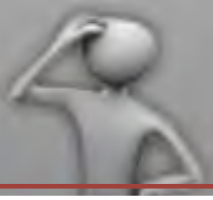
In this lesson, you have learned the basics to begin practicing squad drill. It takes concentration and diligence to master the squad drill techniques. Properly executed, a smooth squad march reflects on the professionalism of your JROTC team.

Lesson Check-up

- **What is the difference between "falling out" and being "dismissed?"**
- **What is the difference between a flanking movement and a column movement?**

CHAPTER 4

Figure 4.0



DECISION MAKING

Chapter Outline

LESSON 1: Making Decisions and Setting Goals (p.232)
How can you make positive decisions and achieve your goals?

LESSON 2: Anger Management (p.240)
How can you manage anger using healthy strategies?

LESSON 3: Resolving Conflicts (p.248)
How can you manage and resolve conflicts to maintain healthy relationships?

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LESSON 1

Making Decisions and Setting Goals

Key words

- assess
- attainable
- decision-making
- goal-setting

What You Will Learn to Do

Apply the processes for making personal decisions and setting goals

Linked Core Abilities

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Treat self and others with respect
- Apply critical thinking techniques

Learning Objectives

- **Describe** the steps used to make decisions
- **Identify** guidelines used to evaluate choices
- **Evaluate** decisions for positive outcomes
- **Describe** the SMART goal-setting system
- **Analyze** goals for potential success

Essential Question

How can you make positive decisions and achieve your goals?

Learning Objectives (cont'd)

- **Define** key words: assess, attainable, decision-making, goal-setting

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Introduction

Even small decisions can have an enormous impact on your life, or those around you. Daniel, for example, agreed to take his younger brother to the nearby convenience store for some snacks. Because they were only driving around the corner, Daniel decided to call his girlfriend on his cell phone and became distracted as he made a left-hand turn into the store parking lot. An oncoming pickup truck slammed into Daniel's vehicle, leaving his brother with minor injuries.

However, Daniel hit his head against the driver's side window, leaving him with a serious concussion. Because of this injury, Daniel is not allowed to play any type of contact sport such as football. This is particularly hard on Daniel since he was the defensive team captain. What Daniel thought was a minor decision has left him impaired for life. Being impaired in this case means having a condition that reduces physical or mental function.

Figure 4.1.1

Decisions and Goals

Decision-making and **goal-setting** are two important life skills. Decision-making skills will help you make the best choices and find healthy solutions to problems. Goal-setting skills will help you take control over your life and give it purpose and direction.

People often think of goals as something academic or job-related. The fact is health-related goals are also important. Goals that help you stay physically active and prevent injury will provide benefits throughout your life. Moreover, people who set and achieve goals for their health feel better about themselves and about their lives.

Key words

decision-making:
The process of making a choice or finding a solution

goal-setting:
The process of working toward something you want to accomplish

The Decision-Making/Problem-Solving Process

You can make better decisions by setting goals. You should understand that a decision is a process in itself. Decision-making or problem-solving is the process of making a choice or finding a solution. It involves a series of steps. If you follow these steps, you'll avoid a "snap" decision—one that does not take into account these steps, which may lead you to make bad choices.

- **Step 1** – *State or identify the situation.*
  In this step, you'll recognize or define your decision or problem. What choice do you need to make? Can you state the problem clearly?
- **Step 2** – *Gather information.*
  Look at facts and assumptions related to the decision or problem.
- **Step 3** – *Develop courses of action (solutions).*
  After you've gathered information you'll be in a better position to find a solution. There might even be more than one solution.
- **Step 4** – *Analyze and compare courses of action.*
  Look at all of your solutions and alternatives. What are the pros and cons of each?
- **Step 5** – *Make your decision and act.*
  If you have followed the first four steps, you can feel confident that the decision you have made and the action you have taken have been correct. On the other hand, how are you to be sure of this? This is where the final step of the decision-making process comes in.
- **Step 6** – *Make a plan.*
  Think about how you'll carry out your decision or solve your problem. How will you do it? When will you do it? What resources, if any, will you need?

Figure 4.1.2

- **Step 7** – *Implement the plan (***assess** *the results).*
  Implementing the plan means carrying out your decision or problem solution. After you've implemented your decision, you should assess or evaluate the results. Ask yourself the following questions:
  - What was the outcome of my decision? Was it what I expected?
  - How did my decision affect others?
  - What did I learn? Would I make the same decision again?

Key words

assess:
To evaluate or determine the value of something

Content Enhancement:

WHAT SHOULD KENDRA DO?

Go through the decision-making process to help her decide.

Figure 4.1.3

Kendra must make a decision.

She and Michele have been best friends for a long time.

Recently, Michele has been spending time with other students who skip classes. Michele has even boasted of going with them once. Now she wants Kendra to join them too. Kendra doesn't want to lose Michele's friendship, but she knows that her parents trust her to obey school rules.

Why Set Goals?

Goal-setting is the process of working toward something you want to accomplish. Achieving a goal requires planning and effort, and it can give you a great sense of accomplishment and pride. Goals that you set for one area of your life often lead to the achievement of goals in other areas.

For example, if you work toward the goal of becoming a black belt in karate, you will achieve fitness goals, too. Along the way, you may also reach other goals such as making new friends, gaining more self-confidence, and learning more ways to manage stress.

However, there are other ways to think about goal-setting. For example, do you feel that you do all you can do to protect your health?

Is there room for improvement, like protecting yourself from injury or infection? Perhaps you need to work on family relationships. Setting goals will help you focus on the behaviors you want to change.

The Benefits of Setting Goals

Goals help you use your time, energy, and other resources wisely. They can help you identify what you want out of life.

There are three kinds of goals—short-term goals, intermediate goals, and those you want to reach over time, called long-term goals. Short-term and intermediate goals help you reach your long-term goals.

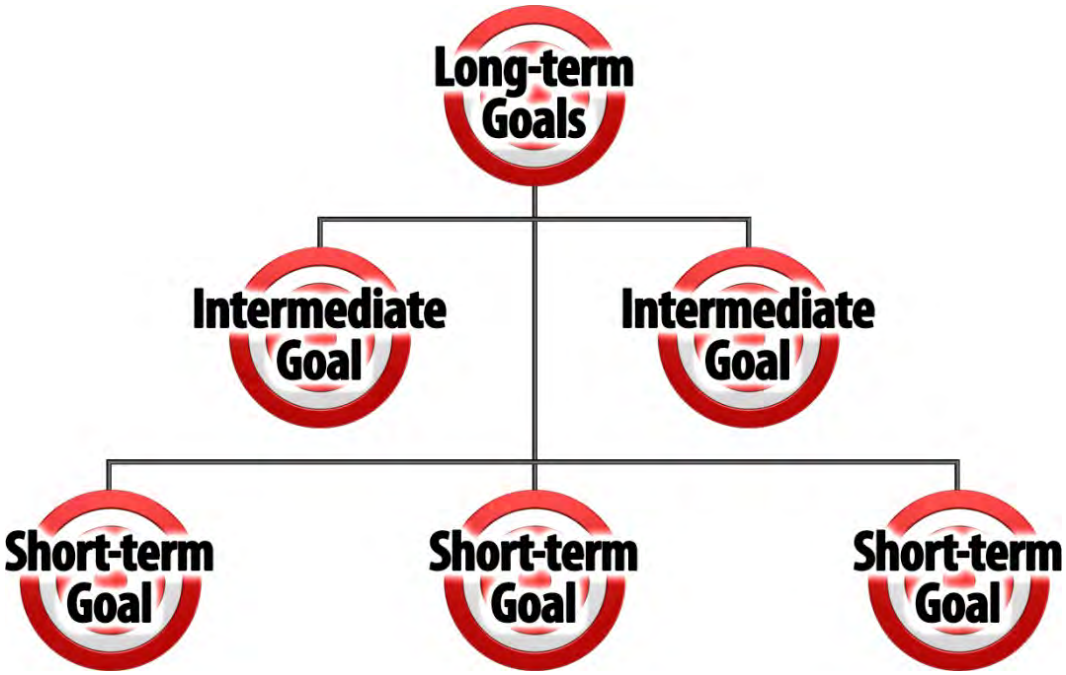

Figure 4.1.4

SHORT-TERM GOALS

Some short-term goals are just that: goals that you want to achieve within the next year. Your short-term goals may include earning an overall "A" in your math class this year. It may be to reach the rank of Cadet staff sergeant in your JROTC class. Other short-term goals are stepping stones to long-term goals.

Suppose, for example, that your intermediate goal is to earn a track scholarship at one of the top schools in the United States. Your short-term goals might be to make the varsity team by the end of your freshman year. You may also want to eat healthier foods as part of your training to give you more energy.

Content Highlight:

STEPS FOR ACHIEVING SHORT-TERM GOALS

1. Identify the goal and write it down.
2. List the steps you'll need to take to reach the goal.
3. Get help and support from others.
4. Set up some checkpoints to evaluate your progress.
5. Once the goal has been achieved, give yourself a reward.

INTERMEDIATE GOALS

Intermediate goals are those things you want to achieve in one to five years. Suppose your long-term goal is to make the U.S. Olympic team. So far, you have achieved your short-term goal by making the varsity track team. Now, your intermediate goal is to earn a track scholarship at a college with a successful track program.

LONG-TERM GOALS

Reaching goals may take several weeks, months, or even years to achieve. You may want to become a professional track athlete or basketball player, or go into the same business that one of your relatives started. These are long-term goals. They will take time, planning, and dedication.

Short-term and intermediate goals will help you achieve long-term goals. One example might be to get good grades in high school this year to start a pattern of preparation for acceptance to college later, where you can major in a degree that will allow you to start a career. For a basketball career, a short-term goal might be to become the best overall player on your high school team this season, so that later you may be able to earn a college scholarship, and eventually play professional basketball.

BUILDING GOAL-SETTING SKILLS

A national poll taken in 2011 found that a majority of American students lack faith in their ability to reach their goals. Only a little over a third said they believed they could find ways around obstacles to their goals. This may be due in part to students not having the proper guides or tools to set goals effectively.

Goal-setting is important when it comes to reaching success, no matter if the objectives are in sports, school achievement, career planning, or personal life. Setting goals too high can make you frustrated and can tempt you to give up. Set them too low and you may never push yourself to reach your full potential. Ideally, you should set goals that are **attainable**.

As a teen, learning how to manage time, set goals, and make plans is especially important for making critical decisions that could affect the rest of your life.

Key words

attainable:
Achievable; able to be reached

Building skills in goal-setting starts with adopting a plan or system. One proven method is the SMART goal-setting system, whose letters stand for **S**pecific, **M**easurable, and **A**ttainable goals, with clear **R**esults within a set **T**ime frame. Although the SMART system was introduced in the business world in the 1980s, it continues to work well for students.

Content Highlight:
THE SMART SYSTEM FOR GOALS

Specific – Identify a specific goal and write it down.

Measurable – List the steps you will take to reach your goal.

Attainable – Goals are realistic.

Results – Set up checkpoints to evaluate your progress.

Time Frame – Determine a time frame to achieve your goal.

Kendra's SMART Goal

Kendra has set the following goals for herself:

- *Long-term:* Earn a scholarship for college.
- *Intermediate:* Improve study skills and grades.
- *Short-term:* Get a B+ or A on the next math test.

Figure 4.1.5

Specific

- Kendra wants to get a B+ or an A on the next history test.

Measurable

- Kendra will spend less time with friends and more time studying.
- Kendra will ask her math teacher for help and extra practice problems.
- Kendra will make a habit of checking her work.

Attainable

- Kendra is getting B's on her math test now. If she could do a little better, she could be an A student in math.
- Most of Kendra's errors are due to simple mistakes. If she can slow down and be more careful, she'll do better on tests.

Results

- Kendra will work on sets of practice problems until every answer is correct.

Time Frame

- The next math test is in one month. Kendra has to get to work right now!

If Kendra achieves her short-term goal, it will help her build on her intermediate goal, which will help her achieve her long-term goal.

Conclusion

Making positive decisions and setting goals for yourself are two ways you can build a good life for yourself. Using the processes described in this lesson will help you stay on track and keep you focused.

Lesson Check-up

- **What are the decision-making steps?**
- **What steps can you take to focus on short-term goals?**
- **Explain the SMART system for setting goals.**

Anger Management

Key words

- aggression
- anger management
- assertion
- change orientation
- deference
- empathy
- passive-aggressive behavior
- suppress

What You Will Learn to Do

Develop personal anger management strategies

Linked Core Abilities

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Treat self and others with respect
- Apply critical thinking techniques

Learning Objectives

- **Describe** common causes of anger
- **Identify** physical effects of anger
- **Examine** possible reactions to anger
- **Distinguish** healthy from unhealthy reactions to anger

Essential Question

How can you manage anger using healthy strategies?

Learning Objectives (cont'd)

- **Describe** healthy anger management strategies
- **Define** key words: aggression, anger management, assertion, change orientation, deference, empathy, passive-aggressive behavior, suppress

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Introduction

At some point in life, every human being feels angry. Anger is usually a healthy and normal emotion, but for some it can get out of control and become destructive. Uncontrolled anger can lead to failed relationships, loss of employment, and physical illness. It can also cause hurt feelings, frustration, annoyance, harassment, **aggression**, disappointment, and threats. This lesson is designed to help you understand the nature of anger, and how to manage it.

Key words

aggression:
A tendency to be hostile or quarrelsome

Understanding What Causes Anger

Anger is a common reaction to being emotionally hurt or physically harmed. Anger can come from an event that affects you in a harmful way. On the other hand, it can be internal, like when you expect to hit a game-winning home run but strike out. In this case, you may feel both anger and sadness—anger for missing the pitch you should have hit out of the park, and sadness for letting your team down when you could have won the game.

Figure 4.2.1

You probably have met someone who is more "hotheaded" than others. This

person gets angry more easily than others, and is more intense than the average person. There are also those who don't show their anger by raising their voice, but are irritable and grumpy. Easily angered people don't always yell and throw things; sometimes they withdraw socially, sulk, or get physically ill. People who are easily angered can't take things in stride, and they're particularly infuriated if the situation seems somehow unjust, such as being corrected for a minor mistake.

So, why do some people get angrier than others? Genetics might have something to do with it. There is evidence that some children are born irritable, touchy, and easily angered, and that these signs are present from a very early age. Another reason may be sociocultural where anger is looked at as a negative emotion. Those who aren't taught that it's perfectly normal to express anger in a healthy way don't learn how to handle it or channel it constructively.

To deal with and manage anger, it's best to find out what triggers angry feelings and then to develop strategies to keep those triggers from tipping you over the edge.

