

**LET 3 CORE MATERIALS**

**3<sup>rd</sup> EDITION**

**ARMY**

**JROTC**

**LEADERSHIP EDUCATION  
AND TRAINING (LET 3)**

- Unit 1** - Citizenship in Action
- Unit 2** - Leadership Theory and Application
- Unit 3** - Foundations for Success
- Unit 6** - Citizenship in American History and Government

**Student Handouts**

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# Student Learning Plan

## Unit 1: Citizenship in Action

### Basic Command and Staff Principles

[U1 C1 L9]



#### What you will accomplish in this lesson:

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



#### Why this lesson is important:

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



#### What you will learn in this lesson:

- Describe staff responsibilities and three common procedures used to coordinate staff actions
- Compare the three types of staffs and their relationship to the commander
- List the nine-step sequence of command and staff actions in the correct order
- Clarify the scope and purpose of the commander's estimate
- Define key words: coordinating staff, course of action, echelon, personal staff, special staff



#### You will have successfully met this lesson's purpose:

- by writing a summary describing the types, purposes, and responsibilities of battalion staffs and their relationship to the commander
- by drawing a Flow Map describing the nine-step sequence of command and staff actions in the correct order
- when you correctly describe staff responsibilities and three common procedures used to coordinate staff actions
- when you accurately describe the three types of staffs and their relationship to the commander
- when you explain the scope and purpose of the commander's estimate



#### Learning Activities:

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

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#### INQUIRE PHASE: What do you already know?



- 
1. THINK ABOUT what you know about the structure of their Cadet Battalion and their chain of command. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
  2. OBSERVE Visual #1: Basic Command and Staff Principles about the battalion chain of command. PARTICIPATE in a class discussion about the structure of the Cadet Battalion chain of command.

- \_\_\_\_\_3. IDENTIFY Cadets in the Cadet Battalion chain of command. ADD completed flow chart of Cadet Battalion chain of command to your Cadet Notebook for future reference.
- \_\_\_\_\_4. REFLECT on what you learned. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_1. THINK About how decisions are made at the battalion level. CREATE an appropriate Thinking Map® describing the characteristics of your assigned topic. SHARE your Thinking Map with the class.
- \_\_\_\_\_2. REFLECT on why delegation of authority is important. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_1. PARTICIPATE in a simulated staff planning exercise. PROVIDE information appropriate for your staff position. PRESENT your planning option to the Battalion Commander for a decision.
- \_\_\_\_\_2. REFLECT on what you learned. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

---

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



- \_\_\_\_\_1. OBTAIN the Basic Command and Staff Principles Performance Assessment Task. SUMMARIZE the characteristics of a battalion staff and command and staff procedures. CREATE a Flow Map showing the nine-step sequence of command and staff actions.
- \_\_\_\_\_2. COMPLETE the Basic Command and Staff Principles Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_3. REVIEW the key words of this lesson.
- \_\_\_\_\_4. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

# *Performance Assessment Task*

## *Unit 1: Citizenship in Action*

### *Basic Command and Staff Principles [U1C1L9]*

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

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



#### **Directions**

---

As you advance through JROTC, you will assume positions of more responsibility. At least one of those positions will be as a staff officer at the battalion level. For this performance assessment task, you will summarize the types, purposes, responsibilities and procedures of battalion staffs, and will create a Flow Map describing the nine-step sequence of command and staff actions. For this assessment you will:

1. Preview the criteria listed in the scoring guide to plan for your assessment.
2. Think about the descriptions and procedures learned and applied in this lesson.
3. Write a short summary that includes a description of staff responsibilities and three common procedures used to coordinate staff actions; the three types of staffs and their relationships to the Commander; and the scope and purpose of the Commander's estimate.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

## *Basic Command and Staff Principles Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>	
1. Written summary correctly describes staff responsibilities and three common procedures used to coordinate staff actions	met	not met
2. Written summary correctly describes the three types of staffs and their relationships to the commander	met	not met
3. Written summary explains the scope and purpose of the commander's estimate	met	not met
4. Written summary uses proper spelling, grammar, and punctuation	met	not met
5. Flow Map lists the nine-step sequence of command and staff actions in the correct order	met	not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_



# Student Learning Plan

## Unit 2: Leadership Theory and Application Celebrating Differences - Culture and Individual Diversity [U2C4L1]



### What you will accomplish in this lesson:

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



### Why this lesson is important:

Each member of a team is unique. And each member brings different ideas, values, beliefs, and experiences to the team. Effective teams have synergy. That is, they cooperate and create better results than if they were working alone. They use team members' differences to build a stronger team. In this lesson, you will take a look at how performance in a team may be affected by the stereotypes and prejudice. This will improve your contributions to a team and enhance your leadership skills.



### What you will learn in this lesson:

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



### You will have successfully met this lesson's purpose:

- when you create a written personal plan for accepting others who are different
- when your plan describes some prejudices and stereotypes that you have
- when your plan describes misconceptions you have about others
- when your plan describes ways you can become more accepting or tolerant of other cultures or minority groups
- when your plan describes personal goals toward becoming a leader who celebrates the differences in all people



### Learning Activities:

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

---

### INQUIRE PHASE: What do you already know?



1. THINK ABOUT what comes to mind when you hear the words "masculine" and "feminine." PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
2. COMPLETE the Exercise #1: Diversity Objects handout, giving each item on the list a score. A score of 100 would be for an item you think is completely masculine or feminine. VIEW the slide on Masculine or Feminine. PARTICIPATE in a class discussion about which items seem "masculine" and "feminine." RECOGNIZE your own tendencies to stereotype.

- \_\_\_\_\_3. REFLECT on how people decide if something is masculine or feminine. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_1. LISTEN to the presentation on diversity. TAKE NOTES in your Cadet Notebook. What new things did you learn from the presentation?
- \_\_\_\_\_2. PARTICIPATE in a team discussion of questions presented by your instructor. PRESENT your team's answers to the class.
- \_\_\_\_\_3. REFLECT on groups in your school or community. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_1. ROLE-PLAY behavior and attitudes assigned to your team by your instructor. As other teams present their role play. CREATE a Bubble Map in your Cadet Notebook about what traits seem to be part of other teams.
- \_\_\_\_\_2. REFLECT on the assumption you made about each team. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

---

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



- \_\_\_\_\_1. COMPLETE the Celebrating Differences – Culture and Individual Diversity Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_2. REVIEW the key words of this lesson.
- \_\_\_\_\_3. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

## Exercise 1: Diversity Objects

**Directions:** Review the item listed in column 1. Decide whether you think that is a Masculine or Feminine object and check the appropriate box on the right.

Object	Masculine	Feminine
1. Lipstick		
2. Golf Clubs		
3. Flowers		
4. Jewelry		
5. Wallet		
6. Soccer		
7. Gatorade		
8. Ballroom Dancing		
9. Tennis		
10. Shopping		
11. Fishing		
12. Chewing Gum		
13. Hiking		
14. Sewing		
15. Raising Children		
16. Rappelling		
17. Having a Career		
18. Cooking		
19. Painting		
20. Gardening		

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# *Performance Assessment Task*

## *Unit 2: Leadership Theory and Application* *Celebrating Differences - Culture and Individual* *Diversity [U2C4L1]*

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

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



### **Directions**

---

For this performance assessment task, you will write about ways you can celebrate differences. For this assessment you will:

1. Create a written personal plan for accepting others who are different.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

## *Celebrating Differences - Culture and Individual Diversity Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>
1. Your plan describes some of your prejudices and stereotypes	met    not met
2. Your plan describes misconceptions you have about others	met    not met
3. Your plan describes ways you can become more accepting or tolerant of other cultures or minority groups	met    not met
4. Your plan describes personal goals toward becoming a leader who celebrates the differences in all people	met    not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

# Student Learning Plan

## Unit 2: Leadership Theory and Application

### Performance Indicators [U2C4L2]



#### What you will accomplish in this lesson:

Outline a developmental counseling plan



#### Why this lesson is important:

Leaders use developmental counseling as a way to help subordinates. This type of counseling can help others meet goals and objectives. In this learning plan, you will look at your role as a leader. You'll also explore the counseling process as a way to communicate with other Cadets.



#### What you will learn in this lesson:

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



#### You will have successfully met this lesson's purpose:

- by writing a Developmental Counseling Plan that addresses one of your particular leadership weaknesses
- when your plan identifies the need for counseling your particular leadership weakness
- when your plan prepares for a fictitious counseling session
- when your plan outlines the counseling session
- when your plan shows evidence of effective counseling leadership
- when your plan shows evidence of counseling skills such as active listening, responding, and questioning
- when your plan shows effort to avoid counseling mistakes
- when your plan shows follow up procedures to counseling session



#### Learning Activities:

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

---

#### INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about skills you have learned so far in the JROTC program that can help you in the counseling subordinates. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. CONTRIBUTE to a class T-Chart with the effective counseling characteristics on one side and the leadership skills learned on the other. RECORD class responses in your Cadet Notebook.
3. REFLECT on how effective counseling characteristics and leadership skills compare and contrast. ANSWER the reflection questions presented by your instructor.

---

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

---



- \_\_\_\_\_1. THINK ABOUT what you have learned about effective counseling so far. VIEW the video presentation about Leadership Performance Indicators and Developmental Counseling Sessions. TAKE NOTES on the presentation.
- \_\_\_\_\_2. JIGSAW your student text to learn more about the topic your instructor assigns to your team. CREATE a Tree Map showing key points about your team's topic. PRESENT your team's map. RECORD the Tree Maps of all four teams in your Cadet Notebook.
- \_\_\_\_\_3. REFLECT on what you learned from the Tree Maps created by your fellow Cadets. ANSWER the reflection questions presented by your instructor.

---

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

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- \_\_\_\_\_1. PREPARE a role-play illustrating a counseling response to a scenario your instructor assigns your team. Your instructor will assign one person on your team to be the counselor and one to be the person needing counseling. PRESENT the role-play situation to others in the class. EVALUATE the counselor of each team using Exercise #1: Counseling Checklist.
- \_\_\_\_\_2. REFLECT on what you learned from the role-play activity. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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

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- \_\_\_\_\_1. PARTICIPATE in a discussion on the BE, KNOW, DO model presented in the text. DISCUSS how the values, attributes, skills, and actions of leadership relate to the model. CONSIDER areas that you "personally" need to strengthen as a leader.
- \_\_\_\_\_2. COMPLETE the Skills Enhancement on Empathy in the Success Profiler™.
- \_\_\_\_\_3. COMPLETE the Performance Indicators Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_4. REVIEW the key words of this lesson.
- \_\_\_\_\_5. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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



## Exercise 1: Counseling Checklist

**Directions:** Use this checklist to assess each counseling session.

Date of Assessment: \_\_\_\_\_

Work Being Evaluated: \_\_\_\_\_

	Thoroughly				Not Quite	
• There was a clearly defined purpose for the counseling.	6	5	4	3	2	1
• The counseling style demonstrated flexibility.	6	5	4	3	2	1
• Respect was given to the person being counseled.	6	5	4	3	2	1
• Communication was two-way. (Effective counselors listen more than they speak).	6	5	4	3	2	1
• Support was offered or provided to the person being counseled.	6	5	4	3	2	1

Positive components of the counseling session:

Suggestions for improvement:

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# *Performance Assessment Task*

## *Unit 2: Leadership Theory and Application*

### *Performance Indicators [U2C4L2]*

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

#### **Outline a developmental counseling plan**



#### **Directions**

---

For this performance assessment task, you will create a developmental counseling plan. For this assessment you will:

1. Write a Developmental Counseling Plan that addresses one of your particular leadership weaknesses.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

## *Performance Indicators Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>
1. Your plan identifies the need for counseling your particular leadership weakness	met    not met
2. Your plan prepares for a fictitious counseling session	met    not met
3. Your plan outlines the counseling session	met    not met
4. Your plan shows evidence of effective counseling leadership	met    not met
5. Your plan shows evidence of counseling skills such as active listening, responding, and questioning	met    not met
6. Your plan shows effort to avoid counseling mistakes	met    not met
7. Your plan shows follow up procedures to counseling session	met    not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

# Student Learning Plan

## Unit 2: Leadership Theory and Application

### Negotiating [U2C4L3]



#### What you will accomplish in this lesson:

Negotiate a win/win solution for a given situation



#### Why this lesson is important:

Negotiation is a way of life. You are involved in it every day, whether you negotiate with your parents on how late you can stay out or with your friends on which movie to see on Friday night. There are many important elements to the negotiating process. In this learning plan, you will examine strategies for helping to achieve win/win solutions for a variety of situations.



#### What you will learn in this lesson:

- Explain how trust and betrayal affects relationships
- Discuss the effects of competition and collaboration in relationships
- Explore the effects of win/lose, win/win, and lose/lose strategies in negotiations
- Define key words: negotiation, principled negotiation



#### You will have successfully met this lesson's purpose:

- by writing a plan describing a win/win strategy for negotiating the assigned situation
- when your plan recognizes various points of views and communication styles as Winning Colors®
- when your plan outlines what points of the problem require some positional bargaining
- when your plan includes one or more multi-flow maps to illustrate the negotiation
- when your plan summarizes how the solution was negotiated as win/win



#### Learning Activities:

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

---

#### INQUIRE PHASE: What do you already know?



- \_\_\_\_\_ 1. THINK ABOUT the meaning of negotiation. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
- \_\_\_\_\_ 2. THINK ABOUT situations in your life that required negotiation skills. PARTICIPATE in the Blue/Green Game as instructed. Select one person to keep score for your unit after each round of the game. RECOGNIZE the need for negotiation skills as you work with others on the game.
- \_\_\_\_\_ 3. REFLECT on what you learned about negotiation in this game. ANSWER the reflection questions presented by your instructor.

---

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

---



- \_\_\_\_\_1. VIEW the video on negotiating and TAKE NOTES on the steps to stay focused on during negotiation. PARTICIPATE in a class discussion about the Blue/Green Game. FOCUS on such issues as (a) the trust that developed between paired trios (b) the effects of the betrayal of trust (c) the effects that competition versus collaboration (win/lose, win/win strategies) had on the total resources amassed (d) the team decision-making process or (e) the application of these experiences to the Cadets' home/school situations. DEFINE what a win/win negotiation looks like.
- \_\_\_\_\_2. THINK ABOUT the Blue/Green activity with your unit and how negotiating skills were necessary for a win/win situation. CREATE a Multi-Flow Map showing how a more effective negotiation can create a win/win situation.
- \_\_\_\_\_3. REFLECT on what it takes for a win/win negotiation to happen. ANSWER the reflection questions presented by your instructor.

---

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

---



- \_\_\_\_\_1. PARTICIPATE in creating a class Win/Win Negotiating Checklist with skills, behaviors, and attitudes necessary when making a team decision.
- \_\_\_\_\_2. PRACTICE win/win negotiations using a given scenario.
- \_\_\_\_\_3. REFLECT on how you felt during negotiations. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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

---



- \_\_\_\_\_1. BRAINSTORM some current situations in life, at home, or in school that require negotiating skills. As a class, SELECT a situation to negotiate. You will work on this situation in your Negotiating Performance Assessment Task.
- \_\_\_\_\_2. COMPLETE the Negotiating Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_3. REVIEW the key words of this lesson.
- \_\_\_\_\_4. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

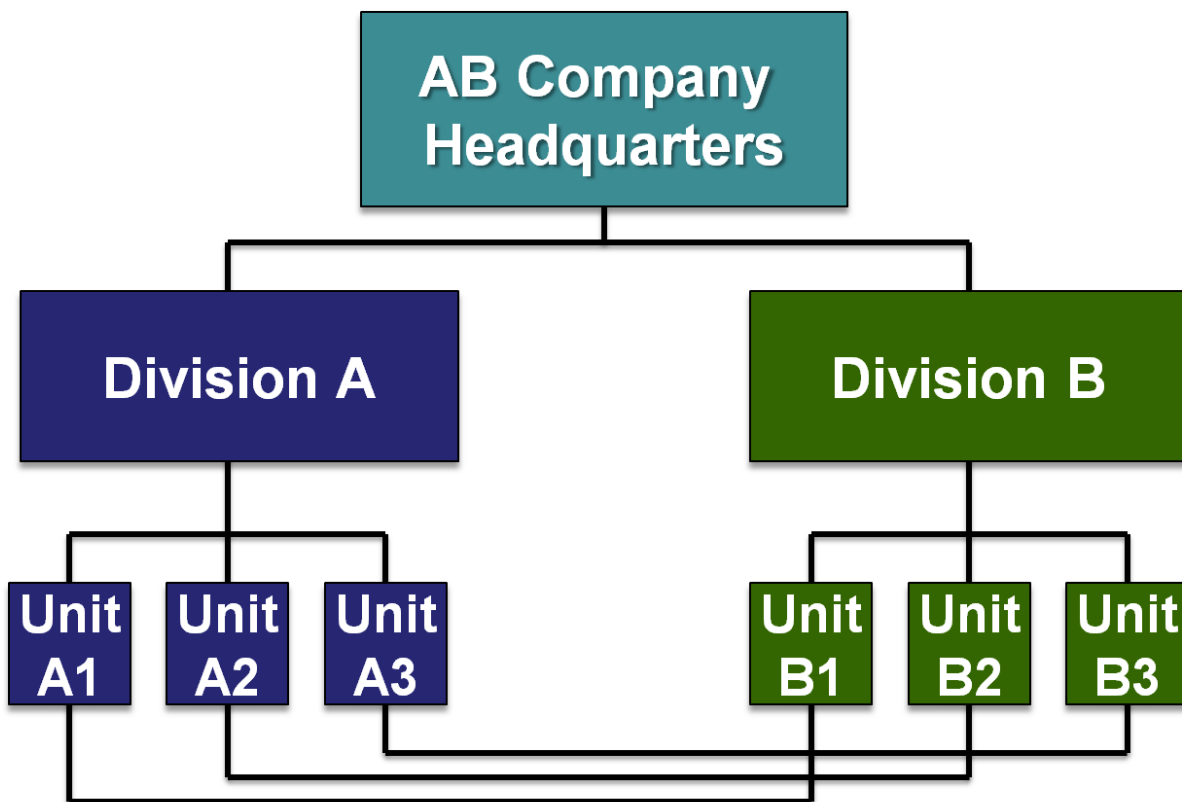
1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
4. **Apply Phase:**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

### Exercise 1: Blue/Green Game

**Directions:** You are a member of a work unit within either Division A or Division B of the AB Company. Your task is to exchange resources, in the form of blue or green cards, with a work unit in the other division of the company. (If you are in unit A1, you will transact your business with unit B1, and so on

Division A unit	works with	Division B unit
A1		B1
A2		B2
A3		B3

Because of the classified nature of the work, all exchanges will be made in sealed envelopes. The objective of these exchanges is the accumulation of net positive points in eight rounds for your unit. The AB Company is diagrammed as follows:



### BLUE/GREEN TALLY SHEET

The table below shows how to score the cards you receive. For example, in Round 1, if your unit gives a green card and receives a green card, your points are -10. If you give a green card and receive a blue card, your points are +5.

Round	We Give (Circle)	We Receive (Circle)	Our Total Accumulated Points
1	green	green <input type="checkbox"/> 10 blue <input type="checkbox"/> 5	
	blue	green <input type="checkbox"/> 5 blue <input type="checkbox"/> 10	
2	green	green <input type="checkbox"/> 10 blue <input type="checkbox"/> 5	
	blue	green <input type="checkbox"/> 5 blue <input type="checkbox"/> 10	
3	green	green <input type="checkbox"/> 10 blue <input type="checkbox"/> 5	
	blue	green <input type="checkbox"/> 5 blue <input type="checkbox"/> 10	
Paired units may negotiate (if both wish to) for three minutes after Round 3.			
4	green	green <input type="checkbox"/> 10 blue <input type="checkbox"/> 5	
	blue	green <input type="checkbox"/> 5 blue <input type="checkbox"/> 10	
5	green	green <input type="checkbox"/> 10 blue <input type="checkbox"/> 5	
	blue	green <input type="checkbox"/> 5 blue <input type="checkbox"/> 10	
6	green	green <input type="checkbox"/> 10 blue <input type="checkbox"/> 5	
	blue	green <input type="checkbox"/> 5 blue <input type="checkbox"/> 10	
7	green	green <input type="checkbox"/> 10 blue <input type="checkbox"/> 5	
	blue	green <input type="checkbox"/> 5 blue <input type="checkbox"/> 10	
8	green	green <input type="checkbox"/> 10 blue <input type="checkbox"/> 5	
	blue	green <input type="checkbox"/> 5 blue <input type="checkbox"/> 10	



# *Performance Assessment Task*

## *Unit 2: Leadership Theory and Application*

### *Negotiating [U2C4L3]*

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

#### **Negotiate a win/win solution for a given situation**

---



#### **Directions**

---

For this performance assessment task, you will create a win/win negotiation plan. For this assessment you will:

1. Write a plan describing a win/win strategy for negotiating the assigned situation.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

## *Negotiating Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>
1. Your plan recognizes various points of views and communication styles as Winning Colors®	met    not met
2. Your plan outlines what points of the problem require some positional bargaining	met    not met
3. Your plan includes one or more multi-flow maps to illustrate the negotiation	met    not met
4. Your plan summarizes how the solution was negotiated as win/win	met    not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

# Student Learning Plan

## Unit 2: Leadership Theory and Application

### Decision-Making and Problem-Solving

[U2C4L4]



#### What you will accomplish in this lesson:

Solve a problem using the seven-step problem-solving process



#### Why this lesson is important:

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



#### What you will learn in this lesson:

- Describe the seven-step problem-solving process
- Describe the decision-making process
- Describe the Quarterbacks of Life Stepping Stone Four: Decide and Plan
- Describe behaviors that contribute to or block efforts to solve a group problem
- Define key words: cohesive, contingencies, improving, influencing, intuitions, non-judgments, objectively, operating



#### You will have successfully met this lesson's purpose:

- by creating a meeting agenda that would help your team select a service project and writing a summary that explains how you've used the seven steps for problem-solving
- when your summary identifies (recognize or define) the problem
- when your summary describes appropriate facts and assumptions related to the problem
- when your summary identifies alternative solutions as courses of action
- when your summary explains the stated action plan
- when your summary describes the implementation strategy
- when your summary describes the follow-up plans



#### Learning Activities:

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

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#### INQUIRE PHASE: What do you already know?



1. THINK ABOUT the difference between problem-solving and decision-making. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
2. PARTICIPATE in a team discussion about your assigned scenario. CREATE a Double Bubble map to distinguish between problem-solving and decision-making. PRESENT your map to the class.
3. REFLECT on the difference between problem-solving and decision-making. ANSWER the reflection questions presented by your instructor.

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

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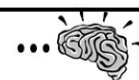


- Part 1** \_\_\_\_\_ 1. TAKE NOTES on the video that explains the Seven-Step Problem-Solving and Decision-Making process. In your team, CREATE a Flow Map that shows the seven steps, and includes a branch that lists the “Three Rs” of good decision-making. PRESENT your Flow Map to the class.
- \_\_\_\_\_ 2. REFLECT on what you learned about the seven step process. ANSWER the reflection questions presented by your instructor.
- Part 2** \_\_\_\_\_ 3. VIEW the presentation on Quarterbacks of Life (QBOL) Stepping Stone Four: Decide and Plan. TAKE NOTES on the presentation that covers the three steps of decision-making. In your team, CREATE a graphic organizer of your choosing to represent the important part of QBOL’s Decide and Plan. If time allows, you may also jigsaw the student text.
- \_\_\_\_\_ 4. REFLECT on what you learned about decision-making. ANSWER the reflection questions presented by your instructor.

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

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- Part 1** \_\_\_\_\_ 1. SOLVE the problem in Exercise #1: Solve a Problem - Make Decisions with your team. NOTICE when you or other team members use one of the seven steps in the problem-solving process you just learned about.
- \_\_\_\_\_ 2. PARTICIPATE in a class discussion about which steps your team was able to use to solve the problem, and which steps you were not able to use.
- \_\_\_\_\_ 3. REFLECT on the difficulties your team had in solving the problem. ANSWER the reflection questions presented by your instructor.
- Part 2** \_\_\_\_\_ 4. READ the case study in your text (or as a handout from your instructor). IDENTIFY the three most important parts of the problem to address and work through each of them using the seven-step process. Use Exercise #2: QBOL Stepping Stones to Success Decide and Plan on the QBOL Decide and Plan Model as a resource to help your team. ILLUSTRATE the problem and process for solving it by using a Thinking Map or other graphic organizer. PRESENT your map or chart to class.
- \_\_\_\_\_ 5. REFLECT on the work your team did. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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

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- \_\_\_\_\_ 1. IDENTIFY one of your goals. Use the Stepping Stones to Success Self-Assessment to assess where you are at in terms of meeting your goal.
- \_\_\_\_\_ 2. COMPLETE the Decision-Making and Problem-Solving Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_ 3. REVIEW the key words of this lesson.
- \_\_\_\_\_ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

## Exercise 1: Solve the Problem – Make Decisions

**INSTRUCTOR ONLY Directions:** Making a Set of Broken Squares.

A set consists of five envelopes containing pieces of cardboard (or paper) cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

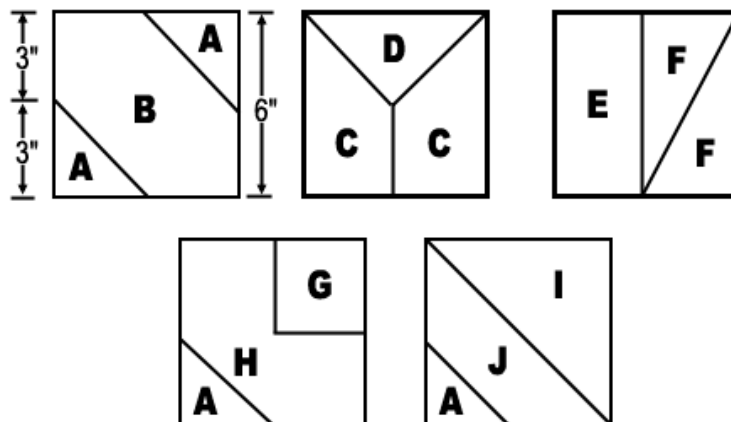
To prepare a set, cut out five cardboard squares, each exactly 6" x 6". Place the squares in a row and mark them as below, penciling the letters lightly so they can be erased.

The lines should be so drawn that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" x 6". After drawing the lines on the squares and labeling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

Label the five envelopes 1, 2, 3, 4, and 5. Distribute the cardboard pieces into the five envelopes as follows: envelope 1 has pieces I, H, E; 2 has A, A, A, C; 3 has A, J; 4 has D, F; and 5 has G, B, F, C.

Erase the penciled letter from each piece and write, instead, the number of the envelope it is in. This makes it easy to return the pieces to the proper envelope, for subsequent use, after a group has completed the task.

Each set may be made from a different color of cardboard.



**Directions for Cadet Teams:**

First, select an observer/judge to represent your group. Then, notice that you and all of the other teams have an envelope that contains pieces of cardboard for forming squares. When the facilitator gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him/her a perfect square of the same size as those in front of the other group members.

Be sure to follow the rules below:

1. No member may speak.
2. No member may ask another member for a piece or in any way signal that another person is to give him/her a piece. (Members may voluntarily give pieces to other members.)

**Directions for Team Observer/Judge:** Your job is part observer and part judge as described below.

As a judge, you should make sure each participant observes the following rules:

1. There is to be no talking, pointing, or any other kind of communicating.
2. Participants may give pieces directly to other participants but may not take pieces from other members.
3. Participants may not place their pieces in the center for others to take.
4. It is permissible for a member to give away all the pieces to his or her puzzle, even if he or she has already formed a square.

