



LEADERSHIP

Education and Training

4

UNIT 4: LET 4 - THE MANAGING LEADER



"To Motivate Young People to Be Better Citizens"

CADET NOTEBOOK

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Name: _____



LEADERSHIP

Education and Training

UNIT 4: LET 4

The Managing Leader

CADET NOTEBOOK



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

HEADQUARTERS, DEPARTMENT OF THE ARMY

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TABLE OF CONTENTS

GLOBAL RESOURCES

- Global Resources Preface 1
- Army JROTC Cadet Creed 2
- Army JROTC Core Abilities 3
- Army Leadership Model 4
- Making Ethical Choices 5
- Elements of Effective Meetings 6
- Interviewing for a Job 7
- Platoon Formations and Positions 9
- Ground Rules for Feedback 12
- Managing Stress and Preventing Burnout 14
- Motivational Tactics 15
- Company Drill 16
- Battalion Drill 18
- After Action Review Checklist 20
- Core Ability Self-Assessment 21
- Decision Making Checklist 23
- Essay Writing Checklist 24
- Goal Setting Checklist – SMART Goals 25
- Presentation / Briefing Checklist 26
- Lesson Materials Preface 27

CHAPTER 1: LEADERSHIP

- Lesson 1: Leadership Accomplishment 29
- Lesson 2: Strategies for Teaching 37
- Lesson 3: Using Feedback with Learners 47

CHAPTER 2: PERSONAL GROWTH AND BEHAVIORS

- Lesson 1: Life After High School 57
- Lesson 2: Professional Development 77

CHAPTER 3: TEAM BUILDING

- Lesson 1: Motivating Others 89
- Lesson 2: Communicating to Lead 97
- Lesson 3: Company Drill 107
- Lesson 4: Battalion Drill 113

CHAPTER 4: SERVICE LEARNING

- Lesson 1: Managing a Service Learning Project 121

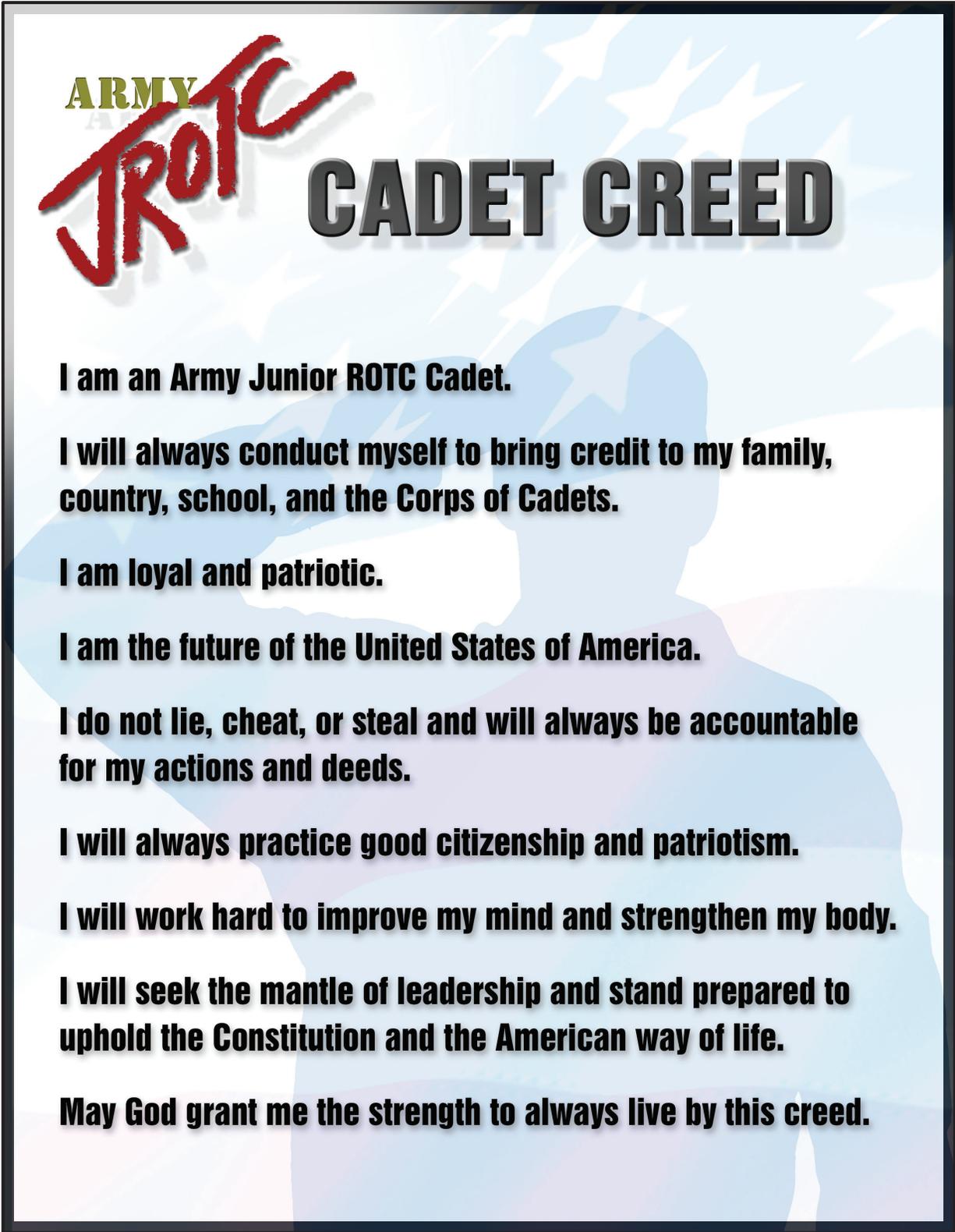
CHAPTER 5: CITIZENSHIP AND GOVERNMENT

Lesson 1: Challenges to Fundamental Principles 129
Lesson 2: The Future of Citizen Rights..... 137



Global Resources Preface

The global resources in your Cadet Notebook are documents you may use throughout LET 4 as a quick reference to content from individual lessons. Familiarize yourself with these resources which are located before the LET 4 Student Learning Plans.



ARMY
JROTC

CADET CREED

I am an Army Junior ROTC Cadet.

I will always conduct myself to bring credit to my family, country, school, and the Corps of Cadets.

I am loyal and patriotic.

I am the future of the United States of America.

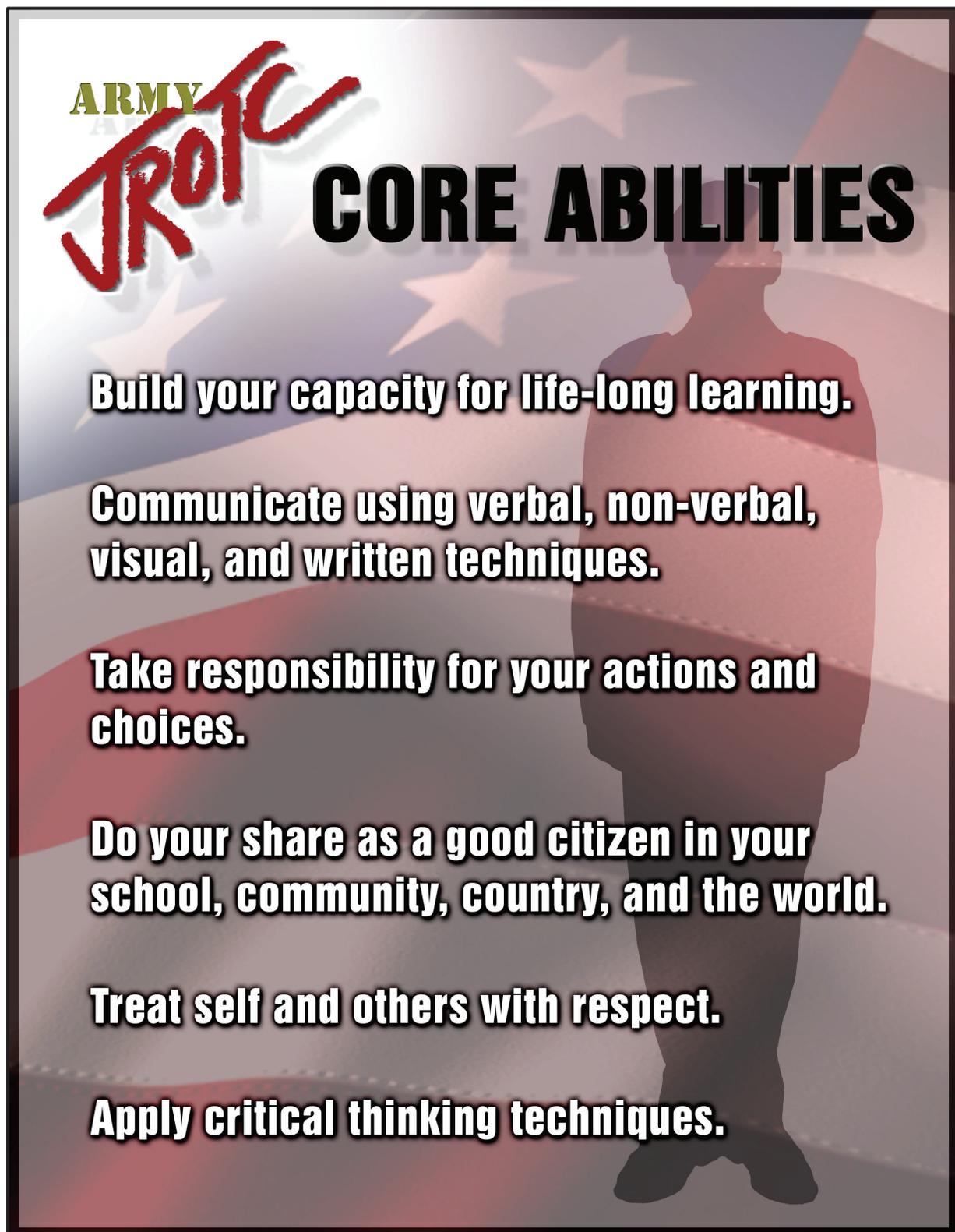
I do not lie, cheat, or steal and will always be accountable for my actions and deeds.

I will always practice good citizenship and patriotism.

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

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

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



**ARMY
JROTC**

CORE ABILITIES

Build your capacity for life-long learning.

Communicate using verbal, non-verbal, visual, and written techniques.

Take responsibility for your actions and choices.

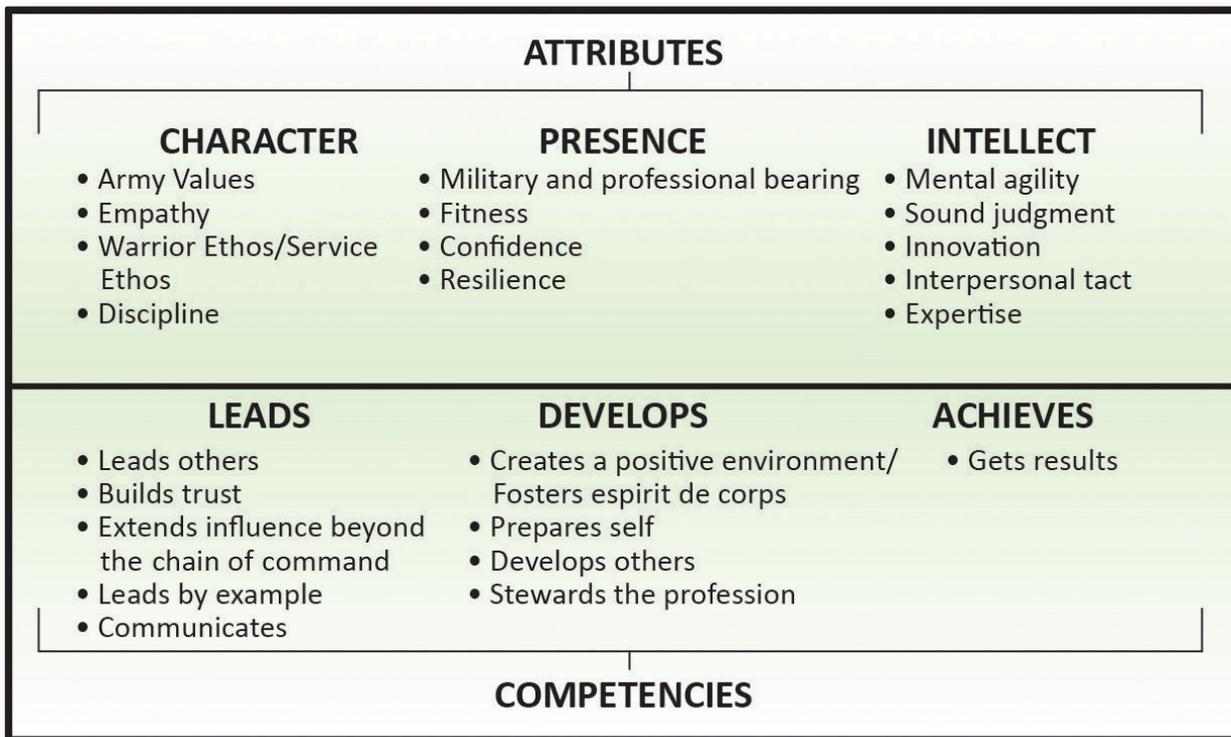
Do your share as a good citizen in your school, community, country, and the world.

Treat self and others with respect.

Apply critical thinking techniques.

