ARMY JROTC

LEADERSHIP 2

Education and Training

UNIT 2: LET 2 - THE DEVELOPING LEADER

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ARMY JROTC

LEADERSHIP
Education and Training

UNIT 2: LET 2
The Developing Leader

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

HEADQUARTERS, DEPARTMENT OF THE ARMY

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AFJROTC Leadership Education 100 Student Text
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Boston, MA 02116

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Preface

Unit 2 - Leadership Education and Training (LET) 2: The Developing Leader is the second of four courses in the Army Junior Reserve Officers' Training Corps (JROTC) high school program. This textbook supports twenty-four lessons and is written and designed just for you, a developing leader. It will be an invaluable resource as you work on your learning activities.

The JROTC program is designed to help develop strong leaders and model citizens. As a second-year Cadet you'll continue to build on Unit 1 knowledge and skills, and find yourself being introduced to new content that will help you develop as a leader in the program, your school, and community.

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

Chapter 1: Leadership introduces you to the elements, attributes, competencies and styles that leaders strive to use and develop within teams. You will learn to recognize the importance of leadership in setting goals and improving results.

Chapter 2: Personal Growth and Behaviors will continue to build on LET 1 competencies, while focusing on who you are and what you stand for. You'll work on strengthening communication skills essential in all walks of life. Whether a student, a team leader, or a community member, you'll explore how to become a better written, oral, and verbal communicator. In this chapter, you will also begin to see how your skills and abilities relate to future career interests.

Chapter 3: Team Building continues to build on drill and ceremony protocol. In LET 2, you will look at the attributes of a drill leader and the types of drill commands to oversee a team or squad leader.

Chapter 4: First Aid provides you with an introduction to first aid for emergencies and common injuries. As a leader, you may encounter a situation where first aid knowledge is necessary. This chapter will help you determine the type of emergency assistance needed and the process for treating common injuries.

Chapter 5: Decision Making will expose you to the reality of bullying. You'll learn about the types of bullying and intervention strategies to help deter or prevent violence in schools.

Chapter 6: Health and Fitness is a necessary element of the JROTC program. All Cadets are required, as they are able, to participate in the Cadet Challenge physical fitness competition. This chapter helps you look more closely at the elements of good health, including nutrition and what you eat, exercise, and sleep. Your choice to pursue a healthy lifestyle can be contagious to your peers and is the mark of leadership.

Chapter 7: Service Learning is a required component of the JROTC program. In Leadership Education Training (LET) 2, you will participate in service learning and evaluate its effectiveness.

Chapter 8: Citizenship and Government will encourage you to evaluate the important aspects of a democratic government and the rights of citizens, as introduced and interpreted in the U.S. Constitution.

Textbook Organization

Chapters are divided into several lessons, which correlate with Student Learning Plans that are provided in your Unit 2 Cadet Notebook. Each lesson identifies a lesson competency called ***What You Will Learn to Do*** and the lesson's ***Learning Objectives.*** Section headings and sub-headings throughout the lesson text clearly point to each learning objective in the lesson.

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

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

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

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

Acknowledgements

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

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

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

CHAPTER 1

Figure 1.0

LEADERSHIP

Chapter Outline

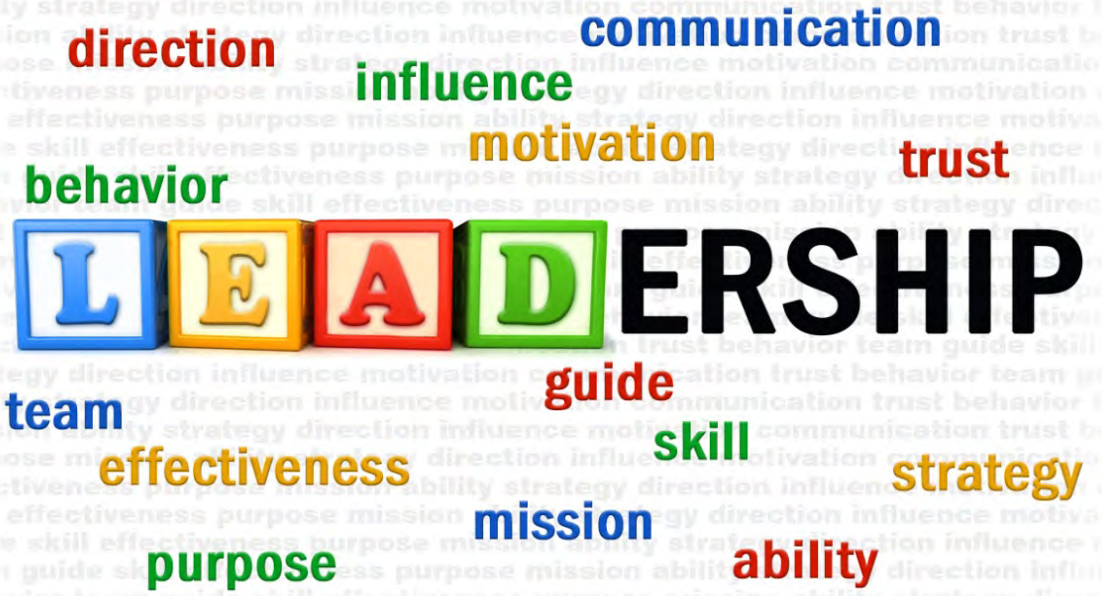
LESSON 1: **Elements of Leadership** (p.4)
What elements of leadership do you possess?

LESSON 2: **Leadership Attributes** (p.12)
How will you develop your leadership attributes?

LESSON 3: **Leadership Competencies** (p.22)
How will you develop your leadership competencies?

LESSON 4: **Leadership Styles** (p.32)
How can you use different leadership styles to increase your effectiveness as a leader?

Elements of Leadership



Key words

- autocratic
- competencies
- contingency
- democratic
- direction
- innate
- laissez-faire
- leadership
- motivation
- purpose

What You Will Learn to Do

Identify the elements of leadership

Linked Core Abilities

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

Learning Objectives

- **Identify** leadership opportunities in JROTC
- **Explain** how perspectives on leadership have changed over time
- **Define** leadership
- **Describe** the Army Leadership Model

Essential Question

What elements of leadership do you possess?

Learning Objectives (cont'd)

- **Define** key words: autocratic, competencies, contingency, democratic, direction, innate, laissez-faire, leadership, motivation, purpose

Introduction

Leadership has many challenges and rewards. With this basic introduction of leadership, you can begin to appreciate the many aspects of leadership. This lesson introduces some of the leadership opportunities in JROTC, as well as the responsibilities, attributes, and abilities of leaders.

Leadership Opportunities

There are many reasons to seek out leadership opportunities. You can build your confidence and develop your skill at guiding and influencing others to accomplish specific tasks. You can also work on your overall ability to accomplish missions while caring for people and expanding your capabilities for the future.

The instructor staff will plan for a variety of leadership opportunities to meet the quantity and variety of objectives you encounter in JROTC. Over time, these different assignments will provide a wide variety of long- and short-term opportunities.

Figure 1.1.1

Key words

leadership:
The process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization

Some typical opportunities include the following:

- Senior position in the Cadet chain of command, other than what you currently hold, for a designated period of time
- Leader during a ceremony, inspection, etc.
- Trainer or coach during a Leadership Lab class
- Assistant instructor for a First Aid or Map Reading class
- Team leader for a color guard performance
- Team leader for a drill event
- Community service project leader
- Class trainer or instructor for a specific task or presentation

Leadership Development Program

The Leadership Development Program is based on the principle that Cadets be "trained to standards." The Leadership Development Program is a continuous process of training, evaluating, counseling, retraining, and re-evaluating. Evaluation is a fundamental part of training; it lets both you and your instructors know when, and to what degree, you have been successful.

Figure 1.1.2

Components of the Leadership Development Program include the following:

- Training
- Evaluating
- Counseling
- Retraining
- Re-evaluating

As a Cadet, you will be counselled, developed, and your progress assessed throughout the remainder of your experiences in JROTC. You will be involved in instruction to provide you with progressive experiences that will challenge you mentally and physically. As you progress, and the expectation of your performance increases, the instructor staff will assess and counsel your growth and development.

Defining Leadership

You probably know leadership when you see it. Leadership is the ability to influence, lead, or guide others in order to accomplish a mission. Effective leadership results from a leader's ability to provide **purpose**, **direction**, and **motivation**.

Purpose gives subordinates the reason to act in order to achieve a desired outcome. Leaders should provide clear purpose for their followers and do that in a variety of ways. Leaders can use direct means of conveying

Key words

purpose:
The reason for why something is done

direction:
Instructions or knowledge to complete a task

motivation:
The act of inspiring others to accomplish something

purpose through requests or orders for what to do. Vision is another way leaders can provide purpose. Vision refers to an organizational purpose that may be broader, or have less immediate consequences than other purpose statements. Higher-level leaders carefully consider how to communicate their vision.

Providing clear direction involves communicating how to accomplish a mission: prioritizing tasks, assigning responsibility for completion, and ensuring subordinates understand the standard. Although subordinates want and need direction, they expect challenging tasks, quality training, and adequate resources. They should be given appropriate freedom of action. Providing clear direction allows followers the freedom to modify plans and orders to adapt to changing circumstances. Directing while adapting to change is a continuous process.

Motivation supplies the will to do what is necessary to accomplish a mission. Motivation comes from within, but is affected by others' actions and words. A leader's role in motivation is to understand the needs and desires of others, to align and elevate individual drives into team goals, and to influence others and accomplish those larger aims. Some people have high levels of internal motivation to get a job done, while others need more reassurance and feedback. Motivation spurs initiative when something needs to be accomplished. As a leader, learn as much as possible about others' capabilities and limitations, then give over as much responsibility as can be handled.

History of Leadership Models

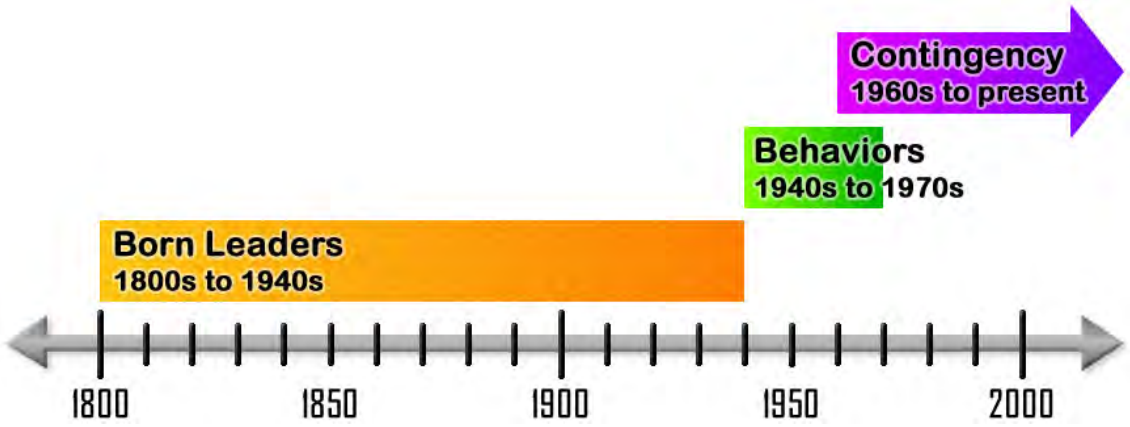


Figure 1.1.3

For a long time, there has been a great interest in determining what makes a good leader. In fact, we can trace studies back as far as the end of the 19th century, during the industrial revolution. As a result, leadership studies are categorized into three general eras:

1. *Born Leaders – 1800s to 1940s*
   The Born Leaders approach maintains that a person either does or does not possess the specific traits that are considered to be the essentials of leadership.
2. *Behaviors – 1940s to 1970s*
   This approach looked at the idea that leaders exhibit certain behaviors that make them effective leaders.

