ARMY
JROTC

LEADERSHIP EDUCATION AND TRAINING (LET 4)

Unit 1 - Citizenship in Action
Unit 2 - Leadership Theory and Application
Unit 3 - Foundations for Success

Student Handouts

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Student Learning Plan
Unit 1: Citizenship in Action
The Department of Defense [U1C2L1]

What you will accomplish in this lesson:

Explore the purpose of the United States Department of Defense

Why this lesson is important:

The Department of Defense is vital to our nation's security. You probably already know that the Department of Defense is in charge of all branches of the military, and therefore all Soldiers. But how is the Department organized? What role do civilians play in the Department? This lesson focuses on the United States Department of Defense (DoD) and how the DoD is organized.

What you will learn in this lesson:

- Examine the mission of the Department of Defense (DoD)
- Identify the four major responsibilities inherent to the DoD's mission
- Explain civilian control over the military
- Determine the relationship between the Joint Chiefs of Staff and the Department of Defense
- Define key words: operational commands, specified, strategic, tactical, theater

You will have successfully met this lesson's purpose:

- by identifying the civilian and military roles in the Department of Defense and writing a brief summary of the role and function of the Department of Defense
- when you complete the Civilian or Military Matrix worksheet
- when your written summary identifies the individuals who currently hold positions in the Department of Defense Chain of Command
- when your written summary identifies the function of the Department of Defense
- when your written summary includes one or more examples of current news stories involving the Department of Defense

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 Department of Defense. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important,* and *When you will have successfully met this lesson's purpose.*

_____2. PARTICIPATE in an activity to create a pentagon. CREATE a Circle Map (or other graphic organizer) to define what you know about the structure and function of the Department of Defense. SHARE your Circle Map with the class. RECORD your Circle Map and your responses to reflection questions in your Cadet Notebook.

_____3. REFLECT on your Circle Map and the structure and function of the Department of Defense. ANSWER the reflection questions presented by your instructor*.*

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

_____1.   LISTEN TO and OBSERVE a briefing about the Department of Defense. LEARN MORE or REVIEW by reading Lesson 1: The Department of Defense in Chapter 2 of your text.

_____2.   ADD any additional information to your Circle Map (or other graphic organizer) from the information in your text. RECORD your Circle Map in your Cadet Notebook.

_____3.   REFLECT on your Circle Map and the structure and function of the Department of Defense. ANSWER the reflection questions presented by your instructor.
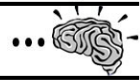
PROCESS PHASE: Now what can you do with this new information you've learned?

_____1.   CREATE a song, skit, rap, or poem illustrating the civilian control and military chain of command of the Department of Defense. PERFORM your song, skit, rap, or poem for the rest of the class.

_____2.   VIEW the slide on civilian control.

_____3.   REFLECT on the military chain of command in the Department of Defense. 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 Department of Defense 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 – 3 or as modified by your instructor.

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

Exercise 1: Civilian or Military Matrix

Directions: Place an "X" in the box that describes the status of the individuals listed below.

	Civilian	Military
Secretary of Defense		
Chairman of the JCS		
Deputy Secretary of Defense		
Chief of Staff of the Army		
Secretary of the Army		
Commandant of the Marines		
Under Secretary for Policy		
Secretary of the Navy		
Chief of Naval Operations		
Assistant Secretary for Command, Control, Communications, and Intelligence		
Secretary of the Air Force		
Chief of Staff of the Air Force		

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Performance Assessment Task
Unit 1: Citizenship in Action
The Department of Defense [U1C2L1]

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

Explore the purpose of the United States Department of Defense

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✎ Directions

For this performance assessment task, you will complete Exercise #1: Civilian or Matrix and write a brief summary of the role and function of the Department of Defense. For this assessment you will:

1. Think about the structure and function of the Department of Defense that you studied in this lesson.

2. Complete Exercise #1: Civilian or Military Matrix.

3. Write a brief summary of the role and function of the Department of Defense.

4. Use the attached scoring guide criteria to determine 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.

1

The Department of Defense Performance Assessment Task Scoring Guide

Criteria	Ratings	
1. Completed Exercise #1: Civilian or Military Matrix	met	not met
2. Written summary on the Department of Defense identifies the individuals who currently hold positions in the Department of Defense Chain of Command	met	not met
3. Written summary identifies the function of the Department of Defense	met	not met
4. Written summary includes one or more examples of current news stories involving the Department of Defense	met	not met

Comments:

Name:_____ Date:_____

Evaluator's Signature:_____ Date:_____

2

Student Learning Plan
Unit 1: Citizenship in Action
The Active Army [U1C2L2]

⭐ What you will accomplish in this lesson:

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

⚠️ Why this lesson is important:

When most people think of the U.S. Army, they probably think of Soldiers and combat. Fighting in wars and winning in combat is the basic mission of the Army. But there is much more to the Army than that. In fact, the Army spends most of its time involved in peacetime activities. In this lesson, you will learn about how the Army is organized, it's operations, its tactics, and more.

📖 What you will learn in this lesson:

- Explain the mission of the United States Army
- Identify the organizational components of the Army
- Classify the four types of Army operations
- Distinguish between the different elements of combat power
- Describe the three components of offensive maneuver
- Explain the three elements of combined arms tactics
- Define key words: counterintelligence, doctrine, non-accession, unconventional

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

- by writing a brief summary of the relationship between the branches of the Active Army
- when you identify the fundamental mission and three roles of the Army
- when you identify the five roles of the Active Army
- when you describe the basic and special branches of the Army and classify them by category
- when you identify two non-accession branches of the Army
- when you describe the relationship between the categories and branches

🔄 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 Active Army. Can you define it? What do you know about the categories and roles of the Active Army? 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 KWL chart to define what you know about the structure and function of the Active Army.

_____3. SHARE your KWL chart with the class. RECORD your notes and your responses to reflection questions in your Cadet Notebook.

_____4. REFLECT on the structure and function of the Active Army. 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 Active Army. LEARN MORE or REVIEW by reading Lesson 2: The Active Army in Chapter 2 of your text.

_____2.   CREATE a Tree Map of the categories and branches of the Active Army. SHARE your Tree Map with the class. DISCUSS the tasks performed by each branch of the Active Army. RECORD your answers to the review questions and your Tree Map in your Cadet Notebook.

_____3.   REFLECT on your learning. ANSWER the reflection questions presented by your instructor.

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

_____1.   CREATE an organizational chart of the Active Army. SUMMARIZE the relationship between the categories and branches of the Active Army. RECORD your notes and responses to reflection questions in your Cadet Notebook.

_____2.   REFLECT on how the branches of the Army differ from each other and what they have in common. ANSWER the reflection questions presented by your instructor.

Assessment Activities:

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

_____1.   THINK ABOUT how the branches of the Active Army work together. COMPLETE the "L" column of the KWL chart that you started at the beginning of this lesson. Be prepared to present your completed chart to the class.

_____2.   COMPLETE the Active Army 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 1: Citizenship in Action
The Active Army [U1C2L2]

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

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

Directions

For this performance assessment task, you will write a brief summary of the relationship between the various branches of the Active Army. For this assessment you will:

1. Think about the structure and function of the Active Army that you studied in this lesson.

2. Write a brief summary of the relationship between the various branches of the Active Army.

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.

1

The Active Army Performance Assessment Task Scoring Guide

Criteria	Ratings	
1. You identify the fundamental mission and three roles of the Army	met	not met
2. You identify the five roles of the Active Army	met	not met
3. You describe the basic and special branches of the Army and classify them by category	met	not met
4. You identify two non-accession branches of the Army	met	not met
5. You describe the relationship between the categories and branches	met	not met

Comments:

Name:_____ Date:_____

Evaluator's Signature:_____ Date:_____

2

Student Learning Plan
Unit 1: Citizenship in Action
The Army Reserve Components [U1C2L3]

What you will accomplish in this lesson:

Distinguish among the reserve components of the United States Army

Why this lesson is important:

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

What you will learn in this lesson:

- Identify the two Congressional acts that had an impact on the organization and structure of the Army reserve components
- Compare the missions of the Army National Guard and the Army Reserve
- Contrast the major types of units the Army National Guard and the Army Reserve contribute to the Army force
- Identify the three categories of the Army Reserve
- Define key words: Citizen-Soldiers, combatant, militia, mobilize, Reserve Corps

You will have successfully met this lesson's purpose:

- when you create an organizational chart of the Army, including the reserve components and write a brief summary about the Army reserve components
- when your organizational chart illustrates the relationship between the active Army, the National Guard, and the Reserves
- when you describe the relationship of the Army National Guard and the U.S. Army Reserves to the Active Army
- when you state the missions of the Army National Guard and the U.S. Army Reserves
- when you describe the similarities and differences between the Army National Guard and the U.S. Army Reserves
- when you provide at least one example of a contribution made by the Army National Guard and the U.S. Army Reserves to the citizens of the U.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.

INQUIRE PHASE: What do you already know?

_____ 1. THINK ABOUT what you know about the Army National Guard and the U.S. Army Reserves. What do you know about the differences of these two groups? 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 KWL chart that shows what you know about the structure and function of the Army

reserve components. COMPLETE the K and W columns of the chart. SHARE your KWL chart with the class. RECORD your notes and your responses to reflection questions in your Cadet Notebook.

_____3.   REFLECT on the two components of the Army Reserves. ANSWER the reflection questions presented by your instructor.
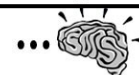
GATHER PHASE: So, what else do you need to know or learn?

_____1.   LISTEN to a briefing about the Army Reserve and the National Guard. LEARN MORE or REVIEW by reading the lesson on the Army reserve components in your text.

_____2.   CREATE a Venn diagram showing where the Reserve and the National Guard overlap. SHARE your Venn diagram with the class. RECORD your answers to the review questions in your Cadet Notebook.

_____3.   REFLECT on the missions and roles of Army National Guard and the U.S. Army Reserves. ANSWER the reflection questions presented by your instructor.