Army Leadership Model

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



Making Ethical Choices

Unit 2: U2 C2 L5



Ask yourself these questions when trying to make ethical choices:

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

Elements of Effective Meetings

Unit 3: U3 C1 L2

Use these steps to create effective meetings:

1. Planning

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

2. Starting the meeting

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

3. Focusing

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

4. Facilitating

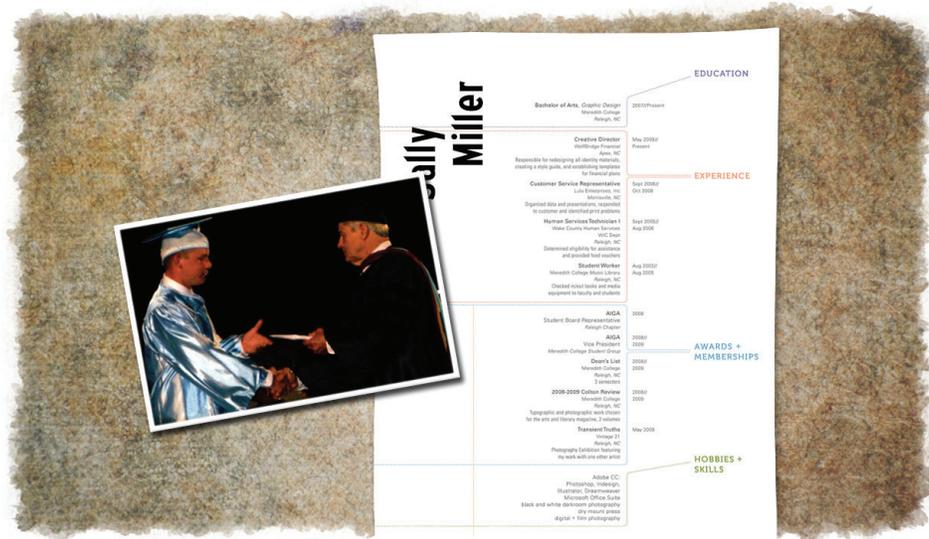
- Get input from lower level people first
- Ask open-ended questions
- Use active listening, paraphrase, and be attentive
- Acknowledge positive participation
- Allow opportunities for everyone to speak
- Be supportive of new ideas and minority views—seek first to understand before agreement or disagreement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

5. Concluding

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

Interviewing for a Job

Unit 3: U3 C2 L3



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

1. Preparation

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

2. How to Dress

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

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

3. During the Interview

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

4. Ending the Interview

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

5. Follow-up

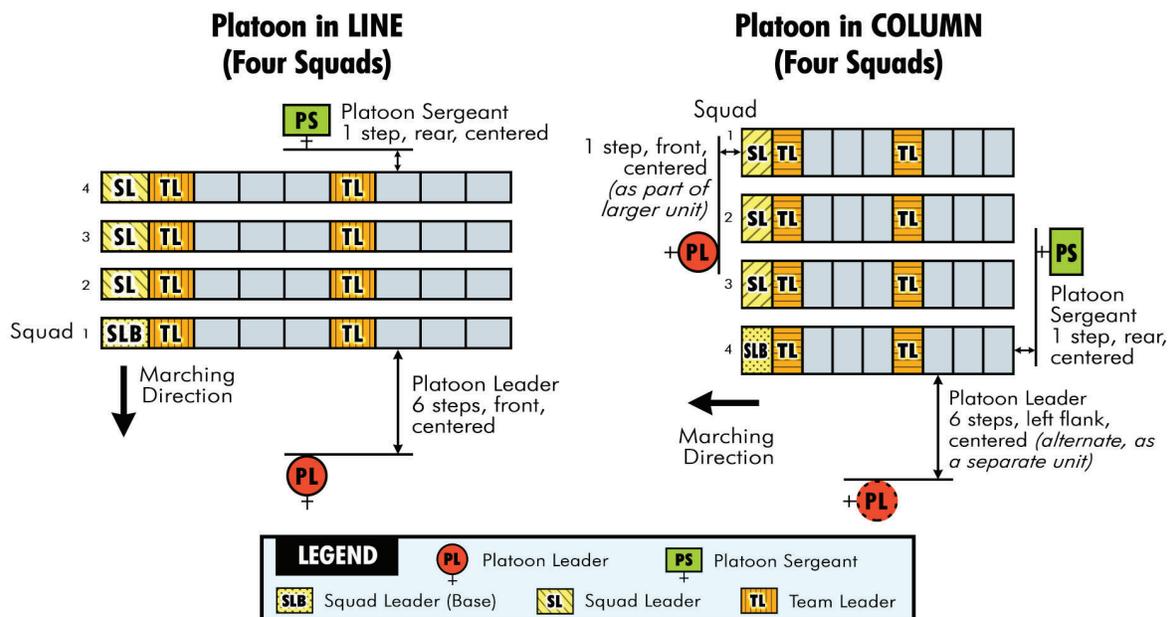
As soon as you get home, make notes about your impressions. List any points you forgot to mention or questions you forgot to ask. Within two days of the interview, send a follow-up letter or note. Mention the points or questions that have come up since the interview ended. Stress again that you want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

Platoon Formations and Positions

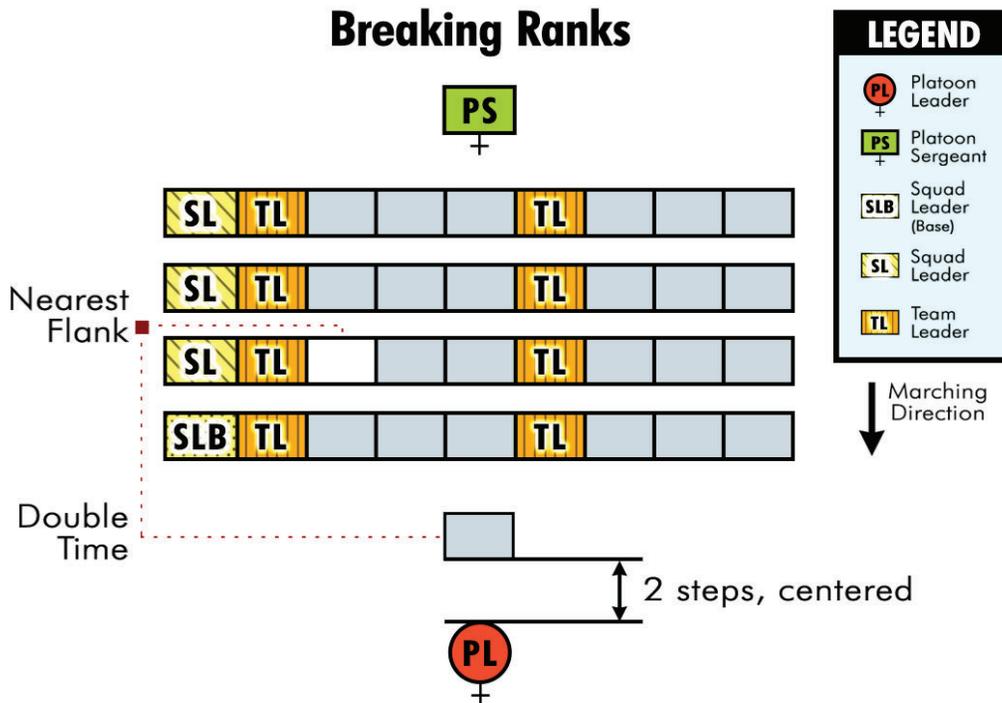
Unit 3: U3 C3 L2

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

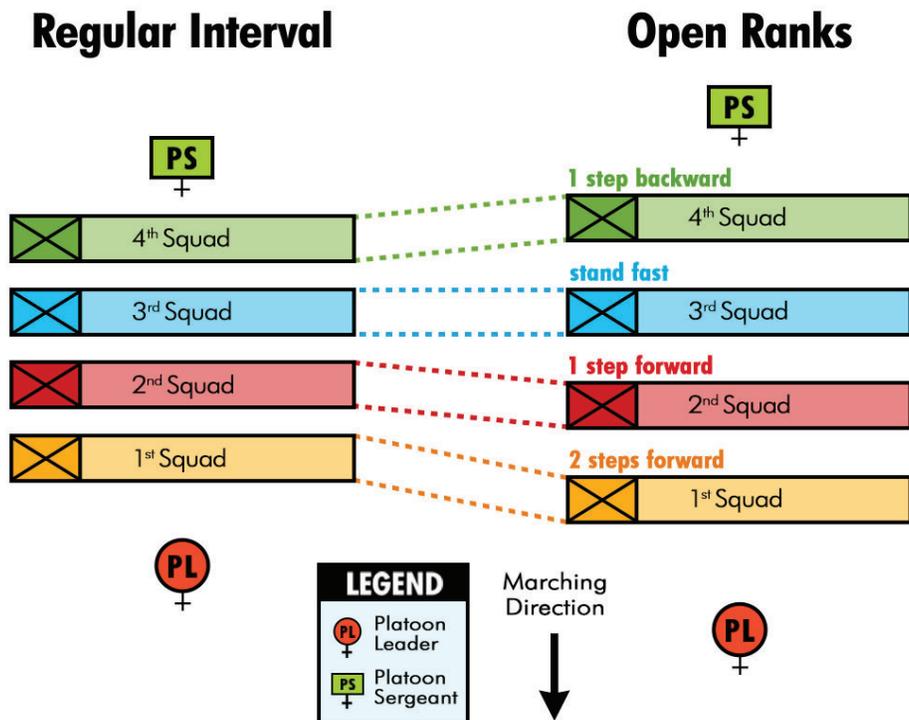
PLATOON FORMATION



BREAKING RANKS

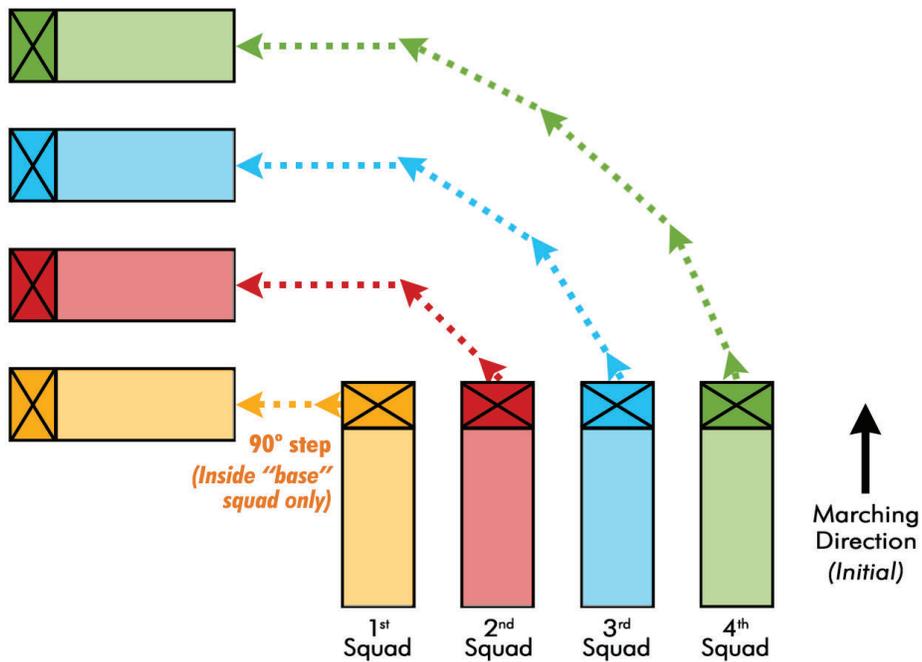


OPENING AND CLOSING RANKS

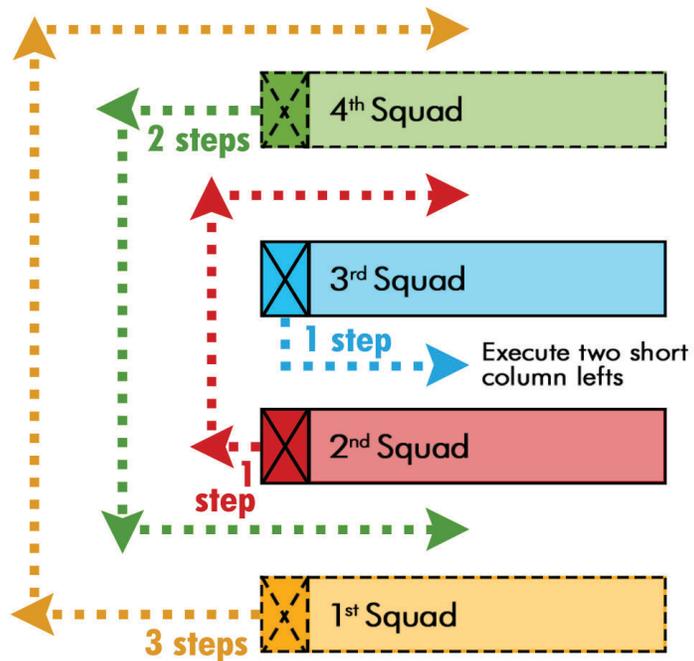


CHANGING DIRECTION

Column Left (or Column Right)



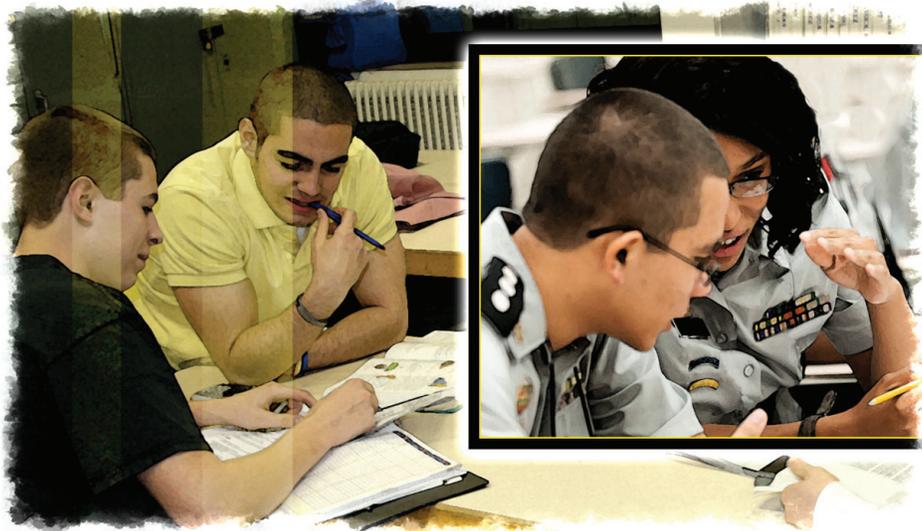
Counter Column



NOTE: Add one step when executing this movement while marching

Ground Rules for Feedback

Unit 4: U4 C1 L3



Giving effective feedback is an important part of being a leader. Use these ground rules for working with people you manage and teach.

Ground rules:

- Establish and maintain rapport with learners.
- Cover the major strengths and weaknesses. Try to be specific; give examples if possible.
- Avoid trying to discuss everything. A few well-made points may be more beneficial than numerous, inadequately developed points.
- Try to avoid comments with “never” or “always”; most rules have exceptions. Your feedback may be incorrect or inappropriate for certain situations.
- Do not criticize something that cannot be corrected.
- Do not criticize when you cannot suggest an improvement.
- Avoid being maneuvered into the unpleasant position of defending feedback. If the feedback is honest, objective, constructive, and supported, no defense should be necessary.
- If part of the feedback is written, it should be consistent with the oral feedback.

To ensure the learner takes your feedback in the most constructive manner possible and uses it in a positive way, the following tips can be helpful:

- When learners do something right, let them know. This will reinforce their learning and give them motivation. Your encouragement and support means a great deal to your learners.
- Make sure to base your feedback on the evaluation criteria. Don't be arbitrary about your feedback.
- When you see someone doing something differently than you would ordinarily do it, consider whether it matters. Ask yourself questions such as:
 - Will it work the way they are doing it?
 - Is this a better way?
 - Will it cause problems for them later?
 - Is it safe?

Feedback Tips (*cont'd*):

- Allow for individual variations. Consider the learner's openness to suggestions before recommending changes that are not based on the criteria.
- Identify incorrect performance as early as possible. Give feedback as soon as you see the incorrect performance.
- Try to provide feedback in the most constructive way possible. Help learners understand how to do a task correctly—do not just tell them what they are doing wrong.
- Be aware of the learners' sensitivity to correction, especially in front of other people (generally avoided whenever possible). Keep your voice down when providing individual feedback. Avoid the temptation to point out one person's mistake to the whole group as an example.
- Give feedback less often as learner's progress.

Managing Stress and Preventing Burnout

Unit 4: U4 C2 L1



Stress and burnout are a risk for all busy people. These guidelines can help you avoid stress and stay on track with your goals.

- Maintain a balance among family, work, and play.
- Find satisfying activities that take your mind off your schoolwork for a while—for example, join a campus service organization, play a sport, create art, play a musical instrument, or pursue a hobby.
- Explore religion as a source of spiritual strength.
- Don't be reluctant to seek help—go to family members or trusted friends first. If that doesn't work, seek professional assistance from the health or counseling center.
- Ask yourself these questions each day:
 - Have I had fun? This could be something as simple as enjoying a good meal or a great joke.
 - Have I done something hard but worthwhile? If you haven't, you may be letting the hard things pile up—if you have to do all the hard things at once, your stress level will grow.
 - Have I helped someone? Doing something for someone else will give you a feeling of satisfaction.
 - Have I done something physically strenuous? Get some exercise every day—on a busy day; a quick walk around the block should do it.
 - Have I been close with someone? Spend time with someone you care about, even if it's only a short phone call.
 - Have I been in touch with nature? Don't just glance at the sunset or notice the wind—stop somewhere to appreciate the beauty around you, if only for a short time.