Key words

contingency:
Dependence on chance or on a condition being met

innate:
Inborn; existed or having existed since birth

autocratic:
A style of leadership where leaders make decisions alone

democratic:
A style of leadership where leaders consult with followers who are allowed to participate in decision-making

laissez-faire:
A style of leadership where leaders do not interfere or do not provide direction

Leadership studies eras continued:

3. *Contingency – 1960s to present*
   The **contingency** model maintains that personal styles and situational characteristics combine to determine leadership. A proper match between styles and situations is essential.

BORN LEADERS APPROACH

During the late 19th century and early 20th century, people believed that men and women who were true leaders were born as true leaders. In other words, leaders were born with an **innate** ability to lead.

In order to prove this philosophy—spanning some 40 years—researchers studied existing political, industrial, and religious leaders. They expected to find that these leaders would possess certain characteristics that would distinguish them from their followers.

Figure 1.1.4

After in-depth research, they were unable to deliver evidence to support the idea that true leaders were born that way because of their heritage. But, research findings did identify a number of traits common to all leaders, including intelligence, dependability, sociability, aggressiveness, originality, popularity, and humor. At the same time, the researchers discovered that different situations required leaders to use these traits differently. Meanwhile, during the same time period, others concluded that evidence did not support the idea that innate abilities ensured someone would be an effective leader.

BEHAVIOR APPROACH

At the beginning of World War II, researchers broadened their search for the source of leader effectiveness. They began to analyze the "behaviors" of effective leaders. They felt this was a more positive research approach, because behaviors could be observed, measured, and taught more effectively.

A researcher by the name of Kurt Lewin (1938) provided the foundation for the Behavior Approach of leadership. He identified a continuum of leadership behaviors that included the:

- **Autocratic** leadership style, which involves leaders making decisions alone
- **Democratic** leadership style, which consists of leaders consulting with followers who are allowed to participate in decision-making
- **Laissez-faire** leadership style, which refers to leaders not providing any direction to followers whatsoever

Although very different behaviors were identified, there was no evidence to indicate which style was most effective, or about which style should/should not be used in a given situation. Additionally, each style created different reactions from different followers. Therefore, the researchers could not clearly articulate the BEST way to lead effectively.

In the 1950s, the Ohio State University Leadership Studies continued the search for leader behaviors. They identified thousands of behaviors and then reduced them to a more manageable number. However, two primary leadership behaviors stood out among the many: relationship and structure.

RELATIONSHIP BEHAVIORS	*STRUCTURE BEHAVIORS*
Concern for people and includes behaviors such as: • **treating team members as equals** • **being friendly and approachable** • **making work pleasant** • **listening to other's ideas** • **looking out for the personal well-being of others**	**Concern for people and includes behaviors such as:** • **setting and communicating expectations** • **establishing work schedules** • **sharing work procedures** • **making work assignments**

Figure 1.1.5

It turned out that evidence did appear to support the idea that people-oriented leaders were linked with higher follower satisfaction levels, and that effective leadership required both relationship and task behaviors. However, a few questions remained:

- Does effective leadership result only from the leader's traits and behaviors?
- How are traits and behaviors influenced by the type of task and the type of work group?

CONTINGENCY APPROACH

Even though there was a desire to include situational factors in leadership effectiveness studies, this inclusion did not happen until the 1960s. The Contingency Approach assumes that the effectiveness of the leader's personality, style, and behavior is contingent upon the requirements of the situation. The Contingency Approach further supports the belief that:

- There exists no single best way to lead
- Situational factors determine the most effective style and behaviors
- Leadership behaviors can be taught and learned
- Leaders do impact group or organization effectiveness
- Leadership effectiveness is impacted by the interaction between situational factors and personal characteristics

Modern approaches to leadership effectiveness have a somewhat integrated view of Born Leaders, Behavioral, and Contingency Approaches. Historically, researchers studied leader behaviors by observing executives in a variety of organizations. However, if we agree with the definition of leadership as "the ability to influence, lead, or guide others so as to accomplish a mission in the manner desired by providing purpose, direction, and

motivation," then should we not be looking at the behaviors of anyone who influences others? Are we not ALL leaders in our families, schools, communities, and life?

There have been studies over a number of years directed at gaining more understanding about effective leadership. The desire to assist people in the behaviors that effectively influence, lead, and guide others remains a highly regarded search.

Army Leadership Model

Key words

competencies:
Skills, abilities

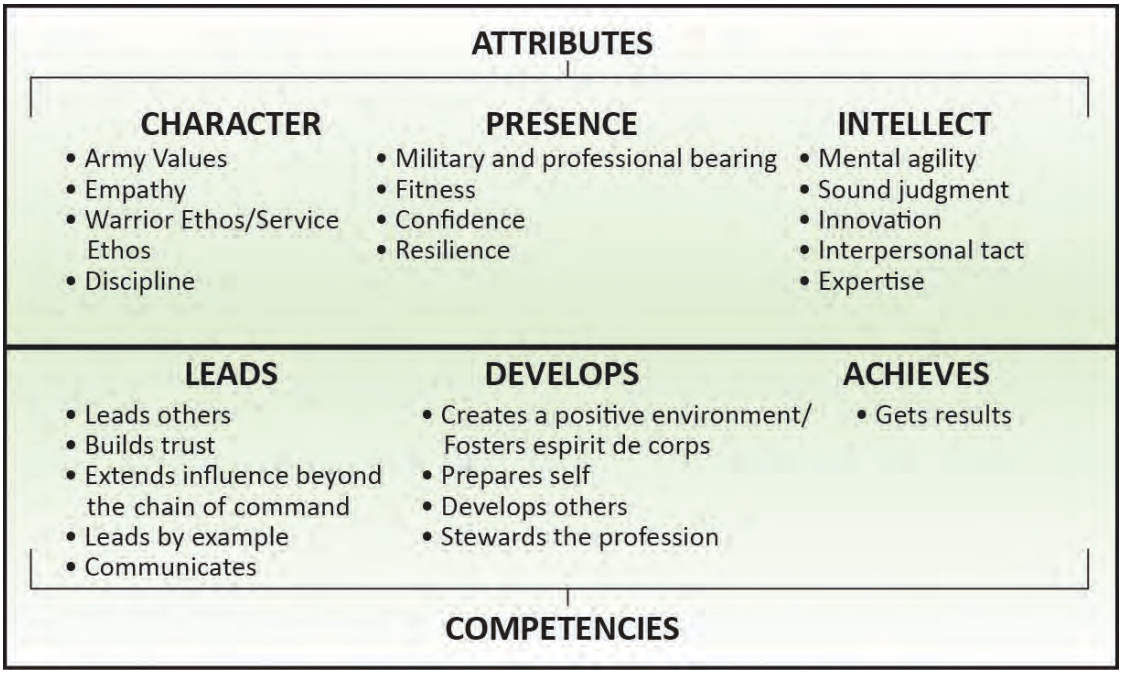
The Army Leadership Model focuses on what a leader is (attributes) and what a leader does (**competencies**). The leader's attributes enable him or her to master leadership competencies or abilities. This model relies on the thinking of the contingency approach. The effectiveness of a leader depends on how his or her attributes and competencies are used in a situation.

The attributes of the leadership model describe how an individual behaves and learns within an environment. The leader attributes are:

- Character
- Presence
- Intellect

These attributes represent the values and identity of the leader (character) with how the leader is perceived by followers and others (presence), and with the mental and social faculties the leader applies in the act of leading (intellect).

Character, a person's moral and ethical qualities, helps a leader determine what is right and gives a leader motivation to do what is appropriate, regardless of the circumstances or consequences.



Army Leadership Model *Figure 1.1.6*

Actions, words, and the manner in which leaders carry themselves convey presence. Presence is not just a matter of showing up; it involves the example that the leader projects to inspire others to do their best and follow their lead.

A leader's intelligence draws from conceptual abilities and is applied to one's duties and responsibilities. Conceptual abilities enable effective problem-solving and sound judgment.

Leader competencies include the abilities to: lead, develop, and achieve.

Building competence follows a systematic and gradual approach, from mastering individual competencies to applying them in concert and tailoring them to the situation at hand. Leading people by giving them a complex task helps them develop the confidence and will to take on progressively more difficult challenges.

Leaders acquire the basic competencies at the direct leadership level. As the leader moves to organizational and strategic level positions, the competencies provide the basis for leading through change. Leaders continuously refine and extend the ability to perform these competencies proficiently and learn to apply them to increasingly complex situations.

Conclusion

The more you understand the attributes and behaviors that create the desire to follow, the more you will be able to determine the leadership behaviors that will work best for you; and even more importantly, the ones that do not. In the next lesson, you'll explore the Army Leadership Model in-depth.

Lesson Check-up

- **How have views about leadership changed over time?**
- **What leadership approach is used by the Army Leadership Model?**
- **What makes an effective leader?**

LESSON 2

Leadership Attributes

What You Will Learn to Do

Analyze your leadership attributes

Linked Core Abilities

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

Learning Objectives

- **Describe** the leadership attribute of character
- **Describe** the leadership attribute of presence
- **Describe** the leadership attribute of intellect
- **Analyze** how character, presence, and intellect affect leadership

Key words

- **ethos**
- **expertise**
- **innovation**
- **inquisitiveness**
- **intellect**
- **mental agility**
- **resilience**
- **self-concept**
- **tact**

Essential Question

How will you develop your leadership attributes?

Learning Objectives (cont'd)

- **Define** key words: ethos, expertise, innovation, inquisitiveness, intellect, mental agility, resilience, self-concept, tact

Introduction

Becoming a leader is not an easy task. You may already possess some leadership attributes or characteristics. You may also need to work on acquiring others. In this lesson, you'll learn more about the attributes of effective leaders. You'll also begin to assess where you stand with your own leadership attributes and what areas you need to develop.

In the previous lesson, you learned that the Army Leadership Model includes attributes of character, presence, and **intellect**. Developing these attributes requires self-awareness and commitment to life-long learning. Let's look at each of these attributes in depth. As you read about them, think about your own strengths and weaknesses. Which of your leadership attributes are strongest? Where do you need to improve?

Character

Character describes your moral and ethical qualities. Character is essential to successful leadership. It determines who people are, how they act, helps them determine right from wrong, and choose what is right. Becoming a person of character is a process; you won't develop character overnight. Your character will develop through day-to-day experiences, education, coaching, and mentoring. Being an effective leader also means you think of yourself as a leader. Your identity and **self-concept** include "leader."