How Anger Affects Your Body

Similar to other emotions, anger is usually accompanied by physiological and biological changes; when you get angry, your heart rate and blood pressure go up, as do the levels of your energy hormones, adrenaline, and noradrenaline. *Figure 4.2.2* shows some other physical symptoms of anger:

Figure 4.2.2

Expressing Anger

Did you get a payoff the last time you got angry? Did other people give you what you wanted because you were louder, tougher, stronger, and could intimidate them? This question reflects your character and self-esteem—"I feel good about making others give in to me by becoming angry."

If you feel that your anger is out of control, or you can't figure out where your anger comes from, you might consider counseling to learn how to handle it better. A psychologist or other licensed mental health professional can work with you to develop a range of techniques for changing your thinking and your behavior. Tell a counselor, social worker, or therapist that you have problems with anger, you want to work on getting this emotion under control, and ask about an approach to **anger management**.

Figure 4.2.3

For many, the natural way to express anger is to respond in an aggressive manner. Anger is an adaptive response to threats that can inspire powerful, often aggressive, feelings and behaviors. These feelings allow humans to fight and to defend themselves when attacked. When faced with survival, a certain amount of anger is healthy and necessary; however, lashing out at nearly every person or event that causes you to feel angry isn't appropriate or productive.

The three main approaches to managing anger are expressing, suppressing, and calming. Expressing your angry feelings in an assertive—not aggressive—manner is the healthiest way. To do this, you have to learn how to make clear what your needs are, and how to get them met without emotionally or physically hurting others. Being assertive doesn't mean being pushy or demanding; it means being respectful of yourself and others.

Unexpressed anger can create other serious problems. It can lead to pathological expressions of anger, such as **passive-aggressive behavior** or a personality that seems cynical and hostile. People who are constantly putting others down, criticizing everything, and making cynical comments haven't learned how to constructively express their anger.

Anger can be suppressed, and then converted or redirected. This happens when you hold in your anger, stop thinking about it, and focus on something positive. The aim is to inhibit or **suppress** your anger and convert it into more constructive behavior. However, the danger in this type of response is that by not allowing outward expression, your anger can turn inward—on yourself. Anger turned inward may cause hypertension, high blood pressure, ulcers, or depression.

Another method for controlling anger is to calm yourself down inside. This means not just controlling your outward behavior, but also controlling your internal responses, taking steps to lower your heart rate, calm yourself down, and let the feelings subside.

Key words

anger management:
Learning to control and manage the emotion of anger; managing your anger so it comes out in a healthy and constructive way

passive-aggressive behavior:
Getting back at people indirectly without telling them why, rather than confronting them

suppress:
To prevent or restrain expression of a feeling or idea

Calming Anger

Anger is also a normal emotion, but some people express their anger in unhealthy ways. Yelling, hitting, and threatening are not healthy ways to express anger. If it gets out of control, anger can be destructive and damage relationships. It is also not healthy to hold anger inside or to deny how you feel. Bottled up anger can raise your tension level and leave you feeling defensive. Here are some steps you can take when you feel angry that will ease your tension.

1. Identify the Emotion

Shana and Mimi used to be best friends. Now Shana feels angry with Mimi and avoids her. She realizes that it is because she is jealous of Mimi.

2. Understand the Cause

Shana expected to get the lead role in the school play. Instead, Mimi got the lead, and Shana just has a small part.

3. Respond in a Healthy Way

Shana recognizes that her jealousy is ruining a good friendship. She congratulates Mimi and offers to help her learn her lines.

- Take a deep breath and stay calm. If needed, excuse yourself from the situation that made you angry until you are ready to address what made you angry.
- Focus on exactly what made you angry. Sometimes it is just one thing.
- Tell the other person in a calm way how you feel, and explain what it was that caused you to feel this way. Avoid criticism, threats, or placing blame.
- Tell the person what you expect from him or her in the future.

Expressing your emotions in healthy ways helps improve your overall mental health.

Reacting to Anger

Anger management reduces your emotional feelings and the physiological changes that anger causes. You can't get rid of, or avoid, the events, objects, or people that make you angry, nor can you change them; however, you can learn to control your reactions to them.

Anger is normal, and a universal emotion that everyone experiences from time to time. When you are angry, you experience strong feelings that can propel you into inappropriate or destructive behavior. Anger, if left unchecked, can easily spiral out of control and lead to violence.

Your response to anger, however, is completely within your control. Mastering the techniques of anger management will help you keep calm in a tense situation, and avoid violence.

Anger management skills must be practiced throughout your lifetime. After you have gained control over your anger, you can work toward resolving conflict in a non-violent way.

In thinking about how to deal with anger, look at emotional skills, personal style, and orientation.

EMOTIONAL SKILLS

You may not think there is much skill involved with your emotions—you just have them! But managing those emotions in a healthy way requires skill. The skills include:

- **Empathy**. Empathy is an important skill for people who are good communicators.
- Stress management. People who are good at managing their stress in a positive way know how to manage their time. They are flexible, self-assured, stable, and self-reliant. Good stress management skills are important to a healthy life.

INTERPERSONAL COMMUNICATION STYLE

How do you usually communicate with others? Are you easy-going until things don't go your way? Do you back off if someone argues with you? Most people use different styles of communication in different situations and with different people. See if you can guess which of the styles below is the most productive for coping with anger.

Figure 4.2.4

Aggression

Someone who communicates aggressively overpowers, violates, dominates, or even discredits other's thoughts, feelings, and behaviors. People with this style of communication can be defensive and uncompromising in groups.

Assertion

If you are skilled at interpersonal **assertion**, you are able to be direct and honest with others. You can express your thoughts, feelings, and behaviors appropriately, without offending others or making yourself seem more important than others.

Deference

This style of communication is indirect, self-inhibiting, and ineffectual for the accurate expression of thoughts, feelings, and behaviors. Someone who uses **deference** a lot may have a hard time standing up to others.

PERSONAL CHANGE ORIENTATION

The **change orientation** aspect of your personality indicates your awareness and recognition for the need to expand your skills, improve relationships, and develop greater personal strength.

Strategies for Managing Anger

There are several ways that you can manage your anger and express it in a positive and constructive manner, and end up with the results you want.

Key words

empathy:
The ability to sense, understand, and accept another person's thoughts, feelings, and behaviors

assertion:
The ability to clearly communicate personal thoughts and feelings

deference:
The degree to which a person uses a communication style or pattern that is indirect and effectual for accurate expression of thought and feeling

change orientation:
Recognition of the need to make personal changes by expanding skills and improving relationships

These strategies include learning to relax, changing the way you think, solving problems, and learning to communicate better. The following sections cover these strategies.

USING RELAXATION TO MANAGE ANGER

Relaxation techniques can include deep breathing and relaxing imagery. It can help to breathe deeply from your diaphragm while slowly repeating to yourself a calming word or phrase such as "easy does it" or "relax." You can also use relaxing imagery, such as a relaxing experience from your memory, to calm yourself down. Try to imagine a calming picture in your head—maybe a day at a beach or listening to your favorite music—to help get your emotions under control. Learn to use these techniques whenever you're in a stressful or tense situation.

CHANGING YOUR THINKING

As a general rule, angry people swear or speak in highly colorful terms that reflect their inner thoughts. When you're angry, your thinking can become exaggerated and dramatic, and you may tend to see situations as absolutes. Try to avoid using words such as "never" or "always" when talking about yourself, someone else, or a specific situation. Instead of thinking that the situation is terrible and your life is ruined, try telling yourself that the situation is annoying, but it's not the end of the world. Keep in the front of your mind that getting angry is not going to fix anything, that it won't make you feel better, and that it may actually make you feel worse.

SOLVING PROBLEMS

Sometimes, anger and frustration are caused by real problems; not all anger is misplaced, and is often a healthy, natural response to difficulties. Many people believe that every problem has a solution, and it can add to your frustration to find out that this isn't always true.

In situations that seem unsolvable, the best attitude to bring is not to focus on finding the solution, but rather on how you handle and face the problem.

Make a plan, and check your progress along the way. Resolve to give it your best, but also not to punish yourself if an answer doesn't come right away. If you can approach it with your best intentions and efforts and make a serious attempt to face it head-on, you will be less likely to lose patience and fall into all-or-nothing thinking, even if the problem does not get solved right away.

Figure 4.2.5

BETTER COMMUNICATION

Communicating aggressively—yelling or putting others down—is not a healthy way to communicate. It often makes the situation worse.

Deferential communication is also not the best. It makes sense in some situation. For example, if you are stopped for speeding you should defer to the police officer; don't argue about the speed limit! But in many cases, deferential communication can mask your suppressed anger. It can take the place of healthy self-assertion and trigger more inner anger.

Communicating assertively is the key. Assertive communication is a positive way of talking with

people and clearly expressing thoughts and feelings in a way that promotes understanding, caring, and respect. A person who communicates assertively respects the right of others. It enables a person to communicate effectively, even during difficult situations that involve strong and intense emotions.

When you're confronted with an angry person in a heated discussion or argument, try these steps:

1. **Slow down. Think before you speak and listen to the other person.** Don't say the first thing that comes into your head, but rather think carefully about what you want to say. At the same time, listen carefully to what the other person is saying and take your time before answering.
2. **When you do speak, use a calm and non-threatening manner.** Try to keep from becoming defensive and saying something that will cause the situation to escalate.
3. **Use empathy.** Many times if you show empathy towards an angry person's concern—listen carefully and share in that person's feelings—you can help to calm that person and get a volatile situation under control.

By remaining calm and staying focused on what you're hearing as well as how you want to respond, you can manage an angry situation much better than just flying off the handle.

Conclusion

Anger is a normal and healthy emotion, and it needs to be expressed. Learning how to constructively express anger and how to manage it is a skill that will benefit you throughout your entire life. You can use a variety of techniques covered in this lesson, from relaxation to better communications; but if these methods don't work for you, counseling is a good and healthy option.

Lesson Check-up

- **What physical changes occur in your body when you are angry?**
- **How does thinking about what you want to say in an argument help keep the situation under control?**
- **Choose a strategy for coping with angry situations and explain it.**

LESSON 3

Resolving Conflicts

What You Will Learn to Do

Apply conflict resolution techniques

Linked Core Abilities

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Treat self and others with respect
- Apply critical thinking techniques

Learning Objectives

- **Explain** how conflict affects relationships
- **Describe** the causes and types of conflicts
- **Evaluate** options and consequences for dealing with conflict
- **Use** communication skills to respond positively to a conflict

Key words

- **active listening**
- **apologize**
- **compromise**
- **conflict**
- **consequences**
- **effective speaking**
- **either-or fallacy**
- **escalate**
- **harassment**
- **mutual**
- **negotiate**

Essential Question

How can you manage and resolve conflicts to maintain healthy relationships?

Learning Objectives (cont'd)

- **Apply** the six steps for conflict resolution
- **Apply** knowledge of Winning Colors® to resolve conflict
- **Define** key words: active listening, apologize, compromise, conflict, consequences, effective speaking, either-or fallacy, escalate, harassment, mutual, negotiate

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Introduction

What does **conflict** mean to you? Is it frightening or exciting? Is it interesting or unpleasant? Do you typically avoid it, or are you more likely to confront it?

This lesson introduces basic guidelines for resolving and managing conflicts. You will learn about the causes of conflict and what you can do to prevent them. You'll also use your knowledge of Winning Colors® to prevent and resolve conflicts.

Conflict and How It Affects Us

Conflict is defined as any situation where incompatible activities, feelings, or intentions occur together. It is an everyday occurrence at home, at school, on the job, or anywhere there are people with different beliefs, values, and experiences.

If not carefully managed, conflict can **escalate** to violence and harm your personal relationships, creating wounds that will never heal. When conflict is avoided and important issues are left unresolved, it may lead to resentment, creating a tense environment. However, if you take the

Key words

conflict:
A disagreement or argument

escalate:
To cause a situation to become more intense or serious

necessary steps to resolve a conflict, you may find that "clearing the air" reduces tension and brings about an understanding that makes the relationship more open and honest in the future.

We most often find ourselves in conflict with those we spend the most time: parents, friends, coworkers, teammates, and so on. You must learn to recognize that your long-term relationships with these people are more important than the result of any short-term conflict. Calmly discussing issues may often bring about a quick resolution or a realization that a problem doesn't actually exist.

Figure 4.3 1

Causes of Conflict

There are many ways in which conflicts can begin: misunderstandings, embarrassment, hurt pride, prejudice, and peer pressures are just a few. Most of the factors or situations that lead to conflict can be classified as resulting from differences in:

- Opinions or perspectives on the situation
- Belief systems and values resulting from personal background and accumulated life experiences; differing cultures
- Goals and interests
- Personalities or styles of communication

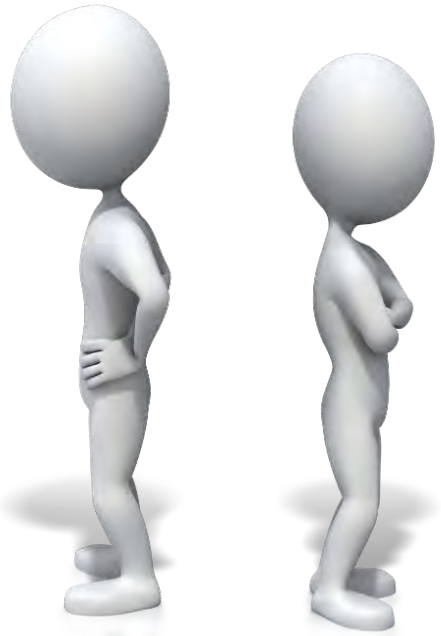


Figure 4.3.2

If you recognize a potential conflict situation early, you may be able to prevent it from escalating into a dangerous fighting situation. By applying conflict management techniques, you will be able to reduce the levels of anger and frustration, which will make it easier to resolve the problem.

Types of Conflict

To make good decisions and effectively manage conflict in your life, you must be able to recognize the warning signs of a potential conflict situation.

Figure 4.3.3

Content Highlight:

CONFLICT TYPES

Most types of conflicts belong to one of the five categories presented in the following list:

Relationship—Conflicts that occur because of strong negative emotions, stereotypes, miscommunications, or repetitive negative behaviors; **harassment** is a relationship conflict.

Data—Conflicts that occur because people are misinformed or lack information to make good decisions. If you are late to the drama club meeting because you thought it started at 2 p.m., but it actually began at 1 p.m., then you might find yourself in a data conflict.

Interest—Conflicts that result when one party believes that in order to satisfy his or her needs, the needs of an opponent must be sacrificed. A conflict over what you perceive to be an "unfair situation" would be an interest conflict. For example, if your whole soccer team had to run an extra five miles at practice because John, a teammate of yours, was late for the second time this week, you would have an interest conflict.

Structural—Conflicts that arise out of limited physical resources (including time), authority, geographic constraints, organizational changes, or other external forces. A territorial dispute is a structural kind of conflict. Similarly, if you are scheduled to begin work at your part time job at 3 p.m. on Wednesdays, but band practice is not over until 4 p.m., then you have a structural conflict.