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

_____1.   CREATE two Tree Maps for the topic assigned to your team. One map addresses the functions of the Army National Guard; the other map addresses the functions of the U.S. Army Reserves. COMPARE and CONTRAST how these two components function. PRESENT your Tree Maps to the class.

_____2.   REFLECT on the differences between the Army National Guard and the U.S. Army Reserves. 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 Army Reserve Components 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.

Performance Assessment Task
Unit 1: Citizenship in Action
The Army Reserve Components [U1C2L3]

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

Distinguish among the reserve components of the United States Army

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Directions

For this performance assessment task you will create an organizational chart of the Army and write a brief summary of the relationship between the components of the Army. For this assessment you will:

1. Create an organizational chart of the Army including the Active Army and the reserve components of the Army.

2. Write a brief summary of the relationship between the components of the Army.

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.

1

The Army Reserve Components Performance Assessment Task Scoring Guide

Criteria	Ratings	
1. Organizational Chart illustrates the relationship between the active Army, the National Guard, and the Reserves	met	not met
2. Your summary describes the relationship of the Army National Guard and the U.S. Army Reserves to the Active Army	met	not met
3. Your summary states the missions of the Army National Guard and the U.S. Army Reserves	met	not met
4. Your summary describes the similarities and differences between the Army National Guard and the U.S. Army Reserves	met	not met
5. Your summary provide at least one example of a contribution made by the Army National Guard and the U.S. Army Reserves to the citizens of the U.S.	met	not met

Comments:

Name:_____ Date:_____

2

Student Learning Plan

Unit 2: Leadership Theory and Application
Power Bases and Influence [U2C6L1]

What you will accomplish in this lesson:

Outline a personal plan to build strong relationships with team members

Why this lesson is important:

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

What you will learn in this lesson:

- State the different types of power and influence
- Determine the appropriate application of power and influence
- Evaluate how individual and system power can be used to increase performance
- Define key words: coercive power, defensive, developmental, expert power, legitimate power, referent power, relinquishing, reward power

You will have successfully met this lesson's purpose:

- by writing a reflection summary and designing a power model
- when you analyze your power bases
- when you analyze your approach to influence people
- when you blend power bases and influence to design a power model
- when you reflect on how your power model will help you build strong relationships with team members

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 power. 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 responses to: 1) How do you define power, 2) Where do you think people get their power, 3) Who do you think are powerful people.

_____3.   REFLECT on where and how people get power. ANSWER the reflection questions presented by your instructor.

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

_____1.   VIEW an animation about Power Bases and Influence.

_____2.   READ your text and COMPLETE Exercise #1: Power Bases and Influence to define bases and influences with a partner. IDENTIFY when to use each influence approach.

_____3.   DISCUSS cautions and benefits of various approaches to leading.

_____4.   REFLECT on power bases and influence. ANSWER the reflection questions presented by your instructor.

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

_____1.   CREATE Multi-Flow Maps to illustrate responses to scenarios in Exercise #2: Power Scenarios.

_____2.   SHARE your maps with the class or another team. COMPARE the scenario responses to other responses in the class.

_____3.   PLAY Family Feud Game to check your comprehension of power bases and approaches of influence.

_____4.   REFLECT on the Multi-Flow Maps that were created. ANSWER the reflection questions presented by your instructor.

Assessment Activities:

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

_____1.   REVIEW your notes about bases of power and power influences. REFER back to Exercise #1: Power Bases and Influence and DESCRIBE how you use the bases of power. EXPLAIN your approaches to influence others.

_____2.   COMPLETE the Power Bases and Influences 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 – 4 or as modified by your instructor.

4.   **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Exercise 1: Power Bases & Influence

Sources of Power: Part 1

Directions: First, identify the sources of power, adding definitions outlined in the class presentation or within the *Power Bases and Influences* section of the student text. Provide an example of your own, preferably one referring to you. Finally, rank yourself in order of 1 = most like yourself to 4 = least like yourself.

Source of Power	Definition	Self Example	Rank

Power Influence Approach: Part 2

Directions: Then, list the various influence approaches, a definition of each, when you've used that type of approach yourself, and a short personal assessment of how you relate to that type of approach – *it works and why, it's necessary and why, etc.* Rank the approaches in order from 1 = approach I often use to 4 = approach I hardly ever use.

Influence Approach	Definition	When to Use	Self-Analysis	Rank

Exercise 2: Power Scenarios

Directions: You've been assigned one of scenarios below. Your team is to provide answers to your assigned scenario using the information you've learned about power bases and the approaches of influences to create a solution to the 'team situation'. Keep in mind that you are one of five team leaders in this unit.

Scenario 1:
You just left a team leaders meeting where you were given an assignment that needs to be completed immediately. You feel your team will resist this assignment for they are not as familiar with the command's needs as you are. What influence approach will you use. Why? From what power base will you yield power? Why?

Scenario 2:
You are in a team leaders meeting. You know the problem at hand will require a full commitment for all members of the team. You also know that there is a need to explore new ideas around this issue. The other team members have relinquished decision-making to you in many team situations. You feel you have good communication and listening skills. What influence approach will you use? Why? From what power base will you be coming from? Why?

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Performance Assessment Task

Unit 2: Leadership Theory and Application
Power Bases and Influence [U2C6L1]

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

Outline a personal plan to build strong relationships with team members

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🖊 Directions

For this performance assessment task, you will analyze your bases of power and influence and design a model that will help you build strong relationships with others. For this assessment you will:

1. Analyze how you currently use bases of power and influence. Consider how you might adjust and blend bases and approaches to strengthen your relationships with others. Refer to Exercise #1: Power Bases and Influence and your notes from this lesson.

2. Create a Multi-Flow Map to illustrate your power model.

3. Write a two-paragraph reflection to

   a. Summarize your analysis
   b. Explain how your model will help you strengthen relationships

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.

Power Bases and Influence Performance Assessment Task Scoring Guide

Criteria	Ratings	
1. You analyze your power bases	met	not met
2. You analyze your approach(es) to influence people	met	not met
3. You blend power bases and influence to design a power model	met	not met
4. You reflect on how your power model will help you build strong relationships with team members	met	not met

Comments:

Name:_____ Date:_____

Evaluator's Signature:_____ Date:_____

2

Student Learning Plan

Unit 2: Leadership Theory and Application
Styles of Leadership [U2C6L2]

What you will accomplish in this lesson:

Assess personal leadership style

Why this lesson is important:

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

What you will learn in this lesson:

- Describe different styles of leadership
- Evaluate which leadership styles are best suited for different situations
- Determine ways to improve management skills
- Define key words: directing, delegating, leadership style, participating

You will have successfully met this lesson's purpose:

- by analyzing the type of leadership style that matches your personality and traits
- by writing a summary outlining your strengths and opportunities as a leader
- when you classify your leadership tendencies
- when you reflect on how your tendencies have a positive and negative impact on others
- when you reflect on how your behaviors can be adapted to build relationships with others

Learning Activities:

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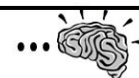

INQUIRE PHASE: What do you already know?

_____1.   THINK ABOUT what you know about leadership styles. 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.   ILLUSTRATE leadership style characteristics necessary for your assigned question using a Bubble Map. Share your map with class.

_____3.   REFLECT on the different leadership approaches. ANSWER the reflection questions presented by your instructor*.*

Let 4

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

Part 1   _____1.   VIEW the animation about Leadership Styles. READ in your text sections about Directing, Participating, and Delegating Styles.

_____2.   DEVELOP a Double Bubble Map comparing and contrasting the leadership style characteristics outlined in the Inquire Phase activity and those you just studied. SHARE your Double Bubble Map with the class.

_____3.   REFLECT on the similarities and differences in the Double Bubble Maps. ANSWER the reflection questions presented by your instructor.

Part 2   _____4.   VIEW the animation about Situational Leadership. READ about Situational Leadership Style in your textbook.

_____5.   COMPLETE Exercise #2: Leadership Style and Development Level.

_____6.   REFLECT on developmental levels and where you fit within these levels. ANSWER the reflection questions presented by your instructor.

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

Part 1   _____1.   COMPLETE Exercise #1: Leadership Style Case Studies to determine what leadership style the person outlined in the case has and why.

_____2.   REFLECT on your case answers. ANSWER the reflection questions presented by your instructor.

Part 2   _____3.   DETERMINE what Situational Leadership style best matches your personality.

_____4.   COMPLETE Exercise #3: Your Leadership Style. SHARE with your partner.

_____5.   REFLECT on your preferred leadership style. 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 Styles of Leadership 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 – 6 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: Leadership Style Case Studies

Read through your assigned case study. Determine what leadership style is represented and characteristics indicative of that style. Compare the characteristics you found while reading the case study to those outlined in the Bubble Maps created earlier in this lesson.

Case #1:

Jon is normally an average student; however, when he takes charge of a group to complete a project, his work, and the finished effort of the group are always outstanding. When asked about his group's results, his teammates proudly answer, "Jon makes it easy for us to complete our tasks. He helps us and makes suggestions when we need help, but he lets us do the work. If we have a problem, he always listens to our ideas on how to fix it.

"Because he is always excited about what he is doing, we get excited, too. He seems to know all he can about a task before we get started on it. While we are doing the task, he respects our views about how to complete it, he effectively uses the talents of everyone on the team, and he makes smart decisions. He is always there for us if we need him and, somehow, he still finds the time to do his share of the project. Because of his effective work habits, he instills good work habits in us also.

 "He accepts responsibility for the outcome of our tasks, whether good or bad. None of us wants a project to be done poorly, but he does not blame others for any mistakes that he or the team may have made. After finishing one task, we are always glad to begin the next project under his direction."

Case #2:

Marla knows exactly what her position is all about. She gets excited whenever an instructor assigns her a project because she knows that she can get it done. Sometimes, she even suggests projects to her instructor. Based on her ideas, the instructor usually assigns them to her and her team.

