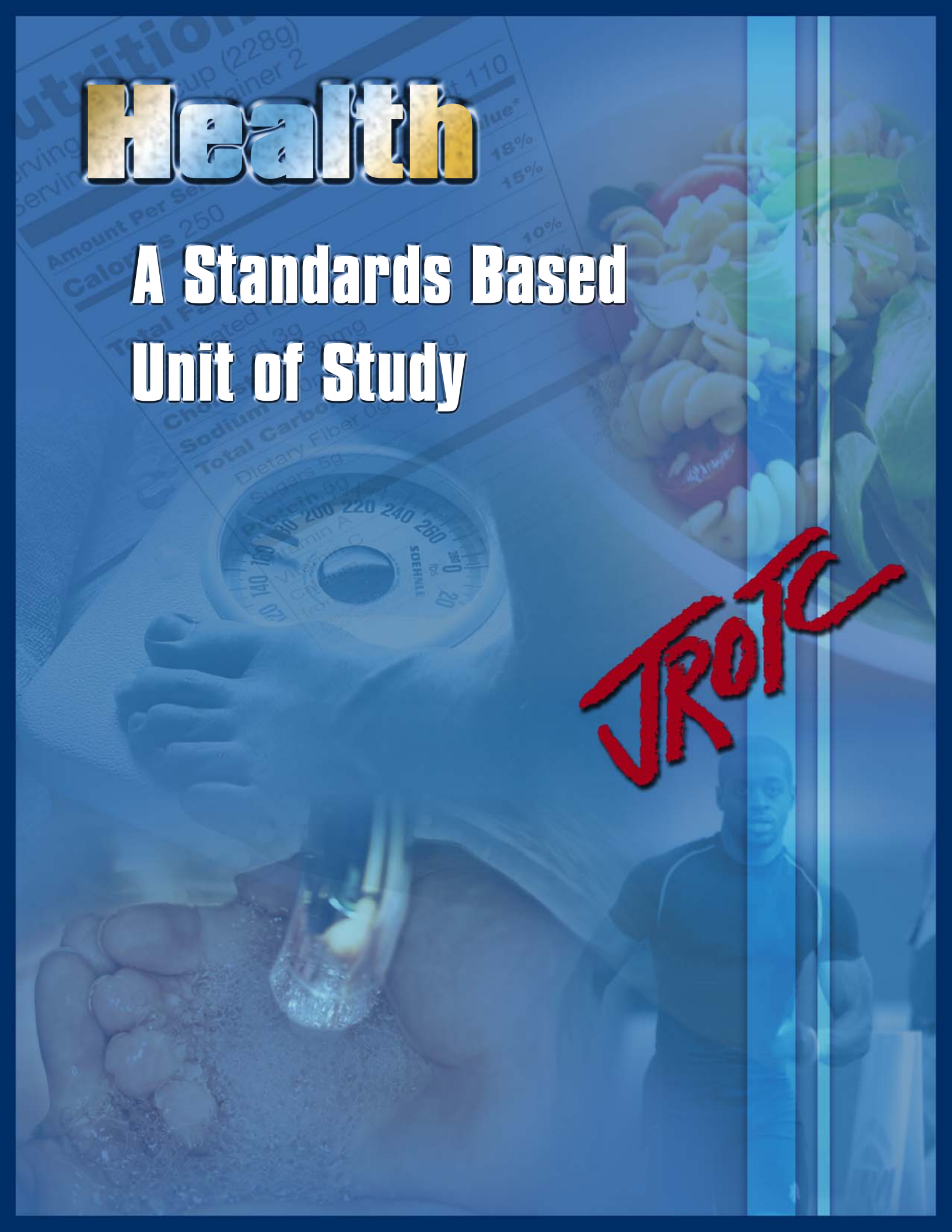
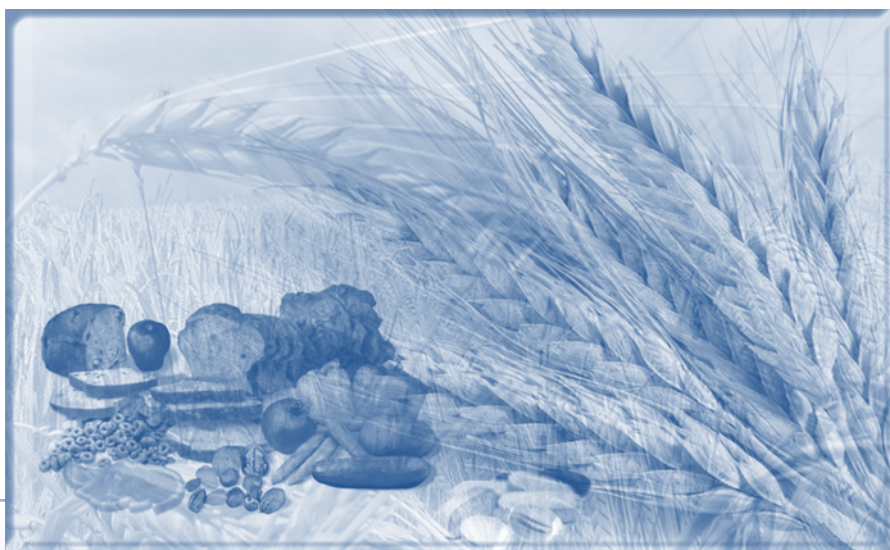


Health

A Standards Based Unit of Study

JROTC





Courtesy of Army JROTC

Table of Contents

Health Education

| | | |
|----------|--|-----|
| U3-C1-L5 | Pathway to Success [Quarterbacks of Life] | 1 |
| U4-C1-L3 | The Components of Whole Health | 11 |
| U4-C1-L4 | Nutrition - You Are What You Eat | 19 |
| U4-C1-L6 | Controlling Fat | 35 |
| U4-C1-L7 | Taking Care of Yourself | 45 |
| U2-C1-L5 | Sexual Harassment/Assault | 55 |
| U2-C3-L2 | Goal Setting (w/QBOL SS1) | 63 |
| U4-C1-L8 | Understanding and Controlling Stress | 71 |
| U4-C3-L1 | Use & Effect of Drugs, Alcohol, and Substances | 87 |
| U4-C3-L2 | Critical Decisions about Substances [Interactive Nights Out] | 113 |
| U3-C1-L1 | Self Awareness (with QBOL SS2) | 133 |
| U3-C1-L2 | Appreciating Diversity through Winning Colors | 143 |
| U2-C4-L1 | Celebrating Differences - Culture and Individual Diversity | 151 |
| U3-C5-L1 | Causes of Conflict | 165 |
| U3-C5-L2 | Conflict Resolution Techniques [Just Two Days] | 177 |
| U3-C7-L2 | Conflict Resolution and Diversity [Hate Comes Home] | 187 |
| U3-C7-L3 | Conflict Mediation | 195 |
| U3-C7-L4 | Violence Prevention [Violence Prevention Profiler] | 201 |
| U3-C4-L1 | The Communication Process | 207 |
| U3-C4-L2 | Becoming a Better Listener | 215 |
| U3-C4-L3 | Communicating in Groups (with QBOL SS3) | 225 |

| | | |
|----------|---|-----|
| U2-C6-L4 | Communication | 243 |
| U2-C6-L5 | Motivation | 255 |
| U2-C4-L4 | Decision Making and Problem Solving (w/QBOL SS4) | 273 |
| U2-C4-L3 | Negotiating | 289 |
| U2-C4-L2 | Performance Indicators | 295 |
| U2-C4-L9 | Mentoring | 323 |
| U4-C1-L5 | At Risk - Suicide Symptoms and Prevention (w/ QBOL SS5) | 335 |
| U4-C2-L1 | The Need for First Aid/Your Response | 347 |
| U4-C2-L2 | The First Life-Saving Steps | 357 |
| U4-C2-L3 | Controlling Bleeding | 367 |
| U4-C2-L4 | First Aid for Fractures, Sprains and Strains | 377 |
| U4-C2-L5 | First Aid for Burns | 387 |
| U4-C2-L6 | First Aid for Poisons, Wounds, and Bruises | 399 |
| U4-C2-L7 | Heat Injuries | 411 |
| U4-C2-L8 | Cold Weather Injuries | 419 |
| U4-C2-L9 | Bites, Stings, and Poisonous Hazards | 433 |

SUCCESS

Courtesy of Army JROTC

U3C1L5

Pathway to Success

Key Words:

Beating the Odds
Foundation
Quarterback's of Life
(QBOL)

Dreams

Self-improvement

Stepping Stones to
Success

Success

Success Stoppers

What You Will Learn to Do

Explore the process for defining success in your life

Linked Core Abilities

- Build your capacity for life-long learning
- Take responsibility for your actions and choices
- Apply critical-thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Analyze how success impacts your life
- Examine parameters that impede success
- Develop a definition of success for you
- Identify the core elements of success
- Associate self-esteem to achieving success
- Explore how working with others can help you achieve your own goals of success
- Relate the role of decision-making as essential in moving toward your goals of success
- Explore the techniques for assuring a personal positive mental attitude and self-encouragement
- Analyze how movement toward success is essential to life-long learning

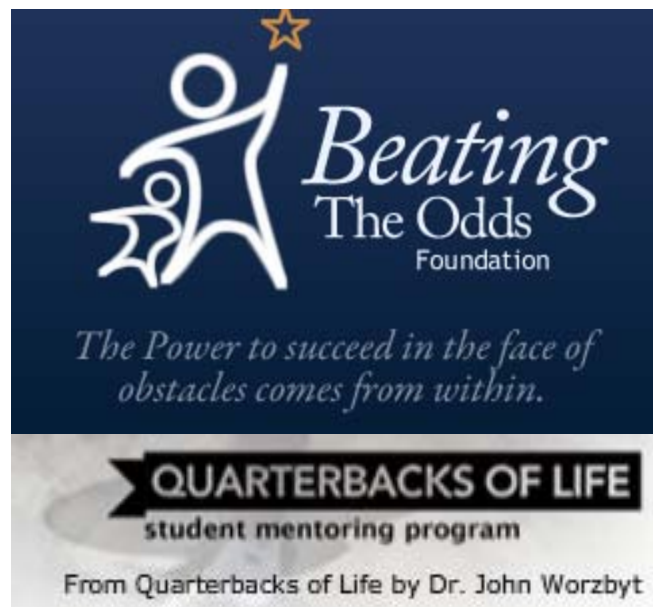
Introduction

Achieving success is your pathway to greatness and a life of purpose and meaning. It is not a game of chance, but rather a planned and purposeful process that begins with you and your own transformation. Your pathway to success starts with you knowing what you want out of life – your goals. Your movement toward goal attainment requires you to understand your goal and how to achieve it as well as understand yourself and what self-improvement attributes you will need to develop.

In this lesson you'll consider your own dreams and begin to develop some goals as a starting point toward reaching that dream and understanding the roadblocks that tend to hinder success. This will help you develop new self-improvement attributes and allow you to move toward that goal successfully!

Throughout this lesson, you'll learn how to use the Quarterbacks of Life Stepping Stones to Success in your own life.

Quarterbacks of Life Student Mentoring Program



Courtesy of QBOL

The Beating the Odds Quarterbacks of Life Student Mentoring Program teaches you that success in school and in life is attained most often because you have dreams, high self-esteem, are a caring and responsible decision-maker, accept and provide team support, and possess a positive mental attitude.

The program includes multiple video biographies of notable and accomplished people who have endured a variety of very difficult hardships, but beat the odds of their life obstacle and set forth to reach for a dream. Today, each of these Quarterbacks of Life is a success story. Their journey toward the goal is what success is all about; forward movement and **self-improvement**.

You, too, may have a success story. Undoubtedly, your success is tied to a dream you had. It started there and moved toward a goal. This forward movement toward success is what the Quarterbacks of Life **Stepping Stones to Success** program is all about.

Stepping Stones to Success

Consider this model throughout any goal-setting process. Every goal impacts you – it helps you meet your dreams. It helps you to improve you. It ultimately helps you reach success.

The QBOL Stepping Stones to Success is a model for

- Setting goals
- Achieving dreams
- Becoming successful and who YOU want to be

Success Stoppers

Along your pathway to **success**, you'll encounter a few roadblocks. After a serious knee injury during a football game, your goal may be to play football again. Though your passion to achieve that goal is strong, you may encounter fear, painful rehabilitation, or even negative feedback from friends. These "roadblocks" are coined by QBOL as **Success Stoppers**.

Quarterbacks of Life Student Mentoring Program's Success Stoppers represent all personal and environmental factors, be they real or imaginary, visible or invisible that have the potential to halt or derail our forward movement toward goal attainment. Don't let them stop you from achieving a goal. Anticipate them and address the possibilities before they occur. It will keep you moving!

Personal Success Stoppers include negative attitudes, failure to plan, fear, anxiety, and lack of skill. Take a look at this list of potential personal Success Stoppers.

- Negative attitude
- Irrational thinking
- Lack of goals
- Failure to set goals
- Failure to plan
- Learned helplessness
- Failure to ask questions when help is needed
- Fear

- Lack of self-confidence
- Striving for perfection vs. self-improvement
- Giving up
- Illness
- Physical & mental disabilities
- Learning difficulties
- Physical and/or emotional pain
- Anxiety & depression
- Low self-esteem
- Lack of skills (social, thinking, emotional)
- Failure to use the skills you have
- Failure to learn and practice positive health measures (hand washing, proper weight management, exercise, etc.)
- Failure to observe and respond to signs of danger (pain, blood pressure numbers, information on boxes of food, sell by dates, etc.)
- Failure to practice preventative medicine

Environmental Success Stoppers (Narrative: Environmental Success Stoppers might include natural disasters, defective objects or instruments, failure to use equipment and protective devices, including:

- Railroad crossing gates
- All natural disasters (floods, fires, earthquakes, rock slides, etc.)
- Wet roads
- Use of poorly maintained equipment (sports, vehicle, medical, etc.)
- Defective Objects and Instruments (recalls of food, toys, vehicles, etc.)
- Misuse and abuse of objects and instruments
- Failure to use equipment and protective devices
- Failure to follow directions on equipment, packages, etc.
- Failure to observe and respond to environmental signs of danger

- Failure to anticipate danger and respond accordingly (e.g. Escape routes in case of fire)
- Placing yourself in dangerous situations
- Participating in dangerous and high-risk activities



The first stepping-stone of the Quarterbacks of Life Stepping Stones to Success is “dreams and goals.”

Dreams

Dreams are creations of the mind. They represent our wishes for the future. When dreams inspire us, they become a gateway to possibility and reality. President Kennedy, during his administration, dreamed of putting a man on the moon. Martin Luther King is famous for his “I Have a Dream,” speech in which he inspired a nation to look beyond those things that divide us as a nation and come together as caring people and builders of caring communities.

Dreams help us to focus on what we desire for ourselves (what we want to be, what we want to do, what we want to have, and what we want to give).

- You may dream of being a college graduate
- Your dream may be to travel to Greece
- You may dream of having your own car
- Your dream may focus on giving to others

Dreams are a source of motivation and focus that help to give our lives purpose and direction. For those who hold on to them, they are a predictor of the future.

Goals

Goals are just as critical as dreams and begin to make dreams a reality!

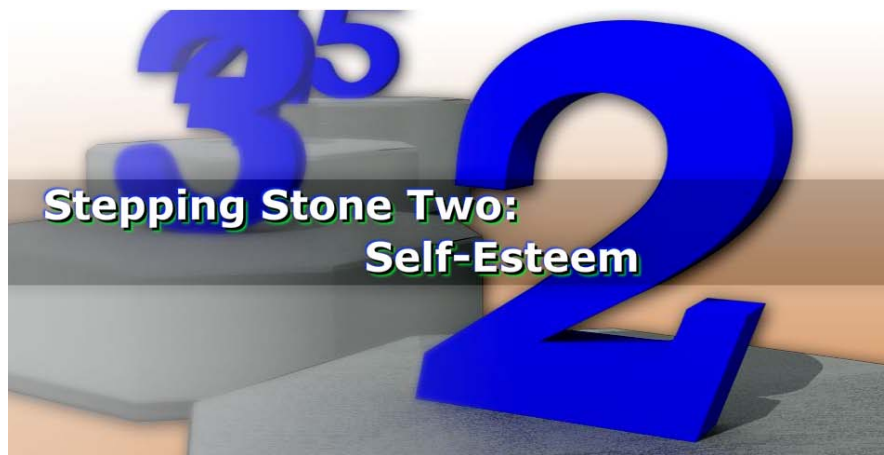
The goal must be doable and observable. The person setting the goal must be capable of achieving it. Goals that are observable are action oriented and specify desired behaviors. Measurable goals are those that demonstrate forward movement toward goal attainment. Goals are helpful and are:

Right: Legal, ethical and moral

Reality oriented: Evidence exists to support their value

Responsible: Approved by society

Goals also have some risk tolerance. Dangers related to goal attainment are understood and managed within acceptable limits to the goal setter.



Self-esteem

Stepping Stone two relates your self-esteem to your goal, your dream and your success.

Successful people have confidence in themselves and their abilities or self-esteem. They have some of the resources such as information, skills, books, equipment, etc. that they will need to gain forward movement in the direction of their goal. Resources help you achieve your goal. Consider what resources you might find to help you reach your goal?

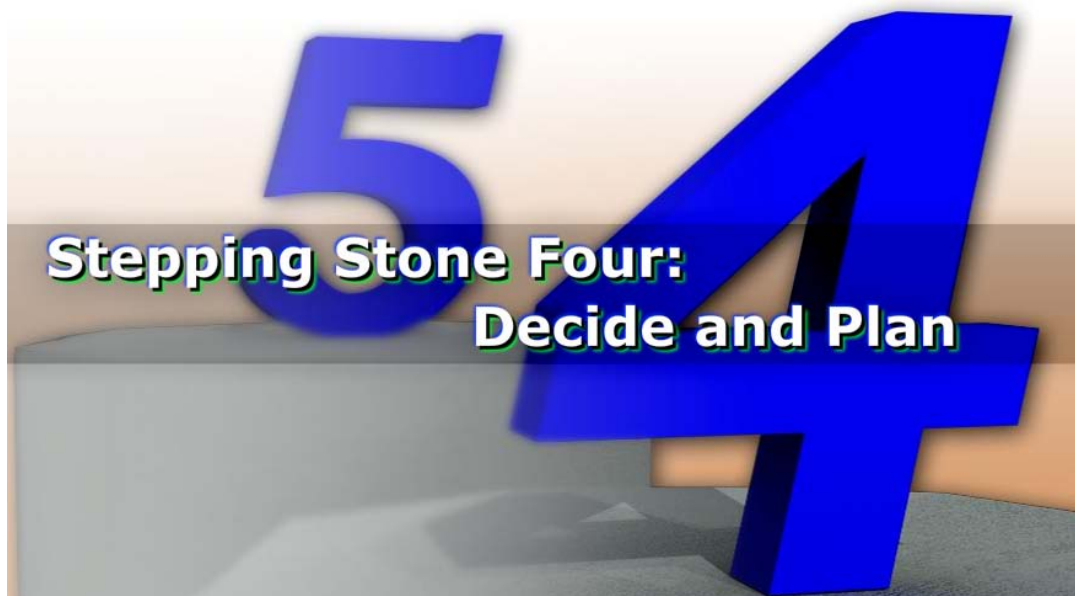
Remember to consider resources you will need to address potential Success Stoppers too. Some of those resources might be perceived as Success Stoppers too. Explore the causes of each and what you can do to reduce or eliminate these hazards so you can continue moving forward toward your goal.



Team Support

The Stepping Stones to Success model advocates team support. Successful people surround themselves with people on whom they can rely for support, guidance, and direction in pursuit of their goals. They understand that achieving success in anything they do is rarely achieved in isolation. Success is a team endeavor.

They use their personal resources (listed above) to build their team. Asking questions, talking to people, and reading helpful material are resources that most people have and can use to locate the support they will need to achieve their goal.



The fourth component to the Stepping Stones to Success model is to decide and plan. Successful people decide what they need to do and then make a plan they can follow to achieve their goal.

Decide

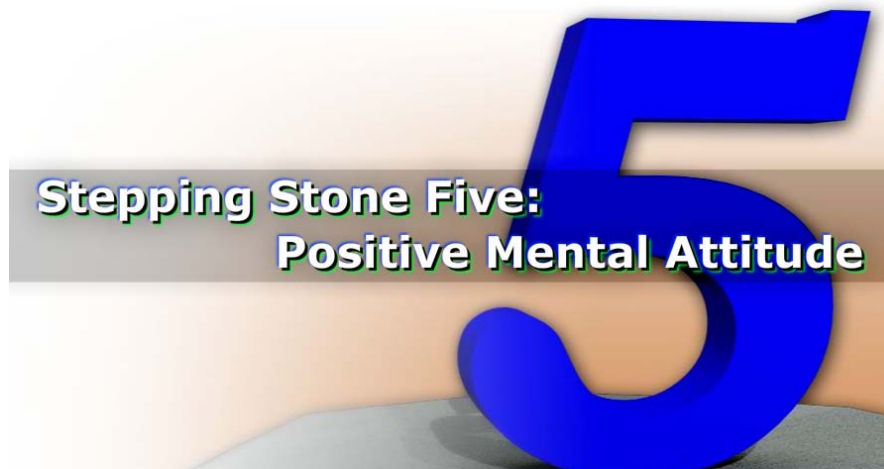
You have many choices to make before you can create your plan for goal attainment. A great way to begin a decision-making process is to brainstorm a list of things you need to do. Don't worry about sequencing these activities, this step will come later.

Once you decide all the things you must do to prepare for your "goal" you are now ready to develop your plan.

Plan

Here are some things to do that will help you create your plan.

- Sequence the things you need to do in the order you plan to do them. You can order these steps by working backwards from your goal or begin with what you will do first, second, and so on.
- Determine how long it will take you to do each step and set beginning and ending dates.
- Review each step and provide whatever details will be necessary for you to successfully complete it.
- Enlist the help of people on your team in carrying out activities for which they have expertise.
- Keep in mind there are no perfect goals or plans to achieve them. This whole project is a work in progress. You can add steps, change due dates, adjust your goal if needed, etc.



Positive Mental Attitude

Stepping Stone Five focuses on building and maintaining a positive mental attitude. Successful people are positive, focused, and never give up on themselves or their goal.

They may alter their goal, take more time to complete it than planned, or not complete their goal in its entirety, but do what they can, given the challenges before them.

Successful people are reality oriented in their thinking and know they will face setbacks, obstacles, challenges, and other potential Success Stoppers. They also realize that with patience, persistence, and a plan, those Success Stoppers can be overcome.

Conclusion

Who you want to be, what you want to do, and how you get there are up to you. This lesson introduced you to the Quarterbacks of Life Stepping Stones to Success program components.

Throughout other lessons in the JROTC program you will encounter opportunity to continue using the model and moving forward successfully to your personal and team goals.



Lesson Check-up

1. Describe the five Stepping Stones to Success.
2. How do Success Stoppers contribute to self-improvement?
3. What kind of Success Stoppers have you encountered along the pathway to your own dream and goals? How have or can you move forward?



Courtesy of Army JROTC

U4C1L3

Components of Whole Health

Key Words:

Balance

Behavior

Calories

Decision

Fitness

Metabolism

Self-discipline

What You Will Learn to Do

Develop a plan for life-long health

Linked Core Abilities

- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Identify the components of whole health
- Determine how food impacts overall health
- Determine how exercise impacts overall health
- Identify how stress impacts overall health
- Explain what constitutes a balanced or healthy life
- Explore the behaviors that negatively affect health

Introduction: What REALLY Makes a Difference to Overall Health?

There are several components contributing to a person's overall health. By maintaining a proper balance of physical activity, food choices, sleep and stress control, people enjoy healthier lives.

Key Components of Good Health

- Physical activity
- Food choices and portions
- Sleep
- Control of stress

To **balance** means to estimate or weigh the relative importance of every component of health. Just like eating and sleeping, physical activity should be a regular part of your day. Add physical activity to your own daily habits and feel the positive mental and physical results!

Physical Activity

Physical activity should be a regular part of your day, according to the U.S. Surgeon General's Office

(<http://www.surgeongeneral.gov/obesityprevention/pledges/parents.html>). Did you know that regular physical activity in children and adolescents promotes health and fitness? It does!

When compared to children and adolescents who are inactive, physically active youth have stronger muscles and higher levels of cardio-respiratory fitness. Additionally, physically active youth also typically have a lower percentage of body fat, stronger bones, and may experience less depression and anxiety than youth who do not exercise regularly.

- **Fitness** is a state or condition of being physically sound and healthy.
- **Health** is a state of complete mental, physical and social well-being.

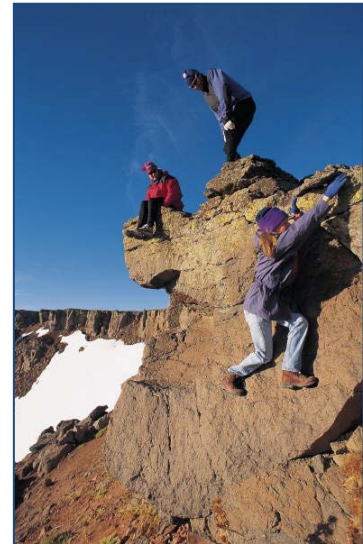
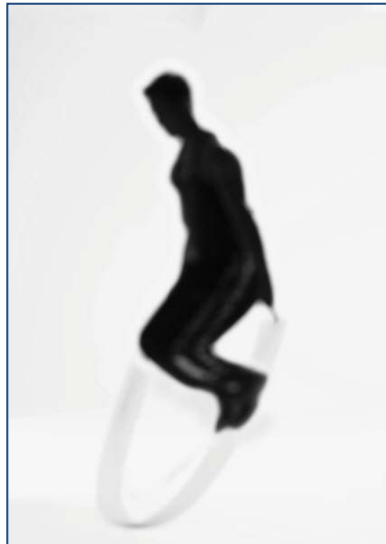
In fact, substantial health benefits can result from engaging in moderate and vigorous physical activity. The best exercises include some type of aerobic activity, such as running, swimming or biking, as well as age-appropriate muscle- and bone-strengthening activities, including weight lifting and push-ups. It is best to exercise for periods of time that add up to 60 minutes (one hour) or more each day.

- Put an hour of physical activity into your day.
- Limit TV and other screen time to less than two hours per day.

Youth who are regularly active also have a better chance of a healthy adulthood. Children and adolescents don't usually develop chronic diseases, such as heart disease, hypertension, type 2 diabetes, or osteoporosis. However, risk factors for

these diseases can begin to develop early in life. Regular physical activity makes it less likely that these risk factors will develop, and more likely that children will remain healthy as adults.

Add physical activity to your own daily habits.



Did you know...?

The average 12 to 17 year old watches about 23 hours of TV per week. You may know that TV has both positive and negative effects. It is not always clear how to use TV in a positive, creative way and protect yourself from the negative effects.

Today's young people spend more time watching TV (15,000 hours) than they do in school (11,000 hours). During an average year, American youth are exposed to:

- More than 14,000 sexual references and jokes, yet less than 175 will deal with self-control behaviors
- Between 1,000 and 2,000 beer and wine commercials
- More than 1,000 murders, rapes, assaults and armed robberies
- Nearly 20,000 commercials

The Food You Eat

The best way to ensure you're getting proper nutrition without consuming too many calories is by eating healthier foods, in appropriate portions, from each food group. The U.S. Dietary Guidelines for Americans describes a healthy eating plan as one that:

- Emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk and dairy products
- Includes lean meats, poultry, fish, beans, eggs, and nuts
- Is low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars
- Stays within your calorie needs

By planning your menu on a weekly basis, it's easier to be sure you are getting the calories and nutrition your body needs. Buy healthy foods such as fruits, vegetables and whole grain products, and be sure to read the nutrition labels on packages to help you make healthy choices. Make sure you try to have three healthy meals each day, beginning with a nutritious breakfast. Did you realize that eating breakfast could help you reach and maintain a healthy weight? By planning out menus, shopping for healthy foods and preparing nutritious meals, you'll be one step closer to a healthier you!

- Eat a healthy breakfast every day
- Sit at the table and eat together as a family
- Know how much food to eat



Did you know...?

In today's world, calorie-packed food comes fast and easy. But, the benefits of staying at a healthy weight are huge and well worth the effort. In addition to lowering the risk of heart disease, stroke, diabetes, and high blood pressure, keeping weight in check can also lower the risk of many different cancers, including breast, colon, kidney, pancreas, and esophageal.

How Many Calories Do You Need?

The number of calories a person needs is dependent on a variety of factors, including gender, activity level, age and weight. A **calorie** is a unit of food energy. Generally, males require more calories than females, and those who are more physically active need more calories than those who are not. In fact, people who are more physically active need more total calories and have a larger discretionary calorie allowance. The discretionary calorie allowance is part of total estimated calorie needs, not in addition to total calorie needs.

People use food energy – calories – to produce energy through metabolism.

Metabolism is a chemical process by which the body produces energy and maintains vital functions.

| Age and sex | Not physically active* | | Physically active** | |
|--------------------------------|------------------------------|---|------------------------------|---|
| | Estimated total calorie need | Estimated discretionary calorie allowance | Estimated total calorie need | Estimated discretionary calorie allowance |
| Children 2-3 years old | 1000 calories | 165*** | 1000-1400 calories | 165 to 170 |
| Children 4-8 years old | 1200-1400 calories | 170*** | 1400-1800 calories | 170 to 195 |
| Girls 9-13 years old | 1600 calories | 130 | 1600-2200 calories | 130 to 290 |
| Boys 9-13 years old | 1800 calories | 195 | 1800-2600 calories | 195 to 410 |
| Girls 14-18 years old | 1800 calories | 195 | 2000-2400 calories | 265 to 360 |
| Boys 14-18 years old | 2200 calories | 290 | 2400-3200 calories | 360 to 650 |
| Females 19-30 years old | 2000 calories | 265 | 2000-2400 calories | 265 to 360 |
| Males 19-30 years old | 2400 calories | 360 | 2600-3000 calories | 410 to 510 |
| Females 31-50 years old | 1800 calories | 195 | 2000-2200 calories | 265 to 290 |
| Males 31-50 years old | 2200 calories | 290 | 2400-3000 calories | 360 to 510 |
| Females 51+ years old | 1600 calories | 130 | 1800-2200 calories | 195 to 290 |
| Males 51+ years old | 2000 calories | 265 | 2200-2800 calories | 290 to 425 |

Image from http://www.mypyramid.gov/pyramid/discretionary_calories_amount_table.html

*These amounts are appropriate for individuals who get less than 30 minutes of moderate physical activity most days.

**These amounts are appropriate for individuals who get at least 30 minutes (lower calorie level) to at least 60 minutes (higher calorie level) of moderate physical activity most days.

***The number of discretionary calories is higher for children eight and younger than it is for older children or adults consuming the same number of calories, because younger children's nutrient needs are lower. Therefore, less food from the basic food groups and fewer "essential calories" are needed.

Sleep

Does it really matter if you get enough sleep? Absolutely! Not only does the quantity of your sleep matter, but the quality of your sleep is important as well. People whose sleep is interrupted or cut short might not reach the deeper stages of sleep. When people wake up during deep sleep they may not get enough of the type of sleep they need to really feel rested. In other words, how well rested you are, and how well you function the next day, depend on the amount of time you slept and the amount of time you spent in each stage of sleep. We need sleep to think clearly, react quickly and create memories. In fact, the pathways in the brain that help us learn and remember are very active when we sleep. Studies show that people who are taught mentally challenging tasks do better after a good night's sleep. Other research suggests that sleep is needed for creative problem solving.

It's true that sleep is a significant contributor to overall health. Less sleep can increase your risk of being overweight or obese. A recent study found that with each

extra hour of sleep, the risk of being overweight or obese dropped by nine percent. Most children over age 10 need at least nine hours of sleep per day.

The decision to get enough sleep is completely up to you! To **decide** is to make your mind up about something. Decide to get the rest your body needs and feel better as a result!

- Make sure you get enough sleep each night
- Understand why you are making changes to get enough sleep



Did you know...?

Early start times in some schools may play a role in teens not getting enough sleep. Teens that fall asleep after midnight may still have to get up early for school, so they may only squeeze in six or seven hours of sleep a night. A couple hours of missed sleep a night may not seem like a big deal,

but it can create a noticeable sleep deficit over time.

This sleep deficit impacts everything from a person's ability to pay attention in class to his or her mood. According to the National Sleep Foundation's 2006 Sleep in America poll, more than one quarter of high school students fall asleep in class, and experts have tied lost sleep to poorer grades. Lack of sleep also damages teens' ability to do their best in athletics.

Slowed responses and concentration from lack of sleep don't just affect school or sports performance, though. More than half of teens surveyed reported that they have driven a car drowsy over the past year, and 15 percent of students in the 10th to 12th grades drive drowsy at least once a week.

The National Highway Safety Traffic Administration estimates that more than 100,000 accidents, 40,000 injuries, and 1,500 people are killed in the United States every year in crashes caused by drivers who are simply tired. Additionally, young people under the age of 25 are far more likely to be involved in drowsy driving crashes.

Being Aware of Health Stressors

Stress is an inevitable part of life that everyone – adults, teens, and even children – experiences at times. Stress can be beneficial by helping people develop the skills they need to cope with, and adapt to, new and potentially threatening situations throughout life. However, the beneficial aspects of stress diminish when it is severe enough to overwhelm a person's ability to cope effectively. By taking care of yourself

and getting plenty of rest and exercise, you can better deal with the effects of stress.

Behaviors That Negatively Impact Health

A person's behavior can positively or negatively affect his/her health. **Behavior** refers to how one responds to his or her environment. One very negative behavior is cigarette smoking.

Cigarette smoking, even as an adolescent, is dangerous to health. By quitting, you will feel better, have more energy, breathe easier and reduce the chance of getting sick. Did you know that more than 435,000 Americans die each year from smoking? Smoking causes illnesses, such as cancer, heart disease, stroke, lung disease, and can create problems for pregnant women and unborn babies.



Did you know...?

Smokers spend a larger proportion of their lives coping with functional disabilities when compared to non-smokers. Smokers are far more likely to die prematurely, according to a study on the relationship between smoking and disability-free life expectancy.

One study, which analyzes data from the National Population Health Survey, also found that smoking not only reduces the number of years that a person may hope to live, it also has a negative impact on their quality of life. Smoking has been associated with a variety of chronic conditions ranging from bronchitis to asthma to high blood pressure.

Conclusion

In order to achieve a healthy lifestyle, it is important to manage and balance stress, physical activity, sleep and diet. These factors drastically impact a person's health – their physical, mental and social well-being. In order to do this properly, it takes determination and **self-discipline** – the correction or regulation of oneself for the sake of improvement. In other words, to improve your health, you need to take action with a plan. Plan your meals, choose healthy foods and exercise daily. Decide against unhealthy behaviors, such as smoking, and opt instead for activities that bring you strength, endurance, health and peace of mind.



Lesson Check-up

1. What considerations are necessary when striving for good health?
2. Explain why sleep is a necessary component of health.
3. Is it too soon for you to develop a plan for lifelong health? Why or why not?



Courtesy of Army JROTC

U4C1L4

Nutrition – You Are What You Eat

Key Words:

Carbohydrate

Fats

Minerals

Protein

Saturated Fats

USDA Dietary
Guidelines

Vitamins

Water Soluble
Vitamins

What You Will Learn to Do

Discover the nutritional needs necessary for your optimum health

Linked Core Abilities

- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Identify the recommended daily nutrition guidelines
- Identify foods that provide the recommended daily nutrition
- Explore the recommended daily intake of calories for a person of your age, gender and physical condition
- Correlate food portions and calories to optimum weight and health
- Develop a nutritious diet for yourself

Introduction

Good nutrition seems easy enough to understand. Too much salt, sugar, and fat in a diet is not ideal. It doesn't help us maintain optimum health levels over time, and a lifestyle of "bad eating habits" ultimately impacts our overall health. A giant cheeseburger, fries and a soda taste great, but nutritionally, they offer us empty calories and very little nutrition. Soon, our temptation to eat empty calories found in fast food, high fat foods, and sweets overtakes us and we eat more and move less. Nutrition is critical to optimum health and absolutely impacts more than we think. In this lesson you'll examine how food and calories impact your nourishment and ultimately your health.

Nutritional Guidelines

Did you know that good dietary habits promote good health and reduce the risk for major diseases, such as heart disease and cancer? That's why the U.S. Dept. of Health and Human Services (HHS) and the U.S. Dept. of Agriculture (USDA) publish the **USDA Dietary Guidelines** for Americans every five years.

According to this guideline, many Americans take in more calories than they need. All the while, however, they often don't meet recommended intakes for a number of nutrients. Thus, many Americans simply don't select meals and snacks that are low in fat and calories and high in nutrients. A good diet that couples the right caloric intake with the right mix of nutrients benefits people of all ages. A proper diet helps ensure the normal growth and development of children and reduces the risk for a number of chronic diseases that are major public health problems.

Based on data or evidence of public health problems, it seems the intake levels of the following nutrients may be of concern for adults and/or children:

- Adults: calcium, potassium, fiber, magnesium, and vitamins A (as carotenoids), C, and E
- Children and adolescents: calcium, potassium, fiber, magnesium, and vitamin E
- Specific population groups (see below): vitamin B₁₂, iron, folic acid, and vitamins E and D
- People over age 50. Consume vitamin B₁₂ in its crystalline form (i.e., fortified foods or supplements)
- Women of childbearing age who may become pregnant. Eat foods high in heme-iron and/or consume iron-rich plant foods or iron-fortified foods with an enhancer of iron absorption, such as vitamin C-rich foods

- Women of childbearing age who may become pregnant and those in the first trimester of pregnancy. Consume adequate synthetic folic acid daily (from fortified foods or supplements) in addition to food forms of folate from a varied diet
- Older adults, people with dark skin, and people exposed to insufficient ultraviolet band radiation (i.e., sunlight). Consume extra vitamin D from vitamin D-fortified foods and/or supplements

At the same time, in general, Americans consume too many calories and too much saturated and trans fats, cholesterol, added sugars, and salt.

How Do You Strike a Healthy Dietary Balance?

- Consume a variety of nutrient-dense foods and beverages within and among the basic food groups, while choosing foods that limit the intake of saturated and trans fats, cholesterol, added sugars, salt, and alcohol.
- Meet recommended intakes within energy needs by adopting a balanced eating pattern, such as the USDA Food Guide or the DASH Eating Plan.

It's also best if the nutrients you consume come from foods. This is because foods contain vitamins and minerals, along with hundreds of natural substances that are good for the body, including flavonoids, isoflavones, protease inhibitors and carotenoids. While supplements do have vitamins and minerals, most don't have everything your body needs to protect against chronic health conditions.

If you are unsure of what foods are best for the body, consider eating more orange vegetables, fruits, whole grains, low-fat milk, milk products like yogurt and cheese, and of course, dark green vegetables. Simultaneously, eat less refined grains, sugar and items with high fat (cholesterol, saturated and trans fats), and calories.

Supplements

Supplements are a great way to fill nutrient gaps in your diet. But, remember, in some cases, supplements and fortified foods may cause intakes to exceed the safe levels of nutrients. And, keep in mind that foods should be prepared and handled in such a way that reduces risk of food-borne illness.

Dietary Guidelines by the USDA

Are you curious about what foods your body needs every day? The chart below will give you an idea of the recommended food groups and portions needed for a typical 2,000-calorie per day diet.

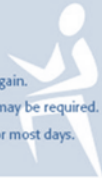
| GRAINS Make half your grains whole | VEGETABLES Vary your veggies | FRUITS Focus on fruits | MILK Get your calcium-rich foods | MEAT & BEANS Go lean with protein |
|---|--|--|--|---|
| <p>Eat at least 3 oz. of whole-grain cereals, breads, crackers, rice, or pasta every day</p> <p>1 oz. is about 1 slice of bread, about 1 cup of breakfast cereal, or ½ cup of cooked rice, cereal, or pasta</p> | <p>Eat more dark-green veggies like broccoli, spinach, and other dark leafy greens</p> <p>Eat more orange vegetables like carrots and sweetpotatoes</p> <p>Eat more dry beans and peas like pinto beans, kidney beans, and lentils</p> | <p>Eat a variety of fruit</p> <p>Choose fresh, frozen, canned, or dried fruit</p> <p>Go easy on fruit juices</p> | <p>Go low-fat or fat-free when you choose milk, yogurt, and other milk products</p> <p>If you don't or can't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages</p> | <p>Choose low-fat or lean meats and poultry</p> <p>Bake it, broil it, or grill it</p> <p>Vary your protein routine – choose more fish, beans, peas, nuts, and seeds</p> |

For a 2,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

| | | | | |
|---------------------|-----------------------|----------------------|---|----------------------|
| Eat 6 oz. every day | Eat 2½ cups every day | Eat 2 cups every day | Get 3 cups every day; for kids aged 2 to 8, it's 2 | Eat 5½ oz. every day |
|---------------------|-----------------------|----------------------|---|----------------------|

Find your balance between food and physical activity

- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or most days.



Know the limits on fats, sugars, and salt (sodium)

- Make most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, stick margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, *trans* fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.



U.S. Department of Agriculture
Center for Nutrition Policy and Promotion
April 2005
CNPP-15



USDA is an equal opportunity provider and employer.

United States Department of Agriculture Dietary Guidelines for Americans <http://www.cnpp.usda.gov/DietaryGuidelines.htm>



Did you know...?

- Increased intakes of fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products are likely to have important health benefits for most Americans.
- Most Americans already consume enough (protein in their diet and don't need to increase their intake.
- Compared with the many people who consume a dietary pattern with only small amounts of fruits and vegetables, those who eat more generous amounts as part of a healthful diet are likely to have reduced risk of chronic diseases, including stroke and other cardiovascular diseases, type 2 diabetes, and cancer.
- Diets rich in foods containing fiber, such as fruits, vegetables, and whole grains, may reduce the risk of coronary heart disease.
- Diets rich in milk and milk products can reduce the risk of low bone mass throughout the life cycle. The consumption of milk products is especially important for children and adolescents who are building their peak bone mass and developing lifelong habits.

Grains

Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products. Grains, critical to a healthy diet, are divided into two subgroups, whole grains and refined grains.



Whole Grains

Whole grains contain the entire grain kernel – the bran, germ, and endosperm. Examples include:

- whole-wheat flour
- bulgur (cracked wheat)
- oatmeal
- whole cornmeal
- brown rice

Refined Grains

Refined grains have been milled, a process that removes the bran and germ. This is done to give grains a finer texture and improve their shelf life, but it also removes dietary fiber, iron, and many B vitamins. Some examples of refined grain products are:

- white flour
- degermed cornmeal
- white bread
- white rice

Most refined grains are enriched. This means certain B vitamins (thiamin, riboflavin, niacin, folic acid) and iron are added back after processing. Fiber is not added back to enriched grains. Check the ingredient list on refined grain products to make sure that the word “enriched” is included in the grain name. Some food products are made from mixtures of whole grains and refined grains.

Common Grain Products

Whole grains:

brown rice
buckwheat
bulgur (cracked wheat)
oatmeal
popcorn

Ready-to-eat breakfast cereals:

whole wheat cereal flakes
muesli

whole grain barley
whole grain cornmeal
whole rye
whole wheat bread
whole wheat crackers
whole wheat pasta
whole wheat sandwich buns and rolls
whole wheat tortillas
wild rice

Less common whole grains:

amaranth
millet
quinoa
sorghum
triticale

Refined grains:

cornbread
corn tortillas
couscous
crackers
flour tortillas
grits
noodles

Pasta:

spaghetti
macaroni

whole grain barley
whole grain cornmeal
whole rye
whole wheat bread
whole wheat crackers
whole wheat pasta
whole wheat sandwich buns and rolls
whole wheat tortillas
wild rice

Ready-to-eat breakfast cereals:

corn flakes

white bread
white sandwich buns and rolls
white rice



Fruits

Any fruit or 100 percent fruit juice counts as part of the fruit group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed. Some common fruits are:

| | | | |
|--|---|--|--|
| apples apricots avocado bananas | <u>Berries:</u> strawberries blueberries raspberries | cherries grapefruit grapes kiwi fruit lemons limes mangoes | <u>Melons:</u> cantaloupe honeydew watermelon |
| <u>Mixed fruits:</u> fruit cocktail | nectarines oranges peaches papaya pineapple plums prunes raisins tangerines | <u>100% Fruit juice:</u> orange apple grape grapefruit | |

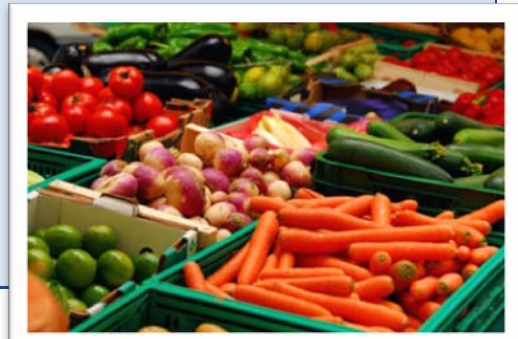
| Meats* | Dry beans and peas: | Fish* |
|----------------------------|--------------------------------------|-----------------------------|
| <i>Lean cuts of:</i> | black beans | <i>Finfish such as:</i> |
| beef | black-eyed peas | catfish |
| ham | chickpeas (garbanzo beans) | cod |
| lamb | falafel | flounder |
| pork | kidney beans | haddock |
| veal | lentils | halibut |
| | lima beans (mature) | herring |
| | navy beans | mackerel |
| <i>Game meats:</i> | pinto beans | pollock |
| bison | soy beans | porgy |
| rabbit | split peas | salmon |
| venison | tofu (bean curd made from soy beans) | sea bass |
| | white beans | snapper |
| | | swordfish |
| <i>Lean ground meats:</i> | <i>bean burgers:</i> | trout |
| beef | garden burgers | tuna |
| pork | veggie burgers | |
| lamb | | <i>Shellfish such as:</i> |
| | tempeh | clams |
| <i>Lean luncheon meats</i> | texturized vegetable protein (TVP) | crab |
| <i>Organ meats:</i> | | crayfish |
| liver | Nuts & seeds* | lobster |
| giblets | almonds | mussels |
| Poultry* | cashews | octopus |
| chicken | hazelnuts (filberts) | oysters |
| duck | mixed nuts | scallops |
| goose | peanuts | squid (calamari) |
| turkey | peanut butter | shrimp |
| ground chicken and turkey | pecans | |
| | pistachios | <i>Canned fish such as:</i> |
| Eggs* | pumpkin seeds | anchovies |
| chicken eggs | sesame seeds | clams |
| duck eggs | sunflower seeds | tuna |
| | walnuts | sardines |

Vegetables

Any vegetable or 100 percent vegetable juice counts as a member of the vegetable group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; and may be whole, cut-up, or mashed.

Vegetables are organized into five subgroups, based on their nutrient content. Some commonly eaten vegetables in each subgroup are:

| | |
|---|--|
| <p>Dark green vegetables</p> <ul style="list-style-type: none">bok choybroccolicollard greensdark green leafy lettucekalemesclunmustard greensromaine lettucespinachturnip greenswatercress <p>Orange vegetables</p> <ul style="list-style-type: none">acorn squashbutternut squashcarrotshubbard squashpumpkinsweet potatoes <p>Dry beans and peas</p> <ul style="list-style-type: none">black beansblack-eyed peasgarbanzo beans (chickpeas)kidney beanslentilslima beans (mature)navy beanspinto beanssoy beanssplit peastofu (bean curd made from soybeans)white beans | <p>Starchy vegetables</p> <ul style="list-style-type: none">corngreen peaslima beans (green)potatoes <p>Other vegetables</p> <ul style="list-style-type: none">artichokesasparagusbean sproutsbeetsBrussels sproutscabbagecauliflowercelerycucumberseggplantgreen beansgreen or red peppersiceberg (head) lettucemushroomsokraonionsparsnipstomatoestomato juicevegetable juiceturnipswax beanszucchini |
|---|--|



Milk Products

All fluid milk products and many foods made from milk are considered part of this food group. Foods made from milk that retain their calcium content are part of the group, while foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not. Most milk group choices should be fat free or low fat.

Some commonly eaten choices in the milk, yogurt and cheese group are:



| | |
|--|---|
| <p>Milk* all fluid milk:</p> <ul style="list-style-type: none"> fat-free (skim) low fat (1%) reduced fat (2%) whole milk <p>flavored milks:</p> <ul style="list-style-type: none"> chocolate strawberry <p>lactose reduced milks</p> <p>lactose free milks</p> <p>Milk-based desserts*</p> <ul style="list-style-type: none"> puddings made with milk ice milk frozen yogurt ice cream | <p>Cheese*</p> <p>hard natural cheeses:</p> <ul style="list-style-type: none"> cheddar mozzarella Swiss parmesan <p>soft cheeses</p> <ul style="list-style-type: none"> ricotta cottage cheese <p>processed cheeses</p> <ul style="list-style-type: none"> American <p>Yogurt*</p> <p>all yogurt</p> <ul style="list-style-type: none"> fat-free low fat reduced fat whole milk yogurt |
|--|---|

Components of Nutritional Foods

A sensible diet and regular exercise is key to good nourishment and health. But, what does all that food do to our bodies, and what essential information does one really need to know besides the Food Pyramid Food Groups? Built within each food area are essential nutrients and food components essential for good health. Most common to understand are:

- Proteins
- Carbohydrates
- Fats
- Water and Fiber
- Vitamins and Minerals

Proteins

Every cell contains **proteins**, which help to develop muscle, bone, skin and blood. They keep the immune system strong. They control chemical activities in the body that transport oxygen, iron and nutrients to body cells. The building blocks of protein are amino acids. There are 22 amino acids in the human body's tissue, but the body can't make all of them. Eight of them come from the food we eat. The best sources of protein are meat, fish, poultry and dairy products. But, keep in mind that even though a six ounce steak hot off the grill looks pretty good, a six ounce piece of grilled fish or chicken contains less fat!

- Protein helps develop muscle, bone, skin and blood.
- It aids in keeping the immune system strong.
- Protein transports oxygen, iron and nutrients to body cells.
- Amino acids are the building blocks of protein and eight of the 22 in our bodies come from proteins that we must eat.
- Meat, fish, poultry and dairy products are the highest forms of food protein.

Carbohydrates

It's all the rage – good carbs and bad carbs. But, what does that mean? **Carbohydrates** are essential for short- and long-term energy and many of the foods required as essential are carbohydrates.

- Choose fiber-rich fruits, vegetables, and whole grains often. Fruits are examples of simple carbohydrates.

- Simple carbohydrates are quickly digested and absorbed into the blood and turn to energy. A piece of fruit is an excellent simple carbohydrate that also includes other essential vitamins and nutrients.
- Complex carbohydrates take longer to digest because the body needs to break them down into simple carbohydrates. If the body doesn't need that extra glucose, it will store it in the muscles and liver for a later time. Starchy vegetables like peas, corn, beans and potatoes or grains such as cereal, pasta and bread are all sources of complex carbohydrates. Long distance runners store up on carbohydrates for the long-term energy their bodies need.
- Choose and prepare foods and beverages with little added sugars or caloric sweeteners, such as amounts suggested by the USDA Food Guide (Try to stay away from foods that include added sugars.)
- Reduce the incidence of dental cavities by practicing good oral hygiene and consuming sugar- and starch-containing foods and beverages less frequently.

Fats

Oils are **fats** that are liquid at room temperature, like the vegetable oils used in cooking. Oils come from many different plants and from fish. Some common oils are:

- canola oil
- corn oil
- cottonseed oil
- olive oil
- safflower oil
- soybean oil
- sunflower oil

Some oils are used mainly as flavorings, such as walnut oil and sesame oil. A number of foods are naturally high in oils, like:

- nuts
- olives
- some fish
- avocados



Foods that are mainly oil include mayonnaise, certain salad dressings, and soft (tub or squeeze) margarine with no trans fats. Check the nutrition facts label to find margarine with 0 grams of trans fat. Amounts of trans fat are on all labels as of 2006.

Most oils are high in monounsaturated or polyunsaturated fats, and low in saturated fats. Oils from plant sources (vegetable and nut oils) do not contain any cholesterol. In fact, no foods from plants sources contain cholesterol.

A few plant oils, however, including coconut oil and palm kernel oil, are high in **saturated fats** and for nutritional purposes should be considered to be solid fats.

Solid fats are fats that are solid at room temperature, like butter and shortening. Solid fats come from many animal foods and can be made from vegetable oils through a process called hydrogenation.

Recommendations regarding fat are as follows:

- Consume less than 10 percent of calories from saturated fatty acids and less than 300 mg/day of cholesterol, and keep transfatty acid consumption as low as possible.
- Keep total fat intake between 20 to 35 percent of calories, with most fats coming from sources of polyunsaturated and monounsaturated fatty acids, such as fish, nuts, and vegetable oils.
- When selecting and preparing meat, poultry, dry beans, and milk or milk products, make choices that are lean, low-fat, or fat-free.
- Limit intake of fats and oils high in saturated and/or transfatty acids, and choose products low in such fats and oils.

Vitamins and Minerals

Vitamins and **minerals** promote health and wellness in the body and can be found in the food we eat, but in some instances, diet alone cannot provide all of the vitamins and minerals our particular body needs and supplements can be added to the diet.

- Vitamins like A, D, E, and K are absorbed into the body with the help of fats within the intestinal system.
- **Water soluble vitamins** like B-complex and C are dissolved by water within the tissue.
- Minerals help regulate bodily processes, and without minerals the body cannot absorb vitamins.
- There are macrominerals that our bodies need large amounts of like calcium, phosphorus, magnesium, potassium, sulfur, sodium and chloride.

- There are trace minerals that our bodies only need tiny amounts of, such as iron, zinc and iodine.

Make the Calories Count

Not everyone has the same body type, activity level or calorie requirements. A food plan should fit your needs and consider your age, gender, activity level and goal. It should include proportionate servings of nutritious foods.

If your nutritional needs require a 2,000 calorie per day diet, you might eat 500 calories three times a day, sparing yourself 500 more calories for a light mid-morning and afternoon snack. Now, compare that to calories of a typical fast food meal often enjoyed by many teenagers for lunch, dinner and even a snack.

Junior Cheeseburger on a bun with lettuce, tomato and ketchup = 300 calories

Small order of fries = 330 calories

Small soda = 160 calories

Small chocolate shake = 310

Total Calories = 1000

Those numbers make you think, don't they? One meal or snack like this can take up $\frac{1}{2}$ of the calories your body needs. What nutritional values do you suppose are in that meal or snack too?

Access the USDA website for tools and materials to help you build a more nutritious meal plan for yourself. Learn more by visiting:
<http://www.mypyramid.gov/mypyramid/index.aspx>

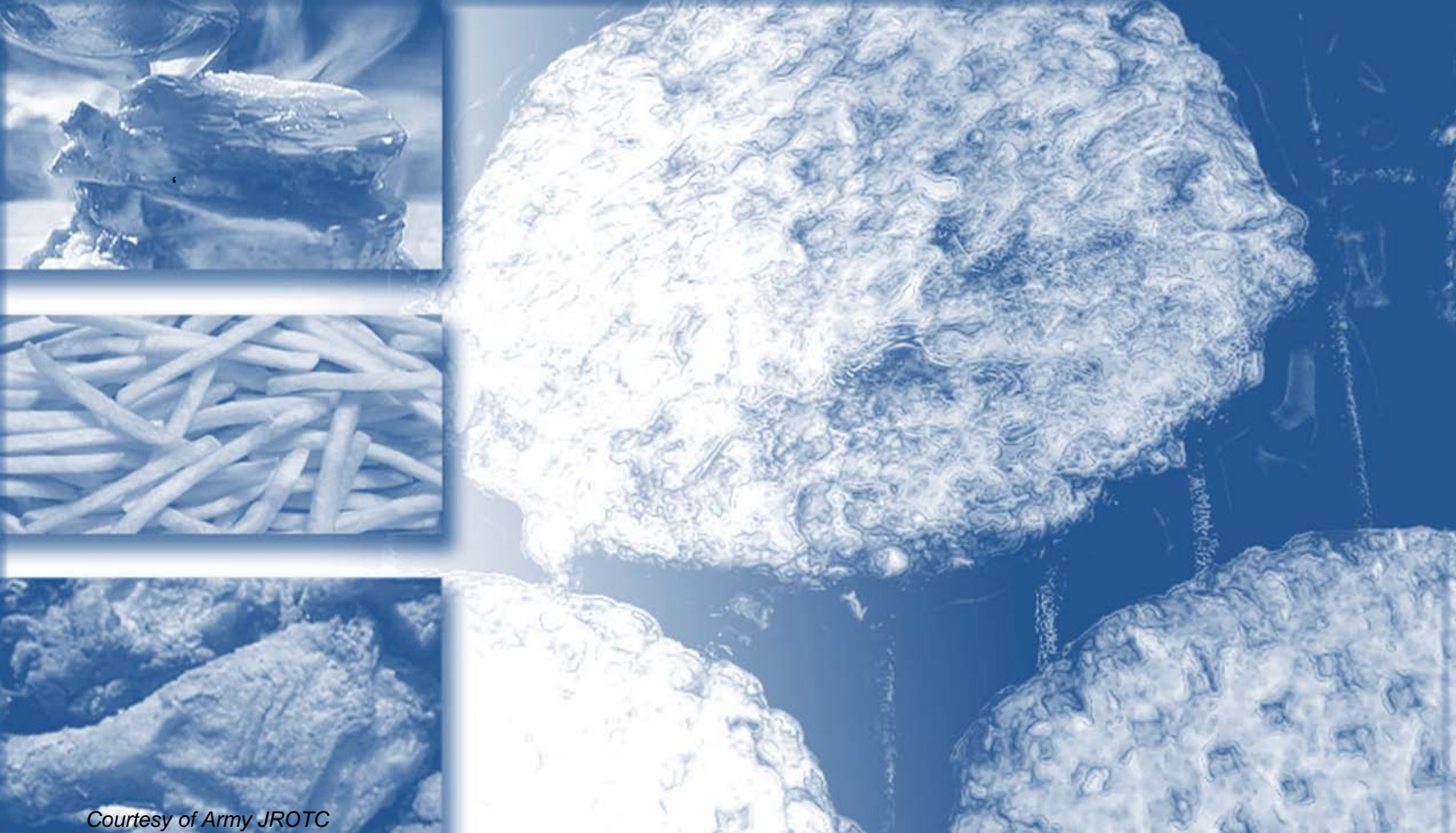
Conclusion

You may be thinking that you have your whole life to think about good nutrition and healthy weight or lifestyles. But, what you eat today surely impacts the next day of your life. Build nutrition into your dietary plan and lifestyle. Your muscles, bones, and brain will thank you!



Lesson Check-up

1. How does your current diet meet the dietary guidelines outlined by the USDA?
2. Consider the number of calories you consume each day and justify the nutritional components of those foods you eat.
3. Describe some favorite food items from the dietary guidelines food groups.



Courtesy of Army JROTC

U4C1L6

Controlling Fat

Key Words:

Basal Metabolic Rate

Body Mass Index
(BMI)

Essential Fat

Storage Fat

Obese

Overweight

What You Will Learn to Do

Determine how body fat impacts your overall health

Linked Core Abilities

- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Identify the risks of a high fat diet on long term health
- Explore tendencies that encourage fat accumulation
- Define current and desired state for healthy lifestyle
- Identify steps that can lead to a leaner, healthier body
- Relate food intake and physical activity to weight control

Introduction

In today's society, obese and overweight people, young and old, seek corrective advice from all types of organizations and individuals. These "experts," for many reasons, attempt to encourage and control what we eat, how we eat, when we eat, how much we eat, etc. In this lesson, you learn how it is possible, without difficulty, to carry an amount of fat that is helpful and encourages the dynamic living principle. You will see in the simplest terms a method designed to keep you healthy and promote enjoyment of living while participating in life to your fullest potential.

Weighty Risks

Are those new jeans you got for your birthday a little tighter around your waistline? Do you find yourself skipping breakfast, and famished at lunch, eating way too many carbs and sugar to boost your energy throughout the day? Are you grabbing a few too many snacks with your friends after school? Do you always reach for that extra helping of potatoes at suppertime?

Consistently making poor dietary choices can lead to unfortunate health consequences.

First, let's talk about what **body mass index** (BMI) means. A person's BMI refers to his or her ratio of body weight to height. BMI is a tool that is often used to determine if a person is at a healthy weight, overweight, or obese, and whether a person's health is at risk due to his or her weight. A body mass index (BMI)

of 18.5 to 24.9 is considered healthy. A person with a BMI of 25 to 29.9 is considered overweight, and a person with a BMI of 30 or more is considered obese. But, BMI isn't a full-proof measurement because it doesn't actually measure a person's body fat. BMI is one of several indicators to help determine whether or not a person's weight is in a healthy range.

For example, to be considered **overweight** a person's BMI must fall between 25 and 29.9. Body weight comes from fat, muscle, bone, and body water. It is important to remember that although BMI correlates with the amount of body fat, BMI does not directly measure body fat. As a result, some people, such as athletes, may have a BMI that identifies them as overweight, even though they do not have excess body fat. This is because muscle often weighs more than fat. Thus athletes with lots of muscle, may have higher BMIs.



| Body Mass Index Table | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|----------------------|-----|-----|-----|-----|------------|-----|-----|-----|-----|-------|-----|-----|-----|-----|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | Normal | | | | | Overweight | | | | | Obese | | | | | Extreme Obesity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BMI | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | | | | | | | | | | | | | | | | | | |
| Height (inches) | Body Weight (pounds) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 58 | 91 | 96 | 100 | 105 | 110 | 115 | 119 | 124 | 129 | 134 | 138 | 143 | 148 | 153 | 158 | 162 | 167 | 172 | 177 | 181 | 186 | 191 | 196 | 201 | 205 | 210 | 215 | 220 | 224 | 229 | 234 | 239 | 244 | 248 | 253 | 258 | | | | | | | | | | | | | | | | | | |
| 59 | 94 | 99 | 104 | 109 | 114 | 119 | 124 | 128 | 133 | 138 | 143 | 148 | 153 | 158 | 163 | 168 | 173 | 178 | 183 | 188 | 193 | 198 | 203 | 208 | 212 | 217 | 222 | 227 | 232 | 237 | 242 | 247 | 252 | 257 | 262 | 267 | | | | | | | | | | | | | | | | | | |
| 60 | 97 | 102 | 107 | 112 | 118 | 123 | 128 | 133 | 138 | 143 | 148 | 153 | 158 | 163 | 168 | 174 | 179 | 184 | 189 | 194 | 199 | 204 | 209 | 215 | 220 | 225 | 230 | 235 | 240 | 245 | 250 | 255 | 261 | 266 | 271 | 276 | | | | | | | | | | | | | | | | | | |
| 61 | 100 | 106 | 111 | 116 | 122 | 127 | 132 | 137 | 143 | 148 | 153 | 158 | 164 | 169 | 174 | 180 | 185 | 190 | 195 | 201 | 206 | 211 | 217 | 222 | 227 | 232 | 238 | 243 | 248 | 254 | 259 | 264 | 269 | 275 | 280 | 285 | | | | | | | | | | | | | | | | | | |
| 62 | 104 | 109 | 115 | 120 | 126 | 131 | 136 | 142 | 147 | 153 | 158 | 164 | 169 | 175 | 180 | 186 | 191 | 196 | 202 | 207 | 213 | 218 | 224 | 229 | 235 | 240 | 246 | 251 | 256 | 262 | 267 | 273 | 278 | 284 | 289 | 295 | | | | | | | | | | | | | | | | | | |
| 63 | 107 | 113 | 118 | 124 | 130 | 135 | 141 | 146 | 152 | 158 | 163 | 169 | 175 | 180 | 186 | 191 | 197 | 203 | 208 | 214 | 220 | 225 | 231 | 237 | 242 | 248 | 254 | 259 | 265 | 270 | 278 | 282 | 287 | 293 | 299 | 304 | | | | | | | | | | | | | | | | | | |
| 64 | 110 | 116 | 122 | 128 | 134 | 140 | 145 | 151 | 157 | 163 | 169 | 174 | 180 | 186 | 192 | 197 | 204 | 209 | 215 | 221 | 227 | 232 | 238 | 244 | 250 | 256 | 262 | 267 | 273 | 279 | 285 | 291 | 296 | 302 | 308 | 314 | | | | | | | | | | | | | | | | | | |
| 65 | 114 | 120 | 126 | 132 | 138 | 144 | 150 | 156 | 162 | 168 | 174 | 180 | 186 | 192 | 198 | 204 | 210 | 216 | 222 | 228 | 234 | 240 | 246 | 252 | 258 | 264 | 270 | 276 | 282 | 288 | 294 | 300 | 306 | 312 | 318 | 324 | | | | | | | | | | | | | | | | | | |
| 66 | 118 | 124 | 130 | 136 | 142 | 148 | 155 | 161 | 167 | 173 | 179 | 186 | 192 | 198 | 204 | 210 | 216 | 223 | 229 | 235 | 241 | 247 | 253 | 260 | 266 | 272 | 278 | 284 | 291 | 297 | 303 | 309 | 315 | 322 | 328 | 334 | | | | | | | | | | | | | | | | | | |
| 67 | 121 | 127 | 134 | 140 | 146 | 153 | 159 | 166 | 172 | 178 | 185 | 191 | 198 | 204 | 211 | 217 | 223 | 230 | 236 | 242 | 249 | 255 | 261 | 268 | 274 | 280 | 287 | 293 | 299 | 306 | 312 | 319 | 325 | 331 | 338 | 344 | | | | | | | | | | | | | | | | | | |
| 68 | 125 | 131 | 138 | 144 | 151 | 158 | 164 | 171 | 177 | 184 | 190 | 197 | 203 | 210 | 216 | 223 | 230 | 236 | 243 | 249 | 256 | 262 | 269 | 276 | 282 | 289 | 295 | 302 | 308 | 315 | 322 | 328 | 335 | 341 | 348 | 354 | | | | | | | | | | | | | | | | | | |
| 69 | 128 | 135 | 142 | 149 | 155 | 162 | 169 | 176 | 182 | 189 | 196 | 203 | 209 | 216 | 223 | 230 | 236 | 243 | 250 | 257 | 263 | 270 | 277 | 284 | 291 | 297 | 304 | 311 | 318 | 324 | 331 | 338 | 345 | 351 | 358 | 365 | | | | | | | | | | | | | | | | | | |
| 70 | 132 | 139 | 146 | 153 | 160 | 167 | 174 | 181 | 188 | 195 | 202 | 209 | 216 | 222 | 229 | 236 | 243 | 250 | 257 | 264 | 271 | 278 | 285 | 292 | 299 | 306 | 313 | 320 | 327 | 334 | 341 | 348 | 355 | 362 | 369 | 376 | | | | | | | | | | | | | | | | | | |
| 71 | 136 | 143 | 150 | 157 | 165 | 172 | 179 | 186 | 193 | 200 | 208 | 215 | 222 | 229 | 236 | 243 | 250 | 257 | 265 | 272 | 279 | 286 | 293 | 301 | 308 | 315 | 322 | 329 | 338 | 343 | 351 | 358 | 365 | 372 | 379 | 386 | | | | | | | | | | | | | | | | | | |
| 72 | 140 | 147 | 154 | 162 | 169 | 177 | 184 | 191 | 199 | 206 | 213 | 221 | 228 | 235 | 242 | 250 | 258 | 265 | 272 | 279 | 287 | 294 | 302 | 309 | 316 | 324 | 331 | 338 | 346 | 353 | 361 | 368 | 375 | 383 | 390 | 397 | | | | | | | | | | | | | | | | | | |
| 73 | 144 | 151 | 159 | 166 | 174 | 182 | 189 | 197 | 204 | 212 | 219 | 227 | 235 | 242 | 250 | 257 | 265 | 272 | 280 | 288 | 295 | 302 | 310 | 318 | 325 | 333 | 340 | 348 | 355 | 363 | 371 | 378 | 386 | 393 | 401 | 408 | | | | | | | | | | | | | | | | | | |
| 74 | 148 | 155 | 163 | 171 | 179 | 186 | 194 | 202 | 210 | 218 | 225 | 233 | 241 | 249 | 256 | 264 | 272 | 280 | 287 | 295 | 303 | 311 | 319 | 326 | 334 | 342 | 350 | 358 | 365 | 373 | 381 | 389 | 396 | 404 | 412 | 420 | | | | | | | | | | | | | | | | | | |
| 75 | 152 | 160 | 168 | 176 | 184 | 192 | 200 | 208 | 216 | 224 | 232 | 240 | 248 | 256 | 264 | 272 | 279 | 287 | 295 | 303 | 311 | 319 | 327 | 335 | 343 | 351 | 359 | 367 | 375 | 383 | 391 | 399 | 407 | 415 | 423 | 431 | | | | | | | | | | | | | | | | | | |
| 76 | 156 | 164 | 172 | 180 | 189 | 197 | 205 | 213 | 221 | 230 | 238 | 246 | 254 | 263 | 271 | 279 | 287 | 295 | 304 | 312 | 320 | 328 | 336 | 344 | 353 | 361 | 369 | 377 | 385 | 394 | 402 | 410 | 418 | 426 | 435 | 443 | | | | | | | | | | | | | | | | | | |

Source: Adapted from Clinical Guidelines on the Identification, Evaluation, and Treatment of Overweight and Obesity in Adults: The Evidence Report.

Obesity is excess body fat and indicated by a BMI of 30 or higher. Obesity can create many serious health issues and risks, including high blood pressure, stroke or heart attack, diabetes, arthritis and cancer.

The body needs a certain amount of energy (calories) from food to sustain basic life functions. Body weight is maintained when the calories eaten equals the number of calories the body uses or “burns.” When more calories are consumed than burned, energy balance is tipped toward weight gain, being overweight, and becoming obese. Genetic, environmental, behavioral, and socioeconomic factors can all lead to becoming overweight or obese.

Approximately one third of U.S. adults age 20 and over are overweight, while another one third are obese. Less than one third of U.S. adults are at a healthy weight! In the past 40 years the prevalence of obesity increased from 13 – 35 percent in U.S. adults age 20 – 74.



Did you know ...?

- Over two-thirds of U.S. adults age 20 and older are overweight or obese (BMI 25 to 29)
- Over one-third of U.S. adults 20 and older are obese (BMI 30)
- Less than one-third of U.S. adults are at a healthy weight (BMI 18.5 to <25)
- In the past 40 years the prevalence of obesity increased from 13.4 to 35.1 percent in U.S. adults age 20 to 74
- Research indicates that approximately 12.4 percent of children age 2 to 5 and 17 percent of children age 6 to 11 were overweight and 17.6 percent of adolescents (age 12 to 19) were overweight

Centers for Disease Control and Prevention <http://apps.nccd.cdc.gov/dnpabmi/>

Fat Control

Being obese or overweight increases your risk of cardiovascular disease, high blood pressure, gall bladder disease, diabetes, and certain types of cancer. It also prevents you from performing actively at your highest potential and raising your self-esteem and self-assurance.

To determine whether you are obese or overweight does not depend on how much you weigh on a scale. All of us have our own unique and special body types, which include our inherited strengths and weaknesses, and tendencies that encourage accumulation of fat in our formative years. These tendencies include:

- family eating habits
- a tendency to develop more fat cells
- a large skeletal structure
- any number of unproved theories passed down through the years

To ensure that you follow a proper and proven method for obtaining a healthier lifestyle, we will present you with a few guidelines on learning how to control your fat intake. As you read through the next two sections, you will learn how to control the amount of fat you consume in your daily diet.

Steps Toward Building a Leaner Body

The steps to controlling body fat are a combination of restricting your fat intake, adequate exercise, making the right food choices, and understanding how to measure your body fat and how to use that information to make positive changes for your overall health.

Step 1: Restricting Your Fat Intake

Most of us are continually trying to lower our body fat. When you diet, the body says you need to store more fat instead of less. This causes, especially in females, the body to slow down, which reduces the fat burning enzymes. Therefore, with each diet you undertake, the body reduces more fat burning enzymes, making it harder for you to lose fat. But remember, fat levels that drop too low are also unhealthy and unsafe. A certain amount of **essential fat** is necessary to maintain the bodily functions discussed earlier.

For example, most women should not go below eight percent, as this would upset the menstrual cycle, the ability to conceive children, and eventually hormonal balance. In men, the lower limit is approximately three to four percent.

Storage fat, on the other hand, is our fat reserve that can become a problem for many of us. Women in general seem to have a greater propensity to store fat. The reason for this is probably estrogen, which increases the fat-storing capability. Evidence points to the hips, thighs, and buttocks as the body's most desirable storage areas.

Listed below are ratings of body fat percentages by age and gender:

| Males ages 18 to 30: | | Females ages 18 to 30: | |
|-----------------------------|--------------|-------------------------------|--------------|
| Athletes | 6 – 10% | Athletes | 10 – 15% |
| Good | 11 – 14% | Good | 16 – 19% |
| Acceptable | 15 – 17% | Acceptable | 20 – 24% |
| Possibly needs help | 18% and over | Possibly needs help | 25% and over |
| (Obese/Overweight) | | (Obese/Overweight) | |

The average-weight adult has approximately 25 to 30 billion fat cells whereas the average overweight adult has between 60 and 100 billion. However, some overweight people can have as many as 200 billion. Many factors are responsible for the development of these fat cells. Despite all the reasons, a person's growth and/ or activities may or may not use all of the foods, or calories, consumed. The body will store the non-used calories as fat. For maximum benefit, keep saturated fat to a minimum. Count your total fat intake over a seven-day period. If you foul up, just cut back the next day.

When your fat content is where you desire, the next step is to develop a lifetime guideline for healthy eating. Calculate your daily intake of carbohydrates, fats, and proteins (as you did in the Journal Exercises for those lessons). Then, choose one of the following plans and stick to it. The two plans that best enhance the dynamic living profile are #2 or #3. Whichever plan you select will require an effort on your part to make it succeed; but, it will work and you can enjoy the benefits of that change.

| Plan #1 (Average American Diet) | | Plan #3 (The Lifetime Eating Plan) |
|---------------------------------|---------------|------------------------------------|
| Fat | Fat | 10% |
| Saturated Fat | Saturated Fat | Low |
| Protein | Protein | 10 – 15% |
| Carbohydrates | Carbohydrates | 75 – 80% |
| Plan #2 (The New American Diet) | | Plan #4 (U.S. Dietary Goals) |
| Fat | Fat | 30% |
| Saturated Fat | Saturated Fat | 10% |
| Protein | Protein | 10% |
| Carbohydrates | Carbohydrates | 60% |

Step 2: Exercise – How the Body Burns Food

In addition to eating a healthy diet, you must follow an exercise program to maintain a lean body fat content. Balancing how many calories you consume with how many calories your body burns daily is the key to maintaining body fat content and weight. People gain body fat when they consume more calories daily than their bodies use for energy. Keep in mind that one pound of body fat contains approximately 3,500 calories. Therefore, if a person wants to lose a pound of body fat in one week, he or she must burn 3,500 calories more than he or she consumes over the course of the week.

Your body burns calories even when it is at complete rest. **Basal metabolic rate (BMR)** is the number of calories burned at complete rest, and it varies based on age, health, and body size, shape, and weight. For example, after age 25, most people’s BMR decreases approximately one percent because their requirements for energy slow down. In addition to your BMR, your body burns calories through muscle activity; and while you do not have much control over your BMR, you do have control over the amount of physical activity you participate in. Obviously, the more active you are, the more calories you’ll use.

Choose an exercise program that accomplishes the two goals of improving your heart and lungs, as well as working your muscles. You can increase the efficiency of the heart and respiratory system through exercises such as jogging, swimming, and biking that increase the heart rate and maintain it for a set period of time. The time will vary based on your age, abilities, and the exercise being performed.

The second goal of working your muscles includes toning your muscles and/or increasing your muscle size, and improving your muscle strength.



Did you know ...?

Since muscle burns more energy than fat, the more muscle tissue you have, the more calories you burn. This is also true of your BMR, meaning that even at rest, the more muscle mass you have, the more energy your body will burn. You can work your muscles through weight training and exercises such as push-ups and sit-ups.

Step 3: Food Control and Choice

People eat for many different reasons: they feel hungry, the time of day, they missed a meal, or they are following their families' eating routine. Whatever the reason to eat at any given time, it is the choice of food that will truly make the difference in whether you will develop an over fat problem or maintain the dynamic living profile.

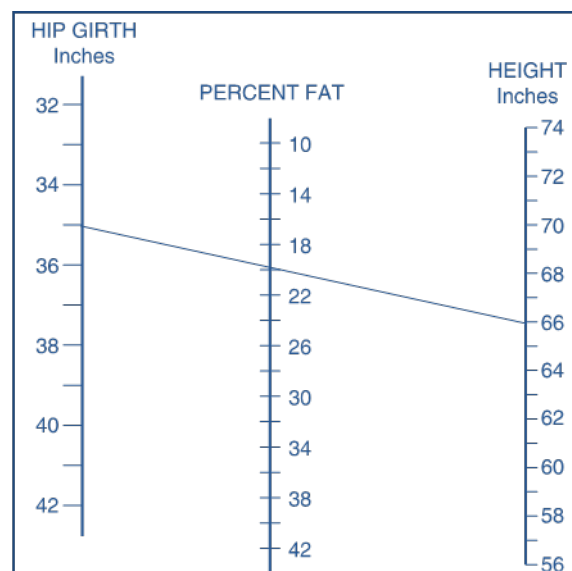
Step 4: Measuring Your Body Fat

This text presents two fairly accurate methods of measuring your body fat. Follow the directions and do not be discouraged. Body types differ, and you are your own special person.

Pinch an Inch Test

Remember, your body does not need large amounts of fat. Use the "pinch an inch" test as a simple method of measuring and maintaining your body's fat.

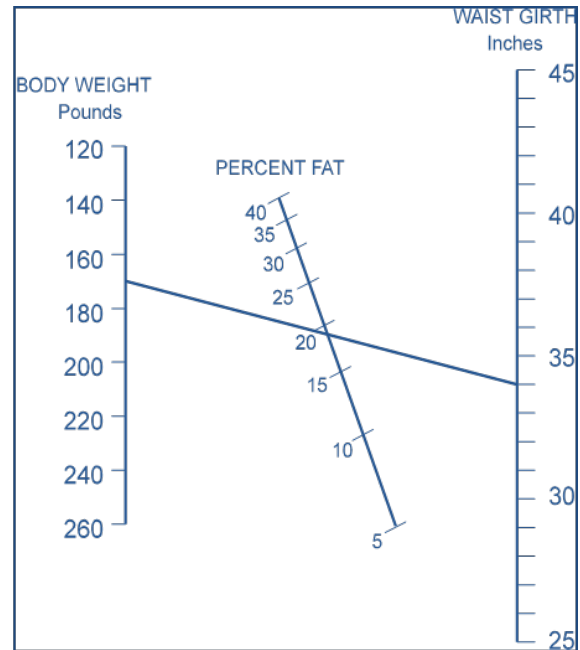
You can perform the "pinch an inch" test by pinching the skinfold of your triceps (women only), waist, or thighs between your fingers. If the fat is over an inch between your thumb and forefinger, you might consider continuing your fat control program.



Estimating Body Fat

Women: Measure the circumference of your hips at the widest point, and plot that measurement and your height on the following chart. Then, using a straight edge, draw a line connecting the two plots. Your body fat percentage is where the line crosses the percent fat column. Refer to the appropriate chart in Step 1 to see if your fat content is acceptable, good, athletic, or needs help.

Men: Measure the circumference of your waist at the exact level of the belly button, making sure to keep the tape perfectly horizontal. Plot that measurement and your weight on the chart at the top of the next column. Then, using a straight edge, draw a line connecting the two plots. Your body fat percentage is where the line crosses the percent fat column. Refer to the appropriate chart to see if your fat content is acceptable, good, athletic, or needs help.



Appetite, Hunger and Metabolism

Whether a fat calibrating test or a medical professional's advice concludes that you should change your weight, doing so will require changing your eating habits. Once you've achieved a healthy weight, you'll want to maintain it. To maintain a healthy weight, the number of calories you eat each day should match the daily calorie needs of your body.

Calories are units of energy. If you eat more calories than your body can use it will store the excess energy as fat, causing you to gain weight. A diet that contains fewer calories than you need, can make you lose weight.