As an observer, look for the following:

1. Who is willing to give away pieces of the puzzle?
2. Does anyone finish his or her own puzzle and then withdraw from the group problem solving?
3. Is there anyone who continually struggles with the pieces, yet is unwilling to give any or all of them away?
4. How many people are actively engaged in putting the pieces together?
5. What is the level of frustration and anxiety?
6. Is there any turning point at which the group begins to cooperate?
7. Does anyone try to violate the rules by talking or pointing as a means of helping fellow members solve the problem?

## Exercise 2: QBOL Stepping Stones to Success *Decide and Plan Model*

**Directions:** Use this exercise to help you with a team decision-making or personal decision-making process. The questions will help you think through the process and develop a plan to meet a goal successfully.

### State the Goal

### Make Decisions

What could keep me/us from achieving my/our goal (Success Stoppers-dangers-risks-etc.)?

What can I/we do to increase my/our chances of reaching my/our goal?

What resources (information, skills, materials, equipment) do I/we need to reach my/our goal?

Who can help me/us secure the help I/we will need to achieve my/our goal?

What things do I/we need to do (make a list, share it with others, and add to it)?

When will I/we begin my/our goal (start date)?

When will I/we complete my/our goal (end date)?

Where will I/we work on the goal? Specify the location(s).

## **Develop the Plan**

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?



## Handout #1: Leadership Case Study

Jack Wilson, Cindy Spencer, Craig Summers, Alicia Benson, Jacob Walker, and Abdul Al-Kahtani have been 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 Constitution and Declaration of Independence, and 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 have been designated to be the team leaders. Their responsibility is to organize the team, assign roles and responsibilities, and assure that 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 half of the grade is a team grade awarded to each team member alike. 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 had made no progress in determining a course of action. All they could decide was that they would need to meet again some day 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 that was suggested.

Cindy and Jack walked to their next class together. "I'm worried about this, Jack," Cindy began. "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 that they would meet together to lay out some possible solutions to the challenges they faced on this project. During their meeting, they made a list of problems to be addressed.

\* Find an agreeable time and place to meet as a team

- \* Agree on a U.S. historical document for their project
- \* Assign roles for the project
- \* Set deadlines for what will be due when
- \* 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."

"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 have 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.

- \* Identify the Problem
- \* Identify Facts and Assumptions
- \* Generate Alternatives
- \* Analyze Alternatives
- \* Compare Alternatives
- \* Make and Execute Your Decision
- \* 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 to address and work through the seven step problem-solving process. Some facts that you can assume include:

**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 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. While 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 seems to have trouble understanding when people are joking and when they are being 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.

# Stepping Stones to Success Self-Assessment

## Directions

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

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

# *Performance Assessment Task*

## *Unit 2: Leadership Theory and Application Decision-Making and Problem-Solving [U2C4L4]*

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

### **Solve a problem using the seven-step problem-solving process**



#### **Directions**

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For this performance assessment task, you will create a meeting agenda that would help your team decide which service project to select. Consider what you've learned about problem-solving and decision-making to create your agenda. Identify any steps that are missing from the process and make suggestions on how to address or include the step. For this assessment you will:

1. Prepare a short summary to explain how you've addressed the 7-step problem-solving process.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

## *Decision-Making and Problem-Solving Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>	
1. You identify (recognize or define) the problem	met	not met
2. You identify appropriate facts and assumptions related to the problem	met	not met
3. You identify alternative solutions as courses of action	met	not met
4. You explain the stated action plan	met	not met
5. You identify the implementation strategy	met	not met
6. You identify the follow-up plans	met	not met
7. Your summary is neatly presented using proper spelling, grammar, and punctuation	met	not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

# Student Learning Plan

## Unit 2: Leadership Theory and Application Platoon Drill [U2C5L1]



### What you will accomplish in this lesson:

Execute platoon drills



### Why this lesson is important:

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



### What you will learn in this lesson:

- Describe the correct response to the commands when forming and marching the platoon
- Compare platoon drills and squad drills
- Match drill commands to platoon formations
- Define key words: cover, flank, formations, interval, line, and pivot



### You will have successfully met this lesson's purpose:

- when you participate as a leader and follower in a platoon drill session
- when you correctly respond to commands that form and march the platoon
- when you use the proper command voice to demonstrate preparatory, execution, and two-part commands
- when you demonstrate the commands that form, move, and dismiss a platoon
- when you observe fellow Cadets as drill leaders and provide constructive feedback



### Learning Activities:

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

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### INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about drilling and platoons. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.*
2. CREATE a Tree Map identifying the similarities and differences between squad drill and platoon drill. BRAINSTORM at least five similarities and differences.
3. COMPARE your Tree Map with the other teams' Tree Maps. Identify the similar and unique answers, and CREATE a Double Bubble Map.
4. REFLECT on the differences and similarities. ANSWER the reflection questions presented by your instructor.

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

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- \_\_\_\_\_1. RESEARCH assigned platoon drill commands and drill leader actions using the student text and FM 3-21.5.
- \_\_\_\_\_2. OBSERVE a demonstration on platoon drill commands and actions. PRACTICE assigned platoon drill commands and actions.
- \_\_\_\_\_3. DEMONSTRATE assigned drill commands and actions to the class.
- \_\_\_\_\_4. REFLECT on the platoon drill commands and responses you have observed and demonstrated. ANSWER the reflection questions presented by your instructor.

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

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- \_\_\_\_\_1. PRACTICE the drill commands and movements learned and demonstrated in the Gather Phase.
- \_\_\_\_\_2. CRITIQUE self and peers on the delivery and execution of platoon drill commands and movements.
- \_\_\_\_\_3. REFLECT on your performance and the performance of other Cadets. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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

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- \_\_\_\_\_1. DEMONSTRATE platoon drill leadership by giving and responding to commands that form, move, and dismiss a platoon in a platoon drill function.
- \_\_\_\_\_2. COMPLETE the Platoon Drill Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_3. REVIEW the key words of this lesson.
- \_\_\_\_\_4. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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



## Exercise 1: Platoon Drill

**Directions:** Circle the correct answer.

1. When a platoon forms in a line, its squads are numbered from \_\_\_\_\_ to \_\_\_\_\_; when a squad forms in line, its members are numbered from \_\_\_\_\_ to \_\_\_\_\_.  
a. left, right, front, rear                      b. front, rear, left, right  
c. right, left, front, rear                      d. front, rear, right, left
2. Both a squad and a platoon have two prescribed formations; they are \_\_\_\_\_.  
a. line and rank                                      b. column and file  
c. line and column                                  d. column and column of twos
3. To form a squad column from a line formation, the command is \_\_\_\_\_.  
a. "right, face"                                      b. "fall in"  
c. "left, face"                                        d. "column right, march"
4. When executing squad drill, the column of twos is always formed from a \_\_\_\_\_ formation when at the halt  
a. line                      b. rank                      c. file                      d. mass
5. A platoon executes open ranks from a \_\_\_\_\_ formation while at the halt.  
a. line                      b. column                      c. file                      d. column of twos
6. When a squad and platoon drill as separate units in a line formation, the squad leader's position is \_\_\_\_\_ steps \_\_\_\_\_ and centered on the squad and the platoon leader's position is \_\_\_\_\_ steps \_\_\_\_\_ and centered on the platoon.  
a. 6, to the left, 3, on the left flank                      b. 3, to the left, 6, on the left flank  
c. 6, in front of, 3, in front of                              d. 3, in front of, 6, in front of
7. When the platoon is in a line formation with four squads, the \_\_\_\_ squad leader serves as the base; when in a column formation, the \_\_\_\_\_ squad leader serves as the base.  
a. first, first                      b. first, fourth                      c. first, third                      d. fourth, first
8. When space is limited and the platoon leader wants to march the platoon in the opposite direction with the squad leaders at the head of their squads, the platoon would execute \_\_\_\_\_.  
a. "rear, march"                                      b. two "column right, march" movements  
c. "counter column, march"                      d. two "column left, march" movements

9. When a squad and platoon drill as separate units in a column formation, the squad leader's position is \_\_\_\_\_ steps \_\_\_\_\_ and centered on the squad and the platoon leader's position is \_\_\_\_\_ steps \_\_\_\_\_ and centered on the platoon.
- a. 6, to the left, 3, on the left flank      b. 3, to the left, 6, on the left flank  
c. 6, in front of, 3, in front of      d. 3, in front of, 6, in front of
10. When a platoon with four squads executes open ranks, the front rank takes \_\_\_\_ step(s) forward, the second rank takes \_ step(s) forward, the third rank stands fast, and the fourth rank takes \_\_\_\_\_ step(s) backward; to close ranks, the front rank takes \_\_ step(s) backward, the second rank takes \_\_\_\_\_ step(s) backward, the third rank stands fast, and the fourth rank takes \_\_\_\_\_ step(s) forward.
- a. 4,2,2,4,2,2,      b. 4,2,1,4,2,1      c. 2,1,2,4,2,1      d. 2,1,2,2,2,1
11. When a platoon leader wants to march the platoon in the opposite direction without the squad leaders at the head of their squads, he or she would command \_\_\_\_\_.
- a. "*rear, march*"      b. two "*column right, march*" movements  
c. "*counter column, march*"      d. two "*column left, march*" movements
12. A platoon forms a column of twos when in \_\_\_\_\_ at the halt.
- a. four lines      b. four ranks      c. a mass      d. a column of fours
13. When a squad forms in a column, its members are numbered from \_\_\_\_\_ to \_\_\_\_\_; when a platoon forms in column, its squads are numbered from \_\_\_\_\_ to \_\_\_\_\_.
- a. left, right, front, rear      b. front, rear, left, right  
c. right, left, front, rear      d. front, rear, right, left

# *Performance Assessment Task*

## *Unit 2: Leadership Theory and Application*

### *Platoon Drill [U2C5L1]*

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

#### **Execute platoon drills**



#### **Directions**

---

For this performance assessment task, you will participate as a member and a leader in platoon drill. For this assessment you will:

1. Preview the criteria listed in the scoring guide to plan for your assessment.
2. Demonstrate giving commands executing the actions of a squad leader, platoon sergeant, or platoon leader in a platoon drill.
3. Provide constructive feedback to your fellow Cadets.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

## *Platoon Drill Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>
1. Correctly respond to commands that form and march the platoon	met    not met
2. Use proper command voice to demonstrate preparatory, execution, and two-part commands	met    not met
3. Demonstrate the commands and actions to form, move (as directed), and dismiss a platoon	met    not met
4. Observe fellow Cadets as drill leaders and provide constructive feedback	met    not met

*Comments:*

*Name:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*Evaluator's Signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

# Student Learning Plan

## Unit 2: Leadership Theory and Application Taking Charge - Knowing Your Responsibilities as a Leader [U2C5L2]



### What you will accomplish in this lesson:

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



### Why this lesson is important:

As you become more involved in JROTC, you will have the opportunity to take charge of a unit and face the difficult task of leading several people. There are certain techniques and steps that will help you to adjust to your new assignment. Regardless of the level of development of your followers, especially in drill, your actions and behavior must be consistent with appropriate leader behavior. In this lesson, you will examine the steps recommended for taking charge of a unit and the responsibilities of team leaders, squad leaders, platoon sergeants, and platoon leaders. You will also create a plan of action for successfully taking charge of a unit.



### What you will learn in this lesson:

- Describe the duties and responsibilities of the different leadership positions within a platoon
- Explain the four steps leaders should use when assuming a new leadership position
- Demonstrate the responsibilities of a team leader, squad leader, platoon sergeant, and platoon leader
- Define key words: implement, observe, plan



### You will have successfully met this lesson's purpose:

- when you provide a written paper or illustration summarizing the duties and responsibilities for leadership positions within a platoon
- when you describe the steps a leader should use when taking charge of a unit
- when you describe the structure of the platoon chain of command
- when you demonstrate the duties and responsibilities for leadership positions in a platoon



### Learning Activities:

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

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### INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about the roles of leaders and followers in your unit or platoon. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. CONSIDER what it means to 'take charge' as a leader. CREATE a Circle Map to record a brainstorm of ideas from members of your assigned team.
3. READ an assigned case study from your student text. ANALYZE the actions of leaders in the case study. Then, CREATE a Flow Map describing the steps leaders use when taking charge of a unit. SHARE your Flow Map with the class.

- \_\_\_\_\_4. REFLECT on what you'd like to learn about different leadership positions in drill. ANSWER the reflection questions presented by your instructor.

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



- \_\_\_\_\_1. OBSERVE the graphic of the platoon structure. READ about an assigned leader responsibility in the student text.
- \_\_\_\_\_2. CONTRIBUTE to a class Tree map showing the responsibilities of your assigned leadership position. IDENTIFY the similar responsibilities within all aspects of leadership.
- \_\_\_\_\_3. ANSWER the Reinforcing Questions. RECORD your answers in your Cadet Notebook.
- \_\_\_\_\_4. REFLECT on the advantages of knowing responsibilities of leadership positions. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_1. USE the textbook to learn about a new leadership role and responsibility in the platoon.
- \_\_\_\_\_2. CREATE a skit, song, rap, or poem describing the responsibilities of the position. EXPLAIN which responsibilities are most important to that position. PRESENT your skit, song, rap, or poem to the class.
- \_\_\_\_\_3. INTERVIEW a senior Cadet about his or her leadership experiencing using 4-5 interview questions that you develop. SHARE the results of your interview with the class.
- \_\_\_\_\_4. ANSWER the Reinforcing Questions. Record your answers in your Cadet Notebook.
- \_\_\_\_\_5. REFLECT on the leadership position that is the most appealing and the most challenging to you. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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



- \_\_\_\_\_1. COMPLETE the Taking Charge – Knowing Your Responsibilities as a Leader Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_2. REVIEW the key words of this lesson.
- \_\_\_\_\_3. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

## Exercise 1: Responsibilities

**Directions:** Cut along the dotted lines. Make a copy for each team. Mix the strips up so that they are out of order.

### RESPONSIBILITIES OF TEAM LEADERS

-----

- Set the example at all times.
  - Know the number, names, and personal information on all assigned personnel.
  - Assist team members with matters related to JROTC activities (when possible) and refer them to the squad leader for assistance if they are unable to handle/resolve an issue.
  - Be thoroughly familiar with individual and squad drill; inspect team members during formations and class assemblies to ensure they know what is required of them.
- 

### RESPONSIBILITIES OF SQUAD LEADERS

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- Set the example at all times.
  - Know the number, names, and personal information on all assigned personnel.
  - Counsel/assist squad members with matters related to JROTC activities and help them to find solutions to other matters (when possible); refer them to the platoon sergeant or platoon leader for assistance if they are unable to handle/resolve an issue.
  - Develop responsibility and leadership in team leaders and be the first person that they turn to for assistance and advice.
  - Form the squad correctly. Make an accurate report by name of those persons present and absent during common hour activities, company platoon/formations, and other cadet battalion activities.
  - Be thoroughly familiar with individual, squad, and platoon drill. When conducting drill, instruct/demonstrate the movement, allow time for individual performance, then supervise team leaders and squad members to ensure they perform properly.
  - Inspect their team leaders and squad members at all times; ensuring they know what is required of them.
- 

### RESPONSIBILITIES OF A PLATOON SERGEANT

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- Set the example at all times.
  - Form the platoon when prescribed by the platoon leader; submit absentee reports to the company first sergeant.
  - Assist the platoon leader in supervising the squad leaders while maintaining a close relationship with them.
  - Develop a spirit of teamwork within the platoon.
  - Learn the names of everyone in the platoon and use their names when addressing them.
-

- Provide assistance/counseling to personnel in the platoon, especially when requested by the platoon leader or a squad leader.

- Assist the platoon leader in training the platoon.

- Be completely informed of all platoon matters in order to assume control of the platoon in the absence of the platoon leader.

## **RESPONSIBILITIES OF A PLATOON LEADER**

- Keep the company commander apprised of the status of the platoon at all times.

- Establish and maintain command and control of the platoon at all times. Organize and maintain an effective chain of command.

- Provide assistance/counseling to personnel in the platoon, especially when requested by a squad leader or the platoon sergeant, and/or when necessary for performance or disciplinary reasons.

- Conduct an inspection of the platoon at formations.

- Use the chain of command to accomplish tasks; work mainly with the platoon sergeant and the squad leaders.

- Know all cadet regulations and ensure that all members of the platoon also know and follow them.

- Enforce the orders from superiors whether you agree with them or not; however, if you think an order is morally or ethically wrong, discuss it with your chain of command and, if necessary, your instructor staff. Do not complain or gripe in the presence of subordinates. Develop a spirit of teamwork so as to instill respect, obedience, and cooperation in the platoon.

- Know all phases of drill and ceremonies; be able to supervise and conduct platoon drill and, if you are the senior officer present in a formation, be able to conduct company drill.

- Set high standards of personal appearance and conduct for yourself. Remember, the platoon leader sets the example for the platoon to follow.

- Make an effort to resolve all leadership, training, and disciplinary problems at your level; however, if you cannot solve a problem, seek the advice and/or assistance of the company commander, company executive officer, or first sergeant.



## Exercise 2: Leadership Ranking

**Directions:** Rank each of the following leadership responsibilities in order of importance. Add any additional responsibilities you think of.

- Know your job, and be confident. \_\_\_\_\_
- Be consistent and fair. \_\_\_\_\_
- Know and follow regulations. \_\_\_\_\_
- Know drills and use proper command voice. \_\_\_\_\_
- Have Esprit De Corps. \_\_\_\_\_
- Show Initiative. \_\_\_\_\_
- Set a good example. \_\_\_\_\_
- Maintain proper appearance and bearing. \_\_\_\_\_
- Be concerned about followers' well being. \_\_\_\_\_
- Support the leadership values. \_\_\_\_\_
- \_\_\_\_\_
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# *Performance Assessment Task*

## *Unit 2: Leadership Theory and Application*

### *Taking Charge - Knowing Your Responsibilities as a Leader [U2C5L2]*

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

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



#### **Directions**

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For this performance assessment task, you will summarize the duties and responsibilities for leadership positions within your platoon in a written paper or graphic illustration. For this assessment you will:

1. Write a paper or develop a graphic illustration (like a graphic organizer or some sort of diagram) to summarize the various duties and responsibilities for leadership positions within your platoon.
2. Demonstrate the duties and responsibilities for leadership positions within your platoon during Leadership Lab.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

## *Taking Charge - Knowing Your Responsibilities as a Leader Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>	
1. You provide a written paper or graphic illustration summarizing the duties and responsibilities for leadership positions within your platoon	met	not met
2. Your paper or illustration describes the steps a leader should use when taking charge of a unit	met	not met
3. Your paper or illustration describes the structure of the platoon chain of command	met	not met
4. You demonstrate the duties and responsibilities for leadership within your platoon	met	not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

# Student Learning Plan

## Unit 3: Foundations for Success

### Becoming a Better Writer [U3C6L1]



#### What you will accomplish in this lesson:

Develop a plan to improve your writing skills



#### Why this lesson is important:

Writing is one of the most important means of communication, so your writing must be simple, readable, and understandable. With a little practice and desire, writing is an art that anyone can master. In this learning plan, you will examine the various types of writing, writing basics, principles of good writing, and the writing pitfalls to watch for. You will develop a plan to improve your writing skills.



#### What you will learn in this lesson:

- Identify situations where writing is an appropriate form of communication
- Evaluate various writing techniques
- Determine how to use writing to express your needs
- Explain how to effectively organize writing assignments
- Define key words: active voice, autobiography, bibliography, biography, body, conclusion, conjunction, entice, fragment, information cards, introduction, passive voice, plagiarism, predicate, source cards, subject, thesis statement



#### You will have successfully met this lesson's purpose:

- by developing a writing checklist to help you improve your own writing
- when your checklist includes criteria that support the basics of writing
- when your checklist includes the principles of writing
- when your checklist includes flaws to avoid



#### Learning Activities:

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

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#### INQUIRE PHASE: What do you already know?



- \_\_\_\_\_ 1. THINK ABOUT what you know about your unique writing style. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
- \_\_\_\_\_ 2. With an assigned team, BRAINSTORM techniques and practices used in writing. USE a Circle Map to capture your ideas. PRESENT your top three ideas to the class.
- \_\_\_\_\_ 3. REFLECT on how you currently prepare for a writing assignment. ANSWER the reflection questions presented by your instructor.

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

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- \_\_\_\_\_ 1. With a partner, READ the student text section on Becoming a Better Writer. PREPARE to teach the class about one of the three assigned key areas for writing improvement.
- \_\_\_\_\_ 2. TAKE NOTES on the presentations.
- \_\_\_\_\_ 3. REFLECT on one point shared from each topic presentation and how they can improve your writing. ANSWER the reflection questions presented by your instructor.

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

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- \_\_\_\_\_ 1. EXAMINE the many types of writing. DISCUSS the types that are most often used in your courses at school.
- \_\_\_\_\_ 2. WRITE down organizing techniques under one of the assigned writing types. INCLUDE writing basics, principles, and ways to avoid errors in your techniques list. ADD your statements to the class Tree Map and COMPARE the similarities between the three types of writing. NOTE how writing requires planning, mechanics and style, no matter what kind of writing it is.
- \_\_\_\_\_ 3. COMPLETE Exercise #1: Introductory Paragraph. TRADE papers with a peer and GATHER feedback from them about your writing techniques. PROVIDE feedback on their paper, too. PLAN to discuss areas for improvement.
- \_\_\_\_\_ 4. REFLECT on how you can improve upon your writing techniques. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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

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



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

### Exercise 1: Introductory Paragraph

**Directions:** On the lines below, write an introductory paragraph about your topic of choice. Include a thesis statement, an introduction to at least three main points or arguments, a summary statement, and a transition statement. Make sure your work is well polished, neatly written, and free of grammar and spelling errors. If possible, create a rough draft first, edit your work, and then transfer the final introduction below.

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## Information Sheet 1: Writing Styles

**A WRITING HANDBOOK FOR PARENTS - The content of this handbook has been adapted from work by Ruth Culham and Vicki Spandel of the Northwest Regional Educational Laboratory And compiled by Maureen Curran, Kent School District, 1998.**

Found 15 July 2004 at <http://www.elwm.richland2.org/~kseyay/p3.htm>

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### Forms of Writing

We write in our daily lives for a variety of reasons. We write every day, both formally and informally. Our writing addresses different audiences and purposes. It is our belief that students will be involved in the following forms of writing throughout their lives and that the **Six Traits of effective Writing** will be used in each of these forms.

- Narrative writing: recounts a personal experience or story and always includes characters, setting and plot (examples: novel, short story, journal)
- Descriptive writing: creates vivid images in the reader's mind and uses "just right" details to paint "word pictures" (examples: menu, travel brochure, poster)
- Expository writing: informs, explains, clarifies, or defines (examples: research paper, essay, report)
- Persuasive writing: informs and attempts to convince the reader to take the same stand. (examples: movie review, restaurant critique, letter to the editor, editorial)
- Technical writing: uses research to present specialized information, but just because it is technical does not mean it has to be flat and dull (examples: a VCR manual, a driver's manual, a legal document, a cookbook)
- Business writing: provides information in a way that is clear, well-organized, efficient and usually answers a question, summarizes work completed or proposes new strategies (examples: memo, proposal, long range plan, business letter)



# *Performance Assessment Task*

## *Unit 3: Foundations for Success*

### *Becoming a Better Writer [U3C6L1]*

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

#### **Develop a plan to improve your writing skills**

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#### **Directions**

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For this performance assessment task, you will develop a list of criteria to use with writing assignments. For this assessment you will:

1. Create the checklist to include criteria from the three main sections of the reading assignment for this lesson. They are:
  - Basics of Writing
  - Principles of Writing
  - Grammatical Errors
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

## *Becoming a Better Writer Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>
1. Your writing checklist includes basics of writing points	met    not met
2. Your writing checklist includes principles of writing points	met    not met
3. Your checklist includes grammatical errors to watch for	met    not met
4. Your checklist can be used with writing assignments	met    not met

*Comments:*

*Name:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*Evaluator's Signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

# Student Learning Plan

## Unit 3: Foundations for Success

### Creating Better Speeches [U3C6L2]



#### What you will accomplish in this lesson:

Write a speech for a specific purpose



#### Why this lesson is important:

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



#### What you will learn in this lesson:

- Identify ways to create interesting speech introductions
- Compare different types of speeches and different occasions for which speeches are used
- Describe how to organize effective speeches
- Define key words: articulate, commemorative, demographics, descriptive, dramatic statement, eye contact, impromptu, logical, modulation, operational, persuasive, statement, tone, vocal qualities, volume



#### You will have successfully met this lesson's purpose:

- by writing a speech for a specific purpose
- when your speech is clearly directed to a specific audience
- when your speech uses a style that is either informative, persuasive, actuating, argumentative, entertaining, or impromptu
- when your speech introduction includes an attention-getting strategy appropriate for the audience and purpose
- when your speech includes evidence of research and supporting information
- when your speech includes support of your ideas
- when your speech is organized



#### Learning Activities:

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

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#### INQUIRE PHASE: What do you already know?



- 
1. THINK ABOUT situations when you have delivered or listened to speeches. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
  2. CREATE a multi-column Tree Map to list and classify situations that involve speaking to groups of people.
  3. PARTICIPATE in a discussion and SHARE the situations listed on the maps.