Marla is highly motivated and has very structured work habits. She likes to map out a project in which everything is her decision. She then tells her team members how to do each step of their tasks according to her direction. She watches everything that her team members do, and if they appear to be doing a task differently from her plan, she criticizes them.

Marla got upset once when a teammate was caught stealing. At first, she was afraid to talk to that person about the incident, and she did not know what to say to her peers who had also heard about it. Finally, after asking herself how she would like to be treated if she were the one involved, she called a team meeting.

At the meeting, Marla informed everyone that all team members make mistakes, not only as a team but also as individuals. She hoped that if they ever had any problems, they would turn to her and/or to another team member for help. They agreed.

Case #3:

Brian is an easy-going person. He wants to complete projects with plenty of time left so that he and his friends on the team can relax. After he assigns tasks to each of his team members, he lets them figure out the best way to complete the tasks — without giving them any help, direction, or supervision. Plus, he rarely makes any decisions.
Then, when the time comes to complete the project, he still turns it in even though parts of it are not finished. When the final grade comes back, his group makes the lowest mark in the class, prompting an instructor to ask, "Why wasn't your project done?" Brian passes the blame on to his team members by saying, "They didn't complete their parts as they should have. I don't believe that I should have to be responsible for or receive a bad grade because of their sloppy efforts." When the other team members find out their grades, they approach Brian, "Why didn't you tell us everything that we were supposed to do? We could have worked harder and done it better if we had just known."

Exercise 2: Leadership Style and Development Level

Read each of the statements below and write in the leadership style and the development level (D1, D2, D3, D4).

1. Provides specific directions about roles and goals and closely tracks the performance in order to provide frequent feedback on results.

2. Explains why, solicits suggestions, praises behaviors that are approximately right, and continues to direct task accomplishment.

3. Leader and follower make decisions together. The role of the leaders is to facilitate, listen, draw out, encourage, and support.

4. Leader empowers the employee to act independently with appropriate resources to get the job done.

5. The follower has a high commitment level, but is not sure what is expected from him/her.

6. The follower has some level of understanding what to do, but is not very committed to getting it done.

7. The follower has a good idea of what to do and sometimes seems excited and committed to getting it done, and sometimes does not.

8. The follower knows exactly what to do and is excited about getting it done.

Exercise 3: Your Leadership Style

Directions: Select a case study below. Now, put yourself in the role of the leader. You are working with the individual outlined in the case study you selected. Determine your leadership style and developmental level as described in the "Leadership Situation Model." Summarize how your style and developmental level will work with the person (your teammate) described in the case study you selected.

Case #1:

Jon is normally an average student; however, when he takes charge of a group to complete a project, his work, and the finished effort of the group are always outstanding. When asked about his group's results, his teammates proudly answer, "Jon makes it easy for us to complete our tasks. He helps us and makes suggestions when we need help, but he lets us do the work. If we have a problem, he always listens to our ideas on how to fix it.

"Because he is always excited about what he is doing, we get excited, too. He seems to know all he can about a task before we get started on it. While we are doing the task, he respects our views about how to complete it, he effectively uses the talents of everyone on the team, and he makes smart decisions. He is always there for us if we need him and, somehow, he still finds the time to do his share of the project. Because of his effective work habits, he instills good work habits in us also.

 "He accepts responsibility for the outcome of our tasks, whether good or bad. None of us wants a project to be done poorly, but he does not blame others for any mistakes that he or the team may have made. After finishing one task, we are always glad to begin the next project under his direction."

How will your style and development level work?

Case #2:

Marla knows exactly what her position is all about. She gets excited whenever an instructor assigns her a project because she knows that she can get it done. Sometimes, she even suggests projects to her instructor. Based on her ideas, the instructor usually assigns them to her and her team.

Marla is highly motivated and has very structured work habits. She likes to map out a project in which everything is her decision. She then tells her team members how to do each step of their tasks according to her direction. She watches everything that her team members do, and if they appear to be doing a task differently from her plan, she criticizes them.

Marla got upset once when a teammate was caught stealing. At first, she was afraid to talk to that person about the incident, and she did not know what to say to her peers who had also heard about it. Finally, after asking herself how she would like to be treated if she were the one involved, she called a team meeting.

At the meeting, Marla informed everyone that all team members make mistakes, not only as a team but also as individuals. She hoped that if they ever had any problems, they would turn to her and/or to another team member for help. They agreed.

How will your style and development level work?

Case #3:

Brian is an easy-going person. He wants to complete projects with plenty of time left so that he and his friends on the team can relax. After he assigns tasks to each of his team members, he lets them figure out the best way to complete the tasks — without giving them any help, direction, or supervision. Plus, he rarely makes any decisions.

Then, when the time comes to complete the project, he still turns it in even though parts of it are not finished. When the final grade comes back, his group makes the lowest mark in the class, prompting an instructor to ask, "Why wasn't your project done?" Brian passes the blame on to his team members by saying, "They didn't complete their parts as they should have. I don't believe that I should have to be responsible for or receive a bad grade because of their sloppy efforts." When the other team members find out their grades, they approach Brian, "Why didn't you tell us everything that we were supposed to do? We could have worked harder and done it better if we had just known."

How will your style and development level work?

Performance Assessment Task

Unit 2: Leadership Theory and Application
Styles of Leadership [U2C6L2]

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

Assess personal leadership style

✏ Directions

For this performance assessment task, you will write a summary about your leadership strengths and areas for improvement. For this assessment you will:

1. Think about the questions posed by the instructor.

2. Write a two-paragraph summary.

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.

Styles of Leadership Performance Assessment Task
Scoring Guide

Criteria	Ratings
1. You classify your leadership tendencies	met not met
2. You reflect on how your tendencies have a positive and negative impact on others	met not met
3. You reflect on how your behaviors can be adapted to build relationships with others	met not met

Comments:

*Name:*_____ *Date:*_____

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

2

Student Learning Plan
Unit 2: Leadership Theory and Application
Management Skills [U2C6L3]

What you will accomplish in this lesson:

Assess personal management skills

Why this lesson is important:

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

What you will learn in this lesson:

- Identify five management principles
- Compare management skills and leadership skills
- Define key words: management, mandatory, procrastinate, resources, visualize

You will have successfully met this lesson's purpose:

- by analyzing your management performance and reflecting on ways to improve
- you self assess your management performance using a Management Scoring Guide
- you reflect on ways you can better plan, organize, coordinate, direct, and control when managing a 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 management. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important;* and *When you will have successfully met this lesson's purpose*.

_____2. COMPARE and CONTRAST the duties and traits of leaders and managers by creating a Double Bubble Map.

_____3. SHARE your Double Bubble Map with the class.

_____4. REFLECT on the differences between leadership and management. ANSWER the reflection questions presented by your instructor.

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

_____1.   IDENTIFY criteria to effectively plan, organize, coordinate, direct, or control a project. Gather information about your assigned phase from the Management Skills presentation or section in the student text.

_____2.   ILLUSTRATE the characteristics of an assigned management process using a Circle Map.

_____3.   SHARE your Circle Map with the class.

_____4.   REFLECT on the five phases of management. ANSWER the reflection questions presented by your instructor.

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

_____1.   DEVELOP a Management Scoring Guide using a blank template provided. CONSIDER how this rubric or checklist can be used to critique yourself and others on a project.

_____2.   SHARE your scoring guide with others.

_____3.   CREATE a complete scoring guide.

_____4.   REFLECT on the scoring guide your class created. ANSWER the reflection questions presented by your instructor.

Assessment Activities:

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

_____1.   CREATE a Flow Map to pre-plan your actions during the five phases of managing a task such as Leadership Lab, Cadet Challenge, or a service project using the Management Scoring Guide you created in the Process Phase.

_____2.   COMPLETE the Management Skills 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: Management Scoring Guide

Directions: You're familiar with checklists and rubrics for assessment and evaluation. Now, develop one for use when critiquing a manager on your team, or even yourself. Use this template to begin to think about the management process your team would like to 'adopt'. Develop a scoring guide with criteria for each process you outline. The template will get you started. You determine the criterion for each process and the rating values of your rubric. Prepare to share your rubric with others in your class.

Ratings:

4 =

3 =

2 =

1 =

0 =

Process:						
	Manager will	4	3	2	1	0
	Manager will	4	3	2	1	0
Criterion	Manager will	4	3	2	1	0
	Manager will	4	3	2	1	0
	Manager will	4	3	2	1	0
Process:						
	Manager will	4	3	2	1	0
	Manager will	4	3	2	1	0
Criterion	Manager will	4	3	2	1	0
	Manager will	4	3	2	1	0
	Manager will	4	3	2	1	0
Process:						
	Manager will	4	3	2	1	0
	Manager will	4	3	2	1	0
Criterion	Manager will	4	3	2	1	0
	Manager will	4	3	2	1	0
	Manager will	4	3	2	1	0
Process:						
	Manager will	4	3	2	1	0
	Manager will	4	3	2	1	0
Criterion	Manager will	4	3	2	1	0
	Manager will	4	3	2	1	0
	Manager will	4	3	2	1	0
Process:						
	Manager will	4	3	2	1	0
	Manager will	4	3	2	1	0
Criterion	Manager will	4	3	2	1	0
	Manager will	4	3	2	1	0
	Manager will	4	3	2	1	0

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Performance Assessment Task

Unit #2: Leadership Theory and Application
Management Skills [U2C6L3]

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

Assess personal management skills

✏️ Directions

For this performance assessment task, you will write a one page reflective paper. For this assessment you will:

1. Review your Flow Map using the scoring guide your class created.

2. Write a one-page reflective paper. In the paper, identify ways you can improve your managing skills for future activities.

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.