Your calorie needs are determined by your activity level – the more active you are, the more calories you need. In addition, your basal metabolic rate – the rate at which you use energy when your body is completely at rest – affects your calorie needs. The higher your basal metabolic rate, the more calories you will burn. Various factors affect basal metabolic rate. For example, older people tend to have a lower basal metabolic rate than yours. Children and pregnant women tend to have a higher basal metabolic rate than the rest of the populations. Regular exercise may help increase a person's basal metabolic rate.

Conclusion

The science of nourishing the body properly is a continually revolving door of facts, information, and misleading information. Much of the data is very conflicting and difficult to sort out, although there is some material that has remained consistent throughout the years. A basic understanding of this information will enable you to stay properly nourished.

To begin building a healthy diet, consider the following advice:

1. Eat a variety of foods to obtain the energy, proteins, vitamins, minerals, and fiber you need for good health.
2. Maintain a healthy weight to reduce your chances of having high blood pressure, heart disease, a stroke, certain cancers, and the most common kind of diabetes.
3. Choose a diet low in fat, saturated fat, and cholesterol. Because fat contains over twice the calories of an equal amount of carbohydrates or protein, a diet low in fat can help you to maintain a healthy weight.
4. Choose a diet with plenty of vegetables, fruit, and grain products that provide the needed vitamins, minerals, fiber, and complex carbohydrates, and can help you to lower your intake of fat.
5. Use sugars only in moderation. A diet with lots of sugars has too many calories and too few nutrients for most people.
6. Use salt and sodium only in moderation.

Avoid drinking alcoholic beverages. Although alcoholic beverages supply calories, they have little or no nutrients. Furthermore, drinking alcohol is the cause of many health problems and accidents.



Lesson Check-up

1. What tendencies encourage fat accumulation?
2. Explain the difference between being overweight and obese.
3. What foods in your own dietary plan are too high in fat content?
4. 4. How can you moderate the fat content in your diet?
5. Do some additional investigating and explain the reasons behind specific health risks of obese people.
6. Describe a safe way to lose weight.



Courtesy of Army JROTC

U4C1L7

Taking Care of Yourself

Key Words:

Ampule

Bivouac

Chlorine

Disinfect

Dysentery

Galvanized

Hygiene

Iodine

Lice

Personal Hygiene

Purified

Sanitation

What You Will Learn to Do

Analyze the impact sanitation and hygiene has on health

Linked Core Abilities

- Communicate using verbal, non-verbal, visual and written techniques
- Do your share as a good citizen in your school, community, country, and the world

Skills and Knowledge You Will Gain Along the Way

- Recognize the benefits of maintaining good hygiene habits
- Explain how to keep clean in field conditions
- Explain the correlation between physical fitness and hygiene
- Identify possible results of poor sanitation
- Detail procedures for disinfecting water
- Explain how to guard against food poisoning and the spread of germs through waste

Introduction

Exercise, rest, and good **hygiene** and nutrition can help you stay healthy and avoid many illnesses and infections. In other words, you can prevent disease and injury by taking good care of yourself. You learned about the importance of nutrition and exercise to your health in the previous section of this text. This section covers the importance of good hygiene habits. In particular, it discusses hygiene and **sanitation** when attending JROTC summer camp or camping on your own, with friends, or family.



In these cases, you may not have the modern conveniences of clean, running water or indoor plumbing, but you must still know how to take care of yourself to help prevent illness and maintain good health.

Personal Hygiene

Most likely, there are certain habits you perform routinely at the start of each day. You are probably so accustomed to doing them that you do not give them a second thought. First, you wake up after resting your body during the night. Then, you shower if you did not shower the night before, wash your face, and comb your hair. You then eat breakfast — some toast and cereal perhaps. And, finally, you brush your teeth and leave for school.

All of the above activities involve rest, nutrition, and cleanliness – the three elements important to maintaining good health and **personal hygiene**.

It is easy for most of us to practice personal hygiene in our homes where there are sinks, showers, toilets, and clean water, all of which help with sanitation. In some situations, however, practicing personal hygiene and maintaining sanitary conditions take more effort and require greater care. For example, if you are camping, you may have to work harder at hygiene and sanitation depending on conditions at your campsite. Also, when you are staying in close quarters with several other people, like at JROTC summer camp, hygiene and sanitation become extremely important. The poor sanitation or hygiene habits of one person can lead to a disease or illness that affects an entire group.

Field Sanitation Example:

The following story illustrates the importance of maintaining all aspects of health and sanitation when out in the field.

On Togatabu Island in 1942, the 14th Artillery and the 404th Engineer Battalions were part of a task force preparing to attack Guadalcanal. Fifty-five percent of the engineers and 65 percent of the artillerymen contracted a disease called "Filariasis," transmitted by mosquitoes. Both units had to be medically evacuated without seeing any enemy action because they were not combat ready. The use of insect repellent, insecticides, and the elimination of standing water would have prevented the spread of this disease.

Often in military history, the health of the troops influenced the course of battle more than strategy or tactics. "Historically, in every conflict in which the United States has been involved, only 20 percent of all hospital admissions have been from combat injuries. The other 80 percent have been from diseases and non-battle injuries." (*Field Hygiene and Sanitation*, FM 21-10)

Personal hygiene is important to maintain your personal health and establish your health image to other people. A neat, clean, physically fit person illustrates a healthy image and a positive leadership posture.

Principles of Hygiene

It is not always simple to apply the basic principles of personal hygiene. It takes a conscience effort to follow these principles and stay healthy.

Hand Hygiene

Hand washing needs to be second nature. It is important to wash your hands after contact with an animal, after using the toilet, before eating or touching a person at risk from infection. A good routine should include removing jewelry, wetting hands with warm water, using an anti-bacterial soap if available, washing vigorously for at least 30 seconds, rinsing hands, and drying hands on a clean towel or using a hand drying machine.



Oral Hygiene

After each meal or at least twice a day, you need to eliminate food particles and dental plaque as well as clean your gums. Visiting the dentist twice a year is also recommended. Use fluoride toothpaste and brush up and down in a light circular motion, in front, behind and across the top of the teeth for at least three minutes. Avoid putting objects and fingers in your mouth as well as sugar and sweets that encourage germ proliferation.



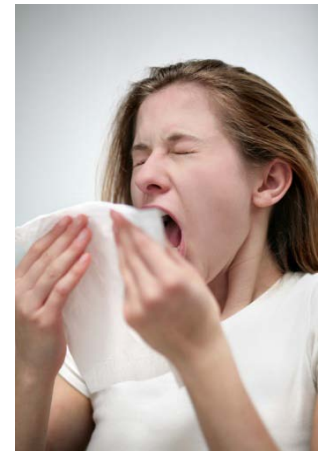
Personal Hygiene



A dirty body is a hotbed for developing germs. Dust, sweat, and other secretions, and warmth are all factors that encourage germs to multiply. A shower with effective soap and shampoo should follow any physical activity. Showering daily is necessary to maintain good personal health. Clean clothes should be worn and underwear changed daily; the fabric in clothes is a breeding ground for many germs. Imagine how you would feel if you did not bathe for a week. Now imagine how others would feel about having to be around you during that time. Uncleanliness or disagreeable odors affect the morale of others, so the solution is for everyone to take personal responsibility for their own hygiene.

Nasal Hygiene

Nasal secretions are highly contagious. Runny noses and sneezing are sources of germ dissemination. Frequent nose blowing using a disposable paper tissue clears the nostrils and limits the spread of germs. Repeated blowing of the nose can cause irritation, so use a soft tissue and blow softly.



Food Hygiene

Food poisoning is on the rise. Some of these cases can be linked to the food processing industry and centralized distribution of food. You can reduce your risk of food poisoning by following simple yet effective hygiene practices. High-risk foods include eggs and egg products, poultry, (particularly chicken), and food eaten raw. It is estimated that 50 percent of domestic food poisoning cases are due to poor hygiene in the home. Refrigeration is a means of reducing the spread of germs and not the elimination of germs. Refrigerators need to be cleaned on a regular basis. Food that needs refrigeration should to be kept at the recommended temperature; food that does not need to be kept refrigerated should be stored as



indicated on the packaging, and the date indications on food packaging should be followed.

Cooking food is an excellent way of keeping germs from spreading. Cooking food at sufficiently high temperature will eliminate many germs. Rigorous hygiene is also required in the kitchen. Always wash hands before handling food. Wash frequently any cloths and towels used in the kitchen. Avoid using wooden chopping blocks, salad bowls and spoons because nicks or cracks can create an ideal place for germs. Kitchen utensils should not be used to prepare different dishes unless they have been cleaned in between. Table and worktops should be cleaned with an anti-bacterial product between preparing different types of food. You should also

watch for the country of origin of the food you eat; note the “best before” dates on food labels; and use the most effective practices in food preparation.



Stay Physically Fit

People who are physically fit are less likely to get sick or injured, so participate regularly in a fitness program. Physical fitness training will also help you become adjusted to a

field environment. Remember to use caution when exercising in extremely hot or cold weather.

Get Enough Sleep

The average person needs eight hours of sleep a night. Make sure you get enough sleep so you have the energy to effectively complete the required tasks of your day. You may have a harder time sleeping when you are away from home, bunking with others, or camping. Follow these suggestions to get as much rest as possible:



- Sleep as much as you can before going someplace where you may not be able to sleep comfortably or as much as you should.
- Take catnaps whenever you can, but expect to need a few minutes to wake up fully.
- When in the field, follow your leader's instructions and share tasks with other cadets so everyone gets time to sleep.
- After going without sleep, catch up as soon as possible.
- Learn and practice techniques to relax yourself quickly.

If you have not gotten enough sleep in the field and are required to remain awake and alert, try to follow the suggestions listed below:

- Play mental games or talk with other cadets to stay alert during dull watches or critical jobs such as driving at night.
- Take short stretch breaks or do light exercises in place.
- Do not trust your memory — write things down. Double check your communications and calculations.
- Watch out for your mind playing tricks (like seeing things that are not there) when you are very tired. Check strange observations before acting.

Learn to Reduce Stress

Stress begins in the mind but causes physical reactions in the body. Although stress can be beneficial in small doses by supplying you with bursts of energy to complete a project on time or compete in an important game, stress that continues over long periods of time can weaken your immune system and lead to exhaustion and illness. People under too much stress may not care for themselves properly or be able to complete tasks effectively.

To keep yourself healthy and efficient, you must learn to relax and reduce stress. The following hints may help.

- Maintain a positive attitude.
- Do not try to do more than is possible or take on tasks for which you are not prepared.
- Talk with friends or family when you encounter difficulties.
- Take time each day to do something that you enjoy, even if it is only for 15 minutes.
- Do not worry about things that are out of your control, but concentrate on what you can do.

To help reduce stress in a group or among friends or fellow cadets, give each other moral support if things are tough at home, school, or in the unit. Welcome new replacements into your group and be active in establishing friendships. By building a feeling of esprit de corps, you can minimize stressful feelings of loneliness and isolation. When in the field, attempt to care for other cadets and work together to provide everyone with food, water, sleep, shelter, and protection from heat, cold, and poor sanitation.

Basic Principles of Sanitation

Poor sanitation can contribute to conditions that may result in diarrhea and **dysentery**. Intestinal diseases are usually spread through contact with bacteria and germs in human waste, by flies and other insects, or in improperly prepared food and water supplies.

1. Use Purified Water

When you are staying outdoors, in the field, or traveling in foreign countries with questionable water supplies, use only water that is **purified**. Fill your canteen with treated water at



every chance. To treat or **disinfect** water, bring it to a boil for 5 to 10 minutes. When heated water is not available, disinfect water using one of the following methods:

Disinfecting Water with the Preferred Method: Iodine Tablets

- a. Fill a one-quart canteen with the cleanest water available.
- b. Put one iodine tablet in the water; two in cold or cloudy water. Double these amounts in a two-quart canteen.
- c. Place the cap on the canteen, wait 5 minutes, then shake. Loosen the cap and tip the canteen over to allow leakage around the canteen threads. Tighten the cap and wait an additional 25 minutes before drinking.

Disinfecting Water with Chlorine

- a. Fill a one-quart canteen with the cleanest water available.
- b. Mix one **ampule** of chlorine with one-half canteen cup of water. Stir the mixture with a clean device until the contents dissolve. Take care not to cut your hands when breaking open the glass ampule.
- c. Pour one canteen capful of the chlorine solution into your quart of water.
- d. Replace the cap on your canteen and shake. Slightly loosen the cap and tip the canteen over to allow leakage around the threads. Tighten the cap and wait 30 minutes before drinking.

Disinfecting Water with Tincture of Iodine

- a. Fill a one-quart canteen with the cleanest water available.
- b. Add 5 drops of 2 percent Tincture of Iodine to the water. If the water is cold or cloudy, add 10 drops.
- c. Mix thoroughly by shaking the canteen. Slightly loosen the cap and tip the canteen over to allow leakage around the threads. Tighten the cap and wait 30 minutes before drinking.
- d. Very cloudy or cold water may require prolonged contact time. Let it stand several hours or overnight if possible.

2. Guard Against Food Poisoning

Wash your hands for at least 30 seconds after using the bathroom or before touching food. Inspect all cans and food packages prior to using them, and throw away any cans with leaks, bulges, or holes. Do not eat foods or drink beverages that have been prepared in **galvanized** containers, which may result in zinc poisoning. When camping or in the field, wash your mess kit in a mess kit laundry or with treated water or disinfectant solution.

3. Bury Your Waste

On a march or camp, personal disposal bags should be used if available. If not, then use a personal 'cat hole'. Always bury your waste immediately to prevent flies from spreading germs from waste to your food. Burying your waste also helps keep unwanted animals out of your **bivouac** area.

5. Keep Your Body and Uniform Clean

A daily bath or shower helps maintain cleanliness and prevent body odor, common skin diseases, and infection. When you are in the field, however, bathing daily may not be possible. In this case, make sure you take a full shower at least once a week (or at the earliest opportunity) and use a washcloth daily to wash:

- Your face
- Your armpits
- Your genital area
- Your feet
- Other areas where you sweat or that become wet, such as between your thighs or, for females, under the breasts.

Powders, such as talcum powder, help to keep your skin dry when in the field. Apply it to places where you tend to sweat, and to your feet and inside your socks each morning, especially if you have had prior foot infections. Change to clean clothing regularly. When outdoors this will aid in the control of **lice**. Make sure the clothing you wear in the field is loose and does not restrict circulation. Avoid wearing nylon undergarments. Wear cotton, which is more absorbent and allows the skin to dry.

Conclusion

Practicing good personal hygiene and sanitation are common sense actions everyone should perform. They are particularly important in the field where cadets have a responsibility to both themselves and others, and leaders must plan and enforce preventative measures.

Remember, correct cleanliness habits, regular exercise, good nutrition, and adequate amounts of rest and relaxation can directly affect a person's well-being. By practicing these preventative measures, you can significantly reduce time lost due to illness and injuries.



Lesson Check-up

1. How do you keep clean in the field?
2. What is the correlation between physical fitness and hygiene?
3. What are some results of poor hygiene?
4. Describe when and how to disinfect water.



Courtesy of Army JROTC

U2C1L5

Sexual Harassment/Assault

Key Words:

Date Rape

Perpetrator

Sexism

Sexual Harassment

Vulnerable

What You Will Learn to Do

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

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Determine the potential consequences of sexual harassment/assault for the individuals involved
- Assess the role of individual point of view in determining what sexual harassment is
- Locate resources for assisting victims of sexual harassment or assault

Introduction

Peer **sexual harassment** is a problem for both girls and boys. The effects of sexual harassment can negatively affect students' lives well past high school. Students who encounter sexual harassment might miss more school, decrease the quality of their schoolwork, skip or drop classes, or exhibit lower grades, friend loss, tardiness and truancy. These symptoms can ruin chances for college admission or merit scholarships, and can lead to fewer career choices and lost opportunities for a bright future. Plus, students who are sexually harassed are typically undergoing a wide variety of emotions.

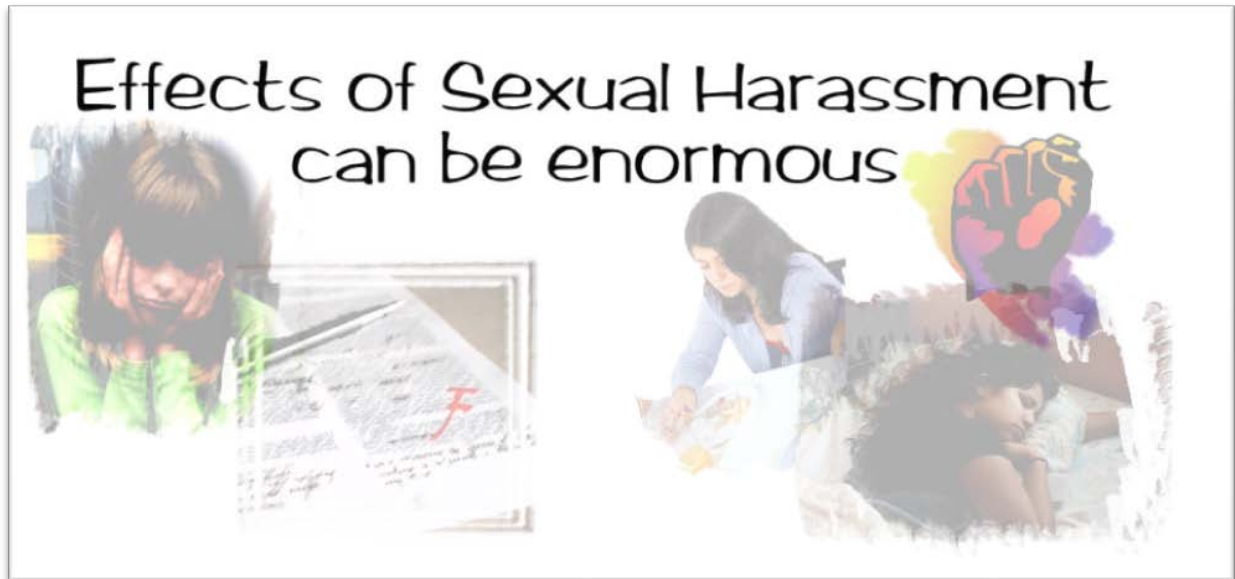
Physical symptoms of sexual harassment include sleep disturbance and appetite changes. Students may feel angry, upset, and threatened, which contributes to lowered self-esteem and confidence.

Examples of Sexual Harassment

- Inappropriate comments, jokes, gestures, or looks
- Sexual pictures, photographs, illustrations, messages, or notes
- Sexual messages/graffiti
- Sexual rumors about someone
- Calling students gay or lesbian
- Spying on students in dressing rooms or showers
- Flashing or "mooning" others
- Touching, grabbing, or pinching others in a sexual way
- Pulling at clothing in a sexual way
- Intentionally brushing against someone in an inappropriate way
- Pulling someone's clothing off or down
- Blocking someone's way, or cornering him or her in a sexual way
- Forcing someone to kiss you
- Forcing someone to do something sexual, other than kissing

Many students have reported sexual harassment as the norm in their school. Aside from inappropriate language, rumors, and inappropriate touching, sexual assaults and rapes have also been reported on some school campuses and in school buildings. When this happens, everyone is a victim. Students begin to see school as an intimidating, hostile, and unsafe place. They feel **vulnerable** and may even alter their own behaviors in attempt to decrease that sense of vulnerability.

Most of the literature on sexual harassment indicates that over 90 percent of the time, males are the **perpetrators** of sexual harassment against females. Recent studies, however, have documented a high level of sexual harassment is experienced by boys, as well as girls.



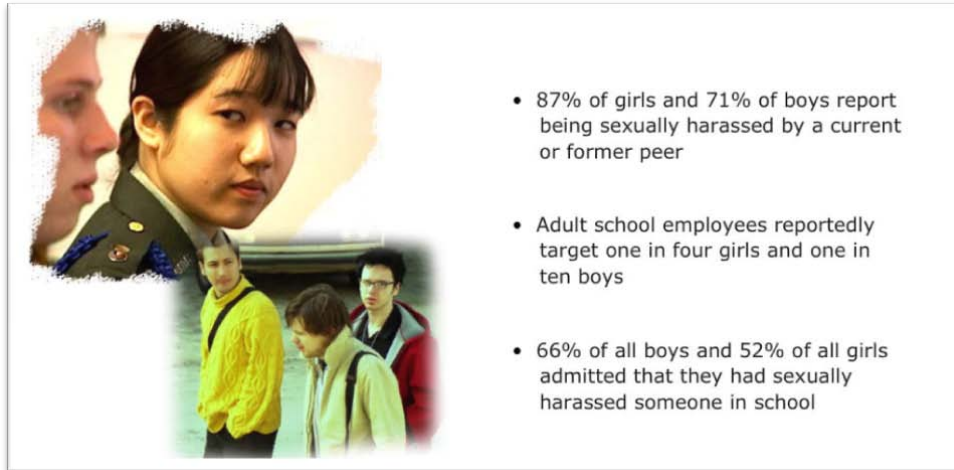
Courtesy of Army JROTC

Sexual harassment is a specific type of sexual discrimination that has been defined by the courts over the past 30 years. Schools are required to maintain a grievance procedure that allows for a quick resolution of all sex discrimination, including sexual harassment. The procedures must clearly prohibit sexual harassment of students by faculty and staff. It must also prohibit harassment of students by students.

Hostile Hallway Statistics

One sexual harassment study, called Hostile Hallways, documented that the majority of sexual harassment that occurs in American high schools is between peers. Eighty-seven percent of the girls and 71 percent of the boys reported being sexually harassed by a current or former student at school. Adult school employees reportedly had targeted one in four girls and one in 10 boys.

In this study, 66 percent of all boys and 52 percent of all girls surveyed admitted they had sexually harassed someone in the school setting. Of the 59 percent of students who said they had sexually harassed someone in the school setting, 94 percent claimed they themselves had been harassed.



Courtesy of Army JROTC

Important descriptive information regarding sexual harassment became clear throughout the Hostile Hallways study. It identified who was being sexually harassed, when they were being harassed, and where. Students were asked why they engaged in sexual harassment and which of the following six reasons applied to their behavior:

- It's just a part of school life/a lot of people do it/it's no big deal
- I thought the person liked it
- I wanted a date with the person
- My friends encouraged/pushed me into doing it
- I wanted something from that person
- I wanted the person to think I had some sort of power over them

Peer sexual harassment in high schools has only recently been the focus of sexual harassment researchers, and to date, has resulted in limited documentation. However, it is important to understand that what is perfectly clear, is that all students are affected by these behaviors.

Clearly, sexual harassment is wrong and YOU are responsible to help create and foster a positive school climate that does not tolerate behaviors associated with discrimination and sexual harassment.

You can refer back to the BE, KNOW, DO attributes model, profiled in the previous lesson. Sexual harassment behaviors are not part of who you want to BE. You KNOW what sexual harassment is and why it is harmful. When you see it happening to others, or when you experience it yourself, take action and DO something about it. Tell a teacher, a counselor, your parents, or a police officer immediately.



Courtesy of Army JROTC

Sexual Harassment and Assault

Your sexuality is a private matter for you to express when, where, and to whom you choose. Sexual abuse occurs when someone violates that privacy or tries to interfere with, or take away, your choices. It can range from an offensive sexual comment or display, to spousal abuse and rape. This section describes the different types of sexual abuse and presents strategies for coping and prevention.

Sexual Harassment

Sexual harassment covers a wide range of behavior, and is divided into two types – Quid pro quo and hostile environment harassment.

- **Quid pro quo harassment**
This refers to a request for some kind of sexual favor or activity in exchange for something else. It is a kind of bribe or threat, such as, "If you don't do X for me, I will fail you/fire you/make your life miserable."
- **Hostile environment harassment**
This indicates any situation where sexually charged remarks, behavior, or displayed items cause discomfort. Harassment of this type ranges from lewd conversation or jokes to display of pornography.

Both men and women can be victims of sexual harassment, although the more common situation involves a woman subjected to harassment by a man. Unfortunately, even as women continue to gain equality, **sexism** remains alive. Sexist attitudes can create an environment where men feel they have the right to use words, ideas, and attitudes that degrade women. Even though physical violence is not involved, the fear and mention of trauma and harassment are extremely hurtful.

How To Cope

Sexual harassment can be difficult to identify and monitor because what offends one person may seem acceptable to another. If you feel degraded by anything that goes on at school or work, address the person you believe is harassing you. If that makes you uncomfortable, speak to another authority. Try to avoid assumptions—perhaps the person simply has no idea that his or her behavior could be perceived as offensive. On the other hand, the person may have dishonorable intentions towards you. Either way, you are entitled to request that the person put an end to what has offended you.

Rape and Date Rape

Any sexual act by a person against another person's will is defined as rape. Rape is primarily a violent act, not a sexual one. It is an expression of power and control. Rape statistics include:

- An estimated 868 rapes or attempted rapes are committed every day. This means 36 per hour, or one rape or attempted rape every 1.6 minutes.
- Nearly three-quarters of rape and sexual assault survivors know their attackers.
- It is estimated that 68 percent of rape survivors do not report the crime to the police. The most common reason given for not reporting the crime is that the attack was a "personal matter."
- More than half of rape or sexual assault incidents are reported to have occurred either within one mile of the victim's home or at the home.

Rape is a problem on many campuses, especially acquaintance rape. This is also called **date rape**. Any sexual activity during a date that is against one partner's will constitutes date rape, including situations where one partner is too drunk or drugged to give consent. Most date rape victims do not report the incidents. Victims may believe that they can't prove it, that they might have asked for it, that she should be ashamed if drugs or alcohol were involved, or that their assailants may seek revenge if accused.

Beyond the physical harm, rape has serious effects on mental health. Campus Advocates for Rape Education (C.A.R.E.), an organization at Wheaton College in Massachusetts, described the specific harms of date rape. "One's trust in friend, date, or acquaintance is also violated. As a result, a victim's fear, self-blame, guilt, and shame are magnified because the assailant is known." Approximately 31 percent of all rape victims develop rape-related, post-traumatic stress disorder.



Courtesy of Army JROTC

Staying Safe

No matter how safe you feel in any situation, you can never be too sure. Take steps to prevent incidents, sexual or otherwise, from occurring. These steps can include:

- Avoid situations that present clear dangers.
- Don't walk or exercise alone at night or in unsafe areas, and always travel with at least one other person. Don't work or study alone in a building. If someone looks suspicious to you, contact security or someone else who can help you.
- Avoid the use of drugs or alcohol.
- Anything that reduces your judgment will make you more vulnerable to any kind of assault.
- Watch your belongings.
- Keep your keys with you at all times, but don't attach them to anything that could identify them as yours, such as an ID, credit cards, etc. Carry bags or backpacks close to your body. If someone tries to grab your purse or bag, let it go rather than risk injury.
- Communicate
- Be clear about what you want from people with whom you associate, either personally or professionally. Don't assume that others want what you want, or even know what you want. If you have a request, make it respectful and invite a response.

Conclusion

Sexual harassment is never appropriate in any setting, whether it's at school or elsewhere. The sexual harassment of another person is demeaning, cruel, demoralizing, and humiliating, as well as illegal. It shows a lack of respect for another human being, and should never be tolerated. If you or someone you know is experiencing sexual harassment, tell someone as soon as possible.



Lesson Check-up

1. In your own words, define sexual harassment.
2. What are symptoms that might be exhibited by someone experiencing sexual harassment?
3. If you or a friend were being sexually harassed, what would you do?
4. Is sexual harassment a problem on today's campuses? Explain your answer.



Courtesy of Army JROTC

U2C3L2

Goal Setting

Key Words:

Goals

Priority

Tangible

What You Will Learn to Do

Establish team and personal performance goals

Linked Core Abilities

- Build your capacity for life-long learning
- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Determine the value of good goal setting
- Analyze how goal setting affects achievement and motivation
- Explore strategies for developing personal and team goals

Introduction

Setting goals is critical for accomplishing tasks and becoming the leader and person you want to be. There is no doubt that setting specific and difficult goals, in a climate where there is continuous feedback, leads to higher performance. This is proven. Setting goals goes beyond “doing your best.” While we are told to “do our best” in cross-country races or basketball games, or an English test, for example, it is difficult to determine what is “our best?” What if the cross-country coach said he wanted you to increase your speed so you could take two minutes off your best time? What if your mother told you to strive for 85 percent or higher on your English test? When an individual is given specific and challenging goals, and that individual is provided with continuous feedback regarding those goals, the individual is more likely to achieve those goals. In this lesson, you will learn this first hand, as you realize the importance of setting reasonable, achievable goals. You will also learn to add more challenging goals as you go along.

Importance of Goals

Importance of Goals

- Goals tell you what needs to be done
- Difficult goals are an internal stimulus to push hard to accomplish
- A person will try harder if they are involved in the opportunity to participate in the goal setting process



Courtesy of Army JROTC

Goals clearly state what you must do (what must be done). Achieving difficult goals requires an internal commitment and motivation. Feedback tells you how you are doing as you move along toward attaining the goals. Feedback – from yourself, a mentor, instructor, coach or friend – helps you realize where you are, and where you need to be, in order to meet a specific goal. In other words, feedback points out the gap between what you have done and what you want to do.

While external feedback is good, self-generated feedback is a stronger motivator. By establishing a feedback process for yourself, you will be more motivated than if someone else provides that feedback.

When setting goals, it's critical that the person involved is part of the goal-setting process. By being involved in the process, individuals are more motivated to attain the established goals. Key to the goal-setting process is that the individual or team is committed to the goal and won't lower or abandon it; that they feel capable of attaining the goal; that the goal is made public; and that the goal is self-set rather than assigned.

Setting Goals

Setting clear and specific goals offers purpose and direction for both leaders and followers. When you are in a leadership position, you and your followers should ensure that you have a set of clearly written and defined goals and priorities. Additionally, everyone must understand and support those defined goals and priorities!

There are several key points or guidelines to be considered when setting team goals, including:

The Quarterbacks of Life Stepping Stones to Success One: Dreams and Goals

**Quarterbacks of Life Stepping Stones to Success
Student Mentoring Program**



Stepping Stone One: Dreams & Goals

QUARTERBACKS OF LIFE
student mentoring program

Courtesy of Army JROTC and QBOL

The Quarterbacks of Life has a Student Mentoring Program called Stepping Stones to Success. Stepping Stone One: Dreams and Goals looks what you must first consider before setting a goal.

Fear and passion are the two great motivators in your life. Fear is a painful and distressful emotion that is triggered by one's belief of inadequacy to handle perceived and impending danger whether it is real or imagined.

Fear is the cause of:

- Dread
- Timidity
- Misgiving
- Anxiety
- self doubt
- procrastination
- paralysis of effort

Fear is the cause of avoidance and escape behaviors in response to feared situations. Fear is the ultimate *Success Stopper*.

But, on the other hand, passion is a great motivator. Passion is that positive tension that resides within you, excites you, and compels you to move forward in the direction of your dreams. The intensity of your passion (desire) is directly related to the strength of your values, those elements in your life that are most important to you.

Some of these value laden areas are:

- Friendship
- health and wellness
- money
- religion
- politics
- character
- issues relating to morality and common decency
- freedom
- education
- career

Goal Setting Guidelines

- Make goals realistic and attainable
- Ensure goals lead to improved individual and team performance
- Involve team members in goal setting process

SMART Goal Setting Model

Use this common model for any goal setting need.

S – Specific

Be specific about your goal. Why is this a goal? Who is involved in the goal? What does the goal require or need? Where will I need to go to meet this goal? You get it! Know those answers to the Who – What - When – Why and How -- specifics.

M – Measurable

Determine what criteria will determine if you're meeting the goal. Ask yourself...How much? How many? How often?

A – Attainable

Can I do this as I or we have outlined or do some smaller goals need to be set first? Yes or no!

R – Realistic

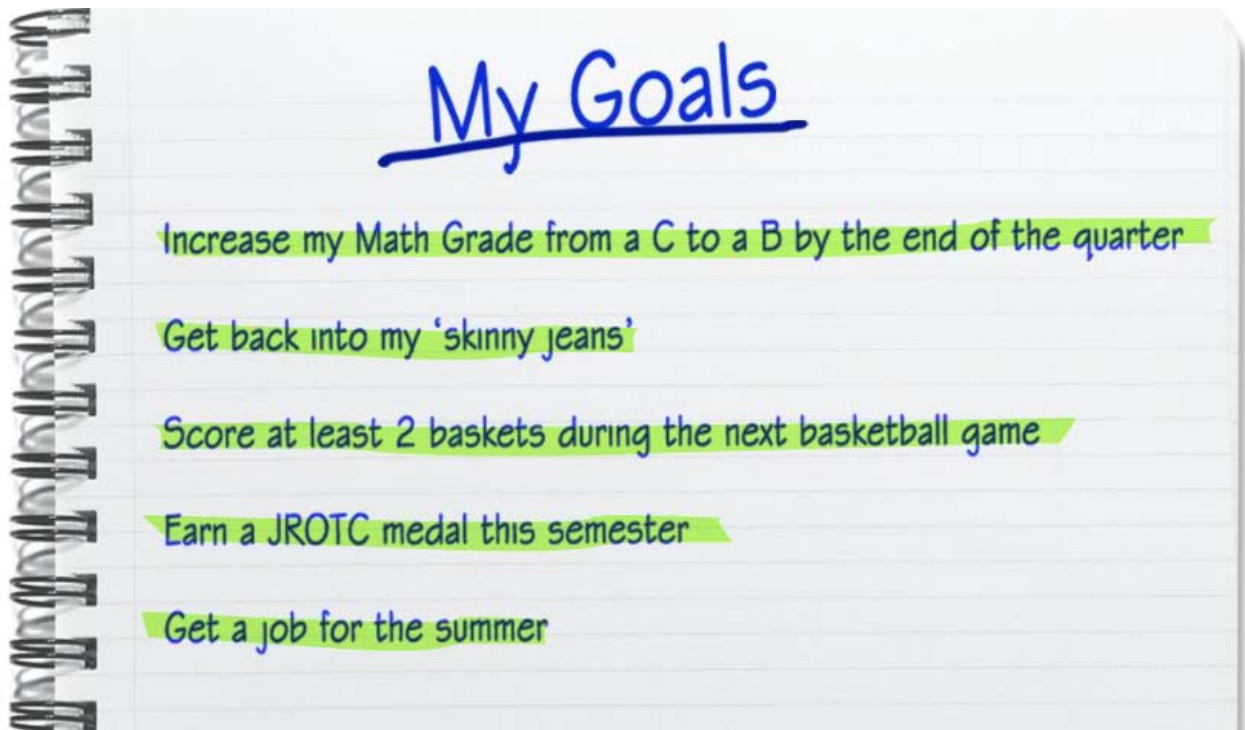
Considering the time line, the people involved, the location, the work to be done, is the goal realistic? Is this really a goal that we need to achieve and want to achieve? Will it really make a difference to me or to my team if we meet this goal?

T – Tangible

Will it be evident that I or we have met this goal?

Specific
Measurable
Attainable
Realistic
Tangible

Courtesy of Army JROTC



Courtesy of Army JROTC

Developing a Plan to Achieve Goals

After you have analyzed a situation, you can begin setting goals based on what you want the team to accomplish. For each goal you set, you need a well-defined plan that explains how you intend to achieve each goal. Develop plans by identifying the task or tasks that your team must accomplish, putting them in **priority** list, and establishing all the conditions necessary to carry out each task. Remember to consider the capabilities of your team members when assigning tasks.



Write the plan down on paper. This helps you organize the details of how to reach the goal. By having something **tangible**, such as a written version of the plan, you can see tasks to accomplish, detail how and where the tasks will be completed, and indicated the resources required to accomplish them. A properly written plan helps you to stay focused on the results.

It is also important to have a method to monitor and evaluate your team's progress. This helps you and your team stay on schedule, and provides a basis for making changes to your plan as necessary. Use a checklist or some other document to spell out exactly what standards you must accomplish. Post those standards for everyone to see. Another good method of evaluation is to seek feedback from instructors or others.

Remember, as a leader, you influence your teammates by what you say, write, and do. Every leadership situation is unique; therefore, every goal you set and every plan you develop must be flexible and adapted to each situation. You must look at every situation, analyze it, and then determine exactly what actions you should take to accomplish the mission.



Conclusion

As you learned in this lesson, goals are critical to motivation. You reviewed the guidelines for goal setting, learned how to set your own performance goals, and established a mechanism for tracking and evaluating progress.



Lesson Check-up

1. What strategies are effective for obtaining goals?
2. What does a “good” goal look like?
3. Why are evaluation and feedback important to attaining goals?



Courtesy of Army JROTC

U4C1L8

Understanding and Controlling Stress

Key Words:

Anxiety

Depression

Dilated

Fight or Flight
Response

Generalized

Manic-depressive
Illness

Meditation

Migraines

Visualization

What You Will Learn to Do

Assess how stress impacts your life

Linked Core Abilities

- Take responsibility for your actions and choices
- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Differentiate between stress and anxiety in overall health
- Identify the physical and psychological effects of stress
- Practice prevention of stress overload, including relaxation and anger management techniques
- Identify leadership strategies that promote healthy stress levels within a group
- Explore positive ways to deal with depression and anxiety

Introduction

While stress in small doses is a normal, healthy part of life, stress that continues over long periods of time can lead to exhaustion and possible mental or physical illness. This section discusses what causes stress, how it can affect you, and ways that you can manage it. Handling stress in your life and recognizing symptoms of stress in others will make your life more enjoyable and your leadership more effective.

The media often portrays the teen years as a carefree time, with few major responsibilities and lots of new and exciting experiences. Many young people know, however, that this is only one side of the coin. You may not have the responsibilities of your parents, but your responsibilities are growing as you grow. New challenges and experiences, while exciting, can also be a bit scary. Expectations for the future can be exhilarating, but they can also result in anxiety and pressure to succeed. As teenagers make their way to adulthood, they experience a range of emotions and changes that can make their high school years very stressful.

What is Stress?

Stress is the way your body reacts and adjusts to the psychological and physical demands of life. It can be brought on by situations that cause feelings such as fear, irritation, endangerment, excitement, and expectation. Stress in small amounts is beneficial and needed for motivation, improvement, and growth. It can give you a burst of energy to complete a project or run a race, the control and strength to get through a difficult time, or the inspiration to write a poem or paint a picture. Stress can be an important factor in your achievements and progress.

Yet, times of stress should be followed by times of relaxation to ensure recovery from stress. Experiencing constant stress without a break has a negative effect on people. While stress followed by a period of rest can actually make a person better prepared for the next stressful event, stress followed by more stress without recovery in between can exhaust a person, making him or her less prepared to handle the next stressful event. Eventually, constant stress can affect a person psychologically and physically, disrupting normal behavior and resulting in illness.

Physical Effects of Stress

When your mind perceives a situation as stressful, it triggers a series of physical and chemical reactions in your body. These include increased blood flow to the muscles and brain, decreased blood flow to the skin and digestive organs, shut down of the immune system, and the release of fuel, like fat, into the bloodstream. While these internal reactions to stress will not be obvious to you, noticeable results of these reactions include increased heart and breathing rates, muscle tension, **dilated** pupils, cold hands, and dry mouth.

These reactions happen as part of a **fight or flight response** to deal with physical threats by either fighting or fleeing. As a result of the flight or flight response, primitive people, as well as people today, physically respond to stressful situations by providing extra fuel and blood to the muscles while slowing or shutting down other functions.

For modern man, most stressful situations are not life threatening and do not require a physical response, yet being stuck in a traffic jam or pushing hard to finish a report still causes the same physical reactions as those needed for fight or flight. Luckily, once modern man deals with the stress, finishes the stressful activity, or the source of stress goes away, the body and all of its functions return to normal.

On the other hand, if the source of stress continues, the person does not deal with the stress effectively, or the person faces stressful situation after stressful situation, his or her body will not recover its normal state. Eventually, the body's continual reaction to prolonged stress may result in the following physical problems:

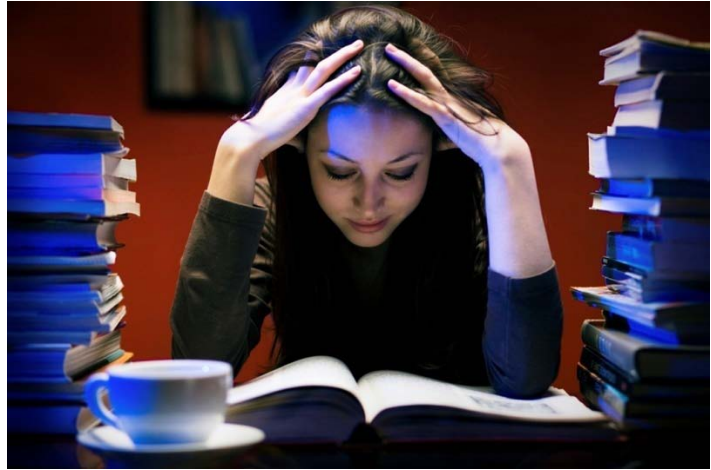


| | |
|--|---------------------------------|
| Insomnia | Migraines |
| Grinding or clenching of teeth, especially when sleeping | Uncontrollable tics or twitches |
| Diarrhea | Stuttering |
| Indigestion | Allergies |
| Ulcers | Asthma |
| Nausea | High blood pressure |
| Backaches | Heart disease |
| Headaches | |

Of particular note is the connection between continual stress and heart disease. Since most of modern man's stressful situations do not require physical action, the fat pumped into the bloodstream to act as fuel for the muscles is left unused, collecting on artery walls and contributing to heart disease.

Psychological Effects of Stress

Generally, the first indications a person may have of stress overload are certain feelings, like irritability or worrying. If the person pays attention to these feelings and takes action to reduce stress, the effects of stress will not continue. If, however, the person ignores these initial warning signs and seeks no relief from stress, he or she will experience more psychological effects and probably begin to experience some of the physical effects discussed previously.



Psychologically, continual stress may cause:

- Irritability
- Excessive worrying
- Anxiety
- Inability to relax
- Forgetfulness
- Disorganization
- Inability to concentrate
- Inability to complete tasks
- Lack of energy
- Trouble with relationships
- Changed eating habits; over- or under-eating with corresponding weight gain or loss
- Use or increased use of alcohol and other drugs

Psychologically, continual stress may cause: (continued)

- Lowered self-esteem
- Feelings of discouragement
- Excessive feelings of guilt or self-blame
- Emotional overreaction, like exploding or crying without reason
- Waking from sleep with a sense of doom
- Disinterest in the world and life
- Dissatisfaction with things that were previously satisfying
- Tendency to avoid people and activities, even those that were previously enjoyed
- Unexplained feelings of helplessness or hopelessness
- Depression

When stress continues to go unchecked, negative feelings, like depression and hopelessness, can intensify over time. In severe cases, people can become depressed enough to try to commit suicide. It is important, therefore, to listen to your feelings, relate them to what is happening in your life, and respond to them promptly before the effects of stress get out of hand.

Causes of Stress

Causes of stress and levels of stress experienced under certain circumstances vary from person to person depending on their personalities and tolerance for different situations and experiences. For example, an outgoing person may find public speaking easy and enjoyable, while a shy person may find it difficult and frightening. On the other hand, the shy person may be quite content to study alone, while the outgoing person may find studying alone nerve-racking. Neither of these people is better or worse than the other — they are simply two different people reacting differently to the same situations. So, do not compare yourself with others when it comes to stress. What is important is that you understand what causes you stress and learn to manage it before the stress “mismanages” you.

Read through the following items that are common causes of stress for many young people. Think about which ones are stressful for you and whether or not they are things that you can control. Recognizing what causes your stress is a step toward managing it.

Personal Habits



- Poor time management
- Poor diet
- Irregular sleep habits
- Lack of exercise

Social Causes

- Conflicts with family or friends
- Peer pressure to use alcohol, tobacco, or drugs
- Peer pressure to engage in a sexual relationship
- Pressure to be popular
- Lack of money



Major Life Changes



- Death in the family
- Severe illness in the family
- Parents' divorce
- Parent remarries
- Moving
- Changing schools

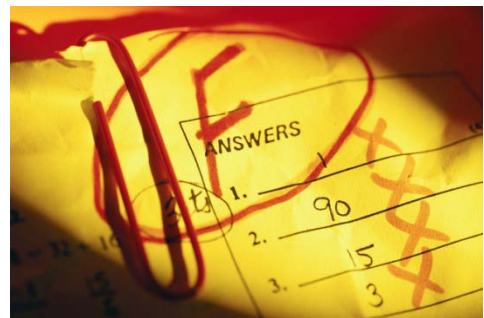
Environment

- Air and noise pollution
- Feeling confined
- Overcrowding
- Poor lighting
- Uncomfortable temperature
- Feeling unsafe in your neighborhood, home, or school



Responsibilities

- Participating in too many activities
- Having unrealistic expectations of yourself
- Constant deadlines
- Concern about grades
- Concern about college and career decisions
- Having to work and go to school
- Having to care for younger brothers or sisters



Stress Strategies

There is no way to eliminate stress completely from life. In fact, as previously explained, a stress-free life would not even be desirable, since stress in reasonable amounts aids performance, creativity, and problem solving. Letting stress get out of hand, however, is a common problem in today's hectic world. Fortunately, once you recognize signs of stress overload in yourself and identify its cause, you can either eliminate the source of stress, or if it is not possible to eliminate it, learn to manage the stress associated with it.

Preventing Stress Overload

The best way to ensure stress does not get the best of you is to follow life-long habits that promote mental and physical well-being. Getting plenty of sleep, eating well-balanced meals, and exercising regularly will help you cope better with stressful situations, while maintaining a positive outlook will help you face difficulties with more confidence. In addition to these commonsense approaches, the following can also promote well-being and prevent stress overload.

- Manage your time with daily, weekly, and/or monthly schedules. In addition to scheduling time for school, study, extracurricular activities, etc., make sure you allow enough time for sleep, unhurried meals, relaxation, and other things you enjoy.
- Take care of your problems as soon as possible; avoiding them will not make them go away. The longer you put off dealing with a problem, the more anxious you will feel about it, and the more stress you will create for yourself.
- Keep a journal of the situations you find stressful — for each situation, explain why you find it stressful, how you handled it, and whether or not you believe you could handle it better in the future.
- Develop a hobby and/or participate regularly in an activity you enjoy.
- Take some time every day to do something you find relaxing — whether it is sitting quietly alone and thinking, talking with a good friend on the phone, or laughing at your favorite sitcom.
- Talk over problems with people you trust and who you know are good listeners. Keeping all your thoughts and feelings to yourself can be very stressful. While you may believe you can handle all your problems on your own, everyone needs at least one person to confide in.
- Accept that throughout life you will encounter stressful situations that you cannot or should not avoid, but recognize that you have control over how you approach and respond to those situations. For example, while Shelley dreads going to the dentist, she realizes it is important, and instead of dwelling on how much she hates it, focuses on the benefits of dental care to her overall health and on how good her teeth will look and feel after the dental appointment. Approaching stressful situations positively and looking to the ultimate outcome of the situation can lower the amount of stress you experience.
- When you do have a choice, do not participate in activities you find stressful and unrewarding. Often times, young people will take part in activities because their friends do; they believe their parents want them to, or they just believe they must do it all. Only you know which activities are enjoyable and worthwhile to you which bring you negative stress, and how many things you can do before getting overloaded. Be honest with yourself and with those who care about you in making decisions about participating in certain activities. If taking aerobics with your friends makes you feel more uptight than healthy and relaxed, and you would really rather get your exercise going for a walk alone, let your friends know how you feel, then do what is best for you.

- Be prepared when you know you will have to face a stressful situation. For example, if you know that you must give a class presentation, plan for it and rehearse it until you feel comfortable with it. By preparing for it, you will be calmer during the time leading up to the presentation and will feel more confident when giving it.
- Do not use tobacco, alcohol, or other drugs. Using drugs does not solve any problems and, more often than not, causes new ones.
- Do not be overly self-critical; remember that making mistakes is part of the growing process and that learning from them will make you more successful in the future.
- If you can, limit the number of changes you make in your life at any one time. For example, if in the same week that you start a new job after school, you also start getting up earlier each morning to jog before school, you are probably putting too much pressure on yourself. To limit your stress level, get used to the new routine of having an after-school job before you add anything else to your schedule.
- Learn a relaxation technique like **meditation**, **visualization**, or deep breathing.

Relaxation Techniques

Try using these relaxation techniques when you notice the warning signs of stress.

Deep Breathing

1. While closing your eyes, take a deep breath in through your nose so that your abdomen expands.
2. Slowly exhale through your mouth, letting all the air out of your lungs and allowing your stomach to contract.
3. Repeat for five to 10 minutes.

The Worry Box

1. Start deep breathing.
2. Visualize a box that has a lock and key.
3. Imagine yourself putting all your worries and fears in the box, then closing the lid and locking it with the key.
4. Imagine yourself putting the key somewhere out of sight — like under a mattress or on the top shelf of a closet — and, therefore, out of mind.





Meditation

1. Find a quiet place where you can be alone for at least 10 minutes.
2. Sit on the floor with your legs crossed. Some people put one or both of their feet up onto their inner thighs when meditating. Keep your back and neck straight. Relax your arms with your hands in your lap or on your knees — palms up or down, whichever feels most comfortable to you.
3. Close your eyes and try to empty your mind. Many people do this by concentrating on their breathing or on a single word, image, or sound.

Quick Calming Response

1. Turn inward and “listen” to a sound or word that you find relaxing and choose to use when stress overload hits.
2. As you repeat the sound or word inside yourself, slowly take deep breaths in and out, visualizing the release of the “tense air” from your body with each exhaled breath.



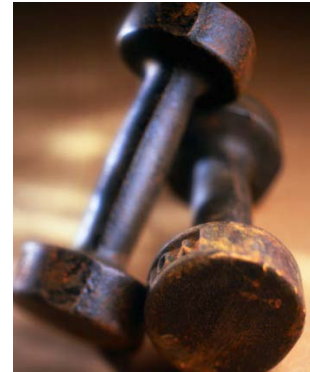
Progressive Relaxation

1. Sit or lie down in a comfortable position and begin deep breathing.
2. As you inhale, tighten the muscles in your head and neck area.
3. Relax the tensed muscles as you slowly exhale.
4. Continue with all parts of your body, working your way from head to foot.

Letting Off Steam

Sometimes, stressful situations can make you feel frustrated and angry. To keep the stress from getting the better of you and possibly “losing your cool,” try the following:

- Take several deep breaths, releasing tension with each exhale.
- Close your eyes and visualize yourself in a calming situation or place.
- Take a break, if possible; remove yourself from the problem or situation until you feel more relaxed and under control.
- Analyze the importance of the situation. Does it really matter if someone cuts you off in traffic or bumps into you and does not excuse him or herself? Is it worth feeling angry about or wasting your time and energy on? Is it better just to forget it and move on?
- If something is important to you and you can take action, confront the person or situation calmly. If it is not possible to confront the person or problem directly, let off steam, depending upon the situation, by either talking to someone you trust or writing an angry letter, then throwing it away.
- Work off tension with a physical activity, like screaming into a pillow, taking a walk, or lifting weights.



Stress and Leadership

As a leader, learn to manage your own stress effectively, so that you do not create a negative environment for your followers. Recognize that your behavior can directly affect the stress level of your group of cadets. Stress in groups can be increased to counterproductive and unhealthy levels when leaders:

- Act unpredictably
- Constantly find fault with their followers, which eats away at their followers' self-esteem and results in increased anxiety

- Set up win/lose situations in which either they are right and their followers are wrong or vice versa
- Demand too much or too little of their followers

As a leader, you must also be aware of any indications that cadets are feeling or acting “stressed out.” If you realize someone is showing signs of stress, let them know that you have noticed they have not been themselves lately, or ask if everything is okay with them. Your concern will probably encourage them to talk to you about how they are feeling, and just the fact that they are talking about it and you are listening can help to relieve their stress.

Depression

People often say, “Oh, I’m so depressed,” when they are having a bad day or because some unhappy event has recently occurred. Sadness and grief are normal reactions to certain events in life. A person who is having a passing blue mood is not truly depressed. For minor low moods, stimulating or enjoyable activities, like running or reading a good book, are often all that is needed to raise a person’s spirits.



Major **depression**, on the other hand, is a serious illness that requires treatment. It affects the whole body and involves thoughts, feelings, bodily functions, and behaviors. Most people usually recover from bad events in life after a reasonable amount of time, but depressed people do not. And while some cases of depression can be traced to a specific stressful experience, other cases of depression seem to have no apparent reason for occurring.

An episode of depression can occur once in a person’s life or many times. A depressed person’s symptoms may last for months, years, or a lifetime. Depression can be so severe that the person cannot function at all. Some people who are chronically depressed are able to function, but never feel really well, content, or happy. They may be unaware that they are even depressed, because they are so used to feeling that way.

Symptoms of Depression

Depending upon the individual and the severity of the illness, a depressed person will experience a variety of these symptoms to different degrees. Note that many of these symptoms are similar to symptoms of stress.

- Constantly feeling sad or “empty”
- Feeling hopeless, worthless, and helpless
- Unable to make decisions, remember things, or concentrate
- Loss of interest in normally pleasurable activities
- Irritability
- Disinterest in school, at home, and in other activities
- Not caring about appearance
- Avoiding people; staying alone most of the time
- Difficulty concentrating, remembering, and making decisions
- Problems falling asleep and then problems getting up
- Loss of appetite
- Feeling tired and “slowed down” all the time
- Chronic aches and pains and digestive problems
- Frequent thoughts of death and/or suicide
- Suicide attempts

It is important to remember that depression is a real illness and not caused by personal weakness. It is also important to know that there is help for depression!

Sometimes depression may be inherited, and therefore, biologically related. For instance, **manic-depressive illness** seems to occur in people whose genetic makeup is different than those who do not become ill; however, not everyone who has the genetic makeup for the illness gets it. This suggests that other factors, such as stress, also play a role in the development of the disease.

As with stress, physically active people who eat well and get plenty of sleep tend to feel less depressed than people with less healthy lifestyles. Therefore, if you are feeling mildly depressed, take a look at your current eating, sleeping, and exercise habits, and try to make some changes there. In addition, do things you enjoy, try something

different that you have always wanted to do, talk to friends, spend time outside since the color green and the sun are known to boost spirits, and try not to pressure or push yourself for awhile.

Likewise, if you know someone who is exhibiting signs of depression, take the time to listen to how they are feeling and offer them your support. Give them the suggestions listed above for lifting their spirits and breaking out of negative habits. Be patient. Often, depressed people are not fun to be around and may even try to push you away, but they really need a friend to understand and encourage them to try to make some changes.

If after giving these suggestions a try, you think his or her depression is worsening or becoming long-term, encourage your friend to seek help. Likewise, if you yourself are depressed and believe it is worsening and continuing then seek help. Doctors, psychologists, counselors, mental health clinics, hospitals, family services, social agencies, and private clinics are among the many people and places that offer help for all types of emotional disorders, including depression.

Anxiety

Anxiety is a feeling that everyone experiences occasionally when dealing with things they fear or worry about. Unlike depression, which makes people feel tired and unenergetic, anxiety makes people feel nervous and energetic, almost as if they cannot sit still. Like stress, anxiety in small amounts and for short duration can be beneficial. It can give you a spurt of energy and sharpen your mind. Too much anxiety, however, can be harmful and lessen your ability to perform. For example, while a little anxiety before giving a speech can heighten your powers of recall, projection, and expression, too much anxiety can make you freeze, forgetting information and stammering through the presentation.

To keep anxiety from getting the best of you, admit to yourself those things you fear and/or worry about. Then, when you know you will have to deal with one of them, make sure you are thoroughly prepared for it — practice for the speech, study for the test, rehearse the dance routine, workout faithfully before the big meet, etc.; being unprepared will only fuel your anxiety. When you start to worry or feel afraid, remind yourself that it is a waste of your energy, then visualize yourself doing well instead. Prior to the event or situation, focus on its positive outcomes, use the relaxation techniques discussed previously, and avoid caffeine, which only increases anxiety.

While it is normal to be mildly anxious about something that frightens or worries us, feeling anxious without a specific reason can indicate an anxiety disorder. When a person experiences anxiety over a long period of time that is related to so many worries and fears the anxiety has become **generalized**, the person is suffering from free-floating anxiety. Often, the effects of free-floating anxiety are the same as stress overload.

When a person experiences anxiety attacks, which are strong, sudden attacks of anxiety for no apparent reason that last only a few minutes, he or she feels panic and

extreme stress accompanied by dizziness, faintness, rapid heartbeat, excessive perspiration, and nausea. A person having an anxiety attack is not able to function until the attack passes. Some people have severe anxiety attacks so frequently that they are constantly fearful and unable to cope with many things in life. People suffering from excessive anxiety, whether free floating or anxiety attacks, should seek help from a counselor who can help them reduce or learn to deal with their anxiety.

Conclusion

Humans experience a wide range of emotions and not all of them are pleasant. Yet, even certain uncomfortable emotions like stress and anxiety are beneficial in small doses. Sometimes, though, because of hectic, hurried schedules and pressures to do too many things or things we do not necessarily enjoy, stress can get out of hand. When you start feeling and showing warning signs of stress overload, step back and take a look at what is going on in your life. Ask yourself what is causing your symptoms of stress, then take care of it or reduce the stress you associate with it.

Meanwhile, to be prepared for the stressful events that will surely pop up throughout your life, maintain a healthy lifestyle so that you are better able to handle whatever life throws your way. Keep negative stress and anxiety at bay by doing things you enjoy, learning ways to relax, and thinking positively.

Remember, if these uncomfortable emotions ever become extreme or last for long periods of time, seek help. They can be disruptive to your mental and physical well-being and can even be initial indications of mental illness and physical disease.



Lesson Check-up

1. Describe the difference between stress and anxiety.
2. What are the physical and psychological effects of stress?
3. What are some positive ways to deal with depression and anxiety?
4. Explain a symptom of stress that may need further medical attention.



Courtesy of Army JROTC

U4C3L1

Use and Effects of Drugs, Alcohol & Substances

Key Words:

Abuse
Addiction
Alcohol
Controlled Substances
Dependency
Depressed
Distilled
Drugs
Ethyl Alcohol
Ferment
Gateway
Hallucinogens
Inhalants
Intoxicated
Misuse
Narcotics
Stimulants
Substance

What You Will Learn to Do

Assess the impact of drug and substance abuse on life today

Linked Core Abilities

- Communicate using verbal, non-verbal, visual and written techniques
- Do your share as a good citizen in your school, community, country, and the world

Skills and Knowledge You Will Gain Along the Way

- Identify commonly abused substances
- Recognize the difference between drug use, misuse and abuse
- Describe reasons why people might use, misuse or abuse alcohol or drugs
- Identify the risks associated with alcohol and various drugs
- Associate the consequences of alcohol and drug use, misuse and abuse to life

Introduction

Data presented by the “Teengetgoing” Web site (www.teengetgoing.com) indicate that 90 percent of teens will “use” alcohol and/or other drugs during adolescence. Moreover, the site maintains that 50 percent of teens will abuse alcohol and/or drugs, and 15 percent will become addicted as adolescents.

Look around your classroom. What kind of numbers does this represent? This lesson presents the latest information about alcohol and drugs; explains the difference between drug use, misuse, and abuse; and clearly defines what drugs are. You will learn about several types of abused drugs and their side effects. You will also gain information about identifying drug overdoses and be able to process this in a way that is meaningful both to you and your community.

Drug Use, Misuse and Abuse

Used under proper conditions, drugs can relieve pain, cure illness, and save lives. When abused, however, drugs can ruin lives and cause death.

Think about the word drug for a moment. It can bring many images to mind, from over-the-counter aspirin for headaches; news reports about people in possession of drugs; prescriptions for antibiotics from your doctor; drug-related deaths in the newspaper; drug research to cure illnesses; the “war on drugs;” and so on ... So exactly what is a drug?

Broadly defined, a drug is any **substance** taken into the body that changes how the body functions, whether mentally or physically. This includes medications used for the prevention and treatment of disease, as well as any **controlled substance** to which a person can become addicted. Whether or not a drug is legal or illegal is no indication of whether or not it is addictive. For example, alcohol, and nicotine found in tobacco products are addictive drugs. And just because a drug has a medical purpose does not mean it is not addictive. Many medications, when misused or abused, can cause **addiction**.



Courtesy of Army JROTC

Drug use is taking a legal drug as recommended or prescribed for medical reasons. Drug **misuse** is taking a legal drug for medical reasons, but not as recommended or prescribed. For example, people who double the recommended dosage of a pain reliever because they think it will make their headache go away more quickly, are

misusing a drug. Drug **abuse** is using a legal or illegal drug for a non-medical reason in a way that can injure your health or ability to function.

Why Do People Abuse Drugs?

Some people try drugs out of curiosity or as an act of rebellion. Others cannot resist the peer pressure to try drugs. After people have tried a drug, whether or not they continue to abuse it depends on their individual personalities and situations, and on the kind of drug abused.

Most drugs that people abuse produce feelings of pleasure and well-being. When people are unhappy, lonely, stressed, or are missing something in their lives, such as friends, love, or satisfying work, they may abuse drugs to avoid their problems or fill a void. But when the effects of the drug wear off, they realize the problems and the voids are still there. So they turn to the drug again.

This cycle is what leads to addiction – a trap that can ruin a person emotionally, socially, economically, legally, and physically. Some drugs are far more addictive than others. For example, a first-time user of crack cocaine has a one in three chance of becoming an addict. This is why it is important to stop before you ever start taking drugs.

What Can You do to Remain Drug-free?

- Fill your life with activities and people you enjoy.
- Believe in yourself.
- Practice saying no before you are actually in a situation where someone offers you drugs, so you will not hesitate to say no when the time comes.
- Think through the consequences of abusing drugs. Where will drugs lead you in life?
- How long will your body remain healthy if you abuse drugs? How many of your plans can drugs ruin?
- Remember that drugs do not solve problems; they create them.

Many people take drugs without knowing what effect they have on the mind and body. Knowing ahead of time what a drug can do is often enough to convince a person not to try it, especially if one of the potential dangers of abusing a drug is death.

Alcohol

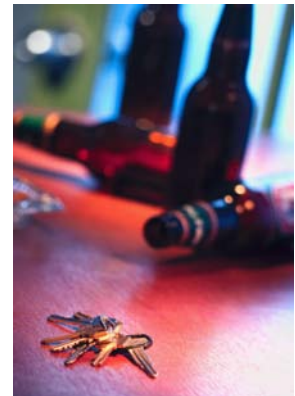
Alcohol, which is legal for those 21 years of age and older, is the most widely consumed and abused drug in the United States. It is socially acceptable in our society for adults to drink in moderation. In excess, however, alcohol is a dangerous drug.



Did you know ...?

Drinking and driving remains the number one cause of death among high school students. Heavy alcohol use kills about 50 high school and college students each year because of alcohol poisoning.

Alcohol is a natural substance formed when sugar and yeast react and **ferment**. Some alcohols are **distilled**; others are simply fermented. Alcohol is a drug; it is a depressant that is absorbed into the bloodstream and transmitted to virtually all parts of the body. Many people don't realize that alcohol is a drug. Some hold the view that experimentation with or use of alcohol is considered normal or acceptable behavior. However, the use of alcohol can cause alcohol addiction and often progresses to further drug abuses. Accordingly, some experts attach the term **gateway** to this substance. The use of drugs such as cocaine and heroin is unusual in those who have not previously used alcohol.



Alcohol abuse can cause serious chemical dependencies, harmful physical and psychological effects, and much suffering by family and friends. As awareness of these ill effects reaches new heights, more and more Americans are joining forces to fight alcohol abuse every day.

When a person drinks alcohol, it follows the same pathway as food through the digestive system. Unlike food, however, alcohol does not have to be digested by the stomach to be absorbed into the blood. After alcohol reaches the blood, it is circulated throughout the body and affects every part, including the brain and the rest of the nervous system.

Alcohol Statistics

- Ninety percent of teenage automobile accidents involve alcohol.
- Drinking and driving accidents are the leading cause of death among 15- to 24-year-olds.
- Seventy percent of teenage suicide attempts involve alcohol.

The effects of **ethyl alcohol** (ethanol) on the human body can range greatly depending on the:

- Size of the individual
- How empty the stomach is at the time of alcohol consumption

- State of health and fatigue
- Mental attitude
- Speed and amount of consumption

NOTE:

The three most common types of alcoholic drinks—beer, liquor, and wine—contain the same amount of alcohol.



Although alcohol may make a person feel “high,” alcohol is actually considered a “downer” drug. It slows down or depresses the central nervous system, causing slowed reactions, slurred speech, impaired coordination and judgment, and sometimes unconsciousness. Because alcohol affects reaction time, coordination, and judgment, people under its influence are more accident prone and less likely to make wise decisions. For these reasons, drinking and driving are a very dangerous combination, as well as illegal.

Long-Term Effects of Alcohol Abuse

Health

The long-term effects of alcohol abuse include alcoholism; cancers of the liver, stomach, colon, larynx, esophagus, and breast; high blood pressure; heart attacks; strokes; stomach ulcers; birth defects; premature aging; and a diminished immunity to disease due to non-function of infection-fighting cells. In men, hormone levels change causing lower sex drives and enlarged breasts; women’s menstrual cycles become irregular, possibly resulting in infertility.

The list of effects goes on to include shrinking of the muscles, including the heart; kidney, bladder, and pancreas damage; brain damage affecting vision and memory;

depression; and mental illness. Obviously, long-term damage from alcohol abuse can be irreversible and result in death.

Tolerance

When the body becomes accustomed to or builds up a resistance to a drug, the body has developed tolerance to the drug. Tolerance causes a drinker's body to need increasingly larger amounts of alcohol to achieve the effect that was originally produced.

Dependence

When the body develops a resistance to a drug and requires the drug to function normally, dependence occurs. The drinker's body develops a chemical need for alcohol.

Dependence occurs as tolerance builds. Dependence is also called addiction.

A dependent person who stops taking a drug will suffer from withdrawal. The signs of alcohol withdrawal include shakiness, sleep problems, irritability, rapid heartbeat, and sweating. The drinker also may see, smell, or feel imaginary objects.

The major psychological symptom of dependence is a strong desire or emotional need to continue using a drug. This need is often associated with specific routines and events. For example, some people drink whenever they face a difficult task or when they feel angry about something.

Brain Damage

Long-term alcohol abuse destroys nerve cells in the brain. Destroyed nerve cells usually cannot grow again. The loss of many nerve cells causes forgetfulness, an inability to concentrate, and poor judgment. These losses interfere with normal everyday functions.

Digestive Problems

Ongoing drinking irritates the tissues lining the mouth, throat, esophagus, and stomach. The irritation can cause the tissues to swell and become inflamed. Repeated irritation increases the risk of cancers of the mouth, tongue, esophagus, and stomach. Alcohol also affects the intestines and can cause recurring diarrhea. Large amounts of alcohol cause the stomach to produce too much stomach acid. The overproduction of acid may lead to indigestion, heartburn, or ulcers.

Liver Damage

Alcohol interferes with the liver's ability to break down fats. As a result of heavy drinking, the liver begins to fill with fat. The excess fat blocks the flow of blood in the liver, and the fat-filled liver cells die. Cirrhosis of the liver is a disease in which useless scar tissue replaces normal liver tissue. Because there is no blood flow in the scarred area, the liver begins to fail. Heavy drinkers suffering from cirrhosis may have high blood pressure, get infections easily, have swelling of the abdomen, and show a yellowing of the skin and eyes. Cirrhosis is the last stage of liver disease and can result in death.

Heavy drinkers often develop alcoholic hepatitis, or inflammation of the liver, caused by the toxic effects of alcohol. Hepatitis causes weakness, fever, yellowing of the skin, and enlargement of the liver. Recovery may take weeks. Sometimes hepatitis can lead to liver failure and even death.

Heart Disease

Excessive drinking contributes to increased blood pressure and heart rate, and irregular heartbeat. These problems can cause disruption in blood flow and possible heart damage. Also, alcohol causes fat to be deposited in heart muscle. Fatty heart muscle, in turn, causes the heart to pump blood through the body less efficiently. Alcohol abuse leads to heart disease, the leading cause of death in the United States.

Fetal Alcohol Syndrome

Pregnant women who drink put the health of their child at risk. A disorder called fetal alcohol syndrome (FAS) refers to the group of birth defects caused by the effects of alcohol on the unborn child. FAS occurs when alcohol in the mother's blood passes into the fetal, or unborn baby's blood. Babies born with FAS often suffer from heart defects, malformed faces, delayed growth, and poor motor development. Alcohol prevents FAS babies from ever developing the reasoning abilities of healthy babies. Tragically, it is the leading preventable cause of mental retardation in America.



Courtesy of Army JROTC

If a woman who is pregnant does not drink, her baby will not be born with FAS. Any woman who is pregnant or planning to become pregnant should not drink alcohol at all.

Short-term Effects of Alcohol on the Body

The short-term effects of alcohol include those that happen within minutes, and sometimes within days, of drinking alcohol.

Bloodstream

When alcohol enters the blood, it causes the blood vessels to widen. More blood flows to the skin's surface. The drinker feels warm for a short time as the skin flushes; however, the drinker's body temperature drops as the increased blood flow to the surface allows body heat to escape. People who drink alcohol in cold weather to get warm actually accomplish the opposite.

Brain

After reaching the brain, alcohol immediately has a depressant effect and slows the speed of some brain activities. People who drink alcohol may describe the change as relaxing. What they actually experience are physical changes such as a loss of sensation and a decrease in sharpness of vision, hearing, and other senses. Alcohol

also affects the parts of the brain that control muscle coordination, which is why drinkers may lose their balance or stumble.

If drinking continues, alcohol depresses the part of the brain that controls breathing and heartbeat. Breathing rates, pulse rates, and blood pressure, which initially increased, now decrease. A drinker may lose consciousness, slip into a coma, or die from alcohol poisoning.

Heavy drinkers and many first-time drinkers may suffer blackouts. Blackouts are periods of time that the drinker cannot recall. Other people recall seeing the drinker talking, walking, and in control. The following day, however, the drinker has no memory of some events from the day before.

Liver

In the bloodstream, alcohol is carried to the liver. The liver chemically breaks down alcohol into energy and the waste produces carbon dioxide and water. The carbon dioxide is released from the body in the lungs. The water passes out of the body as breath vapor, perspiration, or urine. When people drink alcohol faster than the liver can break it down, they become **intoxicated**.

Kidneys

Alcohol prevents the release of body chemicals that regulate how much urine the kidneys make. The kidneys produce more urine than usual, and the drinker loses more water than usual. The drinker becomes very thirsty. In extreme cases, a drinker may lose water needed for the body to function properly.

Motor-vehicle Crashes

Almost half of the fatal crashes and about two-thirds of all crashes involving personal injury in the United States are related to alcohol use. Additionally drunk drivers cause more than one-third of the deaths caused by pedestrians struck by motor vehicles.

Driving while intoxicated is illegal in all of the 50 states. Driving while intoxicated means a driver exceeds the level of blood alcohol concentration allowed by law in a state. Drivers who cause motor-vehicle crashes usually undergo blood, urine, breath, or saliva tests to determine their blood alcohol concentration (BAC). If their BAC is above the legal limit, drunk drivers can have their driver's license taken away and can be prosecuted.

Synergism

Some drugs can interact to produce effects that are many times greater than the individual drugs would produce. When drugs increase each other's effects when taken together, the interaction is called synergism.

As previously stated, alcohol is generally a depressant drug. When a person drinks alcohol and takes another depressant, such as sleeping pills, the combination can cause drastic changes in the body. Together the depressants' effects are more than

doubled and can cause a dangerous slowing of breathing and heart rates. In extreme cases, synergism of alcohol and other depressants can lead to coma or death.

Overdose

Taking an excessive amount of a drug that leads to coma or death is called an overdose. Severe intoxication causes the heart and breathing to stop, resulting in death from alcohol overdose. Many drinkers assume that they will pass out before drinking a fatal amount. This is not necessarily true. Alcohol continues to be absorbed into the blood for 30 to 90 minutes after the last drink. The drinker's BAC can increase even if the drinker becomes unconscious. First-time drinkers who participate in a drinking contest may die from alcohol poisoning.

Blood Alcohol Concentration

The amount of ethanol in a person's blood is expressed by a percentage called the blood alcohol concentration (BAC). BAC measures the number of milligrams of ethanol per 100 milliliters of blood. A BAC of 0.1 percent means that 1/10 of 1 percent of the fluid in the blood is ethanol. A BAC of 0.1 percent reduces a person's muscle coordination, perception, and judgment.

A variety of factors can affect a person's BAC, including the following:

- Gender
- Age, weight, and height
- Amount of food in the stomach
- Concentration of alcohol in beverages consumed
- Volume of alcohol consumed
- Rate of consumption and absorption

The rate at which a person's liver can break down alcohol is fairly constant. In one hour, the liver can break down the amount of ethanol in a can of beer, a shot of liquor, or a glass of wine. Thus, someone who has three cans of beer in the last 45 minutes of a three-hour party will become more intoxicated than someone who drinks those three cans of beer over the three-hour period.

Provided the person does not continue to drink, the BAC decreases. The intoxicating effects of alcohol slowly diminish. As reflexes and coordination return to normal, a person gradually becomes steadier. Many people refer to this process as "becoming sober" or "sobering up."

You may have heard that cold showers, exercise, fresh air, or coffee will help a person sober up more quickly. But this is not true. Nothing can speed the liver's ability to break down alcohol. Coffee or fresh air may keep a person awake, but they do not eliminate the intoxicating effects of alcohol.

Behavioral Effects of Alcohol

In addition to the physical effects of alcohol, certain behavioral, or learned, effects are connected to drinking. A person's mood and reason for drinking can alter the effects of alcohol. Sometimes the person's mood and reason for drinking make the effects stronger; sometimes they make the effects weaker. The environment in which alcohol is consumed may influence its effects as well.

At a quiet family dinner, family members may consume wine with no negative effects. The calm nature of the event and the fact that both parents and children expect each other to behave politely creates an environment in which people drink responsibly.

At a party in which "getting drunk" is the main theme, alcohol consumption often leads to negative behaviors. The loss of coordination may be exaggerated for comic effect. People who have been drinking may insist that they are still perfectly able to drive. They may not want to admit that they cannot drink as much as others.

As alcohol takes effect, drinkers begin to lose judgment and self-control. At the same time, alcohol decreases drinkers' natural fears. When these two effects are combined, the person's inhibitions are reduced. Inhibitions are the controls that people put on their emotions and behavior in order to behave in socially acceptable ways.

After they lose their inhibitions, drinkers may behave in ways they normally would never consider. For example, a person under the influence of alcohol may express danger in violent or destructive ways. Shy people may behave in outgoing ways, and serious people may act foolishly.

Alcoholism

Some drinkers cannot control their drinking. Their major goal in drinking is to get drunk. People who have an addiction to alcohol suffer from the disease of alcoholism.

Psychologically, alcoholics consider drinking a regular, essential part of coping with daily life. Physically, an alcoholic's body requires alcohol to function. An alcoholic's drinking patterns eventually control every aspect of life.

No one is sure why some drinkers become alcoholics, but anyone who drinks, even one drink, is at risk of becoming an alcoholic. Because alcoholism tends to run in families, there appears to be some genetic basis. On the other hand, the attitudes in the home in which a person grows up may play a role in whether or not a person develops a drinking problem

Drugs

A **drug** is any chemical substance that changes the function of the mind or the body. Aspirin is a drug; allergy medication is a drug; marijuana is a drug; beer is a drug; the nicotine in a cigarette is a drug. A drug is neither good nor bad; it is what a person does with a drug that makes the difference.

Use, misuse, and abuse are terms thrown around quite a bit when talking about drugs. Use is taking a legal drug as prescribed or recommended for medical reasons. Misuse is taking a legal drug for medical reasons but not as recommended or prescribed. Abuse is taking any drug, legal or illegal, for a non-medical reason in a way that can injure your health or ability to function. Taking drugs is a serious matter; there is no such thing as recreational drug use. Abusing drugs is not a sport or a hobby and always involves an unnecessary risk to your health.

When people talk about drugs, you often hear that someone is a drug addict or that a drug can or cannot cause dependence. Addiction and drug dependence mean basically the same thing; however, the term addict tends to make people think of a desperate individual living in the back alleys of a big city. But anyone from any background in any place can be addicted or drug dependent. People who are dependent cannot refuse the drug they have been abusing.

A person has a physical dependence on a drug when, after being deprived of the drug for any length of time, he or she experiences symptoms like nausea, vomiting, anxiety, watery eyes and nose, and an overwhelming desire to use the drug. Such symptoms are typical of withdrawal sickness. Withdrawal happens because the body's chemistry has been changed, causing the user to be unable to function comfortably without the drug.

Most people who are physically dependent are also psychologically dependent. Some have psychological dependence without the physical dependence, which can be an equally strong dependence. With this type of dependence, the user feels a powerful motivation to continue abusing a drug for the temporary pleasure or relief of discomfort the drug gives. Because the mind and the body work together very closely, it is often difficult to tell the difference between physical and psychological dependence. The mental craving for a drug may be so powerful that it seems to be a physical need.

Marijuana (Pot, Grass, Weed, Dope, Reefer)

Marijuana (Acapulco Gold, Ganja, Grass, Mary Jane, Pot, Weed, Reefer, Stick, Smoke) comes from the dried flowers, leaves, and small stems of the cannabis plant, as shown above. It is smoked in cigarettes, known as joints, and also in pipes. Marijuana use is illegal in the United States, but in the past it was used medicinally to reduce swelling of the eyes caused by glaucoma and to counteract the intense nausea brought on by certain



Courtesy of Army JROTC

cancer treatments. Its legalization, especially for these medical purposes, has been a controversial subject in this country for years.

The tetrahydrocannabinol (THC) produced by cannabis is the main psychoactive substance that produces marijuana's mind-altering effects. THC is quickly absorbed into the lungs and then travels through the blood to affect the brain. It distorts the senses, including hearing, taste, touch, and smell, alters the sense of time and place, and affects emotions. THC affects sleep patterns and remains in body fat for at least a month after only one joint has been smoked. It causes users to crave food (getting the munchies) and to enjoy eating, which is unusual for a drug. It also tends to dull sexual urges and pleasure.

There are several hundred other chemicals in marijuana that vary between different types of cannabis plants and between plants grown during different seasons. The active chemicals in marijuana affect the brain, altering hearing, taste, touch, smell, and a sense of time and space. The effects of marijuana vary from person to person depending on each person's expectations and how much they smoke and because the chemicals in different marijuana plants vary. People may experience anything from a mild euphoria to uncontrollable laughter to hallucinations. Marijuana can also contain dangerous substances such as pesticides and molds and is sometimes mixed with PCP to make the user believe it is more potent.

Effects of Marijuana on the Body

Because marijuana is widely abused today and has been around for thousands of years, many people believe that its use poses no harm. However, research studies prove this notion wrong. The effects of marijuana use include the following:

- Short-term memory loss and shortened attention span, both of which interfere with the ability to learn. Heavy, long-term use is often called "burn out" because the user's thinking is slow and confused
- Increased heart rate and irregular heartbeat
- Weakening of the immune system
- Reduced hormone levels resulting in lower sperm counts in males and irregular menstrual cycles in females
- Development of "amotivational syndrome," which results in apathy and loss of ambition and drive
- Impaired judgment, unsteadiness, lack of coordination, and slowed responses, which make driving a dangerous activity



Courtesy of Army JROTC

- Lung damage and increased risk of lung cancer. This risk is higher than that of smoking tobacco cigarettes because marijuana is inhaled more deeply and then held in the lungs for a longer period of time. Joints also lack filters to cut down on harmful chemical effects
- Possible depression and moodiness. Some users feel tired and unhappy the morning after smoking marijuana and may respond by smoking a joint to feel better. This cycle may lead to psychological dependency
- Possible intense fear and anxiety, called a “pot panic” and even paranoia and psychosis
- This may occur if the marijuana contains higher levels of THC
- Development of a tolerance to marijuana resulting in the need for greater amounts in order to feel any effects. This may also contribute to psychological dependence

The harmful health effects of marijuana use may include rapid and irregular heartbeat, short-term memory loss, shortened attention span, a weakened immune system, fatigue, and a higher risk of lung cancer. In extreme cases, marijuana abuse can result in paranoia and psychosis. Similar to alcohol, marijuana abuse can affect driving ability. As with any illegal drug, marijuana is not tested for safety and purity. It may contain pesticides and molds and may be mixed with other dangerous drugs.

Because of all the effects marijuana has on the mind, body, and the ability to learn, its use may be particularly harmful to young people since they are still maturing physically, sexually, and mentally. Marijuana’s effects may prevent you from becoming a healthy, normal adult.