Value—When people attempt to force their own personal beliefs or values on others. For example, if a friend keeps asking you to help him cheat on his chemistry exam, you might have a value conflict on your hands. Another example of a value conflict would be the debate over capital punishment.

Key words

harassment:
The act of repeated unwanted and annoying actions, including threats and demands

Skills for Dealing with Conflict

The skills for dealing with conflict are also skills you will use throughout your life in different situations. Everyone deals with conflict at some point. You may not have control over the conflict, but you can have control over your own response to the situation. Your actions can either diffuse or escalate the conflict. Remember that reacting defensively or judgmentally can trigger the same response in others. As you learn about reacting to conflict, consider your level of interpersonal skill in the following:

- 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

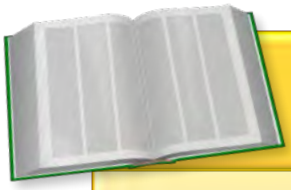
Key words

compromise:
An agreement or a settlement of a dispute that is reached by each side getting part of what each one wants

Options for Dealing with Conflict

RECOGNIZE A CONFLICT EARLY

When people who know each other fight, there is usually a history of events that led to the fight. Events such as name-calling or rumor-spreading may go on for a day, a week, or more before a fight breaks out. By recognizing that a potential fight situation is building, you may be able to prevent it. The earlier you deal with problems, the lower the levels of anger, and the easier it can be to resolve the problem.



Content Enhancement:

EIAG PROCESS

The EIAG (**E**xperience, **I**dentify, **A**nalyze, **G**eneralize) is a process you can use to help you understand conflict. After you've experienced a conflict, ask yourself these questions:

- What was your role in the conflict? What did you do? How did you react?
- Why did you react a certain way?
- What would you do differently if you were in the situation again?

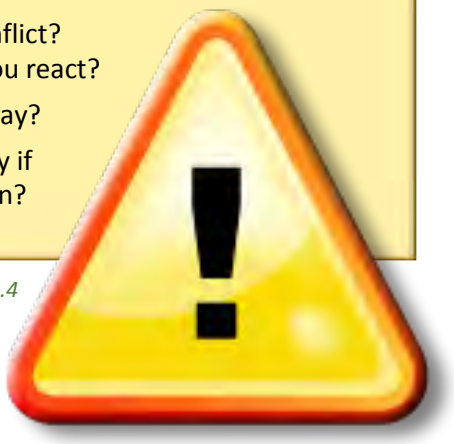


Figure 4.3.4

LEARN TO IGNORE SOME CONFLICTS

Not all conflicts require that you respond. In some situations, it may be smartest to walk away and do nothing at all. You may decide it is best to ignore a situation if:

- It is unlikely you will ever see the person again
- The person or situation is not very important to you
- The conflict is based on rumors that may not be true
- The conflict is over something trivial or silly
- The person is just trying to make you angry so you will fight and get into trouble

Some people think that ignoring a conflict is a sign of cowardice. Actually, it is a sign of maturity and self-control to walk away from some situations. Fighting out of pride or fighting to "save face" may instead be an act of cowardice. Walking away is one option.

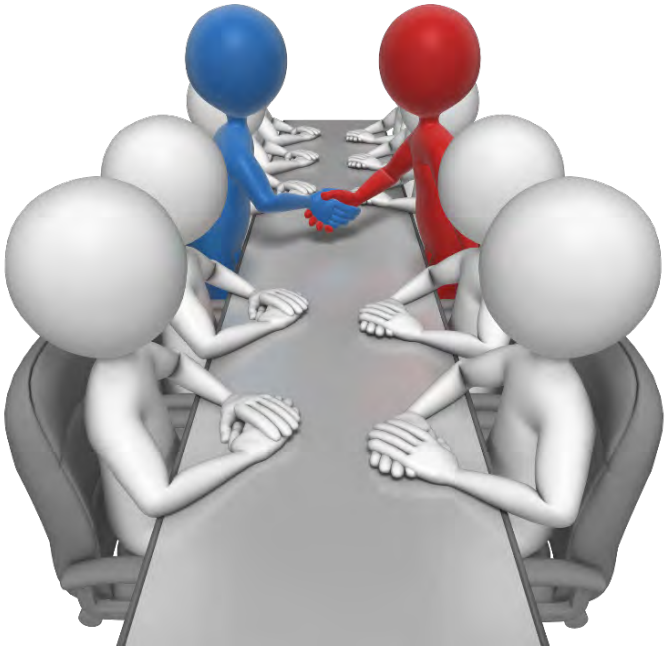


Figure 4.3.5

In deciding how to deal with any conflict, your safety should always be your first concern. If you think that a person might be more angered if you ignore the situation, you need to proceed carefully. It is important to trust your judgment and be prepared to try a new tactic if your first choice does not diffuse the situation.

DO THE UNEXPECTED

If, instead of being hostile, you are friendly, confident, and caring, the other person may relax his or her guard. Try to make the situation seem as if it is not serious enough to fight about. The person may agree and decide to work with you to resolve things.

PROVIDE A WAY OUT

Sometimes fighting breaks out simply because people see no other way to resolve things without losing pride. To avoid fighting, present the person with compromise solutions that you both can live with. By saying something like, "Let's try this for a week and see how it goes," you give the person an easy way out.

DON'T CORRECT

No one likes to be told they are doing something wrong—even if they are intentionally breaking the rules. If someone is doing something wrong, you can ignore it or you can assume that the person just doesn't know what they are not supposed to do. Suppose someone is littering in a park. In a friendly tone, you might say:

- "You probably didn't know this, but the park has trash cans by the parking lot."
- "Oops, you accidentally dropped that empty can. Would you like me to pick that up for you? There's a trash can nearby."

APOLOGIZE

In some situations, be willing to say, "I'm sorry" or "I didn't mean to embarrass you." Apologizing does not mean that you were wrong or that you are a coward. Instead, a sincere apology can be the quickest way to diffuse a fight. Maybe you accidentally hit someone, or knocked someone over. What if you are biking right behind a person who stops suddenly and you run into them? Instead of arguing about who is at fault, you can just say you are sorry and ask if the other person is okay.

Evaluating Consequences

Consider your goal. Your goal should be to agree on a nonviolent solution in which both party's needs are met. Remember, if the conflict is over something trivial, or if you will not have contact with the person again, you could choose to ignore the conflict or to **apologize** to settle it peacefully.

Think it through. Your response to a conflict should not be an automatic reaction, but rather a carefully considered response. It is important to think through the **consequences** of your behaviors before you act on them. If you act hastily or in anger, your behavior may add fuel to the fire and conflict could escalate to violence.

Figure 4.3.6

Weigh the pros and cons. One method of analyzing a response to a conflict is to list three or more alternative solutions at the top of a sheet of paper; then record all of the positive and negative consequences of each option. This forces you to take the time to brainstorm and predict all the possible outcomes you could expect. The result will be a more reasonable and well thought out response.

Key words

apologize:
To express regret to another person about your actions or words

consequences:
The results or effects of an action

Communication Skills

Successful conflict resolution depends on the use of positive communication skills.

VERBAL COMMUNICATION

Although miscommunication can lead to conflict, good communication is the key to settling problems peacefully.

Language is extremely powerful. If you have ever heard the phrase, "those are fighting words," you know some words can escalate a conflict and others can diffuse one. Good communication is blocked when either party blames, insults, puts the other down, interrupts, or makes threats or excuses. There are also words that may sound innocent, but can actually make conflicts worse:

- Never
- Always
- Unless
- Can't
- Won't
- Don't
- Should
- Shouldn't

When you use these words, you may be closing down options for a solution. The words imply that there is one right way to do things, or that one side knows the right way to do it. A similar trap is the **either-or fallacy**, where people think there are only two solutions, or two options.

Key words

either-or fallacy:
The false idea that there are only two choices

Figure 4.3.7

On the other hand, words that can be used to de-escalate a conflict include words such as:

- Maybe
- Perhaps
- Sometimes
- What if
- Seems like
- I feel
- I think
- I wonder

These words can make a conflict seem less "either-or." Always use language that keeps the door open for resolving the conflict.

Using "I" statements is another way to choose your words wisely in a conflict. When you begin a sentence with "I", you can stay focused on expressing your feelings, instead of accusing or blaming the other person.

Content Enhancement:

HOW TO MAKE AN "I" STATEMENT

Use this sentence format: I feel (*state feeling*) when you (*describe specific behavior*) because (*state how it affects you*).

Example: I feel *hurt* when you *tell someone something I told you in secret* because *I didn't want anyone else to know*.

"I" messages have three parts:

- State your feelings
- Describe a specific behavior
- State how the behavior affects you

Verbal communication also includes *how* you say something, as well as *what* you say. If you say, "I just love your idea!" with a sarcastic tone, you can make a conflict worse. Your tone of voice can either escalate or calm a conflict.

NONVERBAL COMMUNICATION

Nonverbal communication, or body language, also has a tremendous impact on those who observe and interpret it. It can encourage or discourage a fight. When trying to resolve a conflict, be sure to maintain eye contact, and use a tone of voice that is sincere and not intimidating or sarcastic. You should also keep your legs and arms uncrossed, and your fists unclenched.

Strategies for Resolving Conflicts

In other cases, however, it is best to confront the conflict. Avoiding the issue will not resolve it, and unresolved, lingering conflict can lead to resentment, hostility, and may even escalate to violence. In these situations, using a process to manage the conflict and establish certain ground rules will help you to resolve the issues peacefully. The basic steps in managing conflict are as follows:

1. Prepare yourself to deal with the conflict.
2. Find a mutually agreeable time and place.
3. Define the conflict.
4. Communicate an understanding.
5. Brainstorm to find alternate solutions.
6. Agree on the most workable solution.

PREPARE YOURSELF TO DEAL WITH THE CONFLICT. We all experience emotions in reaction to conflict. These emotions can include nervousness, fear, embarrassment, anger, frustration, and anxiety. These are strong feelings that can propel you into inappropriate or destructive behavior. Take time to identify your feelings. If not acknowledged, these emotions will become a barrier to resolving the conflict.

Although it can be difficult to remain calm when you are upset, it is important for keeping peace. Try to keep your voice low and calm. By avoiding screaming or name-calling, you can remain in control of the situation and prevent a bad situation from becoming worse.

Some techniques that people use to remain calm and release tension in stressful situations include: deep breathing, vigorous exercise, counting to 10, pounding or yelling into a pillow, and talking to a friend.

Figure 4.3.8

2.

FIND A MUTUALLY AGREEABLE TIME AND PLACE. Choose a place to discuss the conflict that is **mutual**ly comfortable and nonthreatening.

It is always best to confront a person when the two of you are alone. If others are present, the person may think you are intentionally trying to embarrass him or her in front of them. The person may feel pressured to start a fight to avoid embarrassment. Choosing a time when the person is alone and when both of you are calm and ready to talk can help avoid a fight.

It is also important to avoid a confrontation when a person has been using alcohol or drugs. Alcohol and drugs impair judgment and may increase the likelihood of fighting. Never use alcohol or drugs. If you suspect the other person is under the influence of drugs, postpone your discussion until another time.

Note: If you are concerned about your safety or have been threatened, do not confront the person.

Figure 4.3.9

Key words

mutual:
A feeling or action experienced by two or more people

effective speaking:
Successful verbal communication that has the desired or intended result

active listening:
Fully concentrating on what is being said rather than just passively "hearing" the message of the speaker

3.

DEFINE THE CONFLICT. Two of the most important skills that you need to develop in order to effectively manage conflict are: **effective speaking** and **active listening**. Each person involved in the conflict must communicate "their perspective or feelings on the situation," "what they want," and "why." Be sure to describe the conflict in clear, concrete terms, focusing on behaviors, feelings, consequences, and desired changes. Be specific and start your sentences with "I," not "You."

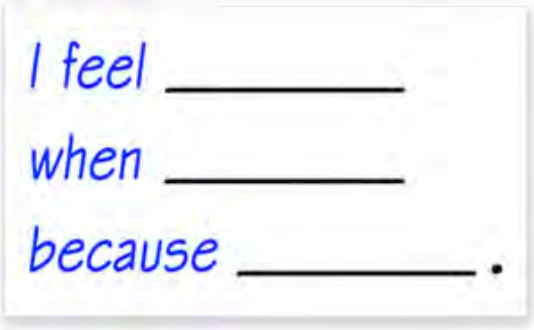


Figure 4.3.10

4.

COMMUNICATE AN UNDERSTANDING.
In addition to defining the conflict, each party must also feel that they have been heard and understood. This is where active listening comes into play. Request that the other person describe how the situation looks and feels from their perspective. Listen to really understand the other person's feelings and needs. Try to step back and imagine how you would feel if you were in the other person's shoes. Make sure that the other person knows that you are trying to understand his or her point of view. You may want to repeat back your understanding of what you have heard, or you could say something similar to, "I know this issue is important to you because ____." Sometimes, however, you will find that it is necessary to agree to disagree.

Figure 4.3.11

5.

BRAINSTORM TO FIND ALTERNATE SOLUTIONS.
To resolve a conflict, both of you must identify possible solutions. When identifying potential solutions to the conflict, it is important to remain positive and be open to compromise. Remember that the conflict is a problem for both of you to solve together, not a battle to be won. You should take turns offering alternate solutions, examining the consequences of each solution. Be creative and focus on solutions rather than pass blame. Do not be judgmental of the other person's ideas.

Figure 4.3.12

6.

AGREE ON THE MOST WORKABLE SOLUTION.
To reach an agreement on a solution, you both need to be committed to resolving the conflict. The conflict ends when both parties **negotiate** an agreement that meets everyone's needs and is fair to both of you.

Figure 4.3.13

Consider the following phrases in *Figure 4.3.14* to help you remember the steps for effectively managing conflict in your life.

Key words

negotiate:
Try to reach an agreement by discussion

CONFLICT RESOLUTION TIPS		
Step	**What to Say**	**How to Think About It**
1.	I want …	You both have the conflict. You must work together to solve it constructively and respectfully.
2.	I feel …	You both have feelings. You must express them to resolve the conflict. Keeping anger, frustration, hurt, fear, or sadness inside only makes the conflict more difficult to resolve.
3.	My reasons are …	You both have reasons for wanting what you want and feeling as you do. Ask for each other's reasons and ensure you understand them. Recall that at times you must agree to disagree.
4.	My understanding of you is …	You both have viewpoints. To resolve the conflict constructively, you must see the conflict from both sides.
5.	Maybe we can try …	You both need to come up with wise agreements that make both people happy.
6.	Let's choose and shake!	You both must select the agreement that seems fair. You should not agree on a solution that leaves one party happy and the other unhappy.