1

Management Skills Performance Assessment Task Scoring Guide

Criteria	Ratings	
1. You self assess your management performance using a Management Scoring Guide	met	not met
2. You reflect on ways you can better plan when managing a situation	met	not met
3. You reflect on ways you can better organize when managing a situation	met	not met
4. You reflect on ways you can better coordinate when managing a situation	met	not met
5. You reflect on ways you can better direct when managing a situation	met	not met
6. You reflect on ways you can better control when managing a situation	met	not met

Comments:

Name:_____ Date:_____

Evaluator's Signature:_____ Date:_____

2

Student Learning Plan

Unit 2: Leadership Theory and Application
Communication [U2C6L4]

⭐ **What you will accomplish in this lesson:**

Adapt communication to give direction and provide feedback to others

⚠️ **Why this lesson is important:**

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

📖 **What you will learn in this lesson:**

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

✔️ **You will have successfully met this lesson's purpose:**

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

🔄 **Learning Activities:**

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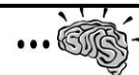

INQUIRE PHASE: What do you already know? ❓

_____1. THINK ABOUT what you know about communicating non-verbally with others. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important,* and *When you will have successfully met this lesson's purpose.*

_____2. PARTICIPATE in an activity to experience and react to nonverbal communications.

_____3. REFLECT on your reactions to the activity. ANSWER the reflection questions presented by your instructor.

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

Part 1
_____ 1. VIEW the Communication Process presentation.

_____ 2. CREATE a Thinking Map® to clarify key points about the Communication Process and Emotional Intelligence.

_____ 3. REFLECT on the importance of emotional intelligence in communication. ANSWER the reflection questions presented by your instructor.

Part 2
_____ 4. PARTICIPATE in a presentation on Communication Feedback.

_____ 5. PROVIDE and RECEIVE feedback using the provided communication scenarios. USE the class T-Chart to record correct and incorrect observations for providing feedback.

_____ 6. REFLECT on the correct and incorrect observations used in the role-plays. ANSWER the reflection questions presented by your instructor.

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

Part 1
_____ 1. ROLE-PLAY the correct responses to the provided communication scenarios.

_____ 2. CRITIQUE other teams about their responses and USE a T-Chart to record correct and incorrect responses.

_____ 3. REFLECT on the communication scenarios. ANSWER the reflection questions presented by your instructor.

_____ 4. HOMEWORK: READ the assigned e-text chapter before the next class session.

Part 2
_____ 5. USE the Plan of Action to think through your own personal quest for becoming a better communicator.

_____ 6. COMPLETE the _Interpersonal Awareness_ and _Empathy_ sections of the Success Profiler software or provided documentation. PREPARE to include the Plan of Action and completed Success Profiler activity sheets in your Portfolio.

_____ 7. REFLECT on your Plan of Action. 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 Improving and Making It Work activities of the Interpersonal Awareness and Empathy Profile on the JROTC Success Profiler™ CD-ROM. ADD your printouts and summary to your Cadet Notebook.

_____ 2. COMPLETE the Communication 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 – 6 or as modified by your instructor.

3. **Process Phase:** Complete the Learning Activities 1 – 7 or as modified by your instructor.

4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Exercise 1: Plan of Action

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

1.   My strengths are: _____

_____

_____

_____

_____

2.   The areas in which I most want to improve are: _____

_____

_____

_____

_____

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

_____

_____

_____

_____

4.   The key situations I which to use these skills more effectively are: _____

_____

_____

_____

_____

5.   I intend to do the following practice exercises to enhance my skills: _____

_____

_____

_____

_____

6. The barriers I am most likely to encounter are:

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

Performance Assessment Task

Unit 2: Leadership Theory and Application

Communication [U2C6L4]

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

Adapt communication to give direction and provide feedback to others

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✏️ Directions

For this performance assessment task, you will assess your communications skills. Then you will write a reflection paper on how to improve your ability to give direction and feedback to others. For this assessment you will:

1. Print out and complete the following activities from the Improving and Making it Work segments of the *Interpersonal Awareness* and *Empathy* profiles on the JROTC Success Profiler™ CD-ROM or use the printed copy provided:

   a. Changing My Behavior
   b. My Goals Page for Interpersonal Awareness
   c. Post Assessment Activity

2. Write a paper reflecting on what you learned from completing the profiles. Include how you might change to improve your communication.

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.

Communication Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You classify your communication tendencies	met not met
2. You reflect on how your communication skills have a positive impact on others	met not met
3. You reflect on how your communication skills have a negative impact on others	met not met
4. You reflect on how your communication skills can be changed so you give better directions to others	met not met
5. You reflect on how your communication skills can be changed so you give feedback to others	met not met

Comments:

Name:_____ Date:_____

Evaluator's Signature:_____ Date:_____

2

Student Learning Plan
Unit 2: Leadership Theory and Application
Motivation [U2C6L5]

What you will accomplish in this lesson:

Employ motivation strategies that inspire others to achieve goals

Why this lesson is important:

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

What you will learn in this lesson:

- Identify how individual performance within a group is influenced by expectations, ability, and motivation
- Explain the 14 Principles of Motivation
- Define key words: alleviate, complement, intangible, prejudicial

You will have successfully met this lesson's purpose:

- by preparing a Double T-Chart that describes how you would develop motivation skills
- by analyzing your ability to influence others and reflecting on ways to improve those skills
- when you assess how you applied at least three of the 14 Principles of Motivation
- when you plan how you will improve on at least three of the 14 Principles of Motivation

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.
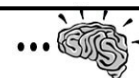

INQUIRE PHASE: What do you already know?

_____1.   THINK ABOUT what you know about motivation. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important,* and *When you will have successfully met this lesson's purpose*.

_____2.   PARTICIPATE in a motivation and expectation activity.

_____3.   REFLECT on what motivates people. ANSWER the reflection questions presented by your instructor*.*

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

Part 1   _____1.   VIEW the animation on Principles of Motivation. CREATE a Bubble Map of an assigned Motivational Principle learned in the class presentation and from the Motivation section of the student text.

_____2.   ADD your Bubble Map to the class map, creating a class Double Bubble Map of the 14 Principles of Motivation.

_____3.   REFLECT on the 14 Principles of Motivation. ANSWER the reflection questions presented by your instructor.

Part 2   _____4.   REVIEW the 11 Principles of Leadership (U2C1L4) in your student text.

_____5.   CREATE a Flow Map of the Motivational Principles you would use to guide a team toward achieving a goal. CONSIDER the Leadership Principles and HIGHLIGHT where they fit into the Flow Map.

_____6.   REFLECT on the Leadership Principles and the Motivation Principles. ANSWER the reflection questions presented by your instructor.

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

Part 1   _____1.   COMPLETE an exercise about a Motivational Principle and GIVE an example of how you would use it in a leadership situation.

_____2.   REFLECT on the 14 Principles. ANSWER the reflection questions presented by your instructor.

Part 2   _____3.   RESPOND to provided scenarios and IDENTIFY the Motivational Principle(s) involved. SUGGEST a solution that will improve motivation or advancement into motivational levels.

_____4.   SHARE responses to scenarios with other teams in the class.

_____5.   REFLECT on the situations you and your partner just reviewed. ANSWER the reflection questions presented by your instructor.

Assessment Activities:

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

_____1.   CREATE a Double T-Chart in your notebook identifying at least three Motivation Principles you have not used well, an example of how you used each and how you plan to improve them for future situations. SHARE your T-Chart with a partner.

_____2.   COMPLETE the Motivation 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 – 6 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: Motivation and Leadership

Directions: Read each Motivational Principle below and give an example of how you would use it in a leadership situation.

Motivational Principles	Example of use in a leadership situation
1. Make the needs of the individuals in your unit coincide with unit tasks.	
2. Reward individual and team behavior that supports unit tasks.	
3. Counsel individuals who behave in a way that is counter to unit tasks.	
4. Set the example in all things.	
5. Develop morale and esprit de corps in your unit.	
6. Give individual tough problems and challenge them to wrestle with them.	
7. Have individuals participate in the planning of upcoming events.	

Motivational Principles	Example of use in a leadership situation
8. Alleviate causes of personal concern of your subordinates so that they can concentrate on their jobs.	
9. Ensure your subordinates are properly cared for and have the tools they need to succeed.	
10. Keep your subordinates informed about tasks and standards.	
11. Use positive peer pressure to work for you and the unit.	
12. Avoid using statistics as a primary method of evaluating units and motivating your subordinates.	
13. Make the jobs of your subordinates as challenging, exciting, and as meaningful as possible.	
14. Do not tolerate any form of prejudicial talk or behavior.	

Exercise 2: Motivational Scenarios

Directions: Read each scenario below and identify the Motivational Principle(s) involved and suggest a solution that will improve motivation or encourage continued motivational levels.

Scenario #1:

You are the unit leader and a member in your unit has accomplished a difficult task on time. However, other members of the unit have not performed as well and are becoming discouraged about being able to complete the task.

What is/are the Motivational Principle(s) involved?

How would you motivate the other members of the unit?

Scenario #2:

You are the unit leader and you notice an individual and his best friend have begun to slack off on their tasks. One of the individuals is normally a great team member, but his friend has been a bad influence lately.

What is/are the Motivational Principle(s) involved?

How would you motivate this member?

Scenario #3:

Create your own motivational scenario.

What is the Motivational Principle involved?

How would you motivate this member(s)?

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Performance Assessment Task
Unit 2: Leadership Theory and Application
Motivation [U2C6L5]

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

Employ motivation strategies that inspire others to achieve goals

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✏️ Directions

For this performance assessment task, you will create a Double T-Chart to plan to help you improve at least three Motivation Principles. For this assessment you will:

1. Create a Double T-Chart in your notebook identifying at least three Motivation Principles you have not used well, an example of how you used each, and how you plan to improve them for future situations.