Motivational Tactics

Unit 4: U4 C3 L1



All effective leaders know how to motivate others. Use these strategies as you lead others toward a common goal.

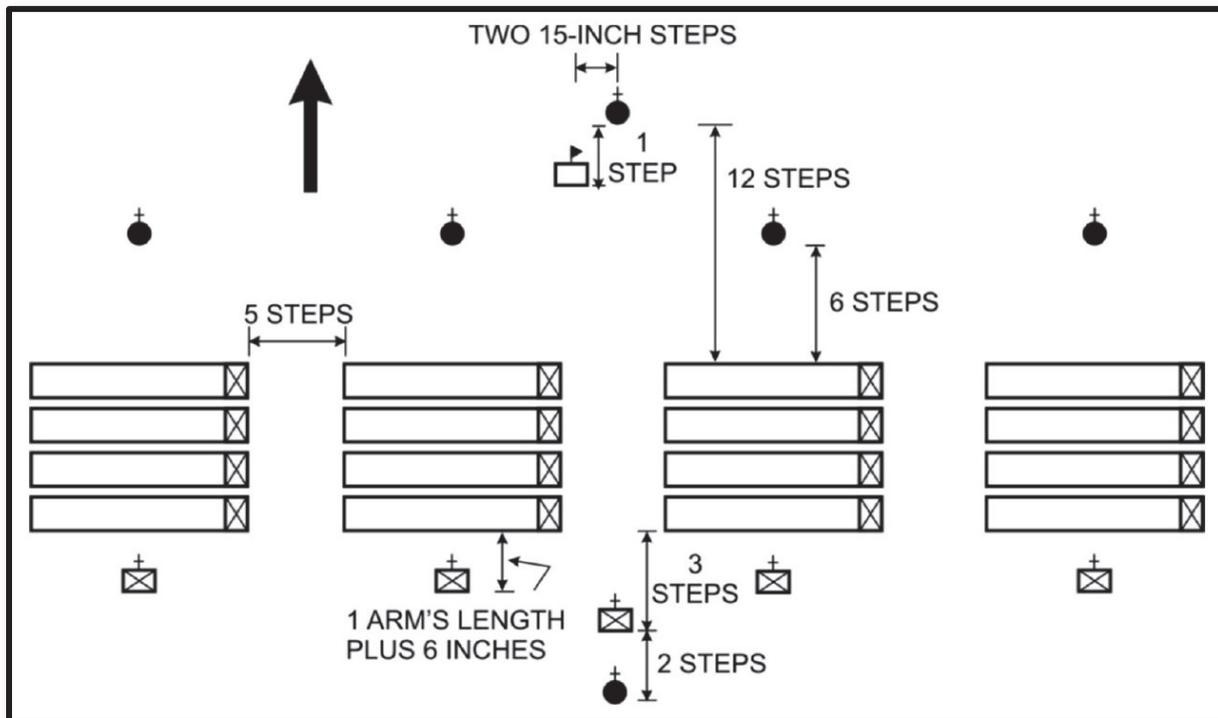
- Utilize both rewards and corrective actions as needed to motivate the team and/or individuals.
- Satisfy individual and team needs by establishing short-term goals or tasks for individuals and teams to reach, leading to larger goal accomplishment.
- Set the example for all team members to follow.
- Make tasks within the unit assignment challenging, cooperative, and helpful in building team member's capabilities.
- Create a healthy culture within the unit—one that promotes trust and respect as well as an understanding and acceptance.
- Create self-motivation in subordinates—this is the most powerful and lasting form of motivation. Most people can become self-motivated if taught leadership attributes.