Key words

intellect:
The power of your mind to think and acquire knowledge; mental capacity

self-concept:
Identity; your idea of who you are

Your identity as a leader will form when:

- You self-identify as a leader
- You are perceived as a leader by others
- You are a leader in relation to another person
- You have earned a leadership role by an organization or program

The elements of character in the Army Leadership Model include Army values, empathy, warrior and service ethos, and discipline.

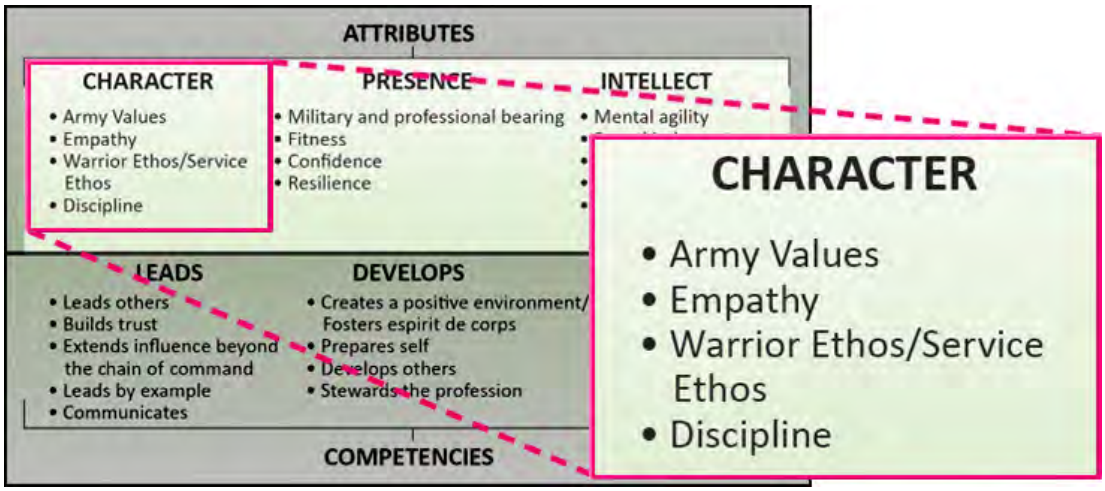


Figure 1.2.1

ARMY VALUES

You learned about Army values in your first year as a Cadet. The values are:

- Loyalty
- Duty
- Respect
- Selfless service
- Honor
- Integrity
- Personal courage

These values are fundamental to helping leaders make good decisions.

EMPATHY

Empathy is another important attribute of effective leaders. Empathy is the ability to relate to another person's situation, motives, and feelings. It's not feeling sorry for someone. Instead, empathy gives leaders the insight to anticipate what others are experiencing and to try to envision how decisions or actions might affect them. The ability to see something from another person's point of view, to identify with, and to enter into another person's feelings and emotions, enables the leaders to better interact with others.

Figure 1.2.2

WARRIOR AND SERVICE ETHOS

The Army JROTC Warrior and Service **Ethos** is the group of guiding and attitude beliefs of the program. This includes the Army values, as well as your commitment to the program outcomes.

DISCIPLINE

Your discipline is your ability to control your own behavior. This means you don't let your emotions control you. If you are angry about something, you don't lose control and start yelling or shouting. If you set a goal, you work on it even when you don't feel like it.

As a leader, you'll see that discipline is also a mindset for your team. Your team needs discipline to accomplish their goals and stay on task.

Figure 1.2.3

DEVELOPING CHARACTER

Becoming a person of character is a day-to-day process, involving experience, education, self-awareness, and mentoring. You develop your character through continual study, reflection, experience, and feedback. If you do not practice self-awareness, you will have difficulties influencing others and reaching your goals.

Content Highlight:

HOW TO DO IT

- Reflect on your words and actions.
- Use mentors to give you feedback.
- Think of yourself as a leader.
- Think and act with good character.

Self-awareness is related to your identity or self-concept. You may have many ways of defining who you are: strong, smart, athletic, creative, and so on. Think about defining yourself as a leader: someone who helps, guides, and influences others. Leaders who do not have a clear sense of leader identity often fail to improve their leadership skills.

Presence

The attribute of presence is the impression you make on others. Your presence is your outward appearance, demeanor, actions, and words. A leader's presence is also about caring. There is no greater inspiration than leaders who routinely share in team hardships and struggles. It is not just a matter of showing up. Your actions, words, and the manner in which

Key words

ethos:
The guiding beliefs of a person, group, or organization

you carry yourself convey presence. As a leader, your presence should convey professionalism, fitness, confidence, and **resilience**.

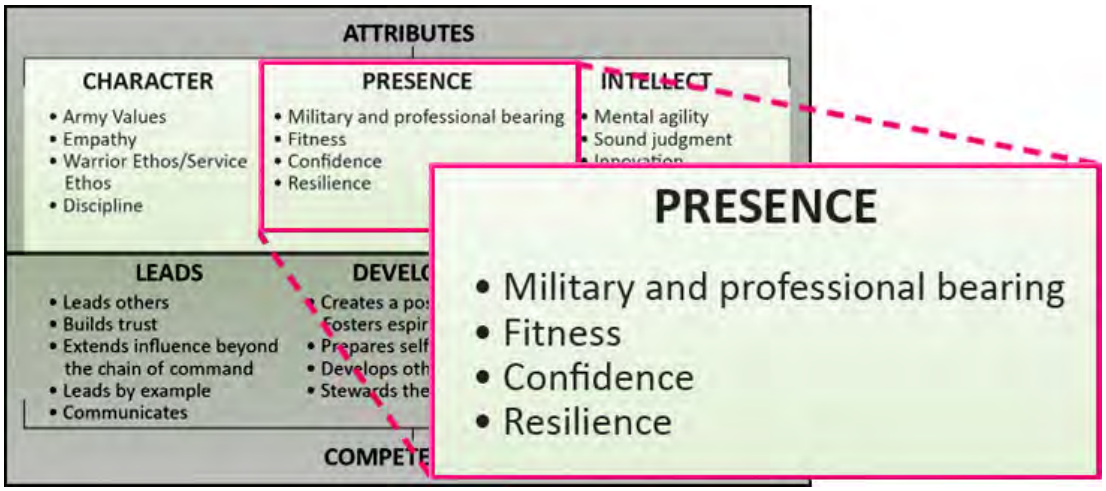


Figure 1.2.4

PROFESSIONALISM

Leaders look and act like professionals. Being professional means that when you face difficult situations or new challenges, you find a way to succeed. You use your character and abilities to overcome challenges and lead your team effectively. You don't complain or make excuses. You inspire your team to work toward goals and stay focused on the task.

Key words

resilience:
The psychological and physical capacity to bounce back from life's stressors and maintain focus

FITNESS

Physical fitness is important for leaders. At the most basic level, you can't do your best as a leader if you are ill. Maintaining your health is just common sense. Like everyone, a leader needs exercise, sufficient sleep, and good nutrition to be at the "top-of-the-game."

The leadership role often involves more stress and longer work hours. In those situations, a physically fit leader will feel more competent and confident, handle stress better, work longer and harder, and recover faster. Physical fitness and adequate rest support cognitive functioning and emotional stability, both essential for sound leadership. These attributes provide valuable payoffs in any environment—not just JROTC.

Good health involves decisions. It means deciding to get routine physical exams, practicing good dental hygiene, personal grooming, and cleanliness, keeping immunizations current, and monitoring psychological stresses. Health fitness includes avoiding things that can harm your personal health, such as substance abuse, obesity, and tobacco use, as well as overuse of caffeine and other stimulants.

CONFIDENCE

Would you follow a leader who wasn't confident? Confidence is important for leaders and teams. Confidence is the faith leaders place in their abilities to act properly in any situation, even under stress. Self-confidence grows from professional competence. The confidence of an effective leader is contagious and permeates the entire team. Confident

leaders reduce team anxiety about the tasks they need to accomplish. They coach their teams to be confident and succeed.

Leaders who are excessively confident or confident about unrealistic tasks can be as bad as leaders with too little confidence. Leaders who think they are the best at everything often fail to listen to their team members. They may fail to adapt to new situations and develop additional skills. Worst of all, they may fail to help their team thrive.

RESILIENCE

Resilience is the ability to recover quickly from setbacks, shock, injuries, adversity, and stress. Resilient leaders bounce back and maintain their focus in the most difficult situations. Resilient leaders learn and grow from the hard situations, and they adapt to changes to ensure the success of the teams' goals. Resilience and the will to succeed help leaders during hard times. Their skills and knowledge guide them to pursue a course of action that will lead to success. Leaders instill resilience and a winning spirit in teams through leading by example.

Everyone has experienced situations when it would seem easier to accept defeat rather than finish the task. During those times, you need an inner source of energy to press on. When things go badly, a leader must draw on inner reserves to persevere.

Intellect

Your intellect is the power of your mind to think and acquire knowledge. It's your mental capacity. A leader's intellect draws on his or her mental capacity and applies it to various tasks and responsibilities. An effective leader uses his or her brain and thinks things through before acting or speaking. Part of intellect is the ability to generate ideas, solve problems, and use sound judgement. Your intellect helps you think creatively and reason analytically, critically, ethically, and with cultural sensitivity. When you use your intellect, you consider unintended as well as intended consequences of your decisions.

Figure 1.2.5

The components affecting an Army leader's intellect include:

- **Mental agility**
- Sound judgment
- Innovation
- Interpersonal tact
- Expertise

Key words

mental agility:
Flexibility of mind; an ability to anticipate or adapt to certain or changing situations

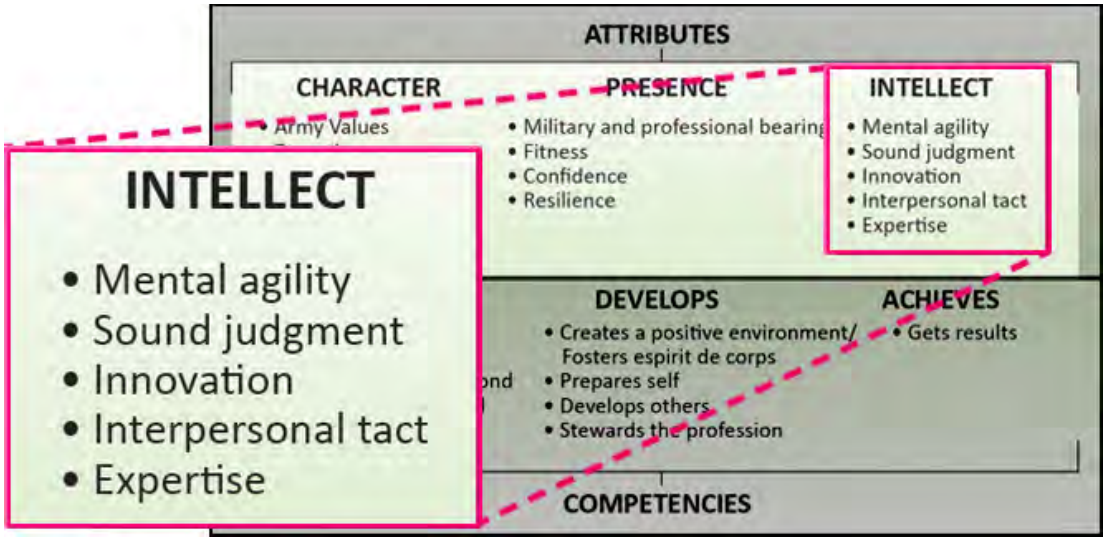


Figure 1.2.6

MENTAL AGILITY

Mental agility is flexibility of mind; an ability to anticipate or adapt to certain or changing situations. Agility enables leaders to think through other options and consequences when current actions are not achieving results.