2. Use the attached scoring guide criteria for what you need to do to complete this task.

3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

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

Motivation Performance Assessment Task Scoring Guide

Criteria	Ratings
1. You create a Double T-Chart in your notebook identifying at least three Motivation Principles you have not used well	met not met
2. You provide examples of the Motivation Principles you identified	met not met
3. You plan specifically how you will improve your ability in each of the Motivation Principles	met not met

Comments:

*Name:*_____ *Date:*_____

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

Student Learning Plan
Unit 3: Foundations for Success
NEFE Unit 4 – Good Debt, Bad Debt: Using Credit Wisely [U3C11L5]

What you will accomplish in this lesson:

Appraise personal credit worthiness

Why this lesson is important:

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

What you will learn in this lesson:

- Identify the advantages of using credit
- Identify the various costs related to credit
- Compare common sources for building credit
- Discuss the factors to consider to establish credit
- Define key words: annual fee, annual percentage rate (APR), bankruptcy, credit, credit history, credit report, debt, finance charge, grace period, interest, loan term

You will have successfully met this lesson's purpose:

- by creating a Multi-Flow Map and written summary to appraise your credit worthiness
- when your appraisal features causes and effects of good and poor credit habits
- when your appraisal is realistic for your current and near future situations
- when your appraisal includes strategies to build a good credit history
- when your appraisal includes how you currently meet the C's of Credit guidelines
- when your written summary exhibits correct and appropriate grammar, punctuation, spelling, and word usage

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 credit. 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 "Can I Borrow" activity to see how you would negotiate deals to borrow different items.

_____3. CREATE a KWL Chart to list what you know and what you want to know about credit.

_____4.   REFLECT on the borrowing activity. 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 credit.

_____2.   EXAMINE sample loan applications for credit cards and installment loans. COMPLETE Exercise 4E: Apply for a Loan.

_____3.   READ Unit 4 and COMPLETE Assignment 4-3: My 4 Cs of Credit.

_____4.   REFLECT on the credit applications you reviewed and the loan activity you completed. 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 4F: What's the Rating?

_____2.   ADD what was learned about credit to KWL chart that was started in the Inquire Phase.

_____3.   REFLECT on what is still unclear about credit. ANSWER the reflection questions presented by your instructor.

Assessment Activities:

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

_____1.   REVIEW your loan application completed in the Gather Phase. ASSESS whether or not your application is acceptable using the "C's of Credit" guidelines. PREPARE a one-paragraph summary of your credit assessment.

_____2.   COMPLETE the NEFE Unit 4 – Good Debt, Bad Debt: Using Credit Wisely 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.

Performance Assessment Task

Unit 3: Foundations for Success

NEFE Unit 4 – Good Debt, Bad Debt: Using Credit Wisely [U3C11L5]

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

Appraise personal credit worthiness

✏ Directions

For this performance assessment task, you will appraise your credit worthiness using a Multi-Flow Map and written summary. For this assessment you will:

1. Set up a Multi-Flow Map titled "(your name)'s Credit Appraisal." Include the following in your map:

    *   Factors or habits that cause you to have a good credit reputation
    *   Factors or habits that cause you to have a poor credit reputation
    *   Consequences of your good and poor habits
    *   Prediction of your credit situation when you are 18 years old

    NOTE: Your information can be split into two separate maps – one to appraise good credit habits and one to appraise poor credit habits.

2. Write a 1-2 paragraph summary to:

    *   Summarize how you currently meet the "C's of Credit" guidelines
    *   Explain at least two strategies that will help you establish good credit habits before you are 18 years old

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.

1

Unit 3: Foundations for Success
NEFE Unit 4 - Good Debt, Bad Debt: Using Credit Wisely [U3C11L5]
Performance Assessment Task

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NEFE Unit 4 – Good Debt, Bad Debt: Using Credit Wisely Performance Assessment Task Scoring Guide

Criteria	Ratings	
1. Appraisal features causes of good credit habits	met	not met
2. Appraisal features causes of poor credit habits	met	not met
3. Appraisal includes details that are realistic for your current financial situations	met	not met
4. Appraisal includes predictions that are realistic for your life at 18 years of age	met	not met
5. Appraisal includes at least two strategies to build a good credit history	met	not met
6. Appraisal includes how you currently meet the C's of Credit guidelines	met	not met
7. Written summary exhibits correct and appropriate grammar, punctuation, spelling, and word usage	met	not met

Comments:

Name:_____ Date:_____

Evaluator's Signature:_____ Date:_____

2

Unit 3: Foundations for Success
NEFE Unit 4 - Good Debt, Bad Debt: Using Credit Wisely [U3C11L5]
Performance Assessment Task

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Student Learning Plan
Unit 3: Foundations for Success
NEFE Unit 6 - Insurance: Protecting What You Have [U3C11L6]

⭐ What you will accomplish in this lesson:

Relate insurance to current and future personal needs

⚠ Why this lesson is important:

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

📖 What you will learn in this lesson:

- Determine how insurance works
- Classify general types of insurance including health, property, life, disability, and liability
- Research the costs associated with insurance coverage
- Define key words: deductible, insurance, insurance premium, risk management

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

- by completing a Risk Management Plan and written summary
- when your plan realistically describes your current and near future insurance needs
- when your plan lists the estimated costs of each type of insurance from credible sources
- when your summary describes ways you can minimize financial risks for the next year and the next five years
- when the written summary exhibits correct and appropriate grammar, punctuation, spelling, and word usage

🔄 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 risk. 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 in the Unit 6 – Insurance: Protecting What You Have NEFE Student Guide to examine statistics about injuries and accidents.

_____3. REFLECT on whether or not you believe you need insurance. ANSWER the reflection questions presented by your instructor.

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

_____1.   OBSERVE a briefing about the basics of insurance. READ Unit 6 – Insurance: Protecting What You Have in your NEFE Student Guide. COMPLETE Exercise #6A: Risky Business.

_____2.   REFLECT on how you currently manage the risks in your life. 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 #6C: Managing the Possibility of Risk. CONSIDER ways a renter can manage risk. LIST the advantages and disadvantages of each strategy.

_____2.   SHARE your responses with the class.

_____3.   REFLECT on some new ways you can insure yourself against risks in your life. 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 Assignment 6-2: My Personal Financial Risk Exposures.

_____2.   COMPLETE the NEFE Unit 6 – Insurance: Protecting What You Have 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 – 3 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 6 – Insurance: Protecting What You Have [U3C11L6]

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

Relate insurance to current and future personal needs

Directions

For this performance assessment task, you will create a Risk Management Plan written summary. For this assessment you will:

1. Complete a Risk Management Plan similar to Assignment 6-2 found in your NEFE Student Guide. List the types and amounts of insurance needed now, in one year, and in five years. Use credible references to find annual costs of each type of insurance.

2. Write a one to two paragraph summary to explain strategies you will use to minimize your financial risks now and over the next five years.

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 6 – Insurance: Protecting What You Have
Performance Assessment Task Scoring Guide

Criteria	Ratings	
1. Your plan realistically describes your current insurance needs	met	not met
2. Your plan realistically describes your insurance needs in one year and in five years	met	not met
3. Your plan lists the estimated costs of each type of insurance	met	not met
4. You cite the sources of your information about insurance costs	met	not met
5. Your summary describes at least five ways you can minimize financial risks during the next year	met	not met
6. Your summary describes at least five ways you can minimize financial risks over the next five years	met	not met
7. Written summary exhibits correct and appropriate grammar, punctuation, spelling, and word usage	met	not met

Comments:

Name:_____ Date:_____

Evaluator's Signature:_____ Date:_____

2

Student Learning Plan

Unit 3: Foundations for Success
Preparing to Teach [U3C12L1]

⭐ **What you will accomplish in this lesson:**

Prepare to teach

⚠️ **Why this lesson is important:**

Being an instructor, or an assistant instructor, will be a challenging experience for you. It is for anyone - even experienced teachers. Instructing may also be a little frightening. The key to being an effective instructor is to make sure that you are well prepared. Plan your lesson carefully, review the material you will need to present, and make sure that you have located the supplies and materials you will need. In this lesson, you will develop a list of "Teaching Tips" to help you teach more effectively. You will also learn to write effective competencies and learning objectives for your lesson.

📖 **What you will learn in this lesson:**

- Describe five critical elements you need to consider in preparing to teach
- Write effective learning outcomes
- Identify eight tips for planning a lesson
- Define key words: competency, learning objectives, learning outcomes, lesson plan, measurable, prerequisite, training aids

✔️ **You will have successfully met this lesson's purpose:**

- by writing learning outcomes (competencies and learning objectives) for a lesson of your choice
- when your competencies describe what you want your learners to be able to do with what they know at the end of the lesson
- when your competencies represent skills the learner will use outside of the classroom
- when your competencies begin with a single action verb
- when your competencies are measurable and observable
- when your competencies are clear and concise
- when your competencies describe the learner's performance, not teaching or learning strategies or delivery mode
- when your learning objectives include minor skills, concepts, procedures, processes, and/or principles a learner needs to perform the competency
- when your learning objectives begin with action verbs that are at or below the level of the competency they support
- when your learning objectives are measurable and observable
- when your learning objectives number 2 - 10 per competency

🔄 **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 learning and teaching. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important,* and *When you will have successfully met this lesson's purpose.*

_____2.   With your team, CREATE a T-Chart that shows what a teacher has to "know" and "do" before teaching a class. POST your chart for others to see and REVIEW the charts of other teams.

_____3.   REFLECT on the "do-know" list your class created. ANSWER the reflection questions presented by your instructor.
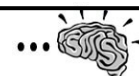
GATHER PHASE: So, what else do you need to know or learn?

_____1.   LISTEN to a presentation about preparing to teach.

_____2.   COMPLETE Exercise #3: Competency or Learning Objective. READ your student text to learn more about the different features of competencies and learning objectives as needed. REVIEW the correct answers to Exercise #3: Competency or Learning Objective with your class. CORRECT and CLARIFY your mistakes.

_____3.   REFLECT on what is required to teach effectively. ANSWER the reflection questions presented by your instructor.

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

_____1.   REVIEW the features of competencies. With your class, COMPLETE Exercise #1: Competency Practice and DISCUSS the answers.