- \_\_\_\_\_4. REFLECT on what made speeches memorable. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_1. LISTEN to a briefing about writing speeches for special occasions.
- \_\_\_\_\_2. READ your student text.
- \_\_\_\_\_3. LISTEN to two speeches. After hearing each speech, RESPOND to questions for Exercise #1: Famous Speeches. DECIDE which speech you prefer and EXPLAIN why.
- \_\_\_\_\_4. REFLECT on the speeches you heard. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_1. WRITE an introduction to a speech on a topic of your choice for a specific audience. INCORPORATE all six tips for effective speech writing. INCLUDE an attention-getter and a thesis statement in the introduction.
- \_\_\_\_\_2. REFLECT on how you used the six tips. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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



- \_\_\_\_\_1. DELIVER your speech introduction to your team. Peer EDIT each others' speeches using the Creating Better Speeches Performance Assessment Task scoring guide. REVISE your speech introduction after considering feedback from your peers.
- \_\_\_\_\_2. COMPLETE the Creating Better Speeches Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_3. REVIEW the key words of this lesson.
- \_\_\_\_\_4. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

## Exercise 1: Famous Speeches

**Directions:** Read, listen to, and/or watch the video of two famous speeches, then answer the questions below.

### Speech 1

Speaker: \_\_\_\_\_

Topic: \_\_\_\_\_

What makes this speech memorable/historical/famous? \_\_\_\_\_

What type of speech is it? \_\_\_\_\_

Who was the intended audience for this speech? \_\_\_\_\_

Which of the tips did the speaker use effectively? \_\_\_\_\_

What did the speaker do well? \_\_\_\_\_

What suggestions would you offer to improve the speech? \_\_\_\_\_

### Speech 2

Speaker: \_\_\_\_\_

Topic: \_\_\_\_\_

What makes this speech memorable/historical/famous? \_\_\_\_\_

What type of speech is it? \_\_\_\_\_

Who was the intended audience for this speech? \_\_\_\_\_

Which of the tips did the speaker use effectively? \_\_\_\_\_

What did the speaker do well? \_\_\_\_\_

What suggestions would you offer to improve the speech? \_\_\_\_\_

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# *Performance Assessment Task*

## *Unit 3: Foundations for Success*

### *Creating Better Speeches [U3C6L2]*

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

#### **Write a speech for a specific purpose**



#### **Directions**

---

For this performance assessment task you will write a speech for a specific purpose. For this assessment you will:

1. Self-assess your work using scoring guide. Ask another Cadet to peer edit your work using the scoring guide.
2. Revise your work as needed.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

# *Creating Better Speeches Performance Assessment Task*

## *Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>	
1. Your speech is clearly directed to a specific audience	met	not met
2. Your speech uses a style that is either informative, persuasive, actuating, argumentative, entertaining, or impromptu	met	not met
3. Your speech introduction includes an attention-getting strategy appropriate for the audience and purpose	met	not met
4. Your speech includes evidence of research and supporting information	met	not met
5. Your speech includes support of your ideas	met	not met
6. Your speech is organized	met	not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_



# Student Learning Plan

## Unit 3: Foundations for Success

### Becoming a Better Speaker [U3C6L3]



#### What you will accomplish in this lesson:

Present a speech for a specific purpose



#### Why this lesson is important:

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



#### What you will learn in this lesson:

- Identify ways to improve speaking skills
- Develop a plan a plan to improve speaking ability by avoiding common mistakes
- Develop coping strategies for stressful speaking situations
- Define key words: constructive criticism, coping strategy



#### You will have successfully met this lesson's purpose:

- by presenting a speech for a specific purpose and a reflection paragraph about the speech
- when your vocal qualities are clear and pleasant
- when you connect with your audience
- when you appear confident
- when you use visual aids appropriately to support the speech without distraction
- when your reflection paragraph includes what you did well in your speech and what you would like to improve



#### Learning Activities:

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

---

#### INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about different types of speaking situations. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. CREATE a Tree Map or T-Chart that lists at least five speaking situations that make you nervous and at least five speaking situations where you comfortable. WRITE one statement for each situation to describe why you are or are not nervous and one coping strategy for each situation.
3. SHARE your list with the class to CREATE a class Tree Map.
4. REFLECT on any patterns you see with respect to speaking situations that tend to cause nervousness. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_1. CREATE a Circle Map to list mistakes a speaker can make while making a presentation. PRESENT findings to the class.
- \_\_\_\_\_2. CREATE a Multi-Flow Map to PREDICT what might happen when speaking mistakes occur.
- \_\_\_\_\_3. LISTEN TO a briefing about public speaking. READ the Becoming a Better Speaker section of your student text.
- \_\_\_\_\_4. REFLECT on coping methods that could be used to counter mistakes speakers can make. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_1. DRAMATIZE Exercise #1: The Worst Speech Ever to the class.
- \_\_\_\_\_2. LIST examples of mistakes made during the speech. DISCUSS ways to improve the speech and presentation.
- \_\_\_\_\_3. IMPROVE the effectiveness of a speech by editing the speech script using Exercise #1: The Worst Speech Ever. PLAN improvements for the delivery and PRESENT the improved speech to the class.
- \_\_\_\_\_4. REFLECT on what improvements were most effective. ANSWER the reflection question presented by your instructor.



### Assessment Activities:

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



- \_\_\_\_\_1. PREPARE to present your speech that was written in Lesson 2: Creating Better Speeches. REVIEW guidelines presented in this lesson and in the student text. SELF-ASSESS and ask another Cadet to PEER-ASSESS your speaking using the Becoming a Better Speaker Scoring Guide.
- \_\_\_\_\_2. COMPLETE the Becoming a Better Speaker Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_3. REVIEW the key words of this lesson.
- \_\_\_\_\_4. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

## Exercise 1: The Worst Speech Ever

**Directions:** Dramatize this speech in front of the class, while exaggerating bad habits and presentation skills indicated in the parentheses.

### ***I. Developing a Responsive & Visionary Curriculum***

#### *Responding to the Community through Curricular Innovation*

It's a pleasure to be here and to share the platform with my distinguished panel colleagues. This roundtable is addressing issues that occupy much of our time and attention at DNC-Chapel Hill, as they do at your institutions. In my brief time, I have selected two examples (from the many) that demonstrate the wealth of opportunities when a university is involved with a community of diverse interests and needs. I also considered the similarities between Carolina and D.C. Riverside and their communities with interests in education and advanced technology.

**(DURING THIS PARAGRAPH: MOVE ABOUT OR SWAY DURING YOUR SPEECH.)**

The teacher shortage is of major concern to us at Carolina. Through our School of Education, we created a program called "LEARN NC" to enhance teacher development and retention. We have effective on-line courses, but "LEARN NC" uses technology to a greater effect. At no cost to the participants, they establish their own server space-called a "file cabinet." This enables them to use "LEARN NC" to access the best lesson plans from around the state, to bookmark resources in our Instructional Resources Collection, and to share ideas with colleagues. The success of "LEARN NC" is marked and has attracted continued attention and support of Governor Hunt, among others.

**(DURING THIS PARAGRAPH: FIDGET WITH YOUR HANDS.)**

For my second example I note that, like D.C. Riverside, we are located in a high-tech region-Research Triangle Park. Our corporations noted a pronounced gap in the demand for information technology workers and the rate of graduating students with these skills. Although we have a strong department of computer science (it's ranked number one in the nation in visualization and computer graphics), we needed an innovative way to attract a significant portion of our students who were not drawn to a traditional computer science curriculum. I'm speaking of our female undergraduates who comprise 60 percent of this student population at

Carolina. To improve this situation, we turned to our School of Information & Library Science (ranked number one in the country among such schools). As a unit that traditionally welcomes women, they now offer a new bachelor's degree that is drawing preferentially from the female undergraduates. The focus is exactly where our corporations desire; namely, on handling large sets of data, whether from genomics or the census bureau.

**(DURING THIS PARAGRAPH: FIDGET WITH YOUR HANDS.)**

## ***II. Collaboration for Curricular Innovation***

### *The Role of Professional Schools*

At Carolina we have twelve professional schools ranging from five in health affairs to journalism, law, and business-to mention a few. Their collaboration with our College of Arts and Sciences on curricular matters is vital to all levels of research and instruction. For this roundtable discussion, I offer one example that I believe is relevant to Riverside, the university and community, specifically the high-tech community.

**(DURING THIS PARAGRAPH: USE "AH," "EH," AND "UM.")**

Through our Center for Entrepreneurship and Technology Venturing in our School of Business, we offer courses targeted to graduate students and faculty who seek to establish new, start-up companies based on their research programs. These courses stress the practical side of laboratory science and technology. The results are viable, business-tested plans for company creation. Equally importantly, the courses involve the community, drawing from our growing venture capital industry and our strong array of established high-tech corporations to give the students and faculty the new contacts they will need to succeed. Since the inception of this program, we have launched 26 new companies in the last three years. Independent of whether all of these grow to self-sufficiency, our students and faculty and our community partners all deem this academic program a breakthrough. It is just one example of how professional schools enrich the curricula of our traditional graduate school programs, particularly when we embrace our responsibilities to address issues of societal importance.

**(DURING THIS PARAGRAPH: TALK TO THE CEILING.)**

# *Performance Assessment Task*

## *Unit 3: Foundations for Success*

### *Becoming a Better Speaker [U3C6L3]*

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

#### **Present a speech for a specific purpose**

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#### **Directions**

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For this performance assessment task, you will deliver a speech for a specific purpose and write a reflection about it. For this assessment you will:

1. Practice delivering your speech. Self-assess or ask a peer to assess your speaking using the Speech Scoring Guide.
2. Make adjustments to your presentation. Present your speech for feedback from your instructor.
3. Write a reflection paragraph after your presentation to describe what you did well and what you need to improve.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

# *Becoming a Better Speaker Performance Assessment Task*

## *Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>
1. Your speaking rate is appropriate	met    not met
2. You speak so everyone in the audience can hear you	met    not met
3. Your voice pitch varies for emphasis and is pleasant to listen to	met    not met
4. Your pauses were used appropriately	met    not met
5. You articulate clearly	met    not met
6. You pronounce words accurately	met    not met
7. You connect with your audience	met    not met
8. You appear confident	met    not met
9. You use visual aids appropriately to support the speech without distraction	met    not met
10. Your reflection paragraph includes what you did well in your speech and what you would like to improve	met    not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

# Student Learning Plan

## Unit 3: Foundations for Success

### Managing Anger [Emotional Intelligence Program®] [U3C7L1]



#### What you will accomplish in this lesson:

Apply anger management strategies



#### Why this lesson is important:

Anger is a natural human emotion experienced by everyone at some time or another. When an argument or disagreement turns violent, someone has allowed his or her anger to get out of control. Most people can think of situations where they did or said something in anger that they later regret. Learning to manage anger is an important part of growing into a responsible, successful adult. It is also a very important part of managing conflict to avoid tragic outcomes. In this learning plan, you will apply strategies for managing anger.



#### What you will learn in this lesson:

- Determine the common causes and effects of anger in interpersonal relationships
- Select strategies for controlling anger
- Examine the role of empathy in reducing anger
- Define key words: aggression, anger management, assertion, change orientation, deference, empathy



#### You will have successfully met this lesson's purpose:

- by creating an anger management action plan
- when your Action Plan describes situations that typically make you angry
- when your Action Plan targets behaviors for improvement
- when your Action Plan lists specific strategies for managing anger more effectively
- when your Action Plan lists the resources and activities you will use to help your skill development
- when your Action Plan summarizes how you will record your progress
- when your Action Plan describes how and when you will assess your improvement



#### Learning Activities:

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

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#### INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about managing anger. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. THINK ABOUT the kinds of things that have made you angry in the last week. LIST the top three things that make you angry on the left side of a T-Chart. On the right, list the ways that you typically respond to each item. SHARE your list with a partner and another group. DISCUSS the consequences of the ways that you respond to anger.
3. REFLECT on how you have managed your anger. ANSWER the reflection questions presented by your instructor.

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

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- \_\_\_\_\_1. LISTEN TO and OBSERVE a briefing about anger management.
- \_\_\_\_\_2. READ the Managing Anger section in your student text. COMPLETE Exercise #1: Managing Anger.
- \_\_\_\_\_3. SHARE an example with the class from your answers to Exercise #1: Managing Anger.
- \_\_\_\_\_4. REFLECT on how you might deal with your own anger more constructively. ANSWER the reflection questions presented by your instructor.

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

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- \_\_\_\_\_1. COMPLETE the Anger Management Map. DETERMINE what skills you need to enhance to manage anger effectively.
- \_\_\_\_\_2. REFLECT on what skills you might apply to control anger more effectively. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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

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- \_\_\_\_\_1. PARTICIPATE in a Partner Interview to help you determine which methods might help you use constructive ways of dealing with anger.
- \_\_\_\_\_2. COMPLETE the Managing Anger [Emotional Intelligence Program®] Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_3. REVIEW the key words of this lesson.
- \_\_\_\_\_4. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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



## Exercise 1: Managing Anger

**Directions:** If completing as a class activity, write each question on a separate index card. Do not place answers on the cards. **Self-Paced Option:** If completing as an individual activity, answer each question. Use additional paper if necessary.

1. Counting to Ten.
2. Physical Relaxation using Breathing.
3. To Doodle or Not?
4. Clenched Fist/Release.
5. Visualization.
6. Leaving the Situation.
7. Journaling.
8. Exercise.
9. Hello-Good by.
10. Using Movies of the Mind for Relaxing...Letting Go.
11. Self -Talk and Replay Buttons.

To the right identify constructive ways of dealing with that anger.

1. Road Rage.
2. Poor customer service.
3. When someone bumps into you and doesn't say excuse me.
4. When the airlines loses your luggage.

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# *Performance Assessment Task*

## *Unit 3: Foundations for Success*

### *Managing Anger [Emotional Intelligence Program®]*

*[U3C7L1]*

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

#### **Apply anger management strategies**

---



#### **Directions**

---

For this performance assessment task you will create an Anger Management Action Plan. For this assessment you will:

1. Think about what you have learned in this lesson about managing anger.
2. Review the results of the Anger Management Map and the skills that you need to improve to manage anger more effectively.
3. Develop an Action Plan of ways that you will try to improve your anger management skills.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

***Managing Anger [Emotional Intelligence Program®]  
Performance Assessment Task Scoring Guide***

<b><i>Criteria</i></b>	<b><i>Ratings</i></b>
1. Your Action Plan describes situations that typically make you angry	met    not met
2. Your Action Plan targets behaviors for improvement	met    not met
3. Your Action Plan lists specific strategies for managing anger more effectively	met    not met
4. Your Action Plan lists the resources and activities you will use to help your skill development	met    not met
5. Your Action Plan summarizes how you will record your progress	met    not met
6. Your Action Plan describes how and when you will assess your improvement	met    not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

# Student Learning Plan

## Unit 3: Foundations for Success

### Conflict Resolution and Diversity [Hate Comes Home®] [U3C7L2]



#### What you will accomplish in this lesson:

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



#### Why this lesson is important:

Acts of bias such as stereotyping, jokes, and labeling may seem relatively harmless. However, they form the foundation for a “Pyramid of Hate.” This pyramid will eventually lead to prejudice, discrimination, violence, and genocide. In this learning plan, you will explore how acts of bias can lead to conflict. You will also review how confronting bias can help to avoid violence.



#### What you will learn in this lesson:

- 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
- Review techniques for reducing conflict within a diverse population
- Define key words: anti-Semitism, bigotry, hate-related words, prejudice, racism, scapegoating, stereotype



#### You will have successfully met this lesson's purpose:

- by applying strategies to confront bias to a situation in your life in a written reflection
- you describe a situation where someone is expressing a biased point of view toward another group of people
- when you summarize why the biased comments are inaccurate
- when you describe how you will respond to the person to confront bias
- when you describe the specific strategies that you will use to confront bias
- when you describe how these strategies might help to confront bias and diffuse the situation



#### Learning Activities:

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

---

#### INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about different types of speaking situations and how you feel in those situations. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. View the video introduction to Hate Comes Home®.
3. CREATE a Circle Map to describe the point of view of each of the main characters. DISCUSS the characters' reactions.

- \_\_\_\_\_ 4. REFLECT on how the behaviors of the characters impacted the consequences of the situation. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_ 1. VIEW a presentation on Conflict Resolution and Diversity. READ the Conflict Resolution and Diversity section of your student text to learn more.
- \_\_\_\_\_ 2. DISCUSS Conflict Resolution and Diversity.
- \_\_\_\_\_ 3. REFLECT on how you respond when confronted with bias. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_ 1. WORK THROUGH two or more student scenarios from the Hate Comes Home® program. DISCUSS the consequences of decisions made by each character.
- \_\_\_\_\_ 2. REFLECT on the importance of confronting bias. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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



- \_\_\_\_\_ 1. COMPLETE the Conflict Resolution and Diversity [Hate Comes Home®] Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_ 2. REVIEW the key words of this lesson.
- \_\_\_\_\_ 3. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

## **Exercise 1: Conflict Scenario**

**Directions:** Read these scenarios and discuss the conflict and bias in them.

### **Scenario 1**

Two eighteen year old Latino American men walk into a convenience store. The owner and his wife of Asian decent follow the young men as they walked through the store. The owner and his wife kept a close eye on the two young men to ensure they didn't steal any merchandise. When the men finished selecting their items, they walked to the checkout counter and paid in cash for their items.

### **Scenario 2**

Two middle-age, well-dressed, Caucasian men walk into a convenience store. The owner and his wife greet the men. As they walk through the store the owner and his wife continue with their daily duties. The men leave the store after browsing the aisle. The owners smile as they leave. After the men leave, the owner and his wife realize the men stole 12 boxes of cigarettes, 20 cans of tobacco, and 6 boxes of cigars.

## Exercise 2: Confronting Bias

**Directions:** Read this scenario and discuss the conflict and bias in it.

### Scenario

A heavy-set, Caucasian woman walks into a Rodeo Drive department store. The sales people just ignore her as if she wasn't there. After 5 to 10 minutes, the woman asks the sales clerk if she can try on a dress. The sales clerk replies "You are too large; you'll never fit in that dress." Just moments earlier, a slim, Caucasian woman walked into the department store. The sales associates greeted her immediately upon entering and asked if she could help her find anything. "Not at this time," she replied. The slim woman tried on the same dress, and the sales clerk told her that she looked great.



# *Performance Assessment Task*

## *Unit 3: Foundations for Success*

### *Conflict Resolution and Diversity [Hate Comes Home®]*

*[U3C7L2]*

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

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

---



#### **Directions**

---

For this performance assessment task you will apply conflict resolution techniques to a conflict in your life. For this assessment you will:

1. Think about a real or hypothetical situation where you witness someone expressing a biased point of view toward a group of people.
2. Brainstorm a list of strategies that you might use to confront bias based on what you have learned in this learning plan. Select one or two that might be most effective in the situation that you identified.
3. Write a short summary about how you might apply one or more of strategies to confront bias in the situation you have identified.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

***Conflict Resolution and Diversity [Hate Comes Home®]  
Performance Assessment Task Scoring Guide***

<b><i>Criteria</i></b>	<b><i>Ratings</i></b>	
1. You describe a situation where someone is expressing a biased point of view toward another group of people	met	not met
2. You summarize why the biased comments are inaccurate	met	not met
3. You describe how you will respond to the person to confront bias	met	not met
4. You describe the specific strategies that you will use to confront bias	met	not met
5. You describe how these strategies might help to confront bias and diffuse the situation	met	not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

# Student Learning Plan

## Unit 3: Foundations for Success

### Conflict Mediation [U3C7L3]



#### What you will accomplish in this lesson:

Apply mediation techniques to resolve conflict



#### Why this lesson is important:

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



#### What you will learn in this lesson:

- 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
- Define key words: arbitration, empathy, facilitate, mediation



#### You will have successfully met this lesson's purpose:

- by reflecting on your experience as a mediator in a role play
- when your reflection briefly summarizes a conflict scenario
- when your reflection describes your level of mediation knowledge and skill prior to this lesson
- when your reflection gives a realistic picture of your mediation strengths and weaknesses that is in alignment with the completed Peer Mediation Checklist
- when your reflection identifies strategies for continued improvement
- when your reflection identifies how you will use the new or enhanced skills



#### Learning Activities:

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

---

#### INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about arbitration and mediation. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
2. VIEW Visual #1: Arbitration Versus Mediation Scenarios.
3. CREATE a Double Bubble Map to compare Mediation and Arbitration.
4. REFLECT on the outcomes of mediation and arbitration. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_1. VIEW a presentation and CONDUCT RESEARCH about mediation by reading the Conflict Mediation section of your student text.
- \_\_\_\_\_2. CREATE a Flow Map showing the steps for mediating a conflict.
- \_\_\_\_\_3. REFLECT on when it is good to use a peer mediator. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_1. CREATE a chart that presents ground rules for mediation or a Bubble Map describing the characteristics of effective mediators or a Circle Map defining skills needed to facilitate the peer mediation process.
- \_\_\_\_\_2. REFLECT on the ground rules created. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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



- \_\_\_\_\_1. PARTICIPATE in a Mediation Role Play in which you act as mediator. PEER and SELF-ASSESS using the Peer Mediation Checklist.
- \_\_\_\_\_2. COMPLETE the Managing Conflict Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_3. REVIEW the key words of this lesson.
- \_\_\_\_\_4. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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



## Peer Mediation Checklist

### Directions:

PARTICIPATE in a Peer Mediation Role-play in which you act as mediator. Perform three separate peer mediation role-plays so that each of you takes a turn acting as the mediator. Collaborate to peer and self-assess using one Peer Mediation Checklist for each mediator. [Work in teams of 3 Cadets]

Use the Peer Mediation Checklist that is completed during your turn as mediator as a reference for completing the reflection for the Conflict Mediation Assessment Task. [Work individually on the assessment task reflection]

<b>Criteria</b>	<b>Ratings</b>
1. You guide the parties through the steps of the mediation process (introducing the process, setting the ground rules, telling the stories, exploring solutions, obtaining commitment to agreement)	met   not met
2. You demonstrate active listening skills, accurately paraphrasing as needed for clarification	met   not met
3. You remain neutral, not giving advice, not offering an opinion, and not looking for innocence or guilt	met   not met
4. You help the parties reach a win/win resolution that solves the problem	met   not met
5. Resolution is doable and requires both parties to take responsibility for making it work	met   not met
<b>FOCUS CORE ABILITIES:</b>	
<b>TREAT YOURSELF AND OTHERS WITH RESPECT</b>	
6. You act with a sense of equity (fairness)	met   not met
7. You display an appreciation of diverse perspectives	met   not met
<b>APPLY CRITICAL THINKING TECHNIQUES</b>	
8. You use problem solving skills in academic and/or work place environments	met   not met

### Comments:

**Mediator Name** \_\_\_\_\_  
**Name of Role-Play Partner #1** \_\_\_\_\_  
**Name of Role-play Partner #2** \_\_\_\_\_  
**Date** \_\_\_\_\_

# Peer Mediation Reflection Worksheet



<p><i>Briefly summarize the key points of the conflict scenario you role-played:</i></p>	
<p><i>Describe your level of knowledge and skill prior to this lesson: [Check all that apply]</i></p>	<ul style="list-style-type: none"> <li>— It was new to me.</li> <li>— I had heard of it.</li> <li>— I had observed it.</li> <li>— I had tried being a mediator.</li> <li>— I was already skilled as a mediator.</li> </ul> <p>Comments:</p>
<p><i>Describe your strengths and weaknesses as a mediator: [Use your completed Peer Mediation Checklist as a reference.]</i></p>	<p>What I did well:</p> <p>What I need to improve:</p>
<p><i>How did you feel about serving as a peer mediator?</i></p>	<p>What did you like about the peer mediation process?</p> <p>What did you dislike or feel uncomfortable about?</p>
<p><i>Describe your level of skill following completion of this lesson: [Check all that apply]</i></p>	<ul style="list-style-type: none"> <li>— I can describe the purpose and process of peer mediation.</li> <li>— I can serve as a peer mediator with coaching from someone who is more experienced.</li> <li>— I feel confident that I can serve as a peer mediator.</li> <li>— I feel confident that I could teach someone else to be a peer mediator.</li> </ul> <p>Comments:</p>
<p><i>How might you continue to improve your peer mediation skills?</i></p>	
<p><i>How will you use your new or enhanced skills as a peer mediator?</i></p>	

# *Performance Assessment Task*

## *Unit 3: Foundations for Success*

### *Conflict Mediation [U3C7L3]*

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

#### **Apply mediation techniques to resolve conflict**

---



#### **Directions**

---

For this performance assessment task, you will write a reflection that examines your experience in completing the Peer Mediation Role Play and evaluates your skill as a peer mediator. For this assessment you will:

1. Be sure that you have completed Lesson U3C7L3 Apply Phase activity and that you have your completed Peer Mediation Checklist.
2. Complete the Mediation Reflection Worksheet.
3. Write your reflection summary.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

# *Conflict Mediation Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>
1. Your reflection briefly summarizes conflict scenario	met    not met
2. Your reflection describes your level of mediation knowledge and skill prior to this lesson	met    not met
3. Your reflection gives a realistic picture of your mediation strengths and weaknesses, which are in alignment with the completed Peer Mediation Checklist	met    not met
4. Your reflection identifies strategies for continued improvement	met    not met
5. Your reflection identifies how you will use the new or enhanced skills	met    not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_



# Student Learning Plan

## Unit 3: Foundations for Success

### Violence Prevention [Profiler] [U3C7L4]



#### What you will accomplish in this lesson:

Apply strategies to prevent violence



#### Why this lesson is important:

National Center for Education Statistics report that approximately 37 percent of high school students have been in a physical fight within the year. Eighteen percent of high school students have carried a weapon at least once within the past 30 days. These alarming statistics show that the instances of violence have become all too common in our schools. Safety has become a primary concern in a place that is supposed to be a non-threatening learning environment.

In earlier lessons, you learned processes for effectively managing conflict and negotiating a fair solution. However, what if the negotiation is unsuccessful? What if you cannot reach an agreement to settle the conflict? What other steps can you take to prevent a conflict from turning to violence? In this learning plan, you will learn how you can take personal responsibility for violence prevention.



#### What you will learn in this lesson:

- Differentiate between violent and non-violent responses to anger
- Compare violence prevention techniques
- Select strategies for preventing violence
- Define key words: decision-point, prevention, violence



#### You will have successfully met this lesson's purpose:

- by creating a violence prevention action plan
- when your Action Plan includes a statement of your personal commitment to prevent violence
- when your Action Plan describes how you will enhance your personal violence prevention skills
- when your Action Plan describes how you will involve others in violence prevention in your school
- when your Action Plan describes guidelines for safe intervention in potentially violent situations
- when your Action Plan lists specific strategies for preventing violence
- when your Action Plan lists the resources and activities needed to establish a violence prevention program in your school
- when your Action Plan summarizes how you will record progress
- when your Action Plan describes how and when you will assess improvement



#### Learning Activities:

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

---

#### INQUIRE PHASE: What do you already know?



- 
1. THINK ABOUT what you know about how violence impacts people's daily lives. PREPARE for this lesson by discussing *What you will accomplish in this lesson*; *What you will learn in this lesson*; *Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.

- \_\_\_\_\_ 2. VIEW a video segment from Just 2 Days®.
- \_\_\_\_\_ 3. BRAINSTORM ways that violence could have been prevented using a graphic organizer or Thinking Map. DISCUSS each character's responsibility to prevent violence.
- \_\_\_\_\_ 4. REFLECT on who is responsible to prevent violence. ANSWER the reflection questions presented by your instructor.

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



- \_\_\_\_\_ 1. VIEW a presentation or CONDUCT RESEARCH on violence prevention.
- \_\_\_\_\_ 2. SHARE your ideas for violence prevention with the class.
- \_\_\_\_\_ 3. REFLECT on what you learned about violence prevention. ANSWER the reflection questions presented by your instructor.

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



- \_\_\_\_\_ 1. COMPLETE the Violence Prevention Profile.
- \_\_\_\_\_ 2. REFLECT on the Violence Prevention Profile. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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



- \_\_\_\_\_ 1. REVIEW the results of the Violence Prevention Profile.
- \_\_\_\_\_ 2. COMPLETE the Violence Prevention [Profiler] Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_ 3. REVIEW the key words of this lesson.
- \_\_\_\_\_ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

## Exercise 1: Who's Responsible?

<p><b>Lesson 1</b> (List 2 or 3 violent events.)</p>	<p><b>Lesson 2</b> (Describe your personal responsibility to prevent violence.)</p>
<p><b>Lesson 3</b> (Describe the responsibility of bystanders to prevent violence.)</p>	<p><b>Lesson 4</b> (Describe the responsibility of a community [such as a school] to prevent violence.)</p>

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# *Performance Assessment Task*

## *Unit 3: Foundations for Success*

### *Violence Prevention [Profiler] [U3C7L4]*

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

#### **Apply strategies to prevent violence**

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#### **Directions**

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For this performance assessment task you will create a Violence Prevention Action Plan. For this assessment you will:

1. Think about what you have learned in this lesson about preventing violence.
2. Review the results of the Violence Prevention Survey.
3. Develop an action plan to improve your violence prevention skills.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

## *Violence Prevention [Profiler] Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>	
1. Your Action Plan includes a statement of your personal commitment to prevent violence	met	not met
2. Your Action Plan describes how you will enhance your personal violence prevention skills	met	not met
3. Your Action Plan describes how you will involve others in violence prevention in your school	met	not met
4. Your Action Plan describes guidelines for safe intervention in potentially violent situations	met	not met
5. Your Action Plan lists specific strategies for preventing violence	met	not met
6. Your Action Plan lists the resources and activities needed to establish a violence prevention program in your school	met	not met
7. Your Action Plan summarizes how you will record progress	met	not met
8. Your Action Plan describes how and when you will assess improvement	met	not met

*Comments:*

*Name:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*Evaluator's Signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

# Student Learning Plan

## Unit 3: Foundations for Success

### Career Exploration Strategy [U3C9L1]



#### What you will accomplish in this lesson:

Investigate possible careers



#### Why this lesson is important:

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



#### What you will learn in this lesson:

- Evaluate personal strengths and interests and link them to possible career paths
- Research jobs/careers of interest
- Explore the difference between a job and a career
- Determine qualifications and education/training necessary for desired career
- Identify the steps in developing a career exploration strategy
- Analyze future job trends
- Define key words: advancement, aptitude, attitude, career, employee, entrepreneur, internship, job, job posting, mentor, occupation, profession, promotion, telecommuting, virtual worker, vocational



#### You will have successfully met this lesson's purpose:

- by researching careers and placing your findings in your Career Development Portfolio
- when you identify careers that match your interests and skills
- when you gather information about careers that match your interests, skills, and career plans



#### Learning Activities:

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

---

#### INQUIRE PHASE: What do you already know?



1. THINK ABOUT how you would like to make a living as an adult. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
2. ASSESS your skills and interests using a resource from your instructor.
3. REFLECT on what you learned about your interests, skills, and potential careers. ANSWER the reflection questions presented by your instructor.