Cocaine, Crack, and Bazuco

Cocaine hydrochloride (Cocaine, Coke, Peruvian marching powder, C, Snow, Flake, Rock, White, Blow, Nose Candy) comes from the leaves of the coca bush, and is an illegal drug that looks like white crystalline powder. It is often diluted with other ingredients and then inhaled through the nose, injected, or smoked.

Cocaine is a **stimulant** that affects the nervous system providing short bursts of euphoria, a feeling of excitement, increased blood pressure and pulse rate, and alertness. People often use it to increase mental activity and to offset drowsiness, fatigue, or as an appetite suppressant; however, the intense high of cocaine is followed by an intense low. Repeated abuse of cocaine can result in a strong physical and psychological **dependency**. The body will ignore all other drives, including hunger, in its drive for cocaine.

Regular use can lead to hallucinations of touch, taste, sound, or smell. Tolerance develops rapidly with repeated use. As the effects of cocaine wear off, the user feels

exhausted, depressed, and sometimes paranoid, similar to the crashing of amphetamines. Cocaine is considered to be one of the most potentially addictive drugs.

Effects of Cocaine on the Body

Cocaine stimulates the central nervous system. Immediate effects include dilated pupils and elevated blood pressure, heart rate, respiratory rate, and body temperature.

Occasional use results in a stuffy nose, while chronic use decays the mucous membranes of the nose. Injecting cocaine, or any drug, with a shared needle may spread AIDS, hepatitis, and other diseases. Cocaine produces both psychological and physical dependency.

Processing Cocaine and Dependency

Dealers cut cocaine with other substances, usually table sugar, mannitol, lactose, dextrose, and other drugs (PCP, lidocaine, amphetamines). Strychnine, a poison, has been found in cocaine; talc, which damages the lungs, is also often used.

Occasional use of cocaine can lead to heavy, uncontrollable use, with the dependence becoming so strong that users will not quit even when cocaine severely damages their lives. When users do quit, they may not experience strong physical withdrawal symptoms, but they become depressed and irritable, are tired but unable to sleep, and constantly crave the drug.

Crack (Crack, Freebase Rocks, Rock) looks like brown pellets or crystalline rocks that resemble lumpy soap and is often packaged in small vials. It is smoked. Bazuco is a drug similar to crack. Both of these drugs are illegal.

Crack is street cocaine commonly processed with boiling water and baking soda, which produces a very pure form of cocaine.



Did you know ...?

The effects and the risk of addiction to crack are so great, that it is like a completely different drug than cocaine. It is many, many times more dangerous than cocaine hydrochloride. Its effects are felt within 10 seconds. Cocaine in this form creates a very intense high and a fast, strong addiction. The user also experiences an incredible low after the high has worn off, often throwing him or her into a deep depression. To offset this depression, the user then smokes more crack, which starts the compulsive cycle that leads to a severe dependency. The only person who benefits from this vicious cycle is the drug dealer who now has a desperate customer in constant need of his or her product.

The physical side effects of crack include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, hallucinations of touch, paranoia, and seizures. A major concern with crack is that dependency is almost immediate. The first experience is often very pleasurable. Then the extreme low afterward is a strong motivator to use the drug again right away, this time to relieve bad feelings. Users of crack are addicted before they know it, turning their lives upside down.

Bazuco, another form of cocaine, is equally if not more dangerous and addictive than crack. Its use originated in Colombia and other South American countries and has now made its way to the United States. It is made from the intermediate step between the coca leaf and the cocaine hydrochloride, called cocaine sulfate. It is mixed with a number of other substances, among them marijuana, methaqualone, and acetone. Its effects are similar to those of crack, as are its dangers and its quick addiction.

The use of any type of cocaine can cause death by disrupting the brain's control of the heart and respiration.

Amphetamines and Methamphetamines (Speed)

Amphetamines (Speed, Bennies, Glass, Uppers, Ups, Black Beauties, Pep Pills, Copilots, Bumblebees, White Crosses, Benzedrine, Dexedrine, Footballs, Biphphetamine) look like capsules, pills, or tablets. Methamphetamines (Crank, Crystal, Meth, Crystal Meth, Methedrine, Ice) can be in the form of a white powder, pills, or a rock that resembles blue paraffin. Forms of both drugs are used medically to treat obesity, narcolepsy, and hyperactivity in children.

Amphetamines

Similar to cocaine, amphetamines are stimulants. They stimulate the nervous system, increasing physical activity, energy, mental alertness, self-confidence, and producing euphoria. Medically, amphetamines are used to treat obesity, narcolepsy, and hyperactivity in children. For example, the amphetamine Ritalin is used to stimulate the brain center that helps hyperactive children sit still and pay attention.

As a drug of abuse, amphetamines are often referred to as "speed." Many people abuse amphetamines to increase energy and alertness, and in some cases to combat fatigue brought on by use of alcohol, marijuana, or depressants. The body builds up tolerance to amphetamines, however, and greater and greater doses are required to achieve the same effects. Addiction may become severe.

Medically, amphetamines are taken orally, but many abusers inject the drug directly into a vein increasing the risk of overdose and infection. Needles shared to inject the drug can spread hepatitis and HIV. After an injection of amphetamines, the user experiences an intense, short-lived euphoria. An addict may inject the drug several times a day for several days feeling little need for food or sleep. Mental depression and overwhelming fatigue follow abuse, which may cause the abuser to turn to amphetamines again for relief.

Effects of Amphetamines on the Body

In addition to fatigue and depression, the other side effects of amphetamine abuse include extreme anxiety, temporary mental illness, and malnutrition. High doses can cause hallucinations, increased body temperature, high blood pressure, convulsions, kidney failure, lack of oxygen, bleeding of the brain, and death. Withdrawal symptoms include irritability, depression, disorientation, long periods of sleep, and not caring about anything.

Methamphetamines

Methamphetamine is a nervous system stimulant similar to amphetamines that is used medically in much the same way as amphetamines. This drug is abused to produce heightened awareness, alertness, and self-confidence. A smokable form of methamphetamine is "ice." Like crack, it produces an intense high without the use of needles and is extremely addictive. Abuse of methamphetamines may result in bizarre behavior, sleeplessness, depression, high blood pressure, increased body temperature, convulsions, heart problems, seizures, and strokes. Methcathinone, also called "cat" and "star," is a designer drug similar to methamphetamine that can cause paranoia, slurred speech, tremors, extreme weight loss, and sleeplessness

Barbiturates, Methaqualones, and Tranquilizers

Barbiturates (Downers, Barbs, Blue Devils, Red Devils, Yellow Jacket, Yellows, Nembutal, Seconal, Amytal, Tuinals, Luminal, Amytal, Pentothal, Phenobarbital) look like red, yellow, blue, or red and blue capsules. Methaqualones (Ludes, Quaaludes, Quads, Sopors, Sopes, 714s) look like tablets. Tranquilizers (Valium, Librium, Equanil, Miltown, Serax, Tranxene, Thorazine) look like tablets or capsules.

Barbiturates

Barbiturates are a group of depressant drugs that include phenobarbital (goofballs), pentobarbital (yellow jackets), amobarbital (blue devils), and secobarbital (red devils). They lower body temperature and blood pressure, slow breathing and heart rate, and as such, have many medical uses. For example, doctors prescribe phenobarbital to reduce the frequency of convulsions in epileptics. Barbiturates are also used medically as an anesthetic and to treat insomnia. The effects of barbiturates vary from person to person and even change within one person from one time to the next.

When abused, the symptoms they produce are similar to those of alcohol. Small amounts can produce calmness and relaxed muscles, but larger doses cause slurred speech and staggering walk. Like alcohol, they distort perception and slow reaction time, which can cause serious accidents like car crashes. Very large doses can cause respiratory depression, coma, and death.

Signs of barbiturate abuse include fatigue, blurred vision, confused or slurred speech, lack of coordination and balance, a reduction of mental and physical activity, and decreased breathing. Abusers will often act like they are drunk, but there will be no

smell of alcohol. Long-term abuse may result in double vision, depression, and forgetfulness.

Signs of an overdose of barbiturates include dilated pupils, a rapid pulse, shallow breathing, and clammy skin. An overdose can cause coma and death. Because barbiturates cause confusion and forgetfulness, accidental death occurs when a person has taken barbiturates, becomes confused, forgets, and takes more barbiturates. Accidental poisoning occurs when barbiturates are combined with alcohol. Withdrawal symptoms include anxiety, insomnia, tremors, delirium, and convulsions.



Did you know ...?

Barbiturate abusers often become extremely **depressed**, tired, and hopeless. They may reach for the rest of the bottle to “end it all” when in this mental state, or they may become confused, forget how many pills they have taken, and accidentally overdose. For this reason, barbiturates are one of the leading causes of drug-related deaths. The combination of barbiturates and alcohol can multiply the effects of both drugs, thereby multiplying the risks. This multiplication of the effects of two separate drugs when taken together is called the synergistic effect. It can be fatal.

Methaqualone

Methaqualone production has been banned in the United States since 1984 due to its widespread misuse and minimal medical value. Abusers take it to produce a feeling of elation; however, its side effects are headaches, nosebleeds, dizziness, loss of coordination, and leg and arm pain. Tolerance and psychological dependence can develop when used regularly. Using methaqualone with alcohol is known as “luding out” and can cause death.

Tranquilizers

Tranquilizers are used medically to treat anxiety, insomnia, and convulsions. It is very easy to become both physically and psychologically dependent on them. When mixed with alcohol, they can cause death.

Narcotics

Most **narcotics** are opiates, which come from the seed pods of opium poppies. Many are used medically to relieve pain and treat insomnia. Narcotics abuse initially produces a feeling of euphoria that is often followed by drowsiness, nausea, and vomiting. Users also may experience constricted pupils, watery eyes, and itching. An overdose may produce



slow and shallow breathing, clammy skin, convulsions, coma, and death. Tolerance develops rapidly and dependence is likely. The use of contaminated syringes to inject certain kinds of narcotics may result in diseases such as AIDS and hepatitis. Narcotics include opium, codeine, morphine, and heroin. Other types of opiates include Percocet, Percodan, Tussionex, Fentanyl, Darvon, Talwin, and Lomotil and come as tablets, capsules, or liquids.

Opium

Opium (Paregoric, Dover's Powder, Parepectolin) can look like dark brown chunks or a powder. It comes from a specific type of poppy, generally grown in the Middle East. Opium is one of the weaker narcotics, but it has side effects that make it undesirable as a medication, including slowed heart rate, breathing, and mental abilities, and loss of appetite.



Codeine

Codeine comes in different drugs such as Empirin, Tylenol, and certain cough medicines. It is either a dark liquid varying in thickness or comes in capsules or tablets. Similar to opium, codeine is one of the weakest narcotics. Doctors prescribe it for coughs and pain relief.

Morphine

Morphine (Pectoral Syrup) is an opium derivative, and comes in the form of white crystals, hypodermic tablets, and injectable solutions. Morphine is a very strong painkiller, but because it is also very addictive, it is used in medicine only for severe cases, such as in the later stages of terminal cancer when patients are in extreme pain. Unfortunately, as a drug of abuse, morphine usually results in addiction. Withdrawal from it has painful and severe effects and generally requires the help of a professional to get an addict off the drug.

Heroin and Methadone

Heroin (Smack, Horse, Junk, Harry, H, Brown, Black Tar, Antifreeze) looks like a white to dark brown powder or a tar-like substance. Methadone Hydrochloride (Dolophine, Methadose, Methadone) comes in the form of a solution.

Heroin is a concentrated form of morphine and is so addictive that it is illegal in the United States even for medical use. Unfortunately, it is the most abused narcotic in this country, and its use is on the rise as of the late 1990s. Users of heroin often start by sniffing or smoking the drug in powdered form. Because tolerance develops quickly, they often turn to "mainlining," the practice of injecting a heroin solution into their veins to intensify the drug's effects.

Heroin dulls the senses, easing tensions, fears, and worries. A stupor follows that lasts for several hours in which hunger and thirst are reduced. After 12 to 16 hours without

heroin, the user will experience severe withdrawal symptoms, including sweating, shaking, chills, nausea, diarrhea, abdominal pain, leg cramps, and severe mental and emotional pain. To relieve these symptoms, the user must take another dose of the drug. People addicted to heroin often die young, some from overdoses caused by unreliable drugs, others because they cannot distinguish between safe and dangerous doses.

Signs of an overdose include shallow and slow breathing, clammy skin, and convulsions. An overdose can result in a coma and death. When addicted, a person must have more of the drug to keep from experiencing withdrawal symptoms, which are severe and can include panic, shaking, chills, sweating, cramps, and nausea.

Hallucinogens

Hallucinogens alter the physical senses, producing visions, sounds, and smells that are not real, and distorting the concepts of time and space in the user's mind. Because these drugs confuse fact and fantasy, a user may become irrational and resort to violence or suicide to avoid an imagined situation or attacker. Hallucinogens are not physically addictive, but users often become psychologically dependent on these drugs.

Lysergic Acid Diethylamide (Acid)

Lysergic acid diethylamide (LSD, Acid, White Lightning, Blue Heaven, Sugar Cubes, Microdot, Twenty-Five, Sid, Bart Simpsons, Barrels, Tabs, Blotter, L, Liquid, Liquid A, Microdots, Mind Detergent, Orange Cubes, Hits, paper Acid, Sugar, Sunshine, Ticket, Wedding Bells, and Windowpane) can come as brightly colored tablets, imprinted blotter paper, thin squares of gelatin, or as a clear liquid.

A "trip" from an average dose of LSD can last as long as eight to 10 hours. LSD's effects are unpredictable, tolerance to it develops quickly, and its use frequently results in psychological dependence.

LSD is a powerful hallucinogen that scrambles and confuses the senses. A tiny drop taken with sugar or food can cause a person to trip or experience false visions, smells, and sounds for hours. Sensations may be confused and feelings may change rapidly. Music may appear as colors and colors as flavors or odors. Some people say these experiences are exciting; others say they are nightmares. Those having a bad trip may take dangerous or irrational actions to escape from this imaginary situation. In addition to these affects, LSD can cause nausea, vomiting, and misinterpretations of time and distance. Some people experience flashbacks of LSD's effects days, weeks, and years after the original trip. An overdose of LSD can result in psychosis, accidental death, and suicide.

Phencyclidine Hydrochloride

Phencyclidine hydrochloride (PCP, Angel Dust, Hog, Superjoint, Busy Bee, Green Tea Leaves, DOA [dead on arrival]) can be in the form of a liquid, capsules, white crystalline powder, or pills. Of the various types of hallucinogens, only PCP has a medical use as a tranquilizer for animals.

PCP interrupts the functions of the neocortex, which is the section of the brain that controls the intellect and keeps instincts in check. The effects of PCP are unpredictable, but users frequently report a sense of distance and alienation from the world and others. Sometimes a user may feel drunk, but at other times the same dose may cause depression, paranoia, hallucinations, and suicidal thoughts. Time and movement are slowed down; muscular coordination worsens; senses are dulled; and speech is blocked and incoherent.

PCP stays in the system for a long time. Chronic users report persistent memory problems and speech difficulties as well as psychological and behavioral changes. Some of these effects may last six months to a year following prolonged daily use. Mood disorders such as depression and anxiety also occur, and users may exhibit paranoid and violent behavior. In fact, many deaths attributed to PCP do not occur from the drug itself, but from accidents, like falling from high places, drowning, or car wrecks, which are related to the behavior PCP produces. Large doses of PCP can cause convulsions and coma, heart and lung failure, or ruptured blood vessels in the brain. Treatment for an overdose is very difficult and requires hospitalization.

PCP, used as a tranquilizer for animals, can cause frightening hallucinations when used by humans. Abuse can result in seizures, coma, and death or in violent, unpredictable behavior. Some abusers have committed murder and suicide.

Psilocybin (Mushrooms, Shrooms) and Mescaline Mesc, Buttons, Cactus)

Two other hallucinogens are psilocybin, produced from a type of mushroom, and mescaline, produced from a type of cactus. Similar to other hallucinogens, use of these drugs can cause hallucinations, perception problems, nausea, vomiting, and, in extreme cases, mental illness, suicide, or accidental death. Mescaline effects, while compared to a mild LSD trip, are often accompanied by sweating and severe abdominal cramps. Eating mushrooms poses another danger because many mushrooms look alike and some are poisonous enough to cause death.

Inhalants (Air Blast)

Inhalants are toxic chemicals like glue, freon, nail polish, spray paint, and gasoline that are huffed (sprayed into a cloth and held over the mouth and nose) or bagged (sniffed from a bag, bottle, or can) to achieve a brief, mild euphoria. All of these products contain labels warning against inhaling their fumes because of the hazards involved. Some inhalants used medically are also abused, such as amyl nitrate which relieves heart pain and nitrous oxide which relieves anxiety.

Risks involved with inhaling these chemicals include nausea, dizziness, vomiting, headaches, unconsciousness, pneumonia, permanent brain and nerve damage; bleeding of the brain, eventual liver, brain, and kidney cancer; and death due to heart failure and suffocation. Effects of inhalants are unpredictable and depend on what chemical or chemicals are inhaled and how much. Brain damage and death may result after only one use depending on the inhalants involved.

Ecstasy (XTC, Love Drug)

Ecstasy (MBDB, MDE, MDEA, and 2CB) is a “designer drug” that closely resembles cocaine. It produces euphoria that lasts several hours, heightens pleasure, and may even produce hallucinations in high doses. Ecstasy is taken orally and may cause mood swings, overly friendly behavior, insomnia, anxiety, and nausea. In extreme cases, abuse may result in seizure and death.

Rohypnol (Roofies, Forget Pill, Date-Rape Pill)

Rohypnol (GHB include G, Liquid Ecstasy, Somatomax, Scoop, Georgia Home Boy, and Grievous Bodily Harm) is used legally as a medical sedative in Europe and Latin America. As a drug of abuse, it is called roofies, the forget pill, and the date-rape pill. At first, it produces an alcoholic type of high, but then heavy sedation and short-term memory loss that lasts up to eight hours. It earned its reputation as the date-rape pill by being slipped into the drinks of females, who were taken advantage of in a state of sedation brought on by the drug and then unable to remember exactly what happened to them. In addition to the drawback just discussed, dangers of abusing rohypnol include impaired motor skills and slow respiration.

Steroids

Although anabolic steroids are available only by prescription in the United States, many steroid supplements are available over the counter and are marketed under several names. Steroids and steroid supplements are often taken to increase performance in sports. Some people take them to develop muscles. Abusers of steroids take many times the recommended dosages in an effort to bulk up. Steroid abuse has been increasing in recent years, especially among middle-school students. Steroid use has been associated with chemical dependence and withdrawal syndrome. Athletes who turn to steroids risk permanent damage to their bodies and withdrawal syndrome.

Tobacco

Many people hold the view that experimentation with, or use of tobacco, is considered normal or acceptable behavior. However, the use of tobacco often progresses to further drug abuses. Accordingly, some experts attach the term gateway to this substance. Use of drugs such as cocaine and heroin is unusual in those who have not previously used tobacco.

The hazards of tobacco include cancer and other diseases and can also have ill effects on others. As awareness of these ill effects reaches new heights, more and more Americans are joining forces to fight tobacco abuse every day.

In addition to smoking cigarettes, pipes, or cigars, people who use tobacco products can also do so orally in the forms of chewing tobacco (by placing a wad between the cheek and teeth and sucking on it) and snuff (by placing a pinch between the lower lip and teeth).



Three major components make up tobacco, each having their own ill effects. One such component, tar, causes a variety of cancers and contributes to emphysema and other respiratory problems. For this reason, people often choose to smoke low tar cigarettes, but even low-tar cigarettes can be unsafe because smokers often smoke more while using these brands. Carbon monoxide, also found in tobacco, restricts the oxygen-carrying capacity of the blood, and can often cause insufficient heart operation. Nicotine, the substance in tobacco believed to cause dependency, is absorbed into the bloodstream, reaching the heart and brain within a few seconds of the onset of smoking.

Note

Nicotine in its pure state is a toxic poison and is also used in insecticides.

Some of the diseases associated with long-term tobacco smoking include chronic bronchitis, emphysema, coronary heart disease, and lung cancer. Lung cancer is the leading cause of death among women today. Cigarette smoking is a major independent risk factor for heart attacks (sometimes fatal) in both men and women. Pipe and cigar smokers are more prone to dying from cancer of the mouth and throat than nonsmokers. Smoking also reduces the effectiveness of prescription and over-the-counter medications.

Note

Infections, especially pneumonia and acute bronchitis, are twice as common in young children whose parents smoke than children with nonsmoking parents.

Although chewing tobacco and snuff are not smoked, they increase the risk of disease and damage to the delicate lining of the mouth and throat. As a result, individuals who use these products are more likely than nonusers to develop mouth cancer, throat cancer, and gum disease. Chewing tobacco and snuff can also contribute to heart disease and strokes. The harmful effects of one can of snuff are equal to that of about 60 cigarettes.

Despite the labels required by federal law warning individuals about the hazardous effects of using tobacco products, use continues.

Recent research has indicated that non-smokers who breathe in second-hand smoke (smoke that escapes from the burning end of a cigarette as well as the smoke exhaled by the smoker), can have an increased risk of lung cancer, heart disease, and respiratory disorders. Inhaling second-hand smoke makes the heart beat faster, the blood pressure go up, and the level of carbon monoxide in the blood increase. Smoke from an idling cigarette contains even more tar and nicotine than an inhaled one, in addition to more cadmium, a substance which has been related to hypertension, chronic bronchitis, and emphysema.

As the public becomes more aware of the dangers of inhaling second-hand smoke, the legislation protecting the rights of nonsmokers continues to increase. Smoking is increasingly being banned in both public and private places.

The Chemicals in Tobacco Smoke

With each puff on a cigarette, cigar, or pipe, a smoker inhales over 4,000 different chemicals. Of these 4,000 chemicals, at least 1,000 are known to be dangerous. Among all the dangerous substances, nicotine, tar, and carbon monoxide can be identified as the most deadly ones found in tobacco smoke.

Nicotine and Addiction

The drug in tobacco that may act as a stimulant and cause addiction is nicotine. A stimulant is a drug that speeds up the activities of the central nervous system, the heart, and other organs. In its pure form, nicotine is one of the strongest poisons known. Taken in large amounts, nicotine can kill people by paralyzing their breathing muscles. Smokers usually take in small amounts of nicotine. However, over several years the effects on the body of much smaller amounts are numerous and severe.

When tobacco is smoked, nicotine enters the lungs, where it is immediately absorbed into the bloodstream. Seconds later, the nicotine reaches the brain. Chemical changes begin to take place. Nicotine causes the heart to beat faster, the skin temperature to drop, and the blood pressure to rise. Nicotine constricts blood vessels, which cuts down on the blood flow to hands and feet. Beginning smokers usually feel the effects of nicotine poisoning with their first inhalation. These effects include rapid pulse, clammy skin, nausea, dizziness, and tingling in the hands and feet. Nicotine and cigarettes have many adverse effects on the body.

The degree of reaction varies from person to person, depending on the person's tolerance to nicotine. The effects of nicotine poisoning stop as soon as tolerance to nicotine develops. Tolerance can develop in new smokers after the second or third cigarette. The smoker begins to experience a "lift," a physical reaction to the chemicals in nicotine. As tolerance builds, however, the user may need more and more tobacco to produce the same feeling. The Surgeon General, the country's highest medical authority, has called nicotine an addicting drug, just like heroin and cocaine.

In a short time, tobacco users develop an addiction to nicotine. A tobacco addict who goes without tobacco for a short time may experience nicotine withdrawal. Nicotine withdrawal is a reaction to the lack of nicotine in the body, which causes symptoms such as headache, irritability, restlessness, increased coughing, nausea, vomiting, a general feeling of illness, and intense cravings for tobacco. Withdrawal effects may begin as soon as two hours after the last cigarette. Physical craving for a cigarette reaches a peak in the first 24 hours.

Tobacco users also suffer psychological withdrawal symptoms when they stop smoking. They feel emotionally and mentally uncomfortable without tobacco. By using tobacco at certain times—when under stress, for example—tobacco users actually condition themselves to rely on tobacco whenever a stressful situation arises. When tobacco users go without tobacco, they may feel unable to handle stress. Many tobacco users begin to depend on tobacco at particular times of the day, such as when they awaken or after they finish a meal. Others begin to depend on tobacco in social or work situations, such as parties or meetings.

Tar

The dark, sticky mixture of chemicals that is formed when tobacco burns is known as tar. Smokers can see evidence of this substance on their fingers and teeth, which turn brown when tar sticks to them. The tar also sticks to the cells of the respiratory system, where it damages the delicate cells that line the respiratory tract. The cells have tiny hair-like structures, or cilia. The cilia beat back and forth and sweep dust and other foreign particles away from the lungs. If the cilia are damaged, foreign particles can enter the lungs, leading to disease.

The tar in tobacco smoke contains hundreds of chemical carcinogens, or cancer-causing agents. Cancer of the lungs, throat, and mouth are caused by the inhalation of tar in tobacco smoke.

Carbon Monoxide

Carbon monoxide is a poisonous, colorless, odorless gas that is found in cigarette smoke. You may be familiar with the dangers of carbon monoxide. Deaths that result from leaving a car engine running in a closed area, are caused by carbon monoxide poisoning.

Carbon monoxide has a greater attraction for the oxygen-carrying molecules (hemoglobin) in the red blood cells than oxygen does. When carbon monoxide is inhaled, it takes the place of, or displaces, large amounts of oxygen from hemoglobin. The more carbon monoxide present in the blood, the less oxygen in the blood.

Carbon monoxide also makes it hard for the oxygen that is left in the blood to get to the muscles and organs. When a person smokes, the heart works harder but accomplishes less. Because their blood contains too little oxygen to function properly, smokers often experience shortness of breath when they are active.

Chemicals in Smokeless Tobacco

Most tobacco users smoke cigarettes, cigars, or pipes. And yet there has been an increase, especially among teenage boys, in the use of smokeless tobacco. Smokeless tobacco is tobacco that is chewed or sniffed through the nose. Some people who use smokeless tobacco think that the products are safe because no smoke is produced or inhaled. What they may not realize is that smokeless tobacco contains many of the same harmful chemicals found in tobacco smoke, including the highly addictive drug nicotine.

There are two different kinds of smokeless tobacco products. Chewing tobacco is poor-quality tobacco leaves mixed with molasses or honey and placed between the cheek and gums. Snuff is finely ground tobacco that may be held between the lower lip and teeth or sniffed through the nose. One can of snuff delivers as much nicotine as 60 cigarettes. The nicotine in chewing tobacco enters the bloodstream through the membranes of the mouth. The nicotine in snuff gets into the body through the membranes of either the mouth or the nose. After it has entered the body, nicotine from smokeless tobacco has the same effects as nicotine from cigarettes.

Conclusion

When drugs are properly used, they can cure illness and save lives. When abused, however, drugs and alcohol can destroy lives and cause death. It is important to understand that, although people often abuse drugs and alcohol to find happiness and fulfillment, these substances only create more problems and unhappiness. To keep from falling into the trap of drug and alcohol abuse, stay smart, strong, and active. Say “no.” Recognize the different drugs that are abused in our society and what affect they have on people’s health and lives. Understand the dangers of alcohol abuse, not only to the drinker, but to family and friends. You can set an example of an informed, drug-free individual.



Lesson Check-up

1. What is the difference between drug use, misuse, and abuse?
2. Describe the risks associated with the use of alcohol?
3. Is there any “safe” cigarette? Why or why not?



Courtesy of Army JROTC

U4C3L2

Critical Decisions About Substances

Key Words:

Detoxification
Program

Methadone

Normal

Stress

Therapeutic
Communities

What You Will Learn to Do

Respond to substance use and abuse situations

Linked Core Abilities

- Take responsibility for your actions and choices
- Do your share as a good citizen in your school, community, country, and the world

Skills and Knowledge You Will Gain Along the Way

- Weigh the external and internal factors that influence decisions about substance abuse
- Apply the F-I-N-D-S Decision Process
- Employ pre-deciding techniques as a substance abuse prevention strategy
- Identify two kinds of intervention – interpersonal and enforcement
- Recognize signs of substance abuse
- Describe why people abuse substances and ways to remain drug-, alcohol-, and tobacco-free
- Identify ways to approach/help someone you suspect has a drug problem.

Introduction

Do you know the difference between substance use, misuse and abuse? Can you recognize the symptoms of each? Substance abuse is a social dilemma that impacts families, employers, friends, and even school systems. In this lesson, you will examine the types of behaviors and characteristics common to substance abusers and apply appropriate responses to substance use and abuse situations.

Obviously, all drug use is not bad. Drugs taken as prescribed by doctors or as indicated on over-the-counter drug packaging can help prevent and cure illnesses and relieve symptoms of illnesses. When taken under these circumstances and for these reasons, drugs are a useful tool in keeping people healthy. However, drugs should only be a small part of an individual's efforts to maintain wellness, since the best way to stay healthy is to maintain a healthy lifestyle. When people are healthy and feeling well both mentally and physically, they do not require drugs. So why do people misuse and abuse drugs when they do not need them?

The reasons for misusing and abusing drugs all have one thing in common: People depend on drugs to change the way they feel, instead of learning to change themselves or their behaviors to solve their problems or face new challenges. You do not need drugs to have a good time; there are many other longer lasting ways to feel good. You do not need drugs to relieve uncomfortable feelings; many other young people struggle with troubles and challenges, much like your own. Even adults are often concerned with the same things you are. Many people, young and old, work to change the things that they do not like in their lives and learn to live with those aspects of their lives that they cannot change—all free of drugs. In fact, people who abuse drugs to avoid their problems realize they are not able to solve them.

How Use Develops

Students are usually first tempted to smoke cigarettes and marijuana and drink alcohol at parties and other social occasions because of peer pressure and curiosity. From there, drug abuse may then progress in five stages:

1. Experimental use
2. Occasional use
3. Regular use
4. Multiple drug use
5. Total dependency



Courtesy of Army JROTC

This progression of stages is not inevitable; it can be stopped at any stage although stopping becomes more difficult in later stages. The best way to prevent a problem with drugs is to simply not abuse them in the first place.

1. Experimental Use

Those who experiment with drugs may be more curious about a drug's effects than the drug's dangers. In the case of certain drugs, however, the dangers of addiction, permanent psychological damage, or physical harm takes only one unlucky experiment. Drugs have different effects on different individuals who have no way of knowing what that effect may be. For some, trying a drug once can result in immediate addiction, serious injury to themselves or others, and even death. Remember, those who are now dependent started with experimentation, and they probably never thought that trying a drug once or twice would become an addiction. The many lives ruined by drugs prove that this can indeed happen.

2. Occasional Use

For occasional drug users, drugs become a way of having a good time with friends in social situations. Using drugs while alone is still relatively uncommon. Drug use may become the major social activity of the group, so it is very easy for occasional use to turn into a regular habit.

3. Regular Use

Regular users take drugs to maintain a drugged feeling. Though they may deny it, these users are psychologically dependent on drugs. Drug use has become a regular part of their lifestyle, and although they continue to carry out their daily activities at home, school, or work, they are usually barely making it.

4. Multiple Drug Use

In many cases, once people try one drug and get comfortable taking it, they are more likely to feel comfortable trying other types of drugs. For example, after many young people give in to pressures to try marijuana, and if they continue to use it regularly, it is likely they will try other drugs as well. Unfortunately, as covered in the previous lesson, each drug produces different effects, and while users of one drug may know what to expect when they take it, another drug may be much more dangerous and affect them in a very different way.

Note

The chances that a first-time user of cocaine will become addicted are 1 in 6; the chances that a first-time user of crack will become addicted are 1 in 3; and 1 out of 10 drinkers becomes an alcoholic.

4. Total Dependency

Dependent users rely on drugs physically as well as psychologically and will go to great lengths to get them. Without drugs, they experience severe physical and mental distress. Dependent users all started with experimental drug use. In many cases, as users grow more dependent on drugs, they crave new sensations and may try more than one drug at a time or different ways of taking a drug. Such habits multiply the risks of drug use. For example, people who start injecting drugs risk contracting diseases like AIDS through shared needles.

Who's at Risk?

Anyone has the potential to become dependent on substances, but some people seem to be more susceptible than others. Certain times in life may make someone more likely to try drugs for the first time or to use drugs to escape problems. People who are under a great amount of **stress** are more likely to use drugs; adolescence is a time of great stress and drugs are often readily available to young people. Young people who have family problems are more likely to use drugs, and those with low self-esteem run the risk of continuing to use drugs after just trying them to deal with peer pressure or bad feelings.

Managing Stress to Avoid Drugs

Another way to avoid drugs is to manage the stress in your life. There are many methods that you can use to help manage stress, including the following:

- Give in to your emotions. If you are angry, disgusted, or confused, admit your feelings
- Suppressing your emotions adds to stress
- Take a brief break from the stressful situation and do something small and constructive like washing your car, emptying a wastebasket, or getting a haircut
- Have a quiet place and have a brief idle period there every day
- Concentrate intensely on something that interests you, such as reading, surfing the Internet, a sport or a hobby. Contrary to common sense, concentration is at the heart of stress reduction
- Stop to smell the flowers, make friends with a young child or elderly person, or play with a kitten or puppy
- Work with your hands, doing a pleasant task
- Hug somebody you like, and who you think will hug you back
- Find something to laugh at—a cartoon, a movie, a television show

- Minimize drinking caffeinated beverages and drink fruit juice or water instead
- Run, swim, ride a bike, or engage in some other form of vigorous exercise
- Learn to manage your time effectively

The best prevention is simply not to use drugs except as directed for medical reasons and not to drink alcohol until you are of legal age and then only moderately. Children of alcoholics should consider not drinking at all, even when reaching legal age, because their risk of alcoholism is much greater than that of children of nonalcoholics.

Remember, no matter how rough things may get, there are always alternatives to drug abuse, whether it is changing an uncomfortable situation, participating in a healthy activity you enjoy, or seeking counseling for problems you feel you cannot handle alone. Although it may seem that drug abuse is very prevalent in the United States, it does not mean that it is normal.

What Is Normal, Anyway?

While you may wonder what the term normal has to do with drugs, deciding what kind of behavior is **normal** in your life has a lot to do with whether or not you abuse drugs. Many young people are very concerned with being normal, which can mean different things in different situations to different people. Behavior that is normal for one person may not be normal for another. What is normal in one group may be considered strange in another.

When you worry about how your clothes and hair look, if you are saying the right things, or if people will laugh at you for certain things, you are concerned with whether other people think you are normal. In fact, worrying about being normal is very normal. Young people, in particular, worry because they are experiencing so many changes in their lives. This acute awareness of “fitting in” usually decreases as you become an adult and gain a better sense of who you are. Your teenage years are a time for learning what is normal for you. It is not an easy process, so give some thought to the type of behavior you believe is normal.

Do not make the mistake of labeling your emotions as good or bad. You may not enjoy feeling angry, sad, or bored, but these are emotions that everyone has. They teach you about yourself. When you abuse drugs to escape these feelings, you are cheating yourself. Uncomfortable feelings are often messages that you need to change something in your life; look at them as feedback on how you think, act, and view your environment. They are for you to analyze and work with. They are normal.

What you consider normal is generally considered normal by your group of friends. You became friends because you have things in common. But what do you do if your friends want you to try drugs? Is it normal behavior to go along with the group? If what is standard for the group is not for you, then it is better for you not to be what the group considers normal.

If you could run faster than all the others in your group, you would not want to slow down just to be normal. The same goes for drugs. If you know that drugs hurt you, why use them to be considered normal? Why slow down with the crowd when you know you can win the race?

Legal Risks of Illegal Drug Use

Before deciding to drink alcohol or abuse drugs, remember that abuse of legal drugs, taking illegal drugs, underage drinking, and driving while intoxicated are all against the law. By endangering their lives and the lives of others, users become a societal problem, often requiring legal punishment. Drug laws vary from state to state, but the general trend throughout the United States is toward stiffer penalties for those convicted of drug possession, drug selling, and alcohol-related car accidents. People convicted of these crimes must pay higher fines and must often spend time in jail. If you think trying drugs might be a fun way to spend some time, think about how much fun you would have spending time in a prison.

Tell-tale Signs of Drug Use

As a cadet and leader in the JROTC program, you serve as a role model for other cadets. You send a positive message to your followers about how to successfully function without drugs. You can also help by recognizing signs of problems in other cadets. The following list of symptoms and signs of drug use will help you to determine if someone you know may be using drugs or has a serious drug problem.

Signs of Drug Use

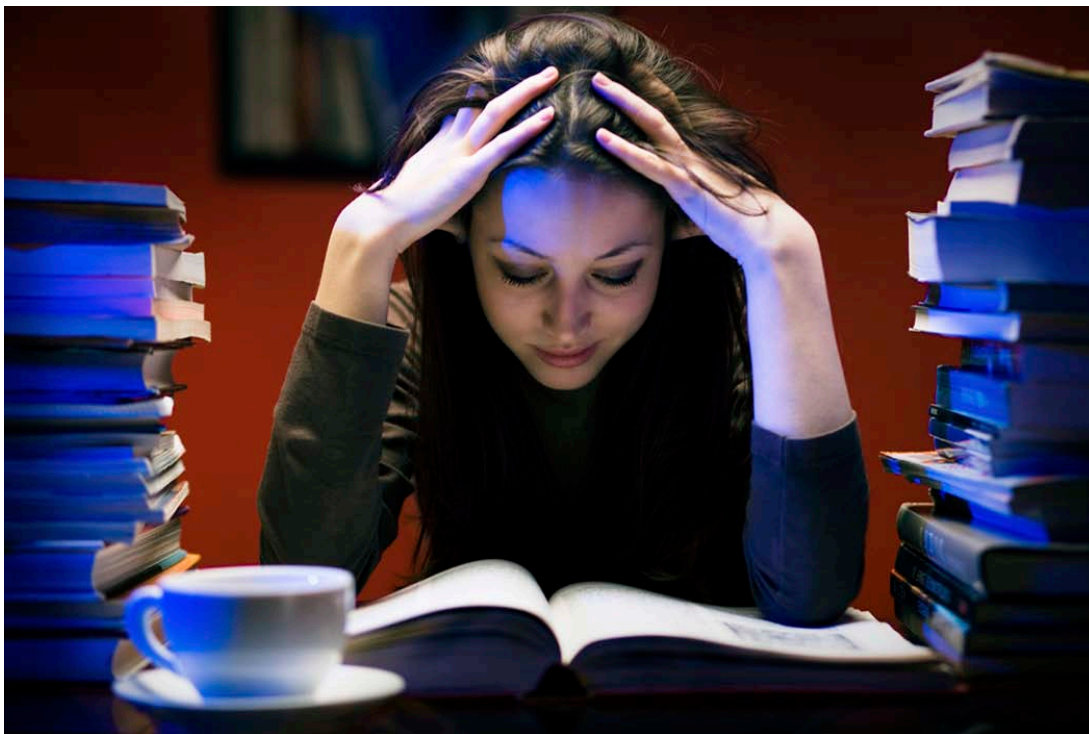
- Changes in attendance, discipline, interests, neatness, and attention
- Loss of interest in sports, extracurricular activities, or hobbies
- Failing memory
- Unusual degree of activity, like excitement, boundless energy, excessive laughter, and excessive talkativeness
- Unusual inactivity, such as moodiness, depression, drowsiness
- Poor physical coordination
- Slurred speech



- Deterioration of physical appearance and lack of concern for health habits and dress
- Loss of appetite and rapid weight loss
- Sudden increase in appetite
- Unpredictable outbreaks of temper and arguing
- Nervousness and irritability
- Reduced motivation, self-discipline, and self-esteem
- Wearing sunglasses at inappropriate times to conceal eyes that may be red or have constricted or dilated pupils
- Constantly wearing long-sleeved shirts or blouses (to hide needle marks)
- Borrowing frequently from others or stealing money (required to purchase drugs)
- Chronic dishonesty, such as lying, stealing, or cheating
- Appearing frequently in out-of-the way areas, such as closets, storage areas, or restrooms
- Guilty behavior and fear of discovery
- Association with known or possible drug sellers or abusers
- Not giving straight answers when questioned about activities
- Appearance of intoxication but no smell of alcohol, indicating possible use of barbiturates or marijuana
- Pale and perspiring skin
- Runny nose and/or nosebleeds
- Use of drug-related vocabulary
- Possession of pipes, rolling papers, small decongestant bottles, and lighters
- Possession of drugs or evidence of drugs, such as peculiar plants, butts, seeds, or leaves in ashtrays or clothing pockets
- Odor of drugs and the smell of incense or other cover-up scents

All of these signs of drug use may also be caused by other medical, psychological, or personal problems, so if a friend or family member is showing one of the signs, it is in no way an absolute indication that he or she is abusing drugs. Before jumping to conclusions, consider how frequently these signs occur and whether or not the person showing the signs has a logical explanation for them other than drug abuse. Expressing concern and asking questions is the best way to get a person to confide in you.

Remember these are just guidelines of which you should be aware. Many of these behaviors or signs can have causes other than drug use. However, if you notice some of these signs in someone, you can be fairly certain that there is some kind of problem; whether related to drugs or not, the person needs help. You can be a part of that help.



Turning the Pressure Off

As a teenager, you have many new pressures in your life, as well as many new challenges and experiences. Along with these new opportunities come added responsibilities. While adjusting to these changes that are a part of becoming an adult, you are constantly making decisions. Sometimes you make good decisions and other times you may make mistakes. Making mistakes is normal in a good way because they are part of the learning process. Of course, nobody likes to make mistakes, so try to analyze each situation beforehand to minimize them.

When it comes to drugs, however, it is extremely important to make the right decision before you make a mistake; making just one wrong choice may be too late. Having to juggle pressures from your family, school, activities, job, and friends may overwhelm you at times. The many new situations and emotions you experience can sometimes seem unbearable with no end in sight. Unfortunately, drugs and people who use them

and are willing to share them are readily available with what seems like a quick solution to all your problems.

Pressures from society, your family, friends, and yourself may sometimes make it difficult for you to say no to drugs. Our culture often encourages quick solutions to problems; many people would like to believe that taking a pill could cure all types of problems, but there is no magic pill to make it all better. Pills and other drugs only produce chemical reactions in your mind and body, which in turn create artificial feelings and unhealthy side effects.

Advertising, movies, and television shows often glamorize drug and alcohol abuse.

It may appear that all the beautiful, fun people are drinking at a bar or taking a refreshing break with the crisp, clean smoke of a cigarette. These types of false messages reinforce the idea of drug abuse as a normal and desirable part of life. You may see your parents drink at parties; you may know students who use drugs; and you may be curious about drugs' effects or tempted to use them to relieve uncomfortable emotions. Though all these situations may make drug abuse attractive to you, the reality of drugs' effects is far from glamorous. The pleasure drugs give is short lived and unreal. They never solve problems; only you can do that, and you cannot function if drugs are a problem in your life. What you need is a plan of action to cope with all the pressures to abuse drugs.

Once you decide that you do not want drugs to be a part of your life, you must develop strategies to resist these pressures as well as healthy alternatives to drugs.

Handling Internal Pressures

The following are tips for being able to handle internal pressures. By being able to cope with what's "inside," you have a better chance of staying drug-free.

1. Accept and Analyze Your Emotions

If you are feeling something unpleasant, take time to consider the cause of your emotions instead of trying to avoid feeling bad. If you do not address the cause, the uncomfortable feelings will return to bother you. Also, remember that certain amounts of anger, sadness, boredom, and frustration are normal human responses to life that must be accepted.

2. Seek Out Help When You Feel Overwhelmed

Members of your family, teachers, counselors, and friends can help you. There are also many places that offer help for specific problems, like divorced parents, shyness, alcoholism, or lack of reading skills. You can ask a counselor or instructor at school about them or look for yourself in the phone book. If you are willing to make the effort, there are people willing to help you. Seek them out.

3. Find Alternatives to Drug Use

If your routine is a big yawn, take a look around and see if there is an activity that looks interesting to you. Photography, auto mechanics, painting, chess, drama, singing, playing an instrument, and part-time employment are among the many activities you could do that would add new challenges to an unexciting routine.

Of even greater importance, these activities pay you back with a real sense of accomplishment and heightened self-esteem as you get better and better at them. Drugs cannot give you these benefits; they can only temporarily produce a false feeling of well-being. In the long run, drugs always take far more than they give and leave the user with nothing but problems.

4. Prepare Yourself for Situations Where You May Be Offered Drugs

Visualize different circumstances and different behaviors you can use to refuse offers of drugs. Have answers ready, such as the following:

- No, thanks, I'd rather do something else
- No, I already feel fine
- No, thanks, I already have enough problems
- No, I'm running in the meet tomorrow (interviewing for a job, taking an important test, acting in a play, etc.)
- No, thanks, I'll pass
- No, I don't like the way it smells, tastes, and makes me feel
- No, I'm not feeling too well, and I don't want to get worse

5. Release Excess Energy and Learn How to Relax

If you cannot sit still in your seat during class, maybe you are not exercising your body enough. Physical activities such as running, walking, biking, tennis, basketball, weight training, martial arts, skiing, and dance, among others, keep your body in shape while relaxing and focusing your mind during mental activities. If you have problems relaxing, try the relaxation methods in the chapter on stress, such as meditation, deep breathing, and visualization techniques.

6. Practice Patience

If there is a situation that makes you feel bad, you cannot think of a way to change it, and nothing you do seems to work, what can you do? Wait! You may not like that answer because waiting is difficult, especially for young people. But there will be times in life when the situation is out of your control. This fact is understandably hard for

young people to accept. However, change is certain and inevitable. If you wait and stay alert, new solutions and opportunities will become available to you in time. To cope with the stress of a difficult situation until things do change, follow the tips in the chapter on stress. People on drugs never learn this lesson of waiting and miss opportunities to change their lives for the better.

Resisting External Pressures

There are also external pressures that you need to deal with. The following sections give you some hints and tips for refusing drugs when in social situations.

1. Learn How to Refuse Drugs Effectively

Standing up to peers when they want you to do something that you do not wish to do can be very difficult. When you go against the crowd, you risk rejection, which is scary. However, every time you make a decision to do what is best for you and those you care about, you become a stronger person. You also gain the respect of those people who are your true friends. Your strength and your decisions may even give others the courage to do what is best for them as well. In today's school environment, saying no may not be easy, but it is definitely worth the effort.

If you do not feel comfortable saying no in a situation, find a way to remove yourself from the scene. Suddenly remembering an appointment or some other excuse can get you away from the situation and give you time to think of another way of handling it next time. The important thing is not to do the drugs.

2. Analyze Media and Advertising

Is the image of drugs projected by advertising accurate? Who gains by making products appear glamorous and sophisticated? People who sell products want you to buy them and will use psychological techniques in advertising to create a demand for their goods. Companies that sell beer, cigarettes, and non-drug-related products, such as cars, have one main goal—they want your money.

Your goal is to do what is best for you. Some products that advertising tries to sell you are opposed to that goal. Your defense against advertisements for products that are useless or harmful is the power to read between the lines of the psychological game. Think about the message an ad is giving and decide for yourself whether it is accurate.

If the person who is offering you drugs continues to try to persuade you, make a definite action that removes you from the situation. This action should make it clear that you cannot be persuaded to change your mind. For example, you can simply get up and leave, or enjoy activities with another group of non-abusing friends.

Getting Help

If you decide the stresses and problems in your life are too much to manage, find someone to help you. Many people are willing to help, but first you must let them know that you need help. Parents, teachers, friends, brothers, sisters, school counselors, school nurses, and members of the clergy are usually available for guidance and support. A second option is to call one of the national hotlines that tell you where to call for drug information and treatment referral in your areas. For these numbers call 1-800-662-HELP

Alternatives to Drug Use

Turning to drugs to try to feel good or deal with problems is a risky choice. You can get involved in many healthy and constructive activities to lift your mood, feel better about yourself, and deal with the pressures in your life.

Engaging in physical activity is one way to help yourself feel better. Physical activity not only helps improve your mood, but it also relieves the negative effects of stress. Getting enough exercise and getting involved in sports can help you feel energetic, positive, and self-confident.

Helping other people can give you a good feeling about yourself, too. Many social service agencies need volunteers. You could volunteer to read to someone with a visual handicap, make a social visit to an elderly person in a nursing facility, teach a hobby or sport to a youngster, raise funds for a charity, or pick up trash.

Participating in youth groups can help you feel a sense of belonging and connection to others. The members of these groups support one another as each person strives to find his or her place in the world. Youth groups also volunteer to help others in need.

Working at a part-time job not only provides you with spending money, but can also give you a sense of accomplishment and increased self-esteem. Not only can you learn a new skill, but you can meet new friends. Your family, friends, or school counselor may be able to help you find such a job.

Remember that abusing drugs cannot relieve the pressures and problems in life. It can only postpone decision making and create more problems. Imagine how you would feel if you had to tell lies, hide your physical condition, worry about police, and deal with drug side effects. People who become dependent on drugs spend almost all of their time thinking about drugs, taking drugs, getting the money for drugs, and looking for drugs. Drugs end up controlling their lives. By deciding not to use drugs, you are acting to take control of your life.

Finding Help

If a friend you know is having problems and is considering abusing drugs to relieve the pain, you can be of help just by being there to listen and by affirming your personal decision that drugs are not a good way to deal with problems. In some cases, this may be all that is needed; a caring and strong presence can go a long way as can an informed discussion about what a particular drug can do to the mind and body.



There may be other situations, though, that require specific and professional help that you are not prepared to give.

When you realize that someone you know may have a drug problem, there are some choices of action you need to make. Here are some of your choices:

- Convince the person to seek help. Be prepared with the names of people and agencies that can provide help.
- Tell a responsible adult, such as an instructor or counselor, that you are concerned about the person. You may be reluctant to do this because it feels like telling on someone. However, especially in cases where you know the person is using life threatening drugs or participating in dangerous situations, you are really doing this person a favor. Your action may save a life.
- If you know of someone selling drugs, report the person to an appropriate authority. People who sell drugs have passed the point of having a personal problem. Drug dealers are hurting others.

Find out what types of help are available at your school and in your community for people with problems. Know the proper procedure for reporting drug-related incidents, and above all, show the cadets whom you lead that you care about their well-being and are willing to help. Your example and your support can have a positive impact on those around you.

Treating Drug Abuse and Addiction

Before drug abusers can be helped, they need to recognize their problem. Unfortunately, this may be difficult for them. Many abusers deny their behavior; others deny the problems that led them to drug abuse.

After drug abusers recognize their problem, many options are available to them. Options for drug abusers include programs in which people withdraw from the drug under medical care and treatment centers in which abusers learn to live drug free lives. Programs to help abusers and their families are available. Understanding the underlying cause for the drug abuse and involving family members can restore and reinforce the family's stability.

Many organizations counsel people about drug problems. Community hospitals have clinics or programs that provide low-cost or volunteer counseling for teenagers and adults. Local schools and governments also schedule parent meetings, peer group counseling, and drug-free programs. One of the most important aspects of dealing with drug problems

Detoxification Programs

One type of drug abuse treatment is a **detoxification program**. A detoxification program involves gradual but complete withdrawal from the abused drug. People who enter detoxification programs usually receive medical treatment and supervision in a hospital. Drug abusers may stop taking the drug all at once, or physicians may reduce the drug dosage slowly to avoid painful withdrawal symptoms. Detoxification programs always include counseling to help program participants deal with their abuse and to cope constructively with the problems that led to it and were caused by it.



Therapeutic Communities

Another type of drug abuse treatment is **therapeutic communities**. A therapeutic community is a residential treatment center where drug abusers live and learn to adjust to drug-free lives. Members of therapeutic communities lend support and friendship to each other. Often drug abusers are required to undergo detoxification before becoming a part of the community. Therapeutic communities provide medical advice and counseling to help abusers develop a sense of personal and social worth. The staff of

therapeutic communities usually consists of health-care professionals and former drug abusers.

Methadone Maintenance Programs

A third type of drug abuse treatment, called methadone maintenance, helps heroin abusers. **Methadone** is a drug that produces many effects similar to heroin but does not produce the same high that causes heroin addicts to crave the drug. This type of treatment involves substituting methadone for heroin. Small, regular doses of methadone prevent withdrawal symptoms. Methadone treatment is intended to eliminate the desire for heroin.

Methadone can cause dependency. Therefore, a trained professional must carefully monitor treatment and slowly lower the dosage. Long-term methadone use causes side effects such as liver damage. Methadone is not a cure for heroin addiction, but it can be a first step.

Drug Abuse Prevention

There are many ways in which you can become involved in drug abuse prevention. You might be able to volunteer at drug treatment and rehabilitation centers. Look in the phone book under drug abuse for information and prevention programs. You may be able to find several local sources for preventive information. There are also toll-free numbers that provide information on drug abuse and prevention.

Many major hospitals have chemical dependency hospitals affiliated with them. These hospitals may offer professional treatment for alcoholism and drug dependency. Some may offer services such as seminars on drug recovery, depression, or anxiety and other individualized programs.

Help and/or information is available from many private and public agencies, facilities, and people. Drug treatment centers and clinics specialize in treating people with drug problems. Hospitals treat on an in- or outpatient basis. Mental health centers can treat people with drug problems by dealing with underlying problems. Public health agencies and social service agencies can give practical advice, make referrals, and so on. Halfway houses provide residential treatment for those with drug problems.

If you need help with a cocaine problem, call 1-800-662-HELP or visit the Web site, findtreatment.samhsa.gov. Volunteer to help others with their drug problems and help to promote prevention programs.

The Office for Substance Abuse Prevention (OSAP) promotes and distributes prevention materials throughout the country. OSAP also supports the National Clearinghouse for Alcohol and Drug Information (NCADI) and the Regional Alcohol and Drug Awareness Resource (RADAR) Network. To learn more information on alcohol and other drugs, write or call the NCADI:

National Clearinghouse for Alcohol and Drug Information
Information Services
P.O. Box 2345
Rockville, MD 20847-2345
1-800-729-6686

Alcohol Abuse Prevention

Alcoholics Anonymous (AA) is a worldwide group of men and women who help each other maintain sobriety and who offer to share their recovery experiences freely with others who may have a drinking problem. The AA program consists basically of Twelve Steps designed for personal recovery from alcoholism. The organization functions through almost 73,000 local groups in 114 countries. Several hundred thousand alcoholics have achieved sobriety in AA, but members recognize that their program is not always effective and that some may require professional counseling or treatment.

Look for Alcoholics Anonymous in any telephone directory. In most urban areas, a central AA office can answer your questions or put you in touch with AA members.

If AA is not in your local directory, write the General Service Office:

AA
P.O. Box 459
Grand Central Station
New York, NY 10163
www.alcoholicsanonymous.org.

Al-Anon is a worldwide organization that offers help to families and friends of alcoholics.

Members receive support through a mutual exchange of experiences about how an alcoholic has affected their lives. Alateen is a fellowship of young Al-Anon members, usually teenagers, with someone else's drinking problems affecting their lives. Young people come together to share experiences, strengths, and hopes with each other as they discuss their difficulties. They can also encourage one another to learn effective ways to cope with their problems.

To contact the nearest Al-Anon or Alateen Group, call the local Al-Anon Information Service (Intergroup) in metropolitan areas or write to Al-Anon Family Group Headquarters:

Al-Anon

1600 Corporate Landing Pkwy

Virginia Beach, VA 23454-5617

1-888-425-2666

www.al-anon.org.

There are many other places that people can get help for problems caused by alcohol.

They can talk with family, friends, a school counselor, or a doctor. Look in the yellow pages under alcohol or alcoholism. Use referral services and get information provided by the local affiliate of the American Council on Alcoholism (1-800-527-5344 or www.aca-usa.org). Remember, it is important to seek help and support for people with drinking problems.

At least 22 states have established formal programs for citizen-reporting of drunk drivers. Oregon has a toll-free hotline and a governor who, at one time, displayed a red star on his car for every drunk driver he reported. During 1982 and 1983—the first two years of Oregon’s reporting program—tragic fatalities were the lowest in 20 years. Most will agree that everybody has to work together. The government cannot do it alone. In Nebraska, fatalities dropped 26 percent in the first year of its drunk driver-reporting program.

Call your police department to see if such a program exists in your area. If not, push for one. There are many other organizations working to get drunks off the roads. For specific information on how you can help, send a stamped, self-addressed envelope to Mothers Against Drunk Drivers (MADD):

MADD National Office

511 E. John Carpenter Frwy., Suite 700

Irving, TX 75062–8187

1-800-438-6233

www.madd.org.

“Know When to Say When,” which has been in effect since 1983, is a nationwide consumer education campaign developed by Anheuser-Busch that encourages consumers to be responsible when they drink. It aims at normally responsible, law abiding citizens who only need reminders of their legal and moral obligations to themselves and others. The purpose of the campaign is to help create a climate that strongly discourages situational abuse. The campaign involves a series of television

commercials, a movie, billboards, and newspaper advertisements that remind consumers not to overindulge.

“The Buddy System” is an education campaign aimed at college students and other young adults. It includes a short movie, brochures explaining the program, and posters. The program makes a strong point that friends should be responsible for each other and should help one another avoid drunk driving situations.

Other programs developed to avoid drunk driving situations include free or reduced-price taxi rides home to customers who are unable to drive safely, and designated driver programs. A group designates one person to refrain from drinking so that a safe ride home is available to the other members of the group.

Students Against Driving Drunk (SADD) is a student-run program that works to counteract peer pressure to drink and drive. The founder of SADD, Bob Anastas, suggests that teenagers call their parents if they or their driving friends have been drinking. Anastas has found that such an agreement between parents and teenagers works. Since the founding of SADD in 1981, more than three million students in 6500 high schools in all 50 states have become involved in SADD chapters. The efforts of groups like SADD are beginning to have an impact.

In 1980, traffic accidents accounted for killing 12,214 Americans ages 16 to 21; in 1983, 9054. In 1980, 49% of drivers ages 16 to 21 killed in traffic accidents were legally intoxicated; in 1983, 47%. For information about the parent-teenager agreement, or about starting a SADD chapter at your school, send a stamped, self addressed envelope to SADD:

Students Against Driving Drunk
P.O. Box 800
Marlborough, MS 01752
1-877-723-3462
www.sadd.org.

Each year in the United States, drinking and driving results in costs totaling more than a billion dollars for property damage, insurance, and medical expenses. Drinking and driving accounts for over 500,000 people being injured and more than one million people arrested.

Tobacco Abuse Prevention and Treatment

The very best way to quit smoking is to never start. And although cigarette smokers can drive and function while using tobacco, the facts are that tobacco is still considered an addictive substance and a drug.

To quit smoking is one of the best things that a smoker can do for themselves and the people around them. The benefits include the following:

- You will live longer and better
- Quitting will lower your chance of having a heart attack, stroke, or cancer
- If you are pregnant, quitting smoking will improve your chances of having a healthy baby
- The people you live with, especially young children, will be healthier
- You will have extra money to spend on things other than cigarettes

There are several methods for quitting smoking, ranging from nicotine patches and gum to just quitting “cold turkey.” If you know someone who is serious about quitting, you might suggest that they talk with their family physician about which method seems to be most effective, and follow the doctor’s recommendations. Remember, the earlier you quit, the easier it will be.

Contact the following organizations for more information on smoking and how to quit.

American Heart Association

7272 Greenville Avenue

Dallas, TX 75231

(800) AHA-USA1 (241-8721)

American Cancer Society

1599 Clifton Road NE

Atlanta, GA 30329

(404) 320-3333

American Lung Association

1740 Broadway, 14th Floor

New York, NY 10019

(212) 315-8700

National Cancer Institute

Bethesda, MD 20892

(800) 4-CANCER (422-6237)

Conclusion

Now that you have finished this lesson, you should have a better understanding of drugs, their effects, their dangers, and the correct role they should play in a person's life. You have also learned the importance of remaining drug-free and ways to avoid the pressures to abuse drugs. Use your knowledge to make your life and the lives of those around you better. You do have the power to control much of the way your life turns out. Set an example; your actions do make a difference in the world.

Become involved as an individual. Talk to your friends and neighbors about drugs. Ask them to join you in your community's attack on drugs. Reach out a helping hand to your community; join the fight against drugs and become a part of the solution. If you feel you need help to be sober and drug-free, try to be brave enough to call the telephone numbers provided in this chapter. If you know someone who needs help, be a true friend and pass these phone numbers along. Your assistance could save a life.

Lesson Check-up



you try to help them?

1. What signs might you look for if you suspected a friend might be abusing drugs?
2. If you were being pressured to use friends by some friends, how might you get out of the situation, and/or say "no."
3. What are the five stages of drug abuse?
4. If you suspect a friend is using drugs, how might



Courtesy of Army JROTC

U3C1L1

Self-Awareness

Key Words:

Assessment

Associate

Cluster

Differentiate

Introspection

What You Will Learn to Do

Determine your behavioral preferences

Linked Core Abilities

- Build your capacity for life-long learning
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

- Explain the four clusters of behavior in the Winning Colors® framework
- Illustrate your behavioral preferences using the four Winning Colors®
- Identify strengths for each behavior cluster
- Express appreciation for your own uniqueness

Introduction

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

Natural Tendencies

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

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

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

Learning to Grow

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

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

The Process of Self-Discovery

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

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

1. Introspection

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

- Do you feel happier when working in a group, or alone?
- Do you feel satisfaction when you accomplish a difficult task?
- Is it easy or difficult for you to tell others what to do?

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

2. Observation

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

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

Situation — What is going on?

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

Specific Behavior — What happened?

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

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

Impact — What is the result?

The impact also needs to be described in concrete terms when making an observation. Some results that could be observed include:

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

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

3. Giving and Receiving Feedback

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

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

4. Assessment Tools

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

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

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

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

Winning Colors®

Like other assessment tools, Winning Colors® groups human behavior into categories. Categories help us to understand complex information, by associating related data. To **associate** means to group things together when they have common characteristics. To

differentiate means to make a distinction or state a difference between things so we can tell them apart.



Courtesy of Winning Colors®

Purpose and Process

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

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

Behavior Clusters

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

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

Builder Behaviors (brown, decide)

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

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



Courtesy of Army JROTC

Planner Behaviors (green, think)

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

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



Courtesy of Army JROTC

Adventurer Behaviors (red, act)



Courtesy of Army JROTC

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

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

Relater Behaviors (blue, feel)

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

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



Courtesy of Army JROTC

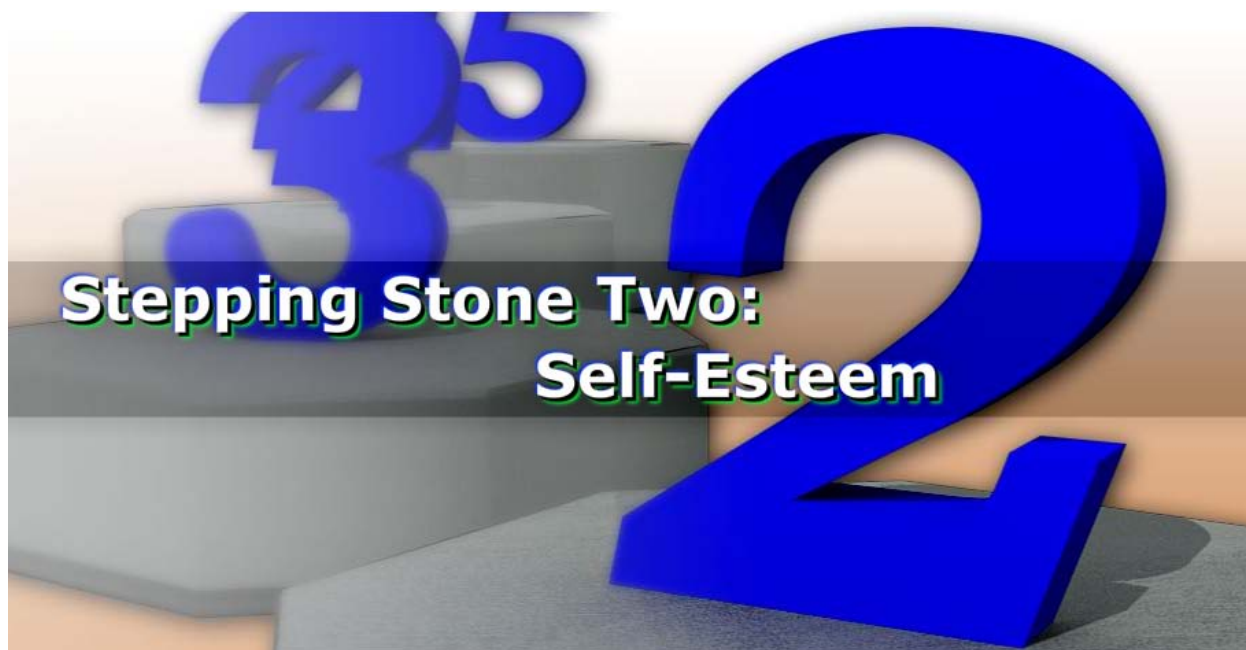
Balance is Key to Your Success

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

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

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

Quarterbacks of Life Stepping Stone Two: Self-Esteem



Courtesy of Army JROTC

The Quarterbacks of Life program says that your self-esteem represents the degree to which you value yourself, personally and emotionally. These feelings evolve from a self-evaluative process in which you compare your daily view of self with your ideal self, the self you want to be. People with healthy self-esteem have created realistic, fact-supported views of themselves. They strive for self-improvement and forward movement in developing their best self, one that is challenging, yet is within reach.

There are four (4) determinants that impact self-esteem and success. They are

- Connections
- Resources
- Power
- Models

1. Connections

Self-esteem and success increase when you are able to connect with what you want or need (goals). When you fail to connect with what you desire or experience broken connections, self-esteem and success go down. Check how well you connect with your dream and ask yourself the following questions:

- What connections have you made in which you take pride?
- What connections have you failed to complete?
- What connections have you made that were severed or broken?

2. Resources

Self-esteem and success increase when you are proud of your resources and you know they are appreciated and respected by people whom you respect as well. Self-esteem and success go down when you don't know what resources you have or you devalue your resources believing they are of little value to you or others. Ask yourself the following questions about resources:

- What resources do you have in which you take pride; ones that are also valued and respected by others?
- What steps can you take to connect with your resources?

3. Power

Your ability to generate power occurs when you use your resources to connect with your goals (needs & wants). Self-esteem and success go up when you feel powerful in developing the life of your dreams. Self-esteem and success go down when you feel powerless in making good things happen in your life. Consider the following questions and points to assist you in how to use resources and generate more power over making things happen.

- Brainstorm ways in which you have used your resources to achieve personal power in connecting with your goals.
- Describe those feelings.
- When have you felt powerless in achieving a desired connection? Describe those feelings.

4. Models

When you are not sure how to do something, models provide you with a road map to follow in meeting your challenge. Self-esteem and success go up when you know what to do and how to do it (effective models). Self-esteem and success go down when you do not know what to do or how to do it. There are times when you will get into difficulty because the models you are using do not work.

- Which of the following models have you used to connect with your goals: maps, pictures and directions that show how to assemble something, rules of etiquette, sayings, health practices, etc?
- Explain how these models, and others, have helped you to connect with your goals.

Conclusion

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

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



Lesson Check-up

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



Courtesy of Army JROTC

U3C1L2

Appreciating Diversity through Winning Colors®

Key Words:

Comfort Zone

Natural

Preference

What You Will Learn to Do

Apply an appreciation of diversity to interpersonal situations

Linked Core Abilities

- Communicate using verbal, non-verbal, visual and written techniques
- Treat yourself and others with respect

Skills and Knowledge You Will Gain Along the Way

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

Introduction

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

We're All Different

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

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

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

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

Seek First to Understand

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

Awareness-enhancing Behaviors

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

Introspection

Introspection is self-examination, or the process of looking at ourselves to make sure that we first understand where we are, how we act, and what someone might expect of



Courtesy of Army JROTC

us. It is a self-analysis that determines why we behave or act the way we do, and helps us understand what reaction might be expected in different situations. Introspection is an opportunity to look inward instead of always looking outward to other people and their behavior.

Observation

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

Feedback

Feedback involves providing constructive information to someone you have observed from the standpoint of learning more about their behavior. Feedback is done to improve communication. Effective feedback is a process whereby someone can learn how well their verbal and nonverbal behavior is matching their intentions. It can provide information to a person that may be used to continue or change a behavior – the way a person acts. It involves a person giving information and a person receiving the information.

The Experience, Identify, Analyze, Generalize (EIAG) Process

The EIAG model is a reflection process used after each experience or action, to help you understand what happened and why. It is a process to assist you in understanding other people and their behavior. After you have experienced an event or observed another person's behavior, you identify or describe what happened. You can ask yourself the following questions:

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

Experience

Identify

Analyze

Generalize

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

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

Courtesy of Army JROTC

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

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

Effective Communication

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

Winning Colors® Power Words

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

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

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

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

PLANNER Power Words

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



BUILDER Power Words

- Always leading people
- Power
- Results
- Responsible
- Duty
- Tradition
- Money
- Be prepared
- I give directions
- Do it my way



- I like to get things done now

ADVENTURER Power Words

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



RELATOR Power Words

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



Conclusion

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

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

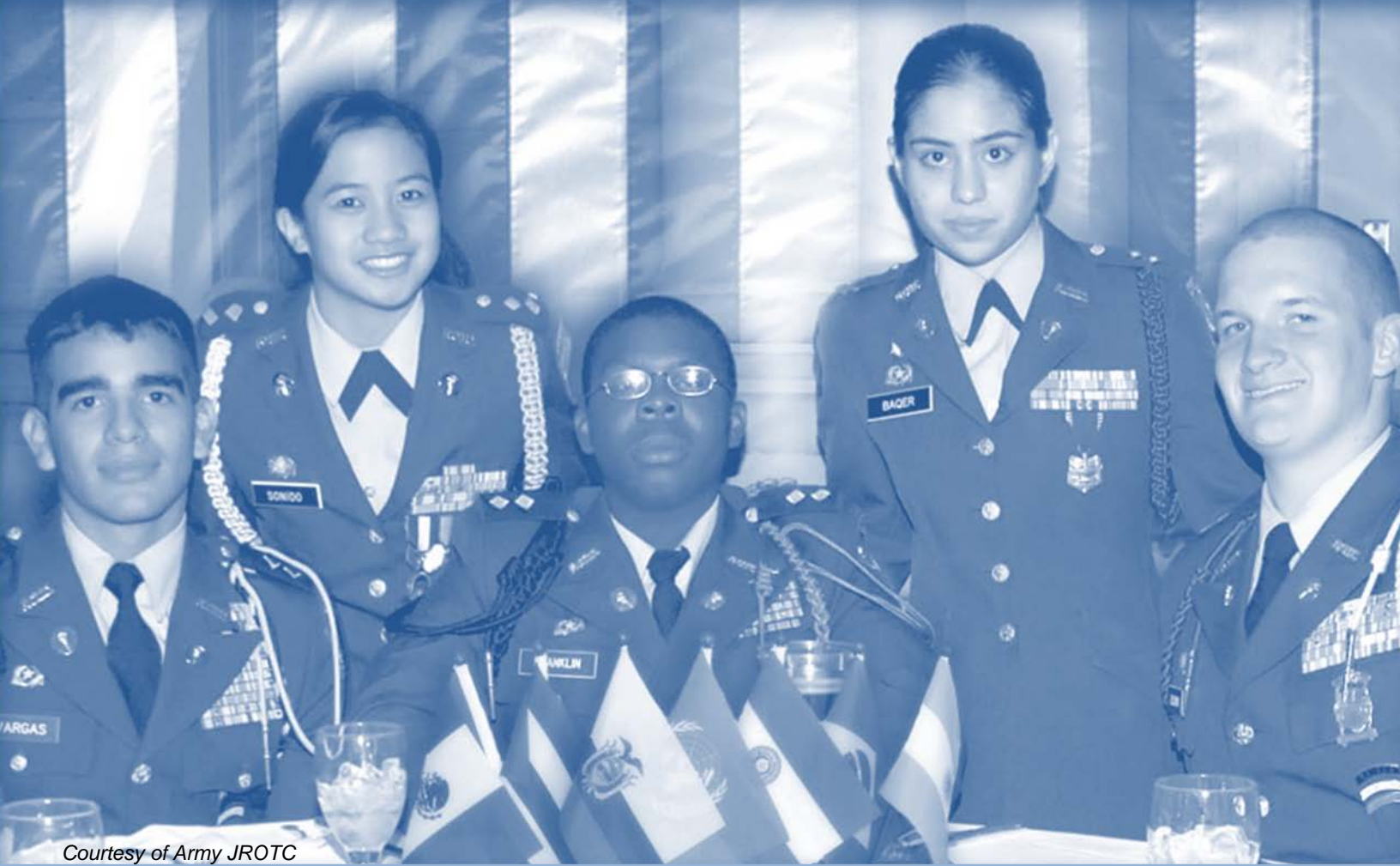
Evaluate whether you need to use words for PLANNERS (green), BUILDERS (brown), RELATORS (blue) or ADVENTURERS (red), and in doing so, enhance your communication with those individuals.

In the next lesson you'll learn about the personal growth planner. It will help you understand why you need goals in your life, and why those goals should be clearly defined so you know how to achieve them!

Lesson Check-up



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



Courtesy of Army JROTC

U2C4L1

Celebrating Differences – Cultural and Individual Diversity

Key Words:

Culture

Discrimination

Ethnic

Impartial

Inclusionary

Minority

Synergy

Stereotype

What You Will Learn to Do

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

Linked Core Abilities

- Take responsibility for your actions and choices
- Do your share as a good citizen in your school, community, country, and the world

Skills and Knowledge You Will Gain Along the Way

- Define how people display prejudice toward others
- Identify reasons for discrimination and stereotyping
- Describe ways a leader can guide diverse groups to work together as a team

Introduction

Captain Kirk, Lieutenant Uhura, Lieutenant Sulu, Ensign Chekhov, Mr. Spock, Worf, Data, and Geordi La Forge—what a cast of characters! The *Star Trek* crewmembers were international, interplanetary, half-human/half-vulcan, and blind (with a sight visor)! Yes, *Star Trek* and *Star Trek: The Next Generation* raised some issues about diversity. Yet, no matter the interplanetary problem they faced, they succeeded thanks to incredible group synergy!

Synergy is when you and your team members cooperate together and create better results than working alone. Each individual is unique and must be valued for that uniqueness, just like Captain Kirk valued Mr. Spock. Real synergy involves celebrating differences, teamwork, and open-mindedness, while finding new and better ways of doing things.

On July 26, 1948, President Harry S. Truman signed Executive Order 9981. This order called for the integration of the armed forces and an end to **discrimination** against soldiers because of race, color, or creed. Although the Army completed its desegregation in the 1950s, the assignment of whites and members of **minority** groups to the same units did not ensure total equality, racial harmony, or a fully integrated Army. The Army, similar to society at large, began to address the questions and challenges of the race issue seriously in the 1960s. Today, every Army element is expected to have an active race relations and equal opportunity program. Laws and regulations provide guidelines to ensure the execution of these programs.

Employees of private organizations as well as members of the military come from all walks of life, different geographical areas, and numerous racial and **ethnic** backgrounds. They bring with them their own challenges and prejudices. The leader's challenge is to direct members of these diverse groups in a way that will cause them to work together as a team. It is not an easy task, but it is one that can be accomplished through informed, fair, and **impartial** leadership and educational awareness.



Courtesy of Army JROTC



Courtesy of Army JROTC

Values and Attitudes

Values and attitudes are important to the daily functioning of our lives. They help form the basis of how you see yourself and those around you as individuals, how you see others, and how you interpret the world in general. As a leader, you will often be involved with individuals who have different values and attitudes from your own. Perhaps you have already experienced many of these differences? Some may be due to religious or cultural backgrounds, while others may have stemmed from racial or ethnic differences.

In your role as a leader, you will also be a counselor and helper. To communicate well with others, it is necessary for you to understand the dynamics involved with the value and attitude differences within each human being. Those differences in values and attitudes can come between people.

Values

Values impact the daily interaction between individuals. That's why a clear understanding of one's own value system helps in understanding others' values.

There are cultural differences and similarities in assigning levels of importance to values. In a study that evaluated the levels of importance in five cultures, of 29 values, none of them were shared by all five cultures as primary values (values that are most important to an individual and worth dying for, such as one's country, patriotism, freedom, religion, etc.) or secondary values (values that are important but not worth dying for, such as money). Other values evaluated by the study, included respect for youth, human dignity, hierarchy, authoritarianism, education, and frankness.

Attitudes

As a member of society, you are involved daily with attitudes and behavior. So, you must understand how one affects the other. As you can see below, there is a continuous chain relationship between the two:

- My attitudes affect my behavior
- My behavior affects your attitudes
- Your attitudes affect your behavior
- Your behavior affects my attitudes



Courtesy of Army JROTC

Attitudes can have positive or negative implications. Although they help make sense out of life experiences, individuals cannot change their attitudes easily. Furthermore, you may not always be aware of the extensive influences your attitudes have on other people, jobs, and situations, or how they can affect a person's learning, personality, prejudices, and productivity.

Self-image/Self-concept

As a leader, you deal constantly with people. It makes your job simpler if you really know who you are and how you relate to others. You also need to know how others perceive you!

What is your self-concept? That is, how do you see yourself and your situation? Did you know the single most important factor impacting communication between people, is their self-concept? Although situations may change from moment-to-moment or place-to-place, people's beliefs about themselves affect their communicative behavior. People hold thousands of concepts/perceptions of themselves, including who they are, what they stand for, where they live, what they do and do not do, what they value, and what they believe.

Self-concept, then, is how you view yourself. It's a picture as seen through your own thoughts, development, perceptions, and feelings.

Self-concept includes:

- Development
The way you feel about yourself, which is directly related to your upbringing. It includes values and attitudes
- Perception
Interpretation and amount of "emotional charge" attributed to past events and present situations
- Feelings
The positive or negative, indifference or intensity, of emotions

Unfortunately, you cannot buy self-concept/personality attributes from a store. Your personality is a combination of heredity and life experiences. To gain a better understanding of self-concept, where it comes from, and how it develops, look at the main ingredients—heritage and needs fulfillment/emotional development.

Heritage

As soon as you came into this world, society classified you in terms of the following:

- Gender, such as male, female
- Race, such as White, Black, Hispanic, Asian
- Nationality, such as American, German, Irish, Swedish
- Religion, such as Catholic, Jewish, Muslim
- Family status, such as lower, middle, upper class
- Legal status, such as legitimate, illegitimate
- Environment, such as from country, suburbs, inner city
- Physical status, such as a cute or ugly
- Parentage, such as married, single, divorced

Needs Fulfillment/Emotional Development

Your personal, psychological, emotional, and physical needs define your self-concept.

As you grow older, you define your own needs (what is important to you). How you feel about yourself has a direct relationship on others around you.

Remember, the way you view yourself impacts how you view others, and how they view you! Some differences exist because each person places different importance on different needs. Generally people want to be better people. But, no one else can make you change for the better, but you! Only you can fight to remove inappropriate or incorrect perceptions, prejudices, and discriminatory attitudes and behavior.

Prejudice and Discrimination

You live in America—the most democratic (and free) country in the world! Why, then, is there still prejudice and discrimination in this land of opportunity?

You might ask yourself, "Am I prejudiced?" It has often been said that everyone is prejudiced to a certain degree. Everyone operates on pre-judgments and makes discriminating distinctions every day. For example, if you had good luck with one type of car, you can be expected to be prejudiced in favor of that model. Or when voting, many people discriminate between Republican, Democrat, or another party's candidates.

These examples illustrate the frequency in everyday life that people make decisions based on their prejudices or discriminatory practices. But, it is the negative forms of prejudice and discrimination that have adverse impacts on leadership and unit cohesion.

Prejudice

Prejudice is defined as a feeling — favorable or unfavorable — toward a person, object, or group that may or may not be based on actual experience(s). It is generally agreed that a racial prejudice is a negative attitude toward a racial or ethnic group that is maintained through **stereotypes**.

In looking at the norms, values, beliefs and attitudes developed through socialization, you may have said to yourself that each of those concepts may impact positively or negatively on how you view the world around you. Indeed, these concepts are the sources of bias or prejudice that unquestionably can distort how you make sense of reality.

If you agree with the idea that norms, values, beliefs, and attitudes do exist within each of us (and that they do influence our ability to perceive, and that influence can also be called prejudice), it would seem then that all humans are capable of being prejudiced.

Culture

Another factor that is closely related, if not interwoven, with the norms, values, beliefs, and attitudes is one's culture. A **culture** is the total of the learned behaviors of a group of people that are a tradition of that people, and are transmitted from generation to generation. These learned behaviors include language and nonverbal norms, including body language and facial expressions, and color consciousness.