_____2.   COMPLETE Exercise #2: Writing Learning Objectives. REVIEW your work in a Think-Pair-Share with a partner.

_____3.   LISTEN to a presentation on creating lesson plans. TAKE NOTES on the tips for developing an effective lesson plan.

_____4.   REFLECT on creating lesson plans. 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 Preparing to Teach 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 Pha**se: 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: Competency Practice

Below is a list of competency statements. Use the Competency graphic and sample Action Verb List in your student text to determine if each of the statements below is a well-written competency.
Indicate which statements are well stated by writing OK in the space provided. For each competency statement you decide is weak, suggest a revision

1. Translate a paragraph of Spanish into English.

2. Understand the role of Irish immigrants in America's industrialization.

3. Learn three practical applications of the use of solar energy.

4. Start an IV in a patient.

5. Create a spreadsheet.

6. Know how to mix sauces.

7. View videotape on brake adjustments.

8. Define, describe, and assess the role of nursing in a changing health care environment.

9. Construct a staircase.

10. Practice rolling out pie dough.

Exercise 2: Writing Learning Objectives

Learning objectives are the building blocks for the competency. Step by step, learners master the minor skills, facts, concepts, procedures, processes, and principles that will come together for successful performance of the competency.

While competencies are written at high performance levels (application, analysis, synthesis, and evaluation), learning objectives tend to be written at the lower levels (beginning steps, knowledge, and comprehension). Textbooks often list learning objectives at the beginning of each chapter.

Like competencies, learning objectives must be observable and measurable. Use the verb library to help you to find precise action verbs.

Now that you know what they are, try this process for writing learning objectives of your own.

1. Think of one of your competencies. Write it here:_____
    _____

2. What do people need to know to perform the competency? Back away from the competency and think about its building blocks. List them here:
    _____
    _____
    _____
    _____
    _____
    _____
    _____

Exercise 3: Competency or Learning Objective

1. Write a simple, one-sentence statement that describes the skill that students will learn to do in the lesson.

2. Begin the statement with an action verb.

3. Add the content, object, or performance.

4. Add descriptive words as needed.

5. Check to be sure that the competency and learning objectives are **observable** (you can see the product or watch the performance) and **measurable** (you can evaluate the quality).

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Performance Assessment Task
Unit 3: Foundations for Success
Preparing to Teach [U3C12L1]

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

Prepare to teach

Directions

For this performance assessment task, you will write learning outcomes for the lesson of your choice. For this assessment you will:

1. Select one concept, skill, or task that that you know well enough to teach in a class period. Write competencies and learning objectives for the lesson.

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.

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

1

Preparing to Teach Performance Assessment Task Scoring Guide

Criteria	Ratings	
1. Competencies describe what you want your learners to be able to do with what they know at the end of the lesson	met	not met
2. Competencies represent skills the learner will use outside of the classroom	met	not met
3. Competencies begin with a single action verb	met	not met
4. Competencies are measurable and observable	met	not met
5. Competencies are clear and concise	met	not met
6. Competencies describe the learner's performance, not teaching or learning strategies or delivery mode	met	not met
7. Learning objectives include minor skills, concepts, procedures, processes, and/or principles a learner needs to perform the competency	met	not met
8. Learning objectives begin with action verbs that are at or below the level of the competency they support	met	not met
9. Learning objectives are measurable and observable	met	not met
10. Learning objectives number 2 - 10 per competency	met	not met

Comments:

Name:_____ Date:_____

Evaluator's Signature:_____ Date:_____

2

Student Learning Plan
Unit 3: Foundations for Success
Using and Developing Lesson Plans [U3C12L2]

⭐ **What you will accomplish in this lesson:**

Develop a lesson plan

⚠️ **Why this lesson is important:**

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

📖 **What you will learn in this lesson:**

- Explain the purpose of a lesson plan
- Describe the Four-Phases of a lesson plan
- Relate teaching and learning to the Four-Phase lesson plan model
- Relate learning activities to learning objectives
- Apply the three components of learning phases
- Define key words: Apply, Energizer, facilitator, focus, Gather, Inquire, Process, reflection

✔️ **You will have successfully met this lesson's purpose:**

- by developing a lesson plan using the Four-Phase lesson plan model
- when your lesson plan includes a competency
- when your lesson plan includes a set of learning/lesson objectives to address
- when your lesson plan includes lesson activities that support the Four-Phase lesson plan model
- when your lesson plan includes lesson activities that support lesson objectives

🔄 **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 steps you go through when learning a new concept or skill. 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. REVIEW the Lesson Plan and Student Learning Plan for this lesson. PARTICIPATE in a discussion on the differences and similarities of the two documents.

_____3. NOTICE the way the lesson plan is divided into four parts. COMPLETE Exercise #1: Match the Phase. CHECK your answers and ask your instructor to clarify any questions you may have about the Four-Phases.

_____4. REFLECT on the phases of learning and how it impacts teaching. 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 lesson plans and the Four-Phases of learning.

_____2.   With an assigned group, SELECT one of the Four-Phases of a lesson plan. INVESTIGATE more information about your assigned phase by VIEWING three short Brain Compatible Learning videos. CREATE a Tree Map that shows the purpose/benefits of the phase, the three necessary components of the phase, and the best practice instructional strategies for that phase. USE the "Using and Developing Lesson Plans" section in your student text to add additional information to your Tree Map. PREPARE to share your phase with others in the class. BE READY to answer questions your peers may have.

_____3.   REFLECT on the role of the teacher. ANSWER the reflection questions presented by your instructor.

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

_____1.   CONSIDER the learning objectives for the competency provided by your instructor. With your team, WRITE an activity for each phase of learning. USE Exercise #2: Lesson Plan Phase Model to help you think through appropriate activities for each phase. REFER to the instructional strategies segment of the Instructor Desk Reference provided to help you find the appropriate activities. TRANSFER final work onto a large chart to share as a presentation to others in the class.

_____2.   REFLECT on writing learning activities. 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 Using and Developing Lesson Plans 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: Match the Phase

Directions: The phases are in order, but the thinking/learning processes are not. Using your best judgment, draw lines to match the thinking/learning processes with the correct phases.

Phase	Thinking/Learning Process
1. Inquire	**What else** can the audience do with the new knowledge and abilities? **What else** connects the learning or experiencing to the audience's daily life? **What else** can the audience do to apply this new knowledge?
2. Gather	**Now what** can the audience do to retain the information? **Now what** actions can clarify the main ideas and ensure comprehension? **Now what** can the audience do to process the information?
3. Process	**So what** else does the audience need to learn? **So what** are the important facts, ideas, and ability needed? **So what** does the audience need to gather to understand the content or improve their skills?
4. Apply	**What** knowledge does the audience have about the lesson content? **What** experiences has the audience had to relate content to? **What** does the audience want to learn?

Adapted from *Brain-Compatible Learning for the Block,* R. Bruce Williams & Steven E. Dunn,
Arlington Heights, IL: Skylight Training and Publishing Inc., 2000

Exercise 2: Lesson Plan Phase Model

Directions: Use the learning objective assigned by your instructor. In each square, create activities for the learning objective. Apply the three components of each phase.

1. Inquire: *(What do they know?)*	**2. Gather:** *(So what do they need to know?)*
3. Process: *(Now what do they need to do to retain, process, and comprehend the information?)*	**4. Apply:** *(What else can they do with the knowledge?)*

Lesson phases adapted from *Brain-Compatible Learning for the Block,* R. Bruce Williams & Steven E. Dunn, Arlington Heights, IL: Skylight Training and Publishing Inc., 2000

Performance Assessment Task
Unit 3: Foundations for Success
Using and Developing Lesson Plans [U3C12L2]

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

Develop a lesson plan

✏️ Directions

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

1. Choose a skill, task, or concept you are knowledgeable about. Write a competency for that task and three or four learning objectives that support it. Based on this foundation, create a written lesson plan. If you find it useful, use a Flow Chart or Tree Map to help you organize your thoughts.

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.

Using and Developing Lesson Plans Performance Assessment Task Scoring Guide

Criteria	Ratings	
1. Lesson plan includes a competency	met	not met
2. Lesson plan includes a set of learning/lesson objectives to address	met	not met
3. Lesson plan includes lesson activities that support the Four-Phase lesson plan model	met	not met
4. Lesson plan includes lesson activities that support lesson objectives	met	not met

Comments:

Name:_____ Date:_____

Evaluator's Signature:_____ Date:_____

2

Student Learning Plan
Unit 3: Foundations for Success
Delivering Instruction [U3C12L3]

What you will accomplish in this lesson:

Use effective teaching methods to deliver instruction

Why this lesson is important:

From time-to-time, you may be required to present a portion of the course content. When this occurs, you will need to know some of the finer points necessary to teach that instruction. Recall that in Preparing to Teach, you learned how to: prepare yourself to teach, develop learning outcomes (competencies and learning objectives), and use training aids. In Using and Developing Lesson Plans, you learned how to develop Four-Phase lesson plans (Inquire, Gather, Process, and Apply). You may want to review all or a portion of that material before proceeding with this lesson. In this learning plan, you will learn different teaching methods and when to use each method, such as demonstration and lecture, practical exercise formats, and the rehearsal process for delivering instruction.

What you will learn in this lesson:

- Distinguish among various teaching methods
- Identify the types of practice exercises
- Identify the process for delivering instruction
- Define key words: brainstorming, case study, coach-pupil exercises, conference, demonstration, discussion, gaming, group performance, independent exercises, lecture, practical exercises, role-playing, team practical exercises

You will have successfully met this lesson's purpose:

- by creating a Flow Map for delivering instruction using a specified teaching method
- by delivering a lesson segment using an assigned or selected teaching method
- when your Flow Map illustrates the steps in delivering the lesson using the selected teaching method
- when your Flow Map follows a logical sequence
- when your Flow Map includes notes about the teaching aids needed
- when your Flow Map indicates the approximate time needed for each step
- when your instruction addresses only one learning objective
- when you deliver your instruction according to the criteria outlined on that method's poster and teaching aids displayed in the classroom
- when your delivery of instruction uses a teaching method appropriate for the lesson phase
- when your delivery of instruction addresses only one learning objective

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 types of teaching methods you've observed by other instructors. 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 K-W-L chart and add the types of teaching methods you've seen used in this class and others to the K-column. Then, add what you'd like to know about teaching and learning methods into the W-column.