---

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

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- \_\_\_\_\_1. LISTEN to a briefing about careers and career exploration steps.
- \_\_\_\_\_2. COMPLETE Exercise #2: Potential Career Matches.
- \_\_\_\_\_3. REFLECT on what you learned in completing the exercises. ANSWER the reflection questions presented by your instructor.

---

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

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- \_\_\_\_\_1. COMPLETE Exercise #3: Researching Job Career Interests and Exercise #4: Your Career Exploration Strategy Timeline.
- \_\_\_\_\_2. REFLECT on the plan you developed. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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

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- \_\_\_\_\_1. LISTEN to a briefing on future job trends. ANALYZE how those trends might affect your job/career choices.
- \_\_\_\_\_2. COMPLETE the Career Exploration Strategy Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade. Place your research in your Career Development Portfolio.
- \_\_\_\_\_3. REVIEW the key words of this lesson.
- \_\_\_\_\_4. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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



## Exercise 1: Interest Skill Inventory and Career Link

**Directions:** Pair up with a classmate you know well. It is often easier for someone else to pinpoint your strengths; therefore, in this exercise you will help point out skills the other person has. Fill in the blanks about the other person in pencil, exchange papers, and then revise their answers written about you if necessary. When you have determined your interests and skills (or personal strengths) are accurate, use the list on the right to match possible career paths they belong.

<p>1. Three interests or hobbies include:</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul> <p>2. Three skills or personal strengths include:</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul> <p>3. Dominant Winning Colors® card(s): _____          What does this say about career choice? _____</p> <p>4. Main accomplishments include:</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul> <p>5. Potential career paths or occupations that match skills and interests include:</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p style="text-align: center;"><b><u>Career linkages:</u></b>  <i>(Not a comprehensive list)</i></p> <p>Accountant          Air traffic controller          Artist          Auditor          Banker          Beautician          Bookkeeper          Broker          Carpenter          Chef          Chemist          Coach          Counselor          Consultant          Computer specialist          Dentist          Designer          Developer          Dietician          Doctor          Drama          Editor          Engineer          Entertainer          Farmer          Finance expert          Fireman          Forester          Journalist          Lawyer          Mechanic          Minister          Musician          Nurse          Payroll clerk          Pharmacist          Programmer          Salesperson          Secretary          Supervisor          Teacher          Veterinarian          Writer</p> <p><i>Other:</i> _____</p>
--	--

## Exercise 2: Potential Career Matches

**Directions:** Identify at least four careers that interest you, research them, and write a brief description of each occupation, skills required, and other pertinent information. For at least two of the careers you identified, list the qualities and traits that you have and compare those qualities/traits to the requirements you wrote. NOTE: A good resource for researching careers can be found at [www.myfuture.com](http://www.myfuture.com)

Career of Interest	Brief Description	Qualifications and Skills Required	Additional Details/Comments	Comparison to current skill set
<i>Example: College French Teacher</i>	<i>Teaches how to read, write, and speak French to English-speaking college students on campus and through distance education (DE).</i>	<i>Fluent in French and English languages, Master's degree, teaching or training experience, be good with people, facilitate dialogue, etc.</i>	<i>Must be competent in world history, know how to speak in front of a class and use DE technology, etc. Requires long hours and patience.</i>	<i>Though my French is good, I am currently not qualified. I need to learn about DE and teaching, get my Masters' degree and teaching experience.</i>
1.				
2.				
3.				
4.				
5. (Optional)				

### Exercise 3: Researching Job Career Interests

**Directions:** List four possible jobs or careers that interest you from Exercise 2 and write them in the numbered spaces. Then, based solely on what you already know and/or feel about those jobs/careers without doing any actual research on them, write down the reasons why you find each job/career interesting and the qualities you possess that you believe make you suited for each one.

1. \_\_\_\_\_

Reasons: \_\_\_\_\_

\_\_\_\_\_

Qualities: \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

Reasons: \_\_\_\_\_

\_\_\_\_\_

Qualities: \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

Reasons: \_\_\_\_\_

\_\_\_\_\_

Qualities: \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

Reasons: \_\_\_\_\_

\_\_\_\_\_

Qualities: \_\_\_\_\_

\_\_\_\_\_

At this time, which job/career would you choose to pursue and why?

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## Exercise 4: Your Career Exploration Strategy Timeline

**Directions:** Determine a timeline and strategy for your career exploration by filling in the blanks provided as possible. Remember, although developing a life plan is important, you may change your mind at any time.

Exploration Task	Information & Results	Tentative Decision(s)	Due Date
<b>Brainstorm</b> to determine interests, skills, and potential careers that match.			
<b>Canvassing</b> , by talking with business professionals when possible, at job/career fairs.			
Seek help or <b>counseling</b> from occupational specialists, your guidance counselor, etc.			
Go to events where you can practice <b>networking</b> , or meeting people and making contacts.			
<b>Research</b> to find material that relates to your career interests using the Internet and library.			
Take <b>tests</b> to determine your skills, potential careers, and personality matches, such as the ASVAB.			
<b>Volunteer</b> or find a <b>job</b> or <b>internship</b> that provides you with experience and skill in your field of interest.			
Other:			
Other:			

## Exercise 5: Strategy and Vision

**Directions:** Complete the following statements.

1. After I graduate, I want to be employed as...
2. If I own a business, it will be...
3. The career exploration techniques I will use include...
4. My career exploration will tell me...
5. I envision myself now to be...
6. I envision myself 5 years from now to be...
7. I envision myself 10 years from now to be...
8. My priorities in life include...
9. My strengths include...
10. My weaknesses include...
11. A summer job can help me...
12. Effective career exploration can help me both personally and in making career choices because...

# *Performance Assessment Task*

## *Unit 3: Foundations for Success*

### *Career Exploration Strategy [U3C9L1]*

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

#### **Investigate possible careers**



#### **Directions**

---

As you work through the lessons in Chapter 9: Career Planning, you will add documents to a Career Development Portfolio.

For this performance assessment task you will examine career opportunities that match your career goals. For this assessment you will:

1. Select a binder for your Career Development Portfolio. You'll add the documents in this task to the binder.
2. For this task, complete several exercises to explore a career or careers that match your skills, interests, and goals. Neatly and logically organize your documents into a Career Development Portfolio before submitting the entire packet to your instructor.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your Career Development Portfolio binder and scoring guide to your instructor for evaluation and a grade.

# *Career Exploration Strategy Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>
1. You completed Exercise #1: Interest Skill Inventory	met    not met
2. You completed Exercise #2: Potential Career Matches	met    not met
3. You completed Exercise #3: Researching Job Career Interests	met    not met
4. You completed Exercise #4: Your Career Exploration Strategy Timeline	met    not met
5. You completed Exercise #5: Strategy and Vision	met    not met
6. You have placed your work for this lesson in your Career Development Portfolio	met    not met
7. Your Career Development Portfolio is neat and well-organized	met    not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_



# Student Learning Plan

## Unit 3: Foundations for Success

### Career Development Portfolio [U3C9L2]



#### What you will accomplish in this lesson:

Assemble a personalized Career Development Portfolio



#### Why this lesson is important:

A Career Development Portfolio is a tool that helps you document evidence of your successes. The portfolio provides information about you and your achievements over time. In a way it is like a scrapbook that tells others about your education, skills, and experience. An up-to-date portfolio will help you when applying for jobs, to colleges, or for scholarships. In this lesson, you'll learn about how to start your own portfolio.



#### What you will learn in this lesson:

- Explain the importance of developing and maintaining a Career Development Portfolio
- Identify components to include in a Career Development Portfolio
- Determine what best represents your personal achievements and goals
- Create a resume
- Evaluate documents to include in your Career Development Portfolio
- Define key words: employment application, interview, networking, portfolio, resume, success



#### You will have successfully met this lesson's purpose:

- by creating a My Portfolio section in your Career Development Portfolio
- when your My Portfolio section includes a cover page that describes the contents, and your plans for improving and updating
- when your My Portfolio section includes a table of contents, a personal mission statement, and your resume
- when your My Portfolio section includes at least one letter of recommendation
- when your My Portfolio section includes example of your work
- when your My Portfolio section includes a list of references and their contacts
- when your My Portfolio section is neatly arranged and clearly labeled



#### Learning Activities:

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

---

#### INQUIRE PHASE: What do you already know?



1. THINK ABOUT how to analyze your goals and skills. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. COMPLETE the Success Profiler™ Personal Skills Map® Survey, if you have not already done so. REVIEW the printout of your Personal Skills results to note your current skills and your personal profile. Keep a copy of your Personal Skills Map® printout in your Cadet Notebook.
3. COMPLETE Exercise #2: Self-Analysis. LIST your personal achievements and career goals based on your skills profile.

- \_\_\_\_\_ 4. REFLECT on your personal skills. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_ 1. LISTEN to a briefing about what to include in Career Development Portfolios and why they are important. CREATE a "My Portfolio" T-Chart of items you will include in your Career Development Portfolio. Check the items as you add to your portfolio.
- \_\_\_\_\_ 2. COMPLETE Exercise #3: Employment Application, a sample employment application.
- \_\_\_\_\_ 3. REFLECT on how you can use a Career Development Portfolio. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_ 1. EXAMINE guidelines for preparing resumes found in the student text. EXAMINE examples of resumes in preparation to create your own resume. If you lack job experience, consider the functional resume. CREATE a Tree Map titled "My Resume" to organize your personal information under section headings found on resumes.
- \_\_\_\_\_ 2. CREATE your own resume using one of the templates in Exercise #4: Resume Templates. You may also search for additional templates online or ADAPT the existing templates to your needs. PRINT out your resume to add to your Career Development Portfolio.
- \_\_\_\_\_ 3. REFLECT on how much others can tell about you from your resume. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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



- \_\_\_\_\_ 1. COMPLETE Exercise #5: School-to-Work. CONSIDER skill areas that need improvement. DEVELOP 2-3 goals that will help you develop those skills.
- \_\_\_\_\_ 2. COMPLETE the Career Development Portfolio Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_ 3. REVIEW the key words of this lesson.
- \_\_\_\_\_ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

## Exercise 1: Who Done It Bingo

**Directions:** Mingle with your classmates to determine who has done it. When you find someone who has done what the square says, have him or her sign the line above the task. You cannot sign any squares yourself. The object is to be the first to have an entire row, column, or diagonal line completed. When you have finished, say “Bingo” to end the game.

		B	I	N	G	O
B						
		Held full-time summer job	Watched children for neighbor	Started a profitable business	Earned wages for lawn care	Written a story or play for fun
I						
		Written a published poem	Done volunteer work for elderly	Played a musical instrument in band	Designed a website	Planted and grown a garden
N				FREE		
		Hiked a large mountain	Painted a picture for someone		Volunteered for non-profit group	Taught younger children
G						
		Run a yard sale	Written a budget or financial plan	Volunteered at homeless shelter	Managed a project or team	Written a resume
O						
		Organized a club, athletic team or event	Participated in charity run or walk	Given a speech outside of class	Gone to a job interview	Cleaned up for local waterway

## Exercise 2: Self-Analysis

**Directions:** Answer the following questions to gain insight on your personal/career goals, achievements, and skills.

1. Rate your self-esteem, or how much you value yourself, attitudes, beliefs, and general behavior.

---

---

2. How do you see yourself compared to how you think others view you?

---

---

3. How relaxed and comfortable are you with others?

---

---

4. How able are you to effectively direct your energy and motivation to accomplish personal and career goals?

---

---

5. How skillfully do you manage stress, anxiety, and tension on a daily basis?

---

---

6. What are your main interests or motivations in life?

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7. What are your main accomplishments in life?

---

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8. What are your goals and dreams for the future?

---

---

9. What skills do you need to develop to enable your success?

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### Exercise 3: Employment Application

Position Applied For	Type of Employment Full Time <input type="checkbox"/> Summer <input type="checkbox"/> Part Time <input type="checkbox"/> Temporary <input type="checkbox"/>	Date
Name of Applicant (Please indicate how you would like to be addressed) Surname		Initial (s)
Address (No., Street, City, State, Zip Code)		
Social Security Number	Telephone Number (Home) Business	
Previous Address in the United States		
Are you legally entitled to work in the United States? Yes <input type="checkbox"/> No <input type="checkbox"/>	Are you willing to relocate? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Do you have a valid driver's license? Yes <input type="checkbox"/> No <input type="checkbox"/>	Class	
<b>EDUCATION</b>		
Secondary School attended and location.	Highest grade successfully completed.	Year Graduated
University/Community College attended and location.	Number of years	Year Graduated
		Degrees
Major subjects of specialization.		
<b>OFFICE/SECRETARIAL APPLICATIONS</b>		
Skill/Aptitude Typing Shorthand	Years of Experience	Words per minute
		Additional training
<b>EMPLOYMENT HISTORY</b>		
1. Name of Employer	Address (No., Street, City)	
Type of Business	Department	Position Held
Duties		
Name and Position of Immediate Supervisor		
Date Employed (Day, Mo, Yr)	Date Left (Day, Mo, Yr)	Starting Salary
		Final Salary
Reason for leaving		
2. Name of Employer	Address (No., Street, City)	
Type of Business	Department	Position Held
Duties		
Name and Position of Immediate Supervisor		
Date Employed (Day, Mo, Yr)	Date Left (Day, Mo, Yr)	Starting Salary
		Final Salary
Reason for leaving		

**REFERENCES**

Name	Occupation	Contact Information

Whom do you know in this company?

**ADDITIONAL INFORMATION**

Scholarships
Activities, Hobbies & Interests
Languages & Fluency (spoken, written, read)
Special Skills & Talents

## Exercise 4: Resume Templates

**Directions:** Use a chronological or functional template to design your resume. You may edit categories or the design to personalize your resume.

# CHRONOLOGICAL

### FIRST NAME MIDDLE INITIAL LAST NAME

Street Address • City, State Zip • (Area Code) Phone Number • Email Address

### OBJECTIVE

Position/Career goal

### EDUCATION

#### **School Name**

Graduation Date, GPA

City, State Abbreviation

### EXPERIENCE

Year-Year **ORGANIZATION NAME**

*Position/Title*

City, State Abbreviation

- Job responsibility or accomplishment
- Job responsibility or accomplishment
- Job responsibility or accomplishment

Year-Year **ORGANIZATION NAME**

*Position/Title*

City, State Abbreviation

- Job responsibility or accomplishment
- Job responsibility or accomplishment
- Job responsibility or accomplishment

Year-Year **ORGANIZATION NAME**

*Position/Title*

City, State Abbreviation

- Job responsibility or accomplishment
- Job responsibility or accomplishment
- Job responsibility or accomplishment

### SKILLS

- Skill
- Skill
- Skill
- Skill
- Skill
- Skill

### ACTIVITIES/SERVICE

- Activity
- Service
- Activity
- Service
- Activity
- Service

# FUNCTIONAL

[Your Name]  
[Street Address]  
[Address 2]  
[City, ST ZIP Code]  
[phone]  
[e-mail]

Objective  
[Describe your career goal or ideal job.]  
Professional Profile

## [Field or Area of Accomplishment]

- [Achievement]
- [Achievement]
- [Achievement]

## [Field or Area of Accomplishment]

- [Achievement]
- [Achievement]
- [Achievement]

## [Field or Area of Accomplishment]

- [Achievement]
- [Achievement]
- [Achievement]

## [Field or Area of Accomplishment]

- [Achievement]
- [Achievement]
- [Achievement]

## [Field or Area of Accomplishment]

- [Achievement]
- [Achievement]
- [Achievement]

## Work History

[Dates of employment], [Job Title], [Company Name], [City, ST]  
[Dates of employment], [Job Title], [Company Name], [City, ST]  
[Dates of employment], [Job Title], [Company Name], [City, ST]

## Extra Curricular Activities/Community Involvement

- [Organization], [Dates], [description of your activities]
- [Organization], [Dates], [description of your activities]

## Education

[Dates of attendance] [School Name], [City, ST]

- [Degree obtained]
- [Special award/accomplishment or degree minor]

## References

References are available on request.



## Exercise 5: School-to-Work

**Directions:** Complete the following checklist and incorporate it into your Career Development Portfolio. Your instructor can help you to develop and verify the competencies indicated and earned. In the Comments column, list any related items that can be added to your portfolio as evidence of your skills. These might include graded assignment, speeches, evidence of mentoring, evidence of team work, etc.

COMPETENCIES	NEEDS IMPROVEMENT	MEETS JOB CRITERIA	N/A	DATE	COMMENTS
<b>PERSONAL QUALITIES</b>					
1. Is honest and ethical in all dealings					
2. Believes in self and maintains a positive outlook					
3. Tries hard and perseveres until goal is achieved					
4. Assesses self accurately, sets goals, monitors progress and exhibits self-control					
5. Is understanding, friendly and polite in group settings					
<b>THINKING</b>					
1. Identifies and weighs all options and chooses the best alternative					
2. Learns new skills					
3. Recognizes problems and develops plans of action to address them					
4. Recognizes relationships between people, ideas, or objects, and uses this information to solve a problem					
5. Generates new ideas					
6. Conceptualizes and processes information					
<b>INFORMATION</b>					
1. Looks for information as needed					
2. Interprets and communicates information to others					
3. Organizes information in a way that suits the need					
4. Uses computers to process information					
<b>INTERPERSONAL</b>					
1. Works to satisfy customer expectations					
2. Is a good team player					
3. Develops leadership skills and is not afraid to take the initiative					
4. Appreciates and works well with men and women from diverse backgrounds					

<b>INTERPERSONAL (CONTINUED)</b>					
5. Teaches others new skills					
6. Knows something of the art of negotiation and conflict resolution					
<b>BASIC SKILLS</b>					
1. Communicates thoughts, ideas, information and messages in writing					
2. Performs basic math and applies it to everyday situations in the workplace					
3. Organizes ideas effectively and communicates orally					
4. Listens and responds well to the words and non-verbal cues of others					
5. Locates, understands and interprets written information in a wide array of documents, graphs, etc.					
6. Speaks or understands a second language					
<b>RESOURCES</b>					
1. Manages time wisely; prepares and follows schedules					
2. Manages people in a way that maximizes their motivation and performance					
3. Allocates and uses materials or space efficiently					
4. Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives					
<b>TECHNOLOGY</b>					
1. Selects and uses appropriate procedures, tools or equipment -- including computers, software and related technology					
2. Understands the overall intent and proper procedures for setup and operation of equipment					
3. Maintains and troubleshoots equipment					
<b>SYSTEMS</b>					
1. Understands how social, organizational and technological systems work and operates effectively within them					
2. Distinguishes trends, predicts consequences, diagnoses performance and corrects malfunctions					
3. Improves existing systems or designs new ones					

# *Performance Assessment Task*

## *Unit 3: Foundations for Success*

### *Career Development Portfolio [U3C9L2]*

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

#### **Assemble a personalized Career Development Portfolio**

---



#### **Directions**

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As you work through the lessons in Chapter 9: Career Planning, you will add documents to your Career Development Portfolio binder.

For this performance assessment task you will create a new section in your Career Development Portfolio called My Portfolio. For this assessment you will:

1. Write a cover page that is a summary describing your plans for improving and updating your portfolio.
2. Use the My Portfolio T-Chart you created as a guide for documents you want to add to My Portfolio.
3. Use the attached scoring guide criteria for what you need to do to complete this task. Self-assess your work and revise as needed.
4. Submit your Career Development Portfolio binder and scoring guide to your instructor for evaluation and a grade.
5. Revise My Portfolio as needed.

# *Career Development Portfolio Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>	
1. Your My Portfolio section includes a cover page describing the contents and plans for improving and updating it	met	not met
2. Your My Portfolio section includes a table of contents	met	not met
3. Your My Portfolio section includes a personal mission statement	met	not met
4. Your My Portfolio section includes your resume	met	not met
5. Your My Portfolio section includes at least one letter of recommendation	met	not met
6. Your My Portfolio section includes examples of your work	met	not met
7. Your My Portfolio section includes a list of references and their contact information	met	not met
8. Your My Portfolio section is neatly arranged and clearly labeled	met	not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

# Student Learning Plan

## Unit 3: Foundations for Success

### Military Career Opportunities [U3C9L3]



#### What you will accomplish in this lesson:

Relate the military to your career goals



#### Why this lesson is important:

The military is one of the largest employers of high school graduates in full-time positions. The U.S. armed forces hire over 365,000 people each year. The military is one more career option to consider in your career planning. In this learning plan, you will explore military careers. You will match military opportunities to your career interests.



#### What you will learn in this lesson:

- Determine the difference between three career paths available in the U.S. armed forces
- Classify four ways to become a commissioned officer
- Research basic enlistment qualifications and processes to enter the military
- Assess benefits provided to enlisted members of the military
- Define key words: Active Duty, commissary, counterpart, enlistment, exchange, prerequisite, recruiter, Reserves



#### You will have successfully met this lesson's purpose:

- by researching military career opportunities
- by placing a Military Career Reflection in your Career Development portfolio
- when you compare your chosen civilian career(s) to similar military career(s)
- when you describe a military career path that matches your career goals
- when you assess how well you meet enlistment qualifications



#### Learning Activities:

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

---

#### INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about careers in the military. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. VIEW Video #1: Students Talk About the Military. With your team, BRAINSTORM your thoughts about joining the military. CREATE a Circle Map or Bubble Map to record your ideas.
3. REFLECT on your ideas about enlisting in the military. ANSWER the reflection questions presented by your instructor.

---

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

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- \_\_\_\_\_1. LISTEN TO a briefing about military careers. LEARN MORE by reading the Military Career Opportunities chapter in your student text. ADD notes from the briefing and reading to your Career Development Portfolio binder.
- \_\_\_\_\_2. REFLECT on what you've learned about career paths in the military. ANSWER the reflection questions presented by your instructor.

---

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

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- \_\_\_\_\_1. RESEARCH the military career(s) that is similar to your civilian career interest(s). CREATE a Double Bubble map to compare military and civilian careers. ADD your work to your Career Development Portfolio binder.
- \_\_\_\_\_2. REFLECT on what you've learned about how your career choice would fit into the military. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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

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- \_\_\_\_\_1. COMPLETE Exercise #2: To Enlist or Not to Enlist.
- \_\_\_\_\_2. COMPLETE the Military Career Opportunities Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_3. REVIEW the key words of this lesson.
- \_\_\_\_\_4. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

## Exercise 1: Sample ASVAB Test

**Directions:** Complete the following sample questions to help prepare you for the ASVAB (Armed Services Vocational Battery) test. The ASVAB will test your academic ability in different fields and help determine what career fields you are most qualified to enter. The actual test has 10 subtests; this exercise will show one example from each subtest. The following sample questions are from the Armed Services Vocational Battery web site.

1. General Science:

An eclipse of the sun throws the shadow of the

- A. moon on the sun.
- B. moon on the earth.
- C. earth on the sun.
- D. earth on the moon.

2. Arithmetic Reasoning:

How many 36-passenger buses will it take to carry 144 people?

- A. 3.
- B. 4.
- C. 5.
- D. 6.

3. Word Knowledge:

The wind is **variable** today.

- A. mild.
- B. steady.
- C. shifting.
- D. chilling.

4. Paragraph Comprehension:

Twenty-five percent of all household burglaries can be attributed to unlocked windows or doors. Crime is the result of opportunity plus desire. To prevent crime, it is each individual's responsibility to

- A. provide the desire.
- B. provide the opportunity.
- C. prevent the desire.
- D. prevent the opportunity.

5. Numerical Operations:

$60/15 =$

- A. 3.
- B. 4.
- C. 5.
- D. 6.

6. Coding Speed:

Key					
bargain ..8385	game ..6456	knife ..7150	sunshine ..7489	point ..4703	
chin ..8930	house ..2859	music ..1117	owner ..6227	sofa ..9645	
Answers (circle the corresponding number of each item)					
A. game	6456	7150	8385	8930	9645
B. knife	1117	6456	7150	7489	8385
C. bargain	2859	6227	7489	8385	9645
D. chin	2859	4703	8385	8930	9645
E. house	1117	2859	6227	7150	7489
F. sofa	7150	7489	8385	8930	9645
G. owner	4703	6227	6456	7150	8930

7. Auto & Shop Information:

A car uses too much oil when which parts are worn?

- A. pistons.
- B. piston rings.
- C. main bearings.
- D. connecting rods.

8. Mathematics Knowledge:

If  $X + 6 = 7$ , then X is equal to

- A. -1.
- B. 0.
- C. 1.
- D.  $7/6$ .

9. Mechanical Comprehension:

Which post holds up the greater part of the load?

- A. post A.
- B. post B.
- C. both are equal.
- D. not clear.



10. Electronics Information:

Which of the following has the least resistance?

- A. wood.
- B. iron.
- C. rubber.
- D. silver.



## Exercise 2: To Enlist or Not to Enlist

**Directions:** Fill in the blanks and answer the questions proposed to help determine whether the military is right for you.

1.

List Pros of Military Career	List Cons of Military Career

2.

List Pros of Civilian Career	List Cons of Civilian Career

3.

List Military Careers of Interest	List Civilian Careers of Interest

4. What are your long-term goals?

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---

5. Where do you see yourself in 5 years?

---

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6. Would the military help you achieve your goals or hinder your progress? Explain.

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---

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7. At this time, do you think the military is right for you? Explain.

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### Useful Websites

Website Address	Comments
<a href="http://www.goarmy.com/">http://www.goarmy.com/</a>	Learn more about life and opportunities in the U.S. Army.
<a href="http://www.myfuture.com">http://www.myfuture.com</a>	Learn more about life and opportunities in Military Service.
<a href="http://www.bls.gov/oco/ocos249.htm">http://www.bls.gov/oco/ocos249.htm</a>	U.S. Department of Labor website information regarding Job Opportunities in the Armed Forces.

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# *Performance Assessment Task*

## *Unit 3: Foundations for Success*

### *Military Career Opportunities [U3C9L3]*

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

#### **Relate the military to your career goals**



#### **Directions**

---

As you work through the lessons in Chapter 9: Career Planning, you will add documents to your Career Development Portfolio binder.