Mental agility relies upon **inquisitiveness**. Inquisitive leaders are eager to understand a broad range of topics and keep an open mind to multiple possibilities before reaching a solution.

Critical thinking is also a part of mental agility. It's a thought process that aims to find facts, to think through issues, and solve problems. Critical thinking helps leaders understand situations, arrive at justifiable conclusions, make good judgments, and learn from experience.

Key words

inquisitiveness: Curiousness; having an inquiring mind

Figure 1.2.7

Critical thinking examines a problem in depth from multiple points of view. This is an important skill for leaders—it allows them to influence others and shape organizations. The first and most important step in finding an appropriate solution is to isolate the main problem. A leader's ability to quickly isolate a problem and identify solutions helps him or her adapt to tasks that might be changing.

Effective leaders instill mental agility in others by creating a climate that encourages participation and trust. They ask what others think, consider suggestions, and never attack team members for speaking up.

SOUND JUDGEMENT

Sound judgment is the ability to assess situations and to draw rational conclusions. Consistent good judgment enables leaders to form sound opinions and make reliable estimates and sensible decisions.

Leaders aren't expected to know everything. They acquire experience and sound judgment through trial and error. They observe others and learn from others—their leaders, mentors, peer, and even their followers.

One of the hardest parts of leadership is juggling facts and feelings to arrive at a good decision. Leaders may not always have all the facts they need or the facts might be misleading. A leader's feelings might also get in the way. For example, imagine this scenario:

Content Highlight:

SCENARIO

Jade is a battalion leader. She dislikes Ryan who is always making jokes and kidding around. Everyone knows Ryan and most people are at least a little irritated by him. For their fundraising team project, she goes with her gut feeling and does not assign Ryan to the clown dunk booth. Instead, she assigns one of her friends who is more popular at school. At the end of the fundraising event, Jade learns the clown dunk booth did not raise as much money as expected. Now she wonders if her personal likes and dislikes led her to a bad decision. She imagines how many people would have liked to dunk irritating Ryan.

Can you imagine a scenario where your feelings, beliefs, or attitudes might negatively influence your decision? How would you use sound judgment to be sure you make the best decision?

As you develop sound judgment, you'll be better equipped to make decisions. Before choosing a course of action, you'll consider the consequences. You'll also think about the intent of your task or goals, any rules that might affect your decision, and your previous experience with the task and the people involved. You'll want to assess your teammates for strengths and weaknesses to create the best course of action. As you grow and develop as a leader, your judgment should improve. You should find yourself becoming more comfortable with your decisions, and having better outcomes.

INNOVATION

Innovation is the ability to introduce something new when needed or as opportunities arise. Innovative leaders tend to be inquisitive and good problem solvers. They come up with original and worthwhile ideas.

While leaders follow rules, and even enforce them, effective leaders are also creative thinkers. They develop new ideas and approaches to accomplish tasks, or they adapt existing approaches to make tasks more efficient or rewarding. Innovation is important to leadership because

Key words

innovation:
The ability to introduce something new when needed or as opportunities exist

leaders often have to adapt to new situations, or solve difficult problems. Innovative leaders rely on intuition, experience, knowledge, and input from followers. Innovative leaders reinforce team building by making everybody responsible for the innovation process.

INTERPERSONAL TACT

Do you know people who always seem to say the wrong thing? They blurt out insults and contradict the group all the time. The opposite is the person who never insults or offends, even in delicate situations. This is the person who has tact. Interpersonal **tact** is the sense of what to say to avoid offending others, hurting their feelings, or making them mad. Someone who is tactful is skilled in dealing with difficult people and challenging situations.

Tact involves understanding what others perceive about a situation. It relies on accepting the character, reactions, and motives of oneself and others. Interpersonal tact includes:

- *Recognizing diversity.* People are shaped by their economic class, race, religion, schooling, and other factors. Effective leaders create an environment where team members are valued for their talents, contributions, and differences.
- *Displaying self-control.* Effective leaders control their emotions. Maintaining self-control inspires confidence in the team. Leaders who lose their self-control cannot expect those who follow to maintain theirs.
- *Emotional factors.* People have hopes, fears, concerns, and dreams. Understanding this gives leaders a powerful tool. Effective leaders can use the team's emotional energies to solve tough problems and complete difficult projects.
- *Balance.* Emotionally balanced leaders display the right emotion for a given situation. They can read others' emotional states. They have a range of attitudes, from relaxed to intense, with which to respond to people. They know how to choose what is appropriate for the circumstances. Balanced leaders know how to convey urgency without throwing the entire team into chaos.
- *Stability.* Effective leaders are steady, levelheaded when under pressure or fatigued, and calm in the face of danger. They:
  - Model the emotions for followers to display—calm and rational under pressure.
  - Do not give in to the temptation to vent. It might be justified but will not help the team or the project goals.

Key words

tact:
The sense of what to say to avoid offending others, hurting their feelings, or making them mad

expertise:
Special knowledge and skill developed from experience, training, and education

Figure 1.2.8

EXPERTISE

Expertise is special knowledge and skill developed from experience, training, and education. Over the course of your time in school, you may develop expertise in different areas. For example, if you have a technical interest, you might develop expertise in computer hardware or programming.

Expertise is really knowing your job and your role in the organization. It involves understanding and interpreting the situation and environment then using your expertise to solve problems and make decisions.

No one expects leaders to be experts at everything. Effective leaders learn what they need to know about things in their charge. They learn what they need to lead their teams. A JROTC Cadet who is leading a neighborhood clean-up will need to know about tools and other supplies, the types of trash that needs to be recycled or disposed of, city rules about how and where to dispose of trash, and so on. As a leader in JROTC, you will have the opportunity to develop expertise about your battalion projects.

Figure 1.2.9

Conclusion

Developing your leadership attributes can be an exciting and challenging experience. If you are like most Cadets, you'll make mistakes along the way. Remember that one mark of a true leader is the ability to learn from your experiences and improve yourself. The leadership attributes you learned about in this lesson are life-long goals you'll work on, long after you graduate high school. You'll carry them with you as an adult and be better equipped to succeed at your career.

Lesson Check-up

- **Which aspect of presence is most important to you? Why?**
- **How do Army values relate to your character?**
- **What aspect of intellect do you most often use in school? With your family? With your friends?**

LESSON 3

Leadership Competencies

What You Will Learn to Do

Analyze your leadership competencies

Linked Core Abilities

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

Learning Objectives

- **Describe** the competencies involved in leading your team
- **Describe** the competencies involved in developing your team members
- **Describe** the competencies involved in achieving results for your team
- **Analyze** how leadership competencies impact goals

Key words

- **commitment**
- **compliance**
- **initiative**
- **micromanaged**
- **priorities**
- **steward**
- **welfare**

Essential Question

How will you develop your leadership competencies?

Learning Objectives (cont'd)

- **Define key words:** commitment, compliance, initiative, micromanaged, priorities, steward, welfare

Introduction

There are many aspects to leadership. In the previous lesson, you learned about the attributes of leadership. In this lesson, you'll learn more about the competencies or skills of effective leaders. You'll also assess where you stand with your own leadership competencies and what areas you need to develop.

Leads

Leaders provide purpose, direction, and motivation. JROTC leaders work to lead others, to develop themselves and their teams, and to achieve results. Part of becoming an effective leader is developing the competencies described in this lesson.

As you read about them, think about your own skills. Which of your leadership competencies are strongest? Which ones do you need to improve?

LEADS OTHERS

Using Influence to Energize the Team

As a JROTC leader, one of your main tasks will be to guide others toward a common goal or task. Effective team leaders instruct their followers, encourage hard work, and recognize achievements of team members. Leading others involves influencing them. Your motivation to influence your team should stem from your desire to see the team succeed. Positive and genuine intentions are your best route to influencing others and achieving your goals.

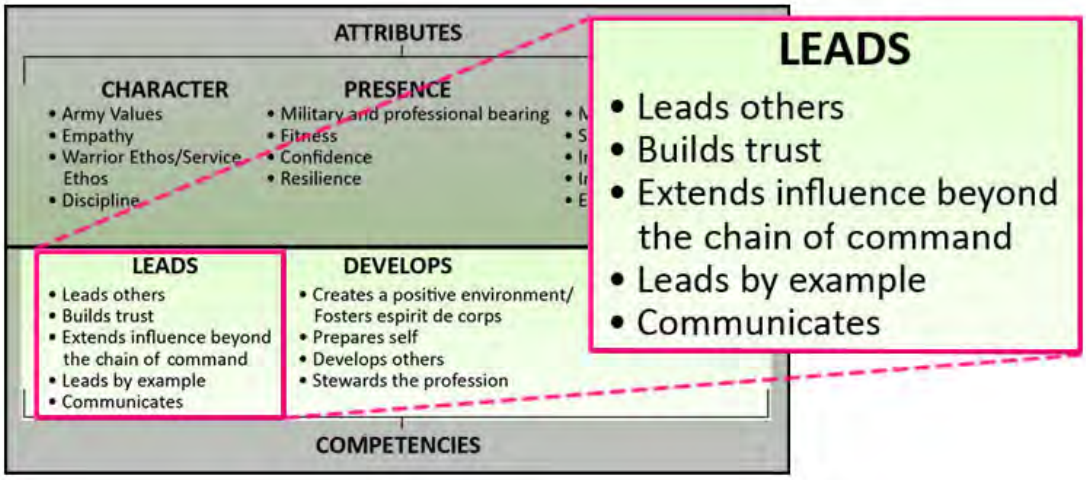


Figure 1.3.1

As you lead others, you'll discover that there are different levels of followership. At the most basic level, your team will comply or go along with what you tell them. **Compliance** is what leaders need for short-term, immediate tasks. If a task must be done right now and there is not a great need for team members to understand the reason for the task, then compliance is an acceptable approach. However, compliance is not particularly effective when a leader's goal is to create **initiative** and high esteem within the team.

When leaders want to create dedication on their team, they strive to instill **commitment**. Commitment generally produces longer lasting and broader results. Whereas compliance only affects follower's behavior, commitment reaches deeper—changing attitudes, beliefs, and behavior.

For example, when a leader builds a sense of responsibility among followers, they will likely demonstrate more initiative, personal involvement, and creativity. Committed team members want to have a sense of control and want to contribute to team efforts.

Note: There is a subtle difference between building responsibility and building a sense of responsibility. Building a sense of responsibility acknowledges that the leader retains ultimate responsibility for task accomplishment while empowering subordinates with authority to act.