Color

Many people confuse color with culture. You can share aspects of a culture, but not color. Color is genetic; culture is learned. In many cultures, skin color differences take on a measure of importance, status, or value. The color of one's skin in certain cultures may dictate how that individual is treated within that culture. Color has a tremendous impact on perceptions in the United States because many Americans respond to color by making assumptions and treating people based on skin color.

Not convinced? Then ask yourself this question: Do you behave differently around people who are of a different color? You may not want to behave differently, but you may recognize that you do from time to time. It largely depends on the environment you are in. If you are in control, or think you are, your behavior is pretty constant. After you become the minority, so to speak, you may become suspicious or feel threatened. A feeling of distrust may set in, and your behavior may change.

Explanations for prejudice, include:

- A dominant group avoids the feelings of sympathy for "dominated people" through over-exaggerations of negative qualities. A dominant group is the one in control of the major positions in a society, and sets the standards for that society.
- The belief that one's own family and society are unique and correct. You might feel that your group is the natural one and judge others based on this standard.
- Prejudice is a natural outgrowth of the "we-they" contrast. After an opponent is present, prejudice can be expected. Loosely scattered members of a group then come together to face a common opponent.
- The transfer of internal personal problems to external objects. People who have a distorted need to feel superior to others use scapegoats in this way.
- A particularly negative experience with a member of a particular racial or ethnic group in the past, might bring up memories that can cloud your judgment in the present. You may also tend to judge the whole society by your own experiences. If you have not been a victim of prejudice, you may not see it in others.
- The "earned reputation" approach means that members of society shift the justification for prejudice to a target group — "if only they would mend their ways, prejudice would go away."

Unfortunately, people with negative attitudes generally tend to express themselves with action, and they act out their prejudices in various ways. The most common ways are:

- Openly talking about their prejudices with like-minded friends and expressing their dislikes freely.
- Avoiding members of the disliked group, even at the cost of considerable inconvenience.
- Actively making detrimental distinctions about a group, to the extent of excluding all members of that group from certain types of employment, educational opportunities, politics, and so on.
- Committing acts of violence, especially when under conditions of heightened emotions.

Now that you have explored prejudice and learned explanations for its existence, turn your attention to discrimination.

Discrimination

Discrimination is defined as the actions or practices carried out by members of dominant groups, or their representatives, that have a differential and harmful impact on members of subordinate groups. The actions may be open or hidden, direct or indirect,

intentional or unintentional. The actors in these events may be individuals, groups, or organizations.



Courtesy of Army JROTC

It is crucial to understand the direct link between discrimination and power. Without power, discrimination is passive and ineffective. With power, discrimination maintains the dominance of one group over another. The term “power” in this context means the expenditure of energy to get things done. The groups in power are those that can effectively discriminate: they can pass laws, make rules, and decide who belongs in and who remains on the outside.

Discrimination Causes

There are many things that commonly spark discrimination, including:

- **Group Size**
Dominant groups often fear subordinate groups because of their size. For example, a racial group that continues to increase in size, might cause a dominant group to discriminate against them and try to increase “control” over them.
- **Social Distance**
Dominant groups maintain distance between subordinate groups by limiting access and intimacy. For example, in order to join a golf club, members must earn at least \$250,000 per year.
- **Competition**
A dominant group will limit competition with a subordinate group. This can include eliminating a subordinate group from competing in an athletic competition or gaining access to critical economic resources.

- **Status Consciousness**

Minority groups occupy a generally low status in American society. For example, status-conscious whites avoid lower-status people due to their prejudicial perceptions.

Stereotyping

Stereotyping is related to just about all of the factors discussed above. A stereotype, whether favorable or unfavorable, is an exaggerated belief associated with a category.

Its function is to justify (or rationalize) our conduct in relation to that category. People naturally seek to understand or make sense of their environment. Because you cannot possibly analyze or respond to all of the information that you receive, you may tend to narrow your focus on subsets of that information. You will usually select the subset that you believe to be most important. People then categorize (stereotype) this information to serve a useful function, depending on their group (religious, racial, ethnic, cultural, and so on) affiliation.



Courtesy of Army JROTC

Stereotyping and Categorization

The problem with stereotyping and categorizing groups, is that the idea you hold of a specific group cannot possibly apply fairly to all members of the group.

- Categorization simplifies your environment. It allows you to generate expectations about, and guides your behavior toward, a person or an object based on those expectations.
- When you categorize a person as a member of a group, you may assume that he or she has a variety of characteristics that you believe members of that category have. You then look at persons as a group based on a variety of factors (such as age, religion, gender, race,) and whether they are part of the in-group (most like you) or

the out-group (most different from you). The people that you tend to categorize (stereotype) most are the out-group.

- Stereotypes are fixed, rigid ideas associated with a category. They are not identical with the category, but are overgeneralizations or oversimplifications about a category. Because stereotypes can be either favorable or unfavorable, they can lead to love-prejudice or hate-prejudice relationships.
- Stereotypes allow you to justify, or rationalize, behavior to categorically accept or reject a group, and to selectively maintain your perception and thinking about a group.
- There may be examples of behavior by members of a group that support the belief offered in an expressed stereotype of a given group. For example, one can find a few people in groups who are dishonest, but those examples do not warrant that all within the group are dishonest.

Sources of Stereotypes

Stereotyping sources develop, support and sustain stereotypes. In fact, there is very little chance of anyone not being exposed to at least one of the following sources of stereotypes:

- Hearing and/or telling ethnic, racist, or sexist jokes.
- Reading the literature of a culture or society, whether fact or fiction, has a powerful influence on our thinking and behaving processes.
- News coverage by the media, movies and television all carry powerful messages that create and support stereotyping.
- A male-oriented society creates and sustains stereotypes. Even the pronouns you use when you speak sometimes have profound effects.

Racial Tension

Racial tension within an organization is often the result of poor leadership. The major reasons for racial tension include:

- Insensitive leadership. Leaders must realize the effect their actions and comments have on subordinates' attitudes, behaviors, and perceptions
- Racial prejudice and discrimination
- Unfair administration of rewards and punishment, promotions, and duties
- Limited recognition and awareness of minorities

So far, you have investigated factors that impact perceptions and attitudes, and their relation to prejudicial and discriminatory behavior. As a result, you now know that when you judge a person's worth based on a perception or an attitude, your effectiveness as a leader diminishes. Your communication will falter and trust will not be nourished to its fullest potential within an organization.

Creating Change to Eliminate Prejudices

So, now that you have some awareness about factors and causes that negatively impact race relations and equal opportunity, what can you do about it? How can you remove or change some of your negative attitudes, behaviors, perceptions, or stereotypes? This section offers some strategies for change, but they will require some work and risk on your part.

Leaders Can Create Change

As a leader, you need to be aware of discrimination and prejudices before they impact minority groups, and more important, people's feelings within those groups. By taking these strategies to heart – and working to change – you can effectively develop unit cohesion, trust and mission accomplishment. If you don't work to change your prejudices, you will not accomplish unit success.

Strategies to Change Prejudices

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

Lessening Prejudice, Adverse Perceptions and Stereotyping

If members of society could accomplish the following conditions, the causes and effects of prejudice will be lessened:

- Make contacts with people on an equal status and under a spirit of cooperation.
- Share goals.
- Have people work on common problems.
- Create appropriate educational activities .
- Sanction contacts by law.
- Accept differences. Disagreement is okay, but rather than using statements such as "you are wrong" or "that's your opinion," do not deny others their experiences.

- Be willing to explore others' experiences as you explore your own thoughts feelings, and experiences that brought you to your conclusion.
- Listen actively. Listen for understanding instead of agreement. Paraphrase back to the speaker the message you received. Listen with the same intensity to everyone.
- Provide feedback. Be behavior specific. Let others know what impact they have on you. Learn to separate intent and effect. Avoid using labels.
- Share behaviors/feelings. Honestly share with the group where you stand on subjects, and be willing to explore how you got there.
- Encourage feedback. Do not defend or rationalize your behavior; accept what others have to say. This is where active listening is imperative. Remember, agreement is not necessary.
- Use inclusionary language. Use terms such as "we" and "us;" do not use "they," "he," or "she." Plus, avoid using "isms."
- Avoid stereotypes. Learn to distinguish between characteristics based on factual evidence and characteristics based on overgeneralizations.

Recognize that thinking in terms of categories is a normal human function, and be aware when you are doing it. Recognize also that people consciously and unconsciously hold stereotypes as a result of their social conditioning. Because people distinguish by recognizing their existence and gathering factual information about different individuals, learn to look at people as individuals — not groups. Interacting with people who are different than you can help you see people as they really are.

Creating Change from a Personal Level

Dialogue

There are three ways you personally can create change. The most readily available tactic for change is dialogue. This tactic is particularly effective to change people who are on the fence, who need support for new thought, or who are seriously trying to make sense out of their deepest commitments. It is less effective for those whose minds are strongly made up in an opposite direction. Dialogue includes various methods for effectively presenting information, including conversation, debates, and panel discussions.

Confrontation

Another stronger tactic is confrontation. This involves using the skills of effective feedback and active listening in a non-threatening way. For example, consider the following response to a statement you made to a group of people.

“When you made that statement, I perceived it as being racist and it made me feel uncomfortable because I sense a feeling of superiority on your part.”

At this point, re-negotiation is in order. Confrontation involves no longer being silent. The silent majority of Americans — those who have never committed themselves either to overt racism or to active involvement in the cause of civil rights — will now have to stand up and be counted.

Education

The final tactic is education, from which comes understanding. Educate other people. Do not close your ears when you hear bigoted remarks. Racism becomes more respectable when it goes unchallenged. Most people are simply ignorant of the facts.

The education necessary to change existing perceptions will never work if it consists mainly of the same people lecturing to others. It must involve active participation by all types of people at all levels. Advice from well-informed members of other groups also helps.

Everyone must work to perform — or at least process information — on three levels at once (if need be). These levels are:

- Understand yourself and how you see the situation around you.
- Understand others because they will not be like you in many cases. Use intercultural communication.
- Understand your environment, where it is coming from, and the direction it is headed.

Conclusion

Although all minorities and other groups are interwoven throughout every fiber of our society, racist, prejudiced, and discriminatory attitudes and behaviors still exist. Unless you have a firm grip on some of the "whys" behind these challenges, you may be prone to repeat them. Society has a choice. It can die clinging to its bigotry, or it can breathe freely in an atmosphere free of racism, prejudice, and discrimination. The choice really is one of survival, and every one of us has a responsibility to ourselves — and to our children — to keep this society alive by changing it.



discrimination.

Lesson Check-up

1. How can your self-concept influence the way you see others?
2. What would cause you to behave differently around individuals of another color, culture or religion?
3. Distinguish between stereotype, prejudice and



Courtesy of Army JROTC

U3C5L1

Causes of Conflict

Key Words:

Active listening

Conflict

Effective speaking

Frustration

Harassment

Hostility

Miscommunication

Relationships

Solutions

Territorial

Understanding

What You Will Learn to Do

Determine causes of conflict

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Recognize the impact of conflict on relationships.
- Describe the four basic causes of conflict.
- Analyze five different types of conflicts
- Use "I" statements to facilitate effective communication

Introduction

What does **conflict** mean to you? Is it frightening or exciting? Is it interesting or unpleasant? Do you typically avoid it, or are you more likely to confront it?

It is inevitable that you will encounter many different forms of conflict throughout your lifetime. To make appropriate decisions and gain confidence in resolving conflicts, you must be able to

- Recognize potential conflict situations before they occur
- Recognize the warning signs and the sequences of events that can fuel conflicts
- Predict possible consequences and stay attuned to ways to stop the conflict from occurring (or escalating)

This lesson introduces basic guidelines to managing conflicts. You will learn about the causes of conflict, what you can do to prevent them, as well as the importance of maintaining good communication in these situations.

Conflict and How It Affects Us

Conflict can be defined as any situation where incompatible activities, feelings, or intentions occur together. It is an everyday occurrence at home, at school, on the job, or anywhere there are people with different beliefs, values, and experiences.

If not carefully managed, conflict can escalate to violence and harm your personal **relationships**, creating wounds that will never heal. When conflict is avoided and important issues are left unresolved, it may lead to resentment, creating a tense environment. However, if you take the necessary steps to resolve a conflict, you may find that “clearing the air” reduces tension and brings about an **understanding** that makes the relationship more open and honest in the future.

We most often find ourselves in conflict with those with whom we spend the most time: parents, friends, coworkers, teammates, and so on. You must learn to recognize that your long-term relationship with these people is more important than the result of any short-term conflict. Calmly discussing issues may often bring about a quick resolution or a realization that a problem doesn't actually exist.

Causes of Conflict

There are many ways in which conflicts can begin: misunderstandings, embarrassment, hurt pride, prejudice, and peer pressures are just a few. Most of the factors or situations that lead to conflict can be classified as resulting from:

- Varied perspectives on the situation
- Differing belief systems and values resulting from personal background and accumulated life experiences
- Differing objectives and interests

If you recognize a potential conflict situation early, you may be able to prevent it from escalating into a dangerous fighting situation. By applying conflict management techniques, you will be able to reduce the levels of anger and **frustration**, which will make it easier to resolve the problem.

Types of Conflict and Their Warning Signs

To make good decisions and effectively manage conflict in your life, you must be able to recognize the warning signs of a potential conflict situation. Most types of conflicts belong to one of the five categories presented in the following list:

Relationship. Conflicts that occur because of strong negative emotions, stereotypes, miscommunications, or repetitive negative behaviors; **harassment** is a relationship conflict.

Data. Conflicts that occur because people are misinformed or lack information to make good decisions. If you are late to the drama club meeting because you thought it started at 2 p.m., but it actually began at 1 p.m., then you might find yourself in a data conflict.

Interest. Conflicts that result when one party believes that in order to satisfy his or her needs, the needs of an opponent must be sacrificed. A conflict over what you perceive to be an “unfair situation” would be an interest conflict. For example, if your whole soccer team had to run an extra five miles at practice because John, a teammate of yours, was late for the second time this week, you would have an interest conflict.

Structural. Conflicts that arise out of limited physical resources (including time), authority, geographic constraints, organizational changes, or other external forces. A territorial dispute is a structural kind of conflict. Similarly, if you are scheduled to begin work at your part time job at 3 p.m. on Wednesdays, but band practice is not over until 4 p.m., then you have a structural conflict.



Value. When people attempt to force their own personal beliefs or values on others. For example, if a friend keeps asking you to help him cheat on his chemistry exam, you might have a value conflict on your hands. Another example of a value conflict would be the debate over capital punishment.

Although there are many types of conflict that you may inevitably encounter, we are going to examine three common types of conflict you may find at school, at home, or in your community: sexual harassment, other personal harassments (being picked on), and “unfair” situations. The following is a description of each of these kinds of conflict and some of the warning signs that accompany them.

Sexual Harassment

Four out of every five students say that they are sexually harassed often or occasionally. Sexual harassment is unwelcome behavior of a sexual nature that is both demeaning and wrong. These unwelcome behaviors are sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct of a sexual nature.

Specifically, sexual harassment includes explicit sexual propositions; suggestive comments; sexually oriented kidding, teasing, or practical jokes; offensive or obscene language or gestures; displays of offensive or obscene printed visual material; and physical contact of a sexual nature. The most common form of sexual harassment, although oftentimes used unintentionally or subconsciously, is to address a person as “dear,” “honey,” “sweetheart,” or some other “term of endearment.”

Other Personal Harassments (Being Picked On)

Harassers use verbal, physical, or visual means to annoy or pick on someone, possibly because of their race, ancestry, national origin, religion, age, physical or mental disability, sex, or sexual orientation. Oftentimes, harassers like to pick on people who lack self-confidence by using derogatory remarks, slurs, jokes, cartoons, pictures, or certain gestures that demean, ridicule, or torment the individual.

Unfair Situations

“That’s not fair!” is a cry that can represent every aspect of your life’s development. It involves following rules regardless of whether you like them or not, reaching compromises with others, and respecting the rights of others. When someone makes a decision that may be fair for some, yet unfair for you and others, it is oftentimes hard to accept the answer to the questions, “From whose perspective was that decision made?” or “What criteria was used to make that decision?” Remember, fair does not mean equal.

Risk Factors for Violence

When scientists talk about preventing a disease such as cancer, they focus on eliminating those factors that put people at risk for the disease. The same reasoning has been applied to the study of violence. Violence-prevention experts have identified some specific risk factors for violence. Poverty, exposure to media and family violence, the availability of weapons, drug abuse, and membership in gangs are all important risk factors for violence. As you read about these risk factors, think about the ways each one might increase the likelihood of violence.

Poverty

Statistics show that violence rates are highest in poor urban communities where unemployment rates are high. The term “free-floating anger” is used to describe the frustration and **hostility** that sometimes result when people feel unable to improve their lives. A lack of jobs, money, adequate food, health care, and respect from others all contribute to feelings of hopelessness and anger. When free-floating anger is already high, a minor event may trigger a person to react more violently than normal. It is important to emphasize, however, that most people who are poor do not demonstrate violent behaviors. The anger and frustration of poverty are just two of many risk factors for violence.

Media Violence

From your first cartoon to the latest movie, music video, or video/computer game, you have learned that violence, excitement, and entertainment go together. You can probably recall lines or scenes from action movies that show violence as a reasonable response in many situations. What these scenes do not show, however, are the real results of violence—pain, tragedy, remorse, and more.



Studies suggest that people’s attitudes, especially those of young children, can be shaped by media violence. Because children have had little real-life experience, they may interpret what they see on television quite literally. Children who witness a lot of media violence may grow up with an exaggerated sense of the amount of violence in the world. They also may tend to overreact with violence when confronted with threatening situations in their own lives.

Recently much attention has been focused on the media’s portrayal of violence toward women, especially in some kinds of music and music videos. The audience for these

forms of entertainment is mostly teenagers and young adults. Some people suspect that these media portrayals are partly responsible for the rise in dating violence, rape, and other forms of violence toward women. Do you think this could be true?

Family Violence

Children learn by imitating the behavior of parents and other important people in their lives. It is not surprising, then, that children who grow up in violent homes are more apt to use violence to solve their own problems. Violence may be the only problem-solving strategy that these children know.

How can children learn nonviolent methods for handling anger? The most effective way is to see such methods used by adults in solving their own problems and in disciplining their children. Parents need to discourage their children from fighting by suggesting alternative ways to resolve disagreements, too. Also, parents can impart antiviolence values by discouraging children from playing with certain toys or watching violent movies or television shows and by sharing their own feelings about violence with their children.

Availability of Weapons

Do guns kill people or do people kill people? This difficult question gets to the heart of a controversial issue—the relationship between weapons and violence.

Some people do not believe that the availability of weapons is an important risk factor for violence. They point to countries such as Switzerland, where guns are found in nearly every household. Yet, homicide rates in Switzerland are very low. Other people, however, disagree.



Most people do agree that when weapons are used in fights, fights are more deadly. Yet the majority of people who purchase handguns in this country do so for protection. By having a gun, however, statistics show that these people are actually doubling their chances of being killed in a fight. What results is an unending cycle. High homicide rates lead to an increase in gun purchasing, which, in turn, leads to an increase in homicide rates. This then leads, once again, to more gun purchasing. Such a cycle may be difficult to break.

Drug Abuse

Would it surprise you to learn that 50 percent of all homicide victims have alcohol in their bloodstreams? Would you expect the statistics to be similarly high for assailants if they were known?

Although there is a correlation between violence and alcohol use, the reasons behind it are not entirely clear. Alcohol affects the brain, clouding a person's sense of judgment. A lack of judgment may lead a person to say or do things that he or she ordinarily would not. This behavior may lead to a fight. In other cases, however, alcohol is used more as an excuse or "to get up the nerve" to carry out preplanned acts of violence.



Drugs other than alcohol also are linked to violence. Similar to alcohol, illegal drugs such as crack cocaine can affect a person's judgment and behavior. In addition, people who are addicted to drugs may resort to robbery or other crimes to get money for drugs. Because many drugs are illegal and sold for a large profit, the people who sell drugs often carry weapons. Both of these facts add to the threat of violence.

Membership in Gangs

The term "gang" describes a variety of groups, from criminal organizations to loose bands of rowdy teens. Generally the term gang refers to groups that are organized to control a specific neighborhood or "turf." Such gangs are called **territorial** gangs or "fighting" gangs because they will fight those who intrude on their turf. Most gangs sell drugs, and many have moved into the lucrative suburban and rural drug markets.

Although young people join gangs, about two-thirds of gang members are adults. They recruit poor students from troubled families. Often the recruits know of no other way, except gang membership, to gain a sense of belonging or community. Holding elaborate initiation ceremonies, wearing certain colors and jewelry, and using secret hand signs are some of the ways gang members identify themselves. To join a gang, new members may undergo a beating, or gang leaders may order them to commit a crime, such as robbery, kidnapping, rape, or murder. Quitting a gang can be much more difficult than joining one.

Small, non-territorial gangs can form in any town. These groups may identify with a style of music or dress that sets them apart from their peers. Similar to all gangs, these groups isolate their members from the community.

Strategies for Resolving Conflicts

You have control over how you choose to deal with conflict. In some cases, the best course of action is to walk away or do nothing at all. You may find it best to ignore the conflict if

- The issue or situation is unimportant or trivial to you
- You will probably not see the other person again
- The other person is just trying to provoke a fight
- The timing is wrong and a cooling-off period is needed

Although choosing to walk away from a conflict may be difficult, doing so in these situations will demonstrate a great deal of maturity and self-control.

In other cases, however, it is best to confront the conflict. Avoiding the issue will not resolve it, and unresolved, lingering conflict can lead to resentment, hostility, and may even escalate to violence. In these situations, using a process to manage the conflict and establishing certain ground rules will help you to resolve the issues peacefully. The basic steps in managing conflict are as follows:

- Prepare yourself to deal with the conflict
- Find a mutually agreeable time and place
- Define the conflict
- Communicate an understanding
- Brainstorm to find alternate solutions
- Agree on the most workable solution



Courtesy of Army JROTC

We all experience emotions in reaction to conflict. These emotions can include nervousness, fear, embarrassment, anger, frustration, and anxiety. These are strong feelings that can propel you into inappropriate or destructive behavior. Take time to identify your feelings. If not acknowledged, these emotions will become a barrier to resolving the conflict.

We need to maintain emotional control to communicate in a calm, even tone. Screaming and name-calling will only serve to worsen the situation. Some techniques that people use to remain calm and release tension in stressful situations include: deep breathing, vigorous exercise, counting to 10, pounding or yelling into a pillow, and talking to a friend.



Courtesy of Army JROTC

Choose a place to discuss the conflict that is comfortable and nonthreatening for both of you and where you can be alone. Some people may feel compelled to act in an aggressive way if they have an audience. You should also make sure that you have chosen a time when you are both calm and ready to discuss the issues at hand.



Courtesy of Army JROTC

Two of the most important skills that you need to develop in order to effectively manage conflict are: **effective speaking** (expressing your needs, feelings, and reasons) and **active listening**. Each person involved in the **conflict** must communicate “their perspective or feelings on the situation,” “what they want,” and “why.” Be sure to describe the conflict in clear, concrete terms, focusing on behaviors, feelings, consequences, and desired changes. Be specific and start your sentences with “I,” not “You.”



Courtesy of Army JROTC

“I” messages are statements that tell how you feel. They are the most appropriate way to express your feelings in a calm and respectful manner. By using “I” messages, your communications do not take on a blaming or accusatory tone. “I” messages have three

parts: to state a feeling, to describe a specific behavior, and to state how it affects you. An example of the parts of an “I” message include “I feel” (state feeling) when you (describe specific behavior) because (state how it affects you). For example, “I feel hurt when you tell someone something I told you in secret because I didn’t want anyone else to know.”

In addition to defining the conflict, each party must also feel that they have been heard and understood. This is where active listening comes into play. Request that the other person describe how the situation looks and feels from their perspective. Listen to really understand the other person’s feelings and needs. Try to step back and imagine how you would feel if you were in the other person’s shoes. Make sure that the other person knows that you are trying to understand his or her point of view. You may want to repeat back your understanding of what you have heard, or you could say something similar to, “I know this issue is important to you because ____.” Sometimes, however, you will find that it is necessary to agree to disagree.



Courtesy of Army JROTC

To resolve a conflict, both of you must identify possible **solutions**. When identifying potential solutions to the conflict, it is important to remain positive and be open to compromise. Remember that the conflict is a problem for both of you to solve together, not a battle to be won. You should take turns offering alternative solutions, examining the consequences of each solution. Be creative and focus on solutions rather than pass blame. Do not be judgmental of the other person’s ideas.

To reach an agreement on a solution, you both need to be committed to resolving the conflict. The conflict ends when both parties reach an agreement that meets everyone’s needs and is fair to both of you.

Consider the phrases below to help you remember the steps for effectively managing conflict in your life.



Courtesy of Army JROTC

| | |
|--------------------------------|---|
| I want ... | You both have the conflict. You must work together to solve it constructively and respectfully. |
| I feel ... | You both have feelings. You must express them to resolve the conflict. Keeping anger, frustration, hurt, fear, or sadness inside only makes the conflict more difficult to resolve. |
| My reasons are ... | You both have reasons for wanting what you want and feeling as you do. Ask for each other's reasons and ensure you understand them. Recall that at times you must <u>agree</u> to <u>disagree</u> . |
| My understanding of you is ... | You both have viewpoints. To resolve the conflict constructively, you must see the conflict from both sides. |
| Maybe we should try ... | You both need to come up with wise agreements that make both people happy. |
| Let's choose and shake! | You <u>both</u> must select the agreement that seems fair. You should not agree on a solution that leaves one party happy and the other unhappy. |

Courtesy of Army JROTC

Communication Skills

Although **miscommunication** can lead to conflict, good communication is the key to settling problems peacefully.

Language is extremely powerful. If you have ever heard the phrase, "those are fighting words," you know that there are some words that can escalate a conflict and others that can be used to diffuse one. Some examples of fighting words include, never, always, unless, can't, won't, don't, should, and shouldn't. Likewise, good communication is blocked when either party blames, insults, puts the other down, interrupts, or makes threats or excuses. On the other hand, words that can be used to de-escalate a conflict by include words such as, maybe, perhaps, sometimes, what if, seems like, I feel, I think, and I wonder. Try to use these words when facing a conflict situation.

Nonverbal communication, or body language, also has a tremendous impact on those who observe and interpret it. It can encourage or discourage a fight. When trying to resolve a conflict, be sure to maintain eye contact, and use a tone of voice that is sincere and not intimidating or sarcastic. You should also keep your legs and arms uncrossed, and your fists unclenched.

Successful conflict resolution and negotiation depends on the use of positive communication skills.

Conclusion

Conflict is a natural part of life. It can be positive or negative depending on how you choose to manage it. By recognizing potential conflicts and their warning signs, and using conflict management strategies to help you make appropriate decisions, you will have confidence and be better prepared to deal with conflict in the future.



Lesson Check-up

1. Describe risk factors that contribute to violence. How, in your opinion, can the simple act of watching violent television shows impact a small child to become more violent?
2. What are the steps for dealing with conflict?
3. Suppose there is a conflict between you and a classmate over wanting to sit in the same seat in class. Suppose you have trouble seeing from the back of the class and want to sit in the chair because it is at the front of the class. Suppose the other classmate wants to sit in that chair because it is next to his best friend. What are some “I” statements you could use to help the two of you find a solution?



Courtesy of Army JROTC

U3C5L2

Conflict Resolution Techniques

Key Words:

Apologize

Compromise

Mediation

Negotiation

Resolution

What You Will Learn to Do

Apply conflict resolution techniques

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Apply knowledge of Winning Colors® to conflict situations and resolution
- Evaluate the steps to managing conflicts and personal conflict management skills
- Recognize different hot buttons and the behavior style they indicate
- Respond to conflict situations positively through role-play.
- Evaluate the pros and cons of alternatives to determine potential solutions to conflict

Introduction

The success or failure of any conflict **resolution** depends on the attitudes and behaviors of the people involved in the conflict. This lesson offers some strategies for seeking peaceful solutions to conflicts. The skills covered in this lesson promote positive and nonviolent conflict resolution, and include the following:

- Awareness of others
- Awareness of the distinctions between self and others
- Listening skills
- Compromise
- Ability to express one's own thoughts and feelings
- Ability to respond to the feelings of others

These are skills that you need to develop throughout your life. Although conflict is inevitable, you have control over your own response to the situation, and your actions can either diffuse or escalate the conflict. Remember that reacting defensively or judgmentally can trigger the same response in others.

Winning Colors® and Conflict Resolution



Courtesy of Winning Colors®

Effective communication skills are a key factor in the conflict resolution process. Sometimes to resolve a conflict, you need to go beyond your own comfort zone of preferred behaviors to facilitate good communications with the other party.

Winning Colors® is an assessment tool that is used to classify behaviors into four dominant categories:

PLANNERS. Planners are quiet and introspective. They like to be correct and are very detail oriented. They have excellent listening skills. They are calm, cool, and collected on the outside. They are likely to hide their feelings.

BUILDERS. Builders are natural leaders. They are up-front with people, expressing themselves openly and directly. They like rules, law, order, and direction and do not hesitate to tell others what they should do. Builders are typically punctual, dependable, and loyal.

RELATORS. Relaters are very social. They want to be liked and they love to talk. Relaters share their ideas and feelings readily. They work well in teams and need to be shown appreciation.

ADVENTURERS. Adventurers are action oriented. They are bored unless there is fun, excitement, and things are moving. They live in the present. They are flexible and thrive on spontaneity, and do not like structure.

Using an assessment tool such as Winning Colors® will not only help you evaluate your own behavioral strengths and weaknesses, it will also give you valuable insights into the behavioral characteristics of the people you interact with on a daily basis. Surely no one is going to walk up to you and say “My name is Bob and I’m an adventurer,” so you will have to listen carefully and observe clues in the other person’s body language and speech patterns.

With insight and awareness, you will be able to adapt your communication skills and behavior to be able to negotiate a peaceful solution to a conflict.

Hot Buttons

By observing and identifying the behavioral characteristics and tendencies in others, you can determine how to best communicate with them to resolve a conflict. For example, some people respond better to facts and figures; others are more concerned with feelings and emotions. Hot buttons are strategies that you can use to communicate in a way in which the other person is more likely to hear you, understand you, and respond positively. In other words, it is important that both persons involved in a conflict speak the same language. To illustrate this metaphor, imagine trying to negotiate a settlement if you were speaking English and the other party was speaking Chinese. You would not get very far.



When you are speaking to someone who exhibits planner behaviors, you succeed by using planner hot buttons. The same is true if you want to communicate successfully with those who most clearly exhibit builder, relater, and adventurer behaviors.

PLANNER Hot Buttons

- Take a serious approach
- Show interest; be patient, calm, and collected
- Give ample warning before confronting them with a conflict
- Supply details and allow more time for decisions
- Try not to impose time constraints
- Respond in terms of causes rather than exterior effects
- Be prepared for interior understanding rather than exterior caring
- Show that you are competent and striving to understand the subject
- Be a good listener and sounding board
- Avoid silly talk and babbling
- Respond with new and innovative ideas

BUILDER Hot Buttons

- Take a bottom-line approach
- Explain directions step-by-step
- Let them know what is expected of them
- Do not repeat unless requested to do so
- Be concise and clear in your speech
- Know the hierarchy of command and give it proper deference
- Look for law, order, and routine
- Make sure your actions deliver results
- Be prepared

RELATOR Hot Buttons

- Take a friendly approach
- Talk in a personal way and volunteer to help out
- Show genuine concern, smile, and be kind

- Respect their feelings by not imposing your feelings on them
- Show personal appreciation
- Give them opportunity to express themselves
- Validate their emotions and feelings

ADVENTURER Hot Buttons

- Take a light-hearted/fun/action approach
- Move it; be an action-centered person
- Keep the discussion in the here and now
- Be willing to change and be flexible
- Show you are competitive and a winner
- The more spontaneous you are, the more you will be appreciated
- Have an easy-come-easy-go manner with good humor to win you points
- Give immediate results or feedback whenever possible
- Avoid theoretic explanations
- Create result-oriented action plans consistent with common goals

Evaluating Consequences

Your response to a conflict should not be a knee-jerk reaction, but rather a carefully considered response. It is important to think through the consequences of your behaviors before you act on them. If you act hastily or in anger, your behavior may add fuel to the fire and conflict could escalate to violence.

One method of analyzing a response to a conflict is to list three or more alternative solutions at the top of a sheet of paper; then record all of the positive and negative consequences of each option. This forces you to take the time to brainstorm and predict all the possible outcomes you could expect. The result will be a more reasonable and well-thought-out response.



Your goal should be to agree on a nonviolent solution in which both party's needs are met. Remember, if the conflict is over something trivial, or if you will not have contact

with the person again, you could choose to ignore the conflict or to **apologize** to settle it peacefully.

Preventing Fights

If you have concluded that fighting does not solve problems you may now be wondering what peaceful alternatives exist. You also may doubt whether it is really possible to pursue peaceful solutions if the other person wants to fight.

Although it is certainly not always easy to avoid fighting, it can be done. As you read these strategies, you may come up with ways to adapt them to particular situations or personalities. You may also come up with strategies of your own that you can share with friends, siblings, and others that you care about.

Recognizing a Conflict Early

When people who know each other fight, there is usually a history of events that led to the fight. Events such as name-calling or rumor-spreading may go on for a day, a week, or more before a fight breaks out. By recognizing that a potential fight situation is building, you may be able to prevent it. The earlier you deal with problems, the lower the levels of anger, and the easier it can be to resolve the problem.

Learning to Ignore Some Conflicts

Not all conflicts require that you respond. In some situations it may be smartest to walk away and do nothing at all. You may decide it is best to ignore a situation if:

- It is unlikely you will ever see the person again
- The person or situation is not very important to you
- The conflict is based on rumors that may not be true
- The conflict is over something trivial or silly
- The person is just trying to make you angry so you will fight and get into trouble

Some people think that ignoring a conflict is a sign of cowardice. Actually, it is a sign of maturity and self-control to walk away from some situations. Fighting out of pride or to “save face” may instead be an act of cowardice. Walking away is one option.

In deciding how to deal with any conflict, your safety should always be your first concern. If you think that a person might be more angered if you ignore the situation,

you need to proceed carefully. It is important to trust your judgment and be prepared to try a new tactic if your first choice does not diffuse the situation.

Confronting a Person Wisely

In some cases it may not be advisable or even possible to ignore a conflict. The person might be someone with whom you are in frequent contact, or the issue may be too important to ignore. In these cases you may decide to confront the person. The way in which you handle the confrontation, however, is critical to its success. The steps described here can help you resolve things peacefully.



Choose the Time and Place Carefully

It is always best to confront a person when the two of you are alone. If friends are present, the person may think you are intentionally trying to embarrass him or her in front of them. The person may feel pressured to start a fight to avoid embarrassment. Choosing a time when the person is alone and when both of you are calm can help avoid a fight.

It is also important to avoid a confrontation when a person has been using alcohol or drugs. Alcohol and drugs impair judgment and may increase the likelihood of fighting. Never use alcohol or drugs yourself. If you suspect the other person is under the influence of drugs, postpone your discussion until another time.

Stay Calm

Although it can be difficult to remain calm when you are upset, it is important for keeping peace. Try to keep your voice low and calm. By avoiding screaming or name-calling, you can remain in control of the situation.

What Would You Do?

You just took a seat on a crowded subway when the person seated next to you lights up a cigarette. When you point out the *No Smoking* sign, the person replies, "Too bad. If you don't like it, move!" Make a list of the potential risks and benefits of confronting the person again. What would you do?

Everybody has his or her own technique for keeping calm under pressure. Some people find it helpful to rehearse the confrontation beforehand with an uninvolved person. Other people use deep breathing or count to 20 when they feel their tempers beginning to rise. Despite all your efforts, however, you may find yourself unable to keep calm and control your temper. If that happens, it may be best to try to postpone your discussion until a later time.

Negotiate a Solution

There are skills for effective communication and **negotiation**. Skills such as using “I” messages, assertiveness, and seeing the other person’s point of view are important for resolving conflicts peacefully. Making statements such as, “I get upset when . . .” or “I know this issue is important to both of us . . .” can open the lines of communication without putting the other person on the defensive. Showing an understanding of the other person’s feelings can also help keep emotions under control. Some other strategies that may be useful in negotiating a peaceful solution include the following:

- **Do the unexpected.** If, instead of being hostile, you are friendly, confident, and caring, the other person may relax his or her guard. Try to make the situation seem as if it is not serious enough to fight about. The person may agree and decide to work with you to resolve things.
- **Provide the person with a way out.** Sometimes fighting breaks out simply because people see no other way to resolve things without losing pride. To avoid fighting, present the person with **compromise** solutions that you both can live with. By saying something like, “Let’s try this for a week and see how it goes,” you give the person an easy way out.
- **Be willing to apologize.** In some situations, be willing to say “I’m sorry” or “I didn’t mean to embarrass you.” Apologizing does not mean that you were wrong or that you are a coward. Instead, a sincere apology can be the quickest way to diffuse a fight.

Helping Others Avoid Fights

When you are not personally involved in a conflict, you can still play an important role in preventing fights. You have learned how friends and acquaintances can put pressure on people to fight. These same people, however, could instead play a key role in preventing fights.

Mediation

A growing number of schools today are training students in the skill of **mediation**. Mediation is a process for resolving conflicts that involves a neutral third party. As is true for all people involved in a conflict, mediators need to think about their own safety first. Mediators should never get involved in heated conflicts that have the potential for turning violent at any moment.

Your Role as an Onlooker

How can friends and acquaintances help reduce the pressure that others feel to fight? Friends can use their influence in many positive ways. A person can show disapproval of fighting by

- Ignoring people when they talk badly about others
- Refusing to spread rumors or to relay threats or insults to others
- Staying away from potential fight scenes
- Showing respect for people who can apologize to others, ignore insults, and otherwise avoid fights

People who advise friends to ignore someone's insults or not to hold grudges do their friends a very important service. They help keep their friends safe from the potential of deadly violence.

Getting Help When You Need It

Controlling anger and avoiding potentially violent situations are not skills that can be learned overnight. They are, however, skills that can be mastered.

If you are not satisfied with the way you now deal with anger, many people can help you. Parents, teachers, coaches, school counselors, and members of the clergy are just some of the people you can turn to for help. If these people cannot help you themselves, they may be able to refer you to trained counselors who can. By asking for help, you take an important first step toward gaining control over your behavior and your future.

Another time when it is important to ask for help is when a friend reveals plans of violence to you. Such plans should always be taken seriously, especially if your friend talks about using a weapon. Although it is never easy to break a friend's confidence, it is critical for you to share your friend's plans with a trusted adult. Doing so is a true act of caring. It shows that you care too much to let your friend be lost to violence.

Focus on Issues: How Can Schools Be Kept Safe?

The list of schools that have experienced terror in their hallways seems to grow each year.

Surprisingly, however, school violence is actually declining. There are fewer homicides, fewer assaults, and fewer students carrying weapons into class. What has increased is random violence that seems more intent on the act of killing rather than a desire to injure a specific person. It may be the ultimate mark of isolation that these murderers cannot even identify an actual enemy.

The struggle against random violence has led to a variety of ideas:

- Metal detectors, see-through backpacks, and security guards to reduce the number of weapons
- Checklists and social workers to identify and help at-risk teens
- School uniforms to help end cliques and isolation
- More school activities to involve students
- A reduction in the violence of music, movies, and video and computer games

Conclusion

Effective communication is essential to successful conflict resolution and negotiation. Sometimes we misinterpret what others say, or vice versa. However, if we practice self-awareness and seek to understand others, we will be much more successful in maintaining healthy relationships. Understanding your own communications style, being able to appreciate others, and adjusting accordingly will enable you to resolve conflicts successfully.



Lesson Check-up

1. Using your Winning Colors®, explain how you would find a solution to conflict.
2. Explain how evaluating consequences should be important before responding to a situation.
3. Why is it important to choose the time and place to confront a friend or family member about a problem?
4. Who would you go to if you could not manage anger on your own? Why would you choose that person?



Courtesy of Army JROTC

U3C7L2

Conflict Resolution & Diversity (Hate Comes Home)

Key Words:

Anti-Semitism

Bigotry

Hate-related Words

Prejudice

Racism

Scapegoating

Stereotype

What You Will Learn to Do

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

Linked Core Abilities

- Do your share as a good citizen in your school, community, country, and the world
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

- Assess how age, race, ethnicity, gender, and other aspects of diversity impact perceptions of self and others.
- Compare two or more points of view and the reasons behind them
- Clarify particular points of disagreement and agreement
- Identify appropriate intervention guidelines
- Analyze techniques for reducing conflict within a diverse population

Introduction

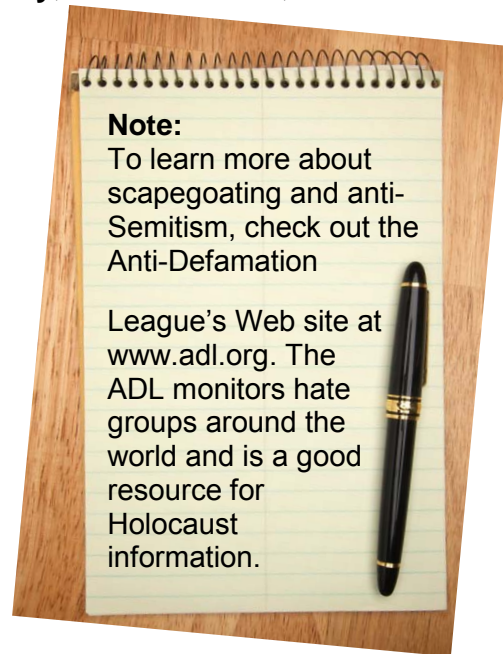
Although acts of bias such as stereotyping, jokes, labeling, and racist comments may seem harmless, they form the foundation for feelings of hate that ultimately can lead to prejudice, discrimination, violence, and genocide. History provides examples of the ways in which **stereotyping, scapegoating, bigotry, anti-Semitism**, dehumanization, and discrimination can escalate to acts of conflict and murder. This section explores how acts of bias can lead to conflict, and how confronting bias can help avoid violence.

Hate-motivated Behavior

Hate-motivated behavior is an act or attempted act intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by hostility toward the victim's real or perceived ethnicity, national origin, immigrant status, religious belief, gender, sexual orientation, age, disability, political affiliation, or race. Or, simply defined, it is an expression of hostility against a person or property because of the victim's race, religion, disability, gender, ethnicity or sexual orientation that does not meet the necessary elements required to prove a crime. This definition provides a common definition that enables schools and law enforcement agencies to develop a reporting system to document these behaviors. These acts may not be considered crimes or hate crimes but should be reported and considered as serious as a hate crime because they can be as emotionally damaging as any hate crime and can have long-lasting effects on students and teachers.

Students must take responsibility for their own behavior and meet the standards of conduct established by their schools and society in general. Bullying is perhaps the most underrated problem in our schools and can be motivated by **prejudice**, intolerance, or hate. Bullying can include name-calling, teasing, harassment, extortion of lunch money, harsh pranks, or jostling in a hallway. Victims often are left with emotional scars long after the incident. Reducing hate-motivated behavior requires selfless acts by teachers as well as students.

The "Hate Comes Home" program is a virtual-experience interactive CD-ROM that allows students to become the lead character in a plot immersed in everyday occurrences of bias and hate-motivated behavior. It includes a discussion of the distinction between hate crimes and hate bias incidents as well as a Culture Tree graphic exercise. By participating in the Culture Tree exercise, students will spend time identifying how one's own personal behavior reinforces or combats prejudice. Students will also discuss the many roles that people can find themselves faced with when a bias



act occurs, for example, sometimes they perpetuate prejudice, sometimes they observe others acting in a prejudiced manner, and sometimes they are the victims of prejudice. Only then can students begin to develop skills to confront prejudice and discrimination in their schools and communities.

Hate Crimes Statistics

Hate crimes are crimes committed against individuals or groups or property based on the real or perceived characteristics of the victims. These crimes have been plaguing our country for centuries, tearing at the very foundation of our country and destroying our neighborhoods and communities. Hate crime statutes vary from state to state and may cover bias-motivated crimes based on religion, gender, sexual orientation, ability, national origin, or ethnicity of the victims. According to a 2007 Bureau of Justice Statistics Special Report the following occurred:



In 2006, law enforcement agencies voluntarily reported 7,720 single-bias hate crime incidences which involved 9,076 offenses, 9,642 victims, and 7,324 known offenders. This was reported to the FBI. Of these, almost 52 percent were racially motivated and 19 percent were motivated by religious bias. Bias against sexual orientation and ethnicity or national origin accounted for another 16 and 13 percent, respectively.

- Thirty-three percent of all known hate crime offenders were under 18; another 29 percent of all hate crime offenders were 18 to 24
- Thirty percent of all victims of bias-motivated aggravated assaults and 34 percent of the victims of simple assault were under 18.

Hate behavior generates humiliation, shock, outrage, fear, and anxiety in the victim and in the victim's community. When such an incident occurs at school, the entire school community experiences a loss of safety. Feelings of vulnerability, insecurity, and alienation become common. Ultimately, these feelings produce a negative school climate where not only is school safety questioned, but also learning is disrupted and instruction is preoccupied with classroom management.

According to the National Center for Education Statistics, in 2007,

- Ten percent of students ages 12–18 reported that someone at school had used **hate-related words** against them
- Thirty-five percent had seen hate-related graffiti at school

Why Diversity Matters

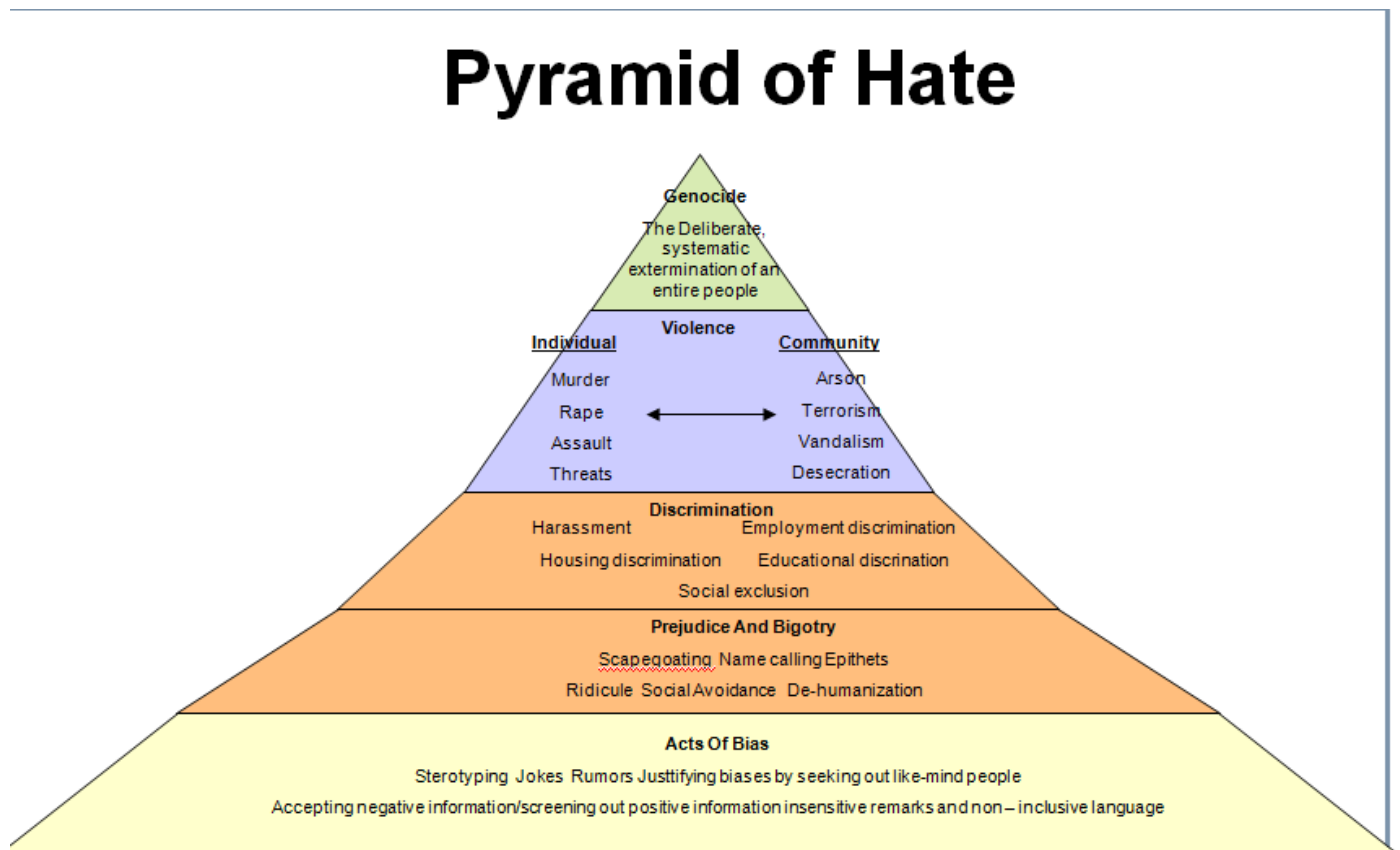
Diversity matters to every living human being. When a group or segment of the population is excluded or oppressed, everyone is denied. For communities to not only survive, but also to thrive, each person needs to be aware and sensitive to all the members of the community. When all segments of a community are respected and utilized, it benefits everyone involved.

America is the most diverse nation in the world. Our ethnicity, religion and life experiences make each of us unique. It is beneficial to everyone to learn to accept what is different and respect it.

Hate, Stereotypes and Racism

You might have seen the bumper sticker, “Hate Isn’t a Family Value.” No one is born with hatred or prejudice toward another person; hate, stereotypes, and **racism** are learned behaviors and feelings. Sometimes human beings have negative feelings toward another simply because they are different. Sometimes cultural dress, actions, and attitudes are misunderstood and misinterpreted. Other times, a news story about a single individual might sway your opinion about an entire group of people.

Examine the Pyramid of Hate below and notice how what may seem to be small bias or stereotype has the potential to build into something violent and criminal in behavior.



Courtesy of Army JROTC

Knowledge and information are the most powerful tools you have at your disposal to combat hate, stereotypes, and racism. How can you learn about other cultures and combat racism and stereotyping?

- Know your roots and share your pride in your heritage with others.
- Celebrate holidays with extended family and friends. Use such opportunities to encourage storytelling and share personal experiences across generations.
- Invite friends from backgrounds different from your own to experience the joy of your traditions and customs.
- Be mindful of your language; avoid stereotypical remarks and challenge those made by others.
- Speak out against jokes and slurs that target people or groups. Silence sends a message that you are in agreement. It is not enough to refuse to laugh.
- Be knowledgeable; provide as much accurate information as possible to reject harmful myths and stereotypes. Discuss the impact of prejudicial attitudes and behavior.
- Read books that promote understanding of different cultures as well as those that are written by authors of diverse backgrounds.

Why Conflict Occurs

Conflict can arise for the smallest and most insignificant of reasons. One person makes an off-handed racial slur or a disparaging comment about someone's cultural background. Heated words are exchanged, tempers flare, conflicts escalate, and, all too often, violence results. And when conflict arises, many teens feel they have no choice but to fight. Although conflicts and disagreements are an inevitable part of life, they do not have to lead to violence.

When you try to resolve conflicts and disagreements, you find that conflicts don't have to be avoided, nor do they necessarily lead to violence. Conflict can actually be a positive force in your life; it can provide you with an opportunity to take a close look at yourself, your attitudes, and your beliefs. If resolved positively, conflicts can actually help strengthen relationships and build greater understanding of yourself and those around you.

Conflict Management and Resolution

Conflicts can be managed and resolved through several different options. Sometimes it's best to combine methods to get the problem solved and avoid the conflict from escalating to a violent end. The following sections discuss some conflict management and resolution solutions available to you.

Win-Win Approach

The win-win approach is about changing the conflict from adversarial attack and defense, to cooperation. It is a powerful shift of attitude that alters the whole course of communication.

While people battle over opposing solutions (such as “Do it my way!” “No, that’s no good! Do it my way!”), the conflict is a power struggle. What you need to do is change the agenda in the conversation. The win-win approach says “I want to win and I want you to win, too.” A win-win approach rests on the following strategies:



- Going back to underlying needs: Why did the conflict start and what will the outcome resolve?
- Recognition of individual differences
- Openness to adapting one’s position in the light of shared information and attitudes
- Attacking the problem, not the people

Compromise is usually the key to the win-win approach. Even if the conflicting parties simply agree to disagree, everyone wins.

Creative Response Approach

The creative response to conflict is about turning problems into possibilities. It is about consciously choosing to see what can be done rather than staying with a bad situation. It is affirming that you will choose to extract the best from the situation. You can take a conflict and turn it into an opportunity for discussion and healthy debate.

Appropriate Assertiveness Approach

The essence of appropriate assertiveness is being able to state your case without arousing the defenses of the other person. The secret of success lies in saying how it is for you rather than what the other person should or shouldn’t do. Attaching the statement, “The way I see it ...” can help tremendously. A skilled “I” statement goes even further. When you want to state your point of view helpfully, the “I” statement formula can be useful. An “I” statement says how it is on my side, how I see it.

Use an “I” statement when you need to let the other person know you are feeling strongly about an issue. Others often underestimate how hurt, angry, or put out you are, so it’s useful to say exactly what’s going on for you. What you can realistically expect is that an appropriate “I” statement made with good intent is:

- Highly unlikely to do any harm
- A step in the right direction
- Sure to change the current situation in some way
- Very likely to open up possibilities you may not yet see

Empathy

Empathy is about rapport and openness between people. When it is absent, people are less likely to consider your needs and feelings. The best way to build empathy is to help the other person feel that they are understood. That means being an active listener.

There are specific listening activities relevant to different situations: information, affirmation, or inflammation. Use active listening when offering advice won't help.

To use active listening:

- Don't ignore or deny the other party's feelings.
- Read the nonverbal as well as the verbal communication to assess feelings.
- Check back with the other party about their feelings as well as the content even though they may only be telling you about the content. If you're not sure how they feel, ask them "How do you feel about that?" or "How did that affect you?"
- Reflect back what you hear them saying so they can hear it themselves.
- Reflect back to them what you hear them saying so they know you understand.
- If you get it wrong, ask an open question and try again, such as, "How do you see the situation?"

When you empathize, you let the other person know that you're trying to relate and understand how they feel and what brought them to the point of conflict.

Manage Emotions

People's behavior occurs for a purpose. They might be looking for ways to belong, feel significant, or self-protect. When people perceive a threat to their self-esteem, a downward spiral can begin. People can be led into obstructive behaviors in the faulty belief that this will gain them a place of belonging and significance. How you respond to their



difficult behaviors can determine how entrenched these become.

The secret is to break out of the spiral by supporting their real needs without supporting their destructive faulty beliefs and alienating patterns of reaction. Convince them that you respect their needs. Build trusting relationships and support their need for justice and fairness.

Conclusion

The world is made up of many different kinds of people from different cultures, races, ethnic backgrounds, creeds, and religions. As the world gets smaller and smaller, the ability to resolve conflict in a multicultural society becomes more and more important. The first step to conflict resolution is to understand different cultures and backgrounds and to get rid of racial bias and prejudice. From there, conflict resolution can happen through several different methods.

In the following lesson, you will learn about mediation and the skills it takes to mediate a situation.



Lesson Check-up

1. Explain why diversity matters to every human being.
2. Choose a conflict management and resolution method and discuss it. Have you ever used this method to resolve a conflict?
3. What is a hate crime? Why do hate crimes occur?



Courtesy of Army JROTC

U3C7L3

Conflict Mediation

Key Words:

Arbitration

Empathy

Facilitate

Mediation

What You Will Learn to Do

Apply mediation techniques to resolve conflict

Linked Core Abilities

- Communicate using verbal, non-verbal, visual and written techniques
- Treat self and others with respect
- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Differentiate between arbitration and mediation
- Determine the role of a mediator and the qualities required to fulfill that role
- Create ground rules for the mediation process
- Facilitate the steps in the mediation process
- Adapt active listening skills to the mediation process

Introduction

The National Center for Education Statistics reports that approximately 37 percent of high school students have been in a physical fight within the last year and 18 percent of high school students have carried a weapon at least once within the past 30 days. These alarming statistics illustrate the fact that the instances of violence have become all too common in our schools. Safety has become a primary concern in what is supposed to be a nonthreatening learning environment.

One of the best ways to handle violence in schools and prevent its spread throughout the community is to defuse disputes and resolve any conflict before it turns violent.

In this lesson, you learn how you can take personal responsibility for violence prevention by acting as a peer mediator to help others resolve conflicts in a nonviolent manner.

Mediation



What would happen if you tried to resolve a conflict yet could not brainstorm any solutions that were acceptable to both parties? Or if the emotions became overheated

to the point where you could no longer continue negotiations? If you fail to resolve a conflict through negotiation, the conflict may need to be resolved through mediation or **arbitration**. Mediation, from the Latin word meaning “middle,” literally means putting another person in the middle of the dispute. The mediator is an independent third party that acts as a facilitator, and can be another student. In fact, studies show that peer mediation programs, where students are trained to resolve disputes of other students, have proven to be relatively successful. The goal of mediation is to help the disputing parties find, and agree on, a win-win solution in which each party’s needs are met.

Mediation is usually contrasted with arbitration, which should be used as a last resort. Arbitration is the submission of a conflict to a disinterested third party, an adult such as a teacher or principal, who makes a final and binding judgment to decide who is right. Typically, arbitration leaves at least one person with anger about the decision and resentment toward the arbitrator. However, both people involved in the conflict should abide by the decision made by the arbitrator, and agree to let go of the conflict with no hard feelings toward either person.

Role of a Mediator

A mediator **facilitates** a discussion between the parties with the dispute by asking open-ended questions that encourage a discussion of solutions. Unlike an arbitrator, mediators will not issue orders, find fault, investigate, impose a solution, or make decisions for the parties. Mediators try to help the people with a dispute reach their own agreement and achieve practical, sustainable resolutions. A mediator, however, cannot enforce agreements after they have been reached. It is up to all parties to enforce and implement their own agreements.

As a rule, mediators should

- ✓ Be honest
- ✓ Remain objective
- ✓ Act in good faith
- ✓ Show **empathy** but avoid becoming emotional
- ✓ Use good communication skills
- ✓ Listen effectively
- ✓ Summarize accurately
- ✓ Think critically

As with any conflict situation, mediators should not get involved in a heated argument that has the potential for turning violent at any moment.

Steps to Mediating a Conflict

Have you ever helped two friends reach an agreement or helped to settle an argument between siblings? If so, you have mediated a conflict. **Mediation** may take place with two students or a larger group. Mediation is a simple, straightforward process. The procedure for a successful mediation includes the following steps:

1. Introductions.

- Explain the mediator's role
- Mediator emphasizes neutrality
- Establish the ground rules such as confidentiality, respect, no name-calling or vulgar language, and no interruption
- Explain the steps of a mediation
- Ask questions

2. Tell the story.

- Both parties tell their side of the story to the mediator
- Mediator summarizes each party's point of view including facts and feelings
- Mediator makes sure that each party understands the conflict

3. Explore possible solutions.

- Ask both parties how they can solve the problem
- Write down all solutions
- Check off only those solutions to which both parties can agree

4. Don't give up.

- Keep trying until you can reach an agreement; you may have to trade something that one side wants for something that the other side has
- Ask the parties to write down the agreement in their own words
- Ask all parties to sign the agreement

Peer Mediation in Schools

Peer mediation has proven to be an effective tool for conflict resolution in schools. The Troy Police Department of Troy, Mich., working with the local schools and the local Boys and Girls Club created a peer mediation program for schools. This new program provides peer mediation at any time of the year within the city limits. Mediation referrals are passed along by teachers or other individuals to the community services officer who contacts the disputants' parents and with their approval brings the two sides together with two peer mediators and an adult monitor.

The program uses volunteer student mediators. Schools nationwide are adopting peer mediation programs; 8,500 schools currently use youth-led mediation to resolve conflict, according to the National Institute for Dispute Resolution. One 17-year-old volunteer sees his role as getting the disputants to understand their feelings and figure out their own solution. The job of the mediator is to get the parties to understand how each feels; it is not to suggest a solution but to ask questions that lead them to their own solution. A typical mediation is an hour-long session at the Boys and Girls Club and includes the disputants, two volunteer teen mediators, and an adult monitor. The mediation process builds confidence for everyone present.

Another example of a success story is the problem-solving approach taken at West Mecklenburg High School in Charlotte, N.C. In this program, students are asked to identify and help solve problems such as discipline, parking in the school's lot, and smoking in the bathrooms. Student suspensions due to fighting and disruptive behavior decreased by 59 percent.

Steps in the Arbitration Process



Arbitration is usually the last effort to resolve a conflict before going to court. It is an alternative to the court system. It is used in various businesses and between buyers and sellers of various products. For example, the state of California has a binding arbitration process for car buyers who are dissatisfied with the car they purchased.

New York State has a Lemon Law Arbitration in which arbitration services are provided for vehicle owners having disputes with the manufacturer or dealers of a new, used, or leased vehicle. The parties involved in the conflict must accept the appointment of an arbitrator and must accept the arbitrator's decision in order for arbitration to work. A preliminary meeting is held to set the rules for the process; each party submits statements, claims, and information to the arbitrator; the arbitrator reviews all the information provided; a hearing is held where all pertinent information, statements,

witnesses, and claims are presented from both sides; and finally the arbitrator makes a binding decision. The disadvantage of arbitration is that one or both parties in the process may disagree with the decision and may come away from the process with anger and resentment.

Role of a Bystander

Even if you are not personally involved in a conflict as one of the disputing parties or the mediator, you have a responsibility to do your part to prevent violence by:

- Refusing to spread rumors
- Refusing to relay threats or insults to others
- Staying away from potential fight scenes
- Showing respect for people who use good judgment in ignoring insults or other trivial forms of conflict

Appeal to your peers to help control a situation and reduce the potential for violence.

Conclusion

We all have a responsibility to try to resolve conflicts in a productive and nonviolent way. When a conflict occurs, try first to negotiate a resolution. If that fails, involve a classmate or teacher to mediate the conflict. By negotiating and/or mediating conflicts, you are developing valuable anger management, problem-solving, and conflict-resolution skills that you will use throughout your life.



Lesson Check-up

1. What is the role of a mediator?
2. What are the steps to mediating a conflict?
3. Explain why it's important to hear both sides of a story.



Courtesy of Army JROTC

U3C7L4

Violence Prevention

Key Words:

Decision-point

Prevention

Violence

What You Will Learn to Do

Apply strategies to prevent violence

Linked Core Abilities

- Do your share as a good citizen in your school, community, country, and the world
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

- Differentiate between violent and non-violent responses to anger
- Compare violence prevention techniques
- Select strategies for preventing violence

Introduction

The National Center for Education Statistics reports that approximately 37 percent of high school students have been in a physical fight within the year, and 18 percent of high school students have carried a weapon at least once within the past 30 days. These alarming statistics illustrate the fact that the instances of violence have become all too common in our schools. Safety has become a primary concern in what is supposed to be a nonthreatening learning environment.

You've been exposed to the processes for effectively managing conflict and negotiating a fair solution. But, what if the negotiation is unsuccessful, and you cannot reach an agreement to settle the conflict? What other steps can you take to prevent a conflict from escalating to violence? In this lesson you will learn how you can take personal responsibility for violence **prevention**.

Statistics Don't Lie

Youth **violence** is a widespread problem in the United States. Consider the following statistics:

- About 9 percent of murders in the United States were committed by youth under 18 in 2000. An estimated 1,561 youth under the age of 18 were arrested for homicide in 2000
- Youth under 18 accounted for about 15 percent of violent crime arrests in 2001
- One national survey found that for every teen arrested, at least 10 were engaged in violence that could have seriously injured or killed another person
- About one in three high school students say they have been in a physical fight in the past year, and about one in eight of those students required medical attention for their injuries
- More than one in six students in grades six to 10 say they are bullied sometimes, and more than one in 12 say they are bullied once a week or more
- Suicide is the third leading cause of death among teenagers. In 2000, 1,921 young people ages 10 to 19 died by suicide in the United States
- About one in 11 high school students say they have made a suicide attempt in the past year

What You Can Do to Prevent Violence

Somewhere every day, someone is dealing with violent behavior. Whether it's a child being bullied by a classmate or a shop owner being robbed at gunpoint, violent acts occur everywhere. Although violence has become more common in recent years, it is still an unacceptable way to resolve issues and problems.

Teenagers and young adults can play an important role in reducing and preventing violence. Consider some of the following ideas.

Start with Yourself

Try to broaden your social circle to include others who are different from you. Be mindful of your language and avoid stereotypical remarks and challenge those made by others. Speak out against jokes and slurs that target people or groups. Silence sends a message that you are in agreement. It is not enough to refuse to laugh. Make a commitment not to contribute to violence in any way. Do not bully, tease, or spread negative gossip about others. Respect others and value differences. Try to broaden your social circle to include others who are different from you.

Understand Diverse Cultures, Traditions and Lifestyles

Learning about others' cultures and traditions can help you be more compassionate and understanding. It can also help you better understand points of view that are different from your own. Talk with your friends, parents, and teachers about how you and your classmates can respond to hateful attitudes and behaviors. Newspapers, magazines, movies, and television shows that you've seen on these subjects can be great ways to start a discussion about hate crimes and intolerance.

Get Involved

Get involved in your school and community. Identify any hate group active in your community; then share the information by publishing an article in a school or local newspaper or talking to community groups or groups of students. Volunteer with a community group, play sports, write a play or poem, play a musical instrument, or join a club or after-school program.

Join a Group That Promotes Tolerance

Join with other students to create anti-hate policies and programs in your school. Coordinate an event that brings diverse people and groups together. Find ways to show support and solidarity for groups when one of their members is a victim of hate violence.

Learn about effective programs and what other teens are doing around the nation. Find out how to plan and start a program, run a meeting, develop publications, and work with the news media.

Avoid Alcohol and Drugs

Stay away from alcohol and drugs as well as people who use them. There is a strong link between the use of alcohol and drugs and violence.

Learn About Conflict Resolution

Many schools, churches, and after-school programs offer training in conflict resolution skills. This training might include the following:

- Learning about a win-win approach to resolution
- Turning problems into possibilities
- Becoming a more empathetic listener
- Practicing assertiveness, not aggressiveness
- Learning the art of negotiation

Do Not Carry a Gun or Other Weapons and Avoid Those Who Do

Carrying a gun is unlikely to make you safer. Guns often escalate conflicts and increase the chances that you will be seriously harmed. If someone is threatening you and you feel that you are in serious danger, do not take matters into your own hands. Find an adult you can trust and discuss your fears or contact school administrators or the police. Take precautions for your safety, such as avoiding being alone and staying with a group of friends if possible.

Take the Pledge

You can take the Student Pledge Against Gun Violence and adhere to it to make your school and community safer.

“I will never bring a gun to school

I will never use a gun to settle a personal problem or dispute

I will use my influence with my friends to keep them from using guns to settle disputes

My individual choices and actions, when multiplied by those of young people throughout the country, will make a difference.

Together, by honoring this pledge, we can reverse the violence and grow up in safety.”

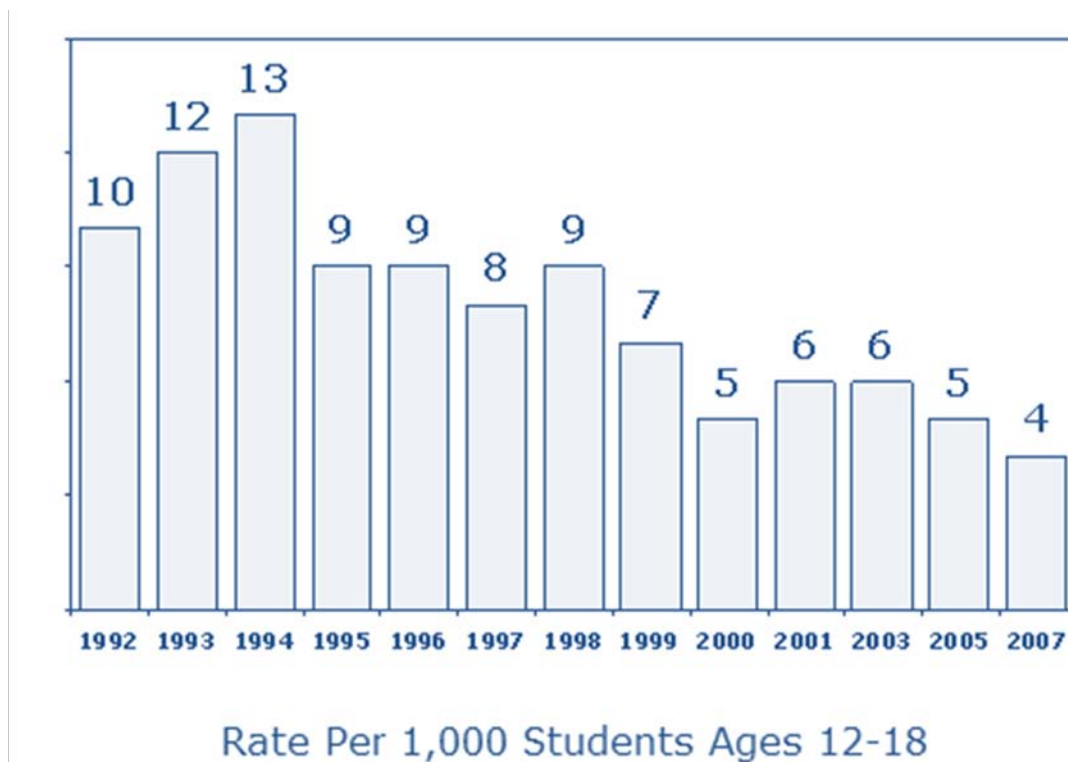
Most of us have learned from an early age that it is wrong to “tattle,” but in some instances it is the most courageous thing you can do. Tell a trusted adult, such as a teacher, guidance counselor, principal or parent. If you are afraid and believe that telling will put you in danger or lead to retaliation, find a way to anonymously contact the authorities. Before someone reaches a **decision-point** and performs a violent act that can change their life and the lives of those around them, tell someone who can help.

Conclusion

Although violence has always been a problem in the United States, the number of deaths and serious injuries increased dramatically during the late 1980s and the early 1990s as more and more youth began to carry guns and other weapons.

Since then, however, the tide has begun to turn. Data provided in part by the National Crime Victimization Survey indicates that violent crime in schools has declined dramatically since 1994. The annual rate of serious violent crime in 2007 (40 per 1,000 students) was less than half of the rate in 1994.

The graphic below shows a declining trend in violent crimes committed in schools.



Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2007. Cited in Figure 2.2 in *Indicators of School Crime and Safety: 2007*; National Center for Education Statistics, U.S. Department of Education (<http://bjs.ojp.usdoj.gov/index.cfm?ty=pbdetail&iid=1762>)

Clearly, considerable progress has been made, but youth violence does still remain a serious problem in the United States. These statistics can drop even lower when youth leaders, like you, set a protocol on how to deal with conflict, resolve it and ultimately prevent violence in a community.



Lesson Check-up

1. What ways can you get involved in your school or community to help prevent violence?
2. Why is it important to learn about other cultures and ethnicities in an effort to prevent violence?
3. How can the use of drugs and alcohol lead to violent acts?



Courtesy of Army JROTC

U3C4L1

The Communication Process

Key Words:

Audience Analysis

Channel

Feedback

Mixed Messages

Noise

Nonverbal

Receiver

Setting

Verbal

What You Will Learn to Do

Demonstrate how the communication process affects interaction between individuals

Linked Core Abilities

- Communicate using verbal, non-verbal, visual and written techniques
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

- Describe the communication model for interpersonal interactions
- Compare verbal and nonverbal means of communication
- Explain how to avoid mixed messages
- Evaluate your communication style

Introduction

Every day, one of your main activities is communicating with others. You communicate at home, at school, with your friends, and in the community. Some of you might also communicate in a job environment. For adults, communication at work can be the difference between success and failure. This lesson shows you the importance of good communication, and how you can communicate more effectively.

The Need for Communication

You fulfill many different needs through communication, including enjoyment! It's usually a good feeling to engage in conversation with a friend; participate in a group discussion that leads to a solution; and receive a letter in response to one you sent confirming the recipient took you said seriously. Sometimes, however, communication does not work, and you end up feeling frustrated.

You might feel frustrated when you have a disagreement with a friend and do not know what to say to resolve the disagreement; if your parents don't talk with you about certain issues you feel are important; or if you write a letter or email to someone who completely misunderstands your intent or message.

This happens all the time! Despite communicating since birth, you may not always be effective. The reality is that effective communication isn't as easy as it may seem.



All communication depends on understanding others and having them understand you. Much of your communication is intended to influence what people think and feel. Most of the time, you want someone to take some action as the result of your communication. You want a friend to spend vacation time with you; you want your friends to like each other; you want your parents to give you permission to go somewhere; or you want your employer to more clearly answer a question you have ...

Perhaps your most important need is to maintain and improve your relationships with others. You use communication to discover other people's needs and share your own needs.

Our need for communication is important in all areas of our lives. To live is to communicate.



A Definition of Communication

Communication is a process in which people are able to transfer meaning between themselves. The communication process allows people to share information, ideas, and feelings. This is the transfer of meaning. When no meaning is transferred, no communication has taken place.

Seven Communication Skills





There are many ways to communicate. The Seven Communication Skills include your ability to:

- Read
- Listen
- Think
- Write
- Remember
- Speak
- Study

These communication skills help you express your feelings, knowledge, and ideas. Communication is innate within everybody – from the cries of a baby, to the smile of a friend, and to the handshake of your doctor. Everybody uses communication skills differently. In JROTC, as in your other high school courses, you will have many opportunities to improve these skills.

Elements of Communication

The communication process is made up of various elements. These elements are communicators (senders), messages, receivers, **channels** (written words, sound, sight, radio, and television), **feedback**, **noise**, and **setting**.

- The communicator is the originator of the message. Speakers, writers, artists, and architects can all be considered communicators.
- The message is made up of ideas, data, and feelings the communicator wants to share. The medium may be a speech, essay, painting, or building.
- The channel is the route traveled by the message as it goes between the communicator and the receivers.
- The **receiver** is the audience for whom the message is intended. The communicator must gain the receiver's attention to have effective communication.
- Feedback allows communicators to find out whether they are "getting through" to the receivers. You get feedback from your instructors, your parents, and your friends.
- Noise is interference that keeps a message from being understood. Physical noise keeps a message from being heard. For example, the physical noise of a loud television program may interfere with reading a letter. Psychological noise occurs when the communicators and the receivers are distracted by something. For example, the psychological noise caused by hunger can prevent concentration.
- Setting is the time, place, and circumstances in which communication takes place. It can also be considered the context and environment in which a situation is set.

Communicating Effectively

After you understand the process of communication, you can begin to understand why communication does or does not work.

In an ideal situation, the message is perceived in the way it was intended. For example, you write an apology to your friend for a mistake that you made. If the friend accepts the apology, the communication worked. If the friend was offended by your message and the apology was not accepted, the communication did not work.

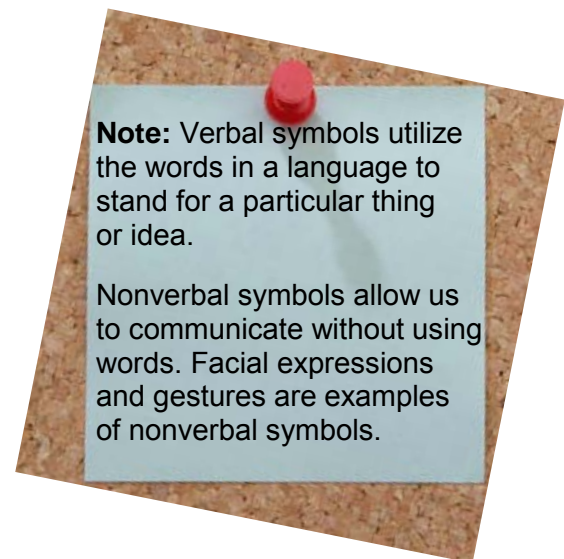
Your communication may not have worked due to a problem with the message (not written or spoken clearly), the channel used may not have been the best choice (writing a note rather than speaking in person), or psychological noise may have interfered (the recipient couldn't hear over loud noise in the room). Asking the right questions about why communication did not work is the best way to improve communication skills.

Most of us already have considerable communication skills. We have been sending and receiving **verbal** and **nonverbal** symbols all our lives.

Nevertheless, we have all had times when we have not communicated as effectively as we should. You may have received a lower grade on a paper than you expected. You may have unintentionally hurt someone's feelings. An instructor may not have understood a question when you asked it in class.

You can work to increase the likelihood of effective communication. There are certain basic steps to follow when preparing any oral or written communication.

The following six steps for effective communication are not always used in sequence, nor are they exclusive of each other. Tailor them to your own style and approach; you will not use all these steps each time you communicate. These steps will help you focus your attention on how to increase your effectiveness as a communicator.



Note: Verbal symbols utilize the words in a language to stand for a particular thing or idea.

Nonverbal symbols allow us to communicate without using words. Facial expressions and gestures are examples of nonverbal symbols.

Six Steps for Effective Communication

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

Conclusion

Communication is how you transfer ideas to other people. Because communication does not always work as you intend, you must ensure that your message is delivered so you get your point across without any misunderstanding.

It's important to understand your audience and your purpose. You should conduct research and support your ideas. Decide on an organization for your information and outline your ideas.

Follow the Six Steps to Effective Communication and people will pay attention to your ideas, be impressed by your ability to express yourself, and clearly understand your message.

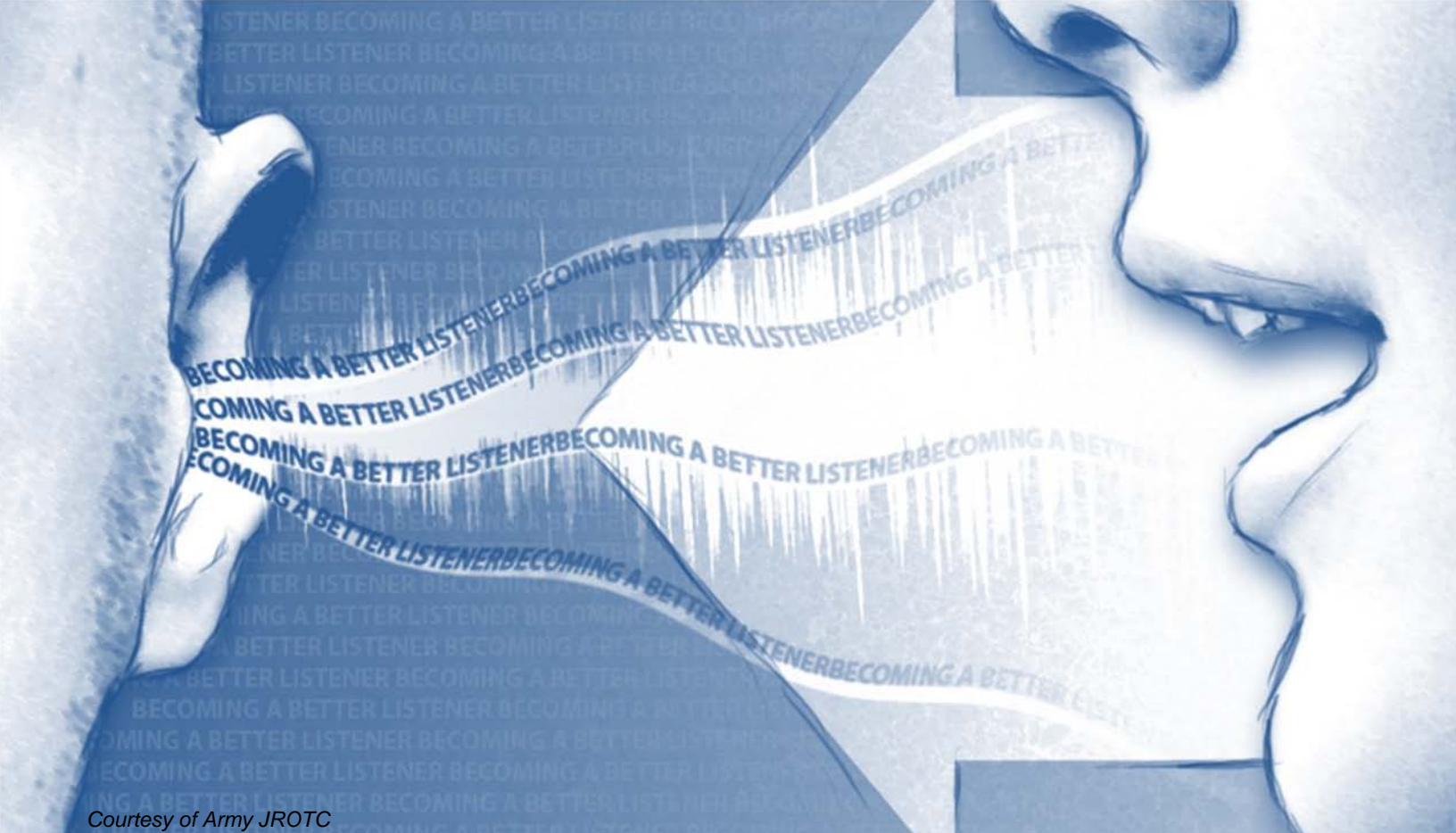
Part of being a good communicator is learning to listen more effectively. The following lesson deals with the topic of becoming a good listener.



better communicator?