For this performance assessment task you will create a new section in your Career Development Portfolio called My Portfolio. For this assessment you will:

1. Continue your research on military career opportunities.
2. Place the documents in a new "Military Opportunities" section of your Career Development Portfolio.  
NOTE: you may have already completed some of these documents in class.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

## *Military Career Opportunities Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>
1. You include one or more Double Bubble maps that compare pursuing your career interests in the military and in civilian life	met    not met
2. You include Exercise #2: To Enlist or Not to Enlist	met    not met
3. You include one or more Flow Maps to describe possible paths for military careers of your choice.	met    not met
4. You include a written reflection on how well you meet enlistment qualifications and explain your thoughts about enlisting in the military.	met    not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

# Student Learning Plan

## Unit 3: Foundations for Success

### College Preparation [U3C9L4]



#### What you will accomplish in this lesson:

Create a College Preparation Action Plan



#### Why this lesson is important:

What are your plans after high school? Will you work, enlist in the military, or attend college? This lesson will help you prepare for college. In this lesson you will explore different types of colleges, the admissions process, and ways to finance college. You will also outline a plan for education and training after high school.



#### What you will learn in this lesson:

- Assess different types of colleges
- Describe the admissions process
- Explore ways to finance college
- Define key words: academic, admissions, aptitude tests, college, distance education, financial aid, grants, registration, scholarships, tuition, university



#### You will have successfully met this lesson's purpose:

- by planning college preparation activities and placing your plan in your Career Development Portfolio binder
- when you organize a monthly schedule of college preparation actions
- when you schedule important events for the remainder of your school career



#### Learning Activities:

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

---

#### INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about college. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. BRAINSTORM reasons why people attend college in a Think-Pair-Share. CREATE a Circle Map to display the reasons.
3. On your own, THINK ABOUT whether college is right for you. CREATE a T-Chart showing your reasons for applying (or not applying) to college, and prioritize the reasons.
4. REFLECT on how college might fit into your future. ANSWER the reflection questions presented by your instructor.

---

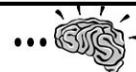
## GATHER PHASE: So, what else do you need to know or learn?



- \_\_\_\_\_1. LISTEN to a briefing about the different types of colleges, applying to college, and college financial facts.
- \_\_\_\_\_2. With your team, LEARN ABOUT college admission requirements. You may have team members use different resources, such as your student text, various Websites, or the Financing College software application (see the section on College Admission Requirements, Real World vs. Myth). As a team, CREATE a list that shows admission requirements and a Flow Chart that shows the typical steps in applying for admission to a college. Post your charts for the class.
- \_\_\_\_\_3. REFLECT on what you learned about college admissions. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_1. With your team, LEARN ABOUT ways to finance college. You may have team members use different resources, such as your student text, various Websites, or the Financing College software application. As a team, CREATE a Tree Map that shows the different financing options and some information about them. Share your map with the class.
- \_\_\_\_\_2. REFLECT on what you learned about financing college. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

---

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



- \_\_\_\_\_1. COMPLETE Exercise #1: Scholarship Interview with a partner.
- \_\_\_\_\_2. COMPLETE the College Preparation Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_3. REVIEW the key words of this lesson.
- \_\_\_\_\_4. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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



## Exercise 1: Scholarship Interview

**Directions:** Interview your classmate using these following questions. Then have your classmate interview you. Take notes and provide feedback on areas that need improvement.

### Questions

Tell us about yourself. What were your favorite subjects in school?

Why did you choose to apply for this scholarship?

What would your fellow students say about you?

What are your goals for the next 3 - 5 years?

What are your goals after college?

What are your outside interests?

Do you participate in any organizations outside of school?

What are your strengths and weaknesses?

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# *Performance Assessment Task*

## *Unit 3: Foundations for Success*

### *College Preparation [U3C9L4]*

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

#### **Create a College Preparation Action Plan**



#### **Directions**

---

As you work through the lessons in Chapter 9: Career Planning, you will add documents to your Career Development Portfolio binder.

For this performance assessment task you will create a new section in your Career Development Portfolio called College Preparation. For this assessment you will:

1. View the 'Student Planning Guide' section on the Financing College and Admissions CD-ROM. Use the information from this as well as other sources to learn about dates and deadlines for:
  - College entrance exams
  - Financial aid information meetings and application deadlines
  - College admission deadlines
  - Scholarship application deadlines
2. Based on what you learned, create a calendar that shows your College Preparation Action Plan and include it in a new section of your Career Development Portfolio binder.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

# *College Preparation Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>
1. You organize a monthly schedule of college preparation actions for the remainder of your school year	met    not met
2. You schedule important events such as financial aid meetings, application deadlines, college admission deadlines, and exam dates	met    not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

# Student Learning Plan

## Unit 3: Foundations for Success

### Making the Right Choices [U3C10L1]



#### What you will accomplish in this lesson:

Apply effective decision-making process to personal situations



#### Why this lesson is important:

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



#### What you will learn in this lesson:

- Relate how decision-making impacts life
- Distinguish between decision-making and problem solving
- Distinguish among effective and ineffective decision-making strategies
- Identify the features and benefits of the decision-making processes
- Define key words: criteria filter, idleness, intuition, routinization



#### You will have successfully met this lesson's purpose:

- by using an effective decision-making process for a personal situation
- when you select a personal situation that requires use of a decision-making process
- when you identify processes necessary for making effective decisions
- when you develop an action plan as a result of identifying necessary decision-making processes



#### Learning Activities:

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

---

#### INQUIRE PHASE: What do you already know?



1. THINK ABOUT how you make major and minor decisions. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. COMPARE how you make major versus minor decisions in life. CONSIDER the processes you go through, elements you consider and whom you might turn to for advice. CREATE a Double Bubble Map (or Venn Diagram) to show similar and contrasting ideas. SHARE your ideas with others in the class.
3. REFLECT on how you make decisions. ANSWER the reflection questions presented by your instructor. ADD responses to the reflection questions to your Cadet Notebook.

---

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

---



- \_\_\_\_\_1. CREATE a T-Chart dividing the factors and techniques that influence important decisions from minor decisions. USE the Double Bubble Map to help you create each column. COMPARE the factors and influences on your chart to those presented in your student text. ANSWER the section review questions. ADD to your T-Chart as necessary. DETERMINE whether “factors” or “techniques” result in “best decisions” or “just any decision.” PRESENT your conclusion to others in the class.
- \_\_\_\_\_2. COMPARE the T-Chart to the FINDS Model presented by your instructor. SHARE T-Charts with another team and discuss the chart similarities and differences.
- \_\_\_\_\_3. REFLECT on the different processes for making decisions. ANSWER the Reflection Questions presented by your instructor.

---

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

---



- \_\_\_\_\_1. USE the FINDS Model to resolve the scenario presented in Exercise #1: Using FINDS. COMPARE your resolution to another team’s result. SHARE results with the rest of the class.
- \_\_\_\_\_2. REFLECT on how and why solutions may have differed. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

---

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

---



- \_\_\_\_\_1. SELECT a problem or issue in your life, community, or small group that requires a solution. USE the FINDS Model for making a decision. COMPLETE Exercise #2: FINDS Worksheet to complete this activity. SHARE your problems, solution, and decision-making processes with others in the class.
- \_\_\_\_\_2. COMPLETE the Making the Right Choices Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_3. REVIEW the key words of this lesson.
- \_\_\_\_\_4. REFLECT on what you have learned in this lesson and how you might use it in the future. ADD answers to the reflection questions in your Cadet Notebook.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

## Exercise 1: Using FINDS

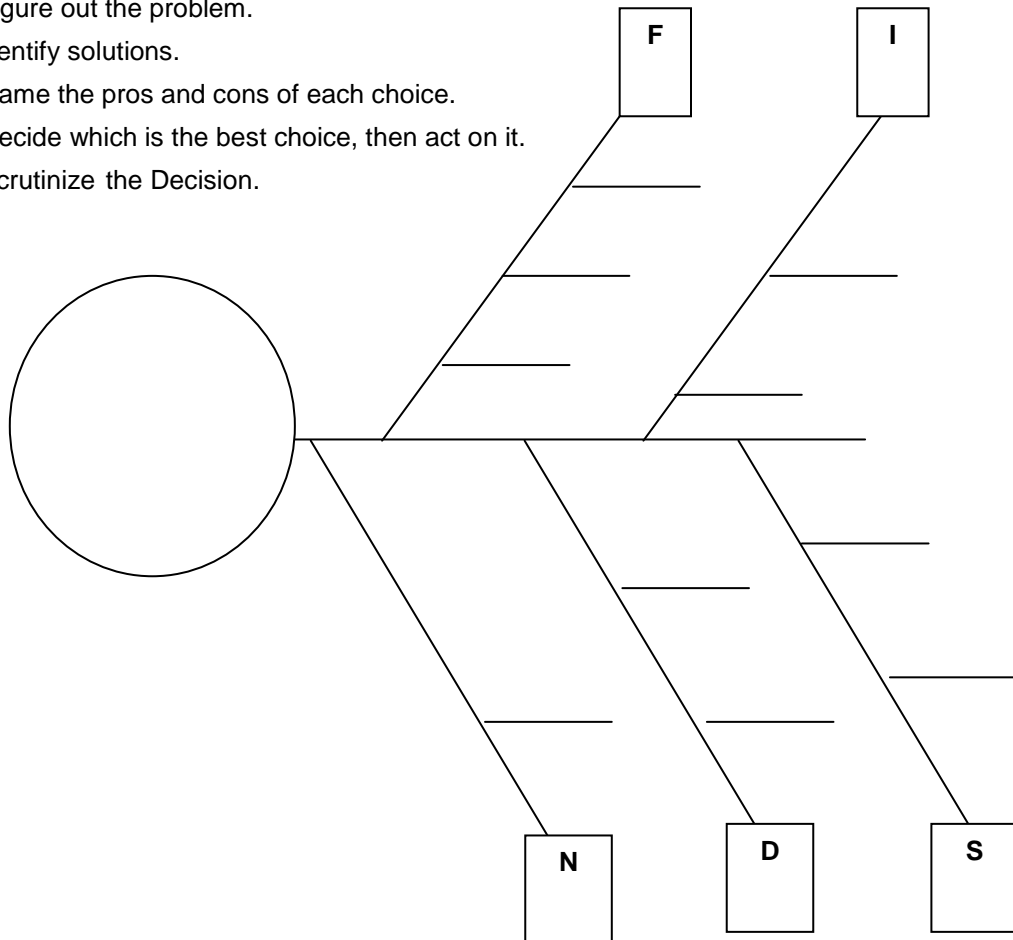
### Directions:

1. Apply the FINDS model to resolve the scenario:

A small group of students in a new school want to implement a JROTC program. They need to convince the school administration to admit for a JROTC program. The group needs to recruit enough students to meet the size requirements for starting a JROTC program. In addition, they must attend the next county school board meeting to convince the board that JROTC is an important and worthy program. Select the most pressing problem as you see it, and resolve it using FINDS.

2. Use the fishbone diagram below to diagram your answers. Let each step in the model represent one "rib" on the diagram.

- 1 – **F**igure out the problem.
- 2 – **I**dentify solutions.
- 3 – **N**ame the pros and cons of each choice.
- 4 – **D**ecide which is the best choice, then act on it.
- 5 – **S**crutinize the Decision.



## Exercise 2: FINDS Worksheet

**Directions:** Choose a problem and fill out the following chart to determine the best solution using the FINDS Decision Process.

<b>F-I-N-D-S Decision Process</b>																
1 – <b>F</b> igure out the problem.																
2 – <b>I</b> dentify solutions.	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 10%; border-bottom: 1px solid black; text-align: center;">Reasonable</th> <th style="width: 10%; border-bottom: 1px solid black; text-align: center;">Doable</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Choice 1:</td> <td style="text-align: center; padding: 5px;">Yes No</td> <td style="text-align: center; padding: 5px;">Yes No</td> </tr> <tr> <td style="padding: 5px;">Choice 2:</td> <td style="text-align: center; padding: 5px;">Yes No</td> <td style="text-align: center; padding: 5px;">Yes No</td> </tr> <tr> <td style="padding: 5px;">Choice 3:</td> <td style="text-align: center; padding: 5px;">Yes No</td> <td style="text-align: center; padding: 5px;">Yes No</td> </tr> <tr> <td style="padding: 5px;">Choice 4:</td> <td style="text-align: center; padding: 5px;">Yes No</td> <td style="text-align: center; padding: 5px;">Yes No</td> </tr> </tbody> </table>		Reasonable	Doable	Choice 1:	Yes No	Yes No	Choice 2:	Yes No	Yes No	Choice 3:	Yes No	Yes No	Choice 4:	Yes No	Yes No
	Reasonable	Doable														
Choice 1:	Yes No	Yes No														
Choice 2:	Yes No	Yes No														
Choice 3:	Yes No	Yes No														
Choice 4:	Yes No	Yes No														
3 – <b>N</b> ame the pros and cons of each choice.	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%; text-align: center; border-bottom: 1px solid black;">PRO</th> <th style="width: 35%; text-align: center; border-bottom: 1px solid black;">CON</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Choice 1:</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black;"></td> <td style="border-top: 1px solid black; border-bottom: 1px solid black;"></td> </tr> <tr> <td style="padding: 5px;">Choice 2:</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="padding: 5px;">Choice 3:</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="padding: 5px;">Choice 4:</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> </tbody> </table>		PRO	CON	Choice 1:			Choice 2:			Choice 3:			Choice 4:		
	PRO	CON														
Choice 1:																
Choice 2:																
Choice 3:																
Choice 4:																
4 – <b>D</b> ecide which is the best choice, and then act on it.	<p>Best Choice:</p> <p>Why?</p>															
5 – <b>S</b> crutinize the Decision.	<p>Was it doable?</p> <p>Was it reasonable?</p>															



# *Performance Assessment Task*

## *Unit 3: Foundations for Success*

### *Making the Right Choices [U3C10L1]*

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

#### **Apply effective decision-making process to personal situations**

---



#### **Directions**

---

For this performance assessment task you will use a decision-making process presented in this lesson to use for a personal decision you need to make. For this assessment you will:

1. List all of the steps necessary for making a decision.
2. Develop an action plan.
3. Apply the actions in the plan.
4. Document results of your applied decision-making process.
5. Write a short summary describing the situation, process used, and effectiveness in making a decision.
6. Use the attached scoring guide criteria for what you need to do to complete this task.
7. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

## ***Making the Right Choices Performance Assessment Task Scoring Guide***

<i><b>Criteria</b></i>	<i><b>Ratings</b></i>
1. You select a personal situation that requires use of a decision-making process	met    not met
2. You identify processes necessary for making effective decisions	met    not met
3. You develop an action plan as a result of identifying necessary decision-making processes	met    not met
4. Your written summary shows evidence of logical critical thinking	met    not met
5. Your written summary exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage	met    not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

# Student Learning Plan

## Unit 3: Foundations for Success

### Goals and Goal Setting [U3C10L2]



#### What you will accomplish in this lesson:

Develop a personal goals action plan



#### Why this lesson is important:

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



#### What you will learn in this lesson:

- Define goals
- Differentiate between short-, mid-, and long-term goals
- Analyze goals to determine what makes goals meaningful
- Identify criteria for well-defined goals
- Define key words: goal, goal setting, long-term goal, mid-term goal, short-term goal



#### You will have successfully met this lesson's purpose:

- by developing a personal goals action plan
- when your action plan addresses long-term goals
- when your action plan includes goals that meet SPAM criteria
- when your action plan includes mid-term and short-term goals



#### Learning Activities:

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

---

#### INQUIRE PHASE: What do you already know?



- \_\_\_\_\_ 1. THINK ABOUT what you know about the definition of "goal." PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
- \_\_\_\_\_ 2. CREATE a Bubble Map (or other graphic organizer) of the qualities of a goal. SHARE goal definitions. OUTLINE the types of goals: long-term, mid-term, and short-term.
- \_\_\_\_\_ 3. RECORD two personal short-term, mid-term, and long-term goals and DETERMINE how likely you will be to achieve them. SHARE your goals with someone else.
- \_\_\_\_\_ 4. REFLECT on your goals. ANSWER the Reflection Questions presented by your instructor. ADD responses to the Reflection Questions to your Cadet Notebook.

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



- \_\_\_\_\_1. THINK ABOUT what makes a meaningful goal and what it takes to attain it. EXAMINE the following two goals: (1) I am going to get a car. (2) I will buy a used car by this September using the money I earn during summer vacation. DETERMINE which goal is better and RECORD your answers. NOTE the similarities and differences of the goal preferences.
- \_\_\_\_\_2. VIEW Visual #1: SPAM and EVALUATE whether the goals posted above meet the SPAM criteria. LEARN MORE by reading the Goals and Goal Setting section of your student text.
- \_\_\_\_\_3. ANSWER the section review questions.
- \_\_\_\_\_4. REFLECT on the different types of goals. ANSWER the Reflection Questions presented by your instructor. ADD responses to the Reflection Questions to your Cadet Notebook.

---

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



- \_\_\_\_\_1. CONSIDER the long-term goal provided by your instructor. EVALUATE the goal and REVISE it to be more specific, positive, achievable, and measurable. MAKE PLANS for achieving the goal by writing short-term and mid-term goals to support it.
- \_\_\_\_\_2. CREATE a Flow Map to illustrate your plan. SHARE your map with others in the class. RE-EXAMINE the six goals you wrote for yourself earlier. DISCUSS ways to improve them.
- \_\_\_\_\_3. REFLECT on what you learned about strengthening goals. ANSWER the Reflection Questions presented by your instructor. ADD responses to the Reflection Questions to your Cadet Notebook.



### Assessment Activities:

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



- \_\_\_\_\_1. ANALYZE a few goal statements provided by your instructor. DETERMINE which goal statement you might consider for yourself. DEVELOP an action plan for attaining that goal by evaluating the goal and making it more specific, positive, achievable, and measurable. PLAN for achieving the long-term goal by writing a mid-term and short-term goal to support it. DEVELOP a Thinking Map® or graphic organizer of your choice to illustrate your goal action plan.
- \_\_\_\_\_2. COMPLETE the Goals and Goal Setting Performance Assessment Task and Scoring Guide. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_3. REVIEW the key words of this lesson.
- \_\_\_\_\_4. REFLECT on what you have learned in this lesson and how you might use it in the future. ADD responses to the Reflection Questions to your Cadet Notebook.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

## Exercise 1: Goals Action Plan

**Directions:** Evaluate the goal below using the SPAM criteria. Create a plan for achieving this particular goal. As this is a long-term goal, be sure to include at least one short-term and one mid-term goal in the plan. Create a graphic organizer such as a sequence chart or a ranking ladder to indicate your path for achieving the goal.

Long-term goal: I will be accepted into the U.S. Army Special Forces unit by my 21st birthday

1. Evaluate goal:

Specific:

Positive:

Achievable:

Measurable:

2. Plan for achieving this long-term goal:

Short-term goal(s):

Mid-term goal(s):

3. Graphic Organizer:

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# *Performance Assessment Task*

## *Unit 3: Foundations for Success*

### *Goals and Goal Setting [U3C10L2]*

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

#### **Develop a personal goals action plan**

---



#### **Directions**

---

For this performance assessment task you will develop an action plan for the two long-term goals you wrote at the beginning of the lesson. You may wish to develop additional long-term goals, consider adding them to your Cadet Portfolio, and track your accomplishments of meeting goals as they occur. Be sure to use the Scoring Guide criteria to self-assess your work before submitting to your instructor for evaluation. For this assessment you will:

1. Evaluate each goal and ask if it is specific, positive, achievable, and measurable.
2. Revise each goal to meet the SPAM criteria.
3. Write an action plan for achieving the long-term goals and consider breaking them into shorter-term goals.
4. Add a deadline date for ideally attaining your goals.
5. Create a Multi-Flow Map showing the cause for attaining your goals and how attaining them will affect your life.
6. Use the attached scoring guide criteria for what you need to do to complete this task.
7. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

## *Goals and Goal Setting Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>	
1. Your action plan addresses two personal long-term goals	met	not met
2. Your action plan's goals meet SPAM criteria	met	not met
3. Your action plan includes mid-term and short-term goals for each long-term goal	met	not met
4. Your action plan includes deadline dates for all goals	met	not met
5. Your action plan is word-processed and presented in a format suitable for placement in your Cadet Notebook	met	not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_



# Student Learning Plan

## Unit 3: Foundations for Success

### Time Management [U3C10L3]



#### What you will accomplish in this lesson:

Develop a personal time management plan



#### Why this lesson is important:

Every day you are given a new gift — the gift of time. But how do you use this gift? When you take responsibility for how you spend your time, by planning your day and building a schedule to achieve your goals, you are practicing time management. This lesson will help you to not only examine how you spend your time, it will help you execute a time management plan to meet your goals.



#### What you will learn in this lesson:

- Distinguish between time efficiencies and wasters
- Relate time management to your personal goals
- Develop daily, weekly, and quarterly time management plans
- Define key words: agenda, procrastination, time management, time wasters



#### You will have successfully met this lesson's purpose:

- by completing a personal time management plan for a specified long-term goal
- when your time management plan includes a daily planner with specified times slated for achieving a goal
- when your time management plan includes a weekly and monthly calendar to include events and activities that support the stated goal
- when your time management plan includes a written summary that details the long-term goal, supports the short-term goals, and describes how time management impacts attaining the goal(s)



#### Learning Activities:

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

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#### INQUIRE PHASE: What do you already know?



- \_\_\_\_\_ 1. THINK ABOUT what you know about spending. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
- \_\_\_\_\_ 2. VIEW animation on Spending Spree. CONSIDER what you'd do if a large amount of money were given to you every day. THINK ABOUT how you would spend it.
- \_\_\_\_\_ 3. CREATE a T-Chart with one column suggesting how or what you'd spend your money on and the other column suggesting a corresponding personal value. COLLABORATE with other teams to show a relationship between the kinds of things that impact our values.
- \_\_\_\_\_ 4. WRITE down a reflective statement that defines the relationship between spending and values. SHARE your statements with others in the class.
- \_\_\_\_\_ 5. REFLECT on money and values. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_ 1. COMPLETE Exercise #1: Daily Activity Matrix. SHARE your results with a partner and CREATE a Double Bubble Map (or Venn Diagram) to compare how time is spent wisely and/or how time is wasted. NOTE where there are similarities between partners.
- \_\_\_\_\_ 2. PARTICIPATE in a discussion on how our values relate to how we spend our time. LEARN MORE by reading the Time Management section in your student text. ANSWER any section review questions.
- \_\_\_\_\_ 3. REFLECT on the activities. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_ 1. THINK ABOUT how time management can impact any goals you have for yourself. COMPLETE Exercise #2: Goal Management.
- \_\_\_\_\_ 2. PREVIEW the Gantt Chart, Flow Chart, and Calendar time management tools presented in the Time Management section in your student text. SELECT one of the time management tools to accomplish one or two long-term, mid-term, or short-term goals established in Lesson 2: Goals and Goal Setting. USE Exercise #3: Gantt Chart, Exercise #4: Flow Chart Example, and Exercise #5: Calendar Example with this activity. ILLUSTRATE your solution on large paper.
- \_\_\_\_\_ 3. SHARE examples with others in the class.
- \_\_\_\_\_ 4. REFLECT on how goals impact time management. ANSWER the reflection questions presented by your instructor. ADD responses to the reflection questions in your Cadet Notebook



### Assessment Activities:

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



- \_\_\_\_\_ 1. CREATE a daily plan using Exercise #3: Gantt Chart. INCORPORATE personal goals into your daily plans. PRIORITIZE entries in the Daily Planner by numbering the items from most important to least important. DISCUSS your priorities with your partner and GIVE and RECEIVE feedback.
- \_\_\_\_\_ 2. COMPLETE the Time Management Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_ 3. REVIEW the key words of this lesson.
- \_\_\_\_\_ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

## Exercise 1: Daily Activity Matrix

**Directions:** Use the following matrix to plan your daily activities and manage your time. Write how much time you spend on each activity every day. Consider the average Monday, Tuesday, etc. If you spend time doing activities not listed, be sure to add them at the bottom of the list.

Activity	Minutes a Day	Days a Week
School		
School related extracurricular activities		
Playing sports (not school related)		
Homework and studying		
Watching TV		
Playing videogames		
Reading for pleasure		
Shopping		
Work		
Chores and family responsibilities		
Spending time with friends		
Spending time with family		
Church and all related activities		
Eating		
Sleeping		
Other:		
Other:		
Other:		
Other:		
Other:		
Other:		
Other:		
Other:		
Other:		
Other:		

## Exercise 2: Goal Management

**Directions:** Fill in the blanks below to help manage your goals.

1. List three personal goals in the space provided below:

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**OR**

2. List a goal you have for yourself...

---

---

**AND**

3. List a goal you have for your family...

---

---

**AND**

4. List a goal you have for your community...

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---

5. Identify what activities work toward achieving your goals.

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6. How much time are you spending on activities that help you reach your goals?

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7. Identify other goals based on the amount of time you spend on activities that do not help you reach your stated goals.

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8. Prioritize your goals from questions 1-4 and 7.

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9. Consider how you spend your time as reflected by your activity matrix. What changes should you make to your schedule to reflect your goals as they are prioritized in the last question?