Key words

compliance:
The act of obeying or doing what you are told

initiative:
One's personal responsible action or decision

commitment:
Involvement, engagement, or dedication

Figure 1.3.2

Providing Purpose, Motivation, and Inspiration

Leaders provide purpose, motivation, and inspiration to their teams. Effective leaders keep their eye on goals and determine the course of action needed to reach the goals. In addition to purpose, leaders provide direction. Direction deals with how to achieve a goal or task. While giving direction is a simple task, knowing how much direction to give requires strong knowledge of individual team members. Giving too much direction can make people feel that they are being **micromanaged**. Too much direction can dampen initiative and pride in one's work. Giving too little direction can leave the team confused. The skilled leader will know when to provide detailed guidance and when to focus only on the outcome.

Skilled leaders also understand what motivates the people they lead. Understanding how motivation works provides insight into why people may take action and how strongly they are driven to act. You can motivate people by setting achievable goals, and by explaining the "what" and "why" of tasks to your team. Team members who keep the end in mind and know how they are progressing, stay motivated. Motivation also increases when team members understand how their role relates to larger and more important outcomes.

Enforcing Standards

Leaders also enforce standards and rules. They communicate the importance and role of standards to their teams, and their own work reflects the standards under which they are working. Leaders also recognize and take responsibility for poor performance and address it appropriately.

Balancing Mission and Welfare of Followers

While effective leaders care about rules and goals, they also care about the **welfare** of their team members. Having genuine concern for followers' well-being goes hand-in-hand with motivation, inspiration, and influence. People are more willing to go the extra mile when they know their leaders care about them. Leaders must pay attention to the members of their team and ask themselves if each member has good morale, is healthy, and is practicing behaviors that will lead to achievement of personal and team goals.

Key words

micromanaged:
Controlled with excessive attention to minor details

welfare:
Well-being

BUILDS TRUST

Trust is at the core of everything leaders do. When there is a high level of trust, teams are ready and willing to work together and succeed. Trust involves relying on others, and having confidence in them. You create trust over time through mutual respect, shared understanding, and common experiences. Communication builds trust by keeping others informed and establishing expectations.

Figure 1.3.3

Setting Personal Examples of Trust

You can build trust by being firm, fair, and respectful toward your team members. Think about your own trustworthiness. Does your team have a reason to trust you? Have you supported them and guided them toward success? Leaders and followers earn or lose trust through everyday actions and attitudes.

Taking Direct Actions to Build Trust

Leaders who want to build trust take action to build positive relationships with team members. They work at finding things they have in common with others—which can be anything from a shared hobby, to having irritating younger siblings. Effective leaders actively engage team members in activities to build shared experiences. They also correct team members who have a negative influence on the team.

Sustaining a Climate of Trust

It's important for leaders to promote a culture and climate of trust. Think about conditions that promote trust within your team. Keep team members informed of goals, actions, and results. Effective leaders follow through with team members on what is expected of them. They coach and mentor their teams in a positive way, with encouragement and openness.

EXTENDS INFLUENCE BEYOND THE CHAIN OF COMMAND

Cadet leaders have an important role in JROTC team leadership. However, as you develop a leadership identity, think about being a leader in other areas of your life—at school, in your neighborhood, and with your friends. In situations where you do not have an official leadership role, you can still indirectly influence a situation. For example, if your group of friends is planning to get together over the weekend, you can use your leadership skills to help the group come to an agreement about what to do, or where to go. Your leadership skills will be useful if your friends can't reach an agreement or have a conflict about something. Use what you have learned about being fair and finding creative solutions.

LEADS BY EXAMPLE

Leaders are role models. They maintain standards and provide effective examples through their actions. When you model good behavior, you set an example for others to follow. Your team sees your commitment to leadership attributes and competencies.

Displaying Character

Set an example by showing your team that you have high standards for yourself, your appearance, your professionalism, and your fitness. Create an ethical climate with your team. Show sound judgement and moral behavior. Show your team that you have determination, persistence, and patience.

Figure 1.3.4

Demonstrating the Will to Succeed

The Army calls this the Warrior Ethos but it's not all about battle. Ethos is a strong commitment to your team and its mission. Ethos is a deep desire to support your team and a willingness to push through obstacles and adversity to get the job done. Ethos includes living up to Army Values and the Cadet Creed.

Demonstrating Confidence and Competence

Confident leaders show their self-control and resilience. They don't get discouraged when there is a setback or mistake. They encourage followers who need direction or motivation. Leaders are the people who team members will turn to for help. Team members expect their leaders to be knowledgeable about and able to accomplish tasks. Competent leaders make sound, logical decisions and guide their teams through uncertainty.

Seeking Diverse Points of View

When you lead by example, you want to encourage honest communication and be open to new ideas. Be willing to consider alternatives to solve problems. Leading isn't about being right all the time or having all of the answers. People you don't like might have good ideas or a fresh perspective.

COMMUNICATES

Effective leaders know the importance of good communication. Your communication skills are not just about giving information. It's about having the skills to lead, build your team, and mentor.

Figure 1.3.5

Listening Actively

All good leaders know how to listen to their team members. They also know how to watch non-verbal messages and be aware of the emotional content of what others are saying. They use eye contact to let others know they are paying attention.

Creating Shared Understanding

Creating a shared understanding of your team's goals is vital to success. As a Cadet leader, you are responsible for making sure your team understands its tasks. You also recognize misunderstandings and correct them.

Using Engaging Communication Skills

As a Cadet leader you need to be aware of what your voice and body language communicate. When you talk with your team about a project, speak with enthusiasm and maintain eye contact. Use gestures and visual aids if needed. Express yourself clearly and show respect in your communication with others.

Develops

Effective leaders strive to leave an organization better than they found it. Developing people and teams require leaders who create a positive environment, prepare themselves, motivate others, and encourage others to be good a good **steward** of the profession.

Key words

steward:
To manage or take care of

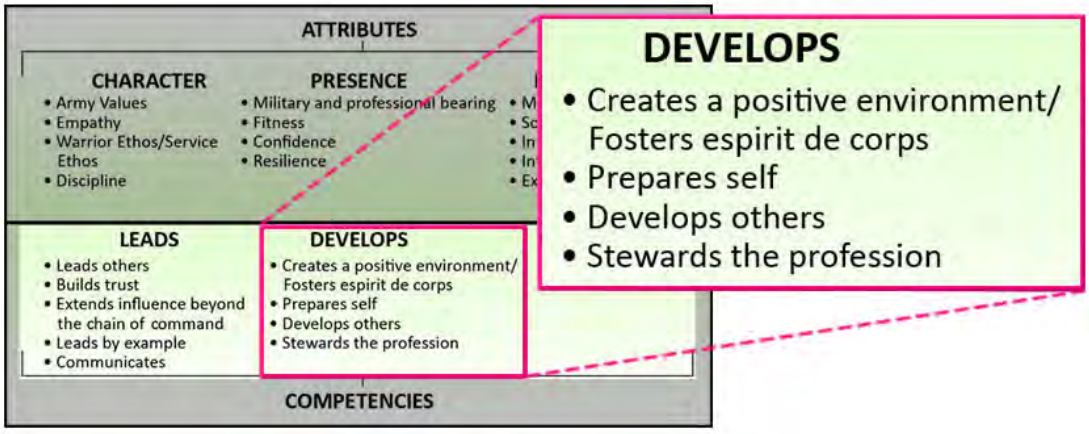


Figure 1.3.6

CREATES A POSITIVE ENVIRONMENT

Creating a Learning Environment

Leaders help followers reach their full potential and motivate them to grow and develop on their own. In a learning environment, people are encouraged to seek new approaches, learn from one's mistakes, and innovate.

Encouraging Team Members to Take Ownership

To develop team members, leaders should encourage members to take initiative. Leaders shouldn't do everything. Giving followers responsibility for tasks gives them a sense of ownership and increases commitment.

Showing Concern for Well-being and On-the-Job Needs

Recognize that members of your team have needs and wants. Show concern for how team members are doing on their tasks and their morale. Stand up for team members and support them.

Encourage Teamwork, Cooperation, and Loyalty (Esprit de Corps)

Leaders should encourage team members to work together. Teamwork builds trust. When teams don't work well together, team members will see that they are less successful at reaching their goals.

Figure 1.3.7

Encouraging Fairness and Open Communication

When team members are in a positive environment, they know everyone will be treated fairly. The leader does not play favorites nor allow any member to be picked on. The leader gives everyone equal opportunities to participate.

Setting High Expectations for Individuals and Teams

Leaders are clear about what they expect from their teams. They create a climate where success and hard work is expected.

PREPARES SELF

Maintaining Mental and Physical Health

Leaders take care of their own well-being. They monitor their stress and motivation so that they can do their best.

Expanding Expertise and Interpersonal Skills

Leaders keep informed about the technical aspects of their projects. They look for ways to make their teams more efficient. Interpersonal skills can affect the team too—the way a leaders deals with team members is important.

Figure 1.3.8

Analyzing Information to Create Knowledge

Leaders set up procedures for the team. They consider what team members already know and work to build on that.

Maintaining Cultural Awareness

Effective leaders are aware that people come from different backgrounds and have different experiences. They don't assume everyone is like them. They also know that they can learn from others with a different background.

Maintaining Self-Awareness

Evaluating one's strengths and weaknesses is an ongoing process for any effective leader. Leaders should always strive to learn from mistakes and stay motivated.

DEVELOPS OTHERS

Leader development is a deliberate, continuous, and progressive process. It builds Cadets into competent, confident leaders, capable of directing teams.

Evaluating the Needs of Others

Leaders should monitor the strengths and weaknesses of their followers in different situations. This will give the leader ways to challenge team members and develop their strengths.

Coaching and Mentoring

Leaders help team members use their experience to improve and grow. They advise and coach.

Encouraging Ongoing Development

Effective leaders make sure there are no barriers to team member's development. They offer training and encourage followers to pursue their own skills development.

Building Team Skills

Building team skills involves providing challenging, but realistic assignments. Leaders support those assignments by providing training, coaching, and feedback to team members.

STEWARDS THE PROFESSION

Cadet leaders are stewards of the JROTC mission and apply a mindset that uses cooperative planning and provides for a strong team. They demonstrate Army JROTC values and leadership attributes. By their example, Cadet leaders support the program and allow others to see the benefits of the program.

Achieves

GETS RESULTS

Effective leadership has a direct connection to the competency of getting results. Getting results includes all of the actions to get the job done to high standards.