Company Drill

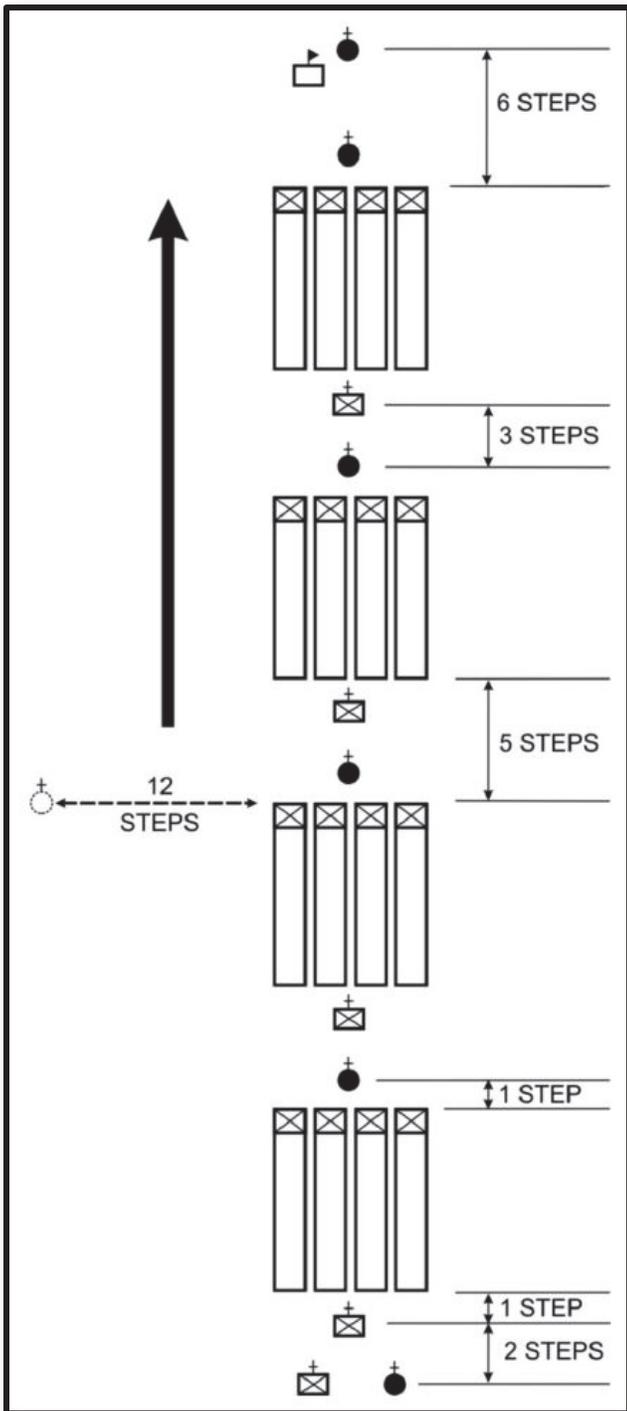
Unit 4: U4 C3 L3



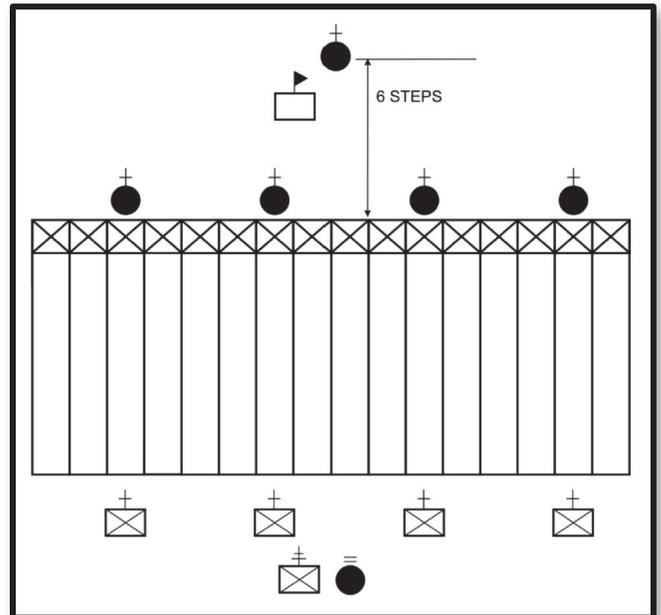
COMPANY IN LINE WITH PLATOONS IN LINE



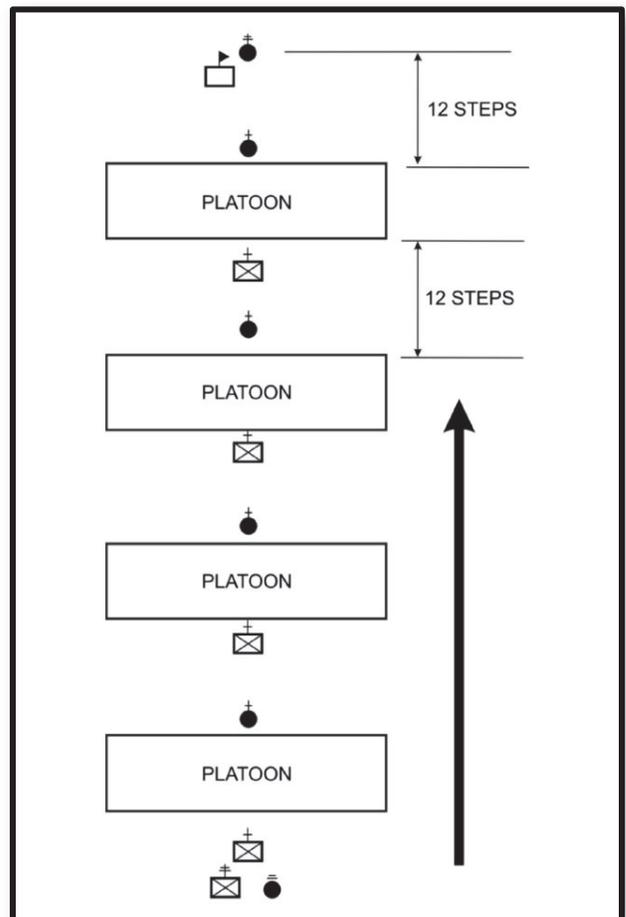
COMPANY IN COLUMN WITH PLATOONS IN COLUMN



COMPANY IN A MASS FORMATION

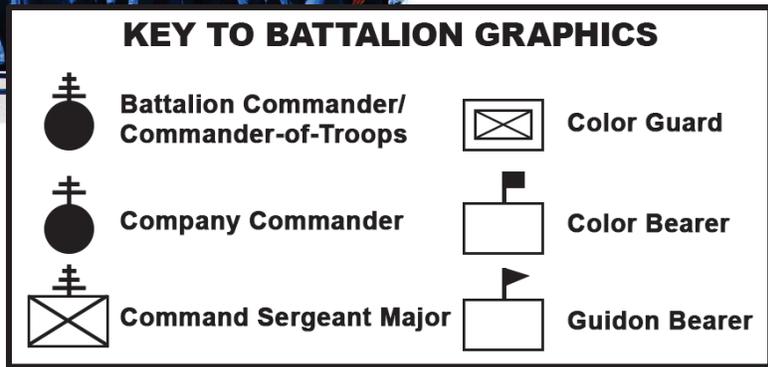


COMPANY IN COLUMN WITH PLATOONS IN LINE

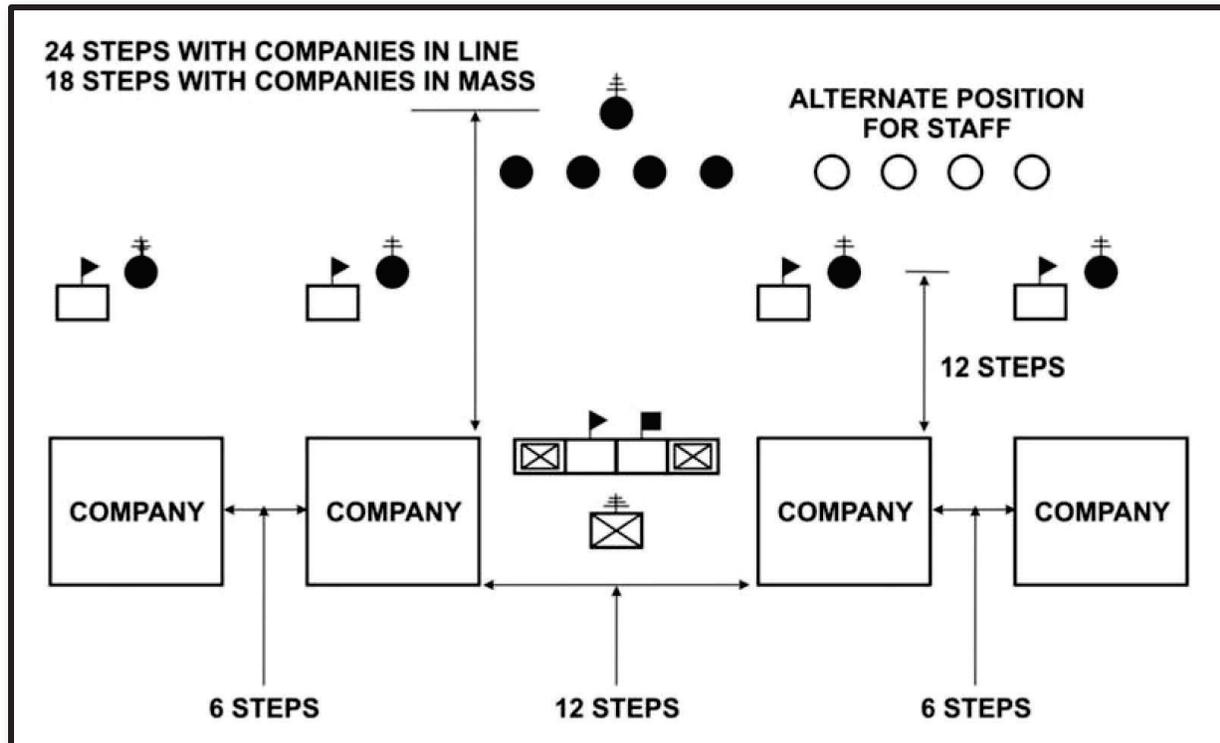


Battalion Drill

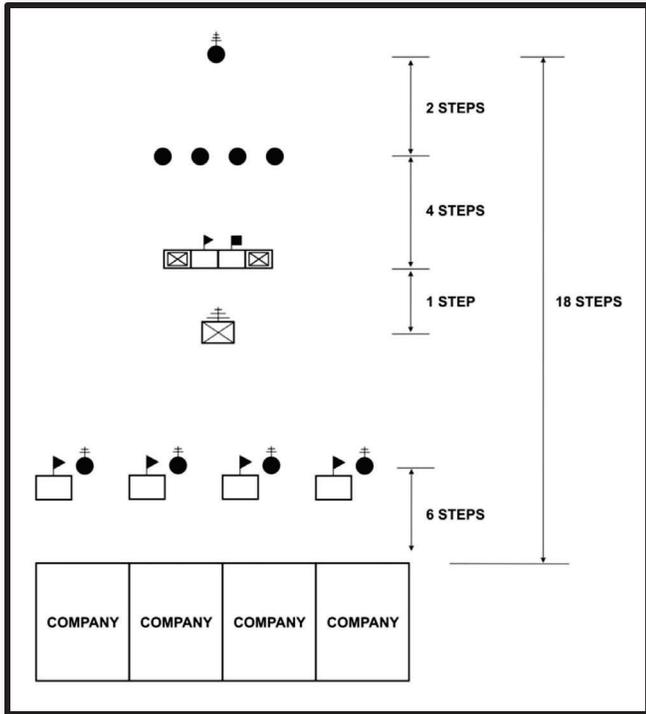
Unit 4: U4 C3 L4



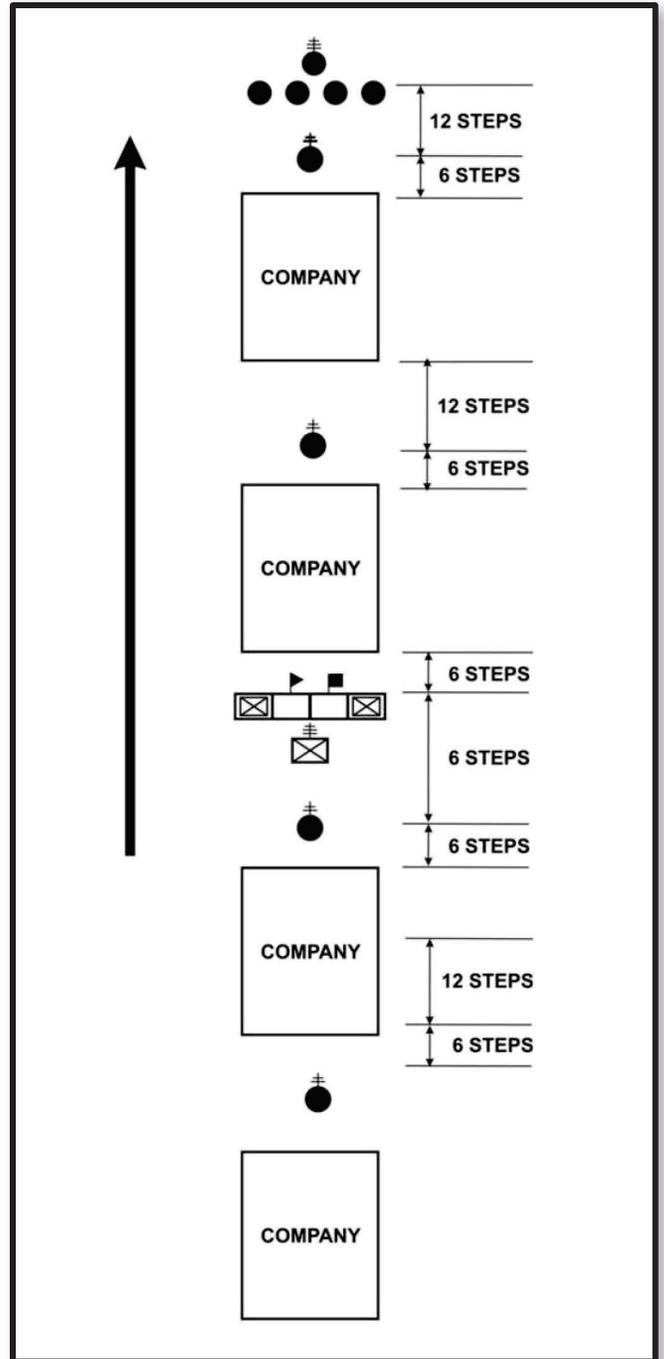
BATTALION IN LINE WITH COMPANIES IN LINE OR MASS



BATTALION IN MASS FORMATION



BATTALION IN COLUMN WITH COMPANIES IN COLUMN OR MASS





After Action Review Checklist

<i>Criteria</i>	<i>Ratings</i>
1. You state the goal or problem you addressed	met not met
2. You state the tasks you defined	met not met
3. You review your work on the defined tasks	met not met
4. You state the extent to which your goal was reached	met not met
5. You identify your ability to perform assigned tasks	met not met
6. You identify problem areas	met not met
7. You identify areas of success	met not met
8. You identify if additional training is needed to complete tasks	met not met
9. You identify which conditions to modify	met not met
10. You identify more effective approaches to meet the goal	met not met



Core Ability Self-Assessment

Army JROTC

AR 145-2 Army JROTC

Directions

How are you developing core abilities outlined in the JROTC Program? Rate yourself on each core ability criteria using the scoring values 4-1.

Target Core Abilities

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

Rating Scale

Value	Description
4	Distinguished
3	Proficient
2	Emerging
1	Needs Improvement

Scoring Guide

Criteria	Ratings
Build your capacity for life-long learning	
you assume personal responsibility for learning	4 3 2 1
you assess personal learning styles and preferences and apply this knowledge to the learning process	4 3 2 1
you initiate formal and informal learning processes to acquire new abilities and insights	4 3 2 1
you risk making responsible mistakes as part of the learning process	4 3 2 1
you recognize and examine the underlying assumptions of your own beliefs	4 3 2 1
you access available resources for personal and professional growth	4 3 2 1
Communicate using verbal, non-verbal, visual, and written techniques	
you select appropriate means to convey a message	4 3 2 1
you communicate accurately and clearly	4 3 2 1
you communicate appropriately and professionally	4 3 2 1
you apply appropriate reading strategies	4 3 2 1

you check for accuracy	4 3 2 1
you speak and write clearly so others can understand	4 3 2 1
you ask questions for clarification	4 3 2 1
you interpret nonverbal communications	4 3 2 1
you use active listening skills	4 3 2 1
you apply standards of spelling, English grammar, and punctuation	4 3 2 1
Do your share as a good citizen in your school, community, country, and the world	
you recognize your responsibility to personal, social, professional, and educational environments and make informed decisions based on that responsibility	4 3 2 1
you recognize your role as a consumer and citizen in a democracy	4 3 2 1
you demonstrate respect for the rights, views, and work of others	4 3 2 1
you adapt to and work effectively with a variety of situations, individuals or groups	4 3 2 1
you work to resolve conflicts	4 3 2 1
Take responsibility for your actions and choices	
you apply professional/ethical values to guide actions and decisions	4 3 2 1
you follow established policies and procedures	4 3 2 1
you complete assignments on time	4 3 2 1
you exhibit academic honesty	4 3 2 1
you assess the impact of your values on actions and decisions	4 3 2 1
you demonstrate dependability	4 3 2 1
you exert a high level of effort and perseverance toward goal attainment	4 3 2 1
Treat self and others with respect	
you act with a sense of equity	4 3 2 1
you work well with individuals and groups from diverse backgrounds	4 3 2 1
you display an appreciation of diverse perspectives	4 3 2 1
you value individual and cultural differences	4 3 2 1
you recognize your own prejudices and stereotypes	4 3 2 1
you communicate in a culturally sensitive manner that is free from bias and stereotypes	4 3 2 1
Apply critical thinking techniques	
you use problem solving skills in academic and/or work place environments	4 3 2 1
you differentiate between fact and opinion	4 3 2 1
you make decisions considering alternatives and consequences	4 3 2 1
you support viewpoints/arguments with reason and evidence	4 3 2 1
you assess feedback from others	4 3 2 1
you refine action plans based on evaluation of feedback	4 3 2 1
you view issues from multiple perspectives (local and global)	4 3 2 1
you evaluate sources of information	4 3 2 1
you present logical arguments	4 3 2 1



Decision Making Checklist

<i>Criteria</i>	<i>Ratings</i>
1. You state or identify the problem/situation clearly	met not met
2. You gather information, looking at facts and assumptions	met not met
3. You develop course(s) of action or solutions	met not met
4. You analyze and compare all of your potential solutions and weigh the value of each	met not met
5. You make your decision	met not met
6. You make a plan to carry out your decision or solution, deciding what you need to implement it	met not met
7. You implement your plan/solution and assess the results	met not met



Essay Writing Checklist

<i>Criteria</i>	<i>Ratings</i>
1. Your opening paragraph provides a preview of the essay content	met not met
2. The body of your essay clearly explains the main points	met not met
3. You include a closing statement that supports the content of your essay	met not met
4. Your writing is coherent with varied sentence structure	met not met
5. Your essay has no punctuation, grammar or spelling errors	met not met



Goal Setting Checklist – SMART Goals

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



Presentation / Briefing Checklist

<i>Criteria</i>	<i>Ratings</i>
1. Your presentation is clearly directed to a specific audience	met not met
2. Your presentation uses a style that is either informative, persuasive, actuating, argumentative, entertaining, or impromptu	met not met
3. Your presentation introduction includes an attention-getting strategy appropriate for the audience and purpose	met not met
4. Your presentation includes evidence of research and/or supporting information	met not met
5. Your presentation includes support of your ideas	met not met
6. Your presentation is organized	met not met
7. Your presentation shows evidence of practice and preparation	met not met
8. Your presentation uses support visuals (if appropriate)	met not met
9. You address your audience with appropriate eye contact and audible voice	met not met



Lesson Materials Preface

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

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

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

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

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Student Learning Plan

Chapter 1: Leadership

Leadership Accomplishment [U4C1L1]



What you will accomplish in this lesson:

Apply leadership skills to continuous improvement and program outcomes



Why this lesson is important:

By the time you reach your fourth and final year of JROTC, you've been involved with many projects. You've worked with and led other Cadets. You've learned how to act with integrity, engage in civic activities, value the role of the military, and many other things. In this lesson, you'll consider ways to expand and apply your leadership skills in continuous improvement. You'll also look ahead to your goals for your final year and beyond.



Essential Question:

How can you improve your personal leadership and battalion skills?



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

- Examine the role of leadership in continuous improvement
- Identify team attitudes that foster continuous improvement
- Relate Army JROTC program outcomes to leadership
- Plan personal and battalion goals
- Define key words: capstone



You will have successfully met this lesson's purpose:

- by creating a written plan for working on your capstone project
- when your plan lists program outcomes
- when you list things or skills you want to achieve by the end of the year
- when your plan indicates a timeline for reaching your goals



Learning Activities:

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

PART 1

INQUIRE PHASE: What do you already know?



1. **Think about** what you know about continuous improvement. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*
2. **Answer** the survey questions presented by your instructor.

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

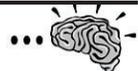
- 3. **Read** the “Revisiting Continuous Improvement” section in your student text.
- 4. With your class, **discuss** your past experiences with continuous improvement. **Contribute** to a class T-Chart listing the successes and challenges you’ve encountered.
- 5. **Read** the “Leadership in Continuous Improvement” and “Attitudes for Successful Continuous Improvement” sections in your student text.
- 6. **Answer** the reinforcing question(s).

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

- 7. **Create** a list of your personal leadership development goals for the coming year.
- 8. **Create** a list of attitudes you would like to foster in your battalion as part of a successful continuous improvement plan. **Be prepared** to share your answers.
- 9. **Reflect** on your battalion’s strengths and weaknesses. **Answer** the Reflection Question(s) presented by your instructor.

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

- 10. **Read** the “Connecting to the Big Picture and Capstone Projects” section in your student text.
- 11. **Answer** the reinforcing question(s).

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

- 12. **Read** Handout #1 – LET 4 JROTC Capstone Project. **Ask** your instructor any questions you have about completing the project and how you’ll be assessed.
- 13. **Reflect** on how you can begin to work on your capstone project. **Answer** the Reflection Question(s) presented by your instructor.

**Assessment Activities:****APPLY PHASE: What else can you do with what you’ve learned today?**

- 14. **Complete** the Leadership Accomplishment Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
- 15. **Review** the key words of this lesson.
- 16. **Review** this lesson’s Essential Question.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Handout #1 – LET 4 JROTC Capstone Project

Part 1 (50 points)

Directions: For this part of the project you will write an essay describing your accomplishments in the JROTC program and your plans for personal growth after high school. Plan to revise your essay as needed to achieve the full 50 points. For your essay you will:

1. Include each of the Army JROTC program outcomes and describe your related accomplishments for each of the years you have been a Cadet.
2. Describe a plan for personal growth after high school.

Criteria	Ratings	
1. Your essay describes how your accomplishments in all four years of JROTC relate to program outcomes	met <input type="radio"/>	not met <input type="radio"/>
2. Your essay shows how your skills and abilities improved over the years	met <input type="radio"/>	not met <input type="radio"/>
3. Your essay includes a reflection on areas for self-improvement	met <input type="radio"/>	not met <input type="radio"/>
4. Your essay includes a general plan for how you will go about developing your skills after your graduate from high school	met <input type="radio"/>	not met <input type="radio"/>
5. Your essay is a minimum of four pages	met <input type="radio"/>	not met <input type="radio"/>
6. Your essay is well-organized	met <input type="radio"/>	not met <input type="radio"/>
7. Your essay contains no grammar or spelling errors	met <input type="radio"/>	not met <input type="radio"/>

Part 2 (50 points)

Directions: For this part of the project, you will give a 5-6 minute PowerPoint presentation that summarizes the key points in your essay.

Criteria	Ratings	
1. Your presentation includes a title slide with your name	met <input type="radio"/>	not met <input type="radio"/>
2. Your presentation is organized by year	met <input type="radio"/>	not met <input type="radio"/>
3. Your presentation content shows evidence of reflection about your past and your future	met <input type="radio"/>	not met <input type="radio"/>
4. Your presentation includes appropriate visuals	met <input type="radio"/>	not met <input type="radio"/>
5. You use appropriate eye contact and verbal skills in your presentation	met <input type="radio"/>	not met <input type="radio"/>
6. Your presentation is clear and well organized	met <input type="radio"/>	not met <input type="radio"/>
7. Your presentation has been rehearsed and does not exceed six minutes	met <input type="radio"/>	not met <input type="radio"/>
8. Your presentation concludes with a slide to allow for questions from your evaluators	met <input type="radio"/>	not met <input type="radio"/>

Performance Assessment Task

Chapter 1: Leadership

Leadership Accomplishment [U4C1L1]

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

Apply leadership skills to continuous improvement and program outcomes



Directions

For this performance assessment task, you will develop a written plan for working on your capstone project. For this assessment you will:

1. Review the capstone document.
2. Decide how you can document your accomplishments from previous years and this year.
3. Make a plan with deadlines for working on the project.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Leadership Accomplishment Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your plan describes how and when you will document your accomplishments over the last four years	met <input type="radio"/> not met <input type="radio"/>
2. Your plan includes a schedule showing when you will complete the different parts of the project	met <input type="radio"/> not met <input type="radio"/>
3. Your plan allots time for completing the final products of the capstone, with revisions	met <input type="radio"/> not met <input type="radio"/>

Comments:

Name: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 1: Leadership

Strategies for Teaching [U4C1L2]



What you will accomplish in this lesson:

Apply teaching strategies to a lesson plan or mentoring project



Why this lesson is important:

During your life, both in school and out, you may be in a position to teach others. In your role as a Cadet leader, you'll also be in a position to mentor and coach younger Cadets. In this lesson, you'll learn the basics about how to organize what you want to teach and how to engage learners in the process. You'll also see that solid teaching strategies can help learners remember and apply what they've learned.



Essential Question:

How can you develop an effective lesson plan?



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

- Explain the purpose of a lesson plan
- Describe the four phases of a lesson plan
- Relate teaching and learning to the four phase lesson plan model
- Explore cooperative learning strategies
- Define key words: group dynamics, lesson competency, lesson plan



You will have successfully met this lesson's purpose:

- by revising an assigned lesson plan or creating a lesson plan related to a current project
- when your lesson plan includes a competency statement describing observable skills or measurable knowledge
- when your lesson plan is organized using the four phase lesson plan model
- when your lesson plan describes learner and teacher activities
- when your lesson plan includes cooperative learning strategies



Learning Activities:

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

PART 1

INQUIRE PHASE: What do you already know?