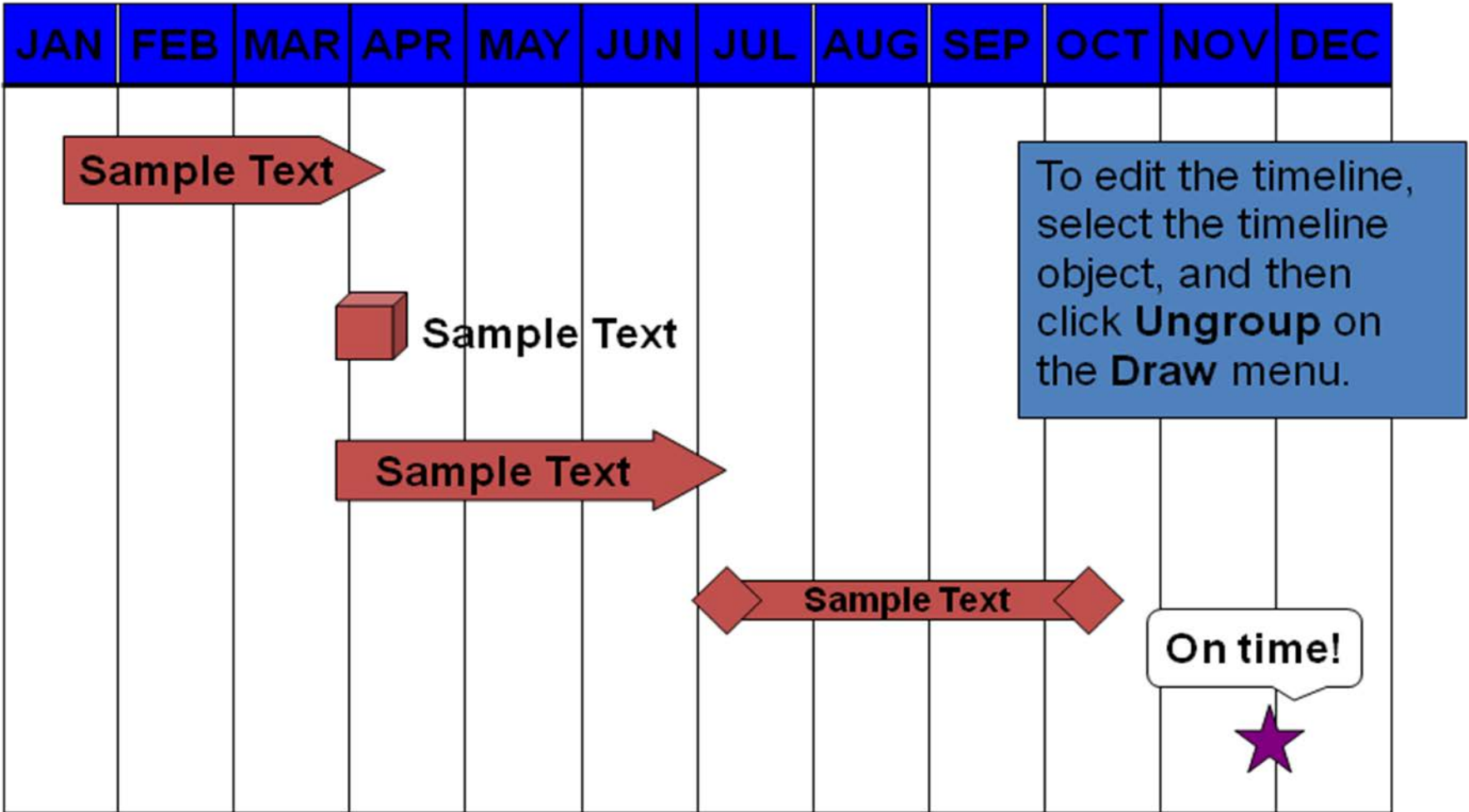
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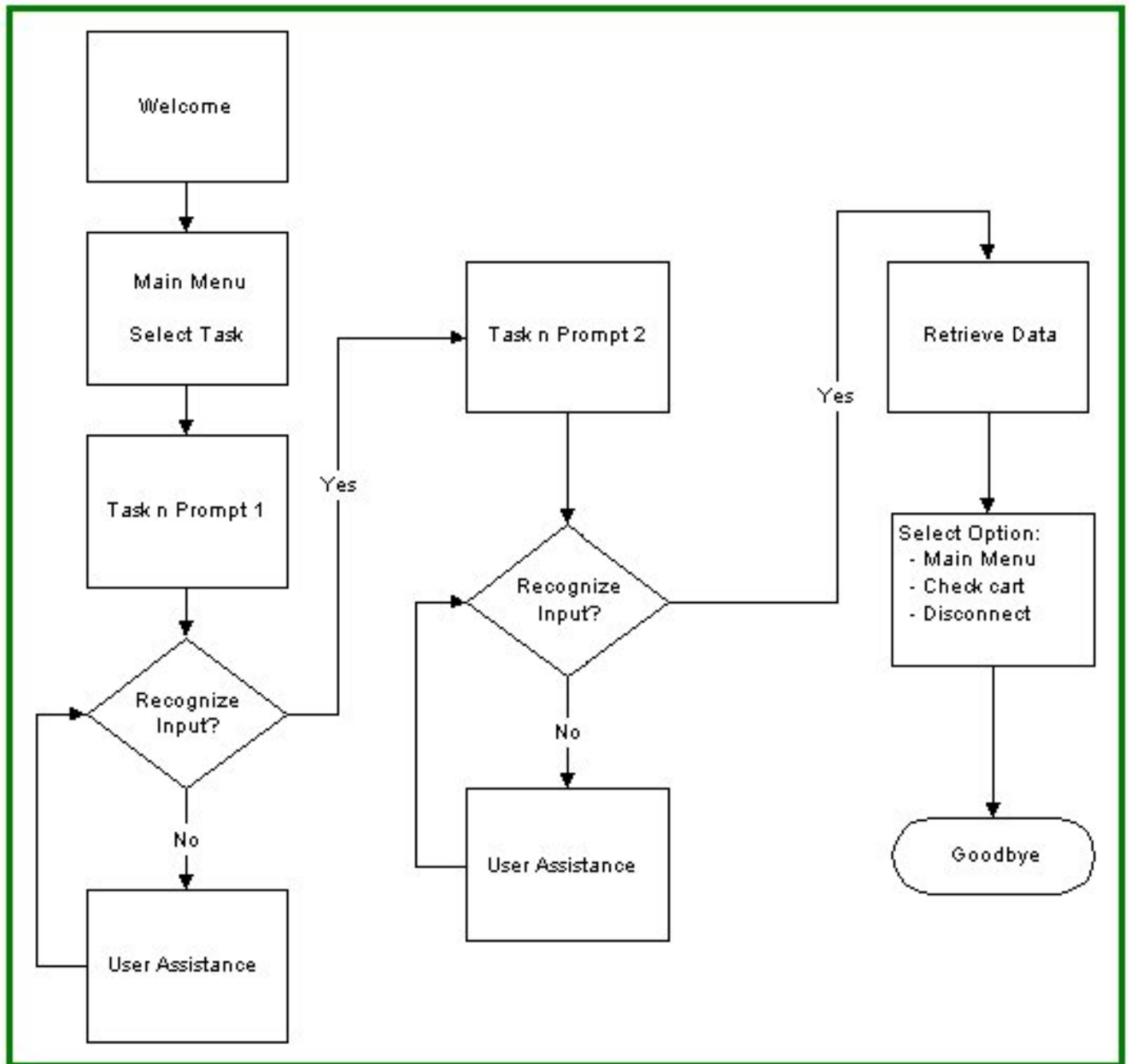
# Gantt Chart



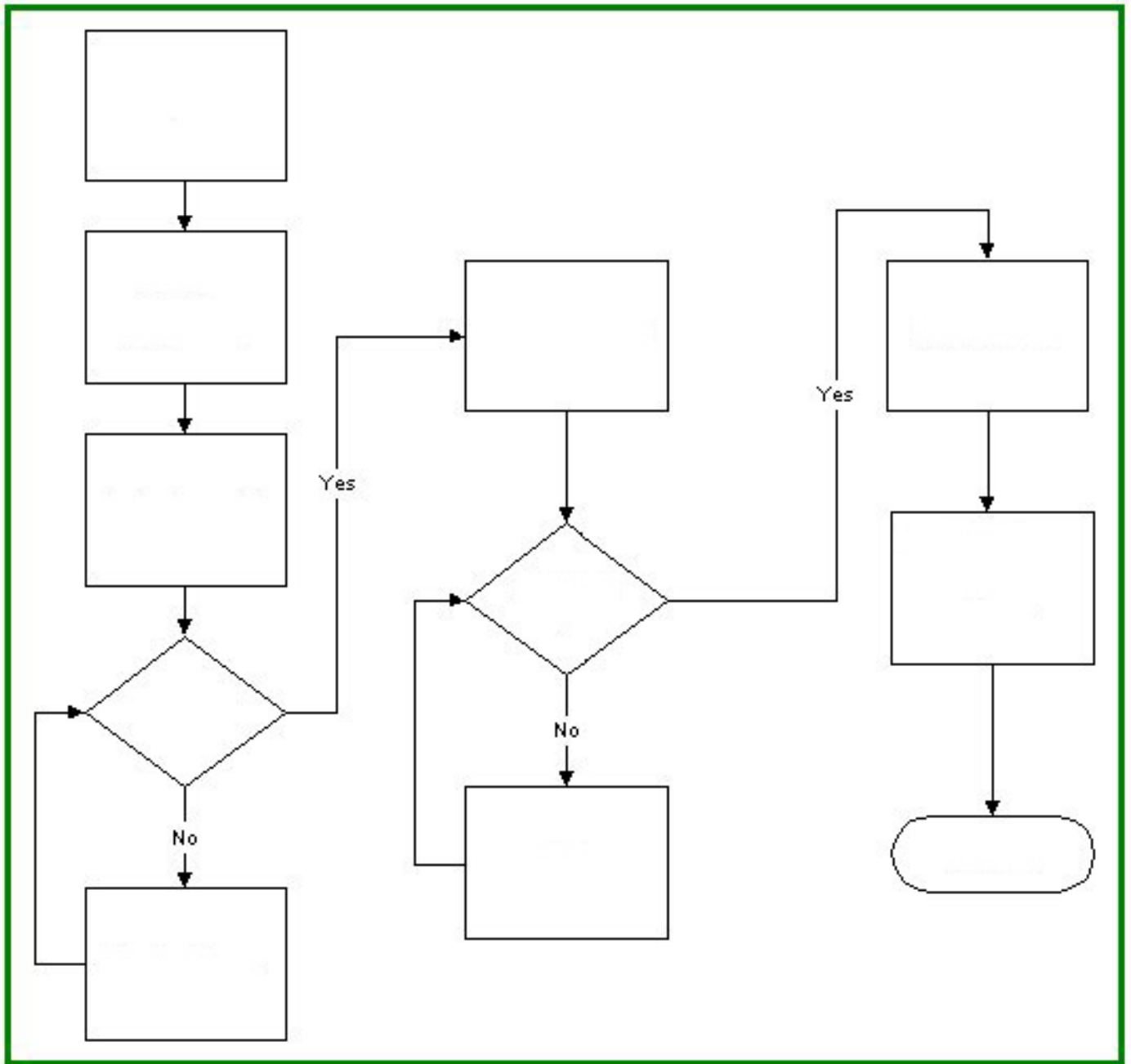
# ***Gantt Chart***

JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC

### Exercise 4: Flow Chart Example







### Exercise 5: Calendar Exercise

S	M	T	W	T	F	S

# *Performance Assessment Task*

## *Unit 3: Foundations for Success*

### *Time Management [U3C10L3]*

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

#### **Develop a personal time management plan**

---



#### **Directions**

---

For this performance assessment task you will develop a time management plan. For this assessment you will:

1. Complete a personal Time Management Plan that contains:
  - A long-term goal statement. Explain the plan you've generated for attaining your goal including any short- or mid-term goals. Explain why this is a goal and the deadline for attaining it. Summarize this information in writing.
  - Seven completed daily planners for each day of the week, like the one provided in Exercise #3: Daily Planner. Place a check next to each activity specified on your planners, and make a note whether or not it was completed within its assigned time frame.
  - A weekly calendar providing events or goals.
  - A monthly calendar providing events or goals.
  - A concluding summary paragraph that states what you observed about yourself, how you manage time, and how you meet expectations set for yourself.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

# *Time Management Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>
1. Time Management Plan includes daily planner with specified times slated for achieving a goal	met    not met
2. Time Management Plan includes weekly calendar to include events and activities that support the stated goal	met    not met
3. Time Management Plan includes a monthly calendar to include events and activities that support the state goal	met    not met
4. Time Management Plan includes a written summary detailing the long-term goal, supporting short-term goals and how time management impacted attaining the goal(s)	met    not met
5. Time Management Plan shows evidence of logical critical thinking	met    not met
6. Time Management Plan follows prescribed format, meeting criteria for all components	met    not met
7. Time Management Plan exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage	met    not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

# Student Learning Plan

## Unit 3: Foundations of Success

### Cadet Etiquette Guide [U3C10L4]



#### What you will accomplish in this lesson:

Apply the rules of etiquette to your role as a Cadet



#### Why this lesson is important:

There will be many occasions in life that will require you to interact in a variety of social situations. By knowing the rules of proper etiquette, you will not only make a good impression, you will feel more relaxed and confident in unfamiliar situations. In this lesson you will explore the proper social conduct and behavior for a variety of situations, including the Cadet Ball.



#### What you will learn in this lesson:

- Prepare invitations and thank you notes
- Exhibit appropriate etiquette when making introductions
- Demonstrate proper dining etiquette
- Define key words: comradeship, curtly, dining in, dining out, etiquette, martial, monopolize, palate, place cards, protocol, receiving line, repast, sorbet, stag, stilted, tines



#### You will have successfully met this lesson's purpose:

- by creating a Rules of Etiquette packet
- when your packet includes a written scenario of a social event
- when your packet includes details pertaining to the three "rules of etiquette"
- when your packet is neatly presented for use within the Cadet Portfolio



#### Learning Activities:

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

---

#### INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about the rules of conduct we follow when we are in public. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose. During this exercise, think about what is proper etiquette in the given situation.*
2. DEFINE the word "etiquette." PARTICIPATE in a discussion about the definition. COMPLETE Exercise #1: Agree/Disagree, and SHARE your answers with other teams.
3. OBSERVE the class results.
4. REFLECT on what you learned about etiquette. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_1. CREATE an “etiquette station.” Your station will be assigned and may include: place settings, invitations, thank-you cards, table manners, receiving lines, and eating styles. A learning station is a place where an individual has a goal and the materials and instructions to meet that goal. Example: If your goal is to teach napkin folding, then provide a napkin and instructions for how to fold the napkin. USE the supplies provided by your instructor to help set up your station. TEACH others about your topic of etiquette.
- \_\_\_\_\_2. LEARN MORE about your assigned topic by reading your student text. VISIT each station for a debriefing of each etiquette rules.
- \_\_\_\_\_3. REFLECT on how your etiquette topic is important. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_1. SELECT three etiquette stations that you find new or challenging to you. VISIT each station and WORK through the activities established. PRACTICE the various rules of etiquette until you feel comfortable.
- \_\_\_\_\_2. REFLECT on the etiquette rules. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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



- \_\_\_\_\_1. COMPLETE Exercise #2: Cadet Ball Scenario/Menu. SHARE results of your scenario with other teams. PARTICIPATE in a large group discussion on the most appropriate response. COMPARE the response to that information provided in the text or in the Cadet Reference. ADD responses to the reflection questions to your Cadet Notebook.
- \_\_\_\_\_2. COMPLETE the Cadet Etiquette Guide Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_3. REVIEW the key words of this lesson.
- \_\_\_\_\_4. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

## Exercise 1: Agree/Disagree

**Directions:** There are rules of conduct you should follow in public. See how well you know these rules. Place a checkmark in the 'Agree' or 'Disagree' column for each statement.

Statement	Agree	Disagree
1. When introducing two people you should introduce the older party first.		
2. It is acceptable to place one elbow on the table while you are eating.		
3. The fork belongs on the left side of the plate.		
4. When eating messy foods such as BBQ Ribs or fried chicken, it is okay to tuck your napkin under your chin.		
5. When trying to finish soup, tip the bowl toward you to fill the spoon.		
6. You have a month to complete writing thank you cards.		
7. Use of wireless phones during social gatherings is not appropriate.		
8. The term "Dining In" indicates a formal dinner to which only military members have been invited.		
9. It is okay to chew gum while on the phone.		
10. A gentleman walking with a lady should walk curbside.		

## Exercise 2: Cadet Ball Scenario/Menu

**Directions:** Read the following scenario and advise the committee on the numbered topics below.

The Annual Cadet Ball is one month away and the current planning committee has managed to book the site, the entertainment, and decide on a menu. Your mission is to consult on etiquette standards. Unfortunately, your planning committee thinks a receiving line is a position on a football field and cannot tell the difference between a dessert fork and regular meal fork. HELP! It is your responsibility to ensure the Cadet Ball goes off without a hitch.

### 1. Receiving line protocol

Who belongs on the line? \_\_\_\_\_

\_\_\_\_\_

Where should they stand? \_\_\_\_\_

\_\_\_\_\_

Where is the line located? \_\_\_\_\_

\_\_\_\_\_

### 2. Invitations

Create the text for the invitation. Include all pertinent information including dress code and RSVP:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3. Thank you notes to special guest speakers

Create a sample thank you note thanking your senator for speaking at the Cadet Ball.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 4. Table Setting

On the back of this page, draw a picture of the appropriate table setting for the menu of Spring Green Salad with Balsamic Vinaigrette, Crescent Rolls, Tomato Soup, Pepper Crusted Beef Tenderloin or Chicken Cordon Bleu, and New York Style Cheesecake with a raspberry sauce.



# *Performance Assessment Task*

## *Unit 3: Foundations of Success*

### *Cadet Etiquette Guide [U3C10L4]*

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

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

---



#### **Directions**

---

For this performance assessment task you will create a social scenario and develop at least three proper etiquette responses. For this assessment you will:

1. Write a short summary paragraph explaining the event.
2. Select three rules of etiquette you plan to detail for this performance assessment task. Select from the following: (a) Making Introductions, (b) Menu and Place Settings, (c) Appropriate Table Manners, (d) Invitations and (e) Thank You Notes.
3. Create a packet with detailed pieces explaining all of the rules you are applying. For example, if you chose Menu and Place Settings then you would write out the menu and illustrate how to appropriately set the table for that particular meal.
4. Present your "Rules of Etiquette" packet neatly (within a notebook or binder).
5. Use the attached scoring guide criteria for what you need to do to complete this task.
6. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

# *Cadet Etiquette Guide Performance Assessment Task*

## *Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>
1. Packet includes a written scenario of a social event	met    not met
2. Packet includes details pertaining to three "rules of etiquette"	met    not met
3. Packet is neatly presented for use within the Cadet Portfolio	met    not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

# Student Learning Plan

## Unit 3: Foundations for Success

### NEFE Unit 1 - Your Financial Plan: Where It All Begins [U3C11L2]



#### What you will accomplish in this lesson:

Plan personal financial goals



#### Why this lesson is important:

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



#### What you will learn in this lesson:

- Identify the components of the five-step financial planning process
- Review SMART goal elements
- Explain the purpose of a Personal Spending Record
- Discuss what influences financial decisions
- Compare the financial planning process and the decision-making process
- Define key words: cash flow, decision-making, opportunity cost, restraint, SMART goals



#### You will have successfully met this lesson's purpose:

- by outlining a plan and Flow Map to meet personal financial goals and placing the plan in your Cadet Portfolio
- when you identify at least two short-term, intermediate-term, and long-term current financial goals as SMART goals
- when you have evidence of feedback from a related adult
- when you submit a one-week Personal Spending Record
- when you reflect on how well your current spending habits match your goals
- when your Flow Map shows action steps to meet your short, intermediate and long-term financial goals



#### Learning Activities:

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

---

#### INQUIRE PHASE: What do you already know?



- \_\_\_\_1. THINK ABOUT what you know about financial planning. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
- \_\_\_\_2. COMPLETE Assignment 1-3: My Personal Spending Log Record to track your spending and income for one week.
- \_\_\_\_3. CREATE a Mind Map of your understanding of financial planning.

- \_\_\_\_\_4. REFLECT on your Mind Map. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_1. LISTEN TO a briefing about financial planning. READ selected pages of Unit 1 - Your Financial Plan: Where It All Begins in your NEFE student guide.
- \_\_\_\_\_2. COMPLETE Exercise 1D: What Should Rob Do? and Exercise 1E: Satellite Decisions to consider choices when making financial decisions. SHARE your answers with a partner.
- \_\_\_\_\_3. REFLECT on how you feel about your current financial situation. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_1. COMPLETE Exercise 1F: Deciding to Buy a Car to use the decision-making process. SHARE your answers with a partner.
- \_\_\_\_\_2. REFLECT on decision making and financial planning. ANSWER the reflection questions presented by your instructor.



**Assessment Activities:**

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



- \_\_\_\_\_1. COMPLETE the "Mock Family Events" activity.
- \_\_\_\_\_2. COMPLETE the NEFE Unit 1 - Your Financial Plan: Where It All Begins Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_3. REVIEW the key words of this lesson.
- \_\_\_\_\_4. REFLECT on what you have learned in this lesson and how you might use it in the future.



**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

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

# *Performance Assessment Task*

## *Unit 3: Foundations for Success*

### *NEFE Unit 1 - Your Financial Plan: Where It All Begins* *[U3C11L2]*

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

#### **Plan personal financial goals**

---



#### **Directions**

---

For this performance assessment task, you will describe how you plan to reach your personal financial goals. For this assessment you will:

1. Create a table similar to Assignment 1.3 in your NEFE Student Guide. Use this table to describe specific financial goals that are realistic for your situation. List the short-term, intermediate-term, and long-term financial goals as SMART goals. Ask a related adult to review your goals.
2. Examine your Personal Spending Record used to track your spending for at least one week. Consider how your current spending habits relate to your financial goals. Write a one-paragraph reflection that examines how well your current spending habits match your goals.
3. Create a Flow Map to plan action steps that will lead you to your financial goals.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

## *NEFE Unit 1 - Your Financial Plan: Where It All Begins Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>	
1. You identify at least two short-term financial goals	met	not met
2. You identify at least two intermediate-term financial goals	met	not met
3. You identify at least two long-term financial goals	met	not met
4. Your goals are <b>S</b> pecific	met	not met
5. Your goals are <b>M</b> easurable	met	not met
6. Your goals are <b>A</b> ttainable	met	not met
7. Your goals are <b>R</b> ealistic for your current situation	met	not met
8. Your goals are <b>T</b> ime-bound	met	not met
9. You have evidence of feedback from a related adult	met	not met
10. You submit a one-week Personal Spending Record	met	not met
11. You reflect on how well your current spending habits match your goals	met	not met
12. Your Flow Map shows action steps to meet your short-term financial goals	met	not met
13. Your Flow Map shows action steps to meet your intermediate-term financial goals	met	not met
14. Your Flow Map shows action steps to meet your long-term financial goals	met	not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

# Student Learning Plan

## Unit 3: Foundations for Success NEFE Unit 2 - Budgeting: Making the Most of Your Money [U3C11L3]



### What you will accomplish in this lesson:

Outline a personal budget



### Why this lesson is important:

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



### What you will learn in this lesson:

- Identify the purpose of a budget
- Determine resources available for financial objectives
- Explain how to construct a simple budget
- Define key words: budget, cash flow, expenses, Federal income tax, fixed expenses, gross income, income, Medicare tax, net income, payroll deductions, Social Security tax, State income tax, P.Y.F., taxes, variable expense



### You will have successfully met this lesson's purpose:

- by creating a personal budget
- when your budget contains realistic data for a month
- when your budget displays itemized income and expenses
- when your budget matches personal financial goals and spending habits



### Learning Activities:

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

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### INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about budgeting. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. COMPLETE Exercise 2B: Values and Spending Chart to explore what you know about teenager spending and saving habits. SHARE your responses with a partner.
3. REFLECT on your values and related purchases. ANSWER the reflection questions presented by your instructor.

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

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- \_\_\_\_\_1. LISTEN TO a briefing about budgeting.
- \_\_\_\_\_2. READ assigned sections of Unit 2: Budgeting - Making the Most of Your Money in your NEFE Student Guide. COMPLETE Exercise 2C: What Type of Expense Is It? COMPARE your responses with a partner.
- \_\_\_\_\_3. REFLECT on expenses you currently have. ANSWER the reflection questions presented by your instructor.

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

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- \_\_\_\_\_1. COMPLETE Assignment 2-4: Build a Budget in your Student Guide.
- \_\_\_\_\_2. REFLECT on paying yourself first. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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

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- \_\_\_\_\_1. COMPLETE the NEFE Unit 2 – Budgeting: Making the Most of Your Money Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for a grade
- \_\_\_\_\_2. DRAFT a budget for the next month following the Student Guide on page 22 as a guide. If available, USE spreadsheet software to organize and calculate your budget data. CONSIDER your financial goals as you outline your expected income and expenses..
- \_\_\_\_\_3. REVIEW the key words of this lesson.
- \_\_\_\_\_4. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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



# *Performance Assessment Task*

## *Unit 3: Foundations for Success*

### *NEFE Unit 2 - Budgeting: Making the Most of Your Money [U3C11L3]*

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

#### **Outline a personal budget**

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#### **Directions**

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For this performance assessment task, you will outline a monthly budget. For this assessment you will:

1. Create a monthly budget using your financial goals as a guide.
2. Use of spreadsheet software is optional.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

***NEFE Unit 2 - Budgeting: Making the Most of Your Money  
Performance Assessment Task Scoring Guide***

<b><i>Criteria</i></b>	<b><i>Ratings</i></b>
1. Budget contains realistic data for a month	met    not met
2. Budget displays itemized income	met    not met
3. Budget displays itemized expenses	met    not met
4. Budget matches personal financial goals	met    not met
5. Budget matches personal current spending habits	met    not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

# Student Learning Plan

## Unit 3: Foundations for Success

### NEFE Unit 3 - Investing: Making Money

#### Work for You [U3C11L4]



#### What you will accomplish in this lesson:

Forecast personal savings and investments



#### Why this lesson is important:

You can earn money by working or receive money as gifts. Another way to earn money is to make your money work for you. You can earn interest on savings or receive earnings from smart investments. In this learning plan you will examine different ways to put your money to work by saving and investing. You will also consider saving and investing habits that will help you meet your financial goals.



#### What you will learn in this lesson:

- Describe reasons for saving and investing
- Describe how time, money, and rate of interest relate to meeting specific financial goals
- Describe basic investment principles
- Describe various savings and investment alternatives
- Define key words: bond, capital gain, compounding, diversification, earned interest, inflation, interest, invest, mutual fund, rate of return, Rule of 72, savings, stocks, time value of money



#### You will have successfully met this lesson's purpose:

- when you outline a plan to use income and growth investments to help you meet your intermediate- and long-term financial goals
- when you select at least two investing products for your investment plan
- when you outline your investing strategy (amount to invest, how often, and when to invest)
- when you predict the potential value of your investments three years from now
- when you classify your investment choices as income investment or growth investment
- when you balance the diversity of your investments
- when your plan is realistic for your current and near-future situation
- when you explain how your investing plan aligns with your intermediate- and long-term financial goals



#### Learning Activities:

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

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#### INQUIRE PHASE: What do you already know?



1. THINK ABOUT what happens when you delay investing/saving. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
2. COMPLETE the What Do You Think activity to explore what you know about investing. SHARE your responses with a partner.

- \_\_\_\_\_3. REFLECT on the impact of time on investment returns. ANSWER the reflection questions presented by your instructor.

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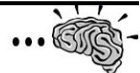
### GATHER PHASE: So, what else do you need to know or learn?



- \_\_\_\_\_1. LISTEN TO a briefing about saving and investing. READ Unit 3: Investing: Making Your Money Work for You in the NEFE student text after the briefing.
- \_\_\_\_\_2. CREATE a Thinking Map® about your assigned investment product. POST your map for class to view.
- \_\_\_\_\_3. REFLECT on how you can make saving a habit. ANSWER the reflection questions presented by your instructor.

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



- \_\_\_\_\_1. WATCH a demonstration on how to use a financial function calculator. COMPLETE Exercise #2: Time Value of Money Problems using a financial function calculator. COMPARE your answers with a partner.
- \_\_\_\_\_2. REFLECT on where you might apply this information about Time Value of Money. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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



- \_\_\_\_\_1. COMPLETE the NEFE Unit 3 – Investing: Making Money Work for You Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_2. REVIEW the key words of this lesson.
- \_\_\_\_\_3. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

## Exercise 1: The Cost of Raising a Child

**Directions (Instructor):** Have the students read the tables below. Ask them to compare the costs per adult to raise a child in a dual-parent family versus a single-parent family.

**Directions (Self-paced Option):** Use the tables given to answer the given questions.

1. Child care/education for a dual parent family with an income of \$38,000 totals \_\_\_\_\_.
2. Child care/education for a single parent family with an income of \$38,000 totals \_\_\_\_\_.
3. Housing for a dual parent family with an income of \$38,000 totals \_\_\_\_\_.
4. Housing for a single parent family with an income of \$38,000 totals \_\_\_\_\_.
5. What is the significance of these numbers? How does being a single parent family impact the total cost of raising a child? \_\_\_\_\_

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The table below shows the estimated annual costs of raising a child, based on a survey by the U.S. Department of Agriculture. It shows costs based on a family with two children on a per-child basis. The data comes from the Consumer Expenditure Survey by the U.S. Department of Labor, conducted from 1990-92. The figures have been updated to 2001 dollars using the Consumer Price Index.

The USDA ends its cost survey when a child legally becomes an adult at age 18. It does not include any estimates for sending your children to college nor does it offer any cost estimates if your child remains in your home as a dependent after the age of 18.