_____3.   REFLECT on the types of teaching methods you find most effective for student learning. ANSWER the reflection questions presented by your instructor.

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

_____1.   OBSERVE a presentation on delivering instruction. TAKE NOTES as necessary. GATHER additional information by reading the Delivering Instruction section in your student text. JIGSAW the segments of text as assigned.

_____2.   With a partner or team, DELIVER a short explanation and a real example to others about one of the seven presented teaching strategies or five practical exercises. USE a graphic organizer or chart to illustrate your explanation. PREPARE to present your short briefing to others in the class.

_____3.   REFLECT on the teaching strategies you find most engaging. 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 poster for an assigned teaching method. INCLUDE the name of the method, when it would be used in a Four-Phase lesson plan, and why it is an effective method. ASSURE your poster is visually appealing and accurate - something that would be used as an aid to display in the classroom. SHARE your poster with the rest of the class.

_____2.   REFLECT on when and how you will use your assigned teaching method as a senior JROTC Cadet. ANSWER the reflection questions presented by your instructor.

Assessment Activities:

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

_____1.   DETERMINE how to prepare for delivering instruction. EXAMINE the visual provided by your instructor. REVIEW the steps to the rehearsal process. PREPARE to deliver instruction for a portion of a lesson.

_____2.   COMPLETE the Delivering Instruction 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 – 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
Delivering Instruction [U3C12L3]

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

Use effective teaching methods to deliver instruction

✏️ Directions

For this performance assessment task, you will examine how to make sure you're ready to deliver instruction and then prepare to deliver instruction for one assigned learning objective. You will use one of the teaching methods discussed in this lesson. For this assessment you will:

1. Plan to deliver instruction for one learning objective assigned to you by your instructor.

2. Prepare to use an instructional method that takes no longer than 10 minutes to deliver to students.

3. Develop a Flow Map to show your teaching method, steps involved, and time involved.

4. Rehearse your instruction using the Visual #2: Determining What to Rehearse steps outlined in the lesson presentation.

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.

1

Delivering Instruction Performance Assessment Task Scoring Guide

Criteria	Ratings	
1. Your Flow Map illustrates the steps in delivering the lesson using the teaching method selected	met	not met
2. Your Flow Map follows a logical sequence	met	not met
3. Your Flow Map includes notes about any teaching aids needed	met	not met
4. Your Flow Map indicates the approximate time needed for each step	met	not met
5. You deliver your instruction using the teaching method criteria outlined in the poster or teaching aid displayed in the classroom	met	not met
6. Your delivery of instruction uses a teaching method appropriate for the lesson phase	met	not met
7. Your delivery of instruction addresses only one learning objective	met	not met

Comments:

Name:_____ Date:_____

Evaluator's Signature:_____ Date:_____

Student Learning Plan

Unit 3: Foundations for Success
Using Variety in Your Lesson Plan [U3C12L4]

What you will accomplish in this lesson:

Incorporate a variety of strategies into a lesson plan

Why this lesson is important:

In Lesson 3: Delivering Instruction, you examined a variety of teaching methods, some involving individual effort and others encompassing group work. It's often noted that instructors deliver their instruction in a way that supports their own learning style. Learning activities may be creative, motivating, and effective for some types of learners, but an entire lesson of the same type of activity will often "lose" other learners. Adding variety to your lesson plan development will also engage a variety of learner types. In this lesson, you will examine a variety of learning activity strategies.

What you will learn in this lesson:

- Identify cooperative learning strategies that encourage team-building
- Determine what cooperative learning strategies require students to respond to questioning
- Research cooperative learning strategies that help learners gather, share, and learn a great deal of material in a short amount of time
- Explain how incorporating a variety of learning styles and multiple intelligences benefit learners in a classroom
- Define key words: cooperative learning, strategy, team-building exercise

You will have successfully met this lesson's purpose:

- by updating an existing lesson plan to include a variety of learning strategies
- when your lesson plan incorporates a team-building activity
- when your lesson plan includes a questioning strategy
- when your lesson plan uses a gather-share-learn strategy
- when your lesson plan will help learners gather, share, and learn more information in a short amount of time

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 building a team. 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.   WORK with others to develop a team-building activity.

_____3.   In a small group, USE a Circle Map to DEFINE "cooperative learning."

_____4.   REFLECT on the role that teams play in learning. 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 Cooperative Learning Strategies. TAKE notes about the key points you gather. SUPPORT what you saw with the information provided in the Using Variety in Your Lesson Plans section of the student text. COMPARE the presentation's definition of cooperative learning to your team's definition.

_____2.   DISCOVER more about Team-building Strategies, Questioning Strategies, and Gather-Share-Learn Strategies used in a learning experience. USE your textbook or other resources provided by your instructor. PREPARE to teach others about what the strategy is, when to use it, and why it is effective. USE a Tree Map to outline the key points for each of the three strategy categories.

_____3.   REFLECT on new strategies you want to learn more about and develop into a learning experience. ANSWER the reflection questions presented by your instructor.

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

_____1.   Using a topic assigned by your instructor, DEVELOP a cooperative learning strategy that incorporates team-building, questioning, and gather-share-learning. CREATE a Flow Map to showcase the integration of all three cooperative learning strategy areas and how the flow of delivery will occur when teaching that topic. PREPARE to deliver your team Flow Map to others in the class.

_____2.   REFLECT on which cooperative learning strategies worked well and why. ANSWER the reflection questions presented by your instructor.

Assessment Activities:

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

_____1.   DETERMINE how you can adjust a lesson plan that you've developed to accommodate cooperative learning strategies.

_____2.   COMPLETE the Using Variety in Your Lesson Plan 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: Scenario Rubric

Directions: Use the rubric below to assess the team's response to the scenario.

Team responses to scenario meet the following criteria:	Possible Points	Points Earned	Instructor Comments
Identifies 3 appropriate team-building strategies.	3		
Provides valid reasons for choice of team-building strategies.	3		
Explanation of set–up of classroom for this lesson meets the requirements necessary to teaching the 5 events/skills tested in the PPFT.	3		
Lists necessary materials and supplies necessary to teaching the 5 events/skills tested in the PPFT.	2		
Provides adequate explanation of how to "organize" 20 Cadets to learn the 5 events/skills tested in the PPFT.	4		
Lists 2 cooperative learning strategies appropriate to teaching 20 Cadets the 5 events/skills tested in the PPFT.	5		
Explanation for choice of cooperative learning strategies is adequate.	5		
Total Points	25		

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Performance Assessment Task

Unit 3: Foundations for Success

Using Variety in Your Lesson Plan [U3C12L4]

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

Incorporate a variety of learning strategies into a lesson

Directions

For this performance assessment task, you will add a variety of cooperative learning strategies to the lesson plan you developed earlier in this chapter. For this assessment you will:

1. Select three different learning strategies of your choice that will enhance the learning experience.

2. Revise your lesson plan to include the new strategies.

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.

1

Using Variety in Your Lesson Plan Performance Assessment Task Scoring Guide

Criteria	Ratings	
1. You update an existing lesson plan that you developed earlier	met	not met
2. You incorporate a team-building strategy into your lesson plan	met	not met
3. You incorporate a questioning strategy into your lesson plan	met	not met
4. You incorporate a gather-share-learn strategy into your lesson plan	met	not met

Comments:

Name:_____ Date:_____

Evaluator's Signature:_____ Date:_____

2

Student Learning Plan
Unit 3: Foundations for Success
Thinking Maps® and Graphic Organizers
[U3C12L5]

⭐ **What you will accomplish in this lesson:**

Use Thinking Maps® and graphic organizers as tools for teaching others

⚠ **Why this lesson is important:**

Visual tools are excellent for connecting learning to thinking processes. They provide a powerful visual picture of information and allow the mind "to see" patterns and relationships. Some tools are perfect for simple brainstorming; others graphically arrange and organize how we look at content. Each kind of visual tool encourages cooperative learning. The JROTC curriculum uses both graphic organizers and Thinking Maps® in their lesson plans. In this learning plan, you will examine the various types of visual tools and use them as you continue to improve your teaching skills.

📖 **What you will learn in this lesson:**

- Describe the benefits of graphic organizers
- Compare the types of graphic organizers to Thinking Maps®
- Determine what visual tools support thinking processes
- Define key words: Brace Map: part-whole relationships, Bridge Map: analogies, Bubble Map: describing, Circle Map: defining in context, Double Bubble Map: comparing and contrasting, Flow Map: sequencing, Multi- Flow Map: cause and effect, thinking process, Tree Map: classifying

✔ **You will have successfully met this lesson's purpose:**

- when you include appropriate visual tools for a lesson plan
- when the visual tools support a learning objective
- when one visual tool is a Thinking Map®
- when one visual tool is a graphic organizer
- when the visual tool is appropriate for the required thinking process
- when the activity states the purpose (thinking process) of the visual tool

🔄 **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 you organize information to better understand it. 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. In a team, BRAINSTORM responses to the following questions: How do you do your best thinking/learning? What do you use to learn/think/remember? How can you teach others how to think/learn best? ADD your ideas to a Circle Map. SHARE your responses with the whole class.

_____3. CONTRIBUTE to a class Tree Map and DISCUSS how you personally organize information when you need to compare/contrast, analyze, sequence, make connections, or brainstorm ideas. ADD to

the Circle Map.

_____4.   REFLECT on the types of graphic tools you use to organize thinking/learning. ANSWER the reflection questions presented by your instructor.
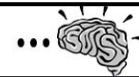

GATHER PHASE: So, what else do you need to know or learn?