1. **Think about** what you know about the phases of learning. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*
2. **Complete** Exercise #1 – Match the Learning Phase.

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

3. **Listen** to a briefing about lesson plans.
4. **Read** the “Four Phase Lesson Plan” section in your student text. **Make** corrections to Exercise #1 – Match the Learning Phase as needed.
5. **Answer** the reinforcing question(s).

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

6. **Use** Exercise #2 – Lesson Plan Draft to begin work on revising or creating a lesson plan.
7. **Reflect** on lesson plans. **Answer** the Reflection Question(s) presented by your instructor.

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

8. **Read** the “Using Cooperative Learning Strategies with Groups” section in your student text. **Take notes** in your Cadet Notebook.
9. **Participate** in a class discussion on how cooperative learning strategies can be used in the four phases of learning.
10. **Answer** the reinforcing question(s).

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

11. **Continue** to work on Exercise #2 – Lesson Plan Draft. For each phase of learning, **add** cooperative learning strategies or other learning activities as appropriate for your content. **Ask** at least one other Cadet to peer-review your draft.
12. **Reflect** on cooperative learning strategies. **Answer** the Reflection Question(s) presented by your instructor.

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

13. **Complete** the Strategies for Teaching Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
14. **Review** the key words of this lesson.
15. **Review** this lesson's Essential Question.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise #1 – Match the Learning Phase

Directions: For each of the questions in the column at the right, identify which learning phase focuses on answering the question. (Inquire, Gather, Process, Apply)

Learning Phase	Questions Asked During the Learning Phase
	What new understandings can students construct?
	What do learners know?
	What ways can students make relationships among the information, concepts, or skills?
	What prior knowledge do they have about the content?
	What can students do to reinforce what they've learned in the Gather Phase?
	What is the best way to gather the information?
	How motivated are the learners to learn the content?
	What else can be done with the information?
	What are some practical reasons for learners to participate in the lesson?
	How can students practice and improve their ability to apply the new knowledge and skills?
	What feedback will help the instructor continue teaching the rest of the lesson?
	What is the new and essential information? What are the new concepts or skills?
	What else is needed to make the information usable?
	How can students explore concepts through a variety of learning activities?
	What connections or associations can learners make?
	How can students demonstrate their ability to apply their new knowledge and skills in ways that are different from those experienced in the lesson?
	What can students do to make sense of the new information?
	What feedback will help students improve their competence?
	What is the purpose of the lesson?
	How can students demonstrate their ability to apply what they've learned in their lives?

Exercise #2 – Lesson Plan Draft

Directions: Revise or create a lesson plan of your choosing or one assigned to you.

1. Write a “lesson competency” statement describing what the learner will be able to do when the lesson is successfully completed. Be specific about the observable skill or measurable knowledge the learner will gain.

Lesson Competency:

2. Develop a lesson plan by describing what the learner and teacher will do in each phase of learning.

<p>1. Inquire: <i>(What do they know?)</i></p>	<p>2. Gather: <i>(So what do they need to know?)</i></p>
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<p>3. Process: <i>(Now what do they need to do to retain, process, and comprehend the information?)</i></p>	<p>4. Apply: <i>(What else can they do with the knowledge?)</i></p>
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Lesson phases adapted from *Brain-Compatible Learning for the Block*, R. Bruce Williams & Steven E. Dunn, Arlington Heights, IL: Skylight Training and Publishing Inc., 2000

Performance Assessment Task

Chapter 1: Leadership

Strategies for Teaching [U4C1L2]

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

Apply teaching strategies to a lesson plan or mentoring project



Directions

For this performance assessment task, you will write or revise a lesson plan. For this assessment you will:

1. Use your work from Exercise #2 – Lesson Plan Draft to create a final lesson plan document. Revise your lesson plan as needed based on the peer-feedback you received during the Process Phase of the lesson.
2. Each learning phase of your lesson plan should be formatted into two columns: one for what learners will do, and the other for what the teacher will do in each phase of learning.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Strategies for Teaching Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your lesson plan includes a competency statement describing observable skills or measureable knowledge	met <input type="radio"/> not met <input type="radio"/>
2. Your lesson plan is organized using the four phase lesson plan model	met <input type="radio"/> not met <input type="radio"/>
3. Your lesson plan describes learner activities and teacher notes for each phase, organized into two columns	met <input type="radio"/> not met <input type="radio"/>
4. Your lesson plan includes cooperative learning strategies	met <input type="radio"/> not met <input type="radio"/>
5. Your lesson plan is clear and concise	met <input type="radio"/> not met <input type="radio"/>
6. Your lesson plan uses correct spelling and grammar	met <input type="radio"/> not met <input type="radio"/>

Comments:

Name: _____ **Date:** _____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 1: Leadership

Using Feedback with Learners [U4C1L3]



What you will accomplish in this lesson:

Use feedback to enhance your effectiveness as a leader



Why this lesson is important:

As a Cadet leader, you'll often be in a position to give feedback to less experienced Cadets. Feedback is also an important part of projects and continuous improvement. You'll use it in the After Action Review (AAR) process. This lesson examines how you can give feedback that is objective, acceptable, constructive, flexible, and comprehensive.



Essential Question:

How can you give effective feedback to people you are teaching and leading?



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

- Explain why feedback is important in the learning process
- Describe the characteristics of effective feedback
- Identify the basic ground rules and tips for giving effective feedback
- Define key words: conviction, preconceived, rapport



You will have successfully met this lesson's purpose:

- by creating feedback for a role-play scenario
- by giving other Cadets feedback on their role-play scenario
- when your feedback addresses the major strengths and weaknesses of the learner's performance or product
- when your feedback is objective, acceptable to the learner, and constructive
- when your feedback is appropriately suited to the situation and complete
- when your feedback addresses specific aspects of the performance or product
- when your feedback provides specific and reasonable suggestions for improvement
- when you modify the role-play based on the feedback
- when you provide feedback to others



Learning Activities:

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

PART 1

INQUIRE PHASE: What do you already know?



1. **Think about** what you know about giving feedback. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*
2. With your team, **brainstorm** ideas about what makes feedback effective for learners. **Create** a Bubble Map showing your team's seven best ideas. **Be prepared** to share your ideas with your class.

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



3. **Listen** to a briefing about the types of feedback.
4. **Read** the "Characteristics of Effective Feedback" section in your student text. **Take notes** in your Cadet Notebook.
5. **Read** Exercise #1 – Rate the Feedback. **Participate** in a class discussion on the effectiveness of each feedback scenario.
6. **Answer** the reinforcing question(s).

PART 2

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



7. **Read** the "Ground Rules for Giving Feedback" section in your student text. **Take notes** in your Cadet Notebook.
8. **Answer** the reinforcing question(s).

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



9. With your team, **complete** Exercise #2 – Feedback Scoring Guide.
10. **Reflect** on the characteristics of good feedback. **Answer** the Reflection Question(s) presented by your instructor.



Assessment Activities:

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



11. With your team, **discuss** your assigned scenario from Exercise #3 – Feedback Scenarios and the best way to respond to it.
12. **Complete** the Using Feedback with Learners Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
13. **Review** the key words of this lesson.
14. **Review** this lesson's Essential Question.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise #1 – Rate the Feedback

Directions: Read each of the scenarios below. Is the feedback appropriate? Can it be improved? Be ready to explain your answer.

1. You are a team leader who likes to have Cadets work in pairs. One day Cadet Richards comes to you and complains about working with Cadet Simmons. He says Simmons slacks off all the time. Richards says he's tired of doing most of the work and wants to be paired with someone other than Simmons. You think about what he has said and decide to approach both Cadets the next time they are together.

Feedback: "How's it going, you two? I'm asking because Richards says he's doing most of the work. Simmons, is it true that you are a slacker? I'm thinking about assigning each of you a different partner to work with."

2. A member of your team, Ted, has poor hygiene. Several team members have complained that they don't want to work with him because of his body odor.

Feedback: "Hey Ted, just curious – when is the last time you took a shower? You know, you might have more friends if you didn't stink so much."

3. You are helping a student with math homework. You notice that the student repeatedly makes errors with negative exponents – a topic that he should have learned last year.

Feedback: "You seem to understand how to solve these equations, but you are not always getting the correct answer. It looks like you are having problems with exponents. Would it help if we reviewed the rules for working with negative exponents?"

4. Your younger brother has an overnight scout camping trip. You notice he hasn't packed everything on his list.

Feedback: "You didn't read your list. You missed the water bottle and flashlight. You should also bring rain gear and an extra pair of shoes because it's going to rain. When I go camping I always bring books and games too, because you never know if you are going to get bored with what other people are doing."

5. Your friend Shelly wants to ask John out for a date. You advise her against it because you think John is already dating someone else. But Shelly has a major crush on John and asks him out anyway. John gives her a quick brush off and says he's not interested in ever dating Shelly. Now Shelly's feelings are hurt.

Feedback: "Shelly, I'm sorry but you should not have asked him out in the first place. What could he say – 'Yes I'll go out with you even though I'm dating someone else?' Get a grip girl. And next time, take my advice, will you?"

Exercise #3 – Feedback Scenarios

Directions: Develop effective feedback for your assigned scenario.

1. It's a week before the Christmas holiday and you notice that the JROTC supply cabinet is suspiciously low on various supplies. Cadet Smith is the S4 in charge of the supply room and the only one - other than you - with a key. You are the executive officer.
2. Tama misses a critical foul shot and his intramural basketball team loses the game by one point. You are the captain of the team and an expert at foul shooting.
3. Tina forgets her lines during the opening night's performance of the school play. She feels incredibly embarrassed. You are the drama coach.
4. The first chair tuba player has a solo at the school's spring concert. He misses hitting the high note that he's worked so hard to hit consistently. You are the band director.
5. Your social studies teacher has assigned group presentations about World War II. One member of your team forgets to bring his files to class on the day your team is presenting. He tries to do his part in the presentation but forgets to provide much of the critical information he was responsible for presenting to the class. What do you say to him?
6. You and a partner must complete a required chemistry lab for an important grade. Your partner misreads the directions, makes a mistake in measuring the chemicals for the experiment, sets the Bunsen burner at too low a temperature, and the lab does not produce the correct results. Both of you receive a failing grade for that lab assignment. What do you say to your lab partner?
7. A JROTC team has a service project building a trail through the back property of your school. The team has committed to work on the project every Saturday morning until it is complete. One member of the team is habitually late and often leaves early. You are the team leader.

Performance Assessment Task

Chapter 1: Leadership

Using Feedback with Learners [U4C1L3]

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

Use feedback to enhance your effectiveness as a leader



Directions

For this performance assessment task, you and your team will write a feedback script for an assigned scenario. Your team will role-play the scenario for at least one other team. The other team will use their Exercise #2 – Feedback Scoring Guide to give you feedback. At least one other team will perform their role-play for your team to provide feedback. If possible, teams may record videos of the role-plays for use as a teaching tool for future Cadets. For this assessment you will:

1. Write a summary of the feedback you will provide to the “learner” in the scenario.
2. Assign team members to take roles in the scenario role-play. Present your role-play to at least one other team, which will evaluate your team’s feedback. Take turns with assigning roles to team members if you present your role-play to more than one other team.
3. Review your team’s feedback scoring guide. Modify it if needed for this activity.
4. Use your modified checklist to evaluate other role-plays. Remember, providing feedback to others is a process that you will continually improve upon with each experience.
5. Use the attached scoring guide criteria for what you need to do to complete this task.
6. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Using Feedback with Learners Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You provide feedback to a learner in an assigned scenario	met <input type="radio"/> not met <input type="radio"/>
2. Your feedback addresses the major strengths and weaknesses of the learner's performance or product	met <input type="radio"/> not met <input type="radio"/>
3. Your feedback is objective, acceptable to the learner, and constructive	met <input type="radio"/> not met <input type="radio"/>
4. Your feedback is appropriately suited to the situation and complete	met <input type="radio"/> not met <input type="radio"/>
5. Your feedback addresses specific aspects of the performance or product	met <input type="radio"/> not met <input type="radio"/>
6. Your feedback provides specific and reasonable suggestions for improvement	met <input type="radio"/> not met <input type="radio"/>
7. You modify your role-play based on the feedback you received from another team	met <input type="radio"/> not met <input type="radio"/>
8. You provide feedback to one or more other teams based on the criteria you developed in Exercise #2 – Feedback Scoring Guide	met <input type="radio"/> not met <input type="radio"/>

Comments:

Name: _____ **Date:** _____

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 2: Personal Growth and Behaviors Life After High School [U4C2L1]



What you will accomplish in this lesson:

Determine how to successfully manage yourself after high school



Why this lesson is important:

As a high school student, your day is fairly planned out. As you've matured, you have accepted additional responsibilities. Perhaps you have a part-time job or have assumed a leadership role in a school club or JROTC. You may have also added to your plate of responsibilities, decisions pertaining to your future goals after high school – college, the military, or the work force. In this lesson, you'll consider your life after high school and what it will really take to manage it successfully.



Essential Question:

How will you manage the challenges in life after high school?



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

- Identify how core abilities relate to life beyond high school
- Analyze the pros and cons of personal independence
- Explore aspects of a post-high school life
- Evaluate the importance of personal accountability
- Define key words: academic adviser, academic organization, academic probation, accountability, credit, fraternity, hazing, international organization, intramural athletics, off-campus housing, on-campus housing, political organization, professional organization, religious organization, residential adviser, service organization, social organization, sorority



You will have successfully met this lesson's purpose:

- when you identify areas that challenge your future goals and identify solutions to help stay focused on the goals
- when you self-assess your strengths and weaknesses of the JROTC Core Abilities
- when you identify two after high school graduation goals
- when your goals are SMART goals
- when you determine what kinds of challenges you could face as a young adult that might be an obstacle toward achieving your goals
- when you research types of support resources available to help maintain balance and goal achievement
- when you reflect upon the importance of strong life skills (or core abilities)



Learning Activities:

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

PART 1

INQUIRE PHASE: What do you already know?



1. **Think about** what you know about life skills. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*
2. **Determine** how JROTC Core Abilities are life skills for a specific vocation or life role. **Use** a Tree Map to capture your answers.
3. **Use** Exercise #1 – Core Abilities Self-Assessment to determine how you have used core abilities throughout your time as a Cadet in the JROTC program.
4. **Reflect** on core abilities and how they will be important in the next role in your life. **Answer** the Reflection Question(s) presented by your instructor.

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



5. **Review** the sections in the student text with your assigned team. **Develop** a post-graduation scenario that will require a thoughtful response. **Use** Exercise #2 – A Situation to complete this activity.
6. **Answer** the reinforcing question(s).

PART 2

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



7. **Develop** a response to your assigned scenario. **Provide** resources, alternative options, decision-making steps, and how or if SMART Goals can assist with your solution. **Use** Exercise #3 - Life Situations – Your Response to complete this activity. **Present** your completed case studies to others in the class.
8. **Reflect** on the resources and solutions toward jeopardized goals. **Answer** the Reflection Question(s) presented by your instructor.



Assessment Activities:

PART 3

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



9. **Complete** the Life After High School Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
10. **Review** the key words of this lesson.
11. **Review** this lesson's Essential Question.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise #1 – Core Abilities Self-Assessment

Directions: Six core abilities or life skills have been associated with every lesson in the JROTC curriculum. They are not skills you can learn, but abilities you develop and will use throughout your life roles – student, parent, employer, or employee. Think about these abilities and the criteria that further describe them. Score yourself on each using the rating scale below.