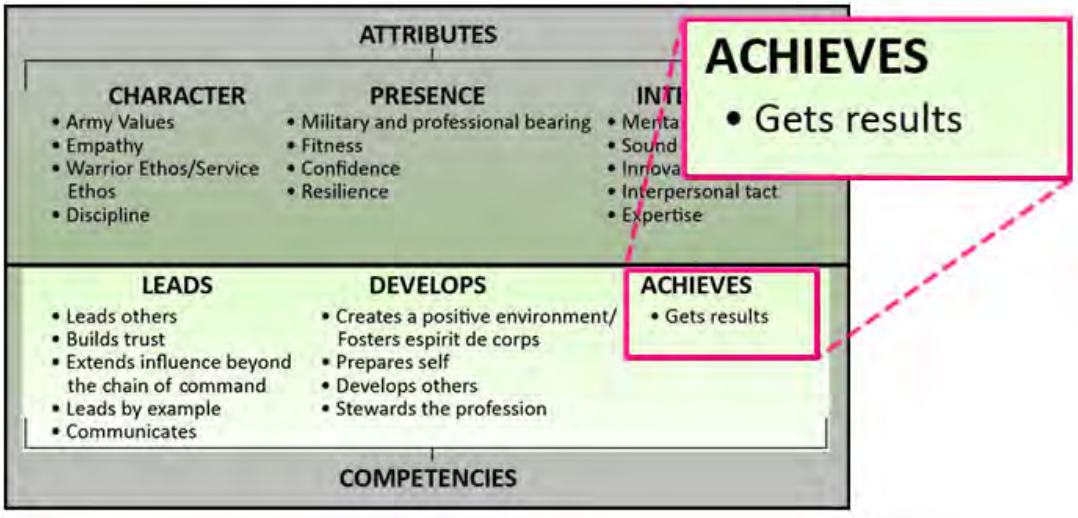


Figure 1.3.9

Setting Priorities for Teams

Experienced leaders know that some tasks are more important than others. They communicate **priorities** to their team and ensure that tasks can be completed in the time available.

Identifying Team Abilities, Tasks, Roles, and Resources

Leaders know their team members and try to match them to appropriate tasks. They assign roles to team members and ensure that any conflicts are resolved in a positive way. They keep track of people and equipment, and determine how much time is needed for a task.

Recognizing and Rewarding Good Work

Cadet leaders can keep their teams motivated by recognizing and rewarding good work. Notice when someone does a good job and tell them you noticed.

Key words

priorities:
Something that comes before other things in importance

Looking for Opportunities to Improve and Provide Feedback

Leaders should always look for ways to improve—both themselves and their teams. They give their teams constructive feedback and decide the best way to give feedback.

Executing and Adjusting Plans as Needed

Leaders are in charge. They make sure things happen! They keep the team informed and on schedule. They are also open to making changes if a plan or assignment isn't working.

Conclusion

Now that you've learned about leadership competencies, you can work toward developing them in yourself. You may already possess some of these skills. As you continue in the JROTC program, you'll have opportunities to practice and improve your leadership skills. These skills are something that you'll take and use throughout your life.

Lesson Check-up

- **How can a Cadet leader build trust with team members?**
- **Explain the "develop" leadership competency and why it is so important to achieving goals.**
- **What are some of the elements of getting results and achieving success?**

Leadership Styles

What You Will Learn to Do

Apply appropriate leadership styles

Linked Core Abilities

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

Learning Objectives

- **Describe** how to identify the willingness and readiness of team members
- **Identify** three different styles of leadership
- **Choose** the most effective leadership style for various situations
- **Define** key words: competent, delegating, directing, leadership styles, participating

Key words

- **competent**
- **delegating**
- **directing**
- **leadership styles**
- **participating**

Essential Question

How can you use different leadership styles to increase your effectiveness as a leader?

Introduction

The attributes and competencies of leadership describe effective leaders. Being a role model for your followers is important. However, it doesn't necessarily prepare you to lead. In order to command respect, compliance, and commitment from your team, you must also be ready for any situation. How you lead—your style of leadership—can mean the difference between success and failure. In this lesson, you'll consider how your team members' willingness and readiness will affect your role as a leader. You'll also learn why tasks and the composition of your team can determine how you lead.

Team Willingness

As a leader, you will deal with many different Cadets. Some will be enthusiastic and motivated. If a Cadet is willing, it means he or she will follow a team process and work toward shared team goals. You may also have team members who don't care very much about the goals your team is trying to accomplish.

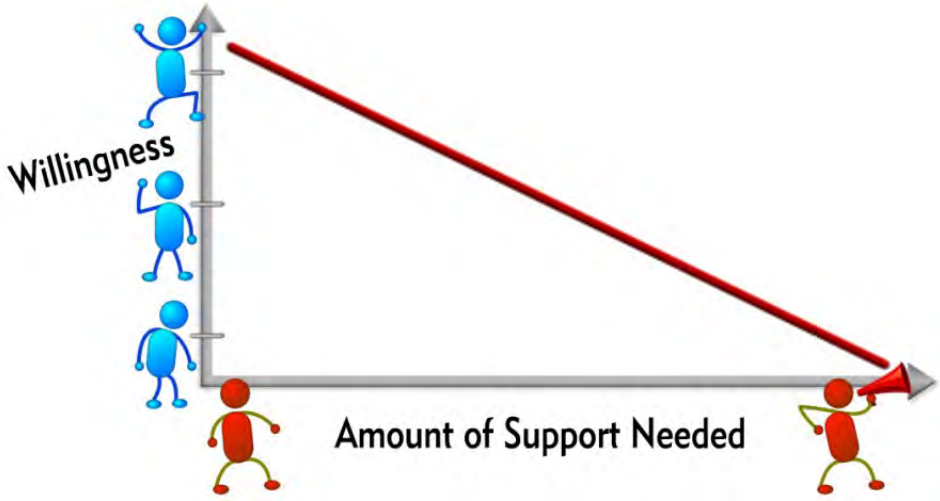


Figure 1.4.1

It's important to evaluate and identify team members' willingness. Their level of willingness is one factor that will determine how much support you need to give them. As *Figure 1.4.1* shows, team members who are less willing generally need more support and leader influence. How to exert that influence is a topic you will learn about later in the JROTC program. For now, consider the skills you've learned about in the Leadership Competencies lesson. These skills will help you motivate and inspire your team.

Team Readiness

Team readiness is defined by the task. Is a Cadet able to do the job? Does the Cadet have any previous experience with a similar task? Do some members have specialized knowledge or skills? As *Figure 1.4.2* illustrates, team members who lack skills and experience will need more guidance from their leaders. As a leader, you want to identify your team members' skills and knowledge. This gives you a sense of Cadet readiness. Your followers' readiness and willingness will determine how you'll lead your team.

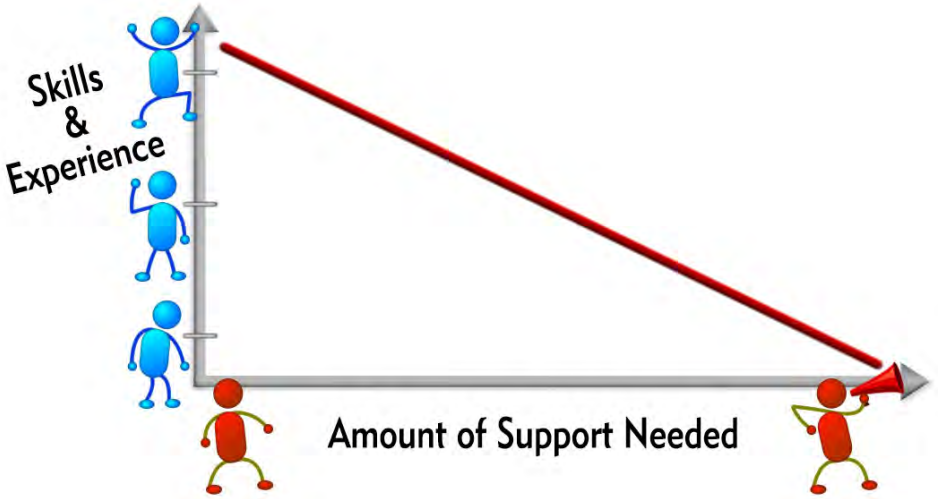


Figure 1.4.2

Leadership Styles

Leadership styles are the patterns of behaviors that a leader uses to influence others.

Earlier we discussed autocratic, democratic, and laissez-faire types of leaders. Autocratic leaders use positional power and direct authority to influence others. Democratic leaders use personal power and involve their followers in decision-making and problem solving processes. Laissez-faire leaders take a hands-off approach and give their followers little or no direction.

People sometimes think you are one type of leader or another. However, in practice, effective leaders use different behaviors in different situations. For example, because of your personality, you might be inclined to be autocratic with others; but when you are in a leadership role, you realize that people don't always need as much direction as you'd like to give them. In some situations, giving too much direction can lower your effectiveness. Imagine how you would feel if a leader gave you step-by-step directions for brushing your teeth. You might think they were treating you like a little kid. Now imagine how you'd feel if a leader told you to program an animated phone game. You'd probably be pretty confused unless you received directions and training.

Key words

leadership styles:
The patterns of behaviors that a leader uses to influence others

Think of your classmates who are leaders, such as the student body president, Cadet battalion commander, and group project leaders. These individuals have certain responsibilities in order to accomplish their goals. The manner in which they carry out those responsibilities and the way they interact with others will depend on the situation. The situation will determine the most effective leadership style to use. The three basic leadership styles are **directing**, **participating**, and **delegating**.

DIRECTING STYLE

All leaders let their team members know what is expected of them—what to accomplish and when to complete the task. Leaders who use the directing leadership style go beyond that and tell team members how to accomplish the task. They supervise their team closely to ensure members follow directions precisely.

The directing leadership style is clearly appropriate when:

- A leader has little time to complete a task and when he/she is the only person who knows what must be done and how to do it. There isn't time to explain the reason for the task, to train others, or have them figure it out on their own.
- A leader must lead people who lack experience at a certain task.

Normally, most followers don't resent such close supervision. They'll know that you are giving them the information they need to accomplish the task or goal. They'll also understand when there is a time constraint. A tight deadline doesn't allow for a lot of discussion or training. Team members don't need to feel committed to the task; they just have to comply with your directions.

Figure 1.4.3

Sometimes people think that leaders use the directing style when they yell, scream, threaten, or intimidate followers. However, yelling is not part of the directing style. Rather, this is an example of an abusive, unprofessional way to treat people. Do not confuse emotion or anger with styles of leadership.

Key words

directing:
A style of leadership where the leader tells others what to do and how to do it

participating:
A style of leadership where the leader consults with others before making decisions

delegating:
A style of leadership where the leader gives some decision-making authority to others

PARTICIPATING STYLE

Leaders use the participating style when they consult with, obtain advice from, or ask the opinions of one or more followers before making a decision. While leaders may ask for such information and recommendations, ultimately the leaders are still the people who make and are responsible for final decisions.

Figure 1.4.4

Key words

competent:
Skilled

The participating style works well for leaders of fairly **competent** followers who support their leaders' goals. By allowing team members to participate, leaders contribute to a powerful team-building process. If everyone has a part in developing the final plan, confidence and support increase.

Don't think that obtaining good advice from a teammate, or using another member's plan or idea, is a sign of weakness on your part. It is a sign of strength that your followers will respect. However, you are responsible for the quality of your plans and decisions. If you believe that your follower's idea is not a good one, you must reject it and do what you believe is right, regardless of pressure to do otherwise. Just because you ask for advice, it does not mean you have to take it.