### Dual-Parent Family

Age of Child	Housing	Food	Transportation	Clothing	Health	Child care/ Education	Miscellaneous	Total
Before-tax income: up to \$39,100								
0 to 2	2,500	910	780	370	460	840	630	6,490
3 to 5	2,470	1,010	750	360	440	820	680	6,630
6 to 8	2,380	1,300	880	400	510	560	680	6,710
9 to 11	2,150	1,560	950	450	560	340	720	6,730
12 to 14	2,400	1,640	1,070	750	560	240	900	7,560
15 to 17	1,940	1,780	1,440	660	600	400	660	7,480
<b>Total</b>	<b>41,520</b>	<b>24,600</b>	<b>17,610</b>	<b>8,970</b>	<b>9,390</b>	<b>9,990</b>	<b>12,720</b>	<b>124,800</b>
Before-tax income: \$39,100 to \$65,800								
0 to 2	3,380	1,090	1,160	430	610	1,380	980	9,030
3 to 5	3,350	1,260	1,130	420	580	1,530	990	9,260
6 to 8	3,260	1,600	1,260	470	660	980	1,030	9,260
9 to 11	3,030	1,890	1,330	520	720	640	1,250	9,190
12 to 14	3,280	1,900	1,450	870	720	470	1,250	9,940
15 to 17	2,820	2,110	1,840	780	770	810	1,010	10,140
<b>Total</b>	<b>57,360</b>	<b>29,550</b>	<b>24,510</b>	<b>10,470</b>	<b>12,180</b>	<b>17,430</b>	<b>18,960</b>	<b>170,460</b>
Before-tax income: \$65,800 and up								
0 to 2	5,370	1,440	1,630	570	700	2,090	1,630	13,430
3 to 5	5,340	1,630	1,600	560	670	2,270	1,650	13,720
6 to 8	5,250	1,970	1,720	610	770	1,560	1,690	13,570
9 to 11	5,020	2,290	1,800	670	820	1,090	1,720	13,410
12 to 14	5,270	2,400	1,920	1,100	830	840	1,900	13,170
15 to 17	4,810	2,530	2,330	1,000	870	1,470	1,660	14,670
<b>Total</b>	<b>93,180</b>	<b>36,780</b>	<b>33,000</b>	<b>13,530</b>	<b>13,980</b>	<b>27,960</b>	<b>30,750</b>	<b>249,180</b>

## Single-Parent Family

Age of Child	Housing	Food	Transportation	Clothing	Health	Child care/ Education	Miscellaneous	Total
Before-tax income: up to \$39,100								
0 to 2	2,240	1,010	730	330	220	530	380	5,440
3 to 5	2,550	1,060	640	350	330	720	500	6,150
6 to 8	2,710	1,340	740	410	390	650	670	6,910
9 to 11	2,600	1,550	530	420	490	310	540	6,440
12 to 14	2,600	1,550	620	710	520	400	520	6,920
15 to 17	2,760	1,690	970	830	520	300	600	7,670
<b>Total</b>	<b>46,380</b>	<b>24,600</b>	<b>12,690</b>	<b>9,150</b>	<b>7,410</b>	<b>8,730</b>	<b>9,630</b>	<b>118,590</b>

Before-tax income: \$39,100 and up								
0 to 2	4,820	1,560	2,220	470	510	1,290	1,580	12,450
3 to 5	4,820	1,650	2,130	500	690	1,620	1,690	13,410
6 to 8	5,290	1,980	2,240	570	790	1,510	1,870	14,250
9 to 11	5,180	2,380	2,030	580	950	880	1,740	13,740
12 to 14	5,190	2,380	2,110	950	1,000	1,260	1,720	14,560
15 to 17	5,340	2,470	2,290	1,090	990	1,030	1,800	15,010
<b>Total</b>	<b>92,850</b>	<b>37,110</b>	<b>39,060</b>	<b>12,480</b>	<b>14,790</b>	<b>22,770</b>	<b>31,200</b>	<b>250,260</b>

Source: U.S. Department of Agriculture. Estimates are based on 1990-92 Consumer Expenditure Survey updated to 2001 dollars using the Consumer Price Index.

Table source: <http://moneycentral.msn.com/articles/family/kids/tlkidscost.asp>

<sup>1</sup> The figures represent estimated expenses on the younger child in a two-child family. Estimates are about the same for the older child, so a family of two would then double the total cost. Thus, a family with two children and an income of less than \$39,100, could expect to spend somewhere around \$249,600, for two children by the time they each had reached age 18. If you have only one child, the USDA assumes you'll spend slightly more on that child and suggests multiplying the total expense for the appropriate age category by 1.24. If you have three or more children, the USDA assumes you'll spend slightly less per child. To estimate expenses for each child in a family with three or more children, multiply the total expense for each appropriate age category by 0.77. For expenses on all children in a family, these totals should be summed.



# "Time Value of Money Problems"

## Student Handout

1. Diane invests \$500 today in an account earning 7%. How much will it be worth in 5 years? \_\_\_\_\_ 10 years? \_\_\_\_\_ 20 years? \_\_\_\_\_
  
2. Same facts as #1, except Diane finds an account earning 10%. How much will it be worth in 5 years? \_\_\_\_\_ 10 years? \_\_\_\_\_ 20 years? \_\_\_\_\_
  
3. Elaine needs to save up \$4,000 in 4 years. If she can set aside \$1,000 today, what rate of return does she need on her account? \_\_\_\_\_
  
4. Same facts as in #3, except now Elaine can set aside \$50 per month. What rate of return does she need on her account? \_\_\_\_\_
  
5. Frank wants to buy a \$10,000 car. The car dealer offers him financing of 60 payments at 9% interest. What will his payments be? \_\_\_\_\_
  
6. Same facts as #5, except the dealer also offers 48 payments at 8%. Now what will Frank's payments be? \_\_\_\_\_
  
7. Gayle has a credit card with a \$500 balance on it and a 19% interest rate. If he wants to pay off his card in two years, what will his monthly payments be? \_\_\_\_\_  
How much interest will he pay? \_\_\_\_\_
  
8. Same facts as #7, except now the balance is \$2,500. What will Gayle's monthly payments be? \_\_\_\_\_ How much interest will he pay? \_\_\_\_\_





# *Performance Assessment Task*

## *Unit 3: Foundations for Success*

### *NEFE Unit 3 - Investing: Making Money Work for You* *[U3C11L4]*

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

#### **Forecast personal savings and investments**

---



#### **Directions**

---

For this performance assessment task, you will outline a plan to use income and growth investments to help you meet your intermediate and long-term financial goals. For this assessment you will:

1. Review your financial goals and preview the Required Criteria to guide you in developing an investment plan.
2. Include at least two investment strategies that will help you meet your intermediate and long-term goals and a summary of how your saving and investing plan will help you achieve the goals.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

## *NEFE Unit 3 - Investing: Making Money Work for You Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>	
1. You select at least two investing products for your investment plan	met	not met
2. You outline your investing strategy (amount to invest, how often, and when to invest)	met	not met
3. You predict the potential value of your investments three years from now	met	not met
4. You classify your investment choices as income investment or growth investment	met	not met
5. You balance the diversity of your investments	met	not met
6. Your plan is realistic for your current and near-future situation	met	not met
7. You explain how your investing plan aligns with your intermediate- and long-term financial goals	met	not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

# Student Learning Plan

## Unit 6: Citizenship in American History and Government

### Leadership Choices, Decisions, and Consequences [U6C8L1]



#### What you will accomplish in this lesson:

Investigate how leadership choices and decisions can lead to good and/or bad consequences



#### Why this lesson is important:

Leaders must be able to confidently decide on what action to take under the most critical conditions. If a leader delays or avoids making a decision, the result might be a lost opportunity, loss of confidence, confusion, and failure of a project. In this learning plan, you will examine strategies to use when considering decisions as a leader. You will also analyze the impact of actions that involve decisions made at a leadership level.



#### What you will learn in this lesson:

- Assess how the 11 principles of leadership apply to decision making
- Apply the decision-making process to leadership decisions
- Define key words: After Action Review, contingency



#### You will have successfully met this lesson's purpose:

- by presenting an investigative report of a leadership case study that addresses a specific incident or event
- when your investigation includes a brief summary of the case study and an explanation of the leadership issue or problem
- when your investigation identifies the choices available to the leader
- when your investigation describes the decisions the leader made and the consequences of those decisions
- when your investigation presents your opinion about the effectiveness of the leader's decision
- when your investigation predicts what might have happened if the leader had made a different decision or recommends a different decision that could have improved the outcome



#### Learning Activities:

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

---

#### INQUIRE PHASE: What do you already know?



1. THINK ABOUT situations when you have had to make decisions that impacted others on your job or at school. PREPARE for this lesson by discussing What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.
2. LIST experiences you have had when you were required to make decisions that affected others on the job. With your team, CREATE a Tree Map to list positive and negative results of your decisions.
3. SHARE your map and DISCUSS what you learned from the experiences.

- \_\_\_\_\_4. REFLECT on what you do when you feel uncertain about making a major decision. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_1. READ the assigned text. CREATE a written response to each of the reflection questions and lesson review questions in the text.
- \_\_\_\_\_2. BRAINSTORM the names of leaders who have appropriately and inappropriately applied leadership principles when making decisions. DISCUSS the results of the decisions made by these leaders.
- \_\_\_\_\_3. GENERATE a list of the "Top 10 Things to Do (or Not to Do) When Making Decisions as a Leader." CONTRIBUTE to a class T-Chart.
- \_\_\_\_\_4. REFLECT on what you believe is the most important leadership principle to consider when making a decision that will affect others. ANSWER the reflection questions presented by your instructor.

---

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



- \_\_\_\_\_1. CREATE a Flow Map model to use when you need to make and analyze leadership decisions that impact others.
- \_\_\_\_\_2. COMPLETE Exercise #1: Leadership Case Study and discuss the events and impact of a significant leadership decision with your team. DEVELOP a Flow Map to illustrate the sequence of events that led to the decision.
- \_\_\_\_\_3. CREATE a Multi-Flow Map to show the events that occurred as a result of the action.
- \_\_\_\_\_4. SHARE your maps and DISCUSS opinions and predictions with the class.
- \_\_\_\_\_5. REFLECT on how you felt about the outcome of the leadership case study. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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



- \_\_\_\_\_1. OBTAIN the Leadership Choices, Decisions, and Consequences Performance Assessment Task from your instructor. PREVIEW the scoring guide.
- \_\_\_\_\_2. SEEK out and INVESTIGATE a notable historic leadership decision. CONSIDER the choices that were available to the leader and CONSIDER the results of the action that was taken. FORM an opinion about the how the decision has impacted others.
- \_\_\_\_\_3. CREATE a Multi-Flow Map to predict what might have happened if a different decision had been made.
- \_\_\_\_\_4. COMPLETE the Leadership Choices, Decisions, and Consequences Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_5. REVIEW the key words of this lesson.
- \_\_\_\_\_6. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

## Exercise 1: Leadership Case Study

**Directions:** Read the case study below then discuss the events and impacts of a significant leadership decision that was made. Your discussion should:

- Explain the issue or problem
- Describe the choices available to the leader
- Describe the consequences of those decisions
- State your opinion about the effectiveness of the leader's decisions
- Predict what might have happened if the leader had made a different decision

### Is Iraq Another Vietnam?

In April 2004, a rising tide of insurgency prompted Senator Ted Kennedy to venture the comparison "Iraq is George Bush's Vietnam." Indeed, the wave of rebellion sweeping across Iraq a year after the conclusion of major combat operations drew many parallels to the 1968 Tet Offensive. The Tet Offensive marked a turning point in the war, and the eventual loss in Vietnam. Is Iraq another Vietnam?

The U.S. became embroiled in Vietnam as part of its policy of containing communism during the Cold War. American military personnel began deploying to South Vietnam in 1954 to strengthen the country against communist North Vietnam. In 1960, Ho Chi Minh (a Vietnamese Communist revolutionary leader who was president of North Vietnam) formed the National Liberation Front to undermine and defeat the government of South Vietnam. Citing a reported North Vietnamese attack against U.S. destroyers in the Gulf of Tonkin, in 1964, Congress authorized President Lyndon Johnson to take "all necessary measures" to win in Vietnam. Drafting all eligible males, the U.S. began a military buildup that placed some 525,000 troops in the region by 1968. Despite mounting casualties against an intractable enemy, Gen. William Westmoreland confidently assured Congress in October 1967, that "We have got our opponents almost on the ropes." Six weeks later, the Viet Cong shocked the world by launching the Tet Offensive involving simultaneous uprisings by communists living undercover in 39 of the 44 provincial capitals of South Vietnam. U.S. forces succeeded in suppressing the rebellion and restoring order at a cost of 34,000 Viet Cong killed, compared to 2,500 Americans. Technically it was a military victory, but Tet precipitated a crisis of confidence in the Johnson administration prompting the president to not seek re-election. President Richard Nixon rode into office promising "peace with honor" and began the drawdown that eventually lost Vietnam.

In 2003, the U.S. went to war in Iraq as part of its global war on terrorism. In 1990, American military personnel deployed to the region to defend Saudi Arabia against Iraqi aggression in Kuwait. In 1991, Iraq was defeated by the combined forces of a U.S. led coalition and made to withdraw from Kuwait. The U.S. maintained a military presence in the region to deter future Iraqi aggression at the hands of the Iraqi leader Saddam Hussein. Disaffected by his government's actions, Osama bin Laden, a rich Saudi businessman, formed al Qaeda to dislodge American forces in the Middle East.

Operating from protected bases in Afghanistan, al Qaeda bombed two U.S. embassies in Africa, raided the USS Cole, a Navy destroyer in Yemen, and mounted direct attacks against the U.S. on September 11, 2001. President Bush swiftly mounted Operation ENDURING FREEDOM eliminating the Taliban government and eradicating state sponsored terrorism in Afghanistan. A year later he turned his sights towards Iraq. In October 2002, President Bush made his case to America that Iraq presented an imminent threat: "Iraq could decide on any given day to provide a biological or chemical weapon to a terrorist group or individual terrorists. Alliance with terrorists could allow the Iraqi regime to attack America without leaving any fingerprints." Despite the absence of indisputable evidence Iraq's Saddam Hussein possessed weapons of mass destruction, President Bush made his case that "we cannot wait for the final proof—the smoking gun—that could come in the form of a mushroom cloud." On March 20, 2003, U.S. led forces struck out from Kuwait into Iraq. Twenty-six days later Saddam Hussein's regime collapsed and American soldiers were sitting in his palaces in Baghdad. One-hundred-and-seventy-two Americans were killed during Phase III of Operation IRAQI FREEDOM. Casualties continued to mount as the U.S. switched to Phase IV Stability Operations. To the chagrin of many, no evidence of weapons of mass

destruction ever surfaced. In April 2004, dissident factions in Fallujah staged an uprising killing 40 American soldiers in a week of the bloodiest fighting since President Bush dramatically announced the “end of major combat operations” a year earlier.

Was Iraq another Vietnam? Analysts disagree. They cite obvious evidence to the contrary including:

- **Vietnam started as a guerrilla war and then escalated into a conventional war; Iraq started as a conventional war and deteriorated into a guerrilla war.**
- **The Vietnam War lasted more than a decade and took 58,000 American lives; the U.S. death toll in Iraq after 13 months was less than 700.**
- **President Johnson said Vietnam was fought to stop the spread of communism in Southeast Asia; President Bush called Iraq part of a war against a network of terrorists who have targeted the U.S.**
- **American forces in Vietnam were subject to forced conscription under the draft; American forces in Iraq were all volunteers.**

Other, evidence seems to support the comparison:

- **President Johnson escalated the war in Vietnam on flimsy proof U.S. destroyers were twice attacked in the Gulf of Tonkin; no weapons of mass destruction have been found in Iraq.**
- **President Johnson suffered a “credibility gap” after Tet soundly disproved the optimistic predictions of Gen. William Westmoreland; Vice President Dick Cheney was harshly criticized following the uprisings in Fallujah for predicting U.S. forces would be greeted as “liberators.”**

According to Susan Page of USA Today, the comparison between Iraq and Vietnam “has power because, 30 years after it ended, the war in Vietnam continues to stand as a symbol of foreign policy gone awry.”

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# *Performance Assessment Task*

## *Unit 6: Citizenship in American History and Government*

### *Leadership Choices, Decisions, and Consequences [U6C8L1]*

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

**Investigate how leadership choices and decisions can lead to good and/or bad consequences**



#### **Directions**

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For this performance assessment task you will present a written or oral investigation of a leadership case study that addresses a specific incident or event. For this assessment you will:

1. Create your investigative report as a written paper or oral presentation.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

## *Leadership Choices, Decisions, and Consequences*

### *Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>	
1. Investigation includes a brief summary of the case study and an explanation of the leadership issue or problem	met	not met
2. Investigation identifies the choices available to the leader	met	not met
3. Investigation describes the decisions the leader made and the consequences of those decisions	met	not met
4. Investigation presents your opinion about the effectiveness of the leader's decision	met	not met
5. Investigation predicts what might have happened if the leader had made a different decision or recommends a different decision that could have improved the outcome	met	not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_



# Student Learning Plan

## Unit 6: Citizenship in American History and Government

### Ethical Choices, Decisions, and Consequences [U6C8L2]



#### What you will accomplish in this lesson:

Illustrate how ethical choices and decisions can lead to good and/or bad consequences



#### Why this lesson is important:

As a leader, you will be responsible for making decisions that affect others within and outside your organization. You will need to consider the consequences before deciding on a course of action. As you learned in an earlier lesson, leaders have three ethical responsibilities: 1) be a good role model; 2) develop followers in an ethical manner; 3) lead in such a way to avoid ethical dilemmas. In this lesson, you will examine ethical dilemmas. You will form opinions about the decisions and consequences associated with ethical dilemmas.



#### What you will learn in this lesson:

- Differentiate between ethical and unethical behavior
- Examine ethics codes
- Explore how circumstances impact an ethical dilemma
- Discuss the consequences of ethical and unethical decisions
- Define key word: ethical dilemma



#### You will have successfully met this lesson's purpose:

- by presenting a brief written or oral summary of a current news story in which ethical choices and behaviors influence the consequences
- by discussing your opinions with a parent or other adults and your peers
- when your summary briefly describes the Who, What, Where, and When of the news story
- when your summary identifies one or more important ethical issues, choices, and consequences
- when your summary presents your opinion about the ethical issues, choices, and consequences
- when your summary includes a reflection that describes how your opinion was different or like the opinions of your peers and your parents or other adults
- when your summary includes a reflection with a description of what might make you change your opinion
- when your summary includes a reflection with a description of what new things you learned and how the examination of this story affected your opinion



#### Learning Activities:

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

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#### INQUIRE PHASE: What do you already know?



- 
1. THINK ABOUT what you know about the difference between ethical and unethical behavior. PREPARE for this lesson by discussing What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.

- \_\_\_\_\_2. COMPLETE Exercise #1: Ethical or Unethical? to assess scenarios.
- \_\_\_\_\_3. COMPARE and DISCUSS your responses with the class.
- \_\_\_\_\_4. REFLECT on how you face an ethical dilemma. ANSWER the reflection questions presented by your instructor.

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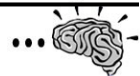
### **GATHER PHASE: So, what else do you need to know or learn?**



- \_\_\_\_\_1. CREATE a Circle Map to brainstorm what you know about Ethics. READ the Ethical Choices, Decisions, and Consequences section in your student text.
- \_\_\_\_\_2. REVIEW your personal code of ethics developed in a previous lesson (U2C1L3). EXAMINE an example of a code of ethics for an organization or profession.
- \_\_\_\_\_3. SHARE what you learned about the organizational or professional code of ethics.
- \_\_\_\_\_4. REFLECT on what surprised you about the codes you reviewed. ANSWER the reflection questions presented by your instructor.

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



- \_\_\_\_\_1. COMPLETE a Think-Write list of ethical dilemma situations. LISTEN TO a briefing on actions to take when faced with an ethical situation.
- \_\_\_\_\_2. READ an assigned case study. PARTICIPATE in a discussion about the ethical choices and consequences of the case study.
- \_\_\_\_\_3. DEVELOP a Multi-Flow Map to illustrate the motives and consequences of the decisions that were made.
- \_\_\_\_\_4. DISCUSS how the consequences had a positive or negative impact.
- \_\_\_\_\_5. REFLECT on the case study and how you might have responded if you were a participant in the situation. ANSWER the reflection questions presented by your instructor.



### **Assessment Activities:**

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



- \_\_\_\_\_1. OBTAIN the Ethical Choices, Decisions, and Consequences Performance Assessment Task from your instructor. PREVIEW the scoring guide.
- \_\_\_\_\_2. INVESTIGATE a current ethical dilemma. CONSIDER what has impacted the decision(s) and CONSIDER the alternatives. FORM an opinion about how the decision has impacted others.
- \_\_\_\_\_3. COMPLETE the Ethical Choices, Decisions, and Consequences Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_4. REVIEW the key words of this lesson.
- \_\_\_\_\_5. REFLECT on what you have learned in this lesson and how you might use it in the future.



### **Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

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

## Exercise 1: Ethical or Unethical?

Directions:

- a. For each scenario below, mark whether you think the action is “ethical” or “unethical” by placing a checkmark in the appropriate column.
- b. In the far right column write your reasons for deciding if the situation was ethical or unethical.

#	Ethical	Unethical	Scenario	Reasoning
1			A nurse has had a stressful day working in the hectic emergency room—especially after caring for a family friend in critical condition. Should the nurse share the news about the critically ill friend when arriving home?	
2			Should an employer require employees to contribute money or volunteer time for the employer’s favorite charity on behalf of the company?	
3			Should air traffic controllers be allowed to strike if employment contracts are not finalized?	
4			Should a supervisor review workers’ email messages and phone records as assigned by the department manager?	
5			Should airport security use racial profiling to screen travelers and search luggage?	

## Exercise 2: Ethical Case Study

**Exercise:** Ethical Case Study—Participate in a discussion about the **ethical choices and consequences** of an assigned case study. Develop a multi-flow map to illustrate the **motives and consequences** of the decisions that were made. Discuss how the consequences had a **positive or negative impact**.

### The Decision to Drop the Atomic Bomb in World War II

World War II erupted in Europe when Hitler invaded Poland, September 1, 1939. Concerned that Nazi Germany might develop an atomic weapon of unimaginable destruction, Albert Einstein wrote to President Roosevelt, warning him of the danger. Sufficiently alarmed, the United States embarked on a top-secret project, code-named “Manhattan,” to develop an atomic bomb. At \$2,000,000,000, the Manhattan Project was the riskiest and most expensive program ever undertaken by the U.S. Government up to that time.

The United States was drawn into World War II after Japanese forces attacked the Pacific Fleet at Pearl Harbor Hawaii, December 7, 1941 (American forces were immediately rushed to the European and Pacific theaters to fight the combined Axis Powers of Germany and Japan. Believing Hitler was the bigger threat, the Allies, led by the United States, Great Britain, and Soviet Union, agreed on a “Europe First” policy, focusing their attention against the Nazis. Germany was defeated May 5, 1945, before either side could build an atomic bomb. A top-secret report concluded that neither Germany nor Japan was capable of producing an atomic bomb, yet the Manhattan Project continued working to build one.

On July 16, 1945, American scientists successfully detonated the first atomic device at Trinity Site near their secluded laboratories in Los Alamos, New Mexico. The United States was still at war with Japan. Harry S. Truman was President of the United States, having succeeded Roosevelt who died in office April 16, 1945. While war raged in Europe, American and British forces slugged their way across the Pacific in their drive towards Tokyo. The Soviet Union had not participated in the Pacific campaign, choosing to remain neutral with Japan while fighting for survival against Germany. Truman was in Potsdam meeting with Churchill, trying to enlist the aide of Stalin, when he learned of the atomic test at Trinity. Truman was troubled by the mounting casualties in the Pacific as Allied forces drew nearer the Japanese home islands. Driven by the Bushido warrior code, the Japanese were prepared to resist to the last, and more willing to die than surrender. Over 207,000 Japanese gave their lives while exacting a huge toll on American forces invading Okinawa. The Joint Chiefs told Truman to expect over 1,000,000 American casualties and an even larger number of Japanese dead in the pending attack on the home islands. Truman appointed a committee to evaluate using the atomic bomb. The committee examined many options, including a demonstration in Tokyo Bay, but Los Alamos was uncertain the device would detonate. Rather than lose a valuable war asset, and to emphasize its destructive power, the committee recommended dropping the atomic bomb on a city. By August 1945, the United States had two nuclear bombs in its arsenal.

On August 6, 1945, the *Enola Gay* dropped the first atomic bomb on Hiroshima. Over 140,000 Japanese were killed in the blast, and an uncounted number died from the lingering effects of radiation. On August 9, 1945, a second atomic bomb was dropped on the city of Nagasaki. The next day, August 10, 1945, Japan indicated its willingness to surrender.

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Ethical Choices	Consequences	Impact
Should the U.S. have continued producing the atomic bomb after it knew Germany and Japan couldn't?	The U.S. has already invested \$2,000,000,000 into the program, and the project was in full production	Could it have delayed the onset of the Cold War and a nuclear arms race with the Soviet Union?
Should the U.S. have invaded the home islands of Japan?	Estimated 1,000,000 Americans and many more Japanese killed.	Does the President have an obligation to reduce American casualties at the expense of the enemy?
Should the destructive power of the atomic bomb have been demonstrated in Tokyo Bay?	Los Alamos scientists uncertain if device would work.	The U.S. could lose a valuable war asset.
Should the U.S. drop atomic bombs on inhabited cities?	Over 210,000 Japanese killed from the blast; untold number killed or maimed from lingering effects of radiation.	The U.S. is the only country in history to use nuclear weapons in war.
Why are nuclear weapons considered so frightening?	Overwhelming destructive power and lingering radiation effects.	Nuclear weapons have the potential to destroy human civilization.

# *Performance Assessment Task*

## *Unit 6: Citizenship in American History and Government*

### *Ethical Choices, Decisions, and Consequences [U6C8L2]*

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

**Illustrate how ethical choices and decisions can lead to good and/or bad consequences**



#### **Directions**

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For this performance assessment task you will present a brief written or oral summary of a current news story in which ethical choices and behaviors influence the consequences. You will also discuss your opinions with an adult and with your peers and your summary will include a reflection of these discussions in your summary. For this assessment you will:

1. Prepare your summary. Self-assess your work using the scoring guide.
2. Discuss your summary and opinion with your peers and with a parent or other adult.
3. Add your reflection to the summary.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

## *Ethical Choices, Decisions, and Consequences Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>	
1. Your summary briefly describes the Who, What, Where, and When of the news story	met	not met
2. Your summary identifies one or more important ethical issues, choices, and consequences	met	not met
3. Your summary presents your opinion about the ethical issues, choices, and consequences	met	not met
4. Your reflection describes how your opinion was different or similar to the opinions of your peers and your parent or other adult	met	not met
5. Your reflection includes a description of what might make you change your opinion	met	not met
6. Your reflection includes a description of what new things you learned and how the examination of this story affected your opinion	met	not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_



# Student Learning Plan

## Unit 6: Citizenship in American History and Government Global Citizenship Choices, Decisions, and Consequences [U6C8L3]



### What you will accomplish in this lesson:

Evaluate how American choices and decisions can affect those in other countries differently from the way in which they affect Americans



### Why this lesson is important:

Have you ever considered how your actions affect people outside your community? Your actions can have an impact on your family, friends, and neighborhood. The actions and choices made by you and other Americans can impact people outside your neighborhood and even outside the country. In this learning plan, you will examine ways our choices can impact other nations.



### What you will learn in this lesson:

- Compare characteristics of developed and developing nations
- Summarize the main goals of American foreign policy
- Discuss ways nations cooperate to solve global problems
- Examine ways that American political, military, economic, and humanitarian choices affect other nations
- Define key words: aggression, deterrence, diplomacy, foreign policy, intelligence, nationalism, sanctions, standard of living, summit meeting, terrorism



### You will have successfully met this lesson's purpose:

- by writing an evaluation of a case study (a current event) that illustrates how an American choice affects at least one other country
- when you summarize the Who, What, Where, and When of a specific American decision or action that affects those in at least one other country
- when you describe how the American decision or action affects Americans and how it affects those in the other country(ies)
- when you evaluate the negative and/or positive consequences for Americans and for the other country(ies)
- when you present recommendations for increasing the positive consequences for both Americans and those from other countries



### Learning Activities:

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

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### INQUIRE PHASE: What do you already know?