Target Core Abilities

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

Rating Scale

Value	Description
4	Distinguished
3	Proficient
2	Emerging
1	Needs Improvement

Scoring Guide

Core Ability and Performance Criteria	Ratings
Build your capacity for life-long learning	
you assume personal responsibility for learning	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you assess personal learning styles and preferences and apply this knowledge to the learning process	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you initiate formal and informal learning processes to acquire new abilities and insights	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you risk making responsible mistakes as part of the learning process	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you recognize and examine the underlying assumptions of your own beliefs	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you access available resources for personal and professional growth	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
Communicate using verbal, non-verbal, visual, and written techniques	
you select appropriate means to convey a message	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you communicate accurately and clearly	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you communicate appropriately and professionally	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you apply appropriate reading strategies	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you check for accuracy	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you speak and write clearly so others can understand	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you ask questions for clarification	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you interpret nonverbal communications	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you use active listening skills	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you apply standards of spelling, English grammar, and punctuation	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
Do your share as a good citizen in your school, community, country, and the world	
you recognize your responsibility to personal, social, professional, and educational environments and make informed decisions based on that responsibility	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you recognize your role as a consumer and citizen in a democracy	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>

you demonstrate respect for the rights, views, and work of others	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you adapt to and work effectively with a variety of situations, individuals or groups	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you work to resolve conflicts	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
Take responsibility for your actions and choices	
you apply professional/ethical values to guide actions and decisions	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you follow established policies and procedures	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you complete assignments on time	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you exhibit academic honesty	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you assess the impact of your values on actions and decisions	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you demonstrate dependability	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you exert a high level of effort and perseverance toward goal attainment	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
Treat self and others with respect	
you act with a sense of equity	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you work well with individuals and groups from diverse backgrounds	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you display an appreciation of diverse perspectives	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you value individual and cultural differences	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you recognize your own prejudices and stereotypes	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you communicate in a culturally sensitive manner that is free from bias and stereotypes	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
Apply critical thinking techniques	
you use problem solving skills in academic and/or work place environments	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you differentiate between fact and opinion	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you make decisions considering alternatives and consequences	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you support viewpoints/arguments with reason and evidence	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you assess feedback from others	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you refine action plans based on evaluation of feedback	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you view issues from multiple perspectives (local and global)	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>
you evaluate sources of information you present logical arguments	4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/>

Exercise #2 – A Situation

Directions: Think about your life, your goals, and the opportunities that lie ahead for you. Do you think you'll be distracted along the way? It will be up to you to balance your time, your resources, your responsibilities and still stay focused on your goals. With your assigned team, develop a fictitious SMART Goal for a person who has already graduated from high school and is now either at college, going to college, entering the workforce, or has selected another career pathway option.

Use this worksheet to define the person, their goal, and a situation that could impact their goal. Develop a scenario that another team will be assigned to respond to.

1. Define the character of your scenario. Include their gender, age, post-high school graduation situation (away to college, live at home and attend college, join the military, scholarship recipient, etc.)

2. Develop a SMART Goal pertaining to your fictitious character.

Specific:

Measurable:

Attainable:

Results:

Time Frame:

3. Explain a situation that your character is facing that will impact their goal and why/how?

Exercise #3 – Life Situations – Your Response

Directions: Review the life situation scenario you were provided. Determine a positive and/or effective response to the situation to help correct or resolve it. Prepare your response by answering these questions. Use the 7-Step Decision Making Process toward a solution to the stated situation.

1. Identify the problem (recognize/define)
2. Gather information (facts/assumptions)
3. Develop courses of action (solutions)
4. Analyze and compare courses of action (alternatives/solutions)
5. Make a decision; select the best course of action (solution)
6. Make a plan (how, when, what)
7. Implement the plan (assess the results)

Based on the character's original SMART Goal(s), what additional goals might be considered?

Performance Assessment Task

Chapter 2: Personal Growth and Behaviors

Life After High School [U4C2L1]

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

Determine how to successfully manage yourself after high school



Directions

For this performance assessment task, you will evaluate and revise SMART Goals pertaining to your life after high school, whether they involve attending college, living on your own, working part- or full-time, or joining the military. Then, determine where you could encounter challenges and risk to steer you off course toward meeting your goal. Finally, establish a plan that will allow you to tackle those potential challenging areas and stay on course toward meeting your goals. For this assessment you will:

1. Consider the strength of core abilities you've developed as a result of the JROTC program. Earlier in this lesson, you completed the Exercise #1 - Core Abilities Self-Assessment. Areas that you are strong in and have developed more thoroughly will be helpful to you as you begin the next phase of your career plan. Similarly, those abilities that you may feel are **not** so strong, could contribute to the roadblocks or challenges you encounter and ultimately steer you off track from your goals. Highlight those areas of concern to you. Use the *Core Abilities Self-Assessment Summary* (and rubric if you have not already done this activity) to explain why you gave yourself the score you did for each of the six JROTC Core Abilities.
2. Develop two SMART Goals pertaining to your life after you graduate from high school. Use the attached *SMART Goals Worksheet*.
3. Acknowledge some potential situations pertaining to your future life after high school that could be a challenge for you and impact movement toward your goals. Challenges might include: academic success, time management, loneliness, and many other areas. Develop two scenarios that you could see yourself encountering in the future – whether at college in an on-campus or off-campus setting, as a student or an employee. Explain these potential situations in the attached *My Challenges Worksheet* attached below.
4. Next, think about how you could avoid the roadblock or challenge you outlined. If you already have a college or post-secondary plan confirmed, explore on their website (if one is available) the types of support resources available to you and explain how they could be beneficial to you. Use the attached *Support Resources Worksheet* to outline your potential solutions.
5. Finally, go back to your *Core Abilities Self-Assessment* and re-evaluate your strengths and weaknesses identified on the scoring rubric. Reflect on the relationship of any potential challenges and weaker core abilities. Write a 1-2 paragraph reflection on this assessment and your readiness to live as a successful young adult.

6. Use the attached scoring guide criteria for what you need to do to complete this task.
7. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Core Abilities Self-Assessment Summary

Directions: Use this worksheet to summarize your strengths and weaknesses in the area of core abilities. Remember, the JROTC Program Core Abilities are life skills. The lesson activities and assessment tasks provided you many opportunities to develop and use these lifelong abilities that you will use well beyond high school. If you have not already completed this self-assessment, please do so now. Add your explanations that provide evidence of your strengths and weaknesses in the area of core abilities. Provide how you might improve upon the weak areas.

JROTC Program Core Abilities or Life Skills

- Apply critical thinking techniques
- 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

Value	Description
4	Proficient
3	Developing
2	Emerging
1	Undeveloped

Use the scoring values above to self-assess your level in these six core abilities.

Criteria	Ratings
Build your capacity for life-long learning	4 3 2 1 ○ ○ ○ ○
you assume personal responsibility for learning	4 3 2 1 ○ ○ ○ ○
you assess personal learning styles and preferences and apply this knowledge to the learning process	4 3 2 1 ○ ○ ○ ○
you initiate formal and informal learning processes to acquire new abilities and insights	4 3 2 1 ○ ○ ○ ○
you risk making responsible mistakes as part of the learning process	4 3 2 1 ○ ○ ○ ○
you recognize and examine the underlying assumptions of your own beliefs	4 3 2 1 ○ ○ ○ ○
you access available resources for personal and professional growth	4 3 2 1 ○ ○ ○ ○

Explain why you gave yourself the score you did? Include examples.

If you did not score well, how can you improve this core ability in your life?

Communicate using verbal, non-verbal, visual, and written techniques	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you select appropriate means to convey a message	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you communicate accurately and clearly	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you communicate appropriately and professionally	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you apply appropriate reading strategies	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you check for accuracy	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you speak and write clearly so others can understand	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you ask questions for clarification	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you interpret nonverbal communications	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you use active listening skills	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you apply standards of spelling, English grammar, and punctuation	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
<p>Explain why you gave yourself the score you did? Include examples.</p> <p>If you did not score well, how can you improve this core ability in your life?</p>				
Do your share as a good citizen in your school, community, country, and the world	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you recognize your responsibility to personal, social, professional, and educational environments and make informed decisions based on that responsibility	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you recognize your role as a consumer and citizen in a democracy	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you demonstrate respect for the rights, views, and work of others	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you adapt to and work effectively with a variety of situations, individuals or groups	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you work to resolve conflicts	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
<p>Explain why you gave yourself the score you did? Include examples.</p> <p>If you did not score well, how can you improve this core ability in your life?</p>				
Take responsibility for your actions and choices	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you apply professional/ethical values to guide actions and decisions	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

you follow established policies and procedures	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you complete assignments on time	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you exhibit academic honesty	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you assess the impact of your values on actions and decisions	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you demonstrate dependability	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you exert a high level of effort and perseverance toward goal attainment	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
<p>Explain why you gave yourself the score you did? Include examples.</p> <p>If you did not score well, how can you improve this core ability in your life?</p>				
Treat self and others with respect	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you act with a sense of equity	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you work well with individuals and groups from diverse backgrounds	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you display an appreciation of diverse perspectives	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you value individual and cultural differences	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you recognize your own prejudices and stereotypes	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you communicate in a culturally sensitive manner that is free from bias and stereotypes	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
<p>Explain why you gave yourself the score you did? Include examples.</p> <p>If you did not score well, how can you improve this core ability in your life?</p>				
Apply critical thinking techniques	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you use problem solving skills in academic and/or work place environments	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you differentiate between fact and opinion	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you make decisions considering alternatives and consequences	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you support viewpoints/arguments with reason and evidence	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you assess feedback from others	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>

you refine action plans based on evaluation of feedback	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you view issues from multiple perspectives (local and global)	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you evaluate sources of information you present logical arguments	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
you use problem solving skills in academic and/or work place environments	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
<p>Explain why you gave yourself the score you did? Include examples.</p> <p>If you did not score well, how can you improve this core ability in your life?</p>				

SMART Goals Worksheet

Directions: Develop a plan for achieving two goals after high school.

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

Goal 1:

Specific:

Measurable:

Attainable:

Results:

Time Frame:

Goal 2:

Specific:

Measurable:

Attainable:

Results:

Time Frame:

My Challenges Worksheet

Directions: Consider the kinds of obstacles that could be stumbling blocks toward achieving your two goals? Topics to consider might include areas pertaining:

- Academics
- Career or vocation support
- Time management
- Social challenges
- Financial management
- Healthy lifestyle

1. Obstacles that I need to be aware of that could impact meeting Goal #1:

2. Obstacles that I need to be aware of that could impact meeting Goal #2:

Support Resources

Directions: As you encounter roadblocks, whether a difficult course that requires some tutoring or after school help, interpersonal relationship conflicts, or maintaining a healthy lifestyle, accessing the correct support resources is important. If you'll be attending college or entering the workforce, it is important to know what areas typically challenge you and be aware of resources that can help you make better choices or improve some weak skill sets or even core life skills (or core abilities).

Do a little research to find out what resources are near where you'll be living (on or off campus) and add them here. Explain why the source will be helpful to you, especially toward staying on course to meet your goals.

Refer to the student text for example resources. Additionally, college websites will include a lot of various student services and support resources available on and off campus.

Challenge:

Support Resource:

Why this would be helpful:

Challenge:

Support Resource:

Why this would be helpful:

Challenge:

Support Resource:

Why this would be helpful:

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 2: Personal Growth and Behaviors Professional Development [U4C2L2]



What you will accomplish in this lesson:

Appraise your plans for the future



Why this lesson is important:

The JROTC curriculum has helped you develop knowledge, skills, and abilities in leadership, personal growth, and team building. Your entire high school career has been an investment in building and equipping you. But, now it's up to you to determine what you need to continue growing as a professional, as a citizen, as a spouse one day, or even as a parent. This lesson will help you think ahead ten years and consider the types of professional and personal development you may need to achieve the success you desire.



Essential Question:

What are the three basic areas of your life that you must identify and develop for your professional and personal success?



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

- Distinguish between professional and personal goals
- Determine how personal goals and values affect professional success
- Explore aspects of professional development
- Identify your professional and personal goals for the next 10 years
- Define key words: appraise, attitudes, career ladder, compassion, courtesy, dependability, equity, fruition, loyalty, mutual trust, organizational values, perseverance, professional development, risk-taking, work ethic



You will have successfully met this lesson's purpose:

- when you chart a 10-year path of success
- when your chart provides professional goals
- when your chart provides personal goals
- when your chart provides personal development areas
- when your chart provides professional development areas
- when your chart portrays a 10-year timeline with benchmarks of professional and personal development



Learning Activities:

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

PART 1

INQUIRE PHASE: What do you already know?



1. **Think about** your professional and personal goals. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*
2. **Ask** yourself what you'd like to have accomplished in 10 years. **Add** to a class Circle Map a professional and personal goal you hope to achieve.

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



3. **Interview** your instructor about a 10-year professional and/or personal plan in their life.
4. **Prepare** to interview someone you admire and respect. **Develop** a list of questions pertaining to their professional and personal goals and development. **Reference** your student text for question ideas about professional development. **Share** your questions with a partner and revise as needed.

PART 2

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



5. **Interview** your selected candidate about their professional and personal development during a particular 10-year time period.
6. **Answer** the reinforcing question(s).

PART 3

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



7. **Present** an illustration of your interviewee's 10-year plan for achieving professional and personal goals. **Develop** a Thinking Map® of your choice to summarize your interview findings.
8. **Reflect** on the journey of professional and personal development. **Answer** the Reflection Question(s) presented by your instructor.



Assessment Activities:

PART 4

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



9. **Complete** Exercise #1 – Professional and Personal Development Action Plan.
10. **Complete** the Professional Development Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
11. **Review** the key words of this lesson.
12. **Review** this lesson's Essential Question.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise #1 – Professional and Personal Development Action Plan

Directions: Before you develop a 10-year timeline pertaining to your personal and professional development, you will need to think through some details about yourself and your goals. Complete all the sections of this action plan before moving onto the Professional Development Performance Assessment Task. This completed exercise will be submitted with the assessment.

Part 1: My Current Self Examination

Your strengths (refer to latest/current Personal Skills Map)	1. 2. 3.
Your weaknesses (refer to your latest/current Personal Skills Map)	1. 2. 3.
Common types of feedback that you receive from others (positive and negative)	1. 2. 3.
Skills you have acquired at this point in your life	1. 2. 3.
Abilities you have acquired at this point in your life	1. 2. 3.
Priority Focus (what areas would you like to focus on developing)	1. 2. 3.

In 10 years where do you see yourself **professionally**?

In 10 years where do you see yourself **personally**?

Personal Short-Term and Mid-Range Goals

Personal Short-Term Goals (1-3 years):

Personal Mid-Range Goals (5-6 years):

Long-Term Goal Timeline

In the area below, create a timeline showing your progress toward each set of goals. Show benchmarks, goal attainment, and dates. You can create your own illustration or use a graphic organizer to portray your 10-year plan.