DELEGATING STYLE

Among all leadership styles, the delegating style can be most efficient. It requires the least amount of your time and energy to interact, direct, and communicate with your team members. Leaders delegate when they give their followers more problem-solving authority and less supervision. In some cases, delegating means that some team members will take on the tasks normally done by the leader.

The delegating style is appropriate when:

- Dealing with mature followers who support your goals and are competent and motivated to perform the task.
- Certain key team members are able to analyze a problem or situation, determine what needs to be done, and do it.

Figure 1.4.5

When you use the delegating style, remember that you are still responsible for the results of your team's actions and decisions! If your team makes bad decisions or fails at a task, it's on you. You are the one who decided to delegate. Leaders who delegate know their team members well and trust their willingness and readiness.

Choosing the Right Styles for the Situation

Matching leadership styles to situations is a process. In some cases, you'll quickly decide on the most effective leadership style. At other times, you may need to find out more about your team members and what's involved in the tasks you'll assign. When you need to decide what style is most appropriate:

Figure 1.4.6

1. First, identify the most important tasks that need to be accomplished to make the project, or event, a success.
2. Next, determine the readiness and willingness of your team members. Remember that Cadets with low skills and low motivation need more support and direction. Cadets who are skilled and motivated need less.
3. Decide on the leadership style to use with your team, based on their readiness and willingness levels.

Effective leaders are skilled at using all three styles of leadership. They know that what works in one situation may not work in another. It's up to you to develop the flexibility to use all three styles.

Depending on the situation, you may want to use all three styles or different styles:

- With different followers or in different situations
- When you receive a new project or new personnel, or when your supervisor changes
- When and if your team's competence, motivation, or commitment changes

As you progress through the JROTC program, you will be asked to take a leadership role in the Leadership Lab where you can practice directing, coaching, supporting, and delegating roles with new Cadets. You will also be involved in community service projects that will allow you to practice the leadership styles. These assignments will be based on your performance and developmental level.

Content Enhancement:

DEVELOPING AS A LEADER

By your second year in JROTC, you are very competent at drill. However, you have not been a drill leader. You will be energetic and motivated because you know how to drill. The task of leading others in drill is new and you will need direction from your instructor so you can build your competence and commitment through the process.

As you gain experience with leadership styles, your instructor will begin to coach, support, and finally, delegate the role of leadership to you.

Figure 1.4.7

In a leadership position, you'll assess your team's ability to perform its mission and then develop a plan to accomplish it. You should use the style that your experience tells you is most appropriate after you have assessed the team's level of competence, motivation, and commitment to accomplish its mission.

Content Highlight:

RULE OF THUMB

A good rule of thumb is to be flexible in your thinking. Approach each leadership situation as an opportunity to improve your leadership potential, ability, and style.

Conclusion

As you have learned, leadership styles are the pattern of behaviors that one uses to influence others. You can influence and lead others in many different ways. Knowing which style to use in a situation is an indication of effective leadership.

Lesson Check-up

- **Compare the strengths of the three leadership styles presented.**
- **Describe how followers' readiness and willingness impact leadership.**
- **What leadership style comes naturally to you? Which ones will you have to work on more to develop?**

CHAPTER 2

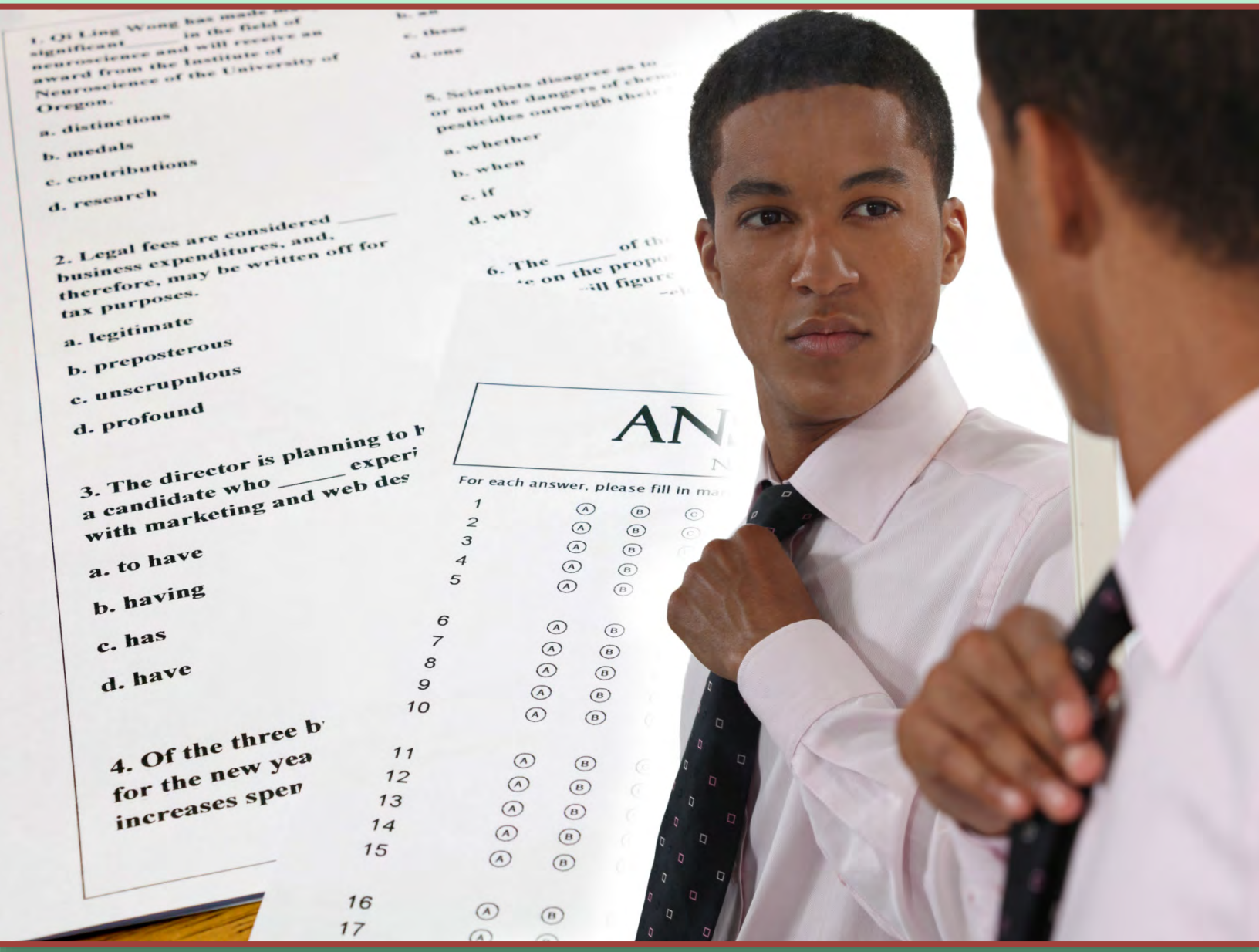


Figure 2.0

PERSONAL GROWTH AND BEHAVIORS

Chapter Outline

LESSON 1: Becoming a Better Communicator (p.42)
Why is effective communication necessary in all areas of life?

LESSON 2: Becoming a Better Writer (p.58)
How can you improve the quality of your writing?

LESSON 3: Delivering Your Speech (p.74)
What are the essential elements for delivering a great speech?

LESSON 4: Career Considerations (p.92)
What is the advantage of investigating career options that interest you now?

LESSON 5: Ethical Concepts and You (p.108)
How can your Cadet Code of Conduct apply to your life beyond JROTC?

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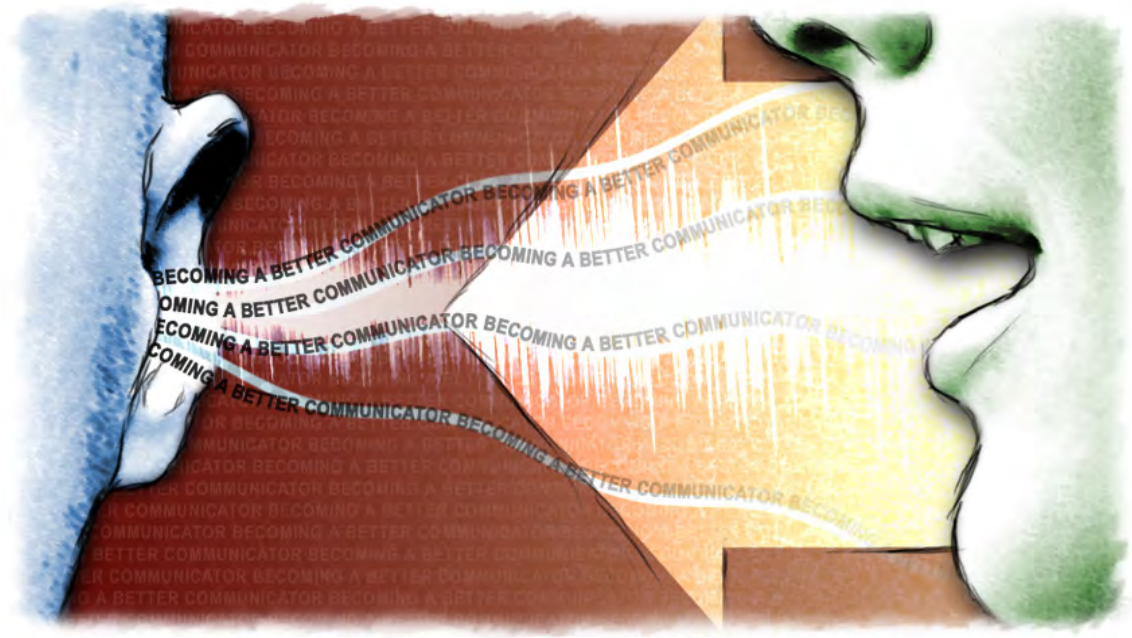
LESSON 1

Becoming a Better Communicator



Key words

- barrier
- channel
- feedback
- hearing
- listening
- mixed messages
- noise
- nonverbal
- receiver
- verbal

What You Will Learn to Do

Develop your communication skills

Linked Core Abilities

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

Learning Objectives

- **Compare** verbal and nonverbal means of communication
- **Identify** the steps of effective communication
- **Relate** how the process of listening is essential to good communication
- **Distinguish** among the types of listening
- **Identify** barriers that prevent effective listening
- **Explain** the types of roles individuals play in a group

Essential Question

Why is effective communication necessary in all areas of life?

Learning Objectives (cont'd)

- **Identify** how roles in a group affect communication
- **Define** key words: barrier, channel, feedback, hearing, listening, mixed messages, noise, nonverbal, receiver, verbal

Introduction

Every day, one of your main activities is communicating with others. You communicate at home, at school, with your friends, and in the community. Some of you might also communicate in a job environment. Despite your opinion of your communication skills, there will be times when you wish you'd listened a bit more effectively and communicated a little better.

This lesson shows you the importance of good communication and how you can communicate more effectively in a variety of settings.

The Communication Process

The art of communicating is a skill that you must develop. Using words so that listeners or readers understand their meanings is a difficult task because of differences in background, education, and experience of the people you are trying to communicate with.