_____1.   PREVIEW the graphic organizer visual in the lesson presentation. DISCUSS the different types of graphic organizers. DETERMINE what Thinking Map® correlates to the list of graphic organizers presented.

_____2.   CONTRIBUTE to a group activity to compare and contrast a graphic organizer to its similar Thinking Map®. DEVELOP a Double Bubble Map or Venn Diagram as the visual tool for this exercise. REFER to additional information from the section on Thinking Maps® and graphic organizers located in the student text. PROVIDE a brief example about when the tools you selected would be appropriate to use. PRESENT your group map and explanation to others in the class.

_____3.   REFLECT on how graphic organizers and Thinking Maps® have helped you or others learn new concepts and ideas. 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 #1: Guide for Making Thinking Maps®. USE the completed worksheet as a guide for developing a visual tool to explain something about your family. REFER to the questions about family presented by your instructor. SHARE your visual tool with a partner or small group and explain why it is the most appropriate.

_____2.   USE the Guide for Making Thinking Maps® to hold others accountable for the visual tool that they designed.

_____3.   REFLECT on the effectiveness of the visual tool you practiced using. ANSWER the reflection questions presented by your instructor.

Assessment Activities:

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

_____1.   CONSIDER how using visual tools can help you to think about, organize, or remember what to know or do about anything in life. SELECT a topic presented, and with your assigned team, DEVELOP a visual tool, based on your topic selection and share it with others for feedback.

_____2.   COMPLETE the Thinking Maps® and Graphic Organizers 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.
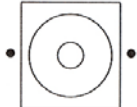
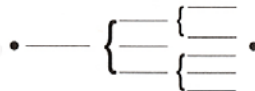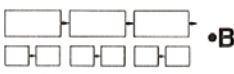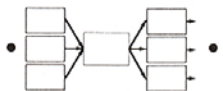## Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

2. **Gather Phas**e: 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: Guide for Making Thinking Maps®

Directions: Match the thinking process and content transfer to the most appropriate Thinking Map.

Thinking Process

Classifying   1•

Seeing Analogies   2•

Describing   3•

Sequencing   4•

Defining in Context   5•

Cause & Effect   6•

Compare & Contrast   7•

Part-Whole   8•

Thinking Map

4•   •B

Content Transfer

•A   Identify the similar and unique characteristics of two cultures.

•B   Show the steps you used for solving a math problem.

•C   Organize the main idea, supporting ideas and details from a reading selection.

•D   What are the parts and subparts of the human body?

•E   Identify the qualities of a character in a story.

•F   What is the analogous functional relationship between an air traffic controller and a teacher?

•G   Generate as many ideas as you can about the problem of "drug use." Where did you get your ideas?

•H   Show how different weather conditions lead to erosion and how the erosion process changes terrain.

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Performance Assessment Task

Unit 3: Foundations for Success
Thinking Maps® and Graphic Organizers [U3C12L5]

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

Use Thinking Maps® and graphic organizers as tools for teaching others

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Directions

For this performance assessment task, you will revise a lesson plan you designed to include a visual tool as a teaching aid. For this assessment you will:

1. Assure that your visual tool supports the learning objective that the activity was written for

2. Develop at least one graphic organizer to support an activity

3. Develop at least one Thinking Map® to support an activity

4. Provide a description in the lesson activity about what thinking process the tool uses

5. Use the attached scoring guide criteria to self-assess your lesson plan before submitting it for evaluation

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.

1

Thinking Maps® and Graphic Organizers Performance Assessment Task Scoring Guide

Criteria	Ratings	
1. You integrate a graphic organizer into one of your designed lessons	met	not met
2. You integrate a Thinking Map® into one of your designed lessons	met	not met
3. You explain the purpose (thinking process) of the visual tool in your learning activity	met	not met
4. Your visual tool and purpose of its use are appropriate for the lesson	met	not met
5. Your visual tools target a learning objective within the lesson	met	not met

Comments:

Name:_____ Date:_____

Evaluator's Signature:_____ Date:_____

2

Student Learning Plan

Unit 3: Foundations for Success
Using Feedback in the Classroom [U3C12L6]

⭐ **What you will accomplish in this lesson:**

Use feedback to enhance learning in the classroom

⚠️ **Why this lesson is important:**

We are all familiar with courses that consist of readings, lectures, assigned writings, and tests. In traditional courses like these, individualized comments from instructors to their students are often limited to grades on papers, quizzes, exams, and the final grade. However, comments of this sort come well after instructors have evaluated learners on their course work. If there is any impact on learning, it will come during the next phase, in another course, or in some follow-up activity.

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

📖 **What you will learn in this lesson:**

- Describe the purpose of feedback in the classroom
- Explain four ways that feedback can be effective
- Identify the five characteristics or conditions of effective feedback
- Identify the basic ground rules and tips for giving effective feedback
- Define key words: acceptable, clarify, comprehensive, constructive, conviction, criteria, flexible, jargon, modify, objectivity, preconceived, rapport, reinforce

✔️ **You will have successfully met this lesson's purpose:**

- when you provide constructive feedback to a learner in a selected scenario
- when your feedback addresses the major strengths and weaknesses of the learner's performance or product
- when your feedback uses a sensitive and respectful manner
- when your feedback avoids the words "always" or "never"
- when your feedback is objective
- when your feedback addresses specific aspects of the performance or product
- when your feedback provides specific and reasonable suggestions for 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 the types of feedback you have received at school, home, etc. 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 Concept Web or Circle Map with the word "feedback" in the center. DISCUSS the various types of feedback and ADD that information to your graphic organizer.

_____3.   REFLECT on how the feedback you've received has been useful or effective. ANSWER the reflection questions presented by your instructor.
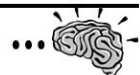
GATHER PHASE: So, what else do you need to know or learn?

_____1.   WORK with a team to define the following terms related to feedback: objectivity, acceptability, constructiveness, flexibility, and comprehensiveness. USE the student text to add characteristics about each type of feedback to a group Tree Map.

_____2.   CONTRIBUTE the characteristics of effective feedback that you discovered to a class Tree Map. PREPARE to use them as criteria for evaluating the feedback you give to others.

_____3.   REFLECT on how many of the characteristics of effective feedback you've experienced as a student. 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 class Tree Map to help prepare criteria for providing effective feedback. REVISE the Ground Rules and Tips for Giving Feedback from the "Using Feedback in the Classroom" student text section. DEVELOP an evaluation checklist or scoring guide from the text section.

_____2.   PARTICIPATE in and OBSERVE role-plays from Exercise #1: Scenarios and USE the new checklist to provide feedback to others. RECEIVE feedback from others about your role-play scenario too.

_____3.   REFLECT on how to improve quality when providing feedback to another Cadet or classmate. 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 Using Feedback in the Classroom 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 Phas**e: 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 – 3 or as modified by your instructor.

Exercise 1: Scenarios

Directions: Create scenarios about a Cadet's performance in a sports event, music, or drama production, on the marching field, giving an oral report/presentation, etc. The following are possible examples you could use/create:

1. You are the wide receiver for the football team, and although the quarterback's pass was nearly perfect, you drop the ball. What does the quarterback or the coach say to you after the game to help you improve your performance?

2. Playing basketball in an intramural competition, you miss a critical foul shot, and your team loses the game by one point. What does the captain of the team, an expert at foul shooting, say to you to help you improve your performance as you walk to the locker room?

3. In the semi-finals of the tennis doubles tournament, you miss a critical shot and you and your partner lose the match. What does your partner say to you after the match to help you improve your performance?

4. On stage during the opening night's performance of the school play, you forget your lines and feel very foolish in front of all those people. What does your drama coach say to you the next time you talk together to help you improve your performance?

5. You have a solo to perform during the choral concert and you miss hitting that one high note you have been trying for weeks to hit consistently. What does the choral director say to you the day after the performance to help you improve your performance?

6. One of the members of the team you've been working with for the last 4 days on an oral presentation about WWII that you must present to your US History class forgets to bring his notes to class on the day your team must present. He tries to do his part in the presentation, but forgets to provide much of the critical information he was responsible for presenting to the class. What do you say to him after class to help him improve his performance?

7. You and a partner must complete a required chemistry lab for an important grade. Your partner misreads the directions, makes a mistake in measuring the chemicals for the experiment, sets the Bunsen burner at too low a temperature, and the lab does not produce the correct results. What do you say to her when you both receive a failing grade for that lab work to help her improve her performance?

8. On the parade field, the less experienced Cadet you have been working with for the past 3 weeks fails to execute your commands correctly. What do you say to him at the end of the parade to help him improve his performance?

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Performance Assessment Task
Unit 3: Foundations for Success
Using Feedback in the Classroom [U3C12L6]

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

Use feedback to enhance learning in the classroom

✏ Directions

For this performance assessment task you and your team will write a feedback script for a selected scenario and either role-play it for others, or videotape it for use as a teaching tool for future Cadets. For this assessment you will:

1. Select a new scenario (one you haven't responded to) from Exercise #1: Scenarios

2. Review and modify your team's feedback scoring guide to one that you can personally use when providing feedback to others

3. Write a summary of the feedback you will provide to the "learner" in the scenario

4. Present your role-play in one of two ways: face-to-face in the classroom, or as a video

5. Use your modified checklist to evaluate other role-plays. Remember, providing feedback to others is a process that you will continually improve upon with each experience

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.

Using Feedback in the Classroom Performance Assessment Task Scoring Guide

Criteria	Ratings	
1. You provide feedback to a learner in a selected scenario	met	not met
2. Your feedback addresses the major strengths and weaknesses of the learner's performance or product	met	not met
3. Your feedback uses a sensitive and respectful manner	met	not met
4. Your feedback avoids the words "always or "never"	met	not met
5. Your feedback is objective	met	not met
6. Your feedback addresses specific aspects of the performance or product		
7. Your feedback provides specific and reasonable suggestions for improvement		

Comments:

Name:_____ Date:_____

Evaluator's Signature:_____ Date:_____