Lesson Check-up

1. Compare and contrast verbal and nonverbal communication.
2. Describe how the elements of communication impact your own communication style, either positively or negatively.
3. How does getting organized help you become a



Courtesy of Army JROTC

U3C4L2

Becoming a Better Listener

Key Words:

Hearing

Listening

Thought Speed

Trigger Word

What You Will Learn to Do

Use active listening strategies

Linked Core Abilities

- Communicate using verbal, non-verbal, visual and written techniques
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

- Explain how barriers prevent effective listening
- Compile a list of trigger words
- Identify four tips to improve effective listening skills

Introduction

Listening is the neglected communication skill. We spend nearly half of our communication time listening, but few of us make any real effort to be better listeners. This lesson takes a look at ways you can become a better listener. By learning to listen, you can respond more appropriately and communicate more effectively with those around you.

Learning to Listen



Courtesy of Army JROTC

Although all of us have had instruction in reading, writing, and speaking, we rarely get any training in listening. This seems like a misplaced emphasis when you consider out of all the time we spend communicating (70 percent of our awake time), 10 percent of that time is spent writing, 15 percent is spent reading, 30 percent is spent talking, and an overwhelming 45 percent is spent listening.

Good listening is important to everyone. In the business world, listening is the communication most critical for success; but listening also is important in other places—at home, in school, in houses of worship, in civic clubs, and at social gatherings. Listening is important, not only for gaining information but also for the building of relationships.

Listening is the skill that can make or break a relationship. It is as important for you to understand the person, as it is to understand what the person is saying. There is a lot more to listening than just understanding the meaning of words.

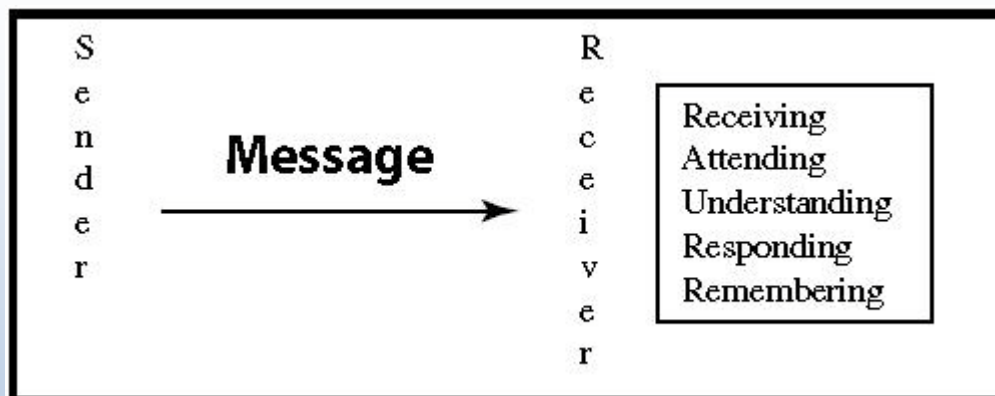
The Process of Listening

Listening is a complex process that is essential to good communication. Unfortunately, it is a part that is often ignored. There are two reasons why this happens.

Speaking and writing, which are the sending parts of the communication process, are highly visible and are much easier to evaluate. You are much more frequently tested on what you read than on what you hear.

Also, we are not as willing to improve our listening skills. Much of this unwillingness results from our incomplete understanding of the listening process. To understand the process, we must first define it.

You can define the listening process as the process of receiving, attending, and understanding messages transmitted through the medium of sound.



Courtesy of Army JROTC

1. Receiving

Speaking is the call to **listening**. The speaker has not communicated until the receiver interprets and understands the message sent. Remember that **hearing** and listening are not the same. Hearing is the reception of sound. Listening is the attachment of meaning to sound. Hearing is, however, a necessary step for listening, and an important component of the listening process.

2. Attending

Hearing is only the first part of listening. You must then interpret, appreciate, or evaluate what you are hearing. Good listening requires energy and concentration, even though you tend to think of it as an automatic process. After you have received a message, you

must attend to it. Whether or not you attend to an incoming message is a choice you actually have to make. Until you pick up the math book and study for the test, you have not attended to the message that a “math test is tomorrow.”

3. Understanding

Effective communication depends on understanding. That is, effective communication does not take place until the receiver understands the message. Understanding must result for communication to be effective.

4. Responding

Sometimes a response is appropriate during communication. There are several types of responses.

Types of Responses

- Direct verbal responses. These may be spoken or written.
- Responses that seek clarification. This involves asking for further information.
- Responses that paraphrase. You may say, “in other words, what you are saying is . . .” A paraphrase gives the sender a chance to confirm that you understand the message.
- Non-verbal responses. Sometimes a nod of the head or a “thumbs up” may communicate that the message is understood

Responding is a form of feedback that completes the communication transaction. It lets the sender know that the message was received, attended to, and understood.

5. Remembering

Memory is often a necessary and essential part of the listening process. What is the relationship between memory and listening? Understanding the differences between short-term memory and long-term memory will help explain the relationship.

With short-term memory, information is used immediately, as with looking up phone numbers. This type of memory can only hold a limited amount of information, and is very sensitive to interruption.

Long-term memory allows you to recall information and events hours, days, weeks, and sometimes years later. For example, think of all the things you can remember that happened to you as you were growing up.

Types of Listening

Different situations require different types of listening. You may listen to obtain information, improve a relationship, gain appreciation for something, make discriminations, or engage in a critical evaluation.

Although certain skills are basic and necessary for all types of listening (receiving, attending, and understanding), each type requires some special skills. Before you can fully appreciate the skills and apply the guidelines, you must understand the different types of listening.

Informative Listening



Courtesy of Army JROTC

With this type of listening, the primary concern is to understand the message. Much of your learning comes from informative listening. For example, you listen to lectures or instructions from teachers, and what you learn depends on how well you listen. If you listen poorly, you are not equipped with the information you need. There are three key factors for informative listening.

Informative Listening Factors

1. **Vocabulary.** Increasing your vocabulary will increase your potential for better understanding.
2. **Concentration.** Sometimes it is hard to concentrate because more than one thing is going on at a time. Perhaps the listeners are preoccupied with other thoughts, or with their own needs. It may also be true that they are just not interested. Others have not learned how to concentrate while listening. They have not made themselves responsible for good listening. Concentration requires discipline, motivation, and acceptance of responsibility.

3. Memory. You cannot process information without bringing memory into play. Memory helps informative listening in three ways. It provides the knowledge bank for you to recall experiences and prior information. It also allows you to create expectations and make decisions concerning what you encounter by calling on your past experiences. Finally, it allows you to understand what others say. Without memory of words and concepts, you could not communicate with anyone else and understand the meaning of messages.

Relationship Listening



Courtesy of Army JROTC

The purpose of relationship listening is to either help an individual or to improve the relationship between people. Although relationship listening requires you to listen for information, the emphasis is on understanding the other person. Three behaviors are key to effective relationship listening: attending, supporting, and empathizing.

1. Attending. In relationship listening, attending behaviors indicate that the listener is focusing on the speaker. Little things such as nodding your head or saying "I see," will let the speaker know that you are involved.
2. Supporting. Many responses have a negative or non-supporting effect. For example, interrupting the speaker or changing the subject are not supportive. Sometimes the best response is silence. Three characteristics describe supportive listeners:
 - They are careful about what they say

- They express belief in the other person
 - They demonstrate patience (they are willing to give the time)
3. Empathizing. What is empathy? It is not sympathy, which is a feeling for or about another. Nor is it apathy, which is a lack of feeling. Empathy is feeling and thinking with another person. This characteristic enables you to see, hear, or feel as others do. It allows you to “walk in someone else’s shoes.” Empathetic listening is critical to effective relationship listening.

Appreciative Listening

Appreciative listening includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film. It is the response of the listener, not the source of the message, which defines appreciative listening. The quality of appreciative listening depends in large part on three factors: presentation, perception, and previous experiences.



Courtesy of Army JROTC

1. Presentation. Presentation encompasses such factors as the medium (the form or way it is presented), the setting, or the style and personality of the presenter.
2. Perception. Your attitudes determine how you react to and interact with the world around you. Perceptions are critical to how and whether or not you appreciate the things to which you listen.
3. Previous experiences. Sometimes the experience you have had in the past influences how you appreciate or enjoy things. If you know too much about the topic, you may be too critical about it. If you associate pleasant experiences with the topic, you may have a more positive attitude toward the subject.

Critical Listening

Critical listening goes beyond appreciative listening because it adds the dimension of judgment. Critical listening is listening to comprehend and then evaluate the message. The ability to listen critically is especially essential in a democracy. For example, to make an informed decision in any governmental election, or to form intelligent opinions, you must be able to listen to all the information presented to you, evaluate what is relevant and what isn't, and come up with your own ideas. Not knowing, understanding, or critically listening to the information leads to misunderstanding of any issue.

Discriminative Listening

By being sensitive to changes in the speaker's rate, volume, force, pitch, and emphasis, the discriminative listener can detect both small and major differences in meaning. Small clues can strengthen relationship listening. Small differences in sound can enhance appreciative listening. Sensitivity to pauses and nonverbal cues allow critical listeners to more accurately judge not only the speaker's message, but the intentions of the message as well. There are three skills important for discriminative listening.

1. Hearing ability. Obviously, for people who do not hear well, it is difficult to discriminate among sounds.
2. Awareness of sound structure. Listeners that understand the structure of the language being used for the message will have an advantage in discriminative listening.
3. Ability to integrate nonverbal cues. Words do not always communicate true feelings. The way they are said or the way the speaker acts may be the key to understanding the true or intended message.

Effective listening, whether informative, relational, appreciative, critical, or discriminative, requires skill.

Barriers to Effective Listening

To become a better listener, it is important to understand the barriers that can get in the way of effective listening. After you understand these barriers, you can work to overcome them. These barriers include the following:

Listening Barriers

- Laziness. Effective listening can be hard work.
- Internal distractions. Sometimes you have a lot on your mind, which makes it hard to concentrate on what someone else is saying to you.
- Past relationships. Both a poor and an excellent past relationship with the speaker can affect how you listen.
- Lack of trust. Believing that the speaker has betrayed your trust or that the speaker does not have your best interests in mind is a barrier that can hinder effective listening.
- Lack of self-confidence. If the speaker does not sound confident, you will have a harder time staying focused on what you hear.
- Prejudice. Prejudice can affect how you hear the speaker as well as how you receive the information.
- The "halo" effect. If the speaker has an association with someone or something you already like, you are much more likely to be receptive to the speaker as well as the information. You may not question what you should question.

- The “horns” effect. If the speaker has an association with someone or something about which you have negative feelings, you may not listen the way you should.
- External distractions. Sometimes there are a lot of things going on in the same location where you are trying to listen to the speaker.
- A different level of power between you and the speaker. Either you may have the authority, or the speaker may. Either way, it can impact how you listen.
- Gender preferences. You may have different expectations because of the gender of the speaker.
- Emotionality on the part of the speaker. If the speaker becomes passionate about the topic, it may distract you from hearing the real message.
- Prejudging the message before the entire message has been delivered. Sometimes a speaker will say something at the start of a speech or conversation that may distract you from effectively listening to the rest.
- Allowing personal characteristics of the speaker to get in the way. If the speaker is unkempt or dresses sloppily, for example, you might not pay attention to everything that is said.
- Not caring about the speaker. Being indifferent to the person can affect how well you pay attention to the message.
- Interrupting. Sometimes the listener is so excited about an idea he or she wants to share that the listener does not wait for the speaker’s thoughts to be completed. This distracts both the listener and the speaker.
- **Trigger words.** Some words evoke an emotional response that prevents effective listening. These words are distracting because they make you concentrate on something else besides what is being said. If a speaker uses the word lottery, your mind might wander to untold riches. Words like homework or test scores may also distract you.
- Delivery style. Sometimes the way the speaker communicates can be distracting. The speaker might have a very monotone voice or may stutter. Some people continuously put in verbal pauses like “uh” or “you know.” Any of these things may cause you to concentrate more on the delivery than the content.

How to Be an Effective Listener

There are many guidelines that will help you to become a more effective listener. Most involve listening “actively” while others speak.

- Find an area of interest. Listen with a purpose. Be interested. Try to organize what you hear.
- Judge content, not delivery. Do not stop listening because the sender does not meet expectations. Listen to the words. Look for the message.
- Hold your fire. Do not get over-stimulated by the message. Do not react until the message is complete. Keep your emotions in check. Do not interrupt because

you believe that what you have to say is more important or more correct. There will be time for you to react later. The speaker may surprise you and wind up saying what you want to say.

- Listen for ideas. Focus on the person's central ideas. Do not get bogged down in the details. Try to listen at a higher level. Listen for new knowledge or concepts.
- Be flexible. Vary the ways in which you attempt to remember the information. Concentrate on finding the best way to learn the information.
- Work at listening. Establish and maintain eye contact. Acknowledge understanding. Stay tuned-in.
- Resist distractions. Concentrate on the speaker. Tune out other things that may be going on. Turn off the things you can control, like the TV or the radio. Try not to do several things at the same time. Focus on the sender.
- Exercise your mind. Challenge yourself to listen totally. Try it for short time and then make it longer and longer. See if you can listen to an entire presentation without losing concentration.
- Keep your mind open. Communication efficiency drops to zero when we hear certain trigger words, such as Communist, Democrat, or Republican. Everyone has words that evoke an emotional response. Effective listeners are aware of keeping their convictions and emotions in check.
- Capitalize on thought speed. Most of us talk at 120 words a minute. Our thinking speed is about 500 words a minute. That gives us a lot of spare time while a person is speaking to us. Poor listeners let their minds wander.

Good listeners think about what is being said by anticipating the point, summarizing, weighing evidence, or looking for nonverbal clues.

Conclusion

So now you know the parts of the listening process. You know there are various types of listening. You have read about barriers to effective listening and tips for overcoming those barriers. Use this information to improve your skills and become a better listener. Remember, improved listening involves work, but the results are well worth the effort.

Now that you've learned how to be a better listener, the following lesson helps you learn to communicate in groups. You will examine some of the characteristics and social influences that can affect group communications.



Lesson Check-up

1. Explain why listening is so important in learning.
2. Choose one type of response and discuss it.
3. How can critical listening help you with a friend or family member?



Courtesy of Army JROTC

U3C4L3

Communicating in Groups

Key Words:

Ascendant

Authoritarian

Barriers

Distortion

Dysfunctional Roles

Filter

Grapevine

Groupthink

Rapport

Social Roles

Task Roles

What You Will Learn to Do

Analyze how you communicate in group situations

Linked Core Abilities

- Communicate using verbal, non-verbal, visual and written techniques
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

- Define roles adopted by individuals in groups
- Describe types of productive and non-productive behaviors individuals exhibit within group interactions
- Identify personal behavioral tendencies within group interactions
- Discuss how to communicate with people of different personalities

Introduction

In this lesson, you examine some of the characteristics and social influences that can affect group communications. In addition, you will have the opportunity to see how communication **barriers** and breakdowns can affect your ability to communicate effectively and how you can establish credibility through your communications.

The Art of Communication

The art of communicating is a skill that you must develop. Using words so that listeners or readers understand their meanings is a difficult task because of differences in background, education, and experience of individuals with whom you are trying to communicate.

Throughout this lesson, remember that the purpose of communication is to make known and exchange information, thoughts, opinions, or feelings by speech, writing, or gestures. It is a transmission and interchange, by any means, of information, feelings, and direction. A communicator must remember that communication is a circular process, with both parties being free to present as well as to receive ideas, feelings, and attitudes.

Elements of Communication

Remember, the communication process is made up of various elements. These elements are communicators (senders), messages, receivers, channels (written words, sound, sight, radio, and television), feedback, noise, and setting.

The group communication process follows the same format. In groups, the communicator may send a message to several receivers that attach different meanings or interpretations to the message and, in turn, may offer different feedback.

Group Communication

Whenever there is a group of people together for any length of time, there will be social groups. Membership in these groups normally depends on factors such as skill, ability, job assignment, ethnic background, interests, or values. If you look around your school, you will probably be able to identify many social groups.

Roles in Group Communication

At some point in your life, you have probably heard the saying, “You can either be a leader or a follower.” This statement might lead you to believe that there are just two possible roles you can assume within a group, when, in fact, there are a number of

potential roles that you might play at any given time. Leadership is actually the combination of a variety of roles within a group that moves the group toward its goals.

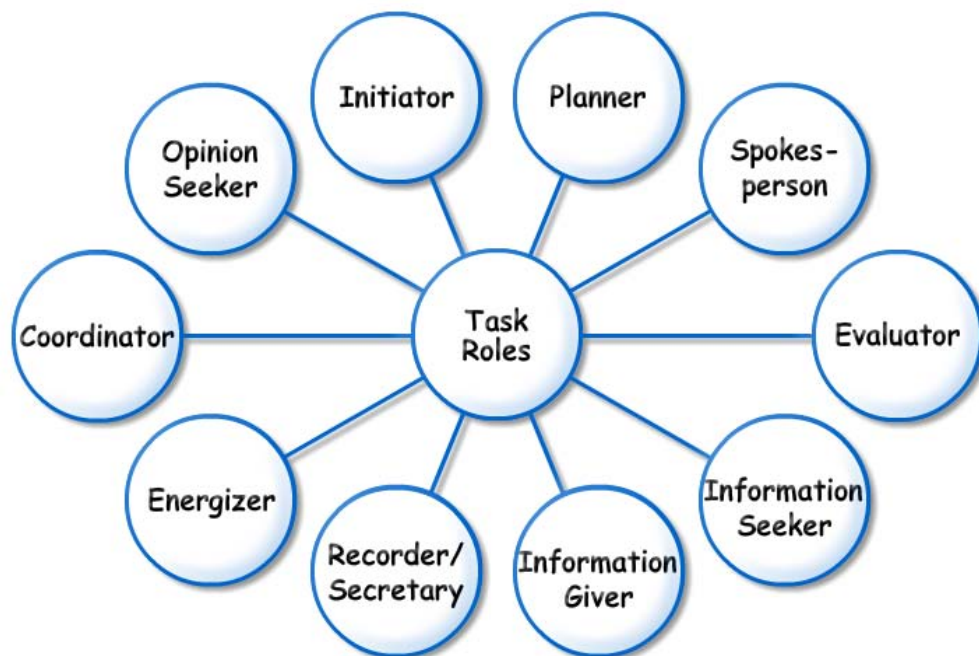
Roles are the characteristic and expected social behavior of an individual within a group. We all have unique skills, strengths, and talents which, when contributed to the group, enable the group to operate effectively and be successful. When we communicate with one another in a group situation, we assume certain roles based on these unique skills, strengths, and talents. Some of these roles enable us to complete tasks, while others build and strengthen the group. Still others are destructive or harmful to the group communication process.

The Roles We Play

Within any group, roles will naturally evolve during the group formation process, and may change over time. Group dynamics and communication can either be accelerated or hindered based on the roles we assume.

Though many different roles exist, they fall into the following three major categories.

1. **Task roles** are those roles that help the group accomplish a specific task
2. **Social roles** are those roles that help the group maintain itself as a group
3. **Dysfunctional roles** are those roles, which are destructive and block group communication



Courtesy of Army JROTC

Task Roles

In order to accomplish a goal and achieve results, members of the group must take on task-oriented roles that will fit in with the objectives of the group as a whole. For example, if your group was responsible for putting on a fundraiser for a school trip, you might need people to suggest ideas and gather information.

You would also need someone to plan the event, and someone to coordinate it. These are all task roles. The following are descriptions of some task roles (this is not an exhaustive list):

- Initiator. Suggests new ideas and proposes solutions
- Opinion seeker. Looks for options; seeks ideas and suggestions from others
- Coordinator. Organizes the various activities of team members and shows relationships between ideas
- Energizer. Stimulates the group to a higher level of activity
- Recorder/secretary. Keeps a record of group actions
- Information giver. Offers facts or generalizations to the group
- Information seeker. Asks for information about the task; seeks data
- Evaluator. Measures decisions against group goals
- Spokesperson. Speaks on behalf of the group
- Planner. Prepares timelines, schedules, and organizes group logistics.

Social Roles

To maintain the group as a unit, it is also necessary that some people assume social roles to promote social interaction and a healthy group dynamic. These roles are less concerned with the task at hand, and more concerned with team growth and cohesiveness. The following are some social roles.

- Encourager. Praises the ideas of others; warmly receptive to other points of view and contributions
- Volunteer. Offers whatever is needed

- Group observer. Keeps records of group activities and uses this information to offer feedback to the group
- Compromiser. Moves the group to another position that is favored by all group members by coming “half way”
- Gatekeeper. Keeps communication channels open by encouraging or facilitating the participation of others or by proposing regulation of the flow of communication
- Standard setter. Suggests standards or criteria for the group to achieve; standards may apply to the quality of the group process or limitations on acceptable individual behavior within the group
- Summarizer. Raises questions about the direction which the group discussion is taking by summarizing what has been discussed and showing where it deviates from group objectives
- Reality tester. Subjects group accomplishments to a set of standards for the group; this role examines the “practicality” or the “logic” behind a suggestion of group discussion.
- Mediator. Mediates the differences between group members. Attempts to reconcile disagreements and relieves tension in conflict situations.

Dysfunctional Roles

When an individual has competing needs or a personal agenda that is not in harmony with that of the group, the result will often be one of frustration. This frustration frequently manifests itself through behaviors that block effective group communication. The following list shows some examples of dysfunctional roles:

- Aggressor. Attacks other group members, deflates the status of others and shows aggressive behaviors
- Blocker. Resists movement by the group
- Recognition seeker. Calls attention to him- or herself
- Self confessor. Seeks to disclose non-group related feelings or opinions
- Dominator. Asserts control over the group by manipulating other group members
- Help seeker. Tries to gain the sympathy of the group
- Non-participator. Chooses not to participate in group discussions.

You need to be careful when labeling dysfunctional roles, because these behaviors may be subject to interpretation. You may see a particular group member as a blocker, when

they in fact see themselves as a reality tester. It is important to be aware of the lens through which you view the behavior of others.

Choosing Your Role

The role a person plays largely depends on his or her personality, preferences, and abilities. Some roles will come more naturally than others, and you may fill more than one role at the same time. For example, you could be an opinion seeker and an encourager at the same time. In other cases, you may also share roles with other members of the group.

Within group communications, the qualities that members bring to a group affect their ability to accept influence uncritically, increase cohesiveness, mediate conflicts, and solve problems. These characteristics are another important dimension that affects the roles we play within a group. Our credibility and our attitudes can influence our behaviors, and the way others perceive us.

Likewise, a personality trait is a tendency to behave in a consistent way in different situations. These traits are also important in determining our role in group communications. We can classify the numerous personality traits into six broad categories. They appear in some combination in each of us; however, your predominant trait will influence how you interact within a group.

- **Authoritarianism.** An **authoritarian** person thinks that there should be status and power differences between people. As group members, these people use their power when in a position of leadership. They are firm, demanding, directive, and not likely to accept the ideas of others.
- **Social sensitivity.** This trait, also known as empathy, is an understanding of the feelings of others. It shows a person's ability to look at what is happening from the perspective of the other person.
- **Superior tendencies.** Group members who possess high ascendant tendencies tend to assert themselves and exert dominance over others. These group members influence group decisions; however, they tend to make remarks that build themselves up at the expense of others and display stern behavior that works against success in dealing with others.
- **Self-reliance and dependability.** Group members who show these traits demonstrate a sense of responsibility. They possess such characteristics as integrity, self-esteem, self-reliance, and self-control. They are successful in helping the group to accomplish its goals. People with high self-esteem tend to resist influence attempts and threats made by others; whereas, people with low self-esteem tend to be influenced by someone who has higher self-esteem.

- **Unconventionality.** Unconventional group members do not behave in expected ways. They do not seem to be interested in the group's objectives, and their behavior keeps the group from its work.
- **Emotional stability.** Anxiety and adjustment are two widely studied indicators of emotional stability. An anxious group member will worry about some uncertain or future event although there is no apparent cause for his or her worry. On the other hand, if an individual is well adjusted, relating well to his or her environment, that person appears to have emotional control and stability. Adjustment is positively related to group effectiveness, motivation, development of cohesiveness, and high morale.

Influences of a Social Group

Not only can there be one or more social groups within an organization, they can have a great deal of impact on the operation of the organization. By uniting, members of a social group (or of social groups if there are more than one in an organization) can influence a leader's action, or the actions of the leadership in the organization, in regard to making decisions on policies, rules, or procedures.

Definition of a Small Group

Most people would define a small group as having at least three and no more than 12 or 15 members. A group needs to have at least three members; otherwise it would be difficult to make decisions. With three members, coalitions can be formed and some kind of organization is present. Too large of a group (more than 12 or 15 members) inhibits the group members' ability to communicate with everyone else in the group.



Courtesy of Army JROTC

Within the group, roles will evolve and procedures will be developed as to how the group functions. A group must have a common purpose or goal and work together to achieve that goal. The goal brings the group together and holds it together through conflict and tension.

Decision Making in Groups

Many groups meet to solve problems or make decisions. Typically, a six-step approach is used when making decisions within a group.

1. Identify the problem. What is the problem? What is wrong with the current situation?
2. Analyze the problem. What are the issues in play in your group's situation?
3. Identify the goals. What are the goals of the final decision?
4. Generate the solution(s). Generate as many solutions as possible. Avoid **groupthink** by listing many solutions. (Groups experiencing groupthink do not consider all alternatives and they desire unanimity at the expense of quality decisions. They are focused on reaching a decision, not finding the best solution.)
5. Evaluate and select the solutions. Measure each solution against the goals from step three.

6. Implement the solution(s). Enact the chosen solution(s).

Brainstorming

Another option for decision making is brainstorming. When brainstorming, group members are encouraged to generate as many ideas about a particular topic as they can. Group members should be encouraged to say anything that comes to mind when brainstorming. Every idea is written down and judgments about ideas are saved until later, when the group returns to all of the ideas and selects those that are most useful.

Nominal Group Decision Making

Nominal group decision making is a group decision-making tool used when the group must place a set of options in a preferred order. To use the nominal method, group members work individually to list all alternatives to a problem or issue. Sometimes, the nominal method is used after a brainstorming session is held. The group facilitator asks each group member to individually rank all of the options from highest to lowest priority. Finally, the facilitator computes an average score for each idea. The lowest score is the highest priority for the group.

There are many ways that a group can make a final decision, decide on a solution, or come to agreement. Some of the most popular ways of making the decision include:

Consensus. The group members all agree on the final decision through discussion and debate.

Compromise. Through discussion and readjustment of the final plan, group members come to agreement by giving up some of their demands.

Majority vote. The decision is based on the opinion of the majority of its members.

Decision by the leader. The group gives the final decision to its leader.

Arbitration. An external body or person makes a decision for the group.

Leadership in Groups

Leadership is concerned with control and power in a group. Leadership can be aimed at either maintaining the social relationships in the group or facilitating the group to achieve its task. Groups will sometimes have two leaders: one for the social dimension and one for the task dimension.



Courtesy of Army JROTC

Some researchers believe certain people are born with traits that will make them good leaders in all situations. A second perspective is that the group's leader selects an appropriate leadership style for the given task. A third way of understanding leadership says that to some degree, leaders are born with traits that make them good leaders, but that they also learn how to become leaders and use strategies appropriate to a given situation.

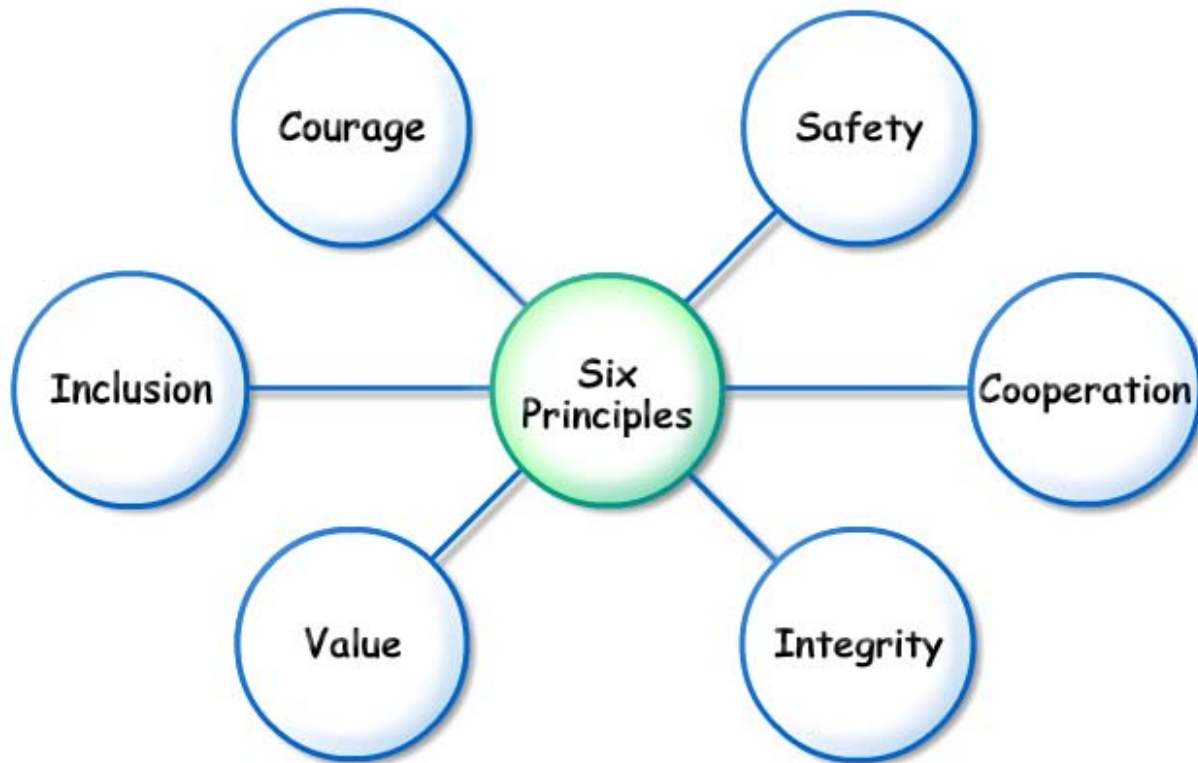
There are four instinctive styles of leadership. They include:

1. Autocratic. The leader uses his or her authority to make decisions.
2. Democratic. Authority is shared and all group members help make decisions.
3. Laissez-faire. A "hands-off" style in which the leader allows the group to make its own decisions.
4. No leader. No one in the group exercises leadership. This style, says researchers, leads to group disintegration and is followed by autocratic leadership.

Quarterbacks of Life Stepping Stones to Success Three: Team Support

Team Support is a critical Stepping Stone to Success and is one of your most valued resources. It's what you experience when team members help you to more clearly define your dreams and goals. It's also what you experience when team members help you identify and develop needed resources that will give you the power to connect with your dreams and goals. Team Support is all about people working together in pursuit of a shared dream and/or goal. When team members help you decide and plan your path of travel toward goal attainment, they are there to help you to stay positive and focused. They help build your confidence in the face of Success Stoppers and challenges that threaten your determination to move forward on your pathway to success.

The *Six Principles That Impact Team Support* (Sapon-Shevin, 1999) below, outlines the importance of each principle.



Courtesy of Army JROTC and Quarterbacks of Life

Courage

We share our joys, concerns, fears, worries, and needs (communicate openly) freely with each other. We feel comfortable letting others know how we want to be treated. We ask for help when needed and we share openly the joys and successes of others. We freely step in and question the behavior of others whose actions weaken team support.

Inclusion

We reach out to everyone in our class and move beyond stereotypes, labels, ethnicity, and other categories that divide us in order to form friendships and strong relationships that support teamwork. We actively participate in caring activities and seek out opportunities for interaction and dialogue that foster team support. Everyone in our class feels accepted and is a fully participating member of our class.

Value

We convey in words and behavior that all members of our class have value and worth. We do not rank the value of our fellow cadets based on such variables as grades, intelligence, socioeconomic status, age, gender, race, behavior, and so on. We value ourselves and validate each other through the caring choices we make. We are caring people and builders of caring communities and this is evident in our caring treatment of each other.

Integrity

We hold no secrets about ourselves from those in our class. We are completely transparent. We are able to share ourselves fully to others knowing that we will be fully accepted in our complexity and inadequacies. We are completely transparent, true to ourselves, honest with each other, and live fully in the present without fear of retribution.

Cooperation

As a class, we are encouraged to work with others, share our ideas, and form networks that teach us how to live, learn, and work from caring perspective. We are fully connected with each other and practice daily connectivity – building skills that bring us together in support of one another. We are encouraged to meet, talk, share, problem solve, and offer our support to each other.

Safety

Everyone in our class feels physically and emotionally safe. I feel safe asking questions, giving wrong answers, coming to class, taking risks, requesting help, offering help to others, and sharing myself with others. I feel fully supported by my instructors and fellow cadets. They all model behaviors of caring, kindness, and support when it is needed most. My classroom environment promotes people building and doing well versus the need for self protection and looking good.

Communication Barriers

There are many barriers to effective listening. These barriers can interfere with effective communication in groups and lead to the **distortion** of communication. After you understand how these barriers impact group communication, you can do your part to overcome them.

- ✓ Laziness. Effective communication can be hard work.
- ✓ Internal distractions. Sometimes group members may have a lot on their minds, which makes it hard for them to concentrate on what someone else is saying.
- ✓ Past relationships. If members of the group have either a poor or an excellent past relationship with each other, this can affect communication.
- ✓ Lack of trust. Believing that other members of the group have betrayed your trust or that they do not have your best interests in mind is a barrier.
- ✓ Lack of self-confidence. If a group member does not sound confident, another member may have a harder time staying focused.
- ✓ Prejudice. Prejudice can effect both how we hear others as well as how we receive the information.

- ✓ The “halo” effect. If a group member has an association with someone or something the group already likes, the group is much more likely to be receptive to the member as well as the information. Members may not question what they should question.
- ✓ The “horns” effect. If a group member has an association with someone or something about which the group has negative feelings, the group may not listen the way they should.
- ✓ External distractions. Sometimes there are a lot of things going on in the same location where the group is trying to listen to each other.
- ✓ A different level of power between members

One member may have the authority, and one not. Either way, it can impact how members communicate.
- ✓ Gender preferences. One group member may have different expectations because of the gender of another member.
- ✓ Emotionality on the part of a member. If a member gets passionate about the topic; it may distract other members from hearing the real message.
- ✓ Prejudging the message before the entire message has been delivered

Sometimes a member will say something at the start of a speech or conversation that may distract another member from effectively listening to the rest.
- ✓ Allowing personal characteristics of another member to get in the way. If one group member was dirty or smelled unpleasantly, for example, another member might not attend to everything that is said.
- ✓ Not caring about another group member. Being indifferent to a person can affect how well another member pays attention to the message.
- ✓ Interrupting. Sometimes a group member is so excited about an idea he or she wants to share, that the member does not wait for the communicator’s thoughts to be completed. This distracts both the sender and the receiver of the message.
- ✓ Trigger words. Some words evoke an emotional response that prevents effective communication. These words are distracting because they make group members concentrate on something else besides what is being said. Sometimes trigger words will represent different things to different members of a group. This also leaves room for misinterpretation.
- ✓ Delivery style. Sometimes the way information is delivered can be distracting. One group member might have a very monotone voice or may continuously put in verbal pauses like “uh” or “you know.” Any of these things may cause other members to concentrate more on the delivery than the content.

Psychological Barriers

Each member of a group has psychological needs. If these needs are not met, it can create problems. Psychological barriers to communication are more difficult to identify and overcome than other barriers, and require leaders and group members to possess and apply knowledge of human nature to each situation.

Since everyone has a unique combination of factors (or **filters**) such as needs, values, beliefs, experiences, education, goals, and so on (all of which combine to make up a person's character), it is through these filters that group members can see and hear the existence of possible psychological barriers. Consequently, it is through an understanding of how these filters can drive and/or influence one's character, either independently or collectively, that people can learn to avoid potential communication problems, including these barriers.

Guidelines to Avoid Barriers

Aim at your target. Group members always want the target of their communication to understand the message thoroughly; therefore, before sending a message, take a moment to aim at the target. Form the content and tone of the message so that it hits the target squarely and correctly—on the first try.

Use several channels of communication and repeat important communication. Since barriers can easily filter or block information, communicators must often use several methods to relay the information. In addition, repeat important communication to ensure the information gets out to everyone.

Communication Breakdowns

The number one cause of wasted energy and productivity within groups is communication breakdown. Communicating effectively is a vital part of a group's success. It is imperative that each member of the group communicate effectively if the group is to succeed. Factors that completely disrupt the flow of information are communication breakdowns. The following are four situations that can cause a total breakdown.

Competing for a Person's Attention

People or things that compete for a person's attention may be one cause for a breakdown in communication. Competition for attention occurs when a person receiving the information is trying to do several tasks at once. For example, when somebody interrupts you, one solution that you can implement is to stop working, clear your mind, and concentrate on the new subject until you understand it, then resume work as before the interruption occurred.

However, if you are the person doing the interrupting, you should handle the situation differently. Your first step is to recognize that the other person is busy. If your concern can wait, let it. If you must interrupt, make it as short as possible.

Situations Affecting Self-esteem

A communication breakdown can often result from a situation that affects the self-esteem of the parties involved. In such cases, if you are aware that certain people do not get along with each other, or have not established a **rapport**, consider this when giving a message that must go to or through the other.

Misunderstandings

Misunderstanding what someone expects of you is another factor that can lead to a communication breakdown. When one group member does what they think another member wants them to do, but actually they do not do what is expected, there is a serious lack of communication.

Misunderstandings often occur when a person uses a word or phrase to describe an action or event rather than actually describing what took place. For example, saying there was a “fight” between Bonnie and Cheryl is quite different from saying Bonnie and Cheryl do not like each other and had an argument last night over what to watch on television.

Another cause of misunderstandings is the use of jargon. Jargon occurs when social or professional groups use certain words that have special meanings because of the nature of the group. Communication breaks down when people outside the group, or new people to that group, do not understand the special meanings.

Distortions, Interpretations, and Filters

As you can see, group communications do not always run smoothly. In addition to various social influences or barriers, frequently someone will distort, dilute, change, or stop the information flow before it reaches everyone for whom the sender intended it. As information travels from one group member to another, each member has the opportunity to make it more specific by adding, changing, deleting, or refining the message.

Most communication processes are not always accurate or perfect since each person in a group must interpret what was said. Two more examples of opportunities for miscommunication are **grapevine** and rumor.

Conclusion

Communicating is one of the most important things you do in life. Do not think that it comes easily! You must practice good communication skills daily; then you will gradually see results and be able to communicate effectively and confidently in a group. The spectrum of roles within the group communication process is much richer than just leaders and followers. By increasing our awareness of the diversity of those with whom

we interact, and stretching our own capacities, we can develop the skills to communicate effectively and productively within a group.

Lesson Check-up



1. Describe the three main roles of group communication and why it is important to understand each one.
2. What problems may arise if a group is too large or small? What size group is ideal and why?
3. There are barriers that break down communication. Explain two ways to ensure your target is hearing and understanding your message.



Courtesy of Army JROTC

U2C6L4

Communication

Key Words:

Communication

Decodes

Emotional Intelligence

Encodes

Feedback

Message

Transference

Transmitted

What You Will Learn to Do

Adapt communication to give direction and provide feedback to others

Linked Core Abilities

- Communicate using verbal, non-verbal, visual and written techniques
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

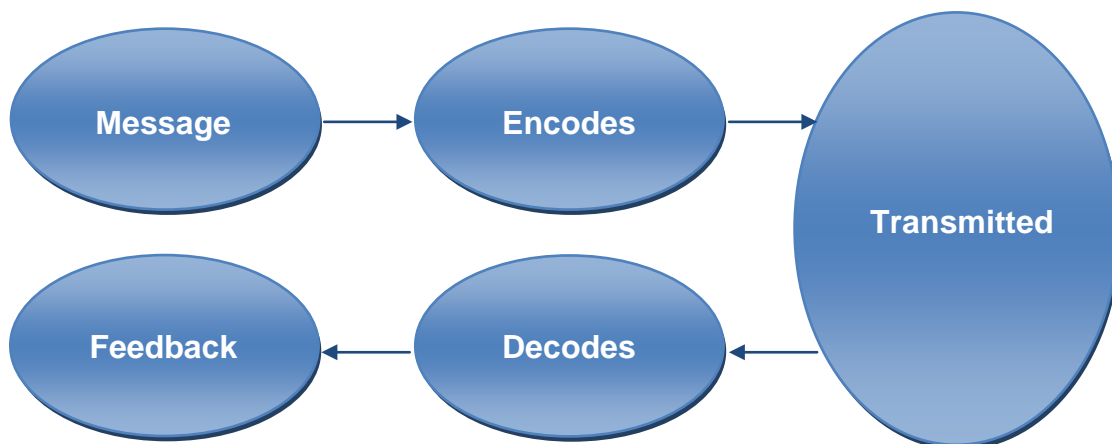
- Determine how communication is important for effective leadership
- Explain the basic flow and purpose of informal communication
- Review the major elements of a communication model
- Formulate how to overcome barriers of effective communication

Introduction

It's not what you say, but what you do. This statement highlights the philosophy that actions speak louder than words. You are a model for others. They watch what you do and, if they admire you, will imitate your actions. Communicating is sending a message through a process that allows the receiver to understand the message as you intended. Many things affect this process. In this lesson, you will learn about the process of communication, the barriers to that process, the power of emotional intelligence, and the process of exchanging feedback.

Even though your actions speak louder than the words you use, words still influence others. To be effective, there must be an understanding of what is heard and an alignment of actions with what you are saying. Effective communication is important in our lives. It is the number one cause of interpersonal conflict, and we spend over 70 percent of our waking hours communicating through some means (writing, reading, listening, speaking).

Communication is defined as the transference and understanding of a meaning. Note the two words **transference** AND understanding. It is not enough to just send a message. For the communication to be successful, it must be understood. This is no easy task.



The Communication Process

First, someone has something they want to say, a **message** to be sent. Then the sender **encodes** this message. That means the sender puts it into some symbolic form to be transmitted. Once the message is encoded, it is **transmitted** through some medium. This could be written, spoken, nonverbal gestures or expressions, paper, television, audiotape, etc. The receiver then **decodes** the message. He/she must put the message in some symbolic form that they understand. Finally, through **feedback**, the sender determines whether the message was received as intended.

Sounds easy, doesn't it? Well, it is much more complicated than you might think. That's why most communication is not understood and often creates conflict. There are many hidden barriers affecting the process.

Encoding and Decoding

For example, the encoding and decoding process is greatly affected by the sender and receiver's skills, attitude and knowledge. His/her skills in reading, writing, listening and reasoning influence what is said, how well it is said and with what meaning it is sent or received. We have discussed earlier in Chapter 1 that attitudes can affect your behavior. When you are communicating, your attitude can affect the tone of your voice, the words you choose to use, and the readiness to listen. Finally, your knowledge about the topic has an impact on how well you can communicate about the message.

Additional barriers exist. We often filter what we say. Meaning, we drop things out of the message based on what we think the listener needs to know or wants to know. We choose what to say. We listen selectively. In other words, we listen for what we want to hear. We are overloaded with information to the point of not knowing how to organize or use all this information. We might be defensive or apprehensive about the message and not want to hear what is being said. Languages, accents, and jargon affect what we hear and what we think it means. Is it any wonder we have difficulty being understood?

Emotional Intelligence

You will be building your skills around communication in speaking and writing techniques in other lessons. One barrier we want to discuss now is one's emotions and how they interfere in the communication process. We are going to explore emotional intelligence.

Emotional Intelligence is the ability for one to monitor their emotions, and use information about those emotions to guide one's thinking and actions.



Courtesy of Army JROTC

Five Skills for Managing Emotion

Our emotions are real. They create a need to “react” in a situation that faces us. When faced with a dangerous situation it is the brain quickly telling the rest of your body that something is not right and it is time to either run away or stand and fight. Emotions cannot be checked at the door and forgotten until the day is over. If you have a disagreement with your parents before school, the emotions around that disagreement are influencing your behavior the rest of the day, possibly the week. They will influence what you hear, what you say, and how you behave. They will become barriers to understanding or sending a message.

People who have a high degree of emotional intelligence have a greater degree of influence. Their behaviors reflect they are aware of what the emotion is that is present, understand why that emotion is there and are able to separate the emotion and the reaction so they can manage the emotion rather than the emotion managing them.

There are five competencies or skills to managing your emotions: self-awareness, self-regulation, self-motivation, empathy, and effective relationships.

1. Self-awareness

Self-awareness is the ability to “feel” the emotion and understand where it is coming from. Read the list below. What would you feel if you were in the following situations?

- A slow line at the video store
- Making a presentation in class
- A surprise birthday party
- Being told on Friday that you cannot go to the ballgame on Saturday
- Receiving phone call from an old friend

Different emotions can happen in similar situations. The slow line may not be a problem if you are not in a hurry. However, add to that situation that you have only a few minutes to get home on time or your parent will be grounding you for a week.

Now that you have identified the “feeling” that is going on inside you in those situations, think about the consequences those feelings might bring. For example, the slow line and your need to be home on time could bring about your making comments to the people in front of you if they are not ready to ring up their purchase. Or it might make you moody and be abrupt with your friends who are waiting in the car for you.

The emotion will drive different “actions” or consequences. You need to know what the emotion is (fear, frustration, anger, disappointment) and why it exists (what consequences the situation might bring, therefore how you might react to the emotion).

2. Self-regulation

Self-regulation is the ability to control that emotion. While you don't ignore or push aside the emotion, you do recognize it and deal with it effectively. In order to self-regulate an emotion, you might take pause between the emotion and your reaction to it. You also might use self-talk to identify the emotion and talk yourself through it.

What you tell yourself goes immediately to your subconscious where it increases or decreases your anger or other emotions. Repeated negative self-talk leads to exaggerated and irrational thinking. Have you ever said these things to yourself?

- They always take me for granted
- I'm always late
- No one ever helps me
- No one ever listens to me
- It will always be this way
- Everything I do is wrong
- I never get a passing grade

Now think about why you say those things to yourself. For example, if you are always late, why are you late? Are you only late at certain times? Be more specific about your being late. Once you have identified why you say those things to yourself, you can begin to identify the emotions around the reasons you are late, which is driving the behavior to be late. It could be that you are not getting to bed early enough to get a good night sleep. It could be that you are not prepared for that class. It could be that you don't like that particular teacher. Whatever the reason, once you have identified it, you can change the self-talk from "I'm always late" to "I am late because I do not get enough sleep." The next question would be why don't I get enough sleep? I don't start my homework until after dinner. What can I do to start my homework earlier so I can get a good night sleep? You see, it is a series of questions getting to the root of the problem, which is creating in you an emotion that is driving negative self-talk and negative behaviors.

3. Self-motivation

Self-motivation is the ability to change the way you think about things in order to get them done. There are things about our lives, school, family, and community that we don't enjoy doing. But they must be done. Learning to connect to those things in a positive way is a big part of emotional intelligence. Can you identify a few things about school that make you feel uncomfortable or bored? Now answer the next two questions. Why are these things important? How might you think about these things differently so that you can take greater satisfaction in them?

4. Empathy

Empathy is the ability to share your feelings with others more openly so they will open up and trust you, improving communication overall. Think of someone you are close to – someone you tell everything. Do you trust that person? Do they trust you? Then think of someone you tell very little. What is your trust level with them? Each relationship will build a different trust level. However, it begins with you. The greater the trust, the more open the communication. The more open the communication, the greater the trust.

There are four levels of communication:

- Superficial (“hi” “how you doing”)
- Fact (“It is raining”)
- Thought (“I think you are good at that”)
- Feeling (“I feel you don’t care about your homework”)

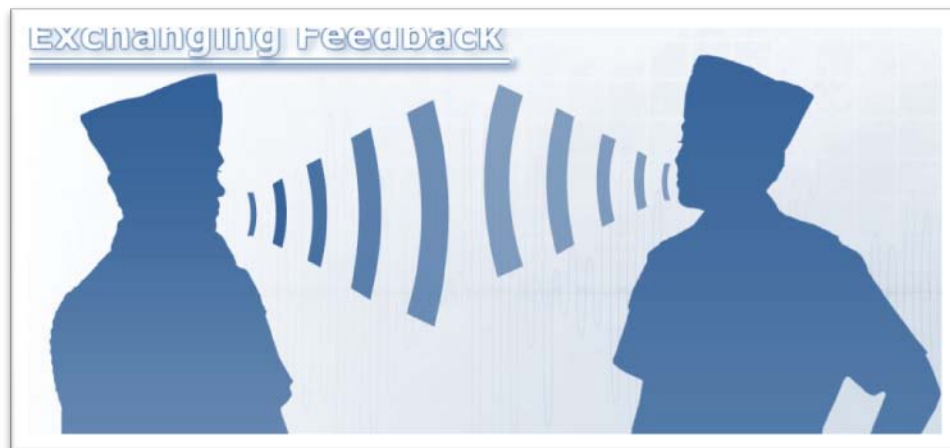
With some people, you never get past the first two levels. To open the trust and communication you will want to reach the fourth level.

5. Effective relationships

Effective relationships are about what occurs from your ability to self-regulate, self-motivate, to be self-aware, and to create empathy with others. It is about creating an enthusiasm, which is contagious. It is about finding those things you love and creating such an energy level around those things that dealing with those things you don’t like can be easier. Earlier we thought about things you did not like about school. Now think about things you like best in school. What makes those things so appealing?

Remember, the communication process of sending and receiving a message is successful when the message is understood. Many barriers exist that get in the way of our message being understood. Our behaviors speak louder than our words. Our overall communication is increased by our ability to engage in our emotions, rather than keep them at bay. Emotional Intelligence allows us to be aware of the emotions, regulate their consequences, find ways to motivate ourselves to complete tasks we may not like, feel empathy with others and build effective relationships — increasing the likelihood that the message sent is the message received.

Exchanging Feedback



Courtesy of Army JROTC

Although feedback is seen as the final loop back to the sender, it is present throughout the process. How and when to give feedback is important to the process. Having a high degree of emotional intelligence increases the effectiveness of providing and receiving feedback.

Feedback is something we give as well as receive. Whether the gift is welcome or not depends on knowing when and how to share our reflections so that others accept, value, and seek out our point of view. When we give feedback in a caring and skillful way, we open a window on the world.

In the give and take of effective feedback, you need the skills to create a zone of safety in which honest and constructive information can be exchanged. Those who are people smart are adept at inviting others to give them constructive feedback. They are also talented at getting invited by others to give them feedback. They are able to give feedback that is constructive and enlightening.

Many of us have had bad experiences with feedback. Perhaps we were on the receiving end of too much criticism from people in authority (parents, teachers, supervisors), or felt put down by peers when we were most vulnerable. However, we can structure the feedback process in ways that create a sense of safety for ourselves and for others.

In order to receive feedback we need to let others know that we want it; that we are receptive to hearing both the positive and negative story. To avoid being overburdened by too much feedback we need to be specific in our request for feedback. Specify why you want the feedback, in what areas you want feedback, and how much feedback you want. Read the following example of how to ask for feedback.

Feedback Example #1



“Sarah, the more I’m learning about leadership, the more I’m coming to understand that receiving feedback is important to making me a better leader, and specifically, listening to others’ ideas. I really want to make a difference in our unit and I want to understand how my behavior affects the team. I’d like you to help me with this by sharing your honest opinions with me. Would you be willing to do that?”

“You can help me today by answering two questions. What are some things I do that make it easier for you to convey your ideas, and what is one thing I could do differently?”

Compare the previous request for feedback to this one:

Feedback Example #2

“Sarah, the team leader told me I needed to get some feedback from others about my listening skills. I listen to others don’t I?”

Getting feedback from only one source could lead you down the wrong corrective road. Getting the feedback and agreeing with it are two separate things. That is why you want to broaden your circle of feedback sources. Your Success Profiler is a good tool to use to receive feedback from any sources around the same questions. Also posing the same questions to a number of people can validate what you are told. If most of the people you ask have similar input, you can assume there is some validity in their comments, even if you are uncomfortable with that input.

Finding the right time and the right level of receptivity will enhance the likelihood the feedback will be heard. That is the same for you as the receiver. If it is not a good time for you to receive feedback, let them know that, and agree to a better time and place. Consider the following questions to get you going:

- Would you be open to hearing some input about _____?
- I have some input on how you handled _____? Would you like to hear it?
- May I share some reactions with you about _____?

Share your feedback in a form of a hypothesis rather than to insist that it is a fact. There might be a reason behind the behavior for which you were not aware. By not insisting you are right, you help your recipient trust you and feel safe. Here is an example:

Feedback Example #3

Sarah accepted your offer to share feedback about her presentation to the class. You noticed that Sarah was speaking very fast and seemed to cram in too much information into the presentation. You ask, "I was wondering if you felt pressured to cover every aspect of the topic in your presentation?" When Sarah agrees that this was the case, you ask, "If you could only address three main points, what would they be and why?"

Timing of the feedback is essential to that feedback being heard! Feedback is most effective when it is immediate. Old stuff is not relevant. Memories fade quickly. Whenever possible, go for an instant replay while the behavior in question is fresh. However, be sensitive to the circumstances. Providing feedback in public can be embarrassing. Think through the impact that the time and setting have so you can reduce distractions and increase the usefulness of your input.

Checking the recipient's perceptions about your feedback is a final closing point to the feedback process. Ask them how they felt about what you said. Was there agreement or disagreement, was your input helpful or confusing, and/or does the person need more information? It helps to use effective listening skills, like paying attention to people's words and body language, and clarifying the meaning of their reactions. If there is a miscommunication or hurt feelings, often clarification can help the situation.

Feedback is most useful if it is constructive, concise, and specific. People are more open to positive feedback than negative feedback. If you can tell them what they are doing right, they will most likely listen and repeat the behavior in the future. Informative feedback includes specific behaviors, is limited, and provides suggestions.

Global statements are not correctable. Specific behaviors are. Compare these two statements:

Global: You have an attitude problem.

Specific: You sounded rather impatient at the team meeting today.

Behaviors lead us to conclusions about personal values that can be misinterpreted. Be sure you avoid being personal and dig deep to find the behavior that needs to be challenged. Look at the following examples:

Personal: You are sloppy and disorganized.

Behavior: There is a lot of clutter in your locker. How do you find what you need?

Personal: You are lazy.

Behavior: You often procrastinate, don't finish the task, and return late from breaks. Why do you think you do this?

Personal: You are well organized.

Behavior: You are consistent in your prioritizing of assignments, setting deadlines and keeping materials readily available.

In each of these examples, the specific behaviors convey more information than the personal statements. People can hear the message more easily, can see the behaviors you are speaking about, and are not confronted with labels that provide no direction — either good or bad.

Have you ever been confronted with a list of things you do wrong? You might start off with a high degree of listening, but after a while, it gets difficult. Keep your feedback focused on the main point.

Show your concern for the recipient's growth by suggesting ways they can build on their strengths and overcome deficits. Your suggestions should be specific, realistic, positive, and tactful.

Example:

“You often interrupt when others are speaking. When you do that to me, it makes me feel you do not value what I have to say. I think you would be a more effective team member if you practiced better listening skills. Would you be willing to work on this during the next team meeting? When you feel yourself ready to speak before the other person is finished, could you take a deep breath and hear them out? If you would like, I can sit next to you and if you begin to interrupt someone, I can gently tap your arm so you are aware of your behavior.”

When you follow-up on your feedback, the recipient feels you care. In the example you just read, you could continue the feedback process after the team meeting by asking:

Example:

“I saw you really working at this today. You caught yourself the first time and stopped, apologized and took a deep breath. When I tapped your arm, you were able to sit back in your seat and let the team talk through the problem. By the end of the meeting you seemed much more comfortable in waiting your turn to speak. You also did a great job summarizing what others had said. How did it feel to you when you were able to stop yourself and let the others finish? Was it helpful to have me tap your arm? What would you like to do next?”

If you were not at the meeting you could follow up by asking them:

Example:

“How did the meeting go? Were you able to practice your deep breathing? How did that work for you? What do you think you need to do next?”

Conclusion

Feedback is an important part of the communication process. Emotional intelligence is an important part of feedback. Being able to manage your emotions and give and receive informative feedback reduces many of the barriers to effective communications.



Lesson Check-up

1. Describe the five skills for managing emotion.
2. Why is it important to ask permission to provide feedback?
3. How can feedback that requires correction be delivered positively and constructively?



Courtesy of Army JROTC

U2C6L5

Motivation

Key Words:

Alleviate

Complement

Intangible

Prejudicial

What You Will Learn to Do

Employ motivation strategies that inspire others to achieve goals

Linked Core Abilities

- Take responsibility for your actions and choices
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

- Determine how individual performance within a group is influenced by expectations, ability, and motivation
- Explain the 14 Principles of Motivation

Introduction

Leaders spend a great deal of time and effort studying the technical aspects of their jobs. However, in order to lead effectively, they must also know what makes people “tick.” By studying human behavior, leaders learn why people act and react in certain ways. Plus, leaders who care about their subordinates and are attentive to their needs are more able to influence them in accomplishing unit goals. This lesson identifies those basic needs and it explains how they can be satisfied.

Studying human behavior helps leaders to acquire the knowledge they need to better understand themselves and those they lead.

It is important that leaders learn why human beings act and react in certain ways and to identify various types of behavior. They also must learn how to influence the behavior of subordinates so that their personal goals **complement**, or reinforce the goals of management.

Leader Concerns for Group Needs

Leaders must provide purpose and goals for the group. By selecting the best course of action to reach a goal, they provide purpose. By explaining the reasoning behind decisions and demonstrating their own enthusiasm for the task, they provide direction and assistance in accomplishing the goal. This direction should also include information on the required standards of performance.

Leaders must realize that, although they are recognized as leaders because of their position, they will not be accepted until they earn the respect and confidence of the group by satisfying its needs. Therefore, successful leaders must be more concerned with the well-being of their people than they are with themselves. They must go out of their way to give time, energy, and counsel to help their subordinates live up to their potential. By constantly showing this level of concern to their subordinates, these leaders receive a high degree of respect and loyalty from their subordinates along with their desire to accomplish team goals.

Think About It

Unselfish leaders avoid providing for their own comfort and personal advancement at the expense of others. Leaders should place the comfort, pleasure, and recreation of subordinates before that of their own. It is difficult to respect leaders who seek their own comfort over that of their subordinates or who hoard credit for achievement made possible by subordinates. True leaders place themselves last in priority and share the dangers and hardships with their subordinates.

Motivating by Satisfying Needs

Needs form the basis for actions. They motivate people to behave in certain ways and to do certain things. Consequently, motivation is a total process that is determined by the interaction of human needs, the situation, and the combination of personal and group needs. The leader's part within this interaction is to:

- Thoroughly understand human needs and stay directed toward satisfying them. Keep a broad point of view on human nature and motivation. Do not hold to a narrow view that people are motivated only by fear, or believe the opposite — that people are all good and will always be motivated to do the right thing. Instead, a complex array of forces can motivate people, and leaders must be open to every situation.
- Satisfy individual and group needs by establishing goals or tasks for individuals and groups to reach, leading to goal/task accomplishment.
- Understand how to motivate in order to obtain the behavior and conduct (confidence, competence, professionalism, etc.) needed from subordinates.
- Establish and maintain loyalty and teamwork within the unit.
- Create a caring climate within the unit — one that promotes trust and respect as well as an understanding and acceptance of the “why” of subordinates’ actions.
- 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.

14 Principles of Motivation



Courtesy of Army JROTC

Although there is no simple formula for motivation, we can provide a basic view of what motivates people. Keep in mind that this view is a simplification for you to use as a guide. It assumes that needs motivate people and that a person's motivation to reach a goal depends on whether the person perceives that the goal will satisfy any of those needs. Realizing that different people react to varying needs will allow you to arrive at appropriate decisions and actions in a particular situation.

People are motivated by forces such as, values, self-interest, kindness, worthy causes, and others. Some of these forces are internal — such as fears and beliefs; and some are external — such as danger, the environment, a chance for promotion, or pressures from a senior, subordinates, or one's family. Forces combine to determine what a person is motivated to do in a given situation.

Remember, since needs form the basis for actions and leaders must motivate by understanding these needs, leaders must understand how needs drive individuals, people, or groups to action. The following is a discussion of 14 practical principles (guidelines) that flow from this basic view of motivation.

Note

Do not confuse these principles with the 11 Leadership Principles.

Principle 1



Principle 1

Make the needs of subordinates coincide with unit tasks and missions.

Courtesy of Army JROTC

Subordinates will have a natural desire to work to satisfy their own needs. When leaders link these interests and needs with those of the group, they have a powerful way to motivate.

Principle 2



Principle 2

Reward individual and team behavior that supports unit tasks and missions.

Courtesy of Army JROTC

The opportunity to win a reward is a sound motivator. A ribbon, a medal, a certificate, or a letter are only small tangible objects, but they mean a great deal to someone psychologically. These rewards have motivating power because they are a way of satisfying social and higher needs. Awards symbolize a proud achievement. Once the higher needs are awakened by such rewards, the motivation to keep working for more recognition normally increases.

Rewards can also include a simple “well done” or a “pat on the back,” a promotion, or a favorable evaluation.

Principle 3



Principle 3

Counsel subordinates who behave in a way that is counter to unit tasks, missions, and standards.

Courtesy of Army JROTC

The previous two examples were the “carrot” or the reward approach. This principle is the opposite; it is the “stick.” Use this principle only when it is necessary to motivate people who do not respond to positive motivation. However, before resorting to this approach, be certain that the task, mission, or standard was clearly communicated prior to the infraction.

Every leader in the chain of command must be involved in the discipline of the organization. This shows subordinates that even their immediate supervisor has the power of “the stick.” Each case requiring counseling or disciplinary action also provides an opportunity to teach subordinate leaders how to counsel and take disciplinary action. Remember, conduct reprimands, counseling sessions, and other corrective actions as privately and as quickly as possible after an infraction. Do not humiliate or embarrass someone in front of others.

Principle 4



Principle 4 **Set the example in all things.**

Courtesy of Army JROTC

If leaders show their subordinates how to act, they are teaching them at the same time. If leaders follow regulations and unit operating procedures, they are demonstrating the expected policies to be followed. By doing these actions, leaders are also proving their own degree of self-discipline.

A word of caution is in order here. No one is superhuman, and subordinates do not expect that. While they want leaders to set the example in all things and to share hardships with them, they do not want their leaders to take unnecessary risks. If they

see leaders taking unnecessary risks, they may lose confidence in their judgment, affecting the morale, cohesion, and discipline of the unit.

Principle 5



Principle 5 **Develop morale and esprit within the unit.**

Courtesy of Army JROTC

Morale is the mental, emotional, and spiritual state of an individual. It is how a person feels — happy, hopeful, confident, appreciated, worthless, sad, unrecognized, or depressed. Morale has a tremendous impact on motivation. High morale strengthens courage, energy, and the will to get things done. Since everything a leader does affects morale in one way or another, a leader must always be aware of how his or her actions and decisions affect it. Give subordinates something to hope for, because hope builds morale.

Esprit means team spirit — it is the spirit, soul, and state of mind of the unit. It is a product of cohesion; the overall consciousness of the unit that the subordinate identifies with and feels a part of.

Principle 6



Principle 6

Give subordinates tough problems, and challenge them to wrestle with them.

Courtesy of Army JROTC

Coach subordinates on their problem-solving, decision-making, planning, and implementing skills. This principle:

- Encourages (by teaching and coaching) the development of junior leaders
- Motivates people who must carry out the plan
- Makes communication clearer — giving everyone a better understanding of the mission and what they must do as individuals and as a team to achieve it
- Creates an open, trusting communication bond between the members of the chain of command

Principle 7



Principle 7

Have subordinates participate in the planning of upcoming events.

Courtesy of Army JROTC

Participating in the planning of future events can be a highly motivating experience. By contributing ideas to a plan, subordinates then have a personal interest in seeing the plan succeed. Plus, it improves communication, which improves teamwork. Improved communication also gives everyone a clearer picture of the objective so that they can use their **initiative** to achieve it. Clear understanding of the mission and the plan prevents ill-founded rumors and fears based on a lack of knowledge.

Also, by involving subordinates in planning, leaders show that they recognize subordinates' abilities and appreciate them. Recognition and appreciation from respected leaders are powerful motivating forces.

Principle 8



Principle 8

Alleviate causes of the personal concerns of subordinates so that they can concentrate on their jobs.

Courtesy of Army JROTC

Everyone has a unique combination of experience, values, character traits, knowledge, and skills, causing a person to have a unique way of dealing with life. Things that seem of no importance to leaders may be of critical importance to subordinates.

Some people may have family problems that leaders must empathize with before they can help them. Others may not know how to: handle money, have meaningful relationships, stay out of trouble, balance the demands of school or work with the needs of the family, or grow professionally and personally.

Leaders should strive to help their subordinates as much as they can by keeping them informed of situations and decisions, encouraging feedback, and through counseling — when necessary. For those people who are having real or perceived challenges, these difficulties will cause them to worry, consume their energy, and prevent them from being productive. In order to help **alleviate** these causes of personal concerns, leaders should teach subordinates how to handle their lives in a healthy, constructive way.

Principle 9



Principle 9

Ensure that subordinates are properly cared for and have the tools they need to succeed.

Courtesy of Army JROTC

Simply put, this principle means caring for subordinates. Leaders at all levels of the chain of command must do all they can to help subordinates meet their physical, safety, social, esteem, and self-fulfillment needs. Teach them all you know. You want them to have the right values, character traits, knowledge, and skills because these are the tools that will allow them to grow, and to live happy, productive lives.

Principle 10



Principle 10

Keep subordinates informed about missions and standards.

Courtesy of Army JROTC

Keep clear, open communications with subordinates so that they can accomplish their mission as a team and use initiative in the absence of orders.

Principle 11



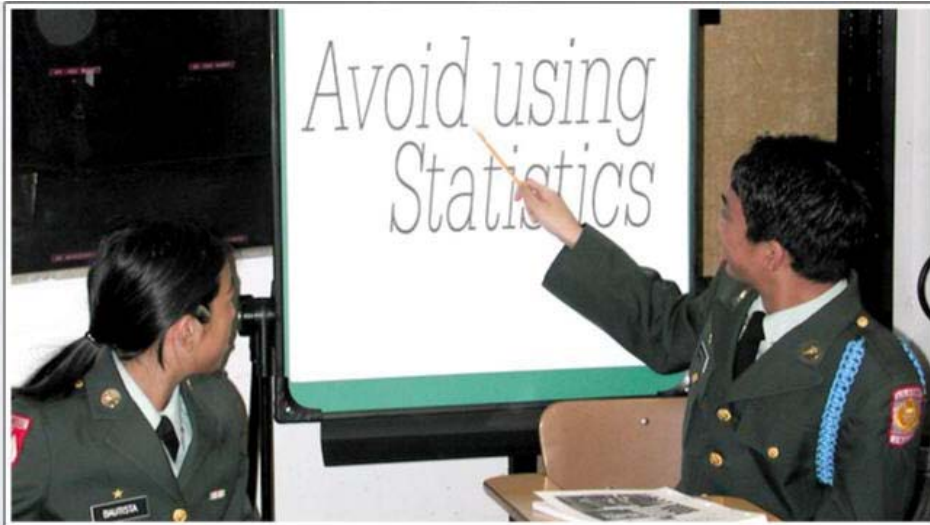
Principle 11

Use positive peer pressure to work for you, the leader, and the unit.

Courtesy of Army JROTC

Peer pressure can be a powerful motivating force, but leaders must be careful how they apply it. If not used properly, it can backfire with serious consequences. On the other hand, positive peer pressure that is based on professional norms and values is healthy.

Principle 12



Principle 12

Avoid using statistics as a major method of evaluating units and motivating subordinates.

Courtesy of Army JROTC

Statistics in themselves are not necessarily bad or good. Leaders should use them sparingly and carefully because they are only the “mask” of a unit and they may present a false image. They are surface indicators or symptoms that leaders need to check into further. Perhaps, they indicate a serious problem, perhaps not. Leaders simply do not know until they look into the true causes of the symptoms.

Improper use of statistics has a devastating effect on trust, morale, and motivation. Valid evaluation systems and effective leaders require much more than statistics. They require ways to get beneath the “image” to the real substance — the true strengths and weaknesses that influence effectiveness and the real leadership causes of those strengths and weaknesses. Good leaders make the time to get out and to see the real substance of a unit.

Principle 13



Principle 13

Make the jobs of subordinates as challenging, exciting, and meaningful as possible.

Courtesy of Army JROTC

Make each subordinate feel special. Experience and study have proven that people need meaningful work. They need to believe that what they are doing, even if it is tiring and unpleasant, is necessary and important. When people feel that their jobs are important and that they have responsibility, they feel needed and motivated. This principle encourages the delegation of authority. This “power down” approach helps leaders get the best out of their subordinates. Leaders give responsibility to subordinates who have the skill and will to handle it, and they strive to make subordinates feel that they are as responsible as them for achieving unit standards and goals.

Principle 14



Principle 14

Do not tolerate any form of prejudicial talk or behavior.

Courtesy of Army JROTC

Racial, sexual, or other **prejudicial** talk and behavior are contrary to the principles on which America was founded. If a person feels that he or she is the object of prejudice, that person's motivation can be seriously damaged. Prejudice can also destroy teamwork, cohesion, and discipline within a unit.

Although these 14 principles of motivation are different from the 11 leadership principles, there are similarities. Did you recognize any?

Building Motivation

People will have little motivation to do something if they believe they cannot succeed. Likewise, if they are not convinced that good performance is the best way to satisfy their needs, their motivation will be low and they will have little or no interest in doing their best. However, when subordinates are convinced that their chances for success are good enough to warrant the effort, this belief will help them to achieve their own goals (or needs) as well as those of the group. Therefore, leaders must know their subordinates' capabilities, establish challenging goals within those capabilities, and employ them in accordance with those capabilities (one of the leadership principles). Leaders can also build confidence by offering support, encouragement, and assistance.

Creating assurance that good performance will be rewarded is based on three factors:

- The leader has a consistent record of checking and evaluating performance

- The leader has an equally consistent record of using rewards in respect to improving performance
- The leader knows that some team players feel that completion of the task itself is sufficient reward

Tangible and Intangible Rewards

People work for the opportunity to receive tangible (a plaque) or **intangible** (a “pat on the back”) rewards, and the need to believe that their work is necessary and important. However, if supervisors never compliment them on a job well done, it is easy for subordinates to feel that they never do good work or that their leaders are not interested in their work. Either of these beliefs can destroy motivation.

On the other hand, if leaders recognize and confirm each person’s importance and value to the organization, motivation will be strong. Highly motivated teams with high morale usually have leaders who take a personal interest in them and are understanding.

People resent a lack of respect and will respond with that same disrespect by doing only what is necessary to get by. Leaders must build bonds of mutual respect, trust, confidence, and understanding that are fundamental to a disciplined, cohesive team.

Conclusion

This lesson explained one of the most important aspects that you, as a leader, must **KNOW** in order to **DO** your job properly — the understanding of human nature and how that understanding impacts on what you must know about yourself, your job, your subordinates, and your unit. This knowledge will give you a stronger foundation for what you must **BE** and what you must **DO**. Then, what you do as a leader — the application of these skills — flows from this “being” and “knowing” foundation.

Invisible threads weave together many of the techniques and attributes of leadership. Throughout this lesson, you explored how understanding needs is intertwined with a leader’s values, ethics, and character and with various leadership traits and principles. Your knowledge and proper application of human nature is essential — it is the bedrock of your character as a leader.

Lesson Check-up



1. Provide an example of tangible and intangible rewards.
2. How do the 14 Principles of Motivation compare to the 11 Principles of Leadership?
3. What principle of motivation challenges you as a JROTC leader? Explain.
4. Why is it important to establish and maintain loyalty and teamwork with the unit?



Courtesy of Army JROTC



U2C4L4

Decision Making & Problem Solving

Key Words:

Cohesive
Contingencies
Improving
Influencing
Intuitions
Non-judgment
Objectively
Operating

What You Will Learn to Do

Solve a problem using the seven-step problem-solving process

Linked Core Abilities

- Communicate using verbal, nonverbal, visual and written techniques
- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Describe the seven-step problem-solving process
- Describe the decision-making process
- Describe behaviors that contribute to, or block efforts to solve a group problem

Introduction

As defined in previous JROTC lessons in this chapter, leadership is the process of **influencing** others by providing purpose, direction and motivation, while **improving** the organization and **operating** to accomplish the mission. Purpose gives subordinates a reason why they should do different things, sometimes under stressful circumstances. Direction shows what must be done. Through motivation, leaders give subordinates the will and drive to do accomplish everything they are capable of, in order to accomplish a mission.

Leadership Framework

Remember, the fundamentals of BE, KNOW, and DO? They are deeply embedded throughout the leadership framework. The top of this framework shows the four BE, KNOW, and DO categories. They are values, attributes, skills, and actions. The bottom lists the dimensions of leadership, grouped under the four categories. The dimensions consist of the seven values and 15 subcategories under attributes, skills, and actions. Leadership begins at the top, with leader character. When you are the leader, leadership begins with your character. Remember, to lead others, you must ensure your own house is in order. The leadership framework is a tool that allows you to consider leadership as a whole. But, remember, the leadership dimensions involve interrelated components. This framework serves as a guide to help you put your duties, followers, and unit into perspective.

Be, Know, Do

BE a leader of character. Embrace the values and demonstrate the leader attributes. Study and practice so you gain skills to KNOW your job. Then act. DO what is right to achieve excellence.

Approaches to Decision Making and Problem Solving

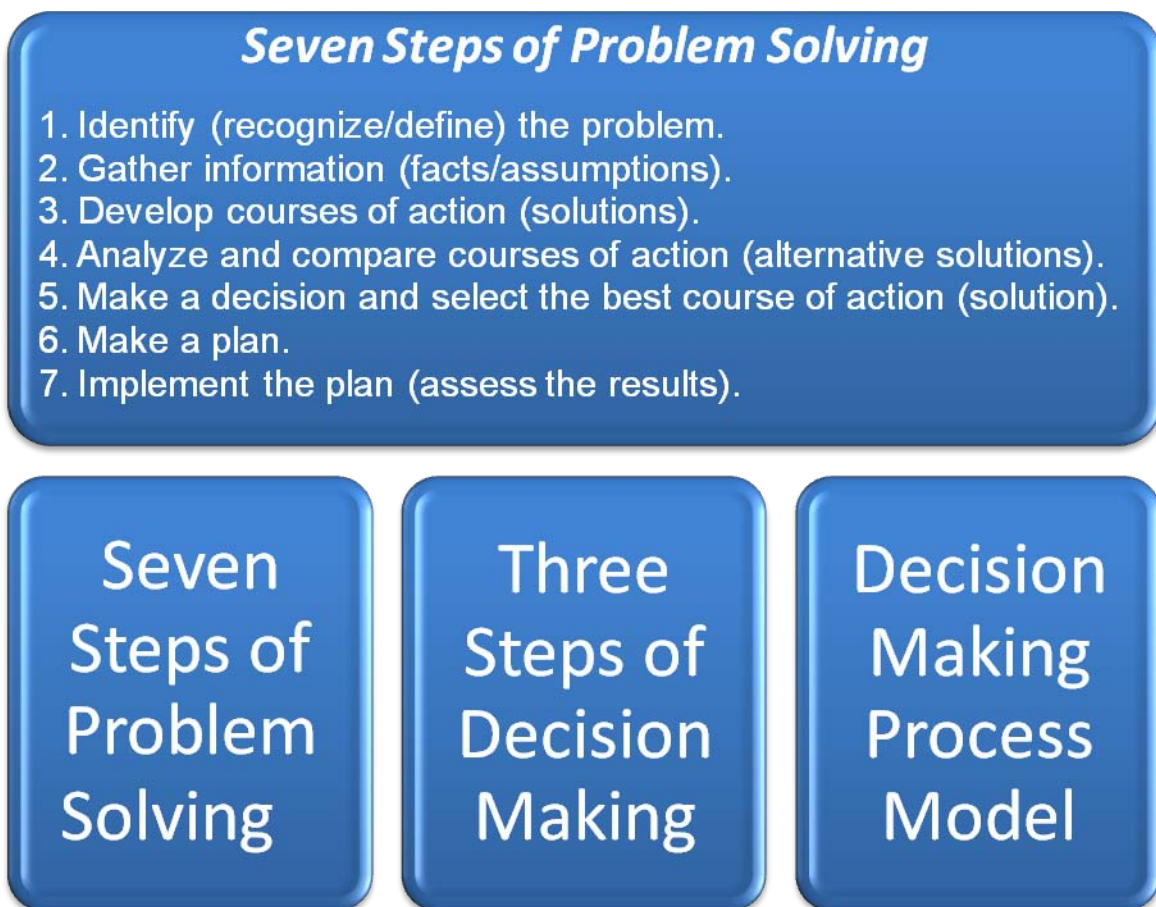
A leader is expected to get the job done. In doing so, he or she must learn to plan and analyze; identify and solve problems (or potential problems); make decisions; and set realistic and attainable goals for the unit. These thinking and creative leadership requirements are necessary for setting direction – providing vision, purpose, and goal definition. These leadership skills are crucial for developing a disciplined, **cohesive** and effective organization.

Decision making and problem solving are basic ingredients of leadership. More than anything else, the ability to make sound, timely decisions separates a leader from a non-leader. It is the responsibility of leaders to make high-quality decisions that are accepted and executed in a timely fashion.

Leaders must reason under the most critical conditions and decide quickly what action to take. If they delay or avoid making decisions, it may create hesitancy, loss of confidence, and confusion within the unit. It may also cause tasks to fail. Because leaders frequently face unexpected circumstances, flexibility is critical. Leaders must react promptly to each situation, and when circumstances dictate, be able to change plans appropriately. Remember, prompt reaction builds confidence in your team.

Today, business and military leaders alike use decision-making and problem-solving processes. There are several different decision-making and problem-solving approaches (or models). The most common model is the seven-step problem-solving and decision-making process.

Seven Steps of Problem Solving and Decision Making



Courtesy of Army JROTC

By following a logical thought process you will be less likely to neglect key factors that may influence your decision. Remember to apply a logical decision-making process in all leadership situations. The seven-step process is an excellent tool to guide you in solving problems and making those sound and timely decisions. The seven steps are as follows:

Seven-step Problem-solving and Decision-making Process

Step 1: Identify the Problem

All leadership problems, whether they involve a work-related situation or a counseling session, are exploratory in nature. In other words, leaders do not always identify the correct cause of a problem or develop the best plan. In fact, two of the most common errors leaders make are identifying the wrong problem and the wrong causes.

That's why learning to identify the REAL problems is so important. Learn to seek only accurate information that leads to the real causes of a problem. To ensure information accuracy, question its validity. In other words, leaders must use accurate information, use their best judgment, and make educated assumptions about the causes of a problem. They then must consider the courses of action to achieve success.

Step 2: Gather Information

Gather all available information that pertains to, or might influence the situation (identified problem). Gather this information from sources, including every level of command, and applicable outside agencies and sources.

Because time can be extremely limited when decision making, the gather step is the only step leaders may omit. This is so they can quickly think through the remaining steps.