Performance Assessment Task

Chapter 2: Personal Growth and Behaviors

Professional Development [U4C2L2]

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

Appraise your plans for the future



Directions

For this performance assessment task, you will think about your 10-year professional and personal goals. You will think through to these 10 years and imagine the roadblocks, achievements, and desires you have along the way. It may be difficult to know what kind of professional timeline you need to develop, predominantly because you don't know what you don't know! However, back up from that 10-year goal and consider what other types of credentials, training, or milestones you have. At the same time, consider your personal goals. For example, perhaps you desire to be married and have started a family in 10 years. Perhaps this will conflict with your professional goals or vice versa. Begin this process by following the steps outlined below. For this assessment you will:

1. Complete Exercise #1 – Professional and Personal Development Action Plan.
2. Develop your professional and personal goals to accomplish within 10 years. Remember, goals can change, so don't be worried. Consider this exercise a great start toward professional development planning.
3. Share your plan with a peer or someone you trust and value. Perhaps the person you interviewed earlier in this lesson would be a good person to share your plan with. They may help you think through some situations that you haven't thought of, changing some of your timeline and benchmarks along the way.
4. Once you've completed Exercise #1 – Professional and Personal Development Action Plan, develop a timeline to showcase where you are heading and what you may need to do along the way to develop yourself professionally and personally. Consider using a graphic organizer or Thinking Map® to illustrate your action plan.
5. Use the attached scoring guide criteria for what you need to do to complete this task.
6. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Professional Development Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You chart a 10-year path of professional and personal success	met <input type="radio"/> not met <input type="radio"/>
2. Your chart provides professional goals	met <input type="radio"/> not met <input type="radio"/>
3. Your chart provides personal goals	met <input type="radio"/> not met <input type="radio"/>
4. Your chart provides personal development areas	met <input type="radio"/> not met <input type="radio"/>
5. Your chart provides professional development areas	met <input type="radio"/> not met <input type="radio"/>
6. Your chart portrays a 10-year timeline with benchmarks of professional and personal development	met <input type="radio"/> not met <input type="radio"/>
7. You include Exercise #1 – Professional and Personal Development Action Plan as a supporting resource with your chart	met <input type="radio"/> not met <input type="radio"/>

Comments:

Name: _____ **Date:** _____

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

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 3: Team Building

Motivating Others [U4C3L1]



What you will accomplish in this lesson:

Apply motivation strategies to teams



Why this lesson is important:

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



Essential Question:

How will I motivate my teammates?



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

- Identify how individual performance within a team is influenced by the leader
- Explain the six tactics to motivate others
- Define key words: complement, intangible



You will have successfully met this lesson's purpose:

- when you prepare a Double T-Chart that describes how you would develop motivation tactics
- when you analyze your ability to motivate others and how to improve your motivational skills
- when you assess how you applied at least two of the six motivation tactics
- when you plan how you will improve on at least one of the six motivation tactics



Learning Activities:

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

PART 1

INQUIRE PHASE: What do you already know?



1. **Think about** what you know about motivation. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*
2. **Participate** in a motivation and expectation activity.

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


- 3. **View** the animation on principles of motivation. **Create** a Bubble Map of an assigned motivational tactic from your student text.
- 4. **Add** your Bubble Map to the class map, creating a class Double Bubble Map of the motivational tactics.
- 5. **Complete** Exercise #1 – Motivation and Leadership about your motivational tactic and give an example of how you would use it in a leadership situation.
- 6. **Answer** the reinforcing question(s).

PART 2

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


- 7. **Review** the Army Leadership Model and prepare to correlate it with the motivational tactics you studied.
- 8. **Create** a Flow Map of the motivational principles you would use to guide a team toward achieving a goal. **Consider** the Army Leadership Model and highlight how the attributes and competencies fit into the Flow Map. **Share** your Flow Map with the class.
- 9. **Reflect** on the Army Leadership Model and the motivation tactics. **Answer** the Reflection Question(s) presented by your instructor.


Assessment Activities:

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


- 10. **Create** a Double T-Chart identifying at least three two motivational tactics you have not used well, an example of how you used each, and how you plan to improve at least one of them for future situations. **Share** your Double T-Chart with a partner.
- 11. **Complete** the Motivating Others Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
- 12. **Review** the key words of this lesson.
- 13. **Review** this lesson's Essential Question.


Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise #1 – Motivation and Leadership

Directions: Review each motivational tactic below and give an example of how you would use it in a leadership situation.

Motivational Tactic	Example of Use in a Leadership Situation
1. Utilize both rewards and corrective actions as needed to motivate the team and/or individuals.	
2. Establish short-term goals or tasks for individuals and teams to reach, leading to larger goal accomplishment.	
3. Set the example for all team members to follow.	
4. Make tasks within the unit assignment challenging, cooperative, and helpful in building team member's capabilities.	
5. Create a healthy culture within the unit — one that promotes trust and respect as well as an understanding and acceptance.	
6. Create self-motivation in subordinates.	

Performance Assessment Task

Chapter 3: Team Building

Motivating Others [U4C3L1]

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

Apply motivation strategies to teams



Directions

For this performance assessment task, you will create a Double T-Chart to help you improve at using at least one of the motivational tactics from this lesson. For this assessment you will:

1. Create a Double T-Chart in your notebook identifying at least two motivational tactics you have not used well in the past, an example of how you used each, and how you plan to improve on at least one of them for future situations.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 3: Team Building

Communicating to Lead [U4C3L2]



What you will accomplish in this lesson:

Give feedback and direction to team members



Why this lesson is important:

It's not what you say but what you do. This echoes the point that actions speak louder than words. As a leader, others will watch what you say and do. You've learned about leadership, communication, and team building. In this lesson, you will take another look at the communication process and ways to reduce communication barriers. You will also practice skills that effective leaders use in communicating with others.



Essential Question:

How can communication skills help me lead and motivate more effectively?



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

- Determine how communication is important for effective leadership
- Explain the basic flow and purpose of informal communication
- Review the major elements of a communication model
- Determine how to overcome barriers of effective communication
- Define key words: communication, decode, emotional intelligence, encode, feedback, message, transference, transmitted



You will have successfully met this lesson's purpose:

- by analyzing your leadership communication skills and reflecting on ways to improve those skills
- when you classify your communication tendencies
- when you reflect on how your communication skills have a positive and negative impact on others
- when you reflect on the types of communication barriers involved in receiving and providing feedback
- when you reflect on how your communication skills can be adapted to better give direction and feedback to others



Learning Activities:

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

PART 1

INQUIRE PHASE: What do you already know?



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

2. **Participate** in an activity to experience and react to nonverbal communications.

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


3. **View** the animation on communication.
4. **Create** a Thinking Map® to clarify key points about the communication process and emotional intelligence. **Be prepared** to present your Thinking Map® to the class.
5. **Answer** the reinforcing question(s).

PART 2

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


6. **Role-play** the correct responses to the provided communication scenario.
7. **Critique** other teams about their responses. **Create** a T-Chart to record correct and incorrect responses.
8. **Reflect** on communication scenarios. **Answer** the Reflection Question(s) presented by your instructor.

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


9. **View** the animation on communication feedback.
10. **Role-play** providing and receiving feedback using the provided feedback scenario. **Create** a T-Chart to record correct and incorrect observations for providing feedback.
11. **Answer** the reinforcing question(s).

PART 3

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


12. **Complete** Exercise #1 – Plan of Action to think through your own personal quest for becoming a better communicator.
13. **Complete** the *Interpersonal Awareness* and *Empathy* profiles of the Success Profiler® program or provided documentation. **Prepare** to include Exercise #1 – Plan of Action and completed Success Profiler® activity sheets in your Cadet Portfolio.
14. **Reflect** on your plan of action. **Answer** the Reflection Question(s) presented by your instructor.


Assessment Activities:

PART 4

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


15. **Complete** the *Improving and Making It Work* activities of the *Interpersonal Awareness* and *Empathy* profiles on the Success Profiler® program. **Add** your printouts and summary to your Cadet Notebook.

16. **Complete** the Communicating to Lead Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
17. **Review** the key words of this lesson.
18. **Review** this lesson's Essential Question.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Exercise #1 – Plan of Action

Directions: Read and answer the following questions. Use additional paper if necessary.

My strengths as a communicator when leading others are:

The areas in which I most want to improve when communicating to others are:

The specific skills I need to work on to improve in these areas are:

The key situations I wish to use these skills more effectively are:

I intend to do the following practice exercises to enhance my skills in providing and receiving feedback as a communicator and leader:

The barriers I am most likely to encounter are:

The strategies I plan to use to overcome these barriers are:

Performance Assessment Task

Chapter 3: Team Building

Communicating to Lead [U4C3L2]

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

Give feedback and direction to team members



Directions

For this performance assessment task, you will assess your communications skills from feedback received during the role-plays for various scenarios in this lesson and complete an action plan for improving your communication as a leader. For this assessment you will:

1. Print out and complete the activities below from the *Improving and Making It Work* segments of the *Interpersonal Awareness* and *Empathy* profiles on the Success Profiler® program (located on CM) or use the printed copy provided by your instructor:
 - Changing My Behavior
 - My Goals Page for Interpersonal Awareness
 - Post Assessment Activity
2. Complete Exercise #1 – Plan of Action.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Communicating to Lead Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You analyze your leadership communication skills	met <input type="radio"/> not met <input type="radio"/>
2. You reflect on ways to improve your communication skills	met <input type="radio"/> not met <input type="radio"/>
3. You reflect on how your communication skills have a positive impact on others	met <input type="radio"/> not met <input type="radio"/>
4. You reflect on how your communication skills have a negative impact on others	met <input type="radio"/> not met <input type="radio"/>
5. You reflect on the types of communication barriers involved in receiving and providing feedback	met <input type="radio"/> not met <input type="radio"/>
6. You reflect on how your communication skills can be adapted to provide better direction and feedback to others	met <input type="radio"/> not met <input type="radio"/>

Comments:

Name: _____ **Date:** _____

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

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 3: Team Building

Company Drill [U4C3L3]



What you will accomplish in this lesson:

Execute company drills



Why this lesson is important:

Leading others is an important part of being a JROTC Cadet. Some of your JROTC experience includes participation in drill and ceremony. In this lesson, you will learn how to execute company drills. Activities will introduce you to the various company drill formations and associated movements. The JROTC Leadership Lab experience will provide you the opportunity to practice drill and assess your skills and abilities in this area.



Essential Question:

How do you properly execute company formations and movement?



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

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



You will have successfully met this lesson's purpose:

- when you execute company drills in Leadership Lab
- when you develop a diagram showing one type of company formation
- when you create a Flow Map or written summary to support the commands and movements of the company drill
- when your diagram shows the details and positions of the company formation selected
- when your Flow Map or written summary describes the procedures for forming, opening and closing ranks, and dismissing the company
- when your Flow Map or written summary describes the procedures for changing the direction of movement of the company formation
- when you lead company drills using correct formation and movement



Learning Activities:

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

PART 1

INQUIRE PHASE: What do you already know?



1. **Think about** what you know about company drill. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*
2. **View** a video clip about company drill and observe the formations, commands, and responses of the Cadets.
3. **Create** a Double Bubble Map comparing the similarities and differences between platoon and company drill. **Participate** in a class discussion about the similarities and differences between platoon and company drill.

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


4. **Research** an assigned company drill topic by reading about it in your student text.
5. **Prepare** to share what you learned with others. **Develop** a diagram to show your assigned company formation, explaining how it is assembled. **Create** a Flow Map to show the commands and responses for the drill movements within the formation.
6. **Answer** the reinforcing question(s).

PART 2

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


7. **Present** your team diagram and Flow Map to others in the class. Remember, you are the "teacher." **Learn** from your classmates about the other assigned company formations and drill movements.
8. **Practice** the leader tasks in class and in company formations.
9. **Reflect** on how you will become proficient at leading company drill. **Answer** the Reflection Question(s) presented by your instructor.


Assessment Activities:

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


10. **Complete** the Company Drill Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
11. **Review** the key words of this lesson.
12. **Review** this lesson's Essential Question.


Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Performance Assessment Task

Chapter 3: Team Building

Company Drill [U4C3L3]

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

Execute company drills



Directions

For this performance assessment task, you will work with a peer Cadet to create a diagram of a company formation and Flow Map or a written summary describing the commands and responses for the company drill. You will not work on the same formation that you were assigned in the lesson. For this assessment you will:

1. Think about the company formations and drill movements that you learned and practiced in this lesson.
2. Draw a diagram of an assigned company formation.
3. Create a Flow Map or write a summary describing the commands and responses of an assigned company drill movement.
4. Lead company drills during leadership lab as part of the assessment.
5. Use the attached scoring guide criteria for what you need to do to complete this task.
6. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Company Drill Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. You develop a diagram that shows the details and positions of one type of company formation	met <input type="radio"/> not met <input type="radio"/>
2. You develop a Flow Map or written summary	met <input type="radio"/> not met <input type="radio"/>
3. Your Flow Map or written summary describes the procedures for changing the direction of movement of the company formation	met <input type="radio"/> not met <input type="radio"/>
4. Your Flow Map or written summary describes the procedures for forming, opening and closing ranks, and dismissing the company	met <input type="radio"/> not met <input type="radio"/>
5. You lead company drills using correct formation and movement	met <input type="radio"/> not met <input type="radio"/>

Comments:

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

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

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 3: Team Building

Battalion Drill [U4C3L4]



What you will accomplish in this lesson:

Execute battalion drills



Why this lesson is important:

For drill purposes, a battalion consists of a headquarters section (or the battalion staff), colors (with color guard), and two or more companies. This lesson covers battalion drill formations and movements. You will build upon your knowledge of platoon and company drill from previous lessons, and learn how to conduct battalion drill in conjunction with other companies in the same formation.



Essential Question:

What are the specifics involved in the formations and inspection procedures for battalion drill?



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

- Identify the different types of battalion formations and related specific drill commands
- Describe the correct responses to battalion drill commands
- Describe the correct responses to inspection commands
- Identify the locations of the key platoon, company, and battalion personnel in battalion formations
- Define key words: en route, facilitate, respective



You will have successfully met this lesson's purpose:

- when you create a diagram of a battalion formation
- when you create a Flow Map or written summary describing the sequence
- when you execute battalion drills in Leadership Lab
- when your diagram shows the type and spacing between elements in a battalion drill
- when your diagram identifies the color guard
- when your diagram shows positions of the Cadet officers (battalion commander, XO, company commanders, and battalion staff) in the battalion formation
- when your diagram shows the positions of the Cadet NCO's (sergeant major, first sergeant, platoon sergeants, and squad leaders) in the battalion formation
- when your Flow Map or written summary describes the procedures for forming, inspecting, and dismissing the battalion
- when you follow correct formation, dismissal, and inspection procedures of battalion drill



Learning Activities:

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

PART 1

INQUIRE PHASE: What do you already know?



1. **Think about** what you know about battalion drill formation. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*
2. **View** a video clip about battalion drill formations and marching. **Observe** the formations, commands, and responses of the Cadets.
3. **Create** a Double Bubble Map comparing the similarities and differences between battalion and company drill. **Participate** in a class discussion about the similarities and differences between the two.

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



4. **Research** an assigned battalion drill topic by reading about it in your student text.
5. **Work** in a team and develop a diagram to show your assigned battalion formation. **Create** a Flow Map to show the commands and responses for the drill movements within the formation. **Prepare** to share what you learned with others.
6. **Answer** the reinforcing question(s).

PART 2

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



7. **Present** your team's diagram and Flow Map to others in the class as they rotate through each of the battalion formation stations. **Learn** from your classmates about the other assigned battalion formations and drill movements.
8. **Practice** being a leader in battalion formations, dismissal, and inspection.
9. **Reflect** on how you will become proficient in executing battalion drill. **Answer** the Reflection Question(s) presented by your instructor.