Figure 4.3.14

Using Winning Colors® in Conflicts

Effective communication skills are a key factor in the conflict resolution process. Sometimes to resolve a conflict, you need to go beyond your own comfort zone of preferred behaviors to facilitate good communications with the other party.

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Figure 4.3.15

Winning Colors® is an assessment tool that is used to classify behaviors into four dominant categories:

PLANNERS. Planners are quiet and introspective. They like to be correct and are very detail oriented. They have excellent listening skills. They are calm, cool, and collected on the outside. They are likely to hide their feelings.
BUILDERS. Builders are natural leaders. They are up-front with people, expressing themselves openly and directly. They like rules, law, order, and direction and do not hesitate to tell others what they should do. Builders are typically punctual, dependable, and loyal.
RELATERS. Relaters are very social. They want to be liked and they love to talk. Relaters share their ideas and feelings readily. They work well in teams and need to be shown appreciation.
ADVENTURERS. Adventurers are action oriented. They are bored unless there is fun, excitement, and things are moving. They live in the present. They are flexible and thrive on spontaneity, and do not like structure.

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Figure 4.3.16

Winning Colors® will not only help you evaluate your own behavioral strengths and weaknesses, it will also give you valuable insights into the behavioral characteristics of the people you interact with on a daily basis. Surely no one is going to walk up to you and say, "My name is Bob and I'm an adventurer," so you will have to listen carefully and observe clues in the other person's body language and speech patterns.

With insight and awareness, you will be able to adapt your communication skills and behavior to be able to negotiate a peaceful solution to a conflict.

Communication Keys

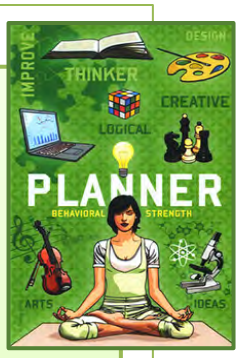
By observing and identifying the behavioral characteristics and tendencies in others, you can determine the best way to communicate with them to resolve a conflict. For example, some people respond better to facts and figures; others are more concerned with feelings and emotions.

Figure 4.3.17

Communication keys are strategies that make it more likely the other person will hear you, understand you, and respond positively to you. In other words, it is important that both persons involved in a conflict speak the same language. To illustrate this metaphor, imagine trying to negotiate a settlement if you were speaking English and the other party was speaking Chinese. You would not get very far.

When you are speaking to someone who exhibits planner behaviors, you succeed by using planner communication keys. The same is true if you want to communicate successfully with those who most clearly exhibit builder, relater, and adventurer behaviors.

COMMUNICATING WITH A PLANNER:
FREEDOM OF THOUGHT



- Take a serious approach
- Avoid silly talk and babbling
- Show interest; be patient, calm, and collected
- Be a good listener and sounding board
- Give ample warning before confronting them with a conflict
- Supply details and allow more time for decisions
- Try not to impose time constraints
- Respond in terms of causes rather than exterior effects
- Be prepared for interior understanding rather than exterior caring
- Show that you are competent and striving to understand the subject
- Respond with new and innovative ideas

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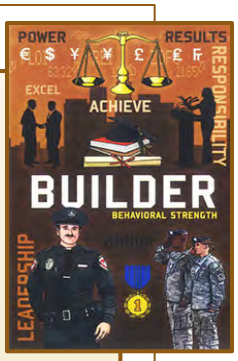
Figure 4.3.18

COMMUNICATING WITH A BUILDER:
DOWN-TO EARTH AND TRADITIONAL



- Take a bottom-line approach
- Explain directions step-by-step
- Let them know what is expected of them
- Do not repeat unless requested to do so
- Be concise and clear in your speech
- Know the hierarchy of command and give it proper deference
- Look for law, order, and routine
- Make sure your actions deliver results
- Be prepared

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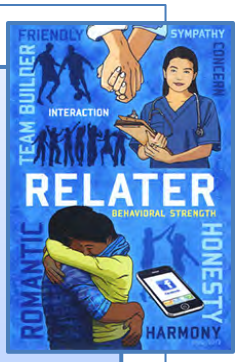
Figure 4.3.19

COMMUNICATING WITH A RELATER:
EMOTIONS, HARMONY, FRIENDLY, CARING, AND PERSONAL



- Take a friendly approach
- Talk in a personal way and volunteer to help out
- Show genuine concern, smile, and be kind
- Show personal appreciation
- Give them opportunity to express themselves
- Validate their emotions and feelings
- Respect their feelings by not imposing your feelings on them

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Figure 4.3.20

COMMUNICATING WITH AN ADVENTURER:
FREEDOM OF ACTION, EXCITEMENT, AND FUN

- Take a light-hearted/fun/action approach
- Move it; be an action-centered person
- Keep the discussion in the here and now
- Be willing to change and be flexible
- Show you are competitive and a winner
- The more spontaneous you are, the more you will be appreciated
- Have an easy-come-easy-go manner with good humor to win you points
- Give immediate results or feedback whenever possible
- Avoid theoretic explanations
- Create result-oriented action plans consistent with common goals

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Figure 4.3.21

Conclusion

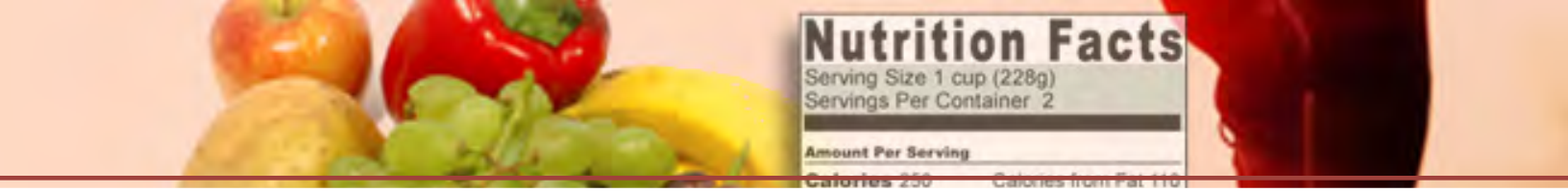
Effective communication is essential to successful conflict resolution and negotiation. Sometimes we misinterpret what others say, or vice versa. However, if we practice self-awareness and seek to understand others, we will be much more successful in maintaining healthy relationships. Understanding your own communications style, being able to appreciate others, and adjusting accordingly will enable you to resolve conflicts successfully.

Lesson Check-up

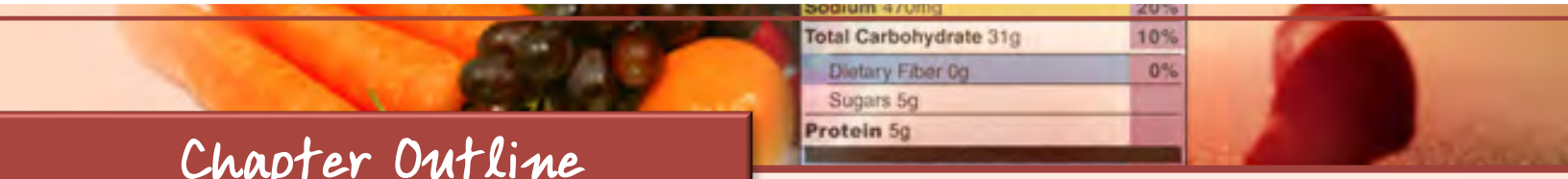
- **Explain how evaluating consequences should be important before responding to a situation.**
- **Why is it important to choose the time and place to confront a friend or family member about a problem?**
- **How would you summarize communication skills for resolving conflicts? Include both verbal and non-verbal communication.**

CHAPTER 5

Figure 5.0



HEALTH AND FITNESS



Chapter Outline

LESSON 1: **Understanding and Controlling Stress** (p.266)
How can you cope effectively with stress?

LESSON 2: **Cadet Challenge** (p.278)
How can you improve your physical fitness?

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LESSON 1

Understanding and Controlling Stress

Key words

- **distress**
- **endorphins**
- **fatigue**
- **fight, flight, or freeze response**
- **psychosomatic response**
- **relaxation response**
- **resistance**
- **stress**
- **stressor**

What You Will Learn to Do

Determine the causes, effects, and coping strategies for stress in your life

Linked Core Abilities

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Treat self and others with respect
- Apply critical thinking techniques

Learning Objectives

- **Differentiate** between positive and negative stress
- **Identify** sources of stress
- **Identify** the stages of the body's stress response
- **Describe** physical and behavioral effects of prolonged stress

Essential Question

How can you cope effectively with stress?

Learning Objectives (cont'd)

- **Describe** ways to manage stress
- **Define** key words: distress, endorphins, fatigue, fight, flight, or freeze response, psychosomatic response, relaxation response, resistance, stress, stressor

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Introduction

While **stress** in small doses is a normal, healthy part of life, stress that continues over long periods of time can lead to fatigue and possible mental or physical illness. This lesson introduces the causes of stress, how to identify stress, and more importantly how to cope and manage stress in your life. Handling stress in your life and recognizing symptoms of stress in others will make your life more enjoyable and your leadership more effective.

Key words

stress:
The body's response to change

Positive and Negative Stress

The teen years are a time of many changes. Your body is changing, you are gaining new responsibilities, and you are forming new kinds of relationships. Stress is your body's response to change and a normal part of life. Stress happens when unusual situations, such as a threat or even a positive challenge, put pressure on your mind and body.

Figure 5.1.1

Stress is not necessarily bad. Positive stress can be healthy and provide a feeling of fulfillment. It can help motivate you to do your best and to reach certain goals. Positive stress creates excitement. It might help you to find the energy to score the winning goal in a soccer match, or to do exceptionally well on a school project.

Some stress can have unhealthy effects; however, this type of negative stress is called **distress**. Distress may cause you to have an upset stomach before giving a report, for example. It may also cause you to lose sleep after you argue with a friend. You can't always avoid negative stress, but you can learn to manage it.

Negative emotional stress distorts the way you view yourself, others around you, and the world in general. You may lose some of your self-esteem, which can make you feel less competent, unloved, or unworthy. Relating to people may become harder. Prolonged stress can make you feel listless, unable to enjoy life to the fullest, and may even cause illness.

Key words

distress:
Negative stress

stressor:
Anything that causes stress

What Causes Stress?

To handle stress, you need to know what causes it. **Stressors** range from everyday annoyances to serious personal problems. They also affect different people in different ways. Whereas you might feel nervous about auditioning for a band, play, or choir, some of your friends might find the same situation exciting.

Although positive changes are usually less stressful than negative ones, there are situations like competing for high grades or getting into a highly rated college that often cause great stress among teens.

COMMON STRESSFUL EVENTS FOR TEENS

Although these events are common stressors, not everyone reacts to them in the same way.

somewhat STRESSFUL	*extremely* STRESSFUL
• Being popular • Moving to a new home • Going to a new school • Getting glasses or braces • Worrying over height, weight, or acne • Being named a captain of a team • Being tempted to use alcohol or other drugs • Losing a pet (disappearance or death) • Family member having a serious illness	• Parents/guardians separating or divorcing • Arguing with parents/guardians • Social media gossip or bullying • Negative thoughts and feelings about oneself • School demands and frustrations • Family financial problems • Family member's alcohol or drug problem • Getting arrested • Failing classes at school • Living in an unsafe environment or neighborhood • Problems with friends and/or peers at school that may involve bullying • Auditioning for the lead in a school play or a band • Taking on too many activities or having overly high expectations • Being sick or injured at a crucial time

Figure 5.1.2

Identifying Stress

Do you know what makes you feel stressed? To help identify your personal stressors, look at what is happening around you right now. Is any of the following causing you stress?

- *Life events*—These may include moving or relocating, adding family members by marriage, birth, or adoption, being ill, or parents' divorce or separation.
- *Physical stressors*—These may include being physically injured, lacking sleep or rest, using drugs or alcohol, eating or dieting excessively, or not getting exercise.
- *Daily hassles*—Each day you may feel stress from lack of time, social pressures, or your responsibilities. Other daily stressors may include conflicts with friends, fellow students, teachers, neighbors, or family.

How Your Body Responds to Stress

When you perceive a situation or event to be a threat, your body begins a stress response. For example, if a car alarm suddenly goes off as you walk by, you may jump at the sound or feel your heart start to race. The sudden, loud noise is a stressor that makes you respond instantly, without even thinking about it. This response is largely involuntary, or automatic. It happens in three stages and can occur regardless of the type of stressor.

ALARM

Alarm is the first stage in the stress response. This is when your body and mind go on high alert and is part of our **fight, flight, or freeze response**. The symptoms of fight, flight, or freeze response include a faster heart and breathing rate, increased blood flow to the muscles of our arms and legs, cold or clammy hands and feet, upset stomach, and/or a sense of dread.

Figure 5.1.3

ALARM STAGE PHYSICAL SYMPTOMS

- **Dilated pupils**
- **Increased perspiration**
- **Faster heart rate and pulse**
- **Rise in blood pressure**
- **Faster respiration rate**
- **Narrowing of arteries to internal organs and skin**
- **Increased blood flow to muscles and brain**
- **Increased muscle tension**

Figure 5.1.4

The same mechanism that turns on this stress response can also turn it off. As soon as we decide that a situation is no longer a cause for alarm, our minds and bodies change in ways that help us relax and calm down, known as the **relaxation response**. Teens that develop a relaxation response and other skills to manage stress feel less helpless and are more able to think clearly about the choices they have when responding to stress.

Key words

fight, flight, or freeze response: The body and mind's preparation to help respond to a tense situation or danger

relaxation response: The body's action to release tension, such as a decrease in the heart and breathing rate, and an increasing sense of well-being

Key words

resistance:
The stage of stress where the body adapts to the rush created by alarm and reacting to the stressor

fatigue:
The stage of stress when the body loses its ability to adapt to a situation when exposed to prolonged periods of stress

RESISTANCE

Figure 5.1.5

If exposure to a stressor continues, the next stage of the stress response is **resistance**. Resistance is your body adapting to the rush created by alarm and reacting to the stressor. This is the stage in which you "fight," "take flight," or "freeze." In one sense, your body is briefly able to perform at a higher level of endurance. In the case of "fight," your ability to resist a physical challenge or attack may be enhanced. In the case of "flight," you may be able to run faster and farther than you normally could to escape from danger. This kind of resistance stage is why people in extremely high-stress situations have been known to accomplish incredible feats, such as lifting an automobile to save a child trapped underneath.

However, in another kind of response, you may "freeze." This is when your mind goes blank when a teacher asks you a question or when your body freezes when it thinks the smallest move will be physically harmful. People afraid of heights sometimes react in this way.

FATIGUE

During **fatigue**, the third stage of the stress response, an exhausted feeling takes over your mind and body. This lowers your level of activity. In this stage, your ability to manage other stressors effectively is very low.