Step 3: Develop Courses of Action

Develop appropriate courses of action. Keep an open mind throughout this step and be prepared to anticipate change. During this step, be willing to make changes if needed.

Prepare for all possible situations and scenarios, or "what ifs." The laws of probability are strongly in favor of surprise. Develop courses of actions to counteract events that might hinder accomplishment of your mission. Consider conducting a brainstorming session. Brainstorming is a creative technique that encourages people to suggest as many solutions to a problem as possible. Generally, you want to have at least two or three possible courses of action—more if the situation dictates and time permits.

Step 4: Analyze and Compare Courses of Action

Now, determine the most appropriate course of action to solve the problem.

Do this by developing a list of advantages and disadvantages for each possible course of action. Then **objectively** and logically analyze the advantages and disadvantages against each other.

Up to this point in the problem-solving and decision-making process, leaders should have involved subordinates to research the problem, gather information, and develop and analyze the various courses of action. Subordinates are more likely to support a plan or decision if they took part in its development. This is the place for **non-judgment** of ideas and encouragement of subordinates to really analyze and compare courses of

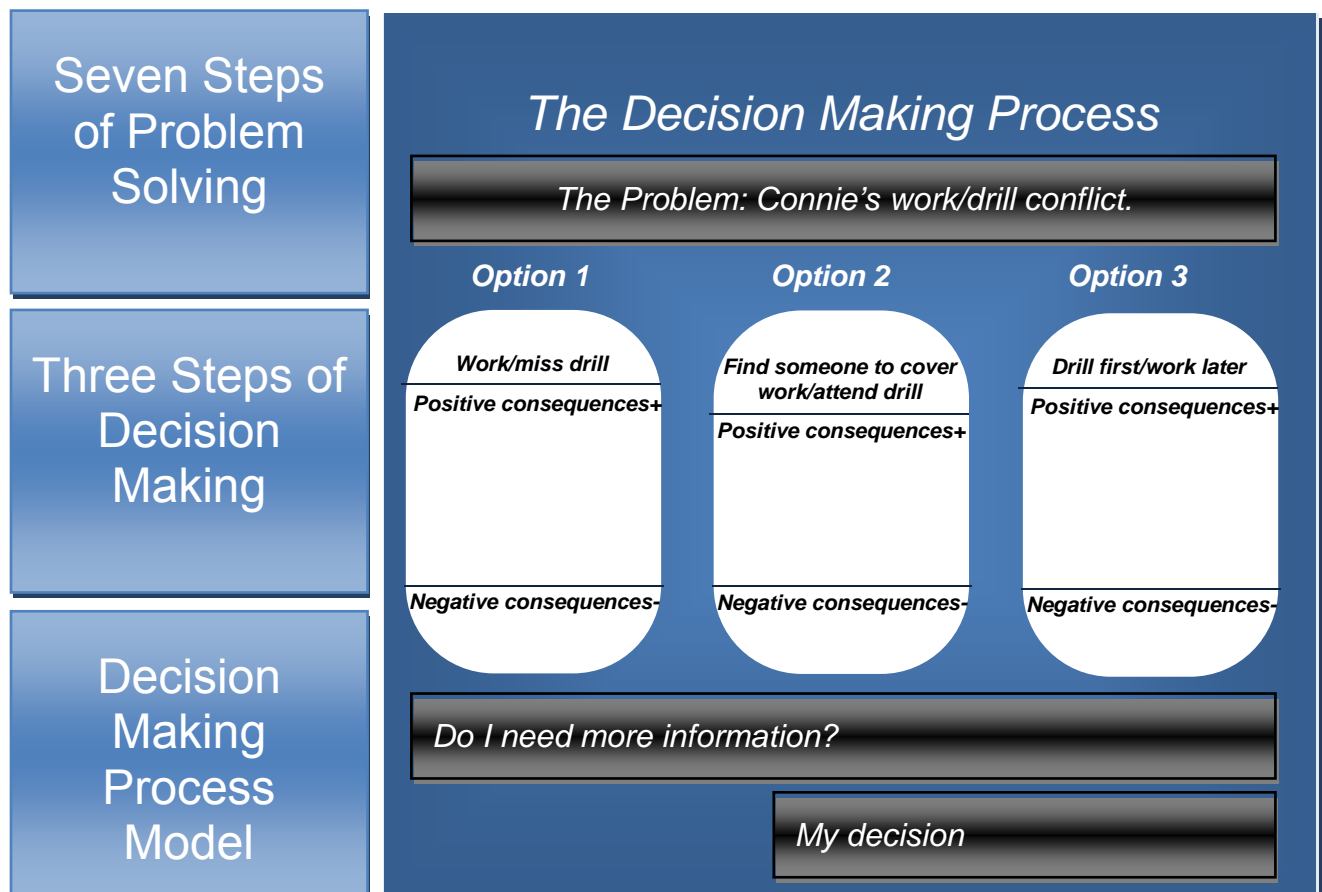
action. The best idea will come forward and allow you to make a decision as a leader and as a team. This technique will pay off in terms of increased interest, higher morale, and improved team efficiency.

Step 5: Make a Decision

After you have carefully analyzed the possible courses of action, consider your **intuitions** and emotions. The decision-making process is not a purely objective formula. The human mind does not work that way, especially under stress. Your intuition is that aspect of your mind that tells you what “feels” right or wrong. Your intuition flows from your instincts and experience.

However, never make the mistake of making decisions guided totally by emotions or intuitions and immediately doing what “feels” right. Follow the problem-solving process as rationally and objectively as possible. Try to identify a “best” course of action that is logical and likely to succeed and that also “feels” right in terms of your intuition, values, and character. Finally, make your decision, make a plan, and take action.

Built within the problem solving-process is the decision-making process! It is key for coming to team agreement on an issue or situation.



Courtesy of Army JROTC

Step 6: Make a Plan

Make a plan that includes who completes specific tasks, and when, where, why and how those tasks are to be completed. Be as specific as time permits and do not leave out vital information. Specify the what, when, where, how and why for all personnel and/or elements under your authority! Finally, include **contingencies** in your plan to address possible unexpected situations or actions. Develop these contingencies based on the assumptions made when you identified the problem and gathered available information.

As you did when developing the courses of action, be prepared to anticipate change. The ability to make appropriate changes in decisions and plans requires flexibility of mind, which is a crucial trait of a good problem solver, decision maker, and planner.

Step 7: Implement the Plan

After the decision and plan are made, act! Put your plan into action and then evaluate it to ensure desired results are achieved. Evaluation is often a neglected step in the decision-making process.

Note:

President Harry S. Truman kept a plaque on his desk with the inscription, "The buck stops here." Truman was one of America's most honest and ethical presidents. He never flinched from accepting responsibility for his decisions, however unpopular or controversial.

Seven-step Problem-solving Process

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
7. Implement the plan (assess the results)



Courtesy of Army JROTC

The Quarterbacks of Life Stepping Stone Four: Decide and Plan

As a leader in JROTC you're working with a team to reach a goal. You might encounter a problem or two. You'll need to make decisions. Consider the Quarterbacks of Life (QBOL) decision-making model to help meet a team or personal goal.

Quarterbacks of Life "Decide and Plan" Decision-making Process Toward Meeting a Goal – Team or Personal!



Courtesy of Army JROTC and QBOL

Decide

Suppose your goal is to bicycle across the United States from California to Washington, DC in 100 days or less. In order to make some decisions, consider the following types of questions.

- What could keep me from achieving my goal (Success Stoppers-dangers-risks-etc.)?
- What can I do to increase my chances of reaching my goal?
- What resources (information, skills, materials, equipment) do I need to reach my goal?
- Who can help me secure the help I will need to achieve my goal?
- What things do I need to do (make a list, share it with others, and add to it)?

- When will I begin my goal (start date)? When will I complete my goal (end date)?
- Where will I work on my goal? Specify the location(s).

Plan

Use the information from the decide phase to create your plan and consider the following:

- Sequence the steps you will take from start to finish (goal attainment).
- Provide the necessary details to implement each step.
- Provide start and completion dates for each step.
- Review your plan. Is it doable, observable, measurable, helpful and risk tolerable?

Approaches to the Planning Process

Planning serves as the foundation to all other functions. There is an old saying that has proven itself time and time again: “If you fail to plan, you plan to fail; plan your work, then work your plan.”

Planning is also the basis for the problem-solving and decision-making process. That’s why good leaders spend many hours planning the activities of their organization, carefully considering their unit’s missions and objectives.

Every activity requires some degree of planning, along with at least one person to do the planning. To get you started, consider following the four-step planning process.

Four-step Planning Process

When planning, leaders visualize, consider and examine all factors involved in accomplishing a mission. Planning is not an easy process. The first approach to planning consists of four basic steps that can help leaders focus on essential information when planning an activity.

1. Define the objective
2. Study the current situation
3. List and examine possible courses of action

4. Select the course of action that will best help to achieve the objective

Simply stated, there are two primary purposes of planning: selecting an objective and deciding on how to accomplish it. In the four-step planning process, step one addresses the first purpose, while the remaining steps show how you can use planning to reach your objective.

Step 1: Define the Objective

In this step, leaders begin to define or break down their primary objective by determining the various tasks, conditions, and standards are necessary to complete it.

Defining the objective sounds easy, because everybody knows what they “want to do.” If you are in business, you might say, “I want to make a profit.” That is a good objective, but there is more to it than that. How much profit do you want to make? When do you want to make it?

There is more to setting an objective than stating what you want (or would like). Be specific. Ensure subordinates have a clear understanding of the objective so that everyone works to accomplish the same thing.

Defining the objective so that it indicates what action is required is the first part of clearly identifying the “task.” Everyone involved must know exactly what he or she must do to accomplish the objective. Additionally, use words that describe the action that must be done, for example, to “sell” so many items, “complete” so many forms, or “build” a bridge.

Next, identify any “conditions” that describe the circumstances under which you must perform the objective. What if you were a member of a junior band and the group wanted to meet 95 percent of the requirements (standard) necessary to become senior-band members (task). The circumstances or conditions are those factors that you must plan for to ensure task accomplishment, such as obtaining sheet music, collecting the correct mix of instruments, and rehearsing.

Finally, state the objective in a way that makes it measurable. If an objective does not have a measurable standard, how will you know when you have accomplished it? Think back to the objective of “making a profit.” When have you achieved this objective? Is it when you make \$1, \$50, or \$100? State your objective in measurable terms, so you know when you have reached that objective.

Defining the objective is a critical step. Without a well-defined objective, it is difficult to complete the remaining steps of the planning process. After you are satisfied with the objective, proceed



NOTE:

- A good objective is clearly defined and measurable.

to the next step.

Step 2: Study the Current Situation

Study the situation. Look at what you have to work with to accomplish the objective. How much time do you have? How many people will help you? What kind of supplies do you require? What other resources are available to help you?

Next, identify any barriers or obstacles that may stand between you and your goal. Some of these barriers may be a lack of time, people, supplies, and/or other resources.

As you can see, studying the current situation involves a systematic process of defining tasks and arranging resources with respect to mission accomplishment. You should consider five factors when performing this step – effective use of time; identification of subtasks, people, and resources; and setting priorities.

- **Time**
Time is an important factor. You must consider time when you plan events, meet deadlines, and set goals. Then you must make plans and execute tasks according to an established time schedule. You must also ensure that your team members can complete all of the tasks within the specified time frame.
- **Tasks**
Identify all the tasks and subtasks your team must complete to accomplish the objective. Be specific. Develop detailed lists to record them and set measurable standards for each task and subtask.
- **People**
Tentatively match specific people to carry out to each task/subtask. Base your selection on what each task/subtask requires versus the capabilities of your team members, and on how many people (work hours) you need to accomplish the objective.
- **Set Priorities**
You will always have some tasks that are more important, or must be started, before others. In these situations, plan a “to-do” list in terms of priority for every task and subtask identified. Determine which ones your team must do first, second, and so on, until you have included everything necessary to carry out the plan. Establish priorities in categories (priority A, priority B, priority C, etc.) for each item on the “to-do” list. Do the A priorities first, then the Bs, the Cs, and so on.
- **Resources**
Identify all resources needed to complete the objective. Determine what is and what is not available. Set aside what is on hand for later use and make arrangements to obtain the items you need but don’t have. While completing the task, periodically check the status of your resources and follow up on the availability of items that you are still trying to obtain.



Courtesy of Army JROTC



Courtesy of Army JROTC

Steps 3 and 4: Examining and Selecting the Best Courses of Action

You must now list all of the different ways you can think of to accomplish the objective and decide on the best course of action. First, list all the different courses of action; then eliminate all that can't be accomplished within the given resource constraints (such as time, knowledge, material, or people).

Finally, choose between the remaining viable courses of action. The most common method is to list the advantages and disadvantages of each course of action separately, then choose the one that is most advantageous. Often, however, there is no single best solution. That's when the decision requires a tradeoff analysis. A tradeoff analysis begins by defining a set of selection criteria and assigning a numeric value to each one according to its level of importance. Each course of action is then compared with the selection criteria and assigned matching values. The assigned values are summed and each course of action given a separate weight.

The best course of action is the one with the highest or lowest weighted value, depending on the selection criteria. For example, if you're buying a car and need to choose between vehicles of approximately the same cost, you could make a list of features you consider important. Assign each feature a priority, 1 (low); 2 (medium); and 3 (high); then match features to assign each vehicle a weighted value. Finally choose the car with the highest value corresponding to the vehicle with the most features you feel are important.

Group Project Case Study

Jack Wilson, Cindy Spencer, Craig Summers, Alicia Benson, Jacob Walker, and Abdul Al-Kahtani are assigned to do a group project for their class in U.S. history. They are required to meet outside of class to identify a significant historical document in U.S. history, other than the U.S. Constitution or Declaration of Independence. The students must work together to research and report on the events that led to the creation of the document. The report is to be 10 to 15 typed pages. They are also required to make a 30-minute, creative presentation to the class that communicates their findings. They have six weeks to conduct the research, write the paper, and prepare their in-class presentation.

Jack and Cindy are designated as the team leaders. Their responsibility is to organize the team, assign roles and responsibilities, and assure the assignment is done well and completed on time. The project grade accounts for 30 percent of the course grade. Half of the grade is based on individual contribution and the other half is a team grade awarded to each team member. As team leaders, Jack and Cindy can earn up to 10 extra credit points on the project depending on how well the team performs.

The team met for the first time in class on the day the assignment was given. Jack made a quick list of what needed to be done and was eager to make assignments. Cindy wanted to talk with the group to develop a list of assignments together. Craig announced his disdain for history and suggested that all he cared to study was math and science. Alicia sat silently, drew pictures on a piece of paper, and said nothing the entire meeting. Jacob noted that he was an avid student of history and offered several examples of U.S. historical documents that the team could research. Abdul voiced his doubts about Jacob's knowledge and expertise and questioned how much historical data would be available for the documents Jacob suggested. After 15 minutes of talking, the team made no progress in determining a course of action. All they could decide was that they would need to meet again someday after school to figure out what to do. But they could not agree on a time or place to meet. They considered six different dates and times, but at least one person had a conflict with every time suggested.

Cindy and Jack walked to their next class together. "I'm worried about this, Jack," she said. "This team is a mess. We don't agree on anything. Craig doesn't even want to do this. Alicia just sits there. And Jacob and Abdul don't exactly get along. We can't even schedule a meeting together. How are we going to put all this together?"

Jack and Cindy decided they would meet together to layout some possible solutions to the challenges they faced on the project. During their meeting they made a list of problems to address:

1. Find an agreeable time and place to meet as a team
2. Agree on a U.S. historical document for their project
3. Assign roles for the project
4. Set deadlines for what will be due when
5. Put together a project plan

Jack and Cindy looked at their list. "This is a good start, Cindy," Jack noted, "but I think we need more detail."

Group Project Case Study (continued)

“I think you’re right, Jack,” Cindy added. “So what do you think we should do to fill in the blanks in our plan?”

“Why don’t we try the seven-step problem-solving method we talked about in JROTC?” Jack suggested.

“Sounds reasonable,” Cindy said. “We may as well try to do it instead of just talking about it. What were those steps again?”

Jack and Cindy looked back over their notes of the problem-solving steps.

1. Identify the problem
2. Identify facts and assumptions
3. Generate alternatives
4. Analyze alternatives
5. Compare alternatives
6. Make and execute your decision
7. Assess the results

Put yourself in the place of Jack and Cindy. As with most problems, there are multiple dimensions to this problem. Based on what you know of their situation, identify what you think are the three most important dimensions of the problem, and work through the seven-step problem-solving process. Here are some facts you can assume:

Jack Wilson is a JROTC student who knows Cindy Spencer and has worked well with her on past projects. He is a good student and an active cadet in the JROTC program.

Cindy Spencer is also a JROTC student. She is also a good student, who is active in student government and plays on the school soccer team.

Craig Summers is an exceptionally bright person who loves math and science, but is not interested in English and history. He is cooperative, but “tells it like it is.”

Alicia Benson is a quiet individual, who no one knows very well. She is artistic and keeps to herself. Although she does not say much, she will voice her opinion when you ask.

Jacob Walker is a talker who always has an opinion about any given topic. He is very active in the social scene at school. Although he projects an image of having it all together, no one really knows how well he does in school. He is there all the time and talks a good deal, but the people around him have the feeling he is “all talk and no action.”

Abdul Al-Kahtani is a new student in the school, whose parents have recently moved to the United States from Saudi Arabia. He is very bright and speaks English well, but he seems to have trouble understanding when people are joking and when they are serious. He likes the United States and works very hard to get along with people, but it is obvious that Jacob rubs him the wrong way.

Conclusion

Successful leaders are energetic. They exert a great deal of effort to communicate effectively, solve problems, make decisions, set goals, plan, execute plans, and supervise/evaluate. These are a leader's directional (or thinking) and implementing skills. As a leader, you cannot expect positive results from your subordinates unless you work equally hard at solving problems, making plans, and putting plans and decisions into action. Successful leaders also work hard at accomplishing their missions and objectives, while maintaining the highest possible standards of performance. In your professional and leadership development, strive to exercise the same degree of effort and excellence.

In the following lesson, you will learn how to lead meetings. This lesson will give you the skills to take control of a meeting and get the most out of available time and people.

Lesson Check-up



1. What is the greatest benefit to using a problem-solving process?
2. Describe a problem you encountered as JROTC cadet. Was it a team situation that allowed you, or another person, to use a problem-solving approach toward meeting a goal or solution? Explain how the seven-step problem-solving process were addressed.
3. Explain how the decision-making process impacted problem solving.
4. Explain behaviors that can disrupt your ability to solve a problem.

NEGOTIATING



Courtesy of Army JROTC

U2C4L3

Negotiating

Key Words:

Negotiation

Principled Negotiation

What You Will Learn to Do

Negotiate a win/win solution for a given situation

Linked Core Abilities

- Communicate using verbal, non-verbal, visual and written techniques
- Treat self and others with respect
- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Explain how trust and betrayal affects relationships
- Discuss the effects of competition and collaboration in relationships
- Explore the effects of win-lose, win-win, and lose-lose strategies in negotiations

Introduction

Negotiation is a way of life! Whether you realize it or not, you negotiate every day. Think about how you may have negotiated with your parents on how late you can stay out; with your teachers to be granted a make up test; with your boss for a raise; or with your friends when deciding on which movie to go to. Earlier in your JROTC classes, communication and working out conflict were discussed. Both are important elements of the negotiation process. In this lesson, you'll discover effective ways of negotiating win/win solutions!



Using Winning Colors®

You've been introduced to the Winning Colors® assessment tool. As you learned, Winning Colors® can be an invaluable asset to:

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

Refer back to those lessons to see how Winning Colors® can help you in your negotiation skills. You can use each of the four behaviors to achieve a win-win for all parties involved in negotiations.

Fair Negotiations

When two people begin to discuss their differences, they most often start with their positions – what it is they believe in, and what it is they want from the discussion. Next after each person has determined their position, they often start arguing for it, or demanding it! At this point, both people may begin to compromise or barter in support of their point of view. In the end, one or both of the individuals walk away unsatisfied, angry, and feeling like a loser. Sometimes, if you yelled loud and long enough and were able to beat down your opponent, you may walk away with all your demands and feel successful in the process. However, you notice your relationship with this person has degenerated and you feel sad about having lost a friend or classmate.

When you negotiate, you want to be fair. The criteria for fair negotiations include producing a wise agreement, being efficient, and improving or not damaging the relationship.

If you argue over positions you have not taken the time to explore other alternatives for, the decision you come up with may not be the best available solution. When you argue over positions, you are not being efficient because you are not listening to each other, and most likely, repeating your position over and over. In this case, you are not moving forward to solutions. When you argue over positions, the relationship can be damaged. Anger sets in and words are said and often not forgotten. You might win this battle, but you also might lose the war.

Principled Negotiation

However, when **principled negotiation** is used, both parties can win! Principled negotiation is neither soft (giving in) nor hard (controlling). It is based on the criteria for fair negotiations and focused on a win/win for all parties. If a win/win is not possible at the time of negotiations, you can agree to have a win/win or no deal. Simply set aside the negotiations, and return at another time when all parties can search for the third alternative.



Courtesy of Army JROTC

The Difference Between Hard and Soft Negotiation

Unlike principled negotiations, soft negotiations are used most often when participants are friends, seeking agreement. Soft negotiations involve making concessions, trusting others, changing positions easily, giving things up to reach an agreement, and yielding to pressure. Conversely, hard negotiations usually involve participants who are adversaries, maintain the goal of victory, demand concessions from others, distrust others, try to win a contest of will, and apply pressure.

Key Points for Principled-centered Negotiations

Principled-centered negotiations are not soft or hard. They are the third alternative to negotiations, and are focused on win/win situations. Principled-centered negotiations have four basic points:

- People: separate the people from the problem
- Interests: focus on interests, not positions
- Options: generate as many as you can
- Criteria: results are based on an agreed upon set of objectives or standards

Some ways to keep focused on principled-center negotiations (win/win) are:

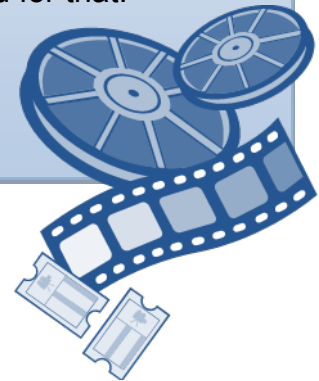
- Establish clear goals, which are understood and agreed upon by participants. Use the goals to test whether issues are relevant or not.
- Be on the lookout for win/lose. It can develop subtly. If you feel under attack, or feel yourself lining up support, you are likely in a win/lose contest.
- Listen empathetically to others. Stop yourself from working on counter arguments while another person is speaking. Take the risk of being persuaded. Try the other person's reasoning on for size.
- Avoid absolute statements that leave no room for modification. "I think this is the way . . ." is better than "This is THE ONLY way . . ."
- If you are planning for others, provide some means for their involvement. The doers should feel that they can have influence on decisions that affect them.
- Try to make decisions by consensus rather than by victory of the majority.
- Test to see that trade-offs and compromises are truly accepted by all.
- Draw a continuum line and have members place themselves on it regarding the issue. It often occurs that the different "sides" are not far apart.
- Be alert to selling or winning strategies in others and avoid using them yourself.
- "Any intelligent person can see the advantages . . ." would be a danger signal.

When the parties involved in the negotiation first identify the outcome, discuss interests, begin to generate possibilities to reach the outcome, and ensure the interests of each party are met, then the relationships will either be maintained or enhanced. In the end, the parties will have used their time efficiently and come to a wise agreement.

What would you do?

You and your friends are planning for the weekend. There has been discussion about going to the movies, renting a movie and watching it at someone's home with popcorn and soda, going ice-skating, or attending the football team's practice game. You and your friends have been discussing these options all week. It is now Friday and time to decide what you will do. You really want to go to the practice game because your younger brother is on the team and you want to support him. Your best friend wants to watch a movie at someone's home because he does not have enough money to go out to a movie or ice skate. There is a long awaited movie at the theater that your other friend has been waiting to see. Although everyone likes to ice skate, none of your friends are pushing hard for that.

How would you negotiate a win/win situation with your friends?



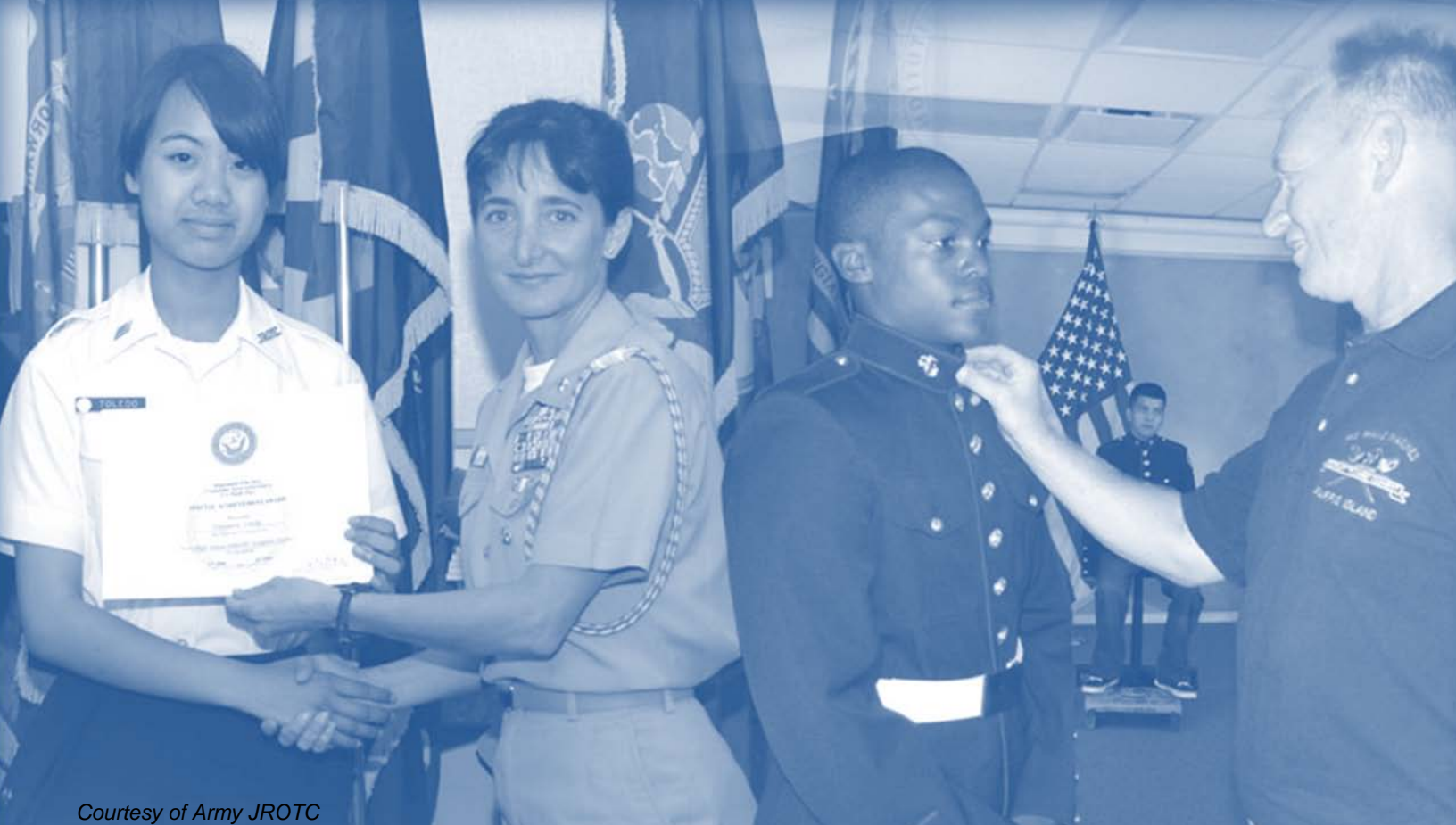
Conclusion

This lesson showed that negotiation is a way of life. You are involved in it every day. As discussed in previous JROTC classes, communication and working out conflict are important elements to the negotiating process. The key concepts to put into practice from this lesson are the effective ways to negotiate a win/win solution.



Lesson Check-up

1. What are the four basic points for principled-centered negotiations?
2. What are the criteria for fair negotiations?
3. Discuss how you have participated in a negotiation with family or friends. What was the outcome?
4. What are the differences between hard and soft negotiations?



Courtesy of Army JROTC

U2C4L2

Performance Indicators

Key Words:

Communication
Counseling
Development
Evaluation
Flexibility
Purpose
Support

What You Will Learn to Do

Outline a developmental counseling plan

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

- Describe performance indicators used to assess leadership skills
- Describe the qualities and skills of an effective counselor
- Identify assessment and counseling strategies

Introduction

This lesson covers performance indicators, leadership and developmental skills, as well as mentoring. You will learn mentoring and counseling skills, such as active listening, responding, and questioning. The two major types of developmental counseling—event-oriented and growth counseling—are also discussed.

Performance Indicators

| <i>Leaders of character and competence.. act to achieve excellence by providing purpose, direction and motivation.</i> | | | | | |
|--|------------------------|-------------------------------|------------------------------|------------------------|------------|
| Values "Be" | Attributes "Be" | Skills ⁴ "Know" | Actions ⁵ "Do" | | |
| Loyalty Duty Respect Selfless Service Honor Integrity Personal Courage | Mental ¹ | Interpersonal | Influencing | Operating | Improving |
| | Physical ² | Conceptual | Communicating | Planning/ Preparing | Developing |
| | | Technical | Decision Making | Executing | Building |
| | Emotional ³ | Tactical | Motivating | Assessing | Learning |

Courtesy of Army JROTC

Values

Values include loyalty, duty, respect, selfless service, honor, integrity, and personal courage. This section covers what to look for when determining these specific values.

Loyalty

Leaders who demonstrate loyalty:

- Bear true faith and allegiance in the correct order to the U.S. Constitution, the Army, and the organization
- Observe higher headquarters' priorities
- Work within the system without manipulating it for personal gain



Courtesy of Army JROTC

Duty

Leaders who demonstrate devotion to duty:

- Fulfill obligations — professional, legal, and moral
- Carry out mission requirements
- Meet professional standards
- Set the example
- Comply with policies and directives
- Continually pursue excellence

Respect

Leaders who demonstrate respect:

- Treat people as they should be treated
- Create a climate of fairness and equal opportunity
- Are discreet and tactful when correcting or questioning others
- Show concern for and make an effort to check on the safety and well being of others
- Are courteous
- Don't take advantage of positions of authority

Selfless Service

Leaders who demonstrate selfless service:

- Put the welfare of the nation, the Army, and subordinates before their own
- Sustain team morale
- Share subordinates' hardships
- Give credit for success to others and accept responsibility for failure themselves

Honor

Leaders who demonstrate honor:

- Live up to Army values
- Don't lie, cheat, steal, or tolerate those actions by others

Integrity

Leaders who demonstrate integrity:

- Do what is right legally and morally
- Possess high personal moral standards
- Are honest in word and deed
- Show consistently good moral judgment and behavior
- Put being right ahead of being popular

Personal Courage

Leaders who demonstrate personal courage:

- Show physical and moral bravery
- Take responsibility for decisions and actions
- Accept responsibility for mistakes and shortcomings

Attributes

Attributes are positive qualities, traits, and characteristics. The attributes covered in this section include mental, physical, and emotional.

Mental Attributes

Leaders who demonstrate desirable mental attributes:

- Possess and display will, self-discipline, initiative, judgment, self-confidence, intelligence, common sense, and cultural awareness
- Think and act quickly and logically, even when there are no clear instructions or the plan falls apart
- Analyze situations
- Combine complex ideas to generate feasible courses of action
- Balance resolve and flexibility
- Show a desire to succeed; do not quit in the face of adversity
- Do their fair share
- Balance competing demands
- Embrace and use the talents of all members to build team cohesion



Courtesy of Army JROTC

Physical Attributes

Leaders who demonstrate desirable physical attributes:

- Maintain an appropriate level of physical fitness and military bearing
- Present a neat and professional appearance
- Meet established norms of personal hygiene, grooming, and cleanliness
- Maintain Army height and weight standards (not applicable to DA civilians)
- Render appropriate military and civilian courtesies
- Demonstrate nonverbal expressions and gestures appropriate to the situation
- Are personally energetic
- Cope with hardship
- Complete physically demanding endeavors
- Continue to function under adverse conditions
- Lead by example in performance, fitness, and appearance

Emotional Attributes

Leaders who demonstrate appropriate emotional attributes:

- Show self-confidence
- Remain calm during conditions of stress, chaos, and rapid change
- Exercise self-control, balance, and stability
- Maintain a positive attitude
- Demonstrate mature, responsible behavior that inspires trust and earns respect

Skills



Courtesy of Army JROTC

Specific skills should be examined when reviewing performance. These include interpersonal, conceptual, technical, and tactical skills. Obviously, not every skill is applicable to every individual.

Interpersonal Skills

Leaders who demonstrate interpersonal skills:

- Coach, teach, counsel, motivate, and empower subordinates
- Readily interact with others
- Earn trust and respect
- Actively contribute to problem solving and decision making
- Are sought out by peers for expertise and counsel

Conceptual Skills

Leaders who demonstrate conceptual skills:

- Reason critically and ethically
- Think creatively
- Anticipate requirements and contingencies
- Improvise within the commander's intent
- Use appropriate reference materials
- Pay attention to details

Technical Skills

Leaders who demonstrate technical skills:

- Possess or develop the expertise necessary to accomplish all assigned tasks and functions
- Know standards for task accomplishment
- Know the small unit tactics, techniques, and procedures that support the organization's mission
- Know the drills that support the organization's mission
- Prepare clear, concise operation orders
- Understand how to apply the factors of mission, enemy, terrain and weather, troops, time available, and civil considerations (METT-TC) to mission analysis
- Master basic soldier skills
- Know how to use and maintain equipment
- Know how and what to inspect or check
- Use technology, especially information technology, to enhance communication



Did you know...?

METT-TC

You might be wondering what METT-TC stands for. This acronym means:

M-Mission

E-Enemy

T-Time

T-Terrain

T-Troops

C-Civilians

Actions

When assessing action performance, look for those qualities that include influencing, communication (both oral and written), decision making, motivating, operating, planning and preparing, executing, assessing, improving, developing, building, and learning. This section covers these specific actions.

Influencing

Leaders who influence:

- Use appropriate methods to reach goals while operating and improving



Courtesy of Army JROTC

- Motivate subordinates to accomplish tasks and missions
- Set the example by demonstrating enthusiasm for — and, if necessary, methods of — accomplishing assigned tasks
- Make themselves available to assist peers and subordinates
- Share information with subordinates
- Encourage subordinates and peers to express candid opinions
- Actively listen to feedback and act appropriately based on it
- Mediate peer conflicts and disagreements
- Tactfully confront and correct others when necessary
- Earn respect and obtain willing cooperation of peers, subordinates, and superiors
- Challenge others to match their example
- Take care of subordinates and their families, providing for their health, welfare, morale, and training
- Are persuasive in peer discussions and prudently rally peer pressure against peers when required
- Provide a team vision for the future
- Shape the organizational climate by setting, sustaining, and ensuring a values-based environment

Communicating

Communication is critical to good leadership. Leaders who communicate effectively:

- Display good oral, written, and listening skills
- Know how to persuade others
- Express thoughts and ideas clearly to individuals and groups

Oral Communication

Leaders who effectively communicate orally:

- Speak clearly and concisely
- Speak enthusiastically and maintain listeners' interest and involvement
- Make appropriate eye contact when speaking
- Use gestures that are appropriate but not distracting
- Convey ideas, feelings, sincerity, and conviction
- Express well-thought-out and well-organized ideas
- Use grammatically and doctrinally correct terms and phrases
- Use appropriate visual aids
- Act to determine, recognize and resolve misunderstandings
- Listen and watch attentively; make appropriate notes; convey the essence of what was said or done to others
- Respond appropriately to verbal and non-verbal feedback
- Keep conversations on track

Written Communication

Leaders who effectively communicate in writing:

- Are understood in a single rapid reading by the intended audience
- Use correct grammar, spelling, and punctuation
- Have legible handwriting
- Put the "bottom line up front"
- Use the active voice
- Use an appropriate format, a clear organization, and a reasonably simple style
- Use only essential acronyms and spell out those used
- Stay on topic
- Correctly use facts and data

Decision Making

Leaders who make effective, timely decisions:

- Employ sound judgment and logical reasoning
- Gather and analyze relevant information about changing situations to recognize and define emerging problems
- Make logical assumptions in the absence of facts
- Uncover critical issues to use as a guide in both making decisions and taking advantage of opportunities
- Keep informed about developments and policy changes inside and outside the organization
- Recognize and generate innovative solutions
- Develop alternative courses of action and choose the best course of action based on analysis of their relative costs and benefits
- Anticipate needs for action
- Relate and compare information from different sources to identify possible cause-and-effect relationships
- Consider the impact and implications of decisions on others and on situations
- Involve others in decisions and keep them informed of consequences that affect them
- Take charge when in charge
- Define intent
- Consider contingencies and their consequences
- Remain decisive after discovering a mistake
- Act in the absence of guidance
- Improvise within commander's intent; handle a fluid environment

Motivating

Leaders who effectively motivate:

- Inspire, encourage, and guide others toward mission accomplishment
- Don't show discouragement when facing setbacks
- Attempt to satisfy subordinates' needs

- Give subordinates the reason for tasks
- Provide accurate, timely, and (where appropriate) positive feedback
- Actively listen for feedback from subordinates
- Use feedback to modify duties, tasks, requirements, and goals when appropriate
- Recognize individual and team accomplishments and reward them appropriately
- Recognize poor performance and address it appropriately
- Justly apply disciplinary measures
- Keep subordinates informed
- Clearly articulate expectations
- Consider duty positions, capabilities, and developmental needs when assigning tasks
- Provide early warning to subordinate leaders of tasks they will be responsible for
- Define requirements by issuing clear and concise orders or guidance
- Allocate as much time as possible for task completion
- Accept responsibility for organizational performance
- Credit subordinates for good performance
- Take responsibility for and correct poor performance

Operating

Leaders who effectively operate:

- Accomplish short-term missions
- Demonstrate tactical and technical competency appropriate to their rank and position
- Complete individual and unit tasks to standard, on time, and within the commander's intent

Planning and Preparing

Leaders who effectively plan:

- Develop feasible and acceptable plans for themselves and others that accomplish the mission while expending minimum resources and posturing the organization for future missions
- Use forward planning to ensure each course of action achieves the desired outcome
- Use reverse planning to ensure that all tasks can be executed in the time available and that tasks depending on other tasks are executed in the correct sequence
- Determine specified and implied tasks and restate the higher headquarters' mission in terms appropriate to the organization
- Incorporate adequate controls such as time phasing; ensure others understand when actions should begin or end
- Adhere to the "1/3 — 2/3 Rule"; give subordinates time to plan, 1/3 time for notice and 2/3 time to execution
- Allocate time to prepare and conduct rehearsals

- Ensure all courses of action accomplish the mission within the commander's intent
- Allocate available resources to competing demands by setting task priorities based on the relative importance of each task
- Address likely contingencies
- Remain flexible
- Consider SOPs, the factors of METT-TC, and the military aspects of terrain (OACOK)



Did you know...?

That the acronym OACOK stands for:

- O- Observation
- A- Avenues of approach
- C- Cover and concealment
- O- Obstacles
- K- Key Terrain

- Coordinate plans with higher, lower, adjacent, and affected organizations
- Personally arrive on time and meet deadlines; require subordinates and their organizations to accomplish tasks on time
- Delegate all tasks except those that are required to do personally
- Schedule activities so the organization meets all commitments in critical performance areas
- Recognize and resolve scheduling conflicts
- Notify peers and subordinates as far in advance as possible when their support is required
- Use some form of a personal planning calendar to organize requirements

Executing

Leaders who effectively execute:

- Use technical and tactical skills to meet mission standards, take care of people, and accomplish the mission with available resources
- Perform individual and collective tasks to standard
- Execute plans, adjusting when necessary, to accomplish the mission
- Encourage initiative
- Keep higher and lower headquarters, superiors, and subordinates informed
- Keep track of people and equipment
- Make necessary on-the-spot corrections

- Adapt to and handle fluid environments
- Work through obstacles, difficulties, and hardships to accomplish the mission
- Keep track of task assignments, adjust assignments, if necessary; follow up

Assessing

Leaders who effectively assess:

- Use assessment techniques and evaluation tools, especially After Action Reviews (AARs), to identify lessons learned and facilitate consistent improvement
- Establish and employ procedures for monitoring, coordinating, and regulating subordinates' actions and activities
- Conduct initial assessments when beginning a new task or assuming a new position
- Conduct In Progress Reviews (IPRs)
- Analyze activities to determine how desired end states are achieved or affected
- Seek sustainment in areas when the organization meets the standard
- Observe and assess actions in progress without over supervising
- Judge results based on standards
- Sort out important actual and potential problems
- Conduct and facilitate AARs; identify lessons
- Determine causes, effects, and contributing factors for problems
- Analyze activities to determine how desired end states can be achieved ethically

Improving

Leaders who effectively improve the organization:

- Sustain skills and actions that benefit themselves and each of their people for the future
- Sustain and renew the organization for the future by managing change and exploiting individual and institutional learning capabilities
- Create and sustain an environment where all leaders, subordinates, and organizations can reach their full potential

Developing

Leaders who effectively develop:

- Strive to improve themselves, subordinates, and the organization
- Mentor by investing adequate time and effort in counseling, coaching, and teaching their individual subordinates and subordinate leaders
- Set the example by displaying high standards of duty performance, personal appearance, military and professional bearing, and ethics
- Create a climate that expects good performance, recognizes superior performance, and doesn't accept poor performance
- Design tasks to provide practice in areas of subordinate leaders' weaknesses

- Clearly articulate tasks and expectations and set realistic standards
- Guide subordinate leaders in thinking through problems for themselves
- Anticipate mistakes and freely offer assistance without being overbearing
- Observe, assess, counsel, coach, and evaluate subordinate leaders
- Motivate subordinates to develop themselves
- Arrange training opportunities that help subordinates achieve insight, self-awareness, self-esteem, and effectiveness
- Balance the organization's tasks, goals, and objectives with subordinates' personal and professional needs
- Develop subordinate leaders who demonstrate respect for natural resources and the environment
- Act to expand and enhance subordinates' competence and self-confidence
- Encourage initiative
- Create and contribute to a positive organizational climate
- Build on successes
- Improve weaknesses

Building

Leaders who effectively build:

- Spend time and resources improving the organization
- Foster a healthy ethical climate
- Act to improve the organization's collective performance
- Comply with and support organizational goals
- Encourage people to work effectively with each other
- Promote teamwork and team achievement
- Are examples of team players
- Offer suggestions, but properly execute decisions of the chain of command and NCO (Non-Commission Officer) support channel — even unpopular ones — as if they were their own
- Accept and act on assigned tasks
- Volunteer in useful ways
- Remain positive when the situation becomes confused or changes
- Use the chain of command and NCO support channel to solve problems
- Support equal opportunity
- Prevent sexual harassment
- Participate in organizational activities and functions
- Participate in team tasks and missions without being requested to do so
- Establish an organizational climate that demonstrates respect for the environment and stewards natural resources

Learning

Leaders who effectively learn:

- Seek self-improvement in weak areas
- Encourage organizational growth
- Envision, adapt, and lead change
- Act to expand and enhance personal and organizational knowledge and capabilities
- Apply lessons learned
- Ask incisive questions
- Envision ways to improve
- Design ways to practice
- Endeavor to broaden their understanding
- Transform experience into knowledge and use it to improve future performance
- Make knowledge accessible to the entire organization
- Exhibit reasonable self-awareness
- Take time off to grow and recreate
- Embrace and manage change; adopt a future orientation
- Use experience to improve themselves and the organization

Developmental Counseling

Leadership **development** is one of the most important responsibilities. Developing your leadership abilities should be one of your highest priorities.

Leadership development reviews are a means to focus leadership growth. Think of them as AARs with a focus of making leaders more effective. These important reviews are not necessarily limited to internal counseling sessions; leadership feedback mechanisms also apply in operational settings such as the CTCs.

Just as training includes AARs and training strategies to fix shortcomings, leadership development includes performance reviews. These reviews result in agreements between leader and subordinate on a development strategy or plan of action that builds on the subordinate's strengths and establishes goals to improve on weaknesses. Leaders conduct performance reviews and create plans of action during developmental counseling.

Leadership development reviews are a component of the broader concept of developmental counseling. Developmental **counseling** is subordinate-centered communication that produces a plan outlining actions that subordinates must take to achieve individual and organizational goals. During developmental counseling, subordinates are not merely passive listeners; they're actively involved in the process. The Developmental Counseling Form (DA Form 4856-E, which is discussed at the end of this section) provides a useful framework to prepare for almost any type of counseling. Use it to help you mentally organize issues and isolate important, relevant items to cover during counseling sessions.

Developmental counseling is a shared effort. As a leader, you assist your subordinates in identifying strengths and weaknesses and creating plans of action. You then support them throughout the plan implementation and assessment; however, to achieve success, your subordinates must be forthright in their commitment to improve and candid in their own assessment and goal setting.

The Leader's Responsibilities

Organizational readiness and mission accomplishment depend on every member's ability to perform to established standards. Leaders must mentor their subordinates through teaching, coaching, and counseling. Leaders coach subordinates the same way sports coaches improve their teams: by identifying weaknesses, setting goals, developing and implementing plans of action, and providing oversight and motivation throughout the process. To be effective coaches, leaders must thoroughly understand the strengths, weaknesses, and professional goals of their subordinates.

People often perceive counseling as an adverse action. Effective leaders who counsel properly can change that perception. Leaders conduct counseling to help subordinates become better members of the team, maintain or improve performance, and prepare for the future. Just as no easy answers exist for exactly what to do in all leadership situations, no easy answers exist for exactly what to do in all counseling situations. To conduct effective counseling, however, you should develop a counseling style with the characteristics as follows:

- **Purpose:** Clearly define the purpose of the counseling.
- **Flexibility:** Fit the counseling style to the character of each subordinate and to the relationship desired.
- **Respect:** View subordinates as unique, complex individuals, each with a distinct set of values, beliefs, and attitudes.
- **Communication:** Establish open, two-way communication with subordinates using spoken language, nonverbal actions, gestures, and body language. Effective counselors listen more than they speak.
- **Support:** Encourage subordinates through actions while guiding them through their problems.

The Leader as a Counselor

Cadet leaders must demonstrate certain qualities to be effective counselors. These qualities include respect for subordinates, self-awareness and cultural awareness, empathy, and credibility.

Respect for Subordinates

As a leader, you show respect for subordinates when you allow them to take responsibility for their own ideas and actions. Respecting subordinates helps create mutual respect in the leader-subordinate relationship. Mutual respect improves the chances of changing (or maintaining) behavior and achieving goals.

Self-awareness and Cultural Awareness

As a leader, you must be fully aware of your own values, needs, and biases prior to counseling subordinates. Self-aware leaders are less likely to project their biases onto subordinates. Also, aware leaders are more likely to act consistently with their own values and actions.

Cultural awareness is a mental attribute. As a leader, you need to be aware of the similarities and differences between individuals of different cultural backgrounds and how these factors may influence values, perspectives, and actions. Don't let unfamiliarity with cultural backgrounds hinder you in addressing cultural issues, especially if they generate concerns within the organization or hinder team building. Cultural awareness enhances your ability to display empathy.

Empathy

Empathy is the action of being understanding of, and sensitive to, the feelings, thoughts, and experiences of another person to the point that you can almost feel or experience them yourself. Leaders with empathy can put themselves in their subordinate's shoes; they can see a situation from the other person's perspective.

By understanding the subordinate's position, you can help a subordinate develop a plan of action that fits the subordinate's personality and needs, one that works for the subordinate. If you don't fully comprehend a situation from your subordinate's point of view, you have less credibility and influence and your subordinate is less likely to commit to the agreed upon plan of action.

Credibility

Leaders achieve credibility by being honest and consistent in their statements and actions. To be credible, use a straightforward style with your subordinates. Behave in a manner that your subordinates respect and trust. You can earn credibility by repeatedly demonstrating your willingness to assist a subordinate and being consistent in what you say and do. If you lack credibility with your subordinates, you'll find it difficult to influence them.

Leader Counseling Skills

One challenging aspect of counseling is selecting the proper approach to a specific situation. To counsel effectively, the technique you use must fit the situation, your capabilities, and your subordinate's expectations. In some cases, you may only need to give information or listen. A subordinate's improvement may call for just a brief word of praise. Other situations may require structured counseling followed by definite actions.

All leaders should seek to develop and improve their own counseling abilities. You can improve your counseling techniques by studying human behavior, learning the kinds of problems that affect your subordinates, and developing your interpersonal skills. The

techniques needed to provide effective counseling will vary from person to person and session to session; however, general skills that you'll need in almost every situation include active listening, responding, and questioning.

Active Listening

During counseling, you must actively listen to your subordinate. When you're actively listening, you communicate verbally and non-verbally that you've received the subordinate's message. To fully understand a subordinate's message, you must listen to the words and observe the subordinate's manners. Elements of active listening you should use include:

- **Eye contact:** Maintaining eye contact without staring helps show sincere interest. Occasional breaks of contact are normal and acceptable. Subordinates may perceive excessive breaks of eye contact, paper shuffling, and clock-watching as a lack of interest or concern. These are guidelines only. Based on cultural background, participants in a particular counseling session may have different ideas about what proper eye contact is.
- **Body posture:** Being relaxed and comfortable will help put the subordinate at ease. However, a too-relaxed position or slouching may be interpreted as a lack of interest.
- **Head nods:** Occasionally nodding your head shows you're paying attention and encourages the subordinate to continue.
- **Facial expression:** Keep your facial expressions natural and relaxed. A blank look or fixed expression may disturb the subordinate. Smiling too much or frowning may discourage the subordinate from continuing.
- **Verbal expressions:** Refrain from talking too much and avoid interrupting. Let the subordinate do the talking while keeping the discussion on the counseling subject. Speaking only when necessary reinforces the importance of what the subordinate is saying and encourages the subordinate to continue. Silence can also do this, but be careful. Occasional silence may indicate to the subordinate that it's okay to continue talking, but a long silence can sometimes be distracting and make the subordinate feel uncomfortable.



Active listening also means listening thoughtfully and deliberately to the way a subordinate says things. Stay alert for common themes. A subordinate's opening and closing statements as well as recurring references may indicate the subordinate's priorities. Inconsistencies and gaps may indicate a subordinate's avoidance of the real issue. This confusion and uncertainty may suggest additional questions.

While listening pay attention to the subordinate's gestures. These actions complete the total message. By watching the subordinate's actions, you can "see" the feelings behind the words. Not all actions are proof of a subordinate's feelings, but they should be taken into consideration. Note differences between what the subordinate says and does.

Nonverbal indicators of a subordinate's attitude include:

- Boredom: Drumming on the table, doodling, clicking a ball-point pen, or resting the head in the palm of the hand.
- Self-confidence: Standing tall, leaning back with hands behind the head, and maintaining steady eye contact.
- Defensiveness: Pushing deeply into a chair, glaring at the leader, and making sarcastic comments as well as crossing or folding arms in front of the chest.
- Frustration: Rubbing eyes, pulling on an ear, taking short breaths, wringing the hands, or frequently changing total body position.
- Interest, friendliness, and openness: Moving toward the leader while sitting.
- Openness or anxiety: Sitting on the edge of the chair with arms uncrossed and hands open.

Consider these indicators carefully. Although each indicator may show something about the subordinate, don't assume a particular behavior absolutely means something. Ask the subordinate about the indicator so you can better understand the behavior and allow the subordinate to take responsibility for it.

Responding

Responding skills follow up on active listening skills. A leader responds to communicate that the leader understands the subordinate. From time to time, check your understanding: clarify and confirm what has been said. Respond to subordinates both verbally and nonverbally. Verbal responses consist of summarizing, interpreting, and clarifying the subordinate's message. Nonverbal responses include eye contact and occasional gestures such as a head nod.

Questioning

Although questioning is a necessary skill, you must use it with caution. Too many questions can aggravate the power differential between a leader and a subordinate and place the subordinate in a passive mode. The subordinate may also react to excessive questioning as an intrusion of privacy and become defensive. During a leadership

development review, ask questions to obtain information or to get the subordinate to think about a particular situation. Generally, the questions should be open-ended so as to evoke more than a yes or no answer. Well-posed questions may help to verify understanding, encourage further explanation, or help the subordinate move through the stages of the counseling session.

Counseling Errors

Effective leaders avoid common counseling mistakes. Dominating the counseling by talking too much, giving unnecessary or inappropriate "advice," not truly listening, and projecting personal likes, dislikes, biases, and prejudices all interfere with effective counseling. You should also avoid other common mistakes such as rash judgments, stereotypes, loss of emotional control, and inflexible methods of counseling and improper follow-up. To improve your counseling skills, refer to the following guidelines.

- Determine the subordinate's role in the situation and what the subordinate has done to resolve the problem or improve performance.
- Draw conclusions based on more than the subordinate's statement.
- Try to understand what the subordinate says and feels; listen to what the subordinate says and how the subordinate says it.
- Show empathy when discussing the problem.
- When asking questions, be sure that you need the information.
- Keep the conversation open-ended; avoid interrupting.
- Give the subordinate your full attention.
- Be receptive to the subordinate's feelings without feeling responsible to save the subordinate from hurting.
- Encourage the subordinate to take the initiative and to say what the subordinate wants to say.
- Avoid interrogating.
- Keep your personal experiences out of the counseling session unless you believe your experiences will really help.
- Listen more; talk less.
- Remain objective.
- Avoid confirming a subordinate's prejudices.
- Help the subordinate help himself.
- Know what information to keep confidential and what to present to the chain of command.

The Leader's Limitations

Leaders can't help everyone in every situation. Even professional counselors can't provide all the help that a person might need. You must recognize your limitations and, when the situation calls for it, refer a subordinate to a person or agency more qualified to help.

Types of Developmental Counseling

You can often categorize developmental counseling based on the topic of the session. The two major categories of counseling are event-oriented and performance/professional growth.

Event-oriented Counseling

Event-oriented counseling involves a specific event or situation. It may precede events, such as going to a promotion board or attending a school; or it may follow events, such as a noteworthy duty performance, a problem with performance or mission accomplishment, or a personal problem. Examples of event-oriented counseling include, but are not limited to:

- Specific instances of superior or substandard performance
- Reception and integration counseling
- Crisis counseling
- Referral counseling
- Promotion counseling
- Adverse separation counseling

Counseling for Specific Instances

Sometimes counseling is tied to specific instances of superior or substandard duty performance. You tell your subordinate whether or not the performance met the standard and what the subordinate did right or wrong. The key to successful counseling for specific performance is to conduct it as close to the event as possible.

Many leaders focus counseling for specific instances on poor performance and miss, or at least fail to acknowledge, excellent performance. You should counsel subordinates for specific examples of superior as well as substandard duty performance. To measure your own performance and counseling emphasis, you can note how often you document counseling for superior versus substandard performance.

You should counsel subordinates who don't meet the standard. If the subordinate's performance is unsatisfactory because of a lack of knowledge or ability, you and the subordinate should develop a plan to improve the subordinate's skills. Corrective training may be required at times to ensure the subordinate knows and achieves the standard. After the subordinate can achieve the standard, you should end the corrective training.

When counseling a subordinate for a specific performance, take the following actions:

- Tell the subordinate the purpose of the counseling, what was expected, and how the subordinate failed to meet the standard.
- Address the specific unacceptable behavior or action, not the person's character.
- Tell the subordinate the effect of the behavior, action, or performance on the rest of the organization.

- Actively listen to the subordinate's response.
 - Remain unemotional.
 - Teach the subordinate how to meet the standard.
 - Be prepared to do some personal counseling because a failure to meet the standard may be related to or the result of an unresolved personal problem.
- Identify your responsibilities in implementing the plan of action; continue to assess and follow up on the subordinate's progress.
 - Adjust plan of action as necessary.

Reception and Integration Counseling

As the leader, you must counsel new team members. This reception and integration counseling serves two purposes: it identifies and helps fix any problems or concerns that new members may have, and it lets them know the standards and how they fit into the team. It clarifies job titles and sends the message that the chain of command cares. Reception and integration counseling should begin immediately upon arrival so new team members can quickly become integrated into the organization.

Crisis Counseling

You may conduct crisis counseling to get a subordinate through the initial shock after receiving negative news, such as notification of the death of a loved one. You may assist the subordinate by listening and, as appropriate, providing assistance. Assistance may include referring the subordinate to a **support** activity or coordinating external agency support. Crisis counseling focuses on the subordinate's immediate, short-term needs.

Referral Counseling

Referral counseling helps subordinates work through a personal situation and may or may not follow crisis counseling. Referral counseling may also act as preventative counseling before the situation becomes a problem.

Promotion Counseling

Leaders conduct promotion counseling for all who are eligible for advancement.

Adverse Separation Counseling

Adverse separation counseling may involve informing the cadet of the administrative actions available to the commander in the event substandard performance continues and of the consequences associated with those administrative actions.

Developmental counseling may not apply when an individual has engaged in more serious acts of misconduct. In those situations, you should refer the matter to the commander. When the leader's rehabilitative efforts fail, counseling with a view towards separation fills an administrative prerequisite to many administrative discharges and serves as a final warning to the soldier to improve performance or face discharge. In

many situations, it may be beneficial to involve the chain of command as soon as you determine that adverse separation counseling might be required. A unit first sergeant or commander should be the person who informs the cadet of the notification requirements.

Performance and Professional Growth Counseling

Performance and Professional Growth counseling are two counseling types with which you should be familiar. This section discusses both of these.

Performance Counseling

During performance counseling, you conduct an **evaluation**, a review of a subordinate's duty performance during a certain period. You and the subordinate jointly establish performance objectives and standards for the next period. Rather than dwelling on the past, you should focus the session on the subordinate's strengths, areas needing improvement, and potential.

As a leader, you must ensure you've tied your expectations to performance objectives and appropriate standards. You must establish standards that your subordinates can work towards and must teach them how to achieve the standards if they are to develop.

Professional Growth Counseling

Professional growth counseling includes planning for the accomplishment of individual and professional goals. You conduct this counseling to assist subordinates in achieving organizational and individual goals. During the counseling, you and your subordinate conduct a review to identify and discuss the subordinate's strengths and weaknesses and create a plan of action to build upon strengths and overcome weaknesses. This counseling isn't normally event-driven.

As part of professional growth counseling, you may choose to discuss and develop a "pathway to success" with the subordinate. This future-oriented counseling establishes short and long-term goals and objectives. Every person's needs are different, and leaders must apply specific courses of action tailored to each individual.

A counseling session that focuses on resolving a problem may also address improving performance. A session focused on performance may also include a discussion on opportunities for advancement.

Nondirective Counseling Approach

The nondirective approach is preferred for most counseling sessions. Leaders use their experienced insight and judgment to assist subordinates in developing solutions. You should partially structure this type of counseling by telling the subordinate about the counseling process and explaining what you expect.

During the counseling session, listen rather than make decisions or give advice. Clarify what's said. Cause the subordinate to bring out important points, so as to better

understand the situation. When appropriate, summarize the discussion. Avoid providing solutions or rendering opinions; instead, maintain a focus on individual and organizational goals and objectives. Ensure the subordinate's plan of action supports those goals and objectives.

The directive approach works best to correct simple problems, make on-the-spot corrections, and correct aspects of duty performance. The leader using the directive style does most of the talking and tells the subordinate what to do and when to do it. In contrast to the nondirective approach, the leader directs a course of action for the subordinate.

Choose this approach when time is short, when you alone know what to do, or if a subordinate has limited problem-solving skills. It's also appropriate when a subordinate needs guidance, is immature, or is insecure.

Combined Counseling Approach

In the combined approach, the leader uses techniques from both the directive and nondirective approaches, adjusting them to articulate what's best for the subordinate. The combined approach emphasizes the subordinate's planning and decision making.

With your assistance, the subordinate develops his or her own plan of action. You should listen, suggest possible courses, and help analyze each possible solution to determine its good and bad points. You should then help the subordinate fully understand all aspects of the situation and encourage the subordinate to decide which solution is best.

Counseling Techniques

As a leader, you may select from a variety of techniques when counseling subordinates.

These counseling techniques, when appropriately used, cause subordinates to do things or improve upon their performance. You can use these methods during scheduled counseling sessions or while simply coaching a subordinate. Counseling techniques you can use during the nondirective or combined approaches include:

- Suggesting alternatives. Discuss alternative actions that the subordinate may take, but both you and the subordinate decide which course of action is most appropriate.
- Recommending. Recommend one course of action, but leave the decision to accept the recommended action to the subordinate.
- Persuading. Persuade the subordinate that a given course of action is best, but leave the decision to the subordinate. Successful persuasion depends on the leader's credibility, the subordinate's willingness to listen, and their mutual trust.
- Advising. Advise the subordinate that a given course of action is best. This is the strongest form of influence not involving a command.

Some techniques you can use during the directive approach to counseling include:

- Corrective training. Teach and assist the subordinate in attaining and maintaining the standards. The subordinate completes corrective training when they attain the standard.
- Commanding. Order the subordinate to take a given course of action in clear, exact words. The subordinate understands that he has been given a command and will face the consequences for failing to carry it out.

The Counseling Process

Effective leaders use the counseling process. It consists of four stages: identify the need for counseling, prepare for counseling, conduct counseling, and follow up.

Identify the Need for Counseling

Quite often organizational policies, such as counseling associated with an evaluation or counseling required by the command, focus a counseling session. You may, however, conduct developmental counseling whenever the need arises for focused, two-way communication aimed at subordinate development. Developing subordinates consists of observing the subordinate's performance, comparing it to the standard, and then providing feedback to the subordinate in the form of counseling.

Prepare for Counseling

Successful counseling requires preparation. To prepare for counseling, do the following:

- Select a suitable place.
- Schedule the time.
- Notify the subordinate well in advance.
- Organize information.
- Outline the counseling session components.
- Plan your counseling strategy.
- Establish the right atmosphere.



Courtesy of Army JROTC

Select a Suitable Place

Schedule counseling in an environment that minimizes interruptions and is free from distracting sights and sounds.

Schedule the Time

When possible, counsel a subordinate during the duty day. Counseling after duty hours may be rushed or perceived as unfavorable. The length of time required for counseling depends on the complexity of the issue. Generally, a counseling session should last less than an hour. If you need more time, schedule a second session. Additionally, select a time free from competition with other activities and consider what has been planned after the counseling session. Important events can distract a subordinate from concentrating on the counseling.

Notify the Subordinate Well in Advance

For a counseling session to be a subordinate-centered, two-person effort, the subordinate must have time to prepare for it. The subordinate should know why, where, and when the counseling will take place. Counseling following a specific event should happen as close to the event as possible; however, for performance or professional development counseling, subordinates may need a week or more to prepare or review specific products, such as support forms or counseling records.

Organize Information

Solid preparation is essential to effective counseling. Review all pertinent information.

This includes the purpose of the counseling, facts and observations about the subordinate, identification of possible problems, main points of discussion, and the development of a plan of action. Focus on specific and objective behaviors that the subordinate must maintain or improve as well as a plan of action with clear, obtainable goals.

Outline the Components of the Counseling Session

Using the information obtained, determine what to discuss during the counseling session. Note what prompted the counseling, what you aim to achieve, and what your role as a counselor is. Identify possible comments or questions to help you keep the counseling session subordinate-centered and help the subordinate progress through its stages. Although you never know what a subordinate will say or do during counseling, a written outline helps organize the session and enhances the chance of positive results.

Plan Counseling Strategy

As many approaches to counseling exist as there are leaders. The directive, nondirective, and combined approaches to counseling were addressed earlier. Use a strategy that suits your subordinates and the situation.

Establish the Right Atmosphere

The right atmosphere promotes two-way communication between a leader and subordinate. To establish a relaxed atmosphere, you may offer the subordinate a seat or a something to drink. You may want to sit in a chair facing the subordinate since a desk can act as a barrier.

Some situations make an informal atmosphere inappropriate. For example, during counseling to correct substandard performance, you may direct the subordinate to remain standing while you remain seated behind a desk. This formal atmosphere, normally used to give specific guidance, reinforces the leader's rank, position in the chain of command, and authority.

Conduct the Counseling Session

Be flexible when conducting a counseling session. Often counseling for a specific incident occurs spontaneously as leaders encounter subordinates in their daily activities. Good leaders take advantage of naturally occurring events to provide subordinates with feedback.

Even when you haven't prepared for formal counseling, you should address the four basic components of a counseling session. Their purpose is to guide effective counseling rather than mandate a series of rigid steps. Counseling sessions consist of:

- Opening the session
- Developing the plan of action
- Recording and closing the session
- Follow-up

Open the Session

In the session opening, state the purpose of the session and establish a subordinate-centered setting. Establish the preferred setting early in the session by inviting the subordinate to speak. The best way to open a counseling session is to clearly state its purpose. For example, an appropriate purpose statement might be: "The purpose of this counseling is to discuss your duty performance over the past month and to create a plan to enhance performance and attain performance goals." If applicable, start the counseling session by reviewing the status of the previous plan of action.

You and the subordinate should attempt to develop a mutual understanding of the issues. You can best develop this by letting the subordinate do most of the talking. Use active listening; respond, and question without dominating the conversation. Aim to help the subordinate better understand the subject of the counseling, for example, duty performance, a problem situation and its impact, or potential areas for growth.

Both you and the subordinate should provide examples or cite specific observations to reduce the perception that either is unnecessarily biased or judgmental; however, when the issue is substandard performance, you should provide the standard. The conversation, which should be two-way, then addresses what the subordinate needs to do to meet the standard. It's important that you define the issue as substandard performance and don't allow the subordinate to define the issue as an unreasonable standard, unless you consider the standard negotiable or are willing to alter the conditions under which the subordinate is being counseled.

Develop a Plan of Action

A plan of action identifies a method for achieving a desired result. It specifies what the subordinate must do to reach the goals set during dimensions that were discussed earlier: it should show the subordinate how to modify or maintain his behavior. It should avoid vague intentions such as "Next month I want you to improve your land navigation skills." The plan must use concrete and direct terms. For example, you might say: "Next week you'll attend the map reading class with cadets from North Central High School's drill team. After the class, Cadet 1st Lieutenant Dixon will coach you through the land navigation course. He will help you develop your skill with the compass. I will observe you going through the course with Cadet 1st Lieutenant Dixon, and then I will talk to you again and determine where and if you still feel the plan of action sets the stage for successful development."

Record and Close the Session

Although requirements to record counseling sessions vary, a leader always benefits by documenting the main points of a counseling session. Documentation serves as a reference to the agreed upon plan of action and the subordinate's accomplishments, improvements, personal preferences, or problems. A complete record of counseling aids in making recommendations for professional development, schools, promotions, and evaluation reports.

To close the session, summarize its key points and ask if the subordinate understands the plan of action. Invite the subordinate to review the plan of action and what's necessary to support the successful implementation of the plan of action. These may include providing the subordinate with resources and time, periodically assessing the plan, and following through on referrals. Schedule any future meetings, at least tentatively, before dismissing the subordinate.

Follow-Up

The counseling process doesn't end with the counseling session. It continues through implementation of the plan of action and evaluation of results. After counseling, you must support subordinates as they implement their plans of action. Support may include teaching, coaching, or providing time and resources. You must observe and assess this process and possibly modify the plan to meet its goals. Appropriate measures after counseling include follow-up counseling, making referrals, informing the chain of

command, and taking corrective measures.

Assess the Plan of Action

The purpose of counseling is to develop subordinates who are better able to achieve personal, professional, and organizational goals. During the assessment, review the plan of action with the subordinate to determine if the desired results were achieved. You and the subordinate should determine the date for this assessment during the initial counseling session. The assessment of the plan of action provides useful information for future follow-up counseling sessions.

Conclusion

This lesson covered performance indicators as well as developmental counseling. Developmental counseling is subordinate-centered communication that outlines actions necessary for subordinates to achieve individual and organizational goals and objectives. It can be either event-oriented, or focused on personal and professional development.



Lesson Check-up

1. What are the values upon which you base your performance review?
2. Choose two "planning and preparing" actions on which performance reviews are based and discuss them.
3. What are the different skills needed in oral and written communication?
4. What are the characteristics upon which you should develop your counseling style?



Courtesy of Army JROTC

U2C4L9

Mentoring

Key Words:

Bias

Mentee

Mentoring

Socioeconomic

Stereotypes

What You Will Learn to Do

Outline a plan to mentor another cadet

Linked Core Abilities

- Take responsibility for your actions and choices
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

- Describe the roles and responsibilities of a mentor
- Identify seven ways mentors can gain the trust and respect of subordinates and/or mentees
- Describe the four functions of a mentoring program

Introduction

This lesson presents a mentoring program designed to help you explore new interests in helping others, develop your personal skills, and stay excited about school. Mentoring activities will center around building trust and developing positive self-esteem through sharing and working together with your subordinates, peers, or other teenagers and children in one-on-one relationships. The mentoring role is a major commitment on your part. In addition to comprehending the concept of self-identity, you must also understand the skills necessary in a mentoring relationship and work to acquire those skills. Finally, you must have an awareness of culturally diverse issues, which can affect you, your mentoring program, and your community.

A dynamic mentoring program in your cadet battalion or school is one that encourages the development of caring partnerships. Every mentoring program requires the presence of positive role models to support high school mentors as they build positive interpersonal relations both in and out of school-based experiences. In this lesson, we will briefly look at how mentoring identifies with Army JROTC and your position as a cadet leader and mentor. Then, we will examine in detail how mentoring pertains to your development as a high school student entrusted with the responsibility to help others.

The Starfish Story

As an old man walked the beach at dawn, he noticed a young man ahead picking up starfish and flinging them into the sea. Finally catching up to the youth, he asked the young man why he was doing this. The answer was that the stranded starfish would die if left until the morning sun.

“But the beach goes on for miles and there are millions of starfish,” countered the old man. “How can your effort make a difference?”

The young man looked at the starfish in his hand and then threw it to safety in the waves.

“It makes a difference to that one,” he said.

Mentoring in Relationship to Army JROTC Leadership

The concept of **mentoring** includes the roles of the teacher, role model, coach, and counselor. Mentors, however, are more than teachers and coaches; they are trusted guides and counselors. As a mentor, you are not a trained counselor. Leaders, as mentors, are responsible for molding and developing individuals into proficient, cohesive teams.



Courtesy of Army JROTC

Genuine respect is a key element in any mentoring program. Subordinates must be able to respect their leaders in order to trust them as their guides and counselors.

To obtain this trust and respect, leaders as mentors must:

- Set a good example; role modeling and setting examples for subordinates to follow are extremely important
- Commit themselves to their subordinates and be fully committed to the complete development of those who are in need of some form of structured guidance in their lives
- Possess the commitment of guardians and the duty of tutors
- Have a personal stake in the positive and long-term development of those they are trying to help
- Be sensitive to the feelings of their subordinates, yet be responsible for training them intensively
- Develop the capacity to delegate authority in order to watch subordinates learn hard, valuable lessons through trial and error
- Provide adequate and timely feedback to ensure the success of their subordinates' development process

Mentoring: What's It All About?

Entering into a mentoring relationship can be rewarding and exciting. It can also be a little scary. There are responsibilities involved that require maturity, compassion, and sometimes, tough decisions. In this new adventure as a mentor, use your head, trust your instincts and listen to your heart. You'll enjoy an experience of a lifetime. A mentor is someone who:

- Acts like an older brother or sister
- Generates respect and trust
- Helps **mentees** expect success
- Teaches by example and direction
- Admits to making mistakes, facing difficult tasks, and “not being perfect”
- Provides a positive role model
- Contributes something positive
- Participates in activities designed to motivate mentees
- Listens without judging
- Does fun things
- Tutors and helps build good study habits
- Helps mentees develop a desire to attend/stay in school and improve school attendance
- Inspires others to set achievable goals

Mentoring Functions

There are four **mentoring** functions that can guide you through this new adventure: listening, coaching, educating, and role modeling.

Listening – allowing someone to “talk out” their situation.

Coaching – giving praise, encouragement and constructive criticism.

Educating – teaching someone a new skill to better themselves.

Role Modeling – helping someone else to develop their own values and standards by sharing your own positive values and beliefs.



Courtesy of Army JROTC

Roles and Responsibilities of Mentors

The roles of mentors will vary with every situation. The following list is not all-inclusive, but it gives you an idea of the different kinds of roles that mentors perform in typical mentoring programs.

- Be aware of the impact that culture, **socioeconomic** status, experiences, etc., have on how the mentee sees and processes information. Become comfortable with the fact that the mentee may be different from you and may approach evaluating, perceiving, acting, and behaving differently than you do.
- Be careful to respect the mentee’s orientation and not to impose your values, assumptions, perceptions, and biases on the mentee. Be aware of your own attitudes, beliefs, and feelings and how these filters may **bias** your judgment.
- Help your mentee to accomplish tasks, but be careful not to hold preconceived ideas about what that person can or cannot do. Recognize limitations but do not attempt to replace the mentee’s personal efforts. Always remember that you are there to assist, not to do the task.
- Acquire specific knowledge about the mentee with whom you work. If you find out that he/she has major challenges at home, school, and/or place of employment, be careful not to ask too many questions about any uncomfortable situations. If you encounter a situation that you do not feel comfortable handling, seek help or guidance from your instructors.
- Teach the mentee to respond to verbal rewards. Do not give gifts as a means of positive recognition and do not become emotionally attached. If the relationship becomes personal to the degree you are not able to be objective, withdraw and refer the mentee to another mentor. If a mentee makes a habit of bringing you gifts, discourage that habit. Always read any notes given to you by the mentee. Sometimes because of their learning style, mentees may not be able to vocalize

their challenge but they are able to put it in writing. Never respond back in writing. If the notes are of a personal nature, discourage that habit. One or two positive words like “congratulations” or “well done” may be appropriate.

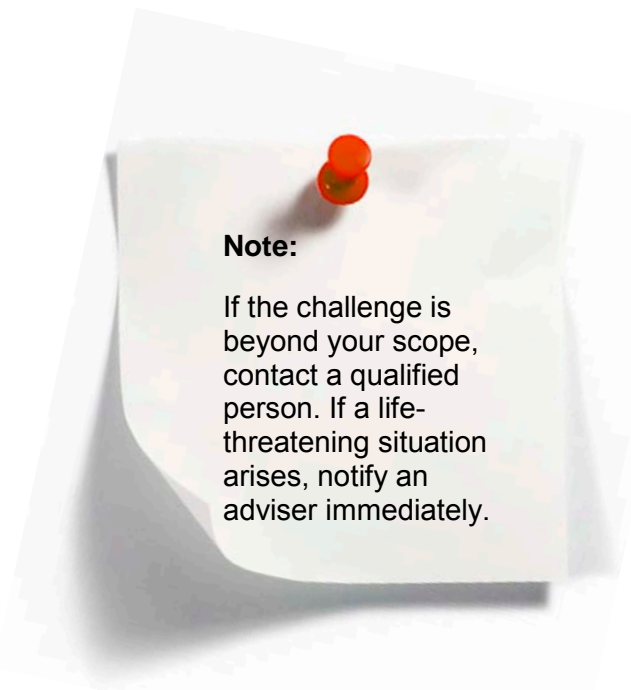


Courtesy of Army JROTC

Although your roles as a mentor may change with the situation, your responsibilities will remain constant throughout the mentoring program. The following list describes specifically what the program expects of you. We mentioned at the beginning of this lesson that being a mentor is not an easy task. As you read through these responsibilities, identify those areas where you must increase your self-awareness and/or develop the necessary attributes of self-esteem to be an effective mentor. Accomplishing these responsibilities will require a high degree of self-identity and maturity.

- Help your mentee to make assessments about behavior, thoughts, and actions as that individual tries new activities. Help the mentee see the benefits of trying and taking risks with new behaviors. Give support when necessary.
- Be clear, concise, direct, and consistent with feedback.
- Help the mentee generate a variety of responses or alternatives to situations.
- Do not make promises you cannot keep. Do not use the word promise to your mentee (as you will be taking responsibility). Make “I” statements to your mentee of what you are willing to do. For example, “I will help you find out the easiest and most effective way for you to study.”
- Coordinate all planned activities with your instructors, the cooperating agency, other mentors, and the mentee.
- Prepare for and complete the tasks you agreed to do.
- Follow the rules of your battalion and school while working with the mentee.

- Make arrangements to contact the mentee’s guardians, parents, teachers, and so on for permission to take that person on special activities.
- If you cannot perform a task that you agreed to do at the prescribed time, reschedule it for another time.
- Do not break confidentiality by sharing the mentee’s concerns with others. However, confidentiality should always be overridden if the situation calls for it. A competent mentor maintains confidences and does not discuss personal interviews with other cadets or people. If the challenge is beyond your scope, contact a qualified person. It is critical that you use concrete procedures in serious cases. If a life-threatening situation arises:
 - Inform your mentee that you will notify a competent adviser because you care.
 - Encourage the mentee to go with you to the adviser to explain the situation. If the mentee refuses, insist that he or she go. Explain that you are not only concerned, but that the seriousness of the situation requires the mentee to seek counsel. If the mentee still refuses, clearly state, “I will seek advice alone from (state the name of the adviser).”



Using Effective Communication Skills

Participating in a mentoring relationship is not the time to misunderstand the use of a word, a gesture, or an emotion. Mentors must thoroughly understand the importance of using effective communication. The proper application of listening, nonverbal communication (such as body language), and verbal communication skills—as well as “I” messages—are critical to a successful mentoring program.

Any relationship must begin with communication in one form or another. The quality of that relationship often depends on the quality of the communication. Much of the communication we use in our daily lives involves some negative habits. Imagine how you feel when someone nags, reminds, criticizes, threatens, lectures, advises, or ridicules you. Many times the person doing this to you is not aware of the feelings these actions cause. Whether we are aware of these habits or not, they promise to lessen the quality of our relationships.

| DON'T | DO |
|---|---|
| Don't order. <i>You must... You will... You have to...</i> | Try using phrase like: <i>I would appreciate... Would you rather...</i> |
| Don't threaten. <i>If you do that you'll be sorry... You better not do that if you know what's good for you...</i> | Simply state what you plan to do then do it. |
| Don't preach. <i>Shoulds... Oughts... Musts...</i> | Listen then problem solve. <i>Have you thought about what might happen... What do you think would happen if...</i> |
| Don't just give solutions. <i>What you should do is...</i> | Offer alternatives and help the mentee find solutions. |
| Don't lecture. <i>You're wrong here...</i> | Help the mentee to explore alternatives and consequences. |
| Don't ridicule, judge, blame. <i>You're lazy... That's just stupid...</i> | Separate the behavior from the mentees self worth. |
| Don't play psychologist. <i>Your problem is... You're acting jealous...</i> | Listen to the mentee without trying to diagnose a problem. |
| Don't simply console. <i>It's not that bad... It will all be better in the morning...</i> | Listen carefully and explore alternatives. |

Courtesy of Army JROTC

Listening Skills

As mentors, you must understand the value of listening. Listen carefully for “feeling words” such as sad, happy, embarrassed, frustrated, alone, hurt, angry, bored, jealous, confused, and so on. Realize that everyone has feelings and they need to have ways in which to express them.

To ensure proper and effective communications with your mentee, you must first be able to identify what and how you feel while listening to your mentee. Then, learn what the mentee actually felt. These feelings may be the same or they may be different. For example, the mentee may be feeling depression, but you may feel frustration when hearing these words because you do not know how to help.

Additionally, understand some of the **stereotypes** related to listening. It is only natural for people to form different opinions about something. Oftentimes, these individual opinions will disagree with the opinions of others. It is your job as a mentor to know how feelings, stereotypes, and opinions reflect upon your mentee’s values, attitudes, and behavior. Be able to identify these characteristics in a mentoring relationship and determine how you can use them to become a better mentor.

Nonverbal Communication Skills

Know the importance of nonverbal communications and the impact it has on others. Observe how your mentee listens, uses body language and eye contact. Remember, the way your mentee says something is frequently more important than what he or she says. The behavior that this person displays sometimes expresses more meaning than words.

“I” Messages

“I” messages are statements, beginning with “I,” that tell how you feel about a certain situation. They are the most appropriate ways to express your feelings whenever a conflict arises. They show concern in a calm and respectful way. Plus, they focus the communication on your feelings and expectations rather than those of the other person, in this case your mentee.