Assessment Activities:

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



10. **Complete** the Battalion Drill Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
11. **Review** the key words of this lesson.
12. **Review** this lesson's Essential Question.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Performance Assessment Task

Chapter 3: Team Building

Battalion Drill [U4C3L4]

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

Execute battalion drills



Directions

For this performance assessment task, you will continue to develop the knowledge, skills, and attitudes needed to be a leader in drill. As in other drill lessons, you will be required to build upon the skills that you have previously learned. For this lesson assessment, you will work with a peer Cadet to create a diagram of a battalion formation and a Flow Map or written summary describing the commands and responses for a battalion drill. You will also be assessed on your performance in leading battalion drill. For this assessment you will:

1. Think about the battalion formations and drill movements that you learned and practiced in this lesson.
2. Draw a diagram of an assigned battalion formation.
3. Create a Flow Map or write a summary describing the commands and responses of an assigned battalion drill movement.
4. Perform the battalion leadership role as assigned during Leadership Lab.
5. Use the attached scoring guide criteria for what you need to do to complete this task.
6. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Battalion Drill Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your diagram shows the type and spacing between elements in a battalion drill	met <input type="radio"/> not met <input type="radio"/>
2. Your diagram identifies the color guard	met <input type="radio"/> not met <input type="radio"/>
3. Your diagram shows positions of the Cadet officers (battalion commander, XO, company commanders, and battalion staff) in the battalion formation	met <input type="radio"/> not met <input type="radio"/>
4. Your diagram shows the positions of the Cadet NCOs (sergeant major, first sergeant, platoon sergeants, and squad leaders) in the battalion formation	met <input type="radio"/> not met <input type="radio"/>
5. Your Flow Map or written summary describes the procedures for forming, inspecting, and dismissing the battalion	met <input type="radio"/> not met <input type="radio"/>
6. You follow correct formation, dismissal, and inspection procedures of battalion drill	met <input type="radio"/> not met <input type="radio"/>

Comments:

Name: _____ **Date:** _____

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

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 4: Service Learning

Managing a Service Learning Project

[U4C4L1]



What you will accomplish in this lesson:

Manage a service learning project



Why this lesson is important:

This lesson helps you identify critical issues associated with project management stages, understand how to use appropriate tools in managing a project, and learn and practice a variety of techniques required to manage projects, like your service learning project, successfully.



Essential Question:

What management functions and planning tools can you use to help you manage a successful service learning project?



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

- Describe the four project management phases
- Identify the critical components needed for successful project management
- Identify the key features of Gantt and PERT Charts
- Define key words: Gantt Chart, implementation, PERT Chart, project management



You will have successfully met this lesson's purpose:

- when you manage a service learning project utilizing a project management tool: Gantt Chart
- when you write a reflection about the project management process used for service learning
- when your Gantt Chart lists project tasks in sequential order
- when your Gantt Chart includes timelines for each activity
- when your Gantt Chart includes names of those responsible for each activity
- when your Gantt Chart is computer generated as a word-processed document or spreadsheet
- when your reflection includes a summary of how well the project was managed
- when your reflection accurately describes what you contributed to managing the project
- when your reflection includes an explanation of what you will improve when managing a project in the future



Learning Activities:

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

PART 1

INQUIRE PHASE: What do you already know?



1. **Think about** what you know about project management. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*
2. **Participate** in the 64 Squares Game to find a "secret square." **Discuss** the significance of having a plan to accomplish this task or any project.

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



3. **Review** the sticky notes that list steps in completing a project. On each note, **estimate** how long you think it would take to accomplish the task. **Classify** your activities by placing them in one of the following categories: definition, planning, implementation, follow-up.
4. **View** a briefing on Gantt Charts and PERT Charts.
5. **Answer** the reinforcing question(s).

PART 2

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



6. **Participate** in a class activity to create a Gantt Chart based on your sticky notes.
7. **Reflect** on how your team performed on the project management task. **Answer** the Reflection Question(s) presented by your instructor.



Assessment Activities:

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



8. **Complete** the Managing a Service Learning Project Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
9. **Review** the key words of this lesson.
10. **Review** this lesson's Essential Question.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Performance Assessment Task

Chapter 4: Service Learning

Managing a Service Learning Project [U4C4L1]

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

Manage a service learning project



Directions

This performance assessment task includes two parts. For Part 1, you will create a Gantt Chart for your service learning project as a team, and a personal reflection on the success of managing the service learning project. For Part 2, you will present a detailed Service Learning Briefing to Brigade staff.

Part 1

1. With your team, create or review the planned activities for the upcoming service learning project. You and your team will create a Gantt Chart (electronically) to outline the activities and timelines for the service learning project.
2. Use the Gantt Chart to guide the management and execution of the service learning project.
3. After the service learning project, complete a reflection capturing your thoughts and feelings about the management of the service learning project.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade. There will be two submissions—the team-created Gantt chart and the personal reflection.

Part 2

1. With your team, you'll plan and prepare a presentation (30 minutes maximum) about your service learning project. You'll take responsibility for delivering your part of the presentation.
2. Use the attached scoring guide criteria for what you need to do to complete this task.

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

Managing a Service Learning Project Performance Assessment Task Scoring Guide - Part 1

<i>Criteria</i>	<i>Ratings</i>
1. Your Gantt Chart lists project tasks in sequential order	met <input type="radio"/> not met <input type="radio"/>
2. Your Gantt Chart includes timelines for each activity	met <input type="radio"/> not met <input type="radio"/>
3. Your Gantt Chart includes names of those responsible for each activity	met <input type="radio"/> not met <input type="radio"/>
4. Your Gantt Chart is computer generated as a word-processed document or spreadsheet	met <input type="radio"/> not met <input type="radio"/>
5. Your reflection includes a summary of how well the project was managed	met <input type="radio"/> not met <input type="radio"/>
6. Your reflection accurately describes what you contributed to managing the project	met <input type="radio"/> not met <input type="radio"/>
7. Your reflection includes an explanation of what you will improve when managing a project in the future	met <input type="radio"/> not met <input type="radio"/>

Comments:

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

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

Managing a Service Learning Project Performance Assessment Task Scoring Guide - Part 2

<i>Criteria - Planning and Preparation</i>	<i>Ratings</i>
1. Your presentation describes how the project benefits the community	met <input type="radio"/> not met <input type="radio"/>
2. Your presentation describes how the project enhances learning	met <input type="radio"/> not met <input type="radio"/>
3. Your presentation describes how the project relates to the JROTC program curriculum	met <input type="radio"/> not met <input type="radio"/>
4. Your presentation identifies one or more JROTC lesson competencies related to the service learning project	met <input type="radio"/> not met <input type="radio"/>
5. Your presentation describes the role of teamwork in accomplishing the project	met <input type="radio"/> not met <input type="radio"/>
6. Your presentation suggests ways the project could be modified to ensure the project meets established guidelines for JROTC service learning projects	met <input type="radio"/> not met <input type="radio"/>
<i>Criteria - Implementation</i>	<i>Ratings</i>
7. Your presentation includes the process necessary to conduct project	met <input type="radio"/> not met <input type="radio"/>
8. Your presentation includes evidence of a project plan that defines the goals of the project	met <input type="radio"/> not met <input type="radio"/>
9. Your Project Plan refers to JROTC lesson competencies/outcomes related to the project	met <input type="radio"/> not met <input type="radio"/>
10. Your Project Plan provides who, what, when, where, why, and how of the project	met <input type="radio"/> not met <input type="radio"/>
11. Your presentation includes references to team/individual reflection about the project implementation	met <input type="radio"/> not met <input type="radio"/>
<i>Criteria - Reflection and Integration</i>	<i>Ratings</i>
12. You discuss evidence of participation in structured reflection activities about the service learning experience	met <input type="radio"/> not met <input type="radio"/>
13. You summarize the impact the experience had on the team and individual members	met <input type="radio"/> not met <input type="radio"/>
14. You report or present on the results of the project, what was learned, and how the experiences have fostered change	met <input type="radio"/> not met <input type="radio"/>
15. You report or present new ideas for service learning projects based on current experience	met <input type="radio"/> not met <input type="radio"/>
<i>Criteria - Presentation and Delivery</i>	<i>Ratings</i>
16. You introduce yourself and explain your role in the project	met <input type="radio"/> not met <input type="radio"/>
17. You refer to visual aids and use appropriate explanations	met <input type="radio"/> not met <input type="radio"/>
18. You establish consistent eye contact and appropriate gestures throughout the presentation	met <input type="radio"/> not met <input type="radio"/>
19. You speak clearly and concisely; avoid use of slang	met <input type="radio"/> not met <input type="radio"/>

Notes:

Quick Write:

Reflection(s):

Student Learning Plan

Chapter 5: Citizenship and Government

Challenges to Fundamental Principles

[U4C5L1]



What you will accomplish in this lesson:

Examine how competing principles and values challenge the fundamental principles of our society



Why this lesson is important:

When you've studied American history, have you ever wondered how it relates to our society and our government today? In many ways, the history of our nation shows the building blocks for where our society is today. In this lesson, you will see how fundamental principles and values of our government relate to contemporary issues. You'll also consider the difficulty in balancing different principles and values in specific situations.



Essential Question:

How do our nation's fundamental principles affect debates about current issues?



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

- Explain the importance of fundamental principles
- Compare positions on issues related to the fundamental principles and values of government and individual rights in American society
- Define key words: fundamental, principle, surveillance, transparency



You will have successfully met this lesson's purpose:

- by writing a persuasive paper or giving a persuasive speech on a topic related to this lesson
- when you define your topic or question with an attention-getting strategy appropriate for the audience
- when your thesis statement describing your position on the topic is clear
- when your style is persuasive
- when the content includes evidence of research and supporting information
- when the content is well-organized and easy to follow
- when the persuasive product is the result of revising and improving the first draft and/or practice and preparation



Learning Activities:

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

PART 1

INQUIRE PHASE: What do you already know?



1. **Think about** what is meant by fundamental principles. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*
2. **Participate** in a class survey about the importance of fundamental rights. **Discuss** the results of each question.

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


3. **Listen** to a briefing about the importance of fundamental principles and the rights of individuals and society.
4. **Read** the "Individual Rights" section in your student text. **Take notes** on your reading.
5. **Answer** the reinforcing question(s).

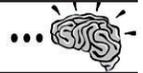
PROCESS PHASE: Now what can you do with this new information you've learned?


6. **Participate** in a class discussion about individual rights.
7. **Reflect** on individual rights. **Answer** the Reflection Question(s) presented by your instructor.

PART 2

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


8. **Read** the rest of the student text for this lesson. **Take notes** about the questions or issues you feel most strongly about. Later in this lesson, you'll **select** one issue to explore in-depth.
9. **Answer** the reinforcing question(s).

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


10. **Participate** in a group discussion/debate about an issue or question you feel strongly about. **Remember** to listen and respect fellow Cadets who do not share your opinions. **Take notes** as you listen and discuss. You may use some of the ideas in this discussion in the Apply Phase of this lesson.
11. **Reflect** on your selected issue. **Answer** the Reflection Question(s) presented by your instructor.


Assessment Activities:

PART 3

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


12. **Complete** the Challenges to Fundamental Principles Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
13. **Review** the key words of this lesson.
14. **Review** this lesson's Essential Question.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Performance Assessment Task

Chapter 5: Citizenship and Government

Challenges to Fundamental Principles [U4C5L1]

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

Examine how competing principles and values challenge the fundamental principles of our society



Directions

For this performance assessment task, you will write a persuasive essay or deliver a persuasive speech about an issue or question you selected from this lesson. For this assessment you will:

1. Identify the topic, purpose, and thesis statement.
2. Make compelling arguments for your position.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Notes:

Quick Write:

Reflection(s):

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Student Learning Plan

Chapter 5: Citizenship and Government

The Future of Citizen Rights [U4C5L2]



What you will accomplish in this lesson:

Develop solutions for future challenges to citizen rights



Why this lesson is important:

The world changes every day. More people are born, new products are invented, new conflicts arise, and new ideas spread. Change often happens faster than our laws can respond. In addition, these changes can have an enormous effect on citizen rights. In this lesson, you'll look toward the future and speculate how trends we are seeing today may pose questions for citizen rights in the future. You'll examine the impact of diversity, technology, terrorism, and economic trends on citizenship and democracy.



Essential Question:

How might current trends impact citizenship and democracy in the future?



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

- Describe the potential impacts of increased diversity
- Explain some of the ways developments in technology might impact direct democracy, privacy, and free speech
- Explain how terrorism and cyberattacks can limit citizen freedoms
- Explain why economic instability can pose a threat to democracy and citizen rights
- Define key words: automation, cyberattack, infrastructure, instability, social cohesion



You will have successfully met this lesson's purpose:

- by writing a position paper on an issue from this lesson
- when your paper describes the issue and the ways in which it challenges citizen rights and democracy
- when your paper includes evidence of research and supporting information
- when your solution(s) are well-developed
- when your solution(s) show evidence of consideration for consequences



Learning Activities:

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

PART 1

INQUIRE PHASE: What do you already know?



1. **Think about** how changes in technology can lead to new laws. **Prepare** for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*

2. **Participate** in a class discussion about futuristic scenarios and their effect on citizen rights.

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



3. **Listen** to a briefing about diversity.
4. **Read** your student text. **Take notes** on the issues and questions that interest you the most.
5. **Select** three issues and questions from your list. These should be issues that you want to discuss with others and research further.
6. **Answer** the reinforcing question(s).

PART 2

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

7. With your group, **discuss** your selected issue. **Propose** solutions to your issue and **consider** the potential consequences of the solutions. **Take notes** on your discussion. You will use your notes to further research your topic and write about it.
8. **Reflect** on the future of citizen rights. **Answer** the Reflection Question(s) presented by your instructor.



Assessment Activities:

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



9. **Complete** The Future of Citizen Rights Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.
10. **Review** the key words of this lesson.
11. **Review** this lesson's Essential Question.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

Performance Assessment Task

Chapter 5: Citizenship and Government

The Future of Citizen Rights [U4C5L2]

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

Develop solutions for future challenges to citizen rights



Directions

For this performance assessment task, you will write a researched position paper on an issue or question you selected from this lesson. For this assessment you will:

1. Research your issue. Read about citizen rights, democracy, and facts and opinions on your issue to refine your position and potential solutions.
2. Describe the issue you are addressing and its challenges for future citizen rights and democracy on the local, state, or national level.
3. Develop guidelines or proposed laws for how our society might deal with your issue in the future.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

The Future of Citizen Rights Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your position paper describes your issue and the ways in which it challenges citizen rights and democracy on the local, state, or national level	met <input type="radio"/> not met <input type="radio"/>
2. Your paper includes evidence of research and supporting information	met <input type="radio"/> not met <input type="radio"/>
3. Your solution(s) are well-developed	met <input type="radio"/> not met <input type="radio"/>
4. Your solution(s) show evidence of consideration for consequences	met <input type="radio"/> not met <input type="radio"/>
5. Your paper is well-organized	met <input type="radio"/> not met <input type="radio"/>
6. Your paper contains no grammar or spelling errors	met <input type="radio"/> not met <input type="radio"/>

Comments:

Name: _____ **Date:** _____

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

Notes:

Quick Write:

Reflection(s):



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

HEADQUARTERS, DEPARTMENT OF THE ARMY

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