Fatigue can affect your body in several ways:

- Physical fatigue results when your muscles work very hard for long periods, often leading to soreness and pain. Reaction time is impaired, and muscles tire very quickly.
- Psychological fatigue can result from many things. Among them are constant worries, overwork, depression, boredom, isolation, or feeling overwhelmed by too many responsibilities.
- Pathological fatigue is brought on when your body's defenses are overworked in fighting disease. Cold or flu, being overweight, and poor nutrition can bring on pathological fatigue. If you use drugs such as alcohol, this can intensify the feeling of fatigue.

Figure 5.1.6

Long-term stressful events can lead to illness. This is because changes take place in your body during any of the three stages of resistance. A recent study revealed that people who are always stressed release an excessive amount of a hormone called cortisol.

Prolonged Stress and Your Health

Stress is an unavoidable part of life. As mentioned before, stress can make life fun, exciting, enjoyable, and challenging. However, excessive or prolonged stress can have a negative impact on all aspects of your health.

PHYSICAL EFFECTS

Sometimes stress can lead to a **psychosomatic response**. The prefix psycho means "of the mind," and somatic means "of the body." Psychosomatic responses may include sleep disorders, skin disorders, and stomach and digestive problems. Other health problems that may sometimes be stress-related include:

- *Headaches*—A headache caused by stress is the most common type of headache. When stressed, the muscles in the head and neck contract. Migraine headaches, which affect about one in ten people, may also be triggered by stress. During a migraine attack, inflamed blood vessels and nerves around the brain cause severe throbbing; this is often accompanied by nausea and vomiting.
- *Weakened immune system*—Extended exposure to stress can reduce your body's ability to fight disease by weakening the immune system. When your immune system is weakened, you may be more prone to colds, flu, or more severe infections. You may also experience a great deal of muscle tension and develop hives or other skin disorders.
- *Anxiety*—A feeling of severe anxiety can bring on other symptoms such as nightmares, confusion, and depression. It can even bring on stress-related ulcers.

PHYSICAL SYMPTOMS

- **Lack of energy**
- **Fatigue**
- **Headaches**
- **Sweaty or cold hands and feet**
- **Ulcers**
- **Problems sleeping**
- **Nightmares**
- **Apathy**
- **Anxiety**
- **Depression**
- **Confusion**
- **Muscle tension**
- **Hives**

Figure 5.1.7

BEHAVIORAL EFFECTS

Stress can also have effects on mental, emotional, and social health. It can interfere with daily activities and relationships with others. For example, stress can make it hard to focus. This can cause some "self-put-downs" and the distorted belief that failure is inevitable.

Key words

psychosomatic response: A physical reaction that results from stress rather than from an injury or illness

Mood swings are also a common reaction to stress. Teens often experience mood swings as a result of hormonal changes and social and academic pressures. These emotional shifts from happy feelings to depression-like symptoms may put a strain on relationships with family and friends.

Stress can increase a person's vulnerability to alcohol, tobacco, or drug use. Many people give stress as the reason they started drinking or smoking. However, use of these substances actually increases stress and leads to even bigger problems.

In some cases, stress can lead to more serious behaviors like lying, stealing, and even physical violence.

BEHAVIORAL SYMPTOMS

- **Low self-esteem**
- **Inability to focus**
- **Irritability, anger, or tantrums**
- **Suicidal thoughts or attempts**
- **Withdrawal**
- **Crying**
- **Nail-biting or grinding teeth**
- **Overeating or under-eating**
- **Lying**
- **Moodiness**
- **Stealing**
- **Violence**
- **Chain smoking**
- **Drug or alcohol use**

Figure 5.1.8

Positive Ways to Manage Stress

There is no way to eliminate stress completely from your life; accept that throughout your life, you will encounter different levels of stress. To handle stress so that it has a positive result, you need a variety of stress management skills, or ways to prevent and overcome problems related to stress. One of the basic ways to manage stress is to follow a healthy lifestyle that includes a good diet, rest, and regular exercise. Problems are always easier to deal with if you feel well. You can also reduce your own stress by:

- Knowing how and when to relax
- Keeping a positive outlook
- Keeping a sense of humor
- Learning to be assertive
- Ignoring circumstances that can't be changed
- Being physically active
- Finding a hobby you enjoy
- Eating healthy
- Seeking supporters to help you cope
- Solving small problems to increase your confidence

Figure 5.1.9

RELAX

When you relax, you reduce stress by slowing your heart rate. This makes you feel less tense. You can try a few of these techniques:

- *Relax your muscles*—Tighten and then relax one group of muscles at a time. Start at your toes and work your way up to your head.
- *Slow your breathing*—Take deep, even breaths for five minutes. Inhale through your nose, expanding your abdomen, and exhale slowly through your mouth.

RELAX *(cont'd)*

- *Get enough sleep*—Feeling overly tired can make a stressful situation seem worse. It seems too simple, but things do seem better after a good night's sleep!
- *Try meditation*—Find a quiet place where you can be alone for 10 minutes. Sit on the floor or a chair, keeping your back straight, close your eyes, and try to empty your mind. Concentrate on slow breathing, focusing on a single word, image, or sound.

KEEP A POSITIVE OUTLOOK

- Think positively. When you are under stress, it is easy to feel hopeless. A minor problem can seem much bigger. In any stressful situation, take a moment to remind yourself to look at the big picture and keep things in perspective. Is it really the end of the world if you don't get to stay out as late as some of your friends do? Is your homework assignment really as difficult as you think?
- Remember that some stress can be helpful. It can motivate you to take action. Say, for example, that you're nervous about doing well on an upcoming exam. The stress that you feel might motivate you to put in plenty of review and study time to build confidence.

KEEP YOUR SENSE OF HUMOR

- Laughter is a great stress reliever. Don't let stress prevent you from seeing the funnier side of things. A good laugh is a great stress reliever. So have some fun. Take a little time out to do something enjoyable and relaxing. Listen to your favorite music, read a book, or watch a funny video.

LEARN TO BE ASSERTIVE

- To assert, according to the American Heritage Dictionary, is to state or express positively. Asserting implies stating confidently without need for proof. This is a form of positive stress.

Content Highlight:
AGRESSION VS. ASSERTIVE

There is a distinct difference between being assertive and being aggressive. Aggression seeks to dominate. The idea is to win at the expense of another's feelings of self-esteem. Aggression produces mental and sometimes physical abuse. Being assertive, in contrast, is to be able to negotiate with regard to the feelings of all concerned. There is no eagerness to overpower, just a desire to be counted. Being assertive builds self-esteem and confidence. Assertive people do not force their issues or point of view, but calmly and positively state what has to be said.

Sometimes it seems easier to let people take advantage of you than to take a stand.

It is easier to remain quiet than to state your position confidently. When subjected to unacceptable acts or words, the tendency is to suffer in silence. This action promotes negative stress, which contributes to emotional and physical ailments. For this reason,

assertiveness is a very important behavior to learn. Learning to negotiate mutually satisfying solutions is a much better outcome than accepting the unacceptable.

Learn to speak up for your rights. Do not let others take advantage of you. Do not feel guilty when you have to say no. You have a responsibility to defend your rights as an individual. If your rights as a person are being violated, speak up positively and intelligently. You are important simply because you are a unique being, and there is no other like you.

Figure 5.1.10

Be persistent if you have a valid complaint. If you feel strongly and surely about something, do not back down. Don't be afraid to disagree with someone. When the need to disagree arises, do so in an appropriate manner. It is not necessary to be loud, crude, or belligerent.

Don't be afraid to ask questions. If you don't understand what is expected of you, don't be afraid to be assertive and ask for clarification. No question is a dumb question if there is a need to know. It is better to understand than to live in confusion.

IGNORE CIRCUMSTANCES THAT CAN'T BE CHANGED

Life offers certain circumstances that are beyond our control. When confronted with these situations, it is better to ignore them than to indulge in self-defeating behavior. Acknowledge that the situation exists, recognize that it is beyond your control, and proceed to things that are within your power.

Within your power is self-examination of your life. You can do this regardless of circumstances that are beyond your control. If you can take the time to reflect on your values and choices, and about whom you want to be or are called on to be, you can live with a more positive outlook. You can find purpose and live with integrity regardless of the seemingly large problems in the world that may cause you stress.

BE PHYSICALLY ACTIVE

Physical activity, that is, any movements that require your large muscle groups to work, is a very good way to relieve stress. During exercise, you are benefitting your heart, lungs, and muscles. You also release **endorphins**, tranquilizing chemicals, in the brain. These trigger natural relaxation. They also produce feelings of pleasure and satisfaction that, during a good workout, can help reduce stress.

When you're feeling stressed, some good activities are running, lifting weights, bicycling, or skating. Organized sports like soccer, volleyball, or basketball gives you many aerobic benefits. You may even try aerobic dance or martial arts.

Key words

endorphins:
Chemicals released by the brain that trigger a natural relaxation response

Physical activity helps calm you and increase your ability to handle stress. Physical activity improves your physical appearance and mood.

Medical experts say physical activity aids digestion and helps you sleep better. It also improves your immune system. Physical activity can put you in control of your responses to life, setting a positive example for others.

But there are more gains from fitness than what the mounds of research say about the health and social benefits. There is growing evidence that your cognitive (learning) skills improve from physical activity by teaching you how to focus. A University of Illinois study in 2009 showed students exhibited better attention in class and higher learning achievement after a morning workout.

Content Highlight:
SWEAT YOUR STRESS AWAY

When you're feeling stressed:

- Go running, bicycling, skating, or lift weights
- Play soccer, volleyball, or basketball
- Participate in aerobic dance or martial arts

Physical activity will:

- Calm you down
- Improve your mood
- Increase your ability to focus
- Improve your appearance
- Increase your ability to handle physical and emotional stress
- Aid digestion and help you sleep better
- Help you maintain a healthy weight
- Improve immune system function
- Remind you that you are in control of your responses to life

FIND A HOBBY YOU ENJOY

Doing something that you really enjoy regularly can help reduce stress. These activities provide a creative outlet, lessen fatigue, and refresh the mind. Extracurricular activities at your school can be important stress-relievers. There should be numerous clubs and activities available in the community or the church, as well, which you can join.

Many activities can be done at home. Experiment with different hobbies. Computer games may be fine, but don't stay behind the computer screen for hours. Try something new and different that uses both your mind and body. You might find an interest you didn't know you had. You will be a healthier person for it.

AVOID TOBACCO, ALCOHOL, AND OTHER DRUGS

Some people make the mistake of turning to tobacco, alcohol, or other drugs to relieve stress. However, these substances do not relieve stress. In fact, using them makes the body more prone to disease and has dangerous long-term effects. These negative effects of tobacco, alcohol, and drugs will be covered later in another lesson.

EAT HEALTHY

A balanced diet is important for overall health, but it's also important in dealing with stress. Poor eating habits can actually be a source of stress by causing fatigue, weakness, and a reduced ability to concentrate. Over- or under-eating can also put the body under additional stress. That kind of stress can cause poor absorption of vitamins and minerals, which can lead to deficiencies and health issues. Eating healthy will be discussed in more detail in another lesson.

SEEK OUT SUPPORTERS TO HELP YOU COPE

Seek out support for your stress. Confide in someone you trust, such as a parent, guardian, sibling, teacher, or close friend. Just talking with someone about your problems may help you feel better.

Content Highlight:
GOOD PLACES TO TURN TO FOR HELP

Friends, Parents, and Other Adults	Talking to friends lets you know you're not alone. Also, a parent, teacher, church leader, family doctor, or school nurse may be able to offer advice or give you the information you need.
School Counselors	School counselors are trained to help with all sorts of adolescent issues and provide positive alternate solutions or referrals to support groups.
Hotlines	If no other resources or assistance is available, pick up the phone and dial 411 for information or 911 for an emergency. On the internet, search for the name of your city + teen support groups or hotlines.

SOLVING SMALL PROBLEMS TO INCREASE YOUR CONFIDENCE

Do you ever get overwhelmed by a problem? Sometimes the problem is beyond your control. But if it's not, try to break the problem down into smaller pieces. Once you can see the smaller pieces of the problem, you might find that you can change some of them. Then you can use the decision-making/problem-solving process:

1. Identify the problem.
2. Gather information.
3. Develop courses of action.
4. Analyze and compare courses of action.
5. Make your decision; select a solution.
6. Make a plan.
7. Implement the plan; assess results.

Be sure to take care of problems you face before they get out of control. If you avoid a problem, it may just get worse and may make you even more stressed. On the other hand, if you can deal with the problem effectively, you'll build confidence and reduce your stress!

Your Stress Management Program

Regardless of the techniques used, the ultimate purpose of all stress management programs is to remove the stress response as soon as it is not needed. By returning the body and mind to a more harmonious and normal state, energy can be saved for more important tasks. Develop a stress management program to address your needs and make it a part of your daily routine. One of the major causes of stress in our lives is poor time management skills. By incorporating sound time management practices in our daily lives, we can be more productive and help reduce stress levels.

Conclusion

Humans experience a wide range of emotions and not all of them are pleasant. Yet, even certain uncomfortable emotions like stress and anxiety are beneficial in small doses. Sometimes, though, because of hectic, hurried schedules and pressures to do too many things or things we do not necessarily enjoy, stress can get out of hand. When you start feeling and showing warning signs of stress overload, step back and take a look at what is going on in your life. Ask yourself what is causing your symptoms of stress, then take care of it or reduce the stress you associate with it.

Meanwhile, to be prepared for the stressful events that will surely pop up throughout your life; maintain a healthy lifestyle so that you are better able to handle whatever life throws your way. Keep negative stress and anxiety at bay by doing things you enjoy, learning ways to relax, and thinking positively.

Remember, if stress lasts for long periods of time, seek help. Prolonged stress can be disruptive to your mental and physical well-being.

Lesson Check-up

- **What are the physical and behavioral effects of prolonged stress?**
- **What are some methods for relaxation?**
- **Why does physical activity help with stress?**

Cadet Challenge

Key words

- **Cadet Challenge**
- **curl-ups**
- **flexed-arm hang**
- **pull-ups**
- **right angle push-up**
- **shuttle run**
- **V-sit reach**

What You Will Learn to Do

Meet the physical fitness standards for the Cadet Challenge

Linked Core Abilities

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Treat self and others with respect

Learning Objectives

- **Identify** the five Cadet Challenge exercises
- **Describe** the proper techniques for the Cadet Challenge exercises
- **Distinguish** between the various fitness award categories
- **Determine** your personal Cadet Challenge goal

Essential Question

How can you improve your physical fitness?

Learning Objectives (cont'd)

- **Define** key words: Cadet Challenge, curl-ups, flexed-arm hang, pull-ups, right angle push-up, shuttle run, V-sit reach

Introduction

This is it! Lace up your sneakers and warm up for what may be the toughest part of this unit—participating in exercises designed for the **Cadet Challenge** program. Get ready to tackle exercises that test your physical ability. Each one requires endurance, speed, strength, and flexibility.