Whenever we focus attention on the other person’s feelings and expectations, whether by accident or on purpose, the communication often takes on a blaming and accusatory tone. “I” messages express what the conflict is to the other person and how this conflict affects you.

Think about the last time you were in an argument. Did you use “I” messages? It sounds easy, but it takes a lot of practice. A typical “I” message has three parts, shown in parentheses below, which can come in any order.

“I feel (state feeling) when you (describe specific behavior) because (state how it affects you).”

To reinforce your understanding of “I” messages, review both examples below. The “you” messages are first, followed by the appropriate “I” messages.

Example #1:



Courtesy of Army JROTC

“You promised you’d never tell anyone. I knew I shouldn’t have told you. You can’t ever keep a secret.”

“I feel hurt when you tell something I told you in secret because I didn’t want anyone else to know.”

Example #2:



Courtesy of Army JROTC

“You’re never organized or dependable. You can’t be counted on.”

“I get really upset whenever you back out on something, especially at the last minute because it leaves me stuck holding the bag.”

Exploring Alternatives

What would you do if your mentee came to you with a difficult situation and wanted you to help? In most situations, your job is not to find the solution for the mentee but to help that person develop solutions to handle the issue. When you assist someone in exploring alternatives, it is always helpful to follow a pattern similar to the one below. The key words in this exploring alternatives model are brainstorm, assist, choose, commitment, and follow-up.

- What is the difficulty and what are the alternatives? The mentor and mentee should brainstorm as many ways of handling the situation as possible.
- What are the consequences of each alternative? The mentor should assist the mentee in evaluating the pros and cons for each alternative.
- What is the best alternative? The mentee must choose what he/she thinks is best.
- When is the best time to put the plan into action? The mentee, under close coordination and supervision of the mentor, must make a commitment to begin using the best alternative as soon as the situation permits.
- Is there evaluation? Yes! The mentor must set a time to follow up and evaluate how the mentee is accomplishing the plan.
- When helping your mentee to choose a solution, especially if that person seems stuck, you can offer suggestions as other possible alternatives. However, do not put the person down for not accepting your ideas and do not take his or her responsibility away to solve the issue. After all, if your efforts fail, that person may hold you responsible or may not do as you suggested. Keep the mentoring relationship a learning process to help with future problems, as needed.



Note:

Remember, developing positive mentoring relationships is not about winning, but solving the conflict.

A Hundred Years

A hundred years from now it will not matter what my bank account was, the sort of house I lived in, how spotless my home was, or the kind of car I drove. But the world may be different because I was important in the life of another.

Conclusion

There are many difficult situations you may encounter in mentoring relationships, including prejudices, stress, coping with loss, and understanding the issues of troubled families. These topics and stressors are vitally important to your job as a mentor because they are increasingly commonplace in today's lifestyles. If you have questions regarding any of these issues, discuss them with your instructors.

Summarized below are the qualities of a successful mentor. You will make your mentoring opportunity the experience of a lifetime simply by displaying maturity, showing compassion, using your head, trusting your instincts, and listening to your heart!

- Know your job; be flexible and open-minded
- Know and use communication skills effectively
- Listen and accept different points of view
- Empathize with another person's struggle
- Apply effective leadership skills, such as decision making, problem solving, and goal setting; possess the ability to see solutions, opportunities, and barriers
- Be personally committed to working with people; be available and supportive
- Show respect for individuals; display honesty, patience, trust, and a warm and caring attitude

Among life's most important accomplishments is mentoring another person so they learn to help themselves. While it isn't easy to mentor others, and it may take time to help them, remember to never give up and to keep trying!



Note:

Commitment is easy during the good times; it is during the rough times when mentors are truly tested. And sometimes, the best thing a mentor can do for a mentee is just be there.



Lesson Check-up

1. Distinguish between the responsibilities and functions of a mentor.
2. What do you do if the problem is beyond your scope or a life-threatening situation?



Courtesy of Army JROTC

U4C1L5

At Risk – Suicide Symptoms and Prevention

Key Words:

Positive Mental
Attitude

Suicide Prevention

What You Will Learn to Do

Identify suicide symptoms and prevention strategies

Linked Core Abilities

- Take responsibility for your actions and choices
- Do your share as a good citizen in your school, community, country, and the world

Skills and Knowledge You Will Gain Along the Way

- Identify the warning signs of potential suicide
- Describe the factors that protect young people from considering suicide
- Describe the actions you can take if you suspect someone you know may be considering suicide
- Familiarize yourself with local and professional resources
- Identify post-suicidal interventions
- Associate the purpose of a positive mental attitude goal

setting and overall all health

Introduction

Being a young person today is no easy task. Young people, as well as adults, have to deal with increasingly complex decisions and pressures every day. Tragically, many young people feel they are not able to cope with the decisions and pressures they face. They often think that no one cares enough to help them, or no one is able to help them cope with their issues and concerns. Sometimes, when these young people become desperate and see no way out, they take their own lives.


Suicide does not just happen to “other people.” It can happen in any family. It is a tragedy under any circumstances, but it is especially devastating for the family and friends of those individuals who commit suicide. We are often kept from being able to help due to our fear and our lack of information and understanding of the problems of depression and suicide.

Suicide does not need to happen and can often be prevented. Knowing the causes, risks, warning signs, and what to do if faced with a potential suicide, is key to suicide prevention.

Did You Know ...?

Suicide Statistics

- Every 17 minutes another life is lost to suicide. Every day, 86 Americans take their own life and over 1500 attempt suicide.
- For every 2 homicides in the U.S., there are 3 suicides.
- Every 1 hr 45 min another young person commits suicide.
- Suicide is the 2ND leading cause of death among college students and the 3RD leading cause of death among youth overall, ages 15 to 24.
- More teenagers and young adults die from suicide than from cancer, heart disease, AIDS, birth defects, stroke, pneumonia and influenza, and chronic lung disease combined.
- 53% of young people who commit suicide abuse substances.
- 4 times as many men as women commit suicide, but young women attempt suicide 3 times more frequently than young men.



Courtesy of Army JROTC

Suicide

Learning about suicide risk factors can increase your awareness of who might be at greater risk for attempting suicide. Findings from recent research show that most youth suicides are the result of an interaction between biological, psychological, socio-cultural, and family factors. A suicidal person can be seen as the result of an interaction between personal and family factors, his/her current emotional state, and a recent

significant life event. This combination of factors can lead to an intolerable mental anguish in the young person. The “ingredients” for an attempted or completed suicide vary from individual to individual. There are, however, common risk factors.

The Warning Signs of Suicide

Are you aware of the warning signs? Do you know what causes some teens to consider suicide? Do you know what to do if someone you know talks about committing suicide?

It is best to think of the cause of suicide in terms of loss. In virtually every suicide attempt, the suicidal person describes a sense of overwhelming loss from which they can see no way to recover.

Some of those reasons might include:

- Loss of a loved one (death)
- Loss of a close relationship (breakup or divorce)
- Loss of financial freedom (indebtedness, bankruptcy)
- Loss of social acceptance (legal problems and judicial punishment)
- Loss of self-control (alcohol and drugs)
- Loss of job or career objectives
- Loss of health

The sense of overwhelming loss produces strong emotions and feelings, such as helplessness, isolation, depression, hopelessness, despair, and worthlessness.

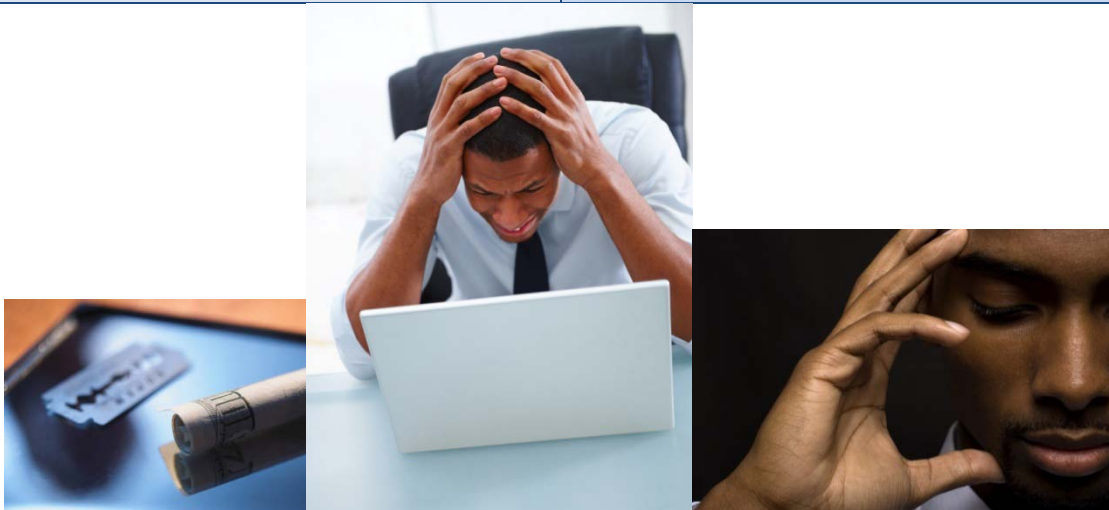
Combining a sense of overwhelming loss and these type of emotions can often lead even the most "normal" person to seriously consider suicide. We know that most people, but not all, who are in distress and have suicidal thoughts do not really want to die – they are in emotional pain. They feel trapped and want relief from what they see as unsolvable problems. Suicide becomes an alternative they begin to consider. Most people, but not all, are symptomatic in some way and communicate their distress.

It is important to be able to recognize warning signs of suicide so we can respond appropriately. A person who is thinking about taking his or her own life may show one or more signs.

The warning signs listed here are only guidelines. There is no one type of suicidal person. If you are concerned that someone is contemplating suicide – for whatever reason – arrange professional assistance for that person immediately.

Warning Signs of Suicide

| | |
|---|--|
| Drug abuse | An unplanned pregnancy |
| Family loss or instability | Social withdrawal or isolation |
| Statements about suicidal thoughts, intention, or plan | Decreased job performance |
| Extreme mood changes | Diminished self-esteem |
| Risk-taking | Poor appearance |
| Signs of self-mutilation | Abandonment of planning for the future |
| Change in personality or behavior | Preoccupation with death |
| Change in sleep habits | Making final arrangements (giving things away, writing a sudden or unexplained will, writing a suicide note) |
| Change in appetite | Expressing feelings of worthlessness/hopelessness |
| Difficulties in dealing with sexual orientation | Other cries for help |
| Frequent episodes of running away or being incarcerated | |



Delving into Drugs and Alcohol Use

No cause-and-effect relationship between alcohol and/or other drugs and suicide has been established, according to the National Clearinghouse for Alcohol and Drug

Information, but use of alcohol/drugs often is a contributing factor of suicide. Research indicates several possible explanations for this connection. Drinking and/or taking drugs, may reduce inhibitions and impair the judgment of an individual contemplating suicide, making the act more likely. Also the use of alcohol/drugs may aggravate other risk factors for suicide, such as depression or other mental illness.

In one study of youthful suicide, drug and alcohol abuse was the most common characteristic of those who committed suicide. Seventy percent of the young people studied frequently used alcohol and/or other drugs.

Using the risk factors described above, the profile of a youth at risk of suicide can be painted as a severely depressed and drug dependent young person who is impulsive and has always struggled to cope. He or she is poorly supported by an abusive or over-involved family, and he or she has poor resources or insight to seek help. This picture, of course, does not fit the description of all youths who commit suicide.

A “forgotten” group of youths are those who have been **chronically** depressed and non-coping, but stay in the background without others noticing their distress. Their suicides may come as a surprise.

Reduce the Risk of Suicide

The following key words will help you remember some of the signs of suicide:

Stress

Unsupported

Isolation

Calculated (intentional)

Impulsivity

Depression

Attempted previously

Low self-esteem

Though no one wants to face the potential that someone they know or care about is considering suicide, do not take it upon yourself to solve someone else’s problem or health need, but do be aware of behaviors and attitudes that alarm or concern you and may require that a professional or trusted adult be contacted.

If you think someone you know is in immediate danger do the following:

If you are concerned someone might commit suicide, what should you do?

1. Immediately go with the person to a trusted professional.
2. Go with the person to the nearest hospital emergency department as soon as possible.
3. Stay with the person until he or she is with a trusted source of help. DO NOT leave the individual alone.
4. Help minimize this person's access to alcohol and weapons or other methods of suicide.
5. If there is an emergency situation, call 911 immediately.
6. Call a doctor or psychiatrist.



Special Alert

Suicide is most likely to occur when it seems that the threat has passed. Many people who have been struggling through a major depression will kill themselves when things seem to be getting better, two or three months into recovery. For some very depressed people, this may be the first time they have had enough emotional energy to act. Others may be overwhelmed by the problems depression has caused.

Suicide Prevention

Here are the key words to help you remember **suicide prevention**:

- **S**upport
- **U**nderstanding
- **I**dentification of plan/intent
- **C**ommunication with teenagers
- **I**dentification of any underlying psychiatric disorder
- **D**epression management
- **E**steem improvement

- **P**arental involvement
- **R**emoval of dangerous materials
- **E**valuation after an attempt
- **V**entilation of feelings
- **E**arly intervention
- **N**ever ignore suicide threat
- **T**alk with teenagers
- **I**nvolve professionals if required
- **O**bserve change in teenager's behavior
- **N**onjudgmental

What Depressed or Suicidal Teens Need

Teens are not helped by lectures or by hearing all the reasons they have to live. What they need is to be reassured that they have someone to whom they can turn – a family member, friend, school counselor, physician, or teacher – to discuss their feelings or problems. It must be someone who is willing to listen and who is able to reassure the

individual that depression and suicidal tendencies can be treated. Treatment is of the utmost importance. Local chapters of the American Psychiatric Association can help by recommending a psychiatrist or a physician with special training in emotional and mental health. Help can also be found through local mental health associations, family physicians, a county medical society, a local hospital's department of psychiatry, a community mental health center, a mood disorders program affiliated with a university or medical school, or a family service/social agency.

What about You?

Perhaps you have sometimes felt like ending your life. Do not be ashamed of it. Many people, young and old, share your feelings. Talk to someone you trust. If you like, you can call one of the agencies mentioned in this chapter and talk about the way you feel without telling them who you are. Things may seem very bad at times, but those times do not last forever. Ask for help. You can be helped. You deserve the help!

Appropriate Intervention after a Suicide Attempt

All suicide attempts should be taken seriously, particularly if the young person has planned the suicide. Do not dismiss the attempt as an attention-seeking behavior. The seriousness of the attempt is related to the intent of the teenager rather than the method of self-harm. Proper assessment is required after a suicide attempt and this will generally mean professional intervention.

Apart from the suicidal young person, parents and other family members will also need a great deal of support and their needs must not be forgotten

Parents can do several things to help their teenager after a suicide attempt:

- Ensure his or her physical safety
- Be available to support the teenager
- Be caring but do not be over-protective
- Closely observe him or her but do not be intrusive
- Return to your normal routine as soon as practical
- Remove any and all potentially dangerous substances/weapons
- Discuss issues relating to the attempt only at the initiative of the teen, e.g., do not interrogate him or her
- Seek help and advice. Do not sweep the problems "under the carpet"

Coping with Loss

It is estimated that for every suicide, at least six family members, friends, and co-workers of each victim are intimately affected and left to survive the terrible loss.

These survivors are often left stunned and troubled by the powerful reactions they experience following the death of someone they loved:

- Shock is often the immediate reaction to suicide, along with a physical and emotional numbness. This temporarily screens out the pain so that it can be experienced in smaller, more manageable steps.
- Depression may appear as disturbed sleep, fatigue, inability to concentrate, change in appetite, and the feeling that nothing can make life worth living.
- Anger may be a part of the grief response, whether directed toward the deceased, another family member, a therapist, or oneself.
- Relief may be a part of the reaction when the suicide followed a long decline into self-destructive behavior and mental anguish.
- Guilt often surfaces as the feeling, "If only I had done ...," or "If only I had said ..."
- Many survivors struggle with the question, "Why?"

What becomes of these intense, relentless feelings? They usually diminish as months and years go by although some residual feelings may remain unresolved. Recognizing how best to cope with these feelings can help you advance the healing process.

Maintaining contact with other people is especially important during the stress-filled months after a loved one's suicide. Friends and relatives may feel uncomfortable and unable to offer consolation. Recognizing how best to cope with these feelings can help you advance the healing process.

Coping with the Loss of Someone Due to Suicide

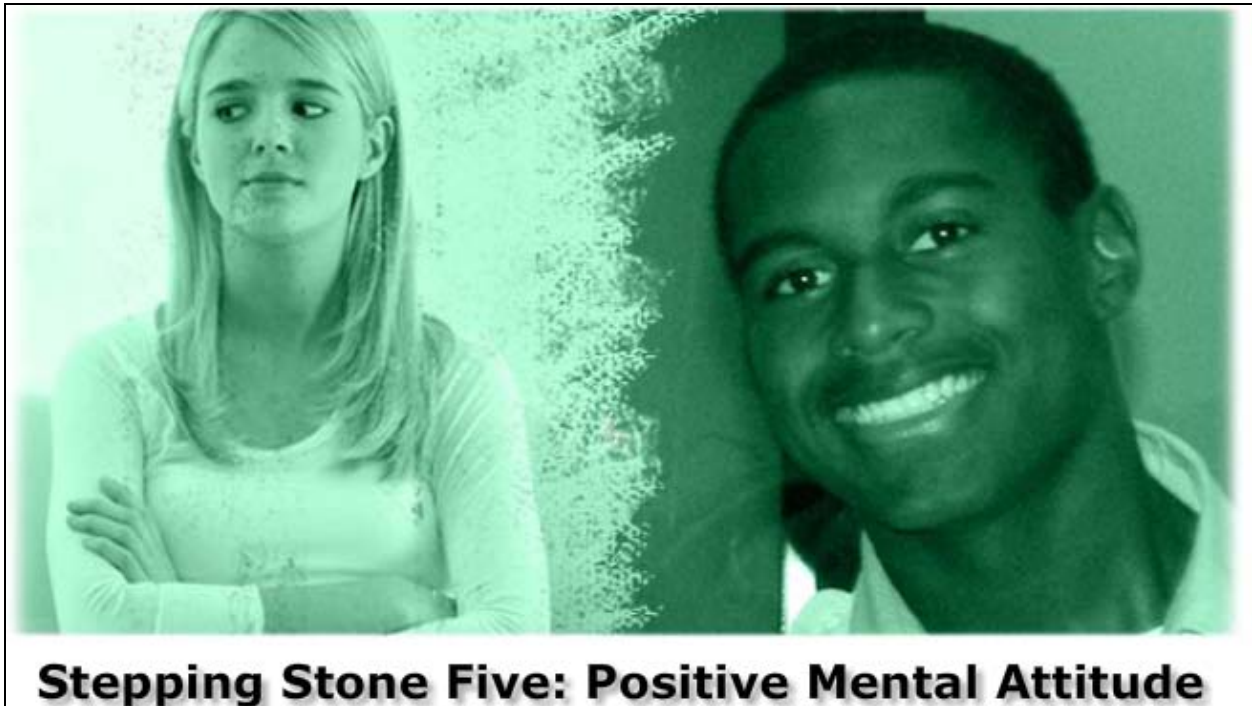
- Maintain contact with other people. Take initiative to talk about the suicide and ask for help.
- When you feel ready, share with your family and friends your feelings of loss and pain.
- Be caring, but do not be over-protective.
- Remind children that they are still loved by sharing thoughts and feelings with them.
- Return to your normal routine as soon as practical.
- Anniversaries, birthdays, and holidays may be stressful reminders of the suicide. Plan these days to meet your own emotional needs and those of your family.
- It is important to go on with your life without feeling disloyal to the deceased. You may actually need to feel guilty for a while before you accept that you are not to blame, and that you are only human, with human frailties and limitations. Seek help and advice.
- Seek relief through support groups, where you can voice your feelings and learn from the experience of others.

- Individual counseling with a mental health professional or clergy member is another option to help survivors through the grief process.

You can determine when and how Suicide Prevention should occur, but what about you?

As a JROTC leader and student mentor, and a role model with responsibilities in school, this program, other extra-curricular programs, at home, and at work, you carry a heavy load. Keep in mind that you, too, must take care of yourself – a component of whole health. One such area is your attitude.

Quarterbacks of Life Stepping Stone Five: Positive Mental Attitude



Courtesy of Army JROTC

The JROTC program has multiple learning opportunities to build up a positive mental image. If you've been involved in helping someone to cope with the suicidal death of their loved one, or you yourself are coping with this tragic loss. Remember, to not blame yourself for their death. Recognize ways to enhance your **positive mental attitude**.

The Quarterbacks of Life Student Mentoring Program advocates using the Stepping Stones to Success model to help you move from dreams to goals and self-improvement. Stepping Stone Five is Positive Mental Attitude. A Positive Mental Attitude is a learned resource that is attained by practicing a variety of perception altering strategies that focus on personal choice and action.

Consider the graphic below to help you consider how to obtain and maintain a positive mental attitude while working toward dreams and goals.



The PMA graphic contents provided by Quarterbacks of Life Student Mentoring Program and Army JROTC

Conclusion

If you or someone you know suffers from depression or bipolar disorder, you understand all too well its symptoms may include hopelessness and thoughts of suicide. Whether we are experiencing suicidal thoughts ourselves or know a severely depressed person who is, there are ways that we can respond with strength and courage. Suicide can be, and often is, prevented with the right kind of care, treatment, and support. You have now learned some sound advice on what to do before, during, and after a suicidal episode. Remember that seeking professional help and ensuring the support from family and friends, offers stability and hope to those who are in terrible emotional pain.



Lesson Check-up

1. What kind of “loss” is experienced for the suicidal person and their loved ones?
2. What are some warning signs of a suicidal person?
3. What should you do when you suspect someone is suicidal?
4. How can a positive mental attitude help you and others cope with the suicide of a loved one or friend?



Courtesy of Army JROTC

U4C2L1

The Need for First Aid/Your Response

Key Words:

Cardiopulmonary
Resuscitation (CPR)

Catastrophes

Consent

Emergency Medical
Service (EMS)

Evaluate

First Aid

Good Samaritan Law

What You Will Learn to Do

Assess first aid situations

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Assess the need for knowing how to perform first aid
- Explain the significance of the Good Samaritan Law
- Identify the steps of first aid intervention
- Identify the information needed when calling an emergency number such as 911
- Describe the purpose of Universal Precautions
- Identify the steps for checking the ABCs
- Demonstrate how to treat for shock
- Describe considerations taken when providing first aid to infants or elderly

Introduction

At some point in life, most people encounter a situation requiring the use of first aid. Whether a friend falls when rollerblading and breaks an arm, or a younger brother cuts his foot on broken glass, someone should administer first aid until the injured person receives proper medical attention. That someone can be you, if you acquire basic first aid knowledge. By learning basic first aid, you will know what to do, and what not to do, in different accident situations. Remember, first aid may mean the difference between life and death, permanent and temporary disability, or long- and short-term recovery for an accident victim.

In addition to the first aid taught in this lesson, consider taking a first aid class from a qualified instructor. Many schools, hospitals, and fire departments offer first aid classes that provide demonstrations and hands-on experience with medical models of victims. Hands-on training is especially important before actually performing mouth-to-mouth resuscitation and **cardiopulmonary resuscitation (CPR)**, both of which can be hazardous to a victim if performed improperly.

Definition of First Aid

First aid is the immediate care given to an injured or ill individual to keep him or her alive or stop further damage until qualified medical treatment can be administered. It is caring for people involved in accidents, **catastrophes**, and natural disasters such as hurricanes, tornadoes, and earthquakes. First aid includes dealing with the situation, the person, and the injury, as well as encouraging the victim and showing a willingness to help.

Good Samaritan Law



Courtesy of Army JROTC

The **Good Samaritan Law** is designed to protect the rescuer and encourage people to assist others in distress by granting them immunity against lawsuits. This law protects

people from lawsuits as long as the rescuer is acting in good faith, without compensation and administers first aid correctly and without malicious misconduct or gross negligence.

Before acting as a Good Samaritan, be sure to use the Universal Precautions outlined below. By following these standard precautions you are protected from viruses and diseases that can be carried through blood-borne pathogens of an injured victim.



Courtesy of Army JROTC

First Aid Kit

Administering first aid is easier with a first aid kit. It is a good idea to keep one in your house and car and take one along on camping trips and hikes. A well-stocked first aid kit contains an assortment of bandages, Band Aids, tape, aspirin or aspirin substitutes, antiseptic cream and cleanser, safety pins, scissors, tweezers, cotton, and tissues. To protect against infectious diseases, include rubber gloves and face shields in the kit. Rubber gloves will keep you from contact with blood and body fluids, and face shields will allow you to give mouth-to-mouth resuscitation and CPR without direct contact.



Courtesy of Army JROTC

Evaluating the Victim

When you encounter an injured person, you must **evaluate** that person to determine what kind of first aid, if any, is needed. This preliminary check of the person follows a series of steps to pinpoint and correct the most serious health risks first and then continue with less life-threatening problems. We will explain these steps in more detail later in this lesson; but basically, check for breathing and heartbeat first, for severe bleeding second, then for signs of shock, and finally for broken bones, burns, and head injuries. Depending on what problems your evaluation of an accident victim reveals, perform the life-saving steps in a sequence that parallels this evaluation sequence:

The Order in Which You Evaluate a Victim

- 1: Open the airway
- 2: Assess breathing
- 3: Assess circulation
- 4: Assess disability

When evaluating a conscious victim, ask the victim if you can help and get **consent** to provide first aid. Then get as much information as possible about the situation and how the victim feels. If the victim is unconscious and others witnessed the accident, get as much information from the witnesses as possible. Check the victim for medical alert identification. Many people with heart disease, epilepsy, diabetes, and allergies to medications wear medical alert identification bracelets or necklaces, which can give you a clue as to their medical condition.

Have someone at the scene dial 911 for **emergency medical services (EMS)**. If you are alone and the victim's condition is life-threatening, give first aid first, and then call 911. When calling 911, calmly state your name and exact location, the telephone number from which you are calling, details of what has happened, and the condition of the victim or victims.

Other important rules to follow at the scene of an accident include:

- Remain calm, but act quickly. This will reassure the victim and help him or her to remain calm as well.
- Do not move an injured person. If the person has a neck or spine injury or broken bones, moving him or her could worsen the condition. Only move a victim if there is potential danger in remaining at the accident location. If you must move the victim for this reason, pull him or her in a straight line from the shoulders keeping the head and body in line. Support the head and pull the victim as short a distance as possible.
- If there is more than one injured person at an accident scene, evaluate them quickly, then help the most seriously injured first. For example, help the person with severe bleeding before you help the person with a broken arm.

The Life-saving Steps

The following steps list evaluation procedures and specify treatment if necessary. Specific procedures for treatment of different injuries are covered in detail later in this chapter.

1. Check to see if the victim is conscious.
 - a. Ask in a loud but calm voice, “Are you okay?”
 - b. Gently shake or tap the victim on the shoulder.
 - c. Watch for response. If the victim does not respond, go to Step 2.
 - d. If the victim is conscious, ask where he or she feels different than usual or where it hurts. Go to Step 3.
 - e. If the victim is conscious but is choking and cannot talk, stop the evaluation and begin treatment for clearing the airway of a conscious victim.
2. Check for breathing and heartbeat.
 - a. Look for rise and fall of the victim’s chest.
 - b. Listen for breathing by placing your ear about one inch from the victim’s mouth and nose.
 - c. Feel for breathing by placing your hand or cheek about one inch from the victim’s mouth and nose.
 - d. At the same time, check for a pulse in the victim’s neck.
 - e. If there is a pulse but no breathing, stop the evaluation and begin treatment to restore the breathing.
 - f. If there is no pulse, stop the evaluation and begin CPR.
3. Check for bleeding.
 - a. Look for spurts of blood and blood-soaked clothing.
 - b. Look for entry and exit wounds.
 - c. If bleeding is present, stop the evaluation and begin treatment for stopping the bleeding.
4. Check for the following signs of shock:
 - a. Sweaty, but cool skin
 - b. Paleness

- c. Restlessness or nervousness
- d. Thirst
- e. Loss of blood
- f. Confusion
- g. Faster than normal breathing rate
- h. Blotchy or bluish skin
- i. Vomiting or nausea

If any of these signs are present, discontinue the evaluation and treat for shock.

5. Check for fractures (broken bones).

- a. Check for the following signs of neck or back injury:
 - Pain or tenderness of neck or back area
 - Wounds of neck or back area
 - Paralysis
- b. Ask the victim if he or she can move.
- c. Touch the victim's arms and legs and ask whether he or she can feel it.
- d. If you suspect a neck or back injury, immobilize the victim by doing the following:
 - Tell the victim not to move.
 - If you suspect a back injury, place padding under the natural arch of the lower back.
 - If you suspect a neck injury, place padding under the victim's neck and place objects such as rocks or shoes on both sides of the head.
- e. Check the victim's arms or legs for fractures or broken bones. Signs are:
 - Swelling
 - Discoloration
 - Unusual angle or position of arm or leg
 - Bones sticking through the skin



Courtesy of Army JROTC

- If you suspect a fracture, stop the evaluation and begin treatment for fractures.
6. Check for burns. If you find burns, cover them with a clean dry cloth.
 7. Check for head injury. Some possible signs of head injury are:
 - a. Pupils of eyes unequal size
 - b. Fluid from ear(s), nose, mouth or wounds to the head or face
 - c. Slurred speech
 - d. Confusion
 - e. Sleepiness
 - f. Loss of memory or consciousness
 - g. Staggering when walking
 - h. Headache
 - i. Dizziness
 - j. Vomiting
 - k. Paralysis
 - l. Convulsion or twitching



NOTE:

If a head injury is suspected, keep the person awake. Watch the victim for signs that would require restoring breathing or treating for shock.

When to Call 911 or Your Local Emergency Number

Call for an ambulance if the victim:

- ✓ Is or becomes unconscious
- ✓ Has trouble breathing
- ✓ Has persistent chest pain or pressure
- ✓ Is bleeding severely
- ✓ Has persistent pain or pressure in the abdomen
- ✓ Is vomiting
- ✓ Has seizures, slurred speech, or persistent severe headache
- ✓ Appears to have been poisoned
- ✓ Has injuries to the head, neck, or back
- ✓ Has possible broken bones

Also call if there is:

- ✓ A fire or explosion
- ✓ A downed electrical wire
- ✓ Swiftly moving or rapidly rising water
- ✓ Poisonous gas present
- ✓ A vehicle collision

Call the Emergency Number

Call or send someone to call for an ambulance. Calling your emergency number is often the most important thing you can do in an emergency. It is often critical to get professional medical help on the scene as soon as possible. In many communities, you can dial 911 for help in any type of emergency; otherwise, dial your local police or sheriff for medical emergencies, or dial 0, the operator, for assistance. Be prepared to follow these steps:

1. Speak slowly and clearly.
2. Identify yourself and the phone number from which you are calling.
3. Give the exact location of the accident. Give the town, street name, and number. If you are calling at night, describe the building.
4. Describe what has happened. Give essential details about the victim(s), the situation, and any treatments you have given.
5. Ask for advice. Let the person on the other end ask you questions and tell you what to do until help arrives. Take notes, if necessary.
6. Hang up last. The person on the other end may have more questions or advice for you. And they might want you to stay on the phone with them until help arrives. Whatever the case, let the other person hang up first.

Conclusion

First aid is help you give an injured person until qualified medical personnel can administer treatment. In other words, think of first aid as aid given first before actual medical treatment. The type of first aid required by an individual depends upon his or her injuries, and you determine what those injuries are by carefully and quickly evaluating the person. This evaluation and the administration of first aid follows a sequence that deals with the most life-threatening problems first—breathing and heartbeat, followed by bleeding; then other health problems—shock, broken bones, burns, and head injuries.



Lesson Check-up

1. When encountering an injured victim, what is the evaluation sequence?
2. What is the proper way to assess whether a victim is conscious?
3. What should you check for if a victim is bleeding?
4. What are the symptoms of shock?
5. Describe how to make an emergency call.



Courtesy of Army JROTC

U4C2L2

The First Life-Saving Steps

Key Words:

Abdominal Thrusts

Automatic External
Defibrillators (AEDs)

Cardiac Arrest

Rescue Breathing

Stroke

What You Will Learn to Do

Demonstrate life-saving skills in an emergency situation

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Demonstrate how to perform rescue breathing
- Identify the steps for performing CPR
- Explain how CPR can keep a victim's heart and brain alive
- Demonstrate the steps for performing the abdominal thrusts

Introduction

In emergency situations, the people involved may find it difficult to remain calm and think clearly. In the midst of this confusion, think A-B-C. A-B-C refers to the steps you need to take to help a person who has been hurt or is ill.



Courtesy of Army JROTC

“A”— Airway

Clearing the Airway of a Conscious Victim

Choking occurs when a person inhales something into the airway leading to the lungs, blocking the airway and preventing breathing. In many choking cases, people inhale particles of food while eating. In an accident, injured people may choke on dirt, broken teeth, or dentures.

A person whose airway is completely blocked cannot make any sound, because no air is getting to the vocal cords. If a person can speak or cough, some air is getting through to the vocal cords and lungs, and you should let the person try to clear the airway on his or her own. If the person can make no sound and indicates choking by grabbing the throat, the best method to clear the person’s airway is the **Heimlich maneuver**.

Performing the Heimlich Maneuver on a Choking Victim

1. Stand behind the victim and wrap your arms around the victim’s waist.

2. Make a fist with one hand and place the thumb side of the fist against the victim's abdomen slightly above the navel and well below the breastbone. Grasp the fist with the other hand.
3. Give six to 10 quick backward and upward thrusts; repeat this until the airway is clear.
4. For an exceptionally overweight person or pregnant woman, use the same procedure, except place the fist in the middle of the breastbone.
5. If you are the victim of an airway obstruction and no one is around to help, lean forward over a railing, sink, or the back of a chair and thrust yourself down until you dislodge the obstruction.

Clearing the Airway of an Unconscious Victim

If a person is unconscious and you know that individual has an obstructed airway, perform the following maneuver with the victim lying on his or her back:

1. Kneel astride the victim's thighs. Place the heel of one hand against the victim's abdomen, slightly above the navel, but well below the victim's breastbone, with your fingers pointing towards the victim's head.
2. Place your other hand on top of your first hand and press into the abdomen with a quick forward and upward thrust. Repeat this six to 10 times.
3. Open the victim's mouth and sweep out any foreign matter using a hooked finger. Be careful not to push anything down the throat.

For an obese individual or a woman in the advanced stages of pregnancy, use the following procedure:

1. Kneel to the side of the victim's body. Locate the lower edge of the victim's ribs, and run the fingers up along the rib cage to the notch where the ribs meet the breast bone.
2. Place the heel of the hand two finger widths above the notch, and place the other hand over the first, interlocking the fingers.
3. Position your shoulders over your hands, and with the elbows locked, press down 1 1/2 to 2 inches, six to 10 times.
4. Open the victim's mouth and sweep out any foreign matter using a hooked finger. Be careful not to push anything down the throat.

“B” – Breathing

Restoring the Breathing

If you discover a victim who is not breathing, it is necessary to start breathing for the victim by forcing oxygen into his or her lungs as soon as possible. This process, called **rescue breathing** or mouth-to-mouth resuscitation, can prevent brain damage and death. By applying this first aid step it will most likely start the victim breathing independently; but if not, continue until a qualified person replaces you, or medical help arrives. When you are giving mouth-to-mouth resuscitation to a victim, you are a life-support system!

Mouth-to-mouth Resuscitation Steps

The following steps describe how to give mouth-to-mouth resuscitation to adults. Procedures that are different for infants and small children are underlined>.

1. Roll the victim gently over if he or she is not already facing up. Open the mouth and check to see if it is clear. Using a hooked finger, sweep out anything you find in the mouth, being careful not to push anything down the throat.
2. Tilt the victim's head back sharply by pressing down on the forehead and lifting on the jaw. This straightens out the passageway to the victim's lungs. For infants and small children, do not tilt the head back. Instead, place a finger under the chin and lift it slightly.



Courtesy of Army JROTC

3. Keeping the victim's head tilted sharply back, pinch the nose closed, cover the victim's mouth completely with your mouth, and give the victim two full breaths. For infants and small children, do not pinch the nose closed. Instead, cover both the mouth and nose with your mouth and give small, slow, gentle breaths. Each breath should last 1 to 1 1/2 seconds.

Pause between breaths to let the air come out of the victim and to breathe in yourself. If the victim's chest does not rise when you breathe into his or her lungs, reposition the head slightly farther back and repeat the breaths. If the victim's chest still does not rise, perform **abdominal thrusts** to clear the airway as described in the previous section, "Clearing the Airway of an Unconscious Victim," then repeat the breaths.



Courtesy of Army JROTC

4. After the two breaths, listen and feel for breathing by placing your cheek close to the victim's mouth. At the same time, check the victim's pulse by placing two fingers in the groove of the neck next to the Adam's apple. This is the location of the carotid artery, which normally produces a strong pulse.
5. If there is no pulse, start CPR immediately as described in the next section.
6. If there is a pulse but no breathing, continue mouth-to-mouth resuscitation at the rate of one breath every 5 seconds or 12 times a minute. For infants and small children, give one slow breath every 3 seconds.
7. If the victim starts to breathe, stop mouth-to-mouth resuscitation and let the victim breathe on his or her own. Check for other injuries, treat as required, and observe the victim closely until medical help arrives.

“C” – Circulation

Cardiopulmonary Resuscitation (CPR)

As in mouth-to-mouth resuscitation, when you perform CPR, you are a life-support system for the victim. CPR is a first aid procedure performed to restore breathing and heartbeat. It is a combination of mouth-to-mouth resuscitation and a procedure known as closed-chest heart massage. Mouth-to-mouth resuscitation supplies oxygen to the lungs, while the closed chest heart massage manually pumps blood through the victim's

body, circulating it to the heart and brain. These actions help keep the heart and brain alive until the heartbeat is restored or medical help arrives.

CPR can be performed by a single rescuer or by more than one rescuer, since CPR can be tiring and is easier if two rescuers are available. The CPR procedures discussed in this lesson are for a single rescuer. Before beginning CPR, you should turn the victim face up, clear the airway, give two full breaths as described in mouth-to-mouth resuscitation, and check for a pulse. Only proceed if there is no pulse, and therefore, no heartbeat present

Performing CPR on an Adult

1. With the middle and index fingers of the hand nearest the victim's legs, locate the lower edge of the rib cage on the side of the victim's chest closest to you.
2. Slide your fingers up the edge of the rib cage to the notch at the lower end of the breastbone. Place your middle finger in the notch and the index finger next to it on the lower end of the breastbone.
3. Place the heel of the hand nearest the victim's head on the breastbone next to the index finger of the hand used to find the notch.
4. Place the heel of the hand used to find the notch directly on top of the heel of the other hand. Only let the heel of your hand touch the victim's chest; keep your fingers lifted off of the victim's chest. If you place your hands correctly, they will be positioned slightly above the lowest part of the breastbone, known as the xiphoid process. Avoid pressing on the xiphoid process because it breaks easily.
5. Position your shoulders over your hands, with elbows locked and arms straight.
6. Press down on the breastbone 1 1/2 to 2 inches at a very quick, continuous rate. This squeezes the victim's heart against the spine and forces blood through the body.
7. While compressing, count aloud "one and two and three and four..." until you get to 30. It should take you about 20 seconds to do 30 compressions. Push down as you say the number and release the pressure as you say "and." Compress up and down smoothly without removing your hands from the chest.



8. After the 30th compression, give the victim two full breaths. Be sure to pinch the nose closed and tilt the victim's head back to straighten the airway. Then return to the chest compression.
9. When you complete four cycles of 30 chest compressions and two breaths, check for a pulse again. If there is no pulse, continue CPR.

Performing CPR on an Infant

1. Place your hand closest to the infant's head gently on the infant's forehead and leave it there throughout the procedure.
2. Place the middle and ring fingers of the hand nearest the infant's legs on the infant's breastbone about one finger width below the infant's nipples.
3. Give five compressions with those two fingers at a rapid pace, pushing the chest down about 1/2 to 1 inch.
4. Follow the five compressions with one breath as described in the underlined text in Step 3 of mouth-to-mouth resuscitation. Rapidly repeat the five compressions and one breath 20 times a minute until breathing and heartbeat resume.

Performing CPR on a Child

1. As with an adult, find the notched center of the child's ribcage with the hand closest to the child's legs. Measure two finger widths above the notch using the other hand, and then place the heel of the hand used to find the notch on the child's breastbone above the two fingers.
2. Place the hand that you used to measure two finger widths gently on the child's forehead and leave it there throughout the rest of the procedure.
3. Using the heel of your hand and keeping your fingers off of the child's chest, give five compressions 1 to 1 1/2 inches deep, followed by one breath as described in the underlined text in Step 3 of mouth-to-mouth resuscitation. Repeat this sequence twelve times a minute until breathing and heartbeat resume.



Heart Attacks and How to Help

A heart attack, or **cardiac arrest**, occurs when the blood supply to part of the heart muscle is severely reduced or stopped. That happens when one of the coronary arteries

(the arteries that supply blood to the heart muscle) is blocked by an obstruction or a spasm. Common signs and symptoms so of a heart attack include:

- Uncomfortable pressure, fullness, squeezing, or pain in the center of the chest that lasts more than a few minutes or that goes away and comes back.
- Pain spreading to the shoulders, neck, or arms.
- Chest discomfort with lightheadedness, fainting, sweating, nausea, or shortness of breath.

When a person's heart stops beating, the victim is said to be in **cardiac arrest**. Cardiopulmonary resuscitations (CPR) can keep the individual alive. If a person has a heart attack, call Emergency Medical Services (EMS). Monitor the ABC's and give CPR as necessary.

Stroke and How to Help

A **stroke** occurs when blood vessels that deliver oxygen-rich blood to the brain rupture or when a blood clot forms and blocks the flow of blood in the brain. Common signs and symptoms of a stroke include:

- Paralysis on one side of the body
- Blurred or decreased vision, pupils of unequal size
- Problems speaking, slurred speech
- Difficulty breathing
- Mental confusion
- Dizziness or loss of balance
- Sudden, severe, or unexplained headache
- Loss of consciousness

If a person has a stroke, call EMS. Lay the victim down on one side and cover with blanket. Monitor the ABC's and give CPR as necessary.

Automated External Defibrillators (AED)

Recently there has been a breakthrough in how Emergency Medical Technicians (EMTs) treat victims of sudden cardiac arrest. The **Automated External Defibrillator (AED)** is a device that uses a computer chip to analyze the heart rhythm and determines whether a shock is needed. This device allows victims suffering a sudden cardiac arrest a greatly improved chance of survival. Because of the ease of operation, people can be trained in AED use in a few hours and some say the techniques are easier to learn than CPR. Many AEDs offer voice prompts, which provide operators with clear and concise instructions. Most AEDs have only three buttons: On/Off, Analyze, and Shock. Many airlines have installed AEDs on all their planes, and several cities are locating them in areas where there are large concentrations of people, such as malls, arenas, and stadiums.



Conclusion

This lesson presents the correct techniques for dealing with the most life-threatening conditions of an accident victim — loss of breathing and heartbeat. Use the letters A-B-C to remind yourself of the first problems to check for on an injured person: **A**irway blocked, loss of **B**reathing, and lack of **C**irculation. Perform the Heimlich maneuver to clear a victim's airway, mouth-to-mouth resuscitation to restore breathing, and CPR to restore circulation (heartbeat). For the best and safest results, take a class from a qualified instructor before performing mouth-to-mouth resuscitation and CPR on an injured person.



Lesson Check-up

1. What are the ABCs of life-saving steps?
2. Describe when and how to perform the Heimlich maneuver on an adult, child, infant and yourself.
3. Distinguish among the procedures for giving CPR to adults, children and infants?
4. What are the common signs of a stroke?



Courtesy of Army JROTC

U4C2L3

Controlling Bleeding

Key Words:

Arteries

Dressing

Elevated

Hemorrhage

Pressure Bandage

Pressure Points

Veins

What You Will Learn to Do

Determine first aid procedures for bleeding victim

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Identify the three types of bleeding
- Identify the best way to control most cases of bleeding
- Distinguish among direct pressure, pressure points and a tourniquet to control bleeding
- Describe how to clean wounds
- Explain the importance of following Universal Precautions when dealing with blood and other body fluids

Introduction

In an accident situation, you may encounter injured persons bleeding from wounds such as scrapes, cuts, punctures, tears, or gashes in the skin. The deeper a wound goes, the more serious it is. Mild wounds to the outer layer of skin do not bleed heavily, but still require cleaning to avoid infection. Deeper wounds, in which **arteries** and **veins** are cut, can be life-threatening. These kinds of wounds may involve great amounts of blood loss, with blood often pulsing or spurting out of the wound. Severe bleeding, or **hemorrhage**, can result in shock or death if not treated promptly. Stopping the loss of blood in these cases is essential. If a victim loses too much blood, even Cardiopulmonary Resuscitation (CPR) will not keep the person alive, because there will not be enough blood to deliver oxygen from the lungs to the body.

Types of Bleeding

There are three types of bleeding:

- **Arterial bleeding** is the loss of blood from an artery. Characterized by bright red blood that spurts with each heartbeat, arterial blood loss is severe and hard to control. Give it first priority for treatment. Bleeding from injured arteries is generally more serious and more likely with deep injuries. This bleeding needs to be controlled immediately.

- **Venous bleeding** is blood loss from a vein. Venous bleeding is characterized by a steady flow of dark blood. Bleeding from injured **veins** is generally slow and steady, but can still be serious. The dark red blood flows steadily, rather than spurting. This bleeding is usually easier to control.

- **Capillary bleeding** is the loss of blood from the smallest blood vessels, the capillaries, and is usually characterized by a slow flow of blood. Capillary bleeding occurs with shallow cuts or scrapes. The bleeding stops fairly quickly. However, the wound still requires cleaning to prevent infection.



Courtesy of Army JROTC

Bleeding from injured **veins** is generally slow and steady, but can still be serious. The dark red blood flows steadily, rather than spurting. This bleeding is usually easier to control.

First aid treatment in all of these cases includes stopping the flow of blood and preventing infection.



You should note that serious injuries don't always bleed heavily, while some relatively minor injuries, such as scalp wounds, can bleed quite a lot. People who take blood-thinning medication or who have a bleeding disorder, such as hemophilia, may bleed profusely because their blood does not clot properly. Bleeding injuries in these situations require immediate medical attention.

Direct Pressure

In most cases, applying continuous, direct pressure to a wound is the best way to control bleeding. To apply direct pressure, place a **dressing** over the wound. A dressing should be:

- Sterile. If a sterile dressing is not available, use a clean cloth, such as a washcloth, towel, or handkerchief.
- Larger than the wound
- Thick, soft and compressible so pressure is evenly distributed over the wound
- Lint free

If a clean cloth or gauze is not available, use clothing or your bare hands or fingers — whatever is the cleanest. Continue applying pressure and bleeding should begin to slow or stop within 30 minutes.



Courtesy of Army JROTC

Stopping Infection

Even the slightest wound requires immediate cleansing. The best way to clean wounds is to wash them with soap and water. At home, use water from the faucet. On a hike, use water from a canteen or the clear running water of a stream. If available, use an antiseptic cleanser instead of soap. Wait until the skin around the wound dries, then put on a bandage. If available, apply an antiseptic cream to the wound before bandaging it.

For a minor wound, cleaning and bandaging is probably all that is required. Deep wounds, wounds made by animal or human bites, and wounds contaminated by dirt, rust, or other items, require medical treatment. Clean and bandage these wounds and seek medical assistance as soon as possible. If a wound contains glass or other objects stuck into the flesh, do not remove them unless they wash out of the wound easily.

Controlling Bleeding to Extremities

In most cases, direct pressure is the best way to stop bleeding of wounds to the extremities. As you apply direct pressure, keep the injured limb **elevated** above the heart to slow the flow of blood out of the body.

After initially applying direct pressure, you should apply a **pressure bandage**. Do this by applying a bandage snugly, using overlapping turns with a roll of gauze. Do not tie the pressure bandage so tightly that it restricts blood flow to the lower part of the limb. If fingertips or toes appear bluish, or if there is no pulse below the dressing, loosen the material used to secure the dressing immediately. Once you apply a pressure bandage, only qualified medical personnel should remove it.

Steps for Tending a Bleeding Victim

Let's go over a few helpful first aid tips that you should always practice when tending to a bleeding victim. When you see bleeding from a wound, blood on a victim, or signs of shock, such as pale, clammy skin, take the following steps:

Step 1: Put on medical gloves or use some type of barrier to protect yourself from contact with the victim's blood.



Courtesy of Army JROTC

Step 2: Move aside any clothing and place a sterile dressing, or clean cloth, on the wound. Then apply direct pressure on the wound with your hand.

Step 2.



Courtesy of Army JROTC

Step 3: With a bleeding arm or leg, raise the limb above the heart level while keeping pressure on the wound. Be careful moving the victim because of the possibility of other injuries.

Step 3.



Courtesy of Army JROTC

Step 4: If blood soaks through the dressing, do not remove the old dressing. Instead, put another dressing or cloth pad on top of it and keep applying pressure.

Step 4.



Courtesy of Army JROTC

Step 5: If possible, wrap a roller bandage around the limb to hold the dressings in place and apply direct pressure. If direct pressure does not control the bleeding, also apply indirect pressure at a pressure point in the arm or leg to squeeze the artery closed.

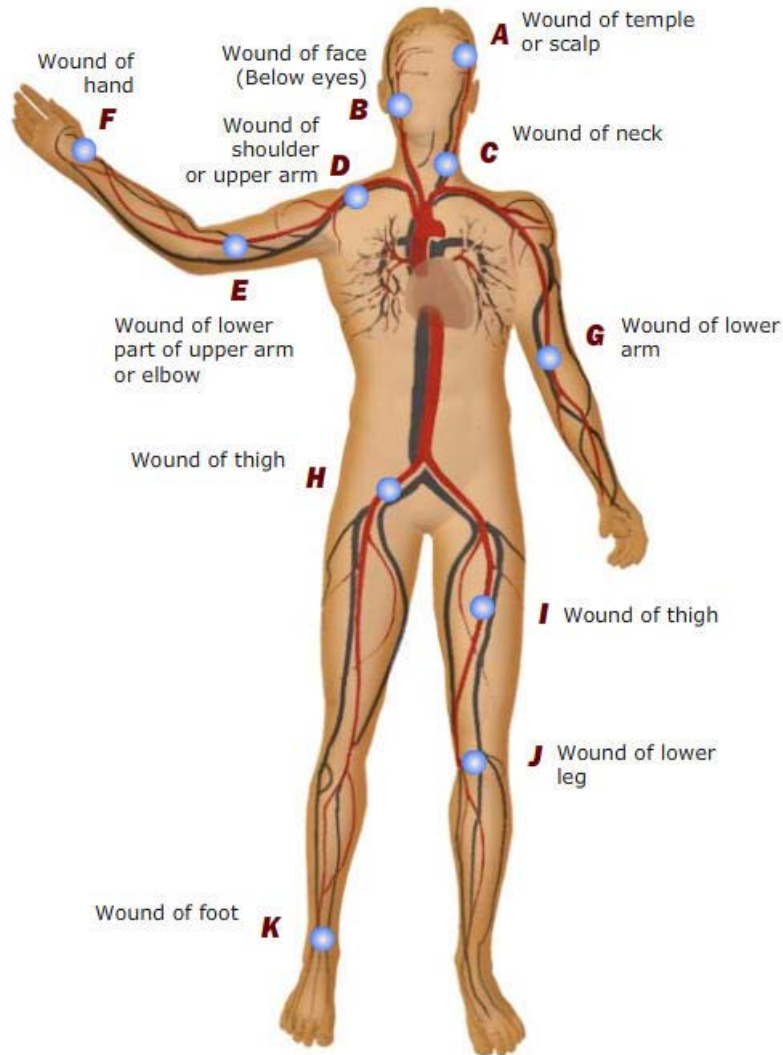
Step 5.



Courtesy of Army JROTC

Pressure Points

In case of severe bleeding that does not slow or stop using direct pressure, finger pressure may be applied to the **pressure point** on the injured limb between the wound and the heart. Pressure points are locations on the body where arteries are close to the surface. By applying pressure at these points, you slow or stop the flow of blood through the artery.



Courtesy of Army JROTC



Note:

The use of pressure points should not be used unless the technique is absolutely necessary to help stop severe bleeding.

Indirect Pressure

When using indirect pressure, squeeze the main artery in these areas against the bone. Keep your fingers flat. With your other hand, continue to exert pressure on the wound itself. To check if bleeding has stopped, release your fingers slowly from the pressure point, but do not release pressure at the bleeding site. If the bleeding continues, continue to apply pressure to the artery until the bleeding stops or help arrives. After bleeding stops, do not continue to apply pressure to an artery for longer than 5 minutes.



Courtesy of Army JROTC

If heavy blood loss continues, as from amputation, it may be necessary to use a tourniquet. Caution: Since a tourniquet is a constricting band that **stops** the flow of blood below it, it can kill the limb to which it is applied. Therefore, **only use a tourniquet if no other method works to stop the bleeding and you believe the injured person's life is in danger**. To apply a tourniquet:

1. Fold a cloth until it is approximately two inches wide and long enough to go around the injured limb.
2. Tie the material in a loop and position it two to four inches above the wound, but not over a joint.
3. Pass a rigid object, such as a stick, under the tourniquet loop and twist it until the bleeding stops.
4. Tie off the end of the stick with another piece of cloth or string to prevent it from unwinding.
5. Mark the victim's forehead with a "T" to alert medical personnel that you have applied a tourniquet.

If it is necessary to cover the victim with a blanket, do not cover the tourniquet to make it easier for medical personnel to spot. Once you apply a tourniquet, do not loosen or remove it. As with a pressure dressing, only qualified medical personnel should remove a tourniquet. **Remember, use a tourniquet only as a last resort when all other attempts to stop the bleeding fail.**

Controlling Bleeding to the Head and Torso

Scalp Injuries

For wounds to the scalp, use a pressure dressing. If brain tissue is exposed, tie the dressing loosely over the wound. Do not press the brain tissue back into the open wound.



Chest Injuries

A chest injury may result in an open chest wound, which could lead to air leaking from a lung and the collapse of a lung. If conscious, have the victim breathe out and apply some material such as plastic wrap or foil to the wound. Bind a pressure bandage tightly to the wound to prevent leakage of air and slow down blood loss. Have the victim sit up, if possible, or lay that person on the injured side.



Facial Injuries

Control bleeding from facial wounds by using a pressure bandage. Position the victim to prevent him or her from breathing blood. Victims who have sustained a severe blow to the head should be kept under close observation as they may have brain damage and could require rescue breathing.



Abdominal Injuries

When an open abdominal wound has exposed visceral (internal) organs, cover the abdomen loosely with dressings. Do not force the organs back into the body cavity and do not give victims with abdominal wounds any food or water.



Courtesy of Army JROTC

Conclusion

Severe bleeding from wounds in which arteries or veins are cut can be life-threatening to an injured person. Therefore, controlling the loss of blood is second in importance only to restoring breathing and circulation. In most cases, applying direct pressure to a wound is the best way to control bleeding. Cleansing a wound to stop infection is also extremely important. If you know these two facts, and the other details on controlling bleeding to the extremities, head, and torso, you can successfully accomplish the second life-saving step in an emergency situation.



Lesson Check-up

1. Describe how to treat arterial bleeding?
2. When should a tourniquet be applied?
3. Detail the five steps for tending a bleeding person?
4. Describe the proper way to clean a wound and why it is important?



Courtesy of Army JROTC

U4C2L4

First Aid for Fractures, Sprains and Strains

Key Words:

Clammy

Closed Fracture

Dislocation

Fainting

Ligament

Open Fracture

Splint

Sprain

Strain

Trauma

What You Will Learn to Do

Determine first aid treatment for fractures, strains and sprains

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Distinguish between closed and open fractures
- Identify procedures for immobilizing fractures using splints and slings
- Distinguish between strains and sprains
- Explain how treating for shock may be needed

Introduction

Suppose you and your friend are rock climbing at a nearby park. She loses her grip and tumbles to the ground. She is clearly injured and you've kicked your "life saving steps" into gear. First, you check her level of consciousness, then her breathing and heart rate then whether or not she is bleeding and/or presenting any signs of shock. Next, you'll check for fractures. In this lesson, you'll continue building on your emergency and first aid response skills by learning to help people in shock or who have suffered possible fractures.

Check First for Signs of Shock

As outlined in Life Saving Step 4, check the injured victim for shock. When a victim is in shock, the skin is pale or bluish and cold to the touch. For a victim with dark skin, check the color of the mucous membranes on the inside of the mouth or under the eyelids, or check under the nail beds. The skin may be **clammy** from perspiration. Other signs that may develop in the early stages of shock include:

- Restlessness or nervousness
- Thirst
- Bleeding
- Confusion or loss of awareness
- Breathing rapidly
- Nausea and/or vomiting
- Blotchy or bluish skin around the mouth and lips

Fainting, or "blacking out," is a mild form of shock caused by a lack of blood to the brain. Fright, bad news, **trauma**, breathing polluted air, or standing too long can result in fainting. Before fainting occurs, a shock victim may turn pale, shake, or suddenly fall to the ground.

Treating Shock

Procedures for treating shock include improving circulation of the blood, ensuring an adequate supply of oxygen, and maintaining normal body temperature.

To treat a victim for shock, follow these steps:

1. Position the victim on his or her back, unless a sitting position allows easier breathing. If the victim is vomiting, position that person on the side to let fluid drain from the mouth.

2. Elevate the victim's feet higher than the heart, unless the victim has an abdominal or chest wound or an unplanted leg fracture.
3. Loosen clothing that may bind around the neck and waist.
4. Keep the victim from becoming cold or overheating.
5. Reassure the victim, and do not give him or her any food or drink; however, if you know that help is not going to arrive for over an hour, give the victim small amounts of fluids, at room temperature, every 15 minutes. Add an eighth of a teaspoon of salt, if available, to each half glass of fluid. This will help the victim retain more fluids in his or her system.

Fractures

Bone fractures resulting from falls are common injuries. The most common type of fracture is a **closed** or simple **fracture**. It is a break in the bone that does not penetrate the skin. In the case of a closed fracture, indications of a broken bone include swelling, discoloration, and unusual positioning of the limb in question.



Courtesy of Army JROTC

An **open** or compound **fracture** occurs if the sharp edges of a splintered bone have cut through the skin. In the case of an open fracture, it is obvious the bone is broken. Open fractures are often accompanied with bleeding, which increases the risk of infection.



Courtesy of Army JROTC

Treating Fractures

When treating fractures, it is important to know what to do and what not to do!

Do Not set or realign the bone.



Courtesy of Army JROTC

DO Splint the injured limb in the position you find it. This will immobilize it until professional help can assist the victim.



Courtesy of Army JROTC

DO Splint the bone above or below the injury



Courtesy of Army JROTC

DO check the circulation regularly and adjust the splint or sling if it becomes too tight.



Courtesy of Army JROTC

The Use of Splints

The most important action to take when dealing with a fracture is to immobilize the injured bone to prevent further damage. The best way to immobilize bones is with a **splint**.

For open fractures, control the bleeding before splinting. Keep the exposed bone moist by covering it with a moist, sterile dressing.

The rules of splinting are as follows:

1. Pad all splinting material. Make splints from sticks, boards, and cardboard, rolled newspaper or any other unbendable material.
2. Splint the broken leg or arm in the position in which you found it. Do not try to straighten or reposition the fracture. In most cases, support an arm from above and below and a leg from the sides.
3. Use splinting material that is long enough to immobilize the joint above and below the break. For example, immobilize the ankle and the knee for a fracture in the vicinity of the calf.
4. Tie the splints above and below the suspected fracture. Make two ties above and two below the break. Never make a tie directly over the break.
5. Tie all knots on the outside of the splints.
6. Check that circulation is not restricted by splints that are too tight.

Note: If no splinting material is available, immobilize a leg fracture by placing padding between the injured leg and the uninjured leg and tying them together. Using the uninjured leg as the splint, draw two ties above and two below the suspected break.

Using Slings

For arm fractures in which the entire arm is not splinted, use a sling to support the weight of the arm. If necessary, pin the victim's shirttail up to serve as a field expedient sling.

Joint Injuries

Joint injuries occur when excess stress or strain is placed on the joint. This can happen during normal activities such as walking or running and is common in sports activities. Dislocations and sprains are the most common joint injuries.

Dislocations

A **dislocation** occurs when a joint comes apart and stays apart with the bone ends no longer in contact. The shoulders, elbows, fingers, hips, kneecaps, and ankles are the joints most frequently affected.



Courtesy of Army JROTC

Dislocations have signs and symptoms similar to those of a fracture: severe pain, swelling, and the inability of the victim to move the injured joint. The main sign of a dislocation is deformity—its appearance will be different from that of a comparable uninjured joint. The procedures for treating a dislocation include the following:

1. Do not try to set the joint. Immobilize and support the injured joint as if treating for a fracture
2. Use the **Rest, Ice, Compression, and Elevation** (RICE) procedures (discussed below).

3. Seek medical attention.

RICE: Procedures for Bone, Joint, and Muscle Injuries

RICE is the acronym for the first aid procedures—rest, ice, compression, and elevation. Most often, the RICE procedures are used to treat bone, joint, and muscle injuries. By performing RICE within the first 48–72 hours following such an injury, people will often recover from the injury more quickly.

- Rest. Injuries heal faster if rested. Rest means the victim stays off the injured part. Do not attempt to move or set the injured area.
- Immobilize. Stabilize the victim in the position he or she was found. If the victim must be moved, splint the injured limb before moving.
- Cold. Ice the injured area for 20–30 minutes every two to three hours during the first 24–48 hours. When the skin becomes numb, remove the ice pack.
- Elevation. Gravity has an important effect on swelling. The force of gravity pulls blood and other tissue to the lower parts of the body. After fluids get to your hands or feet, they have nowhere else to go; therefore, those parts of the body tend to swell the most. Elevating the injured areas, in combination with ice and compression, limits circulation to that area, which in turn helps limit internal bleeding and minimize swelling. Whenever possible, elevate the injured part above the level of the heart for the first 24 hours after an injury.

Rest
Immobilize
Cold
Elevate



Courtesy of Army JROTC

Sprain

A **sprain** is an injury to a joint in which the **ligaments** and other tissues are damaged by violent stretching or twisting.

Attempts to move or use the joint increase the pain. The skin about the joint may be discolored because of bleeding from torn tissues. It is often difficult to distinguish between a severe sprain and a fracture, because their signs and symptoms are similar. If you are not sure whether an injury is a sprain or a fracture, treat it like a fracture. It is better to immobilize a sprain than to take the chance of a victim sustaining further damage from an un-splinted closed fracture. Use RICE procedures to treat the sprain and seek medical attention.



Courtesy of Army JROTC

Muscle Injuries

Muscle injuries are as common as joint injuries. These can be very painful and need treatment as soon as possible after the injury occurs. The most common muscle injury is a strain.

Strain

A muscle **strain**, or muscle pull, occurs when a muscle is stretched beyond its normal range of motion, resulting in the muscle tearing. Signs and symptoms include:

- ✓ sharp pain
- ✓ extreme tenderness when the area is touched
- ✓ slight swelling, and difficulty moving or using the affected part

When treating a strain, use RICE procedures!



Courtesy of Army JROTC

Conclusion

This lesson reinforced the first aid procedures for treating shock and fractures. Remember that shock can follow severe injuries and can be life threatening if left untreated. Treating a victim for shock involves improving circulation, ensuring an adequate oxygen supply, and maintaining normal body temperature. Additionally, the lesson reviewed how to properly treat fractures, joint injuries, sprains and strains. By following these first aid procedures, you can lessen the severity of shock caused by an injury and ensure that no further damage occurs to a victim because of a broken bone, sprain, or strain.

Lesson Check-up



1. Why is it important to check for shock before treating a fractured bone?
2. What can cause a victim to faint and what is the emergency response for someone who has fainted?
3. What should you do when you suspect or know that a bone is broken?
4. Distinguish between the characteristics of a strain and sprain?



Courtesy of Army JROTC

U4C2L5

First Aid for Burns

Key Words:

Acids

Bases

Caustic

Compresses

Flush

Mottled

Neutralize

Scalding

Smoldering

Systemic

What You Will Learn to Do

Determine first aid treatment for burns

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Characterize degrees of burns
- Describe how to treat first-, second-, and third-degree heat burns
- Describe how to treat electrical burns
- Describe how to treat chemical burns to the eyes and skin

Introduction

Burns can result from sources of heat, electricity, and chemicals. In situations where people are injured by these sources, your first aid knowledge should include how to treat them. This lesson covers different types of burns, how to treat them, and ways to prevent them.

Burns

There are several types and degrees of burns that require different treatments. Heat, electricity, and chemicals can produce burn injuries with their severity depending on the burn's depth, size, and location. Burns can be painful and may result in shock and infection. They can be very serious if they are spread over a large area of the body, there are other injuries involved, or if the victim is very young or very old.

Burn Sources

The type of burn is typically classified by its heat source. Burns can come from heat, chemicals, electricity, radiation or sun.

Degrees of Burns

For burns caused by heat sources, there are different degrees (first, second, or third) based on the burn's depth. The deeper a burn reaches into the skin, the more severe it is and it is rated at a higher degree. All electrical burns are third degree.



Courtesy of Army JROTC

Characteristics of First-degree Burns

First degree burns, the least serious type, is superficial, where the top layer of skin has been burned slightly. These burns produce pain and redness of the skin. First-degree burns are usually caused by: overexposure to the sun, brief contact with a hot object, such as an iron or skillet, minor scalding by hot water or steam, or brief contact with harsh chemicals

- Least severe
- Injure only the top layer of skin
- Redden the skin
- Produce mild swelling
- Cause pain due to irritated nerve endings

- Heal quickly and completely if properly treated
- Caused by brief contact with hot objects, brief exposure to hot water or steam, and overexposure to sun (light sunburn) or wind



Courtesy of Army JROTC

Characteristics of Second-degree Burns

Second-degree burns are more serious than first-degree burns because a deeper layer of skin is burned. They can more easily become infected. Also, if the burn affects more than 10 percent of your skin, you may go into shock because large quantities of fluid are lost from the burned area. A medical professional should treat all second-degree burns greater than two to three inches in diameter. Second-degree burns are usually caused by: deep sunburn, exposure to flames, contact with hot liquids, burning gasoline or kerosene, or contact with chemicals.

- Involve deeper layers of skin
- Cause skin to turn red and/or **mottled**
- Appear moist and oozing from the loss of fluid through damaged skin layers
- Produce blisters and swelling
- Usually the most painful type of burn because nerve endings are still intact even though tissue damage is severe

- Burns covering a large area may cause shock due to extensive loss of fluid from the burned skin
- Smaller second-degree burns that are properly treated should heal within two weeks with little or no scarring
- Caused by a deep sunburn, prolonged contact with hot objects, **scalding**, and flash burns from flammable liquids suddenly bursting into flame



Courtesy of Army JROTC

Characteristics of Third-degree Burns

Third-degree burns, the most serious, involve all layers of skin. They are so deep that only the edges will heal. Scars will eventually cover the rest of the burned area if skin grafting is not done. Third-degree burns are usually caused by: clothing on fire, immersion in hot water, contact with flames, hot objects, electricity, or corrosive chemicals.

- Deepest and most severe type of burn
- May look white or charred (may appear to be a second-degree burn at first)
- Result in deep tissue destruction, reaching all layers of the skin and sometimes structures below the skin
- Often cause little or no pain since nerve endings are destroyed
- Often cause shock

- When healed, will be covered by scar tissue
- Caused by immersion in extremely hot water, prolonged contact with flames, and electric shock



Courtesy of Army JROTC

Treating Heat Burns

Treat heat burns based on their degree; therefore, before treating a burn, determine its degree and treat accordingly. When deciding the degree of a burn, in addition to the above descriptions, it may help to know the source of the burn and/or how hot the source was, as well as how long the victim was exposed to it.

If a victim appears to have a combination of burns of different degrees, determine the degree of the most burned part — usually in the middle of the burned area — and treat for that degree. If you are not sure about the degree of a burn, treat it as a third-degree burn.

Keep in mind that the goal of burn treatment is to relieve the victim's pain, prevent him/her from going into shock, and prevent infection of the burned area.

Treating First-degree Burns

1. Loosen tight clothing and remove jewelry from the burned area before it swells. Have the victim put his/her jewelry in a safe place after removal.

2. Cool the burned part with water by either holding it under cold, running water, pouring cold water over it, immersing it in cold water, or applying cold, wet **compresses** to it. Cooling the burn with water helps remove heat from the skin, relieves pain and swelling, and cleans the injury. Continue this **neutralizing** treatment for between five and 15 minutes until the pain subsides.
3. Gently pat the burned area dry with a clean cloth.
4. Cover the injury with a sterile bandage or clean cloth to keep air off of it, thereby reducing pain, and to provide protection against infection. Keep the bandage loose to keep pressure off of the injury.
5. Once a first-degree burn is completely cooled, especially a sunburn, use a lotion or moisturizer to relieve pain and prevent drying of the skin.

Treating Second-Degree Burns

1. For second-degree burns, follow steps one through four for treating first-degree burns. If you use running water to cool the injured part, ensure the water is not so forceful that blisters on the burned skin are broken.
2. Elevate the burned part.
3. Ensure the victim drinks plenty of liquids to avoid dehydration.
4. Seek medical treatment for second-degree burns to the face, hands, feet, or genitals, or that are more than two to three inches in diameter.

Notes: (1) For extensive second-degree burns, monitor the victim for signs of shock and treat accordingly until he/she receives medical treatment. See Lesson 4 for signs and treatment of shock. (2) For second-degree burns to the face, especially if accompanied by smoke inhalation, the victim may have respiratory burns that can lead to swelling and blockage of his/her airway. Monitor the victim's breathing and treat accordingly until he/she receives medical treatment

Treating Third-Degree Burns

1. Remove the victim from the source of heat if he/she is still in contact with it.
2. Next, call for Emergency Medical Services (EMS). All third-degree burns require medical treatment regardless of their size. Until the victim receives treatment, follow steps three through nine.
3. Ensure that the victim is breathing. If not, begin mouth-to-mouth resuscitation. See Lesson 2 for mouth-to-mouth resuscitation procedures. If the victim is breathing, continue with steps four through nine.

4. Remove any clothing that is still **smoldering** to stop further burning. If the victim is wearing jewelry that is near or on a burned area, remove it if it comes off easily. Place the jewelry in the victim's pocket, purse, etc., if available. If not, reassure the victim that you will give his/her jewelry to emergency medical personnel when they arrive.
5. If necessary, expose the burned area by cutting and gently lifting away any clothing. If any cloth sticks to the burn, leave it in place. Note: If you are in a chemically contaminated area, do not expose the burned area; simply apply a dressing over the victim's clothing.
6. Cover the burned area loosely with cool, moist compresses, sterile bandages, or clean cloth. Note: Unlike treatment for first- and second-degree burns, do not cool a third-degree burn with water, since this can increase the risk of shock.
7. Elevate the burned part.
8. Treat the victim for shock. See Lesson 4 for procedures for treating shock. Pay special attention to the victim's body temperature, which can change rapidly due to the skin being burned.
9. Monitor breathing of victims with burns to the face and burns resulting from fire accompanied by smoke inhalation. Treat accordingly.

"Don'ts" When Treating Burns

- ✓ Do not put butter, oil, or grease on a burn; they can keep heat in the burn and cause more damage, as well as increase the chance of infection.
- ✓ Do not use cotton or cottony bandages on burns as they may stick to the injury.
- ✓ Do not put ice or ice water on a burn; this can result in frostbite and cause more damage to the skin.
- ✓ Do not break any blisters that have formed; blisters help protect against infection.
- ✓ Do not put pressure on a burn.
- ✓ Do not try to remove stuck clothing, debris, or loosened skin from a burn.
- ✓ Do not try to clean a wound with soap, alcohol, or any other antiseptic product; only water should be used and only on first- and second-degree burns.
- ✓ Do not let a victim walk on burned feet even if he/she tells you it does not hurt; third-degree burns can cause little pain since nerved endings are destroyed, but damage is severe and pressure from walking will only increase it.

Treating Electrical Burns



Courtesy of Army JROTC

While an electrical shock will often produce only a minor mark on the skin, the injury can be a serious, deep-tissue burn, so treat all electrical burns as third degree. The current from an electrical shock passing through a victim's body can also result in unconsciousness and may slow or stop his or her breathing and/or heartbeat. Therefore, treat electrical shock as a potentially life-threatening injury.

If you believe a person has been electrocuted, assess the situation first before touching the victim. He or she may still be in contact with the electrical current, and if you touch him or her, you could become a victim of electrical shock as well. Follow these steps to avoid a double accident and provide first aid treatment:

1. If the victim is still in contact with the source of electricity, stop the current.
 - a. Shut off the electrical current by unplugging a cord, removing a fuse from the fuse box, or turning off the circuit breaker, as appropriate. Note: In many cases, just turning off a wall or appliance switch does not stop the electrical flow. Even though you have shut off the electrical current, to be completely safe, move the victim away from the electrical source before continuing. Proceed to step three.
 - b. If you cannot turn off the electricity or you are outside and the shock is due to a downed power line, either call the power company yourself if you have a phone near you, or if there are other people around, have someone else call the power

company. Meanwhile, since it may take you less time to separate the victim from the current than to wait for the power to be cut off, proceed to step two. Or, if you are alone and/or there is no phone readily available in this situation, proceed to step two.

2. Separate the victim from the source of electrical current.
 - a. Push the victim off of or away from the source of electricity — or push the source of electricity off of or away from the victim — using a dry non-conducting material (wood, plastic, cardboard) like a broom, stick, or chair. If available, also stand on something dry and non-conducting, like newspaper or a rubber mat, as you disengage the victim. If pushing does not work, use a dry rope or dry clothing to lift or drag the victim off of or away from the source of electricity. This method works better if there are two rescuers: one to lift the victim off and the other to push the electrical source away.

Special Precaution: If the ground is wet, do not attempt to move a victim in contact with an electrical current. Water conducts electricity, and you can be electrocuted as well. In this case, the current must be stopped before you can administer first aid.

3. Check the victim's breathing and pulse. Be prepared to administer mouth-to-mouth resuscitation or cardiopulmonary resuscitation (CPR) if the victim's breathing is shallow or nonexistent or his/her pulse is dangerously slow or nonexistent.
4. Once you are sure the victim is breathing, take the time to call EMS if you or someone else has not already done so.
5. Check the victim for two burn sites — one where the electricity entered the body and one where it exited the body. Treat the burns by following steps four through nine for treating third-degree burns, including treating for shock and monitoring breathing.

Treating Chemical Burns



Courtesy of Army JROTC

Chemical burns occur when the skin or eyes come in contact with liquid or dry chemicals that are **caustic** or irritating. Around your house, you may have products like rust and paint removers and drain and cement cleaners that contain **acids** designed to eat away certain materials and **bases** (also called alkalis) used to cut through grease. If used carelessly or improperly, these products may also do the same to your clothes and skin.

The seriousness of a chemical burn depends on the:

- Length of time the chemical is in contact with the skin or eyes
- Concentration of the chemical — the more concentrated, the more damaging
- Temperature of the product containing the chemical — the higher the temperature, the quicker the damage.

Treatment of chemical burns involves stopping the chemical action immediately by removing the chemical from the skin or eyes and by removing contaminated clothing that can transmit absorbed chemicals to the skin. Treatment will vary depending on the type of chemical involved, so if there are first aid instructions on the label of the chemical product causing the burn, follow those instructions. If not, use the following basic guidelines for treatment.

Treatment for Chemical Burns to the Skin

1. Depending on the extent of chemical coverage on the victim or in the area, consider wearing gloves and/or safety goggles, if available, to protect yourself from chemical injuries while assisting the victim.
2. Remove any contaminated jewelry or clothing from the victim, including shoes and socks where chemicals can collect.
3. Remove the chemical from the skin.
 - a. For liquid chemicals, **flush** them from the contaminated skin with large amounts of cool running water for at least 15 minutes.
 - b. For dry chemicals, brush them off the skin using a clean, dry cloth. Take care to keep the chemicals from blowing into your eyes or the victim's eyes, and avoid brushing the chemicals onto your own skin. Then, if large amounts of water are available, flush the contaminated area for at least 15 minutes. If large amounts of water are not available, do not apply any water to the contaminated area, since small amounts of water can react with dry chemicals causing more burning.

Note: If the victim says he/she feels the burning has intensified after you have finished flushing the contaminated area, flush for several more minutes, or longer, as necessary.

4. Cover the burned area loosely with dry, clean bandages or cloth.
5. Minor chemical burns generally heal without further treatment; however, call for Emergency Medical Services for:
 - any chemical burn to the face, hands, feet, genitalia, or joints
 - second-degree chemical burns over two to three inches in diameter
 - all third-degree chemical burns
 - if there is a **systemic** reaction to the chemical burn and/or chemical exposure.
 -

Note: (1) For extensive or severe chemical burns, monitor the victim for signs of shock and treat accordingly until he/she receives medical treatment. (2) For a victim with chemical burns to the face or who may have inhaled chemicals, monitor his/her breathing in case of possible respiratory burns and swelling. Treat accordingly until medical help arrives.

Treatment for Chemical Burns to the Eyes

1. Position the victim's head so that the injured eye is lower than the uninjured eye. This will prevent the chemical from getting into the uninjured eye. If both eyes are injured, proceed to Step two.
2. If there is only one injured eye, hold the eyelids of the injured eye open and flush with water from the inner corner of the eye (closest to the nose) to the outer corner (closest to the ear). Flush for at least fifteen minutes. If both eyes are injured, flush both at the same time.
3. To keep the victim from moving his/her injured eye(s), have the victim close both eyes, then cover them with cloth pads or gauze taped loosely into place. Since eyes move together, both eyes must be closed and covered to keep the injured eye still.
4. Call for Emergency Medical Services or transport the victim to the emergency room.

"Don'ts" When Treating Chemical Burns

Follow the "don'ts" listed previously in "Don'ts" When Treating Burns. In addition, do not put any other chemicals on a chemical burn in an attempt to **neutralize** the chemical causing the burn — for example, putting an acid on an alkali and vice versa.

Conclusion

You have just learned important procedures for treating burns, as well as when to apply basic first aid and life-saving skills in these situations. Remember that while it is important to administer first aid treatment as quickly as possible in most situations, some rescue situations require careful assessment before you jump in to save someone, so that you do not become a victim yourself. Remaining calm, thinking logically and clearly, and knowing what steps to take and when to take them will help you successfully perform first aid.



Lesson Check-up

1. What are some of the characteristics of first-, second-, and third-degree burns?
2. What first aid would you provide someone with a first-degree burn?
3. How would you treat a second-degree burn?
4. Before treating a person who may be a victim of an electrical burn, what should you do first and why?



Courtesy of Army JROTC

U4C2L6

First Aid for Poisons, Wounds and Bruises

Key Words:

Abrasions

Amputation

Avulsion

Incision

Lacerations

Solvents

What You Will Learn to Do

Determine first aid treatment for wounds, bruises and poisoning

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Identify the causes and symptoms of poisoning
- Describe how to treat a poison victim
- Distinguish among the four types of wounds
- Describe how to treat minor wounds and bruises

Introduction

Whenever there are small children left alone in the kitchen, accidents can happen, especially when cleaning products are left out in the open. But, poisonings can accidentally happen to people of any age. As such, the first section of this lesson introduces the treatment and prevention of injury from poisons, and as an addition to your first aid skills, the lesson ends with a discussion of different types of wounds and their treatment, as well as the treatment of bruises.

Poisons

As consumers, we buy more than a quarter of a million different household products — materials used in and around the house for medication, cleaning, cosmetic purposes, exterminating insects, and killing weeds. These items are valuable in the house and for yard maintenance, but misuse, especially when products are used in inappropriate applications or quantities, can cause illness, injury, and even death.



Each year more than 6,000 people die and an estimated 300,000 suffer disabling illnesses as a result of unintentional poisoning by solid and liquid substances. Poisonings can happen to anyone, at any time, in any situation.


Poisonings at home, however, can be prevented. While child-resistant packaging has greatly reduced the number of fatalities among children under five years of age, parents, grandparents, and other caregivers must still be cautious. Following label directions for all products, including medication dosages, and proper storage of potentially toxic products are important precautions to heed.