1. THINK ABOUT the statement "For every action there is a reaction." PREPARE for this lesson by discussing What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.
2. THINK-PAIR-SHARE your thoughts about the statement "For every action there is a reaction." CREATE a Flow Map with branches to illustrate how you think others have been impacted by your

actions in the past 24 hours.

- \_\_\_\_\_ 3. BRAINSTORM a list of at least five international incidents that have involved American decisions or actions. SHARE your work.
- \_\_\_\_\_ 4. REFLECT on what surprised you about these discussions. ANSWER the reflection questions presented by your instructor.

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



- \_\_\_\_\_ 1. PARTICIPATE in a discussion to GENERATE a list of global problems. LOCATE areas with problems on a world map.
- \_\_\_\_\_ 2. LISTEN to a briefing to answer: 1) What is the difference between developed and developing nations? 2) What are the goals of foreign policy? 3) What are the tools of foreign policy? 4) What groups make and shape foreign policy?
- \_\_\_\_\_ 3. GATHER INFORMATION about an organization or individual who is working to solve a global problem. WRITE a one-minute special interest news story to: 1) describe the organization's or person's contributions; 2) explain how people have been impacted by the actions.
- \_\_\_\_\_ 4. SHARE your news story with the class.
- \_\_\_\_\_ 5. REFLECT on all the organizations discussed. ANSWER the reflection questions presented by your instructor.

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



- \_\_\_\_\_ 1. COMPLETE Exercise #1: American Choices Case Study by examining a case study that involves a series of events that impacted international relations.
- \_\_\_\_\_ 2. DEVELOP a class Flow Map or Multi-Flow Map to organize the events of the incident.
- \_\_\_\_\_ 3. PARTICIPATE in a discussion to compare how people in and out of the U.S. were impacted by decisions and choices made during the case study incident. CREATE "what if" scenarios to predict what outcomes might have occurred had different decisions been made.
- \_\_\_\_\_ 4. REFLECT on what you have learned during the case study activities. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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



- \_\_\_\_\_ 1. LIST at least five examples of current local, regional, and/or national actions and decisions that impact people in other countries. SELECT an example to investigate.
- \_\_\_\_\_ 2. CREATE a Double Bubble Map to show how Americans are impacted the same as and differently than people from other countries.
- \_\_\_\_\_ 3. COMPLETE the Global Citizenship Choices, Decisions, and Consequences Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_ 4. REVIEW the key words of this lesson.
- \_\_\_\_\_ 5. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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

## Exercise 1: American Choices Case Study

**Exercise:** Examine a case study that involves a series of events that impacted international relations.

**Develop a flow map** or multi-flow map to **organize the events of the incident**. Participate in a discussion to compare **how people in and out of the U.S. were impacted** by the decisions and choices made during the case study incident.

- **Illustrate how an American choice affects at least one other country**
- **Summarize the “Who, What, Where, and When” of a specific American decision or action that affects those in at least one other country**
- **How did the decision affect Americans and how did it affect those in other countries?**
- **Evaluate the negative and/or positive consequences for Americans and for other countries**
- **Make recommendations for increasing the positive consequences for both Americans and those from other countries**

### Recap of the EP- 3 Incident with China

On April 1, 2001 at 8:16 p.m., the staff in DIA’s Alert Center received a report of a MAYDAY from an EP-3 aircraft heading toward Lingshui, China. To their horror, they learned that an American EP-3 surveillance plane and a Chinese F-8 jet fighter had collided over the South China Seas. Despite an 8,000-foot freefall, the EP-3 made it safely to China’s Hainan Island. The F-8 tore apart and crashed, and the pilot Wang Wei was killed. At 8:31 p.m., the Alert Center began notifying key people who would be directly involved in this incident and by 9:00 p.m., the Alert Center had notified BG Neal Sealock.

The EP-3 ARIES II is a Navy signals intelligence reconnaissance aircraft equipped with sensitive receivers and high-gain dish antennas for collecting electronic emissions deep within targeted territory. China immediately impounded the aircraft and detained the 24-man crew. Deputy Foreign Minister Li Zhaoxign said the Chinese public was outraged both by the resumption of U.S. surveillance flights near China and by U.S. suggestions that the spy plane be flown back from the Chinese military base where it landed after colliding with a Chinese fighter jet. “If we allow such a military plane which had a mission of spying on China to be flown back from a Chinese military airfield, that would further hurt the dignity and sentiments of the Chinese people,” said Li. “It would be the cause of strong indignation and opposition from the Chinese people.” Spokesman Zhu Bangzao declared: “The United States should take full responsibility, make an apology to the Chinese government and people, and give us an explanation of its actions.” U.S. Secretary of State Colin Powell responded with equal bluntness: “We have nothing to apologize for.” According to Secretary of Defense Donald Rumsfeld, the United States wasn’t spying: “Our EP-3 was flying an overt reconnaissance and surveillance mission in international airspace in an aircraft clearly marked, ‘United States Navy.’ It was on a well-known flight path that we have used for decades. Many countries perform such flights, including China.” Secretary Rumsfeld further accused China of provoking the incident. Later testimony by Navy Lieutenant Shane Osborn, the EP-3 commander, supported this view by stating his aircraft was flying straight and level, on autopilot, heading away from Hainan Island in international airspace when it was subjected to harassment from the Chinese fighter.

Lt. Osborn said that the Chinese jet came within three to five feet of his own aircraft twice, and on the third time, the Chinese pilot apparently misjudged and the F-8’s vertical stabilizer contacted the EP-3’s number one propeller. Lt. Osborn’s initial thought was “This guy just killed us” as the EP-3 dropped 8,000 feet and rolled out of control. Lt. Osborn regained control of the aircraft and declared an in-flight emergency as he turned back towards Chinese airspace, deciding to head towards Hainan Island. The EP-3 made numerous attempts to broadcast Mayday distress signals, but none of them were answered. When they landed, they were greeted with armed troops.

BG Neal Sealock, the U.S. defense attaché to China, was dispatched to Hainan to negotiate the return of the EP-3 aircraft and crew. BG Sealock reported directly to the President and was given authority to act on the Nation’s behalf. Tensions mounted as three days into the crisis President Bush declared “It is time for our servicemen and women to return home. It is time for the Chinese government to return our plane.”

In response, Chinese President Jiang Zemin demanded “The United States must stop these types of flights in the airspace of China’s coastal areas.” Furthermore, China bluntly rejected U.S. claims that the damaged plane and the advanced intelligence-gathering equipment on board were sovereign U.S. territory and off-limits to inspection or seizure.

As the standoff continued, Republican congressional leaders, including Richard Shelby, chairman of the Senate Select Committee on Intelligence, and Henry Hyde, chairman of the House International Relations Committee, began referring to the spy plane crew as “hostages.” All this time, BG Sealock pursued intense negotiations with Chinese representatives in Hainan, coordinating his efforts with the Ambassador in Beijing. Having spent four years as an attaché, BG Sealock had a good background on the Chinese language and culture that helped him understand the implications and possible innuendos as negotiations proceeded. He was aided by a team of inter-agency experts with similar training in Chinese language, culture, and negotiating techniques. These skills proved critical in defusing the situation by persuading Chinese representatives to allow BG Sealock to meet with the EP-3 crew. At the time of his first meeting with the crew, he stated, “My name is Neal Sealock, and I’m here to get you home.”

After reporting their apparent good health and safety, Secretary of State Colin Powell assumed a more conciliatory approach saying “I hope this starts us on a road to a full and complete resolution of this matter.” The impasse was broken after 11 days of intensive negotiations. Ambassador Joseph Prueher gave a letter to Foreign Minister Tang: “Please convey to the Chinese People and the family of pilot Wang Wei that we are very sorry for their loss . . . We are very sorry the entering of China’s airspace and the landing did not have verbal clearance.”

Having extracted an ‘apology’ from Washington, Beijing released the 24 American servicemen. The EP-3 was disassembled and shipped to the United States three months later. President Bush later announced the resumption of EP-3 flights along the Chinese coast.

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# *Performance Assessment Task*

## *Unit 6: Citizenship in American History and Government*

### *Global Citizenship Choices, Decisions, and Consequences [U6C8L3]*

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

**Evaluate how American choices and decisions can affect those in other countries differently from the way in which they affect Americans**



#### **Directions**

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For this performance assessment task you will use a case study to illustrate how an American choice affects people in at least one other country. For this assessment you will:

1. Write a case study evaluation using the situation that you and your partner worked on during the Apply Phase.
2. Use the Double Bubble Map as a guide to create your case study evaluation.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

***Global Citizenship Choices, Decisions, and Consequences  
Performance Assessment Task Scoring Guide***

<b><i>Criteria</i></b>	<b><i>Ratings</i></b>
1. Your evaluation briefly summarizes the "Who, What, Where, and When" of a specific American decision or action that affects those in at least one other country	met    not met
2. Your evaluation describes how the American decision or action affects Americans and how it affects those in the other country(ies)	met    not met
3. Your evaluation evaluates the negative and/or positive consequences for Americans and for the other country(ies)	met    not met
4. Your evaluation presents recommendations for increasing the positive consequences for both Americans and those from other countries	met    not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

# Student Learning Plan

## Unit 6: Citizenship in American History and Government

### Historical Timeline: Choices, Decisions, and Consequences [U6C8L4]



#### What you will accomplish in this lesson:

Outline how major decisions (leadership, ethical, or global) have led to significant events in American history



#### Why this lesson is important:

An important aspect in the study of a historical event is the analysis of the significant actions that took place. History is more than memorization of dates, events, and people. History influences the future. What happened yesterday affected events today; what happens today impacts life tomorrow. In this lesson, you will assess how major leadership, ethical, and/or global decisions led to significant events in American history.



#### What you will learn in this lesson:

- Examine ways leadership, ethical, and global decisions have impacted history
- Describe how historic events have influenced leadership, ethical, and global decisions
- Investigate historic actions and decisions that have influenced citizens today
- Define key terms: chronological, timeline



#### You will have successfully met this lesson's purpose:

- by tracking at least one of the following types of decisions: leadership, ethical, or global
- by building a Multi-Flow Map that shows cause and effect across a given series of events
- by presenting your map to your peers
- when your map shows a series of given American historical events
- when your map shows (ethical, leadership, or global) decisions that you identify
- when your map shows alternative choices that could have been selected
- when you present your map to your peers
- when you predict what might have been different if the decision-maker had made another decision
- when you answer questions and respond to ideas offered by your peers and instructor



#### Learning Activities:

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

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#### INQUIRE PHASE: What do you already know?



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1. THINK ABOUT what it means when people say "We tried this before," or "Remember when." PREPARE for this lesson by discussing What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.
  2. SHARE what you know about local history. PARTICIPATE in a discussion about local leaders, how ethics influenced local decisions, and how local decisions have had a global impact.
  3. REVIEW a Timeline Example of Desert Storm.

- \_\_\_\_\_ 4. REFLECT on why we study history. ANSWER the reflection questions presented by your instructor.

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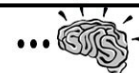
### GATHER PHASE: So, what else do you need to know or learn?



- \_\_\_\_\_ 1. IDENTIFY five to ten significant events that occurred during one of the following eras as assigned: before 1700, between 1700-1799, between 1800-1899, from 1900 to present. CONSIDER scientific discoveries, military actions, political decisions, economic choices, and natural events as you choose events that have shaped America.
- \_\_\_\_\_ 2. ORGANIZE the events into a timeline.
- \_\_\_\_\_ 3. PARTICIPATE in a discussion about citizen and global reactions during and after the significant events selected from the timeline.
- \_\_\_\_\_ 4. REFLECT on what you believe are the three most significant events in American history. ANSWER the reflection questions presented by your instructor.

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



- \_\_\_\_\_ 1. With your team, CREATE a Tree Map to CLASSIFY events that involved leadership, ethical, or global decisions.
- \_\_\_\_\_ 2. COMPLETE Exercise #1: Historical Case Study to examine the impact of a series of events.
- \_\_\_\_\_ 3. DISCUSS citizen and global reactions during and after the events described in the case study.
- \_\_\_\_\_ 4. CLASSIFY events that involved leadership, ethical, or global decisions.
- \_\_\_\_\_ 5. PREDICT what might have happened if different decisions were made.
- \_\_\_\_\_ 6. REFLECT on how you might apply what you have learned to your life. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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



- \_\_\_\_\_ 1. SELECT a series of significant historic events that involved major decisions that impacted American history. SEEK OUT details to outline what occurred prior to, during, and as a result of the significant events you investigate. NOTE the leadership, ethical, and global choices and decisions related to the events.
- \_\_\_\_\_ 2. CREATE a Multi-Flow Map with your partner.
- \_\_\_\_\_ 3. COMPLETE the Historical Timelines: Choices, Decisions, and Consequences Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_ 4. REVIEW the key words of this lesson.
- \_\_\_\_\_ 5. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

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



## Exercise 1: Historical Case Study

**Exercise:** Use this historical case study to examine the impact of a **series of events**. Discuss **citizen and global reactions** during and after the events described in the case study. **Classify events** that involved leadership, ethical, or global decisions. **Predict** what might have happened if different decisions were made.

### The Spark That Ignited World War I

On June 28, 1914, Gavrilo Princip, a Bosnian Serb and radical nationalist, assassinated Franz Ferdinand, the Archduke of Austria-Hungary and heir to the throne, and his wife, Sophie. How could this single act of barbarism engulf over 32 nations and 30,000,000 lives in world war?

Historians trace the origins of World War I to the end of the Napoleonic era and blame the Congress of Vienna in 1815 for setting conditions for the Franco-Prussian war in 1870 that led to the rise of Germany in 1871. Eager to maintain Germany's new status as a major European power, Chancellor Otto von Bismarck began forming a system of alliances designed to isolate France. In 1872, Bismarck orchestrated the League of the Three Emperors between Kaiser Wilhelm I of Germany, Czar Alexander II of Russia, and Emperor Franz Joseph of Austria. Russia departed the League after Germany sided with Austria over a dispute in the Balkans during the Congress of Berlin in 1878.

In the absence of Russia, Bismarck forged the Dual Alliance with Austria in 1879, and expanded it to include Italy, thus creating the Triple Alliance in 1882. Bismarck made no formal alliance with Britain, but did his best to remain on friendly terms with the traditional enemy of France. For 20 years, Bismarck maintained the peace in Europe by brokering a skillful balance of powers on the continent.

In 1890, Bismarck was dismissed by Kaiser Wilhelm II. The new emperor wanted to make Germany a world power, and commenced a program of colonial and naval expansion. Alarmed by Germany's ambition and suspicious of her ties with Austria, Russia sided with France and formed the Franco-Russian Alliance in 1893. In 1905, the German General Staff formulated the Schlieffen Plan advocating an attack on France in the event of war with Russia. Feeling increasingly isolated, Britain began to seek her own alliances. In 1902, she concluded the Anglo-Japanese Alliance to check Russian expansion in the Pacific.

In 1904, Britain defied expectations by signing the Entente Cordiale expressing friendship with France. In 1907, Britain joined the Triple Entente allying with both Russia and France. The Triple Entente of Britain, France, and Russia now stood in direct opposition to the Triple Alliance of Germany, Austria, and Italy. A single incident could now ignite global conflagration.

In 1912, Italy came into conflict with the Ottoman Empire over holdings in the Adriatic Sea. Serbia took advantage of the weakened Ottoman Empire to attack Bulgaria. Russia sided with Serbia while Austria supported Bulgaria; Britain and Germany urged peace. Russia and Austria were now poised for war. The crisis enraged Serbs against Austria for its support of Bulgaria and its continued occupation of Bosnia-Herzegovina. On June 28, 1914, when Gavrilo Princip assassinated Franz Ferdinand, Austria declared war on Serbia. Russia declared war on Austria. Germany attacked into France, and Europe was plunged into the first world war.

### References

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World War I, [www.thecorner.org/wwi](http://www.thecorner.org/wwi)

The Great War, "Causes of World War I," Suzanne Karpilovsky, Maria Fogel, Olivia Kobelt, [www.pvhs.chico.k12.ca.us/~bsilva/projects/great\\_war/causes.htm](http://www.pvhs.chico.k12.ca.us/~bsilva/projects/great_war/causes.htm)

Event	Reaction	Classification
<b>1871 – Creation of the German Empire under Kaiser Wilhelm I and Otto von Bismarck</b>	None	<b>leadership</b> – unify independent states into German nation
<b>1873 – Three Emperor’s League established between Germany, Austria, Hungary, and Russia</b>	None	<b>global</b> – isolate France
<b>1874 – First Balkan Crisis; revolt in Bosnia-Herzegovina</b>	<b>1878</b> – Congress of Berlin  <b>1879</b> – Dual Alliance between Germany and Austria-Hungary	<b>leadership</b> – Russia resigns from the Three Emperor’s League  <b>global</b> – Russia forms enmity against Austria
<b>1882 – Triple Alliance between Germany, Austria-Hungary, and Italy</b>	<b>1894</b> – Franco-Russian Alliance	<b>global</b> – France and Russia unite to contain Germany
<b>1890 – Kaiser Wilhelm II fires Otto von Bismarck</b>	<b>1890</b> – Germany embarks on colonial and military expansion	<b>ethical</b> – Kaiser Wilhelm interested in the greater glory of an expanded Germany
<b>1905 – Development of Schlieffen Plan in Germany</b>	None	<b>global</b> – War with Russia will provoke an automatic attack against France
<b>1907 – Triple Entente between Britain, France, and Russia</b>	<b>1907</b> – Germany begins military buildup and naval arms race	<b>global</b> – the triple Entente and Triple Alliance stand in opposition; an attack on one will ignite global conflagration
<b>1912 to 1913 – Third Balkan Crisis</b>	<ul style="list-style-type: none"> <li>• Austria and Russia now poised for war</li> <li>• Serbians hate Austria</li> </ul>	<b>global</b> – conditions set to start global war
<b>June 28, 1914 – Gavrilo Princip assassinates Archduke Franz Ferdinand of Austria</b>	<ul style="list-style-type: none"> <li>• Austria declares war against Serbia</li> <li>• Russia declares war against Austria</li> <li>• Germany invades France</li> <li>• Britain declares war against Germany</li> </ul>	<b>ethical</b> – Gavrilo Princip attempted to achieve nationalist objectives through illegal and immoral means

**Handout 1: Operation Desert Storm**  
***The Operation Desert Shield/Desert Storm Timeline***  
Source: American Forces Information Service news articles

- Iraq invades Kuwait, Aug. 2, 1990.
- Operation Desert Shield begins, Aug. 7.
- First U.S. forces (F-15 Eagle fighters from Langley Air Force Base, Va.) arrive in Saudi Arabia, Aug. 7.
- First Operation Desert Shield-related U.S. death, Aug. 12.
- President George Bush authorizes first call-up of Selected Reservists to active duty for 90 days, by executive order, Aug. 22. (Call-up widened in subsequent authorizations; period of service extended to 180 days on Nov. 12 by executive order.)
- Operation Desert Storm and air war phase begins, 3 a.m., Jan. 17, 1991 (Jan. 16, 7 p.m. Eastern time).
- Iraq attacks Israel with seven Scud missiles, Jan. 17.
- U.S. Patriot missile successfully intercepts first Scud, over Dhahran, Saudi Arabia, Jan. 17.
- President Bush authorizes the call-up of up to 1 million National Guardsmen and Reservist for up to two years, Jan. 18.
- DoD announces deployment of Europe-based Patriot missiles and crews to Israel, Jan. 19.
- Iraq creates massive oil slick in gulf, Jan. 25.
- Iraqis attack Khafji, Saudi Arabia, Jan. 29.
- Iraq captures first U.S. female prisoner of war, Jan. 31.
- Award of the National Defense Service Medal authorized, Feb. 21.
- Iraqis ignite an estimated 700 oil wells in Kuwait, Feb. 23.
- Allied ground assault begins, 4 a.m., Feb 24 (Feb. 23, 8 p.m. Eastern time).
- Iraqi Scud destroys U.S. barracks in Dhahran, killing 28 U.S. Soldiers, Feb. 25.
- Cessation of hostilities declared, 8:01 a.m., Feb. 28 (12:01 a.m. Eastern).
- Cease-fire terms negotiated in Safwan, Iraq, March 1.
- DoD announces first troop redeployment home, March 17 (24th Infantry Division, Fort Stewart, Ga.)
- Award of the Southwest Asia Service medal authorized, March 13.
- President Bush announces U.S. relief supply airdrops to Kurdish refugees in Turkey and northern Iraq, April 5.
- Iraq officially accepts cease-fire terms, April 6.
- Task Force Provide Comfort forms and deploys, April 6.
- U.S. transports deliver 72,000 pounds of supplies in first six Operation Provide Comfort missions, April 7.
- Cease-fire takes effect, April 11.
- Construction of first Provide Comfort tent city begins near Zakhu, Iraq, April 20.
- U.N. commission assumes responsibility for Kurdish refugees, June 7.

(From the 1991 "Defense Almanac".)

Related Site of Interest: AFPS News Article: [A Decade Later: Kuwait Free, Iraq Isolated](#)

## **Fast Facts About Operations Desert Shield and Desert Storm**

### **Air Deployment Missions: 18,466, as of June 7, 1991**

- 3,980 by C-5 Galaxy transports
- 9,085 by C-141 Starlifter transports
- 1,193 by C-130 Hercules transports
- 395 by KC-10 Extender aerial refuelers
- 3,813 by Civil Reserve Air Fleet carriers
- 509,129 passengers and 594,730 tons of cargo carried

### **U.S. casualties: 148 battle deaths, 145 nonbattle deaths**

- Army: 98 battle; 105 nonbattle
- Navy 6 battle; 8 nonbattle
- Marines: 24 battle; 26 nonbattle
- Air Force: 20 battle; 6 nonbattle
- Women killed, 15

### **U.S. wounded in action: 467.**

### **U.S. Commanders, U.S. Central Command, Operation Desert Storm**

- Gen. H. Norman Schwarzkopf, USA, commander in chief
- Lt. Gen. Calvin Waller, USA, deputy commander in chief
- Maj. Gen. Robert B. Johnston, USMC, chief of staff
- Lt. Gen. John J. Yeosock, USA, Army commander
- Lt. Gen. Walter Boomer, USMC, Marine commander
- Vice Adm. Stanley Arthur, USN, Navy commander
- Lt. Gen. Charles Horner, USAF, Air Force commander

### **Allied Combat Air Sorties Flown: More than 116,000**

### **Coalition Aircraft Losses: 75 (63 U.S., 12 Allied)**

- Fixed wing, 37 combat, 15 noncombat
- U.S. losses, 28 combat, 12 noncombat
- No U.S. losses in air-to-air engagements
- Helicopters, 23 (all U.S.): 5 combat, 18 noncombat

### **Estimated Iraqi Losses: (Reported by U.S. Central Command, March 7, 1991)**

1. 36 fixed-wing aircraft in air-to-air engagements
2. 6 helicopters in air-to-air engagements
  - 68 fixed- and 13 rotary-wing aircraft destroyed on the ground
  - 137 Iraqi aircraft flown to Iran
  - 3,700 of 4,280 battle tanks
  - 2,400 of 2,870 assorted other armored vehicles
  - 2,600 of 3,110 assorted artillery pieces

- 19 naval ships sunk, 6 damaged
- 42 divisions made combat-ineffective

**Enemy prisoners of war captured: U.S. forces released 71,204 to Saudi control.**

**Facts About Operation Provide Comfort (Relief to Kurdish refugees in eastern Turkey and northern Iraq):**

- *Operation conducted by U.S. European Command, Army Lt. Gen. John M. Shalikashvili commanding.*
- *11,936 U.S. personnel engaged at peak, May 21, 1991.*
- *Total allied coalition personnel involved at peak, 21,701.*
- *Relief supplies delivered: 4,416.6 tons by ground transports and 12,683.2 tons in 3,901 air sorties.*
- *Maximum Kurdish refugee count in tent cities, 57,350, May 24, 1991.*
- *U.S. relief: 4.79 million prepackaged ration meals and 2,687.5 tons of bulk food; 200,717 gallons of water; 211,788 blankets; and 23,500 tents.*

(From the 1991 "Defense Almanac")

**U.N. Security Council Resolutions Against Iraq**

- *Resolution 660, Aug. 2, 1990: Condemns Iraqi invasion of Kuwait (Vote 14-0-1 abstention)*
- *Resolution 661, Aug. 6: Imposes economic sanctions against Iraq (13-0-2)*
- *Resolution 662, Aug. 9: Declares Iraqi annexation of Kuwait null and void, (15-0)*
- *Resolution 664, Aug. 18: Calls for the immediate release of foreigners from Iraq and Kuwait (15-0)*
- *Resolution 665, Aug. 25: Authorizes the use of force to halt maritime shipping to and from Iraq (13-0-2)*
- *Resolution 666, Sept. 13: Establishes guidelines for humanitarian aid to Iraq and Kuwait (13-0-2)*
- *Resolution 667, Sept. 16: Condemns Iraq and demands protection of diplomatic personnel (15-0)*
- *Resolution 669, Sept. 24: Authorizes examination of requirements for economic assistance under U.N. Article 50 (15-0)*
- *Resolution 670, Sept. 25: Condemns Iraq and confirms economic embargo, including air (14-1)*
- *Resolution 674, Oct. 29: Condemns Iraq and calls for release of third-country nationals and provision of food (13-0-2)*
- *Resolution 677, Nov. 28: Condemns Iraqi attempts to alter Kuwaiti demographics, (15-0)*
- *Resolution 678, Nov. 29: Authorizes the use of force to uphold resolutions unless Iraq withdraws by Jan. 15, 1991, deadline (12-2-1)*
- *Resolution 686, March 2, 1991: Demands Iraq cease all hostile action as and abide by resolutions (11-1-3)*
- *Resolution 687, April 3: Sets forth permanent cease-fire (12-1-2):*

The U.N. Security Council has passed numerous resolutions in the ensuing years that stem from Iraq's 1990 invasion of Kuwait. The resolutions cited above and all others are accessible on the Web at <http://www.un.org/documents/scres.htm>.

(From the 1991 "Defense Almanac".)

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# *Performance Assessment Task*

## *Unit 6: Citizenship in American History and Government*

### *Historical Timeline: Choices, Decisions, and Consequences [U6C8L4]*

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

**Outline how major decisions (leadership, ethical, or global) have led to significant events in American history**



#### **Directions**

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For this performance assessment task you will work with a peer to create a Multi-Flow Map to show the cause and effect of a series of events. For this assessment you will:

1. Track at least one of the following types of decisions: leadership, ethical, or global.
2. Create a Multi-Flow Map to predict the effects if alternative choices had been selected during a series of events. Prepare to respond to questions and ideas about your prediction.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

## *Historical Timeline: Choices, Decisions, and Consequences*

### *Performance Assessment Task Scoring Guide*

<i>Criteria</i>	<i>Ratings</i>	
1. Your map shows a series of given American historical events	met	not met
2. Your map shows (ethical, leadership, and/or global) decisions that you identify	met	not met
3. Your map shows alternative choices that could have been selected	met	not met
4. You predict what might have been different if the decision-maker had made another decision	met	not met
5. You present your map to your peers	met	not met
6. You answer questions and respond to ideas offered by your peers and instructor	met	not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_