How can Cadet Challenge, JROTC's Physical Fitness Test, benefit you? Cadet Challenge not only develops your understanding and appreciation for physical fitness, it demonstrates how an exercise program can improve one's health, appearance, and self-confidence. Finally, through striving to achieve a goal and in recognizing and recording your own progress, you gain confidence.

The Challenge

Cadet Challenge consists of five exercises. They are:

1. **Curl-ups** or partial curl-ups
2. **Shuttle run**
3. **V-sit reach** or sit and reach
4. One-mile run/walk
5. **Pull-ups** or **right angle push-up** (**flexed-arm hang** option)

(Note: Key words definitions continue on following page)

Figure 5.2.1

Key words

Cadet Challenge:
A physical fitness test that consists of five exercises

curl-ups:
An exercise that consists of a sit-up movement from a lying position up to the point where your elbows touch your thighs

shuttle run:
A Cadet Challenge event that consists of running 30-feet twice and picking up a block at each end

V-sit reach:
An exercise that consists of stretching a number of inches past an established baseline

pull-ups:
An exercise that consists of pulling the body up from a dead weight hanging position on a bar to having the chin clear the bar

Key words

right angle push-up:
An alternative exercise for the curl-up that consists of holding the body straight while facing down on hands and toes. The push-up is performed by lowering the body with the arms until the elbows reach a 90-degree angle

flexed-arm hang:
An exercise that involves hanging onto a raised bar with the chin above bar level. An alternative event for the pull-up in the Cadet Challenge

Note: If you are a Cadet with special needs or have one or more disabilities, which would directly affect your performance on these exercises, see your instructor for criteria for modified or alternative exercises.

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

Descriptions on how to execute each are provided later in this chapter. Along with description, is a chart showing standards based on your age and gender.

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

JROTC Physical Fitness Ribbon (N-2-2)

Figure 5.2.2

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

JROTC Athletic Ribbon (N-2-3)

Figure 5.2.3

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

(85th Percentile)

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

Figure 5.2.4

(50th Percentile)

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

Figure 5.2.5

The Exercises

CURL-UPS

Conduct curl-ups on a flat, clean surface, preferably with a mat. Start in a lying position on your back with your knees bent so your feet are flat on the floor about 12 inches from your buttocks. You should have your arms crossed with your hands placed on opposite shoulders, and your elbows held close to the chest throughout the exercise. Have a partner hold your feet at the instep. At the command, "ready, go," raise the trunk of your body, curling up to touch the elbows to the thighs, and then lower your back so your shoulder blades touch the floor/mat.

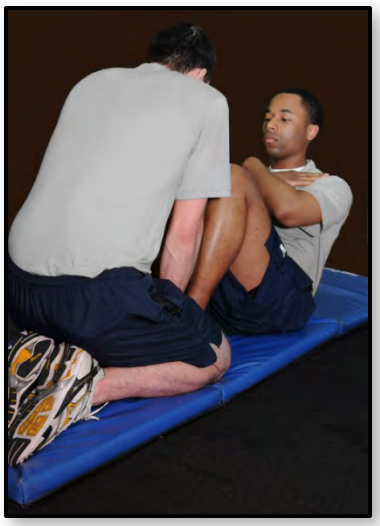


Figure 5.2.6

This constitutes one repetition of a curl-up. During each repetition, bouncing off the floor/mat is not allowed and the fingers must touch the shoulders at all times. Complete as many curl-ups as possible in 60 seconds.

Alternative: Partial Curl-Ups

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

SHUTTLE RUN

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

V-SIT REACH

Figure 5.2.7

The V-sit reach is conducted on a flat, clean floor. Use a yardstick and adhesive tape to make a baseline that is two feet long. Make a measuring line perpendicular to the midpoint of the baseline extending two feet out from either side of the baseline. Place one-inch and half-inch marks along the measuring line with "0" where the baseline and measuring line intersect. Remove your shoes and sit on the floor with the soles of your feet placed immediately behind the baseline. The measuring line should be between your heels, which are 8 to 12 inches apart. Clasp your thumbs so that your hands are together, palms down, and place them on the floor between your legs. While your legs are held flat on the floor by a partner (or partners), perform the exercise while keeping the soles of your feet perpendicular to the floor (feet flexed). Slowly reach forward along the measuring line as far as possible, keeping the fingers in contact with the floor. You receive three practice tries for the V-sit reach. On the fourth extension, hold your farthest reach for three seconds. Scores are recorded where fingertips touch the floor to the nearest half-inch. Scores beyond the baseline are recorded as plus scores, whereas those behind the baseline are recorded as minus scores.

Alternative: Sit and Reach

The sit and reach exercise is done in a specially constructed box with a measuring scale marked in centimeters, with 23 centimeters at the level of the feet. Remove your shoes and sit on the floor with knees fully extended, feet shoulder-width apart, and soles of the feet held flat against the end of the box. With hands on top of each other, palms down, and legs held flat, reach along the measuring line as far as possible.

After three practice reaches, the fourth reach is held while the distance is recorded. Participants are most flexible after a warm-up run. Best results may occur immediately after performing the endurance run. Legs must remain straight, soles of feet against the box and fingertips of both hands should reach evenly along measuring line. Scores are recorded to the nearest centimeter.

ONE-MILE RUN/WALK

Figure 5.2.8

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

PULL-UPS

Pull-ups are conducted using a horizontal bar approximately 1.5 inches in diameter. A doorway bar or a piece of pipe can serve the purpose. The bar should be high enough so you can hang with your arms fully extended and your feet free of the floor/ground. Assume the hanging position on the bar using either an overhand grasp (palms facing away from body) or underhand grip (palms facing toward body). Begin the exercise by first raising your body until your chin is over the bar without touching it. To complete one

repetition, the body must be lowered to the full-hang starting position. During each repetition, the body must not swing, legs must not kick or bend, and the pull must not be jerky. Scoring is done on the number of pull-ups you can correctly execute. There is no time limit on this event.

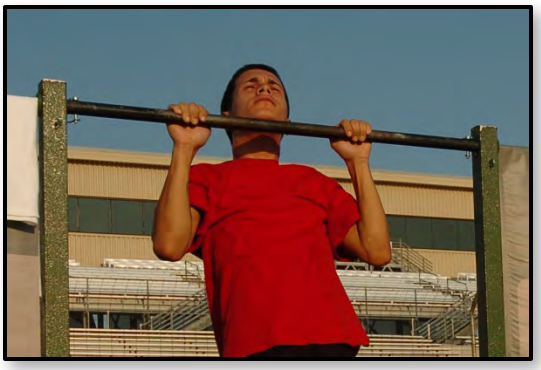


Figure 5.2.9

Alternative: Right Angle Push-Ups

Lie face down on the mat in push-up position with hands under shoulders, fingers straight, and legs straight. Your legs should be parallel and slightly apart, with the toes supporting the feet. Straighten the arms, keeping the back and knees straight, then lower the body until there is a 90-degree angle at the elbows, with the upper arms parallel to the floor. A partner holds their hand at the point of the 90-degree angle so that you go down only until your shoulder touches the partner's hand, then back up. The push-ups are done to a metronome (or audio tape, clapping, drums) with one complete push-up every three seconds, and are continued until you can do no more in rhythm, have not done the last three in rhythm, or you have reached the target number for the 85th percentile Health Fitness Award.

Alternative: Flexed Arm Hang

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

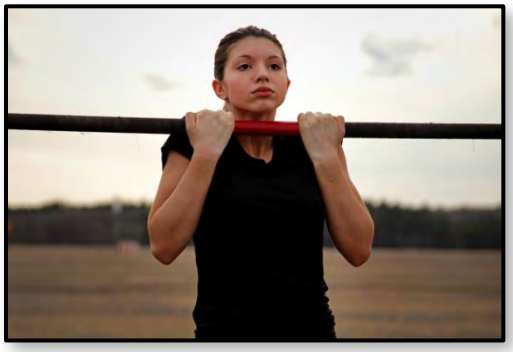


Figure 5.2.10

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

Improving Your Scores

The exercises in the Cadet Challenge test your endurance and physical strength. Initially, it does not matter what you score on these events except to establish a base score from which to build. From there, however, it is important that you establish a routine exercise program, so that your score will improve, and along with it, your health. Work toward achieving the 85th percentile standard. If you have participated in a similar program in another physical education program, and met the 85th percentile for your age and gender, try to achieve it again this time. If you did not meet that standard, here's a chance to improve.

Basic Rules of Exercise

As you prepare for the Cadet Challenge, remember to follow these basic rules:

- To produce positive results, exercise at least three times a week.
- Begin your exercise program by warming up.
- Spend at least 20 minutes on conditioning then cool down for five to 10 minutes.
- With the exception of the V-sit reach, complete the exercises in the challenge during the conditioning period.
- Make the V-sit reach part of your warm-up or cool-down.

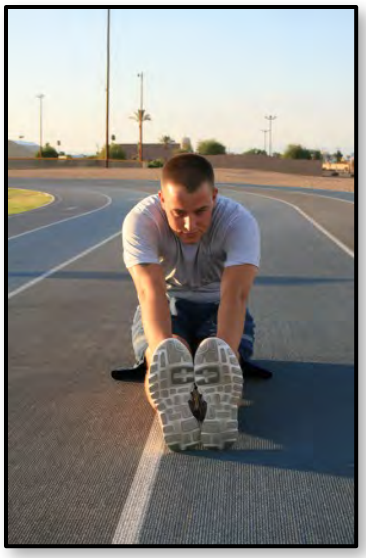


Figure 5.2.11

Remember to follow an exercise program that includes aerobic exercise for the one-mile run/walk, anaerobic exercise for the shuttle run, muscle strengthening for the pull-ups and curl-ups, and stretching for the V-sit reach.

The Cadet Challenge is about performing to the best of your abilities and reaching a goal. If you are at 45% or 100%, participating in the Cadet Challenge will help you:

- Have a stronger body
- Feel good about yourself
- Appreciate health and fitness

Building Health Skills

Figure 5.2.12

As you go through this, or any exercise program, it's important to protect your body and build some health skills. These skills include knowing how to warm up, cool down, and stretch.

Imagine you are about to go on a five-mile bicycle ride or play your favorite sport. You know these are strenuous activities that put stress on your bones, muscles, and tendons. So, how should you prepare your body for these activities? After the activity, what should you do to minimize the effects of the stress on your body?

WARM-UP

Before a workout, use slow movements to warm up the muscles you will use. Walk, jog slowly, or perform the activity that you are about to participate in at a reduced pace for 5 to 10 minutes. This warms up your muscles, preparing them for the more intense activity of the workout itself.

STRETCH

After the muscles are warmed up, stretch them. Stretching cold muscles is not effective and can cause injury.

It is important not to rush stretching or over-stretch. A pulled muscle can hold you up much longer than the few minutes of warming up/stretching and cooling down/stretching needed with each workout.

When you perform stretching exercises, do not bounce. Bouncing can tear muscle fibers and scar tissue can form.

COOL DOWN

After your workout, cool down by moving the muscles you used at a reduced pace for 5 to 10 minutes. Then stretch these muscles as you did before the workout. This cool-down period helps ease the body back into normal levels of muscular activity.

Conclusion

The Cadet Challenge is an introduction to exercising for a specific goal. You will see your scores improve as you continue to practice. Making healthy changes in your lifestyle and working hard to reach this goal will make you a stronger, healthier individual, both mentally and physically. By participating in the Cadet Challenge, you will also gain the satisfaction of a job well done!

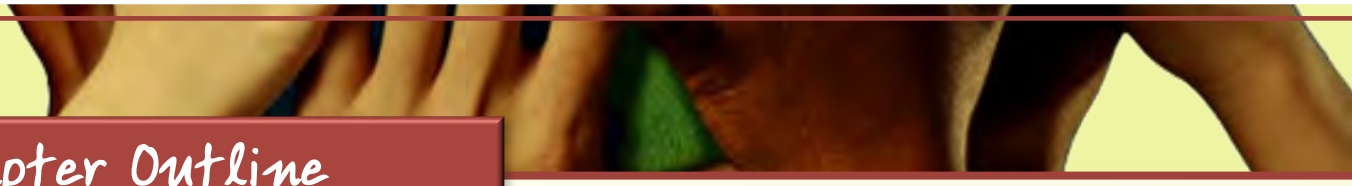
Lesson Check-up

- **Contrast the requirements of the 85th and 50th Fitness Ribbon.**
- **How do you benefit from participating in the Cadet Challenge?**

CHAPTER 6

Figure 6.0

SERVICE LEARNING



Chapter Outline

LESSON 1: **Orientation of Service Learning** (p.288)

How can participating in service learning make a difference to me and others?

LESSON 2: **Preparing for Service Learning** (p.294)

What can we do to ensure a positive service learning project?

LESSON 1

Orientation to Service Learning

Key words

- community service
- learning log
- orientation
- reflection
- service learning

What You Will Learn to Do

Identify the components of service learning

Linked Core Abilities

- Apply critical thinking skills

Learning Objectives

- **Distinguish** between service learning and community service
- **Explain** how service learning projects relate to Cadet learning in the classroom
- **Compare** the types of service opportunities within your community
- **Identify** the benefits of serving others within a community
- **Define** key words: community service, learning log, orientation, reflection, service learning

Essential Question

How can participating in service learning make a difference to me and others?

Introduction

You have probably noticed that people who seem to find the most satisfaction in life are those actively engaged in doing something to make the world a better place for everyone. They seem happy because they are making a difference. Have you ever helped a friend through a difficult time or done something kind like stopping to help change a flat tire or take food to a sick neighbor? Then you know why people who help others appear to be more genuinely content with their lives.

Unfortunately, although you know you will feel good, it is probably not easy for you to get started. You are not alone. Many people find it awkward to reach out. However, once you take those initial steps and begin making a difference, the difficulties disappear. Feelings of accomplishment and generosity of spirit make the effort and time you spent worthwhile.

Figure 6.1.1

So how do you get started in service? First, look around you. There are problems and people in need everywhere. You do not have to look very far to find hunger, illiteracy, pollution, illness, poverty, neglect, and loneliness. Decide on an urgent need or one that you find most compelling. What matters most is that you make a commitment to address the need in a positive way.

Once you have chosen a need, select a project that will help you accomplish your goal of making a difference. President John F. Kennedy reminded everyone to, ***"Ask not what your country can do for you; ask what you can do for your country."*** Planning and carrying out the service learning project will help you selflessly "do" for your neighbor, your community, your state, your country, and the world.

Key words

orientation:
Training activities necessary to prepare you for an experience

Orientation and Training

Orientation and training activities are necessary to prepare you and other participants for the service experience. Integrating what you are learning

in class with the service activity is a key goal of service learning. This step requires in-class lessons, followed by selecting a service project that relates to the curriculum and meets academic standards.