Poisoning is the effect of one or more harmful substance on the body. Poisons can be inhaled or ingested. Fortunately, most poisonings happen with products of low toxicity or with amounts so small, the severe poisoning rarely occurs. However, the potential for severe or fatal poisoning is always present.

Inhaled Poisons

Inhaled poison could be fumes from...

| | |
|--|-----------------------------------|
| Pesticides | Glue |
| Chlorine (some uses include household bleaches and disinfectants and swimming pool disinfectants and algaecides) | Paint |
| Smoke | Petrol and Turpentine |
| Ammonia (some uses include household cleaners, fertilizers, and Freon) | Gases (carbon monoxide) |



Courtesy of Army JROTC

Inhaled poisoning occurs when a person breathes a poisonous substance into his/her lungs. Inhaled poisons include:

- Smoke
- Gas used in outdoor cooking equipment and appliances in homes and recreational vehicles
- Hazardous fumes from household products such as paint and paint thinners, gasoline, solvents, and glues, as well as from chemicals used in industrial processes
- Carbon monoxide, which is always produced by wood, coal, and charcoal fires, and by gasoline engines, can also be produced by gas, oil, and kerosene appliances, such as furnaces, space heaters, water heaters, and stoves

Carbon monoxide, in particular, is a very dangerous poisonous substance, because it is odorless, colorless, and tasteless, making it difficult to detect. When a person inhales carbon monoxide, it replaces oxygen in the blood, which results in oxygen starvation throughout the body. Exposure to low amounts of carbon monoxide can cause flu-like symptoms; continued exposure can cause permanent brain, nerve, and heart damage; exposure to very high concentrations can kill a person in a few minutes.

Running a car engine in a closed garage, using a charcoal grill indoors, and burning a fire in a fireplace with a blocked chimney can all result in carbon monoxide poisoning. In addition, since carbon monoxide forms when there is a lack of oxygen resulting in incomplete fuel combustion, operating fuel-burning equipment without an adequate supply of oxygen (proper ventilation) can result in carbon monoxide poisoning. For

example, hundreds of people in the United States each year suffer carbon monoxide injuries from using portable heaters, lanterns, and camping stoves inside tents, campers, and vehicles.

Symptoms of Inhaled Poisoning

Symptoms of inhaled poisoning may not show up immediately. If you suspect inhalation poisoning, keep the victim under observation. If you know the victim has inhaled a poisonous chemical, get medical help whether or not symptoms are present. Symptoms will vary depending on the type and amount of poison inhaled, but can include any of the following:

- Dizziness
- Weakness
- Drowsiness
- Headache
- Mental confusion
- Breathing difficulties
- Heartbeat irregularities
- Unusual breath odor
- Discoloration of the lips and mucous membranes
- Nausea
- Vomiting
- Rashes or burns on the skin
- Unconsciousness

Treatment for Inhaled Poisons

Before rushing in to rescue a victim in a smoke-, gas-, or fume-filled environment, quickly assess the situation so that you do not end up a victim as well. If the poisonous substance is overwhelming and the danger to you is too great, do not attempt to rescue the victim unless you have been trained for rescue in this type of situation. Immediately call EMS and stay clear of danger.

However, if after assessing the situation you believe you can safely remove the victim from the poisonous environment, do so by following these guidelines:

1. If you are alone, call for help first before attempting the rescue. This will notify others of the situation — a precaution that will ensure help is on its way in case you are also overcome by the poison.
2. Take several deep breaths of fresh air, then take a final deep breath and hold it as you go in. If available, a damp cloth held over your nose and mouth is a good safety precaution. Note: Do not use light switches, light a match, or use any other equipment or appliance that produces flames or sparks while you are in a gas- or fume-filled area.
3. If you can see fumes or smoke, keep your head out of them. For example, fumes from car exhaust are heavy and settle near the floor, so keep your head above them; but in the case of smoke, which rises, keep your head below it.
4. Move the victim out into the fresh air. If for some reason this is not possible, open doors and windows to ventilate the area, returning out into the fresh air as necessary to ensure your safety. Do not administer first aid until you and the victim are out of the hazardous environment or the area is ventilated.

Check the victim's airway, breathing, and circulation (ABCs), and perform mouth-to-mouth resuscitation and CPR as necessary. Once you are sure the victim is breathing, call EMS if you or someone else has not already done so. Even if the victim seems fine once he/she is in fresh air, call for medical help as symptoms may show up later. While you are waiting for medical help, treat the victim for any burns he/she may have suffered and monitor for shock.

Oral Poisoning

Oral poisoning occurs when a harmful substance, such as a common household cleaning product, is swallowed. First aid for oral poisoning depends on the substance swallowed.

Symptoms of Oral Poisoning

Symptoms will vary depending on the type and amount of poison inhaled but can include any of the following:

- Abdominal pain and cramping
- Nausea or vomiting
- Diarrhea
- Burns, odor, stains around and in mouth
- Drowsiness or unconsciousness
- Poison containers nearby

Treatment for Oral Poisons

Procedures for treating oral poisoning:

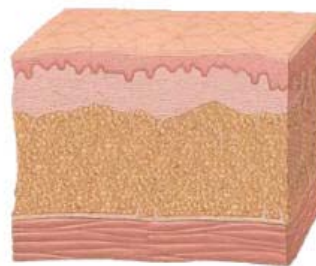
1. Determine critical information:
 - a. Age and size of victim
 - b. What was swallowed
 - c. How much was swallowed
 - d. When was it swallowed
2. If a corrosive or caustic substance was swallowed, immediately dilute it by having the victim drink at least one to two eight-ounce glasses of water or milk.
3. For a responsive victim, call a poison control center immediately. More than 70 percent of poisonings can be treated through instructions taken over the telephone from a poison control center.
4. For an unresponsive victim, or if the poison control center number is unknown, call EMS and monitor the ABCs.
5. Place the victim on his or her left side to position the end of the stomach where it enters the small intestine straight up. Gravity will delay advancement of the poison into the small intestine, where absorption into the victim's circulatory system is faster.
6. Induce vomiting only if a poison control center or physician advises it. Inducing must be done within 30 minutes of swallowing.
7. Save poison containers, plants, etc. to help medical personnel identify the poison.

Wounds

Wounds are soft tissue injuries that break the skin. They are typically classified into four categories – abrasions, lacerations, punctures and avulsions – and depending on their severity, can be painful and invite infection if not properly treated.

Abrasions

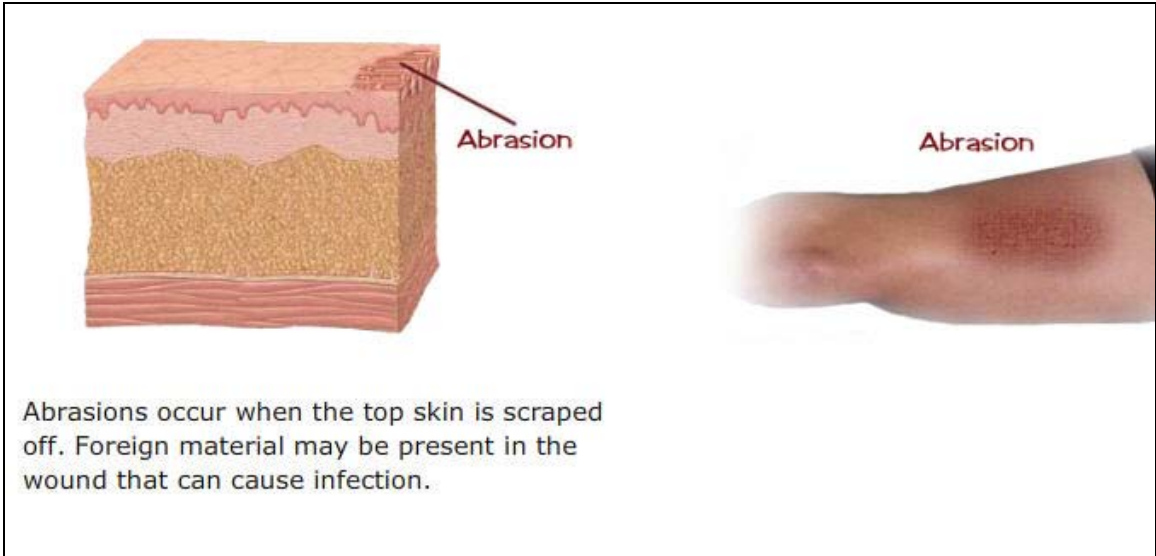
Abrasions are a result of the top layer of skin being scraped away. Most often, abrasions are caused by a sliding impact between a rough surface and skin. Abrasions are generally shallow injuries with little bleeding.



There are four types of open wounds:

- Abrasions
- Lacerations
- Punctures
- Avulsions

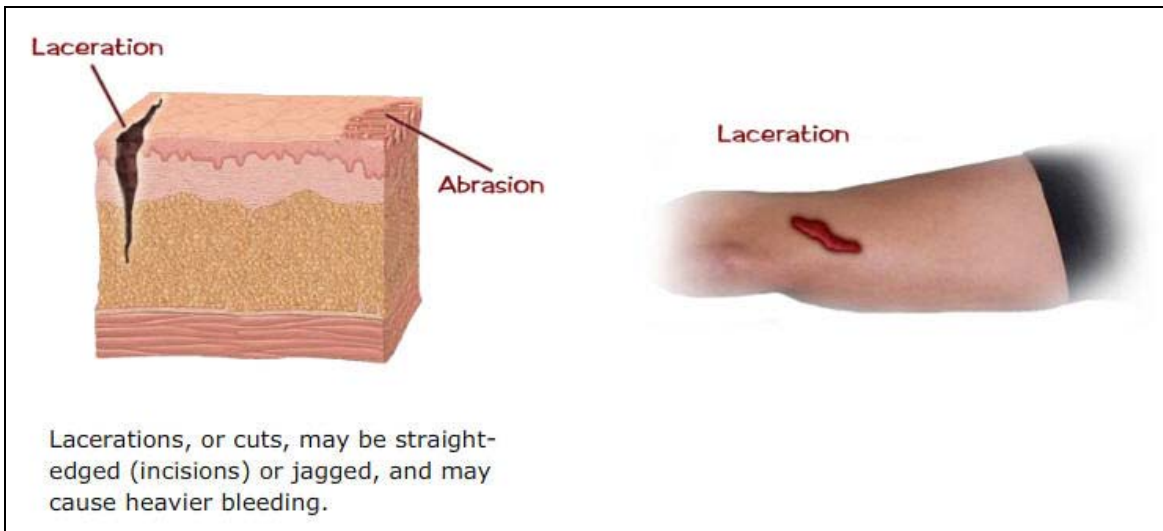
Courtesy of Army JROTC



Courtesy of Army JROTC

Lacerations

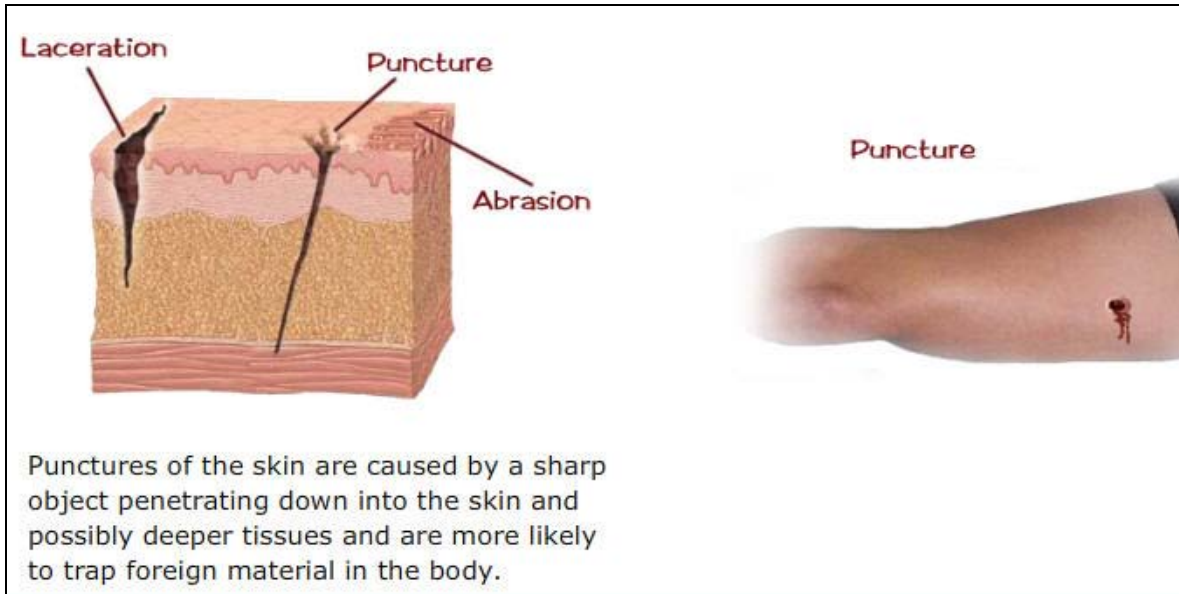
Lacerations, or cuts and **incisions**, are straight, even wounds made with sharp objects like knives, glass or razor blades.



Courtesy of Army JROTC

Punctures

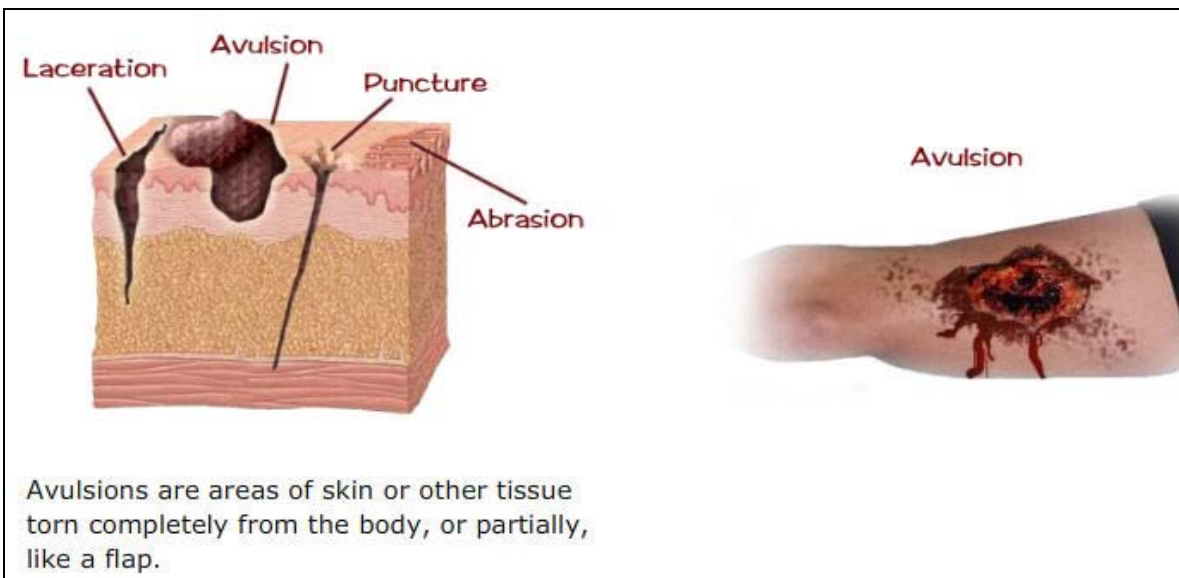
Punctures are caused by pointed objects such as pins and nails that make small holes into deeper tissue, often with little bleeding. Bites from animals also result in puncture wounds.



Courtesy of Army JROTC

Avulsions

An **avulsion** is tissue torn from, or pulled away from and hanging off of, the body. This type of injury may also result from an animal bite.



Courtesy of Army JROTC

When does a Wound Require Care?

Wounds can be minor or serious depending on their size, depth, location, and source. Minor wounds involve only the outer skin layer. They stop bleeding in a few minutes on their own or with gentle pressure and can be treated with just first aid. Serious wounds require first aid followed by medical treatment. Consider a wound serious if:

- The skin is cut or torn all the way through so that it gapes open
- Fat, muscle, or tendons are visible
- Bleeding is heavy and does not slow or stop after applying pressure for 15 to 20 minutes
- Soil or other debris cannot be washed from the wound
- There is loss of function like the inability to move a cut finger
- It is on the face, since even a small wound may leave a scar
- It is on the bottom of the foot
- Its source is a rusty or dirty object or an animal or human bite

Some extremely serious injuries that generally contain a combination of the four kinds of wounds, and always require immediate medical attention, are amputations, avulsions, and crushing injuries. They are generally the result of motor vehicle or industrial machinery accidents or explosions.

- An **amputation** is the complete removal of an extremity, such as a finger or leg.
- Crushing injuries occur when parts of the body are caught between heavy objects or when the body is thrown against a heavy object or vice versa. In addition to wounds, crushing injuries include bone fractures, as well as possible injuries to internal organs and internal bleeding.

Treatment of Wounds

Before beginning treatment of any injured victim, remember to always use the Universal Precautions, wear a facemask and rubber gloves, and any other protective gear. Doing so can prevent contraction of diseases that can be contracted through blood-borne pathogens.



Courtesy of Army JROTC

Minor Wound Care

Clean a minor wound by flushing it with cool water and washing it with mild soap. Dry it thoroughly with a clean cloth, apply a thin layer of antibiotic ointment to keep the wound moist and protect against infection, and cover it with a bandage to keep it clean.

Change the bandage whenever it gets wet or dirty, and consider leaving the bandage off at night when sleeping since exposure to air also helps the healing process. Contact a doctor if the wound does not appear to be healing after several days or shows signs of infection like redness, draining, or swelling.

Serious Wound Care

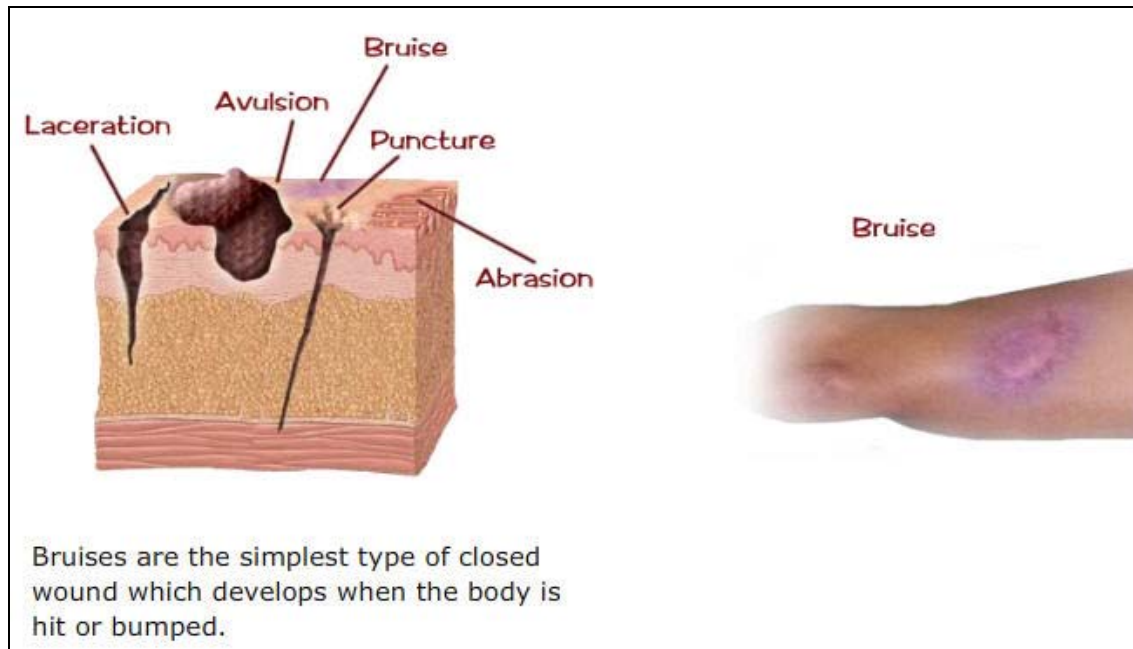
In the case of serious wounds, follow the steps for controlling bleeding listed in Lesson 3, which include applying direct pressure, elevating the wounded part, cleaning and bandaging the wound, and seeking medical treatment. For any wound caused by a rusty or dirty object or an animal bite, ask if the victim has had a tetanus shot within the past 10 years, and if not, suggest that he/she get one to guard against tetanus infection.

Amputation, Avulsion and Crushing Injury Care

For extremely serious injuries such as amputations, avulsions, or crushing injuries, call EMS, control bleeding, monitor breathing, treat for shock, and provide comfort to the victim until medical help arrives. Remember that tourniquets should only be used in

extreme, life-threatening situations, and pressure points should only be used if you are trained to do so.

Bruises



Courtesy of Army JROTC

Bruises are injuries that discolor but do not break the skin tissue. They can be caused by a fall, a blow, or bumping into something. Though sometimes very ugly and lasting for several weeks, they are usually not very serious.

Treatment of Bruises

Wrap ice or an ice pack in a clean towel and apply it to the bruise. To reduce swelling, elevate the bruised part for 20 to 30 minutes if the injury is mild or for a few hours if it is severe. Seek medical attention if swelling increases unusually, pain increases, the bruise site appears deformed, or there is an inability to move a body part associated with the bruise.

Conclusion

You have just learned important procedures for treating poisons, wounds, and bruises, as well as when to apply basic first aid and life-saving skills in these situations. Remember that while it is important to administer first aid treatment as quickly as possible in most situations, some rescue situations require careful assessment before you proceed, so that you do not become a victim yourself. Remaining calm, thinking logically and clearly, and knowing what steps to take and when to take them will help you successfully perform first aid.



Lesson Check-up

1. Describe the characteristics of the four types of skin wounds.
2. What are some demonstrated symptoms of someone who has inhaled poison?
3. Describe some poisons that may be unfamiliar to most people.
4. How would you treat someone who has been bruised?



Courtesy of Army JROTC

U4C2L7

Heat Injuries

Key Words:

Dehydration

Fatigue

Heat Cramps

Heat Exhaustion

Heatstroke

Perspiring

Ventilation

What You Will Learn to Do

Determine first aid treatment for heat-related injuries

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Explain the cause and effect of heat injuries
- Associate the symptoms of the three types of heat injuries
- Explain how to treat heat cramps
- Explain how to treat heat exhaustion
- Explain how to treat heatstroke

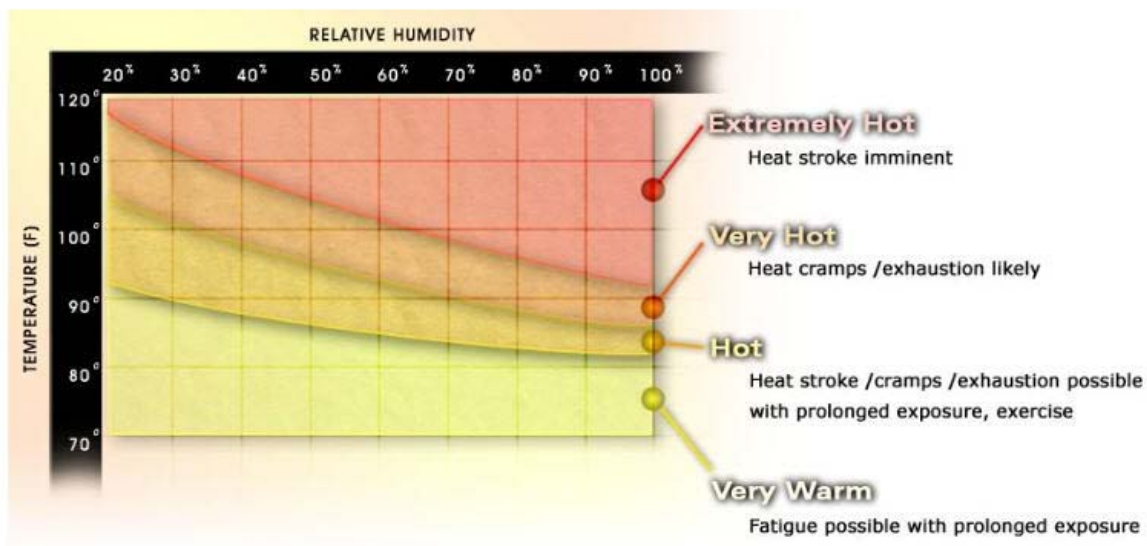
Introduction

Participating in any vigorous outdoor exercise or activity on an extremely hot day can lead to serious injuries if you are not prepared. Knowing how to recognize the signs and symptoms of heat-related injuries can help you prevent a life-threatening situation.

Causes of Heat Injuries

For your body to work properly, its temperature must be normal, which is around 98° Fahrenheit. You risk health problems, and even death, if your body gets too cold or too hot.

Heat injuries can occur when people are exposed to high temperatures and high humidity. When it is hot, your body cools itself by **perspiring**. During perspiration, sweat evaporates and carries heat away from your body. However, you risk heat injuries when you lose large amounts of water, salt, or both, through perspiring, and do not replace the lost fluid quickly enough. This results in **dehydration**. You also risk injury in high humidity when sweat does not evaporate as rapidly as needed to keep the body cool, causing heat to build up. The body will then perspire even more in an attempt to cool itself, losing dangerous amounts of fluids in the process.



Courtesy of Army JROTC

People who may be at risk of heat injuries include those who exercise or work outside in high temperatures and high humidity, or those whose bodies do not regulate heat well, such as older people, overweight people, or babies.

Factors to Consider

When perspiring, the body can lose more than a quart of water per hour. Therefore, since the body depends on water to cool itself, you should drink plenty of water when

working or playing in hot weather. Salt, which helps the body to retain water, is also lost through perspiring. In most cases, however, you do not need to consume extra salt because you obtain adequate amounts through a balanced diet. In fact, consuming salt during hot weather activities may pull water away from muscles and other tissues where it is needed and into your digestive tract.

In addition to water intake and diet, consider the type of clothing you wear in hot weather. Wear clothes that fit loosely but also protect the body from sunburn. Wear natural fabrics, like cotton, through which perspiration evaporates better. Some activities require extra clothing or equipment, such as football or hiking with full camping gear. Soldiers may have problems acclimating to hot weather



because of the type and amount of clothing and equipment they must wear. In all of these cases, protective gear and equipment may reduce **ventilation** needed to cool the body. So, ensure clothing or uniforms fit well but are not tight, and remove extra pieces of clothing and equipment as soon as they are no longer needed.

Types of Heat Injuries

Overheating of the body progresses in stages. At first, a person may suffer heat cramps. If the person ignores the symptoms and continues exercising, working, or playing in the heat, he or she may experience heat exhaustion. If heat exhaustion is left untreated, heatstroke may follow and can be fatal.

Heat Cramps

Heat cramps are muscular pains and spasms caused by the loss of salt from the body through heavy perspiring. Other symptoms may include stomach cramps, wet skin, and extreme thirst.



Courtesy of Army JROTC

Treatment of Heat Cramps

Heat Cramps

- #1 Get the victim to a cooler location
- #2 Lightly stretch and gently massage affected muscles to relieve spasms
- #3 Give sips of up to a half glass of cool water every 15 minutes
- #4 Discontinue liquids if victim is nauseated



Courtesy of Army JROTC

Seek medical aid if cramps continue.

Heat Exhaustion

When people work or exercise heavily in high temperatures or in a hot, humid place, the body loses fluids through heavy sweating. **Heat exhaustion** occurs when fluids are not adequately replaced or when sweat does not evaporate because of high humidity or too many layers of clothing, causing the body to sweat even more. When the body loses a great amount of fluid, less blood flows to vital organs, resulting in a form of shock.

Heat Exhaustion Symptoms

- Heavy sweating
- Weakness or faintness
- Dizziness or drowsiness
- Cool, pale, moist skin
- Headaches
- Loss of appetite
- Heat cramps
- Nausea with or without vomiting
- Confusion



- Chills
- Rapid breathing and pulse
- Body temperature above normal but below 102°F.

Treatment of Heat Exhaustion

Heat Exhaustion

- #1 Get victim to lie down in a cool place
- #2 Loosen or remove clothing
- #3 Apply cool, wet cloths
- #4 Fan or move victim to air-conditioned place
- #5 If victim is conscious, give sips of up to a half glass of cool water every 15 minutes *
- #6 Discontinue water if victim is nauseated
- #7 Seek immediate medical attention if vomiting occurs



* Be sure water is consumed slowly

Courtesy of Army JROTC

Heatstroke

Heatstroke, also known as sunstroke, is a medical emergency that can be fatal if not treated as soon as possible. The victim's cooling mechanism stops working when the body perspires so much that no fluids remain to produce sweat. Since the body can no longer sweat and sweating is its defense against overheating, body temperature rises and skin becomes red and flushed. If body temperature rises high enough, brain damage and death can occur. Therefore, when you encounter a heatstroke victim, you must cool the victim as fast as possible.



Heatstroke Symptoms

- No sweating
- Hot, dry, red skin
- Headache, dizziness, nausea, and vomiting
- Fast, weak pulse and shallow respiration

- Seizures and mental confusion
- Unconsciousness or sudden collapse
- Very high body temperature.

Treatment of Heatstroke

Heat Stroke

- #1 Call 9-1-1 or emergency medical services
- #2 Move victim to a cooler environment (Use fans and air conditioners)
- #3 Remove clothing (Use extreme caution)
- #4 Try a cool bath, sponging, or wet sheet to reduce body temperature
- #5 Watch for breathing problems



Courtesy of Army JROTC

Prevention of Heat Injuries

You can prevent heat injuries by taking a few simple precautions and exercising a little common sense. If possible, limit your exposure to high temperatures and avoid working or exercising outside in hot, humid weather. During work or training periods, or in extremely hot climates, drink at least one quart of water every hour. Also, remember to dress for the hot weather and the activity being performed.

In the military or in the field, prevention of heat injuries is both an individual and leadership responsibility. Leaders should identify people who have a high risk of injury — basic trainees, overweight individuals, and individuals who have symptoms of **fatigue** or a previous history of heat injury. If possible, leaders should schedule heavy or strenuous activities during cooler morning or evening hours

Conclusion

Vigorous exercise in hot weather can lead to heat cramps, heat exhaustion, or heatstroke. Familiarize yourself with the symptoms of these injuries, which can be serious or even fatal if left untreated. By knowing the signs of heat injuries, and taking precautions, you should be able to enjoy exercising outdoors, even in hot weather.



Lesson Check-up

1. What are the types of heat injury?
2. What symptoms would a victim present if suffering heat exhaustion? How would you treat him?
3. What symptoms would a victim present if suffering from a heatstroke? What first aid would you administer?



Courtesy of Army JROTC

U4C2L8

Cold Weather Injuries

Key Words:

Dehydration

Frostbite

Hypothermia

Insulate

Precipitation

Subcutaneous

Superficial

What You Will Learn to Do

Determine first aid treatment for cold weather injuries.

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Describe factors to consider in cold weather situations
- Explain causes and effects of cold weather injuries
- Identify symptoms of cold weather injuries
- Explain how to treat frostbite, immersion foot/trench foot, hypothermia and snow blindness

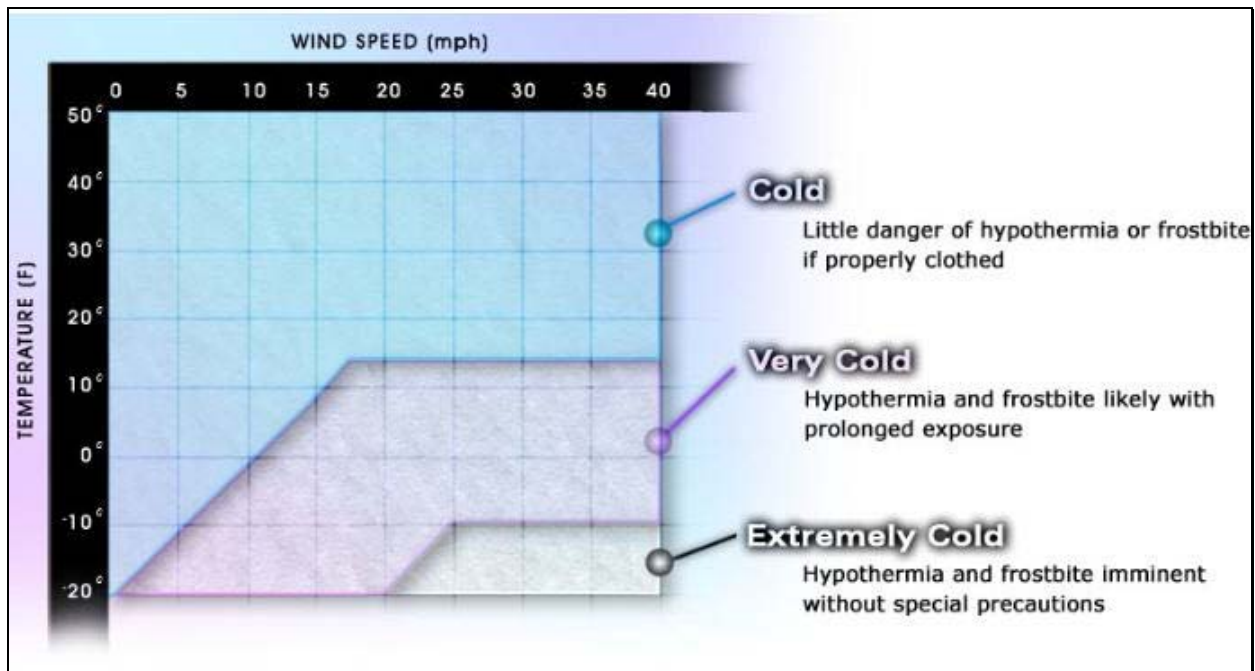
Introduction

It is common to think that only in areas where snow and frost are present, people are susceptible to cold weather injuries. Prolonged exposure to low temperatures, wind or moisture — whether it be on a ski slope or in a stranded car — can result in cold-related injuries such as frostbite and hypothermia. It doesn't matter where you live, cold weather injuries can occur, especially if you are not prepared.

Factors to Consider

Weather

Low temperatures, high humidity, **precipitation**, and high winds may affect the loss of body heat. Wind chill (the temperature of both the wind speed and air temperature combined) increases loss of body heat and may aggravate cold injuries. By studying the Wind Chill Chart below, you can determine the chilling effect of wind speed on temperature.



Courtesy of Army JROTC

HOW TO USE THE WIND CHILL CHART

Find the wind speed in the left-hand column, then read across to the column under the actual temperature. This number is the equivalent temperature which would be acting on any exposed skin. For example, if the wind is blowing at 20 mph and the actual temperature is 10° F, the effect on bare skin would be the same as a temperature reading of -25° F under calm conditions. Any movement has the same cooling effect as the wind. Running, skiing, or riding in an open vehicle must be considered in using the wind chill chart.

☆ GPO : 1983 0 - 417-503

WIND CHILL CHART FOR FAHRENHEIT TEMPERATURES

| ESTIMATED WIND SPEED IN MPH | ACTUAL THERMOMETER READING (° F) | | | | | | | | | | | |
|--|---|----|----|-----|--|-----|-----|-----|--------------|------|------|------|
| | 50 | 40 | 30 | 20 | 10 | 0 | -10 | -20 | -30 | -40 | -50 | -60 |
| | EQUIVALENT TEMPERATURE (° F) | | | | | | | | | | | |
| CALM | 50 | 40 | 30 | 20 | 10 | 0 | -10 | -20 | -30 | -40 | -50 | -60 |
| 5 | 48 | 37 | 27 | 16 | 6 | -5 | -15 | -26 | -36 | -47 | -57 | -68 |
| 10 | 40 | 28 | 16 | 4 | -9 | -24 | -33 | -46 | -58 | -70 | -83 | -95 |
| 15 | 36 | 22 | 9 | -5 | -18 | -32 | -45 | -58 | -72 | -85 | -99 | -112 |
| 20 | 32 | 18 | 4 | -10 | -25 | -39 | -53 | -67 | -82 | -96 | -110 | -124 |
| 25 | 30 | 16 | 0 | -15 | -29 | -44 | -59 | -74 | -88 | -104 | -118 | -133 |
| 30 | 28 | 13 | -2 | -18 | -33 | -48 | -63 | -79 | -94 | -109 | -125 | -140 |
| 35 | 27 | 11 | -4 | -21 | -35 | -51 | -67 | -82 | -96 | -113 | -129 | -145 |
| 40 | 26 | 10 | -6 | -24 | -37 | -53 | -69 | -85 | -100 | -116 | -132 | -148 |
| WIND SPEEDS ABOVE 40 MPH HAVE LITTLE ADDITIONAL EFFECT. | LITTLE DANGER FOR THE PROPERLY CLOTHED PERSON; MAXIMUM DANGER OF FALSE SENSE OF SECURITY. | | | | INCREASING DANGER OF FREEZING EXPOSED FLESH. | | | | GREAT DANGER | | | |
| TRENCH FOOT AND IMMERSION FOOT MAY OCCUR AT ANY POINT ON THIS CHART. | | | | | | | | | | | | |

Courtesy of Army JROTC

Stress

When in a stressful situation, people are more likely to experience fear, fatigue, dehydration, and lack of nutrition. These factors increase the possibility of a cold-weather injury.

Clothing

When in cold weather, you should wear several layers of loose clothing and dress as lightly as the weather permits. This reduces the danger of excessive perspiration followed by chilling. It is better if the body is slightly cold and producing heat than overly warm and sweltering toward dehydration. Wet clothing adds to the possibility of cold injury.

Physical Makeup

Physical fatigue leads to inactivity, personal neglect, carelessness, and less heat production. These, in turn, increase the risk of cold injury. Individuals who have had a cold injury before have a higher risk of being injured again.

Psychological Factors

Mental fatigue and fear lessen the body's ability to warm itself and increases the possibility of cold injury. Depressed or unresponsive individuals are also at a higher risk of cold injury because they are less active and tend to be careless about protecting themselves.

Other Factors

Individuals are also at risk of cold injury if they are:

- Often in contact with the ground
- Immobile for long periods of time, such as while riding in a crowded vehicle
- Standing in water
- Out in the cold for days without being warmed
- Deprived of an adequate diet and rest
- Careless about personal hygiene

Types of Cold Injuries

People exposed to severe cold can suffer from the following conditions: **frostbite**, immersion foot/trench foot, **hypothermia**, snow blindness, and **dehydration**.

Frostbite

Frostbite is the most common injury resulting from exposure to the cold. Ice crystals form in body tissues exposed to temperatures below freezing. The crystals restrict blood flow to the injured parts and are like daggers that puncture cell membranes as they



Courtesy of Army JROTC

grow larger. Body parts most easily frostbitten are the cheeks, nose, ears, chin, forehead, wrists, hands, and feet. People suffering from frostbite may not realize it, since the injured part may be numb from the cold.

There are different degrees of frostbite depending on the extent of tissue damage. A **superficial** cold injury can usually be characterized by numbness and tingling or “pins and needles” sensations. It involves the skin and the tissue just beneath the skin. Deep frostbite, on the other hand, involves freezing of the **subcutaneous** tissue, and possibly even muscle and bone. With a deep cold injury, victims are often unaware of a problem until the affected part feels like a stump or block of wood. Severe frostbite may result in infection or gangrene and may require surgical removal of the injured part.

Signs of Frostbite

Signs of superficial frostbite include:

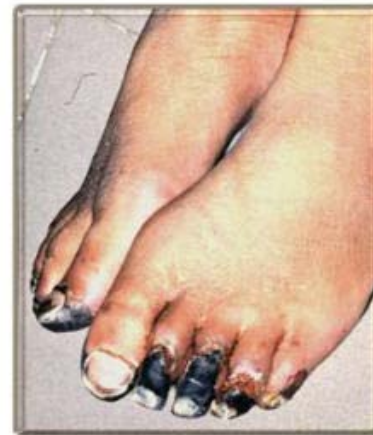
- Redness of the skin on light-skinned individuals; grayish coloring of the skin on dark-skinned individuals
- Blisters in 24 to 36 hours
- Sloughing of the skin



Courtesy of Army JROTC

Signs of deep frostbite, include:

- Signs of superficial frostbite
- Painless or numb unthawed skin that is pale-yellowish and waxy looking
- Frozen, swollen tissue that is like wood to the touch
- Blisters in 12 to 36 hours



Deep frostbite will result in black, deadened skin

Courtesy of Army JROTC

Treatment of Frostbite

Treat superficial frostbite as follows:

Frostbite

- #1 Warm affected area with direct body heat
- #2 Consult with medical personnel ASAP
- #3 DO NOT thaw frozen area if treatment will be delayed
- #4 DO NOT massage or rub affected area
- #5 DO NOT wet area or rub with snow or ice



Courtesy of Army JROTC

Deep frostbite is very serious and requires extra care to reduce or avoid losing all or parts of the fingers, toes, hands, or feet. If possible, transport the victim to a hospital or contact emergency medical services immediately, since it is preferable that deep frostbite injuries be re-warmed under medical supervision. If this is not possible, re-warm the injured parts, protect them from re-freezing, and seek medical help as soon as possible.

Frostbite Treatment Tips

- ✓ Do not attempt to thaw the affected part if you believe you cannot keep it warm until the victim receives medical treatment. It is extremely dangerous for an injured part to re-freeze after warming. It is less dangerous to leave the part frozen then to warm it and have it re-freeze.
- ✓ Avoid having the victim walk on frostbitten feet, especially if they thaw. If the victim must walk, it is less dangerous while his or her feet are frozen.
- ✓ Do not rub the injured part with snow or apply cold water packs.
- ✓ Do not warm the injured part by massage; ice crystals in the tissues will damage more cells when rubbed.
- ✓ Do not expose the injured part to open fire; the frozen part may burn because of lack of feeling.
- ✓ Do not have the victim move the injured part to increase circulation.
- ✓ Do not break any blisters.
- ✓ Do not use ointments or other medications.
- ✓ Do not let the victim use alcohol or tobacco. Alcohol reduces the body's resistance to cold, and tobacco decreases blood circulation.

Immersion Foot/Trench Foot

Immersion foot and trench foot result from long exposure of the feet to wet conditions at temperatures between approximately 32° and 50°F. Keeping your feet in damp or wet socks and shoes or tightly laced boots for long periods of time may affect circulation and contribute to injury. Inactivity also increases the risk of immersion foot/trench foot. This injury can be very serious, leading to loss of toes or parts of the feet.

Signs of Immersion Foot and Trench Foot

Symptoms of immersion foot/trench foot in the primary stage include:

- Affected parts that are cold, numb, and painless
- Affected parts may begin to feel hot, with burning and shooting pains
- In the advanced stages the pulse decreases and skin becomes pale with a bluish cast
- Redness, blistering, swelling, heat, hemorrhages, and gangrene may follow



Courtesy of Army JROTC

Treatment of Immersion Foot or Trench Foot

Treat immersion foot/trench foot as follows:

Trench Foot

- #1** Warm feet by exposing them to warm air
- #2** Evacuate victim to a medical facility
- #3** DO NOT massage, rub, moisten, or expose affected area to extreme heat



Courtesy of Army JROTC

Hypothermia

Hypothermia is a general cooling of the body to a temperature below 95°F caused by continued exposure to low or rapidly dropping temperatures, cold moisture or wind, snow, or ice. With hypothermia, the body loses heat faster than it can produce it. Inadequate insulation, fatigue, poor physical condition, dehydration, faulty blood circulation, alcohol, trauma, and immersion in cold water can bring on this condition. People at high risk of hypothermia include infants, older people, people with limited mobility due to illness or other medical conditions, very thin people, and people with heart and lung problems.

Remember, cold weather affects the body slowly and almost without notice. Even when well-protected by clothing, a person may suffer cold injuries if exposed to low temperatures for long periods of time. As the body cools, it goes through several stages of discomfort and problems.

Signs of Hypothermia

- Shivering or trembling which indicates mild hypothermia and will eventually stop as body temperature drops
- Cold skin
- Weakness
- Dizziness
- Drowsiness and mental slowness or confusion
- Uncoordinated movements and slurred speech
- Low body temperature; in severe hypothermia, 90°F or below
- Stiff or rigid muscles
- Decreasing pulse and breathing rate
- Unconsciousness
- Shock, coma, and death, which may result as body temperature drops and the body freezes.





Treatment of Hypothermia

Except in the most severe cases, the treatment for hypothermia is directed toward re-warming the body evenly and without delay.

Treat mild hypothermia as follows:

Hypothermia

- #1 Strip off clothing and wrap victim in blankets or sleeping bag
- #2 Get victim to a heated location and medical treatment as soon as possible

An illustration showing a person wrapped in a brown sleeping bag, lying down. Below the sleeping bag is a silver flip phone with a red medical symbol (Rod of Asclepius) above it, indicating medical assistance or emergency services.

Courtesy of Army JROTC

Treating a person with severe hypothermia is extremely dangerous because of the possibility of shock and disturbances of the heartbeat while re-warming. If possible, as

you begin to re-warm the victim, transport him or her to a hospital or contact Emergency Medical Services immediately. If this is not possible, treat the victim gently since the heart is weak when the body is cold, stabilize the victim's body temperature by keeping him or her from losing more body heat, and continue to keep the victim warm until you can get him or her medical treatment.

Snow Blindness

Snow blindness is the effect the glare from an ice field, or snowfield, has on the eyes. It is more likely to occur in hazy, cloudy weather, since people tend to protect their eyes when the sun is shining and believe protection is unnecessary on cloudy days. If a person waits until he or she feels discomfort or pain to use protective eyewear, a deep burn of the eyes may have already occurred.

Signs of Snow Blindness

- A sensation of grit in the eyes
- Pain in and over the eyes made worse with eye movement
- Watery and red eyes
- Headache
- Increased pain with exposure to light



Courtesy of Army JROTC

Treatment of Snow Blindness

Treat snow blindness as follows:

Snow Blindness

- #1** If wearing contact lenses, remove as soon as snow blindness is suspected
- #2** DO NOT rub the eyes
- #3** Place a cold damp compress over the eyes to alleviate the stinging of the burn
- #4** Cover the eyes with gauze bandages or thick eye pads
- #5** During and after the healing process, use protection from light (i.e. sunglasses if outside) and limit eyelid movement

A composite image showing a person in winter gear (goggles, snow mask) looking through a snowy landscape. Below this is a pair of black sunglasses and a white packet of 'Instant Cold Compress' with red and blue text and graphics.

Courtesy of Army JROTC

Dehydration

Dehydration occurs when the body loses too much fluid, salt, and minerals. As mentioned in the previous lesson, you can lose large amounts of fluid and salt through sweating. This loss creates an imbalance of fluids, and dehydration occurs when fluids are not replaced.

Dehydration can occur in both hot and cold climates. In cold weather, sweat evaporates quickly and heavy layers of clothing absorb it, making dehydration more difficult to detect because the signs of sweating are less noticeable. Thus, the danger of dehydration during strenuous cold weather activities can become a serious problem.

The symptoms of cold weather dehydration are similar to those of heat exhaustion. Treat dehydration as follows:

1. Move the victim out of the wind and cold, and keep him or her warm.
2. Loosen the victim's clothes to promote circulation.
3. Ensure the victim receives proper fluid replacement, rest, and prompt medical treatment.

Prevention of Cold Weather Injuries

You can prevent many cold weather injuries by taking proper care and precautions when participating in cold weather activities. Be sure to receive adequate nutrition, hot meals, and warm fluids. Get enough rest. Practice good hygiene. Wear the right clothing and protective gear. Do not forget to protect your eyes, ears, and face. Wear layers of clothing that **insulate** and can be removed if you begin to perspire. Avoid tight clothes that interfere with circulation. Replace or remove any clothing that gets wet as soon as possible.

Since you may not feel cold injuries because of cold's numbing effect, always try to go out into cold weather with a partner, so you can check each other for signs of injury. Exercise and keep active to maintain steady circulation and improve resistance to the cold. Many cold weather injuries can be avoided by planning ahead, staying alert, and using common sense.

Conclusion

Whether or not snow and frost are present, cold weather injuries, such as frostbite or hypothermia, can be a threat to safety. Knowing the proper ways to treat these injuries is very important because, although it might seem like a good idea to re-warm the victim, you may in fact be making the injury worse. Read over the first aid measures outlined in this lesson and review how to prevent these injuries in the first place. In doing so, the cold will not catch you off guard.



Lesson Check-up

1. What factors should you consider when preparing for cold weather?
2. What are the symptoms of frostbite and how would you treat a victim with superficial frostbite?
3. What are the symptoms of hypothermia and how would you treat someone presenting those symptoms?
4. What medical threat does trench foot provide its victim?



U4C2L9

Bites, Stings and Poisonous Hazards

Key Words:

Allergic Reaction

Antivenin

Calamine

Discoloration

Rabies

Tetanus

Venom

What You Will Learn to Do

Determine first aid treatment for bites, stings and poisonous hazards

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Identify types of venoms
- Relate snakes to their bites
- Explain the effects of animal and human bites
- Identify the symptoms of insect bites and stings
- Associate the types of poisonous plants to the reactions they cause
- Determine how to treat for contact with poisonous plants

Introduction

With so many outdoor activities to participate in, such as hiking, camping, bicycle riding, skate boarding, and skiing, it is common to come across emergencies involving bites, stings, and poisonous hazards. It is estimated that one of every two Americans will be bitten at some time by an animal. Dogs are responsible for about 80 percent of all animal-bite injuries. Depending upon where you live, the type of first aid you should perform for snakebites and plants will vary. Knowing what to do when in the outdoors can mean the difference between life and death.

Snake Bites

If you spend much of your time outdoors, it may be common for you to come across snakes; however, your chances of a snake bite are remote if you remain alert and careful. There are poisonous and nonpoisonous snakes, so the severity of a snake bite depends on whether the snake is poisonous or not. Beyond that, the severity of a snake bite depends on the type of snake, location of the bite, and the amount and type of **venom** injected.

Snake Bites

Symptoms include:

- Puncture marks on the skin may be visible
- The following may take from 15 minutes to 2 hours to develop:
 - Redness and swelling of the bitten area
 - Nausea and vomiting
 - Diarrhea
 - Headache
 - Double vision
 - Faintness
 - Tightness in the chest and difficult breathing
 - Unconsciousness



Courtesy of Army JROTC

Types of Snake Bite Venom

There are three types of venoms: Neurotoxin, which affects the nervous system and can cause death by paralysis; Hemotoxin, which digests tissue including blood cells; and Cardiotoxin, which directly affects the heart.

Types of Snakes

There are approximately 130 different varieties of nonpoisonous snakes in the United States. They have oval-shaped heads and round pupils. Poisonous snakes exist throughout the world, primarily in tropical to moderate climates.

In the United States, there are four kinds of native poisonous snakes. Three of these four, the rattlesnake, copperhead, and cottonmouth (water moccasin), are pit vipers. Pit vipers in other parts of the world include the bushmaster and fer-de-lance in Central and South America, the tropical rattlesnake in Central America, and the Malayan pit viper in eastern Asia.

Pit Vipers

Pit vipers have slit-like pupils; flat, triangular-shaped heads; small, deep, heat-sensing pits between their nostrils and eyes; and in most cases, hemotoxic venom. When a pit viper bites, it injects this venom from sacs through long, hollow fangs. This produces a severe burning pain, along with **discoloration** and swelling around the fang marks. The hemotoxin destroys blood cells, which causes the discoloration of the skin. Blisters and numbness in the affected area follow this reaction. Pit viper bites attack the circulatory system, possibly causing weakness, rapid pulse, and shortness of breath, as well as nausea, vomiting, and shock.

Cobras

Corals, cobras, kraits, and mambas belong to the cobra family. The coral snake is the only one native to the United States. Rings of red, yellow, and black color encircle its body. While other nonpoisonous snakes have the same colors, only the coral snake has a red ring next to a yellow ring. The cobra, found in Africa and Asia, forms a hood with its neck when on the defensive. The krait, found in India and southeast Asia, is brightly banded, while the mamba in Africa is either almost black or green. These snakes look very different, but all four inject their venom, a neurotoxin, through short, grooved fangs leaving a characteristic bite pattern. There is minimal pain and swelling compared to a pit viper bite, but since their powerful venom affects the central nervous system, it can cause blurred vision, drooping eyelids, slurred speech, drowsiness, and increased salivation and sweating. Nausea, vomiting, shock, respiratory difficulty, paralysis, convulsions, and coma develop if the bite is not treated promptly.

Sea Snakes

Sea snakes are found in warm water areas of the Pacific and Indian Oceans. They have small heads, thick bodies, and tails flattened along the sides. Their fangs are only 1/4 inch long, but their venom is very poisonous.

Treating Snakebites

Snakebites are rarely fatal if treated within an hour or two, but they can cause pain and illness and may severely damage a bitten hand or foot. Although snakes do not always inject venom, all snakes may carry **tetanus** (lockjaw). Therefore, anyone bitten by a snake, whether poisonous or nonpoisonous, should receive immediate medical attention.

One of the most important parts of treating a snakebite is identifying the type of snake making the bite. The type of **antivenin** used in medical treatment of snakebites varies depending on the type of venom injected. If you can identify the type of snake causing the injury, let Emergency Medical Services know when you call for help or phone the information ahead to the hospital if you plan to transport the victim yourself. If you cannot identify the snake, try to kill it without risk to yourself or delaying first aid. Then, show it to emergency medical personnel or take it to the hospital along with the victim for identification.

To treat snakebites:



Snake Bites

- #1** As soon as possible, bandage the bitten area; bandage over clothing unless it is thick or stiff
- #2** Apply a second bandage, working upwards from the toes or fingers to the elbow or knee *
- #3** Immobilize the limb with a splint

* The roller bandage should be tight, but not so tight as to cut off circulation

Courtesy of Army JROTC

Prevention of Snakebites

Most snakes are shy and passive. Unless they are injured or disturbed, they tend to avoid contact with humans. You can prevent a snakebite by using caution and common sense. If you are working outside clearing dense undergrowth, wear gloves, long sleeves, long pants, and boots for protection. When hiking in the wilderness, wear boots and long pants. Try to walk in open areas or stay on established paths. Look where you are stepping or placing a hand if climbing or pushing away tree limbs. Check before sitting on a rock or fallen tree. If possible, stay away from brush, rocks, and undergrowth. If you must handle a snake, even a freshly killed one, use a long tool or stick.

Human and Animal Bites

Animal bites can puncture the skin causing a high risk of infection. Animal bites also pose the threat of exposing the victim to rabies. **Rabies** is a potentially deadly disease that is spread through the saliva of rabid animals, which behave strangely. Rabid animals include wild animals such raccoons, bats, or skunks, and even stray pets.

Human bites, like animal bites, can cause infections. This usually happens in fights for example, when one person's hand may come in contact with another person's mouth. When human bites puncture the skin, they have a high risk of infection and also pose a risk of injury to tendons and joints.

Animal Bites

Possible symptoms include:

- Break or major cuts in the skin with or without bleeding
- Bruising
- Crushing injuries
- Puncture-type wound

Infection



Courtesy of Army JROTC

Treating Animal Bites


Treat a victim of an animal bite as follows:

Animal Bites

- #1** Wash your hands thoroughly before AND after with soap, or use sterile gloves
- #2** Bite *IS NOT* bleeding severely - Wash thoroughly with mild soap and running water for 3 to 5 minutes, then apply antibiotic ointment and a clean dressing
- #3** Bite *IS* actively bleeding - Apply direct pressure with a clean, dry cloth until bleeding stops; raise the area of the bite
- #4** Carefully monitor for 24 to 48 hours for signs of infection (increasing skin redness, swelling, and pain) *

* Bite on hand or fingers - Seek medical attention immediately

* Seek medical attention if the bite becomes infected



Courtesy of Army JROTC

Insect Bites and Stings

In the outdoors, you may come in contact with various types of biting and stinging insects — bees, mosquitoes, ticks, fleas, spiders, etc. Most of these insect bites and stings result in minor reactions, such as itching, redness, swelling, and irritation. However, scorpions and certain spiders can inject powerful poisons when they bite, and some people may have an **allergic reaction** to an insect bite or sting, particularly made by bees or wasps. In these cases, seek medical treatment immediately.

The black widow and brown recluse spiders, tarantulas, and scorpions are some of the more harmful insects you may encounter. Venom from the black widow is neurotoxic and may cause stomach and muscle cramps, breathing difficulties, nausea, sweating, vomiting, and convulsions. Tarantula venom is basically neurotoxic and may produce symptoms like that of a black widow bite, but in some cases can affect the heart and may digest tissue producing a severe local wound. The brown recluse spider can produce severe tissue damage around the bite, possibly leading to gangrene; and while stings from certain types of scorpions are painful but not dangerous, some can cause nausea, fever, stomach cramps, and possible convulsions and shock.

In most cases, bee and wasp stings produce minimal swelling, pain, redness, itching, and burning at the site of the sting. Multiple stings may cause headaches, fever, muscle cramps, and drowsiness. Symptoms from an allergic reaction may include:

Insect Bites and Stings

Symptoms of an allergic reaction include:

- Swelling, itching, and pain at the sting site
- Itchy rash and weals elsewhere on the body
- Swelling of eyelids and face
- Breathing difficulty



Courtesy of Army JROTC

Treating Insect Bites and Stings

Take the following basic first aid measures regardless of what caused the bite or sting:

Insect Bites and Stings

- #1** Move to a safe area
- #2** For a sting - Scrape or brush off the stinger with a straight-edged object
- #3** Apply a cold pack
- #4** Apply hydrocortisone cream
- #5** Take an antihistamine



Courtesy of Army JROTC

Treat more serious allergic reactions as you would a snakebite.

- a. Apply constricting bands above and below the site.
- b. Be prepared to perform basic life-support measures.
- c. To positively identify the insect, attempt to capture it without putting yourself at risk.
- d. Seek medical aid right away.

If signs of infection like pus, red streaks leading away from the bite, swollen glands, or fever occur within hours or several days after an insect bite, seek medical attention.

Prevention of Insect Bites and Stings

Wear insect repellent when outside in areas where biting insects are present. Re-apply repellent every few hours when participating in activities that cause heavy perspiration. Wear appropriate protective clothing when hiking or camping in the wilderness or working in a yard, garden, or other woody or overgrown area.

Poisonous Plants

Most plants are harmless, but a few can cause allergic reactions upon contact. For example, plants of the poison ivy group, including poison oak and poison sumac, produce an oily substance that irritates the skin of many people. Reactions to this substance include a rash characterized by redness, blisters, swelling, and intense burning and itching, as well as headaches and fever. Although the rash usually begins within a few hours after contact, it may appear 24 to 48 hours later.

Poisonous Plants

Symptoms include:

- Red rash with extreme itching
- Rash erupts in streaks or patches where the plant came in contact with the skin
- Rash includes red bumps and may also form large, weeping blisters



Courtesy of Army JROTC

Treatment for Poisonous Plant Contact

In general, treat someone who has come in contact with a poisonous plant by washing the area and treating with an oral antihistamine and **calamine** lotion.

Poisonous Plants

- #1 Remove exposed clothing and wash
- #2 Wash the area thoroughly with soap and water as soon as possible
- #3 Treat itching with an oral antihistamine and one of the following:
 - Colloid oatmeal baths
 - Paste of baking soda and water
 - Calamine lotion
 - Topical hydrocortisone cream



Courtesy of Army JROTC

Prevention of Exposure to Poisonous Plants

Become familiar with what poison ivy and other poisonous plants look like, so you can recognize a poisonous plant and avoid contacting it.

The following are other precautions you should take to limit your exposure to poisonous plants:

- Dress appropriately when participating in outdoor activities.
- Avoid areas where you are aware that poisonous plants grow.
- Do not eat plants or parts of plants that you do not recognize.
- Do not put grass, twigs, stems, or leaves in your mouth.

Conclusion

Being able to adjust to new environments and protect yourself from harmful conditions is very important when participating in outdoor activities. Factors in nature such as extreme temperatures and humidity; animal, snake, and insect bites; and poisonous plants can pose a threat to you if you do not take precautions to guard against the possibility of injury. By being aware of potential hazards, knowing how to treat outdoor-related injuries, and exercising common sense, you can cope successfully with the environment and enjoy your time in the great outdoors.

Lesson Check-up



1. Why is it important to try and determine what kind of snake caused a bite?
2. How would you treat someone who had an allergic reaction to an insect bite or sting?
3. How would you treat someone who has come into contact with a poisonous plant?

Glossary – Health 2010

A

Abuse: Improper or excessive use or treatment.

Abdominal thrusts: Action taken to dislodge an object from a choking person's throat; also known as the Heimlich Maneuver.

Abrasions: A part of the skin that has been lightly torn or scraped.

Acids: Chemical compounds with a sour taste that react with base to form salt, have a pH value of less than 7, react with metals to form hydrogen gas, and have the capability to eat away or dissolve metals and other materials.

Active listening: To go beyond comprehending literally to an empathetic understanding of the speaker.

Addiction: Physically or psychologically dependent on a substance, habit, or behavior that can lead to health, social, or economic problems; dependence on a drug.

Alcohol: A beverage containing ethanol or ethyl alcohol which causes intoxication.

Allergic reaction: A physical reaction, often marked by sneezing, breathing difficulties, itching, rash, or swelling, that some people have when they come in contact with certain substances.

Alleviate: To relieve.

Ampule: A small, sealed glass container that holds one dose of a solution, usually a medicine, to be administered by injection.

Amputation: The removal of an external part of the body, most often a limb or part of it, when it has been severely crushed or following the death of an extremity due to impaired blood circulation.

Anti-semitism: Feeling or showing hostility towards Jews; persecuting Jews.

Antivenin: An antitoxin used to counter-act venom.

Anxiety: Eager, often agitated desire: my anxiety to make a good impression.

Apologize: To make an apology or express regret for a wrong.

Arbitration: To submit for decision to a third party who is chosen to settle differences in a controversy.

Arteries: Blood vessels that carry blood away from the heart all parts of the body.

Ascendant: Dominant in position or influence; superior.

Assessment: The act of evaluation or appraising a person's ability or potential to meet certain criteria or standards.

Associate: To group things together when they have common characteristics.

Audience analysis: The examination of the characteristics that describe the receivers of communication, to include categories such as age, background, education, political opinions, location, and so on.

Authoritarian: Characterized by or favoring absolute obedience to authority, as against individual freedom.

Automated External Defibrillators (AED): A device used to treat a patient with cardiac arrest whose heart is beating irregularly.

Avulsion: The tearing away of a body part accidentally or surgically.

B

Balance: To estimate the relative weight or importance of all components of health.

Barriers: Obstruction; anything that holds apart or separates.

Basal Metabolic Rate (BMR): The number of calories burned at complete rest; measurement of it indicates an individual's general metabolism or state of health.

Bases: Chemical compounds with a slippery or soapy feel that react with acids to form salt, have a pH value above 7, and are used as cleaning materials.

Behavior: How one responds to his or her environment.

Bias: A mental leaning; partiality, prejudice, bent.

Bigotry: Bitter, intolerant, and prejudice.

Bivouac: A temporary camp or shelter.

Body Mass Index (BMI): A measure of body weight relative to height. BMI is a tool that is often used to determine if a person is at a healthy weight, overweight, or obese, and whether a person's health is at risk due to his or her weight. A body mass index (BMI) of 18.5 to 24.9 is considered healthy.

C

Calamine: A pink powder consisting of zinc oxide and some ferric oxide used in lotions and ointments.

Calories: The amount of energy it takes to raise the temperature of one kilogram of water one degree Celsius; a measurement of energy.

Carbohydrates: One of the various neutral organic compounds composed of carbon, hydrogen, and oxygen (including starches and sugars) produced by green plants and used to provide energy necessary for growth and other functions.

Cardiac arrest: The sudden stoppage of the heart.

Cardio Pulmonary Resuscitation (CPR): An emergency method to keep blood and oxygen flowing through a person whose heart and breathing has stopped.

Catastrophe: A great and sudden misfortune.

Caustic: Capable of destroying or eating away by chemical action; corrosive.

Channel: In communications theory, a gesture, action, sound, written or spoken word, or visual image used in transmitting information.

Chlorine: A gaseous greenish-yellow element used as a bleach and disinfectant in water purification.

Clammy: Damp, soft, sticky, and unusually cool.

Closed fracture: A fracture in which the broken bone does not push through the skin's surface.

Cluster: A number of similar things growing together, or of things or individuals collected or grouped closely together.

Coercive power: Power that is yielded by fear.

Cohesive: Sticking together.

Comfort zone: Behaviors that seem natural; behaviors you exhibit without realizing what you're doing.

Communication: The sharing of information.

Compromise: A settlement of differences reached by mutual concessions.

Complement. Complete conceptual skills; to do with basic principles.

Compresses: Folded clothes or pads applied so as to press upon a body part to stop bleeding or cool a burn.

Conflict: A clash between hostile or opposing elements, ideas, or force to show opposition.

Consent: To get approval for what is to be done or proposed by another.

Contingency: An event that may occur but that is not likely or intended; a possible, unforeseen, or accidental occurrence that must be prepared for, as a future emergency.

Controlled substance: A substance whose manufacture, possession, or sale is controlled by the law.

Counseling: An interchange of opinions, perceptions, and ideas.

Culture: The predominating attitudes and behavior that characterize the functioning of a group or organization civilization.

D

Date rape: Sexual assault perpetrated by the victim's escort during an arranged social encounter.

Decision-point: The point where a decision to act is made.

Decodes: Translates.

Dehydration: The condition that results when fluids are lost from the body and are not replaced; symptoms can include thirst, weakness, exhaustion, confusion, and may result in death.

Dependency: Addiction to a substance.

Depressed: Low spirits; sadness; dejection.

Depression: Psychiatric disorder characterized by an inability to concentrate, insomnia, loss of appetite, anhedonia, feelings of extreme sadness, guilt, helplessness and hopelessness, and thoughts of death.

Detoxification program: A type of program where drug users or addicts can get help withdrawing from substances.

Developmental: Sharing opinion of fact.

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

Dilated: Having been widened; expanded.

Discoloration: Altered or changed in color.

Dislocation: The separation of a bone from its joint.

Discrimination: To show preference for or prejudice against.

Disinfect: To destroy harmful germs; to purify.

Distilled: Heated and condensed to purify, form a new substance, or concentrate.

Dreams: Powerful creations of the mind (visual, verbal, emotional, & experiential) that inspire and clarify your passion for what you desire for yourself, others, and the world. They are your gateway to success and the seeds that give way to your goals.

Distortion: Twisted out of true meaning; reproduced improperly.

Dressing: Ointment and bandages applied to a wound.

Drugs: Chemicals that cause a change in a person's body or behavior.

Dysentery: Any of several intestinal disorders usually caused by infection and characterized by stomach pain and diarrhea with passage of mucous and blood.

Dysfunctional roles: Roles assumed by individuals within a group, which are destructive and block group communication.

E

Effective speaking: Expressing your needs feelings and reasons.

Elevated: Raised up.

Emergency Medical Service (EMS): Medical professional dedicated to the reduction of morbidity and mortality of residents through the provision of advanced and basic life support care, medically directed rescue, and transportation of the ill and injured.

Emotional intelligence: The ability for one to monitor their emotions and use information about those emotions to guide one's thinking and actions.

Empathy: The ability to accurately understand and constructively respond to the expressed feelings, thought, behaviors, and needs of others; the capacity to experience the feelings of another as one's own.

Encodes: Converts.

Essential fat: Fat that the body needs in certain amounts to maintain bodily functions.

Ethnic: Of, pertaining to, or characteristic of the basic groups of people with a common history, language, culture, and so on.

Ethyl alcohol: The type of alcohol found in beer, wine, and distilled spirits.

Evaluate: To determine if an act, process, or method has been attained; to assess; to determine the significance of by careful appraisal and study.

Evaluation: To appraise or find the value of.

F

Facilitator: One who facilitates; one who leads a discussion.

Fainting: To lose consciousness briefly because of temporary decrease in the amount of blood that flows to the brain.

Fatigue: Weakness or exhaustion due to hard work or mental effort.

Fats: Nutrients made up of fatty acids that are insoluble in water and provide energy to the body.

Feedback: Verifying that a message was received in the manner it was intended; the return or a response to information, as in the evaluation of a communication; the return of evaluative or corrective information to the sender (point of origin).

Ferment: To produce a chemical change in a carbohydrate material resulting in alcohol.

Fight or flight response: An involuntary reaction to an immediate danger or threat, which prepares a person physically to either respond to the danger or run away.

Filter: A person who alters information or a method of altering information as it is being passed from one person to another.

First aid: The immediate care given to a victim of injury or sudden illness before professional medical help arrives.

Fitness: Good health or physical condition, especially as the result of exercise and proper nutrition.

Flexibility: Adaptable to change.

Flush: To cleanse or wash out with running water or another liquid.

Frostbite: An injury caused to body tissue by frost or extreme cold.

Frustration: Feelings of insecurity, discouragement, or dissatisfaction.

G

Galvanized: Coated with zinc.

Gateway: A term attached to alcohol and tobacco due to the fact that their use often leads to further drug abuse.

Generalized: Generally prevalent.

Goals: Objectives; something to be attained; tasks that need to be done.

Good Samaritan Law: A law enacted in most states that protects people from lawsuits if medical complications arise after they have administered first aid correctly.

Grapevine: An informal, often secret means of transmitting information, gossip, or rumor (that is usually incomplete or does not make sense) from one person to another within an organization or institution.

Groupthink: The situation where a group does not consider all available alternatives due to the desire to reach consensus.

H

Hallucinogens: Drugs that cause hallucinations.

Harassment: The act of annoying continually.

Hate-related words: Derogatory words having to do with race, religion, ethnicity, ability, gender, or sexual orientation.

Hearing: To perceive by the ear; to listen attentively.

Heat cramps: A condition that is marked by the sudden development of cramps in the skeletal muscles and that results from prolonged work in high temperatures accompanied by profuse perspiration with loss of sodium chloride from the body.

Heat exhaustion: A condition that occurs when a person is exposed to excessive heat over a period of time, caused by the loss of water and salt from the body through excessive perspiration.

Heatstroke: A life threatening condition caused by prolonged exposure to high heat.

Hemorrhage: Heavy uncontrollable bleeding.

Hostility: An unfriendly state or action.

Hygiene: Practices or conditions that aid in good health; the science that deals with maintenance of good health and the prevention of infection and disease.

Hypothermia: Too little body heat with abnormally low internal body temperature.

I

Incision: A wound that is made by cutting into the body.

Inclusionary: To invite or include.

Influencing: To exercise or have physical or moral influence on; used in leadership to mean getting people to do what you (as leaders) want them to do; it is the means or method to achieve two ends, operating and improving.

Inhalants: Medications or chemicals that are inhaled.

Impartial: Fair, equal, and consistent.

Improving: To make better.

Insulate: To use materials to protect or isolate from the elements of weather.

Intangible: That which has a value not dependent of physical makeup.

Intoxicated: Drunk; affected by alcohol to the point that physical and mental control are significantly impaired.

Introspection: Examination of one's own thoughts and feelings.

Intuitions: Instinctive knowledge or feeling; immediate perceptions.

Iodine: A nonmetallic element having important medical uses.

L

Laceration: A wound that is torn and ragged.

Legitimate power: Power given to the person in the position within the hierarchy.

Lice: Small, wingless, parasitic insects that live on warm-blooded animals, especially in hair, and suck the animal's blood.

Ligament: A fibrous band of tissue that holds bones together at a joint.

Listening: Making an effort to hear something; paying attention.

M

Manic-depressive illness: Also known as bi-polar disorder is a brain disorder that can causes unusual shifts in mood, energy, activity levels, and the ability to carry out day-to-day tasks.

Mediation: Working with opposing sides to resolve a dispute or bring about a settlement; the process in which conflicts are resolved with the help of a neutral third party.

Meditation: A contemplative discourse, usually on a religious or philosophical subject.

Mentee: One who receives advice, especially officially or professionally.

Mentoring: A sustained one-to-one relationship which promotes human development by regular, joint participation in structured activities.

Message: A communication transmitted between persons by written or spoken words, signals, and so on.

Metabolism: The chemical process by which the body produces energy and maintains vital functions.

Methadone: Controlled substance that is used in heroin withdrawal; produces some effects similar to heroin, but does not produce a "high."

Migraines: A severe recurring headache, usually affecting only one side of the head, characterized by sharp pain and often accompanied by nausea, vomiting, and visual disturbances.

Minerals: Natural chemical elements of the earth used by the body to supply necessary nutrition.

Minority: A racial, religious, ethnic, and so on group different from the dominant group.

Miscommunication: Failure to communicate clearly.

Misuse: The incorrect or improper use of a substance.

Mixed messages: Communication transmitted by words, signals, or other means from one person, station, or group to another with unclear meaning to the receiver.

Mottled: Marked with irregular spots or splotches of different colors or shades of color.

N

Narcotics: A drug medically used to relieve pain, produce sleep, and dull the senses.

Natural: Based on an inherent sense of right and wrong; occurring in conformity with the ordinary course of nature, not marvelous or supernatural; formulated by human reason alone rather than revelation; having a normal or usual character.

Negotiation: An attempt to reach a win/win agreement; Discussion or conference that is aimed at bringing about a settlement.

Neutralize: To counteract the activity or effect of; to make chemically neutral.

Noise: That which interferes with the successful completion of communication; a disturbance, especially a random and persistent disturbance that obscures or reduces the clarity of communication.

Non-judgmental: A person who does not form an opinion of another based on stereotypes, rumors, etc.

Nonverbal: Being other than verbal; not involving words: nonverbal communication.

Normal: According to a rule or standard pattern; regular; usual.

O

Obese : An adult who has a BMI of 30 or higher is considered obese.

Objectively: Without prejudice; expressing or dealing with actual facts or conditions of someone or something without distortion by personal feelings, prejudices, or interpretations.

Open fracture: A fracture in which the broken end of a bone pierces the skin.

Operating: To work, function; to conduct or manage; used in leadership to mean actions that leaders do to accomplish the short-term mission and to get the job done on time and to standard.

Overweight: An adult who has a BMI between 25 and 29.9 is considered overweight.

P

Perpetrator: One that carries out a crime or a deception.

Personal hygiene: An individual's practice of taking care of him or herself in order to maintain good health.

Perspiring: Giving off moisture through the pores of the skin.

Positive Mental Attitude (PMA): The Quarterbacks of Life program defines a positive mental attitude as an optimistic state of mind that gives you the power to sustain yourself in the face of adversity and difficult life challenges and helps you to grow and move forward in the direction of your goals.

Precipitation: Any form of water, such as rain, snow, sleet, or hail, which falls to the earth's surface.

Preference: The act of preferring, the state of being preferred; the power or opportunity of choosing.

Prejudice: A judgment or opinion formed without knowing the facts; hatred or fear of other races, nations, creeds, and so on.

Prejudicial: To form an opinion without knowing or in spite of the facts.

Pressure bandage: A snug bandage used to control bleeding.

Pressure point: A point on the body where a major artery lies near the skin surface and passes over a bone.

Prevention: To stop or prevent an event or act from occurring.

Principled negotiation: Negotiations based on the criteria for fair negotiations and focused on a win/win outcome.

Priority: Precedence, especially established by order of importance or urgency.

Protein: Nutrients that are made of amino acids and that maintain body tissues and supply energy to the body.

Purified: Free from undesirable elements or impurities; cleaned.

Purpose: A desirable end or aim; something set up as an object or end to be attained; a desirable end or aim.

Q

Quarterback's of Life (QBOL): Very special people, men and woman, who are standouts in the way they conduct their lives and lead by example. They mentor, teach, coach, and model those attributes and protective factors that foster resilience and success as a way of helping you and others learn how to achieve success in your own lives.

R

Rabies: A viral disease affecting the central nervous system of mammals that is transmitted by a bite from an infected animal; it can result in paralysis and death if left untreated.

Racism: The practice of racial discrimination, persecution, or segregation based on race.

Rapport: A relationship, especially one of mutual trust.

Receiver: One or more individuals for whom a message is intended.

Relationships: A particular type of connection existing between people related to or having dealings with each other.

Rescue breathing: The act of forcing air into and out of the lungs of a person by another person.

Resolution: The process or capability of making distinguishable the individual parts of an object, closely adjacent optical images, or sources of light such as the sharpness or clarity of a picture.

S

Sanitation: The promotion of hygiene and prevention of disease by working to keep a clean and healthy environment.

Saturated fats: A fat that does not melt at room temperature and can raise the blood cholesterol level.

Scalding: The burning of the skin by a substance that is near boiling in temperature.

Scapegoating: The action of blaming an individual or group for something when, in reality, there is no one person or group responsible for the problem. It targets another person or group as responsible for problems in society because of that person's group identity.

Self-discipline: Correction or regulation of oneself for the sake of improvement.

Self-Improvement: What happens to you when you experience positive growth emanating from what you learn about yourself, others, your goals, and the world around you.

Setting: The context and environment in which a situation is set; the background; the time, place, and circumstances in which a narrative, drama, or film takes place.

Sexism: Behavior or attitudes, especially against women, that promote gender-based stereotypes or that discriminate based on gender.

Sexual harassment: The making of unwanted and offensive sexual advances or of sexual offensive remarks or acts.

Smoldering: Burning slowly without flame, but often with much smoke.

Social roles: Roles that individuals assume during the group communication process, which help maintain the group.

Socioeconomic: Involving a combination of social and economic factors.

Solutions: An action or process of solving a problem.

Solvents: Liquid substances capable of dissolving or eliminating something unwanted.

Splint: To support and immobilize a body part with a stiff material.

Sprain: An injury caused by twisting a ligament or tendon around a joint.

Stepping Stones to Success: A five step process that maps a pathway to success the outcome of which contributes to your self-improvement and forward movement toward goal attainment. The Stepping Stones to Success are presented in the *Quarterbacks of Life Student Mentoring Program*.

Stereotypes: An uncritical or formalized conception, notion, or attitude; an oversimplified opinion, belief, or viewpoint; a person, group, event, or issue considered to typify or conform to an unvarying pattern or manner; lacking any individuality; a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, affective attitude, or uncritical judgment; a formalized conception, notion, or attitude.

Stimulant: A drink, drug, or other substance that speeds up the activity of the mind or body; a drug that speeds up the activities of the central nervous system, the heart, and other organs.

Storage fat: Fat which the body keeps in reserve that can lead to overfat problems or obesity.

Strain: An injury caused when a muscle or tendon is overstretched.

Stress: Strain or pressure on the body or mind.

Stroke: A reduction of blood flow to a part of the brain.

Subcutaneous: Beneath the top layer of skin.

Substance: Something, such as a drug or alcohol, deemed harmful and usually subject to legal restrictions.

Success: The gaining of fame or prosperity; a process of self-improvement that leads to forward movement in the direction of your goals.

Success Stoppers: Personal and environmental factors, real and imagined, that have the potential to halt your forward movement toward goal attainment.

Suicide Prevention: the steps you can take to get assistance to or for someone who you believe is suicidal

Support: To encourage or help.

Superficial: Not serious; on the surface; shallow.

Synergy: A joint action or force.

Systemic: Affecting the body in general; acting throughout the body after absorption or ingestion.

T

Tangible: Possible to understand or realize: the tangible benefits of the plan.

Task roles: Roles assumed during the group communication process, which help the group, accomplish a specific task.

Territorial: Of or relating to the geographic area under a given jurisdiction.

Tetanus (lockjaw): An acute infectious disease caused by the poison of a certain bacterium that enters the body through a wound, resulting in muscle contractions, rigidity, and death; it is preventable by immunization.

Therapeutic Communities: Usually a residential treatment center for drug abusers and addicts.

Thought speed: The amount of time it takes for people to hear a thought and process it; typically considerably faster than speaking time.

Transference: The act of transferring.

Transmitted: To send from one person to another.

Trauma: A behavioral state resulting from mention or emotional stress or physical injury that has a lasting effect on the mind; a physical wound or injury.

Trigger words: Words that evoke an emotional response that prevents effective listening.

U

Understanding: Knowledge and ability to judge.

USDA Dietary Guidelines: The Guidelines provide authoritative advice for people two years and older about how good dietary habits can promote health and reduce risk for major chronic diseases. They serve as the basis for Federal food and nutrition education programs.

V

Veins: Blood vessels that carry blood from parts of the body the heart.

Ventilation: Circulation of air; a system or means of providing fresh air.

Venom: A poison produced by animals such as snakes and spiders that is transmitted by a bite or sting.

Verbal: Of, relating to, or associated with words.

Violence: Physical force used to do injury; any infringement of rights.

Visualization: To make visible in your mind.

Vitamins: Nutrients that occur naturally in plant and animal tissue and are required for proper function of the body.

Vulnerable: Capable of being wounded or injured; susceptible to being hurt.

W

Water soluble vitamins: A vitamin that is dissolved in the water of tissues.