Meaningful Service

It is your responsibility to initiate and plan service activities to correspond to the lesson material. Although there should be at least 15 Cadets per service experience, you can either work in committees on one project or small teams on separate projects. For example, you may want to divide the project components among three teams of five Cadets each.

Key words

reflection:
Taking time to observe, analyze, seriously consider, and integrate actions with learning; is an important part of the learning process

learning log:
A written record done throughout an experience to record thoughts, feelings, knowledge, and processes

Content Highlight:
SELECTING A SERVICE ACTIVITY

Learning should be an active and social experience that is meaningful to you and those involved. Within your teams, choose a service activity that:

- Addresses a real and important need another group is not addressing
- Is interesting and challenging
- Connects you to others within the community or world
- Challenges you to develop new skills
- Requires little or no money
- Is achievable within the time available
- Has a positive effect on others

Structured Reflection

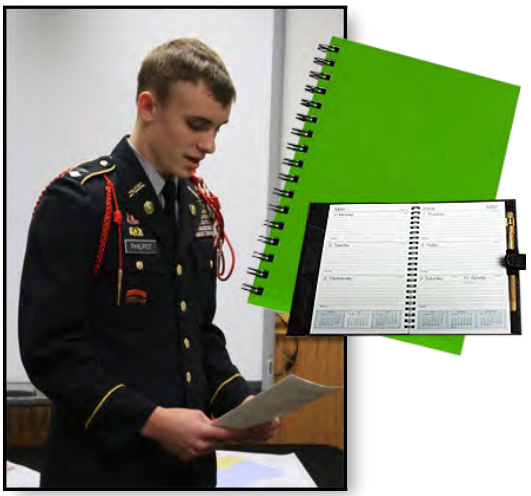


Figure 6.1.2

Reflection is an important part of the learning process. A strong reflection helps you develop skills and extend learning from the service experience. You may use many types of reflection: **learning log**s and essays; team and class discussions; performances; graphic organizers; and public presentations. Using learning logs throughout the experience to record thoughts, feelings, knowledge, and processes will help you organize what you have learned.

Within your teams, share what you have learned by discussing your answers to open-ended questions before, during, and after each service experience. Reflection questions should encourage observation, analysis, and integration.

Community Service versus Service Learning

Community service in many states is dispensed by a judge or court system as mandatory work for infractions of the law. Some students and members of the community view this type of service as punishment.

Figure 6.1.3

What students learn is that they don't ever want to be forced to do "service" again. Today, many high schools include community service hours as a graduation requirement; though intentions are good, sometimes the emphasis is on quantity of hours, not the quality of the project.

Service learning, on the other hand, is a step up from community service; it brings academics to life and is driven by student involvement. You should identify essential needs in your school or community and then decide on your own projects. In addition, you should plan and carry out your own projects and take responsibility for your own learning.

Reflecting on the experience will reveal the importance of your service work and the impact you are making on yourself and others.

Why Use Service Learning?

Service learning is rapidly growing in popularity around the country. Students who are able to learn about the world around them and work to improve it as part of their education reap many benefits. Such students:

- Learn more
- Earn better grades
- Come to school more often
- Demonstrate better behavior
- Become more civic minded
- Gain a first-hand appreciation and understanding of people from other cultures, races, and generations
- See the connections between school and "real life"
- Feel better about themselves
- Learn skills they can use after leaving school

Key words

community service: Services volunteered by individuals or an organization to benefit a community or its institutions

service learning: A learning method that integrates meaningful community service with classroom lessons and reflection to enhance the learning experience

Content Highlight:
SERVICE LEARNING

Service learning provides a safe environment where you can learn, make mistakes, have successes, and develop by actively participating in organized service experiences within your community. For example, such experiences might include the following:

- Meeting actual community needs by providing meaningful service
- Coordinating in partnership with the school and community
- Integrating these service opportunities into an academic curriculum, thereby enhancing what your school teaches, extending your learning beyond the classroom, and offering unique learning experiences
- Providing you with opportunities to use previously and newly acquired academic skills and knowledge in real-life situations in your own community
- Providing structured time for you to think, talk, and write about what you did and saw during your actual service activity
- Helping you to develop a sense of caring for others

Providing service can be a powerful tool in the development of attitudes and behavior. It can transform young adults from passive recipients into active providers, and in so doing, redefine the perception of their involvement in the community from a cause of problems to a source of solutions. Important skills you will need to work successfully to accomplish each service learning activity are similar to those identified in your program outcomes and core abilities. There are several important skills and qualities identified, such as applying critical thinking techniques and building effective relationships with peers, coworkers, and the community. Learning these skills ensure that students are prepared for the workforce.

The following are additional skills service learning can help you strengthen:

- Being an effective team member
- Providing resource and time management
- Engaging in frequent and effective communication
- Making decisions
- Organizing and being responsible
- Effectively managing personal problems such as poor writing skills, lack of research skills, or stereotyping

Figure 6.1.4

Conclusion

When combined with formal education, service becomes a method of learning or service learning. Learning is maximized by combining the three main service learning components: orientation and training, meaningful service, and structured reflection.

Service learning is the single learning strategy that can accomplish the most good for the greatest number of people. Studies suggest that service learning reinforces curriculum content and standards and benefits participants academically as well as personally and socially. By getting involved to help meet different needs, you have the potential to make a difference to someone specific or to the entire community.

Lesson Check-up

- **Describe the difference between a community service project and a service-learning project?**
- **What benefits do you acquire by participating in service learning?**
- **Why do you believe service learning is required of JROTC Cadets every year they are in the program?**

LESSON 2

Preparing for Service Learning

Key words

- **Debriefer**
- **Facilitator**
- **field education**
- **Recorder**
- **Reporter**
- **Timekeeper**
- **training**

What You Will Learn to Do

Prepare for a service learning project

Linked Core Abilities

- Build your capacity for life-long learning
- Do your share as a good citizen in your school, community, country, and the world
- Treat self and others with respect
- Communicate using verbal, non-verbal, visual, and written techniques

Learning Objectives

- **Identify** the steps needed to conduct a service learning project
- **Identify** the essential components of a service learning project
- **Develop** a service learning project plan
- **Identify** the roles of team members in completing a service learning project

Essential Question

What can we do to ensure a positive service learning project?

Learning Objectives (cont'd)

- **Define** key words: Debriefer, Facilitator, field education, Recorder, Reporter, Timekeeper, training

Introduction

Figure 6.2.1

There are several points to consider before undergoing service learning. Planning ahead will prepare you both mentally and physically to undertake the challenge. Before you begin working on a project, your instructor will familiarize you with service learning planning and **training** needs in this lesson. This will help you select a service project and demonstrate the steps to conduct a proper service learning project.

Key words

training:
Teaching or developing in oneself or others, any skills and knowledge that relate to specific useful competencies

Steps to Complete Service Learning

Before participating in service learning, it is important to familiarize yourself with the steps to the entire process. It is critical that each member of the team understand the process to ensure good teamwork and results throughout the project.

Content Highlight:
EFFECTIVE SERVICE LEARNING

The following nine steps provide you with what to do in the proper order to conduct an effective service learning project.

1. Pre-assessment of skill level using the personal skills map, short or long version.
2. Determine a school, community, or national need you can fill relating to class curriculum.
3. Brainstorm and select a meaningful service project that meets proposed guidelines.
4. Start a learning log to record new knowledge, thoughts, and feelings throughout all phases.
5. Plan and organize details of the service activity and discuss expectations.
6. Participate in a meaningful service activity that meets the guidelines.
7. Discuss and reflect on what you experienced (observation).
8. Discuss and reflect on what you gained from the experience (analysis).
9. Discuss and reflect on what you can do with the new information (integration).

Figure 6.2.2

Component One: Choosing a Service Activity

Choosing a service activity is an important decision. It is important that you and your team select one that meets an important need, while integrating the curriculum.

It is very important that you participate in selecting a service activity that is meaningful to you and others. Brainstorm service ideas relative to the lesson curriculum and program at hand. Then as a class or team, select the service activity.

Service learning opportunities can use **field education** principles to incorporate scholastic programs with the curriculum. You can integrate programs such as the following:

- NEFE High School Financial Planning Program®
- The We the People Program®
- You the People®
- NICERC Cyber Curriculum®
- TeenCERT

Key words

field education:
A training program designed primarily to enhance understanding of a field of study

Figure 6.2.3

In field education, you perform the service as part of a training program designed primarily to enhance understanding of a field of study while providing substantial emphasis on the service. Service learning projects can vary from addressing a littering problem to raising funds for a specific cause or organization.

Component Two: Planning the Service

After you have chosen an activity, you must plan the essential components for project completion and prepare or train yourself for what is to come. This is where service learning begins. Service learning efforts should start with clearly stated goals and the development of a plan of action that encourages Cadet responsibility.

Figure 6.2.4

You can achieve those goals through structured preparation and brainstorming such as discussion, writing, reading, observation, and the service itself. Keep the goals consistent with the level of the activity planned and ensure that the goals and plan of action draw on the skills and knowledge of your team. When corresponding goals to the curriculum, try to determine academic content standards you will address through the service.

Besides determining goals and standards, plans should be comprehensive to ensure adequate preparation for each step or task. Determine a description of the task(s) and answer the following questions:

- Who will be involved?
- What is involved and needs to be done?
- When will each step take place?
- Where will it all take place?
- Why will we do it?
- How will it work?

Content Enhancement:

SERVICE LEARNING SUCCESS STORY

During lessons on planning and social responsibility, Cadets in Gastonia, N.C., decided to plant a garden at a nursing home. Their pre-planning resulted in a specially designed, waist-high "no stoop garden," so seniors could help maintain the plants and flowers. This is a good example of how the needs of the elderly were taken into consideration when the garden plan was developed.

Figure 6.2.5

Do not forget to accomplish the administrative details during the preparation phase. Teams often overlook these requirements or assume that someone else will do them. You must obtain permission from school administrators to conduct the service learning activity as a field trip and arrange for transportation, lunch, parental release/permission slips for participating Cadets, and the necessary supplies and equipment to perform the activity. Invite administrators, counselors, and community members to learn more about your plan so that they will become more involved with your project.

Figure 6.2.6

STRUCTURED TEAMWORK

Service learning requires active participation in structured teamwork much like sports. Working within teams and solving problems together will help you become active participants. Many members are assigned team roles: **Facilitator**, **Recorder**, **Reporter**, **Timekeeper**, and **Debriefer**.

Component Three: Training for the Service

Before participating in the service activity, prepare yourself for different circumstances or outcomes. This may involve learning about the subject matter you will be expected to know to complete the tasks you have laid out, or discussing different outcomes and expectations within your teams. Try your best to be prepared for different situations you may encounter. Within teams, or as a class, brainstorm and discuss potential hazards you may encounter, and precautions you should take to make the task run smoothly.

Pretend you are taking a bus to a children's hospital with a group of Cadets to tutor sick children who cannot be in school. You may need to train yourselves on particular academic subjects, research what grade levels will be represented, and locate the hospital. Also, make sure to pair up and plan a meeting time and place.

Figure 6.2.7

Key words

Facilitator:
Leads team discussions to identify needs and prepare service learning activities

Recorder:
Takes notes for the team and organizes information

Reporter:
Represents the team voice and reports team findings

Timekeeper:
Keeps track of time and plans the schedule

Debriefer:
Encourages team members and leads discussion after presentation

Component Four: Executing the Service

In this phase, there are a few rules to remember. Arrive on time and always be courteous. You are representing your school and you should act accordingly at all times. Also, ensure that you understand the task or goal at hand. If you are not sure, ask a person in authority, who should be able to point you in the right direction. If you are a team leader, make sure your team members feel completely comfortable with the tasks. Finally, when problems arise, such as someone getting hurt, make sure the person in charge is notified.

Being well organized and completely prepared for the service experience is fundamental to a successful execution phase. For example, if you are building a garden, such as the one mentioned earlier in this lesson:

- Ensure you have the correct tools and supplies to complete the service.
- Know the name or names of the contacts for the particular service you are performing.
- Identify alternate group leaders in case there are absences.
- Assign Cadets to work on projects according to their experience and abilities.
- Be thoroughly prepared to complete the task, but be flexible to make changes because things may not go as you planned them.
- Remember, you are there to render a service for your community.

Figure 6.2.8

Conclusion

It is important that you choose your own service activity. A meaningful experience is very helpful in learning. However, there may be instances that the service learning activity may not be your first choice. It is just as important that you practice good teamwork skills and participate in something meaningful to others.

Remember that good planning is the key to a successful service learning venture. Training may be necessary to complete the task, and learning should be the focus as well as making a difference through service. Structured teamwork will help you in completing a successful project.

You should now be prepared to use the proposed steps and planning procedures to conduct a proper service learning experience.

Lesson Check-up

- **Why is it important to participate in a service activity that means something to you?**
- **Explain the four components of a service learning project.**
- **Can you see yourself in all roles of a "structured team?" Explain.**

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Glossary

abbreviations - Shortened forms of written words or phrases used in place of the whole word

active listening - Fully concentrating on what is being said rather than just passively "hearing" the message of the speaker

adaptability - Capability or willingness to adapt

aggression - A tendency to be hostile or quarrelsome

analogy - Comparison of similarities between two things that are otherwise unlike in order to further explain a concept; resemblance in some particulars between things otherwise unlike

anger management - Learning to control and manage the emotion of anger; managing your anger so it comes out in a healthy and constructive way

anthem - A song of gladness, praise, devotion, or patriotism

antonym - A word that means the opposite of another word

apologize - To express regret to another person about your actions or words

appositive - A noun or pronoun that is set beside another noun or pronoun in a sentence that explains it

Army Combat Uniforms (ACU) - A service uniform that consists of a jacket, trouser, and patrol cap in a universal camouflage pattern in addition to a moisture wicking t-shirt and Army Combat Boots (suede tan)

assertion - The act of asserting; to state or declare positively; The ability to clearly communicate personal thoughts and feelings

assess - To evaluate or determine the value of something

assessment - The act of evaluating or appraising a person's ability or potential to meet certain standards or criteria

associate - To group things together when they have common characteristics

association - The act of connecting or relating ideas or facts to other things, such as images, stories, words, music, etc.

at ease - A command to relax the body while remaining silent in place and not assuming any particular position

attainable - Achievable; able to be reached

attention - A command to come to an erect position with eyes to the front, arms to the sides, and heels together

Battalion - A military unit made up of two or more companies or batteries and a headquarters that is commanded by a lieutenant colonel, is the smallest unit to have a staff, and is administratively self-sufficient

bisecting - To cut or divide into two equal parts

bombardment - To attack with bombs, explosive shells, or missiles; to attack

Brace Map - A visual learning tool used to analyze physical objects and shows part-whole relationships

Bridge Map - A visual learning tool used to apply the process for seeing analogies

Bubble Map - A visual learning tool used for describing, with adjectives only, the qualities of a person, place, or thing

Cadet - A high school student enrolled in the leadership and citizenship activities through Junior Reserve Officers' Training Corps

Cadet Challenge - A physical fitness test that consists of five exercises

Challenges - To arouse the interest of one's actions or efforts; to stimulate; the quality of requiring full use of one's abilities, energy, and resources; to demand identification from someone before they are allowed to enter or pass

change orientation - A scale that indicates the degree of motivation and readiness for change in the skills measured by the Personal Skills Map; Recognition of the need to make personal changes by expanding skills and improving relationships

chevron - Insignia consisting of stripes meeting at an angle to indicate (enlisted) grade or rank

Circle Map - A visual learning tool used for brainstorming ideas

Citizenship - The status of a person loyal to a nation, entitled to its rights and protection, while also assuming some responsibilities for service to the nation

Class A uniforms - A service uniform that consists of an Army blue coat, trousers or slacks, a long or short sleeve shirt, a black four-in-hand tie or neck tab; and other authorized accessories

Class B uniforms - A service uniform that is the same as the Class A uniform except the service coat is not worn; the black tie and black neck tab are required when wearing the long sleeve shirt; both tie and tab are optional with the short sleeve shirt

close interval – Approximately an "elbow's length" between Cadets

cluster – A number of similar things growing together, or of things or individuals collected

Colors - The U.S. flag

column - A line of Cadets ordered from front to back

comfort zone - A person's state of mind that makes him/her feel in control, comfortable, less anxious

community service - Services volunteered by individuals or an organization to benefit a community or its institutions

company - A subdivision of a military regiment or Battalion that constitutes the lowest administrative unit; usually under the command of a captain and is made up of at least two platoons

comprehension - The act of understanding the meaning of something

compromise - An agreement or a settlement of a dispute that is reached by each side getting part of what each one wants

concept - An abstract or generic idea generalized from a particular instance

conflict - A disagreement or argument

conscience - An internal sense of what is right and what is wrong

consequences - The results or effects of an action

context - Set of circumstances or facts that surround a particular event, situation, or story; Written or spoken knowledge that can help to illuminate the meaning of a word or passage

courtesies - An act of politeness or gracious manners; the use of polite gestures or remarks

creative thinking - Developing ideas that are original, useful, and can be further explored

critical thinking - Evaluating and judging your own (and others) ideas, assumptions, and actions; A deeper way of thinking that rigorously analyzes an idea or subject

cultural norms - A group of acceptable behaviors within a society or culture

curl-ups - An exercise that consists of a sit-up movement from a lying position up to the point where your elbows touch your thighs

custom - A long established practice followed as a matter of course among people, oftentimes considered an unwritten law or repeated practice

data - Information

Debriefer - Encourages team members and leads discussion after presentation

decision-making - The process of making a choice or finding a solution

dedication - When one commits wholeheartedly to an idea or purpose

deference - Yielding or submitting to the judgment of a recognized superior out of respect or reverence; The degree to which a person uses a communication style or pattern that is indirect and effectual for accurate expression of thought and feeling

differentiate - To make a distinction or state a difference between things so we can tell them apart

dignitary - A person of importance or someone who holds a high office

Dining-In - A formal dinner for members of the military only

Dining-Out - A formal dinner to which non-military guests are invited

discipline - The act of being obedient

distress - Negative stress

diversity - The state or quality of having many different ideas, values, or behaviors

Double Bubble Map - A visual learning tool used for comparing and contrasting two things or people

double interval - Approximately an “arm’s length” on either side of each Cadet

double time - Fast marching pace of 180 steps per minute

drill - Specific movements that move a military unit from one place to another or from one formation to another

effective speaking - Successful verbal communication that has the desired or intended result

efficiently - Actions that are performed in the best possible manner with the least waste of time and effort

either-or fallacy - The false idea that there are only two choices

emotional intelligence - A learned ability to identify, experience, understand, and express human emotions in healthy and productive ways

empathy - The ability to sense, understand, and accept another person’s thoughts, feelings, and behaviors

endorphins - Chemicals released by the brain that trigger a natural relaxation response

enlisted - Relating to or constituting the part of the military force subordinate to officers

ensign - A U.S. flag that is displayed or flown from an aircraft, ship, or boat as the symbol

escalate - To cause a situation to become more intense or serious

esprit de corps - The common spirit or feeling of pride found in the members of a group and inspiring enthusiasm, devotion, and strong regard for the honor of the group

ethics - Guidelines we use to do the right thing

etiquette - A code of behavior or courtesy based on rules of a polite society

Facilitator - The facilitator leads team discussions to identify needs and prepare service learning activities

facing - A two-count movement for turning to one side or the other

fatigue - The stage of stress when the body loses its ability to adapt to a situation when exposed to prolonged periods of stress

ferrule - A decorative metal cap attached to the end of a shoulder cord to prevent fraying; a metal ring or cap attached to the end of a staff or handle to give strength or to protect it against splitting

field education - A training program designed primarily to enhance understanding of a field of study

fight, flight, or freeze response - The body and mind's preparation to help respond to a tense situation or danger

file - Another term for column

flank - The extreme right or left of a side of a rank

flexed-arm hang - An exercise that involves hanging onto a raised bar with the chin above bar level. An alternative event for the pull-up in the Cadet Challenge

Flow Map - A visual learning tool used to sequence or order information

followership - Acting as a member of a team

formation - A particular grouping of Cadets for drill

goal-setting - The process of working toward something you want to accomplish

Golden rule - An ethical guideline that states you should treat others the way you want others to treat you

gray beret - Headgear that may be worn with the Class A or B uniforms

Habits - Behaviors we repeat frequently, often without thinking

half-staff - The position of the flag about half-way down from the top of the pole or staff, used to honor and pay respect to military and nationally important deceased persons; or as a distress signal

halt - A command to bring a moving formation to a standstill

halyard - A rope or tackle used for hoisting or lowering

hand salute - To raise the right hand sharply, fingers and thumb extended and joined, palm facing down, and place the tip of the right forefinger to the appropriate spot right of the eye dependent upon whether head gear and or glasses are worn

harassment - The act of repeated unwanted and annoying actions, including threats and demands

hypothesis - An assumption or concession made for the sake of argument; an interpretation of a practical situation or condition taken as the ground for action

insignia - An emblem, badge, medal or other distinguishing mark of office, honor, or position; denotes grade and branch; may also indicate capacity and duty assignment in the U.S. Army

integrity - The characteristic of having high moral values and behavior

intrapersonal - Occurring within the individual mind or self

introspection - The examination of one's own thoughts or feelings

inventory - An itemized list of current assets; a survey of natural resources; a list of traits, preferences, attitudes, interests, or other abilities used to evaluate personal characteristics or skills

JROTC - Junior Reserve Officers' Training Corps, a program that teaches high school students the values of good citizenship while giving them an introduction to the U.S. Army

kinesthetic - Muscle sense; the sensation of movement

leadership - The ability to influence, lead, or guide others so as to accomplish a mission in the manner desired

learning log - A written record done throughout an experience to record thoughts, feelings, knowledge, and processes

line - Another term for rank

linguistic - Having to do with language

maneuver - To move

manners - Socially correct ways of acting as shown in widespread customs

mantle - An important role or responsibility that passes from one person to another

metacognition - Awareness and understanding of one's own thought processes

military awards - Recognition given to individuals for participating in JROTC-sponsored activities, or for leadership excellence

mission - A specific job given to a person or group of persons to accomplish

monopolize - To take exclusive ownership or control, as in conversation with others

mood - A predominant emotional tone or general attitude

morals - Having to do with the principals of what is right and what is wrong

motivate - Provide a need or a purpose which causes a person to want to do something

Multi-Flow Map - A visual learning tool used to show and analyze cause-and-effect relationships

mutual - A feeling or action experienced by two or more people

National Defense Act - Enacted in 1916, this act officially created the Reserve Officers' Training Corps, of which Junior ROTC is a part

natural - Is not made from man, but part of one's inborn character

negotiate - Try to reach an agreement by discussion

nonsubdued - Bright and shining, not dull or flat, such as polished brass pin-on insignia

non-universal norms - Behaviors that are acceptable to small groups of people, usually behaviors about group obligations, religious practices, and so on

normal interval - Approximately one "arm's length" between Cadets

notehand - Something written down using abbreviations or symbols

objective questions - Questions that test your ability to recall, compare, or contrast information and to choose the right answer among several choices or give a short written answer

objectivity - Expressing or dealing with facts or conditions as perceived without distortion by personal feelings, prejudices, or interpretations

opportunities - A favorable or advantageous circumstance or combination of circumstances

organization - Two or more people combining their efforts to do a job

organizational chart - A graphic description of positions and lines of authority and responsibility in an organization or unit

orientation - Training activities necessary to prepare you for an experience

parade rest - A command to position the legs about 10 inches apart, straight without locking the knees; simultaneously, place the hands at the small of the back and centered on the belt. Keep the fingers of both hands extended and joined, interlocking the thumbs so that the palm of the right hand is facing outward

passive - Acted upon by an external agency; receptive to outside impressions

passive-aggressive behavior - Getting back at people indirectly without telling them why, rather than confronting them

pennant - A long, narrow flag tapering to a point or a swallowtail at the end

persistence - The action or fact of persisting; to continue to try even though something may be difficult

pivot - To cause to rotate, revolve, or turn

place card - A name card for a formal dinner

platoons - A subdivision of a company-size military unit normally consisting of two or more squads or sections; the leader is usually a first lieutenant

pragmatist - A practical person

precision – Accuracy

prediction - Something that is foretold on the basis of observation, experience, or scientific reason

preference - A greater liking for one thing or idea over another

prefix - A word element that is attached to the front of a word

preview - To skim a textbook or other learning material in order to get a general idea about the content

priorities - The things or actions that are most important to you

professionalism - To be expertly skilled

property - A quality or trait belonging to or unique to an individual or thing

psychosomatic response - A physical reaction that results from stress rather than from an injury or illness

pull-ups - An exercise that consists of pulling the body up from a dead weight hanging position on a bar to having the chin clear the bar

purpose - Something set up as an object or end to be obtained

qualifier - A word or word group that limits or modifies the meaning of another word or phrase

quick time - Standard marching pace of 120 steps per minute

rank - A row of Cadets – side by side

receiving line - A group of people, including the host and honored guests, who stand in line and individually welcome guests attending a social function

Recorder - The recorder takes notes for the team and organizes information

reflection - Taking time to observe, analyze, seriously consider, and integrate actions with learning; is an important part of the learning process

Relating Factor - Similar phrase that fits on both sides of an analogy

relaxation response - The body's action to release tension, such as a decrease in the heart and breathing rate, and an increasing sense of well-being

Reporter - The reporter represents the team voice and reports team findings

resistance - The stage of stress where the body adapts to the rush created by alarm and reacting to the stressor

responsibility - The quality of being reliable, trustworthy, and accountable for your actions

rest - A position where you remain standing with your right foot in place; in certain situations, you may move or talk in this position unless otherwise directed

rest movements - A relaxed form of march without a set cadence to conserve troops' energy

retention - The ability to keep something, such as what you've learned

retreat - The signal for the end of the official duty day and also serves as a ceremony for paying respect to the flag

reveille - The signal for the start of the official duty day

review - Renewed study of material previously studied

right angle push-up - An alternative exercise for the curl-up that consists of holding the body straight while facing down on hands and toes. The push-up is performed by lowering the body with the arms until the elbows reach a 90-degree angle

root word - An element that constitutes the basis from which a word is derived by the addition of other elements such as prefixes or suffixes

RSVP - A French expression that means "please reply;" a reply to let the hosts of an event you have been invited to know if you can or cannot attend

schema - A mental map or outline of the way you think about something; your own representation of reality

self-discipline - Self-controlled

service learning - A learning method that integrates meaningful community service with classroom lessons and reflection to enhance the learning experience

shoulder marks - A pair of broad pieces of stiffened cloth worn on the shoulders of the class A or B uniforms to display the insignia of grade. Blank shoulder marks do not display an insignia of grade so that pin-on insignia may be used instead

shuttle run - A Cadet Challenge event that consists of running 30-feet twice and picking up a block at each end

sized - The physical dimensions, proportions, magnitude, or extent of an object; any of a series of graduated categories of dimension whereby manufactured articles, such as shoes and clothing, are classified

sociological - Pertaining to the science of society, social institutions, and social relationships

spatial - Existing in space

squad - The smallest unit in the Army organization composed of a varying number of personnel, depending on the type of element, and led by a noncommissioned officer

staff - Another word for flagpole used to carry unit guidons or colors

standard - A term now interchangeable with "colors," although formerly it was used for flags of mounted, motorized, and mechanized organizations

standards - Widely recognized and expected levels of value or measurement

steps - A prescribed distance from one heel to the other heel of a marching soldier

stilted - Stiff, lofty, overly dignified, pompous, or artificial language

stimuli - Something that causes a response—such as an action, feeling, or thought

strategy - The art of carefully devising or employing a plan of action or method designed to achieve a goal; the art or science of planning and directing large-scale military operations and campaigns'

stress - The body's response to change

stressor - Anything that causes stress

subjective - Existing in the mind; belonging to the person who is thinking rather than to the object of thought

subjective questions - Questions that ask you to use critical thinking strategies to answer the question and then organize, write, and revise a written response

subordinate - A person lower in rank or grade

succession - The order of persons next in line for an office or rank that is held by another

suffix - A word element that is attached to the back of a word

suppress - To prevent or restrain expression of a feeling or idea

synonym - A word or expression of the same language that has the same or nearly the same meaning

tarnish - To dull the luster of; discolor

team(s) - A group of persons approximating one-half of a squad and normally led by a junior noncommissioned officer

teamwork - Coordinated effort among members of the same group

test anxiety - Excessive worry about doing well on a test

Timekeeper - The timekeeper keeps track of time and plans the schedule

training - Teaching or developing in oneself or others, any skills and knowledge that relate to specific useful competencies

Tree Map - A visual learning tool used for classifying things and ideas into categories

under arms - To carry or be furnished with, or to have attached to the person, a weapon or the equipment pertaining directly to a weapon, such as a pistol belt or pistol holster

uniform - A distinctive mode of dress

union - The emblem on a flag symbolizing unity, such as the blue rectangle and stars on the United States flag

unique - Being the only one of its kind

unison - Moving as one in harmony

universal norms - Behaviors that are acceptable everywhere

values - Ideas, belief, or attitudes about what is important

V-sit reach - An exercise that consists of stretching a number of inches past an established baseline

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"To Motivate Young People to Be Better Citizens"

AdvancED ACCREDITED

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

HEADQUARTERS, DEPARTMENT OF THE ARMY

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