Figure 2.1.1

PURPOSE OF COMMUNICATION

The purpose of communication is to make known and exchange information, thoughts, opinions, or feelings by speech, writing, or gestures. It is a transmission and interchange, by any means, of information, feelings, and direction. A communicator must remember that communication is a circular process, with both parties being free to present as well as to receive ideas, feelings, and attitudes.

Figure 2.1.2

You fulfill many different needs through communication, including enjoyment! It's usually a good feeling to engage in conversation with a friend; participate in a group discussion that leads to a solution; and receive a text message in response to one you sent. Sometimes, however, communication does not work, and you end up feeling frustrated.

You might feel frustrated when you have a disagreement with a friend and do not know what to say to resolve the disagreement; if your parents don't talk with you about certain issues you feel are important; or if you write a letter or email to someone who completely misunderstands your intent or message. This happens all the time!

Despite communicating since birth, you may not always be effective. The reality is that effective communication isn't as easy as it may seem.

All communication depends on understanding others and having them understand you. Much of your communication is intended to influence what people think and feel. Most of the time, you want someone to take some action as the result of your communication. You want a friend to spend vacation time with you; you want your friends to like each other; you want your parents to give you permission to go somewhere; or you want your employer to more clearly answer a question you have. Our need for communication is important in all areas of our lives.

A DEFINITION OF COMMUNICATION

Communication is a process in which people are able to transfer meaning between themselves. The communication process allows people to share information, ideas, and feelings. This is the transfer of meaning. When no meaning is transferred, no communication has taken place.

SEVEN COMMUNICATION SKILLS

There are many ways to communicate. The Seven Communication Skills include your ability to:

- Read
- Listen
- Think
- Write
- Remember
- Speak
- Study

Figure 2.1.3

These communication skills help you express your feelings, knowledge, and ideas. Communication is innate within everybody—from the cries of a baby, to the smile of a friend, and to the handshake of your doctor. Everybody uses communication skills differently. In JROTC, as in your other high school courses, you will have many opportunities to improve these skills.

ELEMENTS OF COMMUNICATION

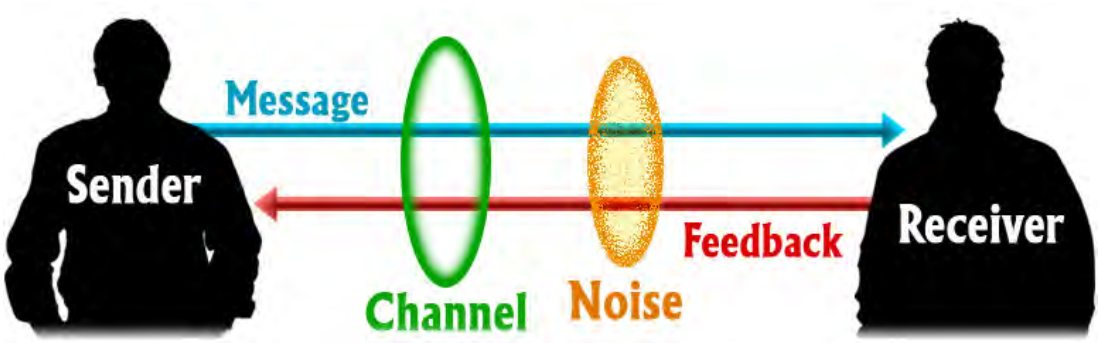


Figure 2.1.4

The communication process is made up of various elements. These elements are communicators (senders), messages, **receiver**s, **channel**s (written words, sound, sight, radio, and television), **feedback**, **noise**, and setting.

- The communicator is the originator of the message. Speakers, writers, artists, and architects can all be considered communicators.
- The message is made up of ideas, data, and feelings the communicator wants to share. The medium may be a speech, essay, painting, or building.
- The channel is the route traveled by the message as it goes between the communicator and the receivers.
- The receiver is the audience for whom the message is intended. The communicator must gain the receiver's attention to have effective communication.
- Feedback allows communicators to find out whether they are "getting through" to the receivers. You get feedback from your instructors, your parents, and your friends.
- Noise is interference that keeps a message from being understood. Physical noise keeps a message from being heard. For example, the physical noise of a loud television program may interfere with reading a letter. Psychological noise occurs when the communicators and the receivers are distracted by something. For example, the psychological noise caused by hunger can prevent concentration.
- Setting is the time, place, and circumstances in which communication takes place. It can also be considered the context and environment in which a situation is set.

Communicating Effectively

After you understand the process of communication, you can begin to understand why communication does or does not work.

Key words

receiver:
One or more individuals for whom a message is intended

channel:
The route traveled by the message as it goes between the communicator and the receivers

feedback:
The return of, or a response to information, as in the evaluation of a communication; the return of evaluative or corrective information to the sender or point of origin

noise:
That which interferes with the successful completion of communication; a disturbance, especially a random persistent disturbance that reduces the clarity of communication

Key words

verbal:
Relating to, or associated with words; communicating with words

nonverbal:
Being other than verbal; communicating without using words

In an ideal situation, the message is perceived in the way it was intended. For example, you write an apology to your friend for a mistake that you made. If the friend accepts the apology, the communication worked. If the friend was offended by your message and the apology was not accepted, the communication did not work.

Your communication may not have worked due to a problem with the message (not written or spoken clearly), the channel used may not have been the best choice (writing a note rather than speaking in person), or psychological noise may have interfered (the recipient couldn't hear over loud noise in the room). Asking the right questions about why communication did not work is the best way to improve communication skills.

Most of us already have considerable communication skills. We have been sending and receiving **verbal** and **nonverbal** symbols all our lives.

NOTE:

Verbal symbols utilize the words in a language to stand for a particular thing or idea.

Nonverbal symbols allow us to communicate without using words. Facial expressions and gestures are examples of nonverbal symbols.

Nevertheless, we have all had times when we have not communicated as effectively as we should. You may have received a lower grade on a paper than you expected. You may have unintentionally hurt someone's feelings. An instructor may not have understood a question when you asked it in class.

Figure 2.1.5

You can work to increase the likelihood of effective communication. There are certain basic steps to follow when preparing any oral or written communication.

The following six steps for effective communication are not always used in sequence, nor are they exclusive of each other. Tailor them to your own style and approach; you will not use all these steps each time you communicate. These steps will help you focus your attention on how to increase your effectiveness as a communicator.

The Six Steps for Effective Communication include:

1. *Analyze your purpose and your audience.* Make sure you know why you are communicating and to whom you are addressing your ideas. Knowing about the receivers of your communication is called an audience analysis.
2. *Conduct the research.* Use a variety of resources.
3. *Support your ideas.* Find facts, figures, data, statistics, and explanations that give credibility to your ideas. The more you can back up your ideas, the more your audience will understand what you are communicating.
4. *Get organized.* Use an outline or notes to organize your ideas into a logical sequence. A logical sequence helps your audience follow along with you.
5. *Draft and edit.* Use language to your best advantage. There may be many ways to express the same idea. Look for the best way. If you are unclear about what you are saying, you may be sending **mixed messages**.
6. *Get feedback.* Test your work with one or more people. Testing your communication with others will ensure that you are not the only one that can make sense out of what you are saying.

Communication Requires Listening

Listening is the neglected communication skill. We spend nearly half of our communication time listening, but few of us make any real effort to be better listeners. By learning to listen, you can respond more appropriately and communicate more effectively with those around you.

Figure 2.1.6

Key words

mixed messages: Verbal or nonverbal communication that is unclear to the receiver

listening Making an effort to understand something; paying attention

Key words

barrier:
Obstruction; anything that blocks, restrains, or separates

Barriers to Effective Listening

To become a better listener, it is important to understand the **barrier**s that can get in the way of effective listening. After you understand these barriers, you can work to overcome them. These barriers include the following:

Content Enhancement:

LISTENING BARRIERS

- *Laziness* – Effective listening can be hard work.
- *Internal distractions* – Sometimes you have a lot on your mind, which makes it hard to concentrate on what someone else is saying to you.
- *Past relationships* – Both a poor and an excellent past relationship with the speaker can affect how you listen.
- *Lack of trust* – Believing that the speaker has betrayed your trust or that the speaker does not have your best interests in mind is a barrier that can hinder effective listening.
- *Lack of self-confidence* – If the speaker does not sound confident, you will have a harder time staying focused on what you hear.
- *Prejudice* – Prejudice can affect how you hear the speaker as well as how you receive the information.
- *The "Halo" effect* – If the speaker has an association with someone or something you already like, you are much more likely to be receptive to the speaker as well as the information. You may not question what you should question.
- *The "Horns" effect* – If the speaker has an association with someone or something about which you have negative feelings, you may not listen the way you should.
- *External distractions* – Sometimes there are a lot of things going on in the same location where you are trying to listen to the speaker.
- *A different level of power between you and the speaker* – Either you may have the authority, or the speaker may. Either way, it can impact how you listen.
- *Gender preferences* – You may have different expectations because of the gender of the speaker.
- *Emotions on the part of the speaker* – If the speaker becomes passionate about the topic, it may distract you from hearing the real message.

Figure 2.1.7

Content Enhancement:

LISTENING BARRIERS (CONT'D)

- *Prejudging the message before the entire message has been delivered* – Sometimes a speaker will say something at the start of a speech or conversation that may distract you from effectively listening to the rest.
- *Allowing personal characteristics of the speaker to get in the way* – If the speaker is unkempt or dresses sloppily, for example, you might not pay attention to everything that is said.
- *Not caring about the speaker* – Being indifferent to the person can affect how well you pay attention to the message.
- *Interrupting* – Sometimes the listener is so excited about an idea he or she wants to share, that the listener does not wait for the speaker's thoughts to be completed. This distracts both the listener and the speaker.
- *Trigger words* – Some words evoke an emotional response that prevents effective listening. These words are distracting because they make you concentrate on something else besides what is being said. If a speaker uses the word lottery, your mind might wander to untold riches. Words like homework or test scores may also distract you.
- *Delivery style* – Sometimes the way the speaker communicates can be distracting. The speaker might have a very monotone voice or may stutter. Some people continuously put in verbal pauses like "uh" or "you know." Any of these things may cause you to concentrate more on the delivery than the content.

Good listening is important to everyone. In the business world, listening is the communication most critical for success; but listening also is important in other places—at home, in school, in houses of worship, in civic clubs, and at social gatherings. Listening is important, not only for gaining information but also for the building of relationships.

Listening is the skill that can make or break a relationship. It is as important for you to understand the person, as it is to understand what the person is saying. There is a lot more to listening than just understanding the meaning of words.

Figure 2.1.8

The Process of Listening

Listening is a complex process that is essential to good communication. Unfortunately, it is a part that is often ignored. There are two reasons why this happens.

Speaking and writing, which are the sending parts of the communication process, are highly visible and are much easier to evaluate. You are much more frequently tested on what you read than on what you hear.

Also, we are not as willing to improve our listening skills. Much of this unwillingness results from our incomplete understanding of the listening process. To understand the process, we must first define it.

Figure 2.1.9

1. *Receiving*

   Speaking is the call to listening. The speaker has not communicated until the receiver interprets and understands the message sent. Remember that **hearing** and listening are not the same. Hearing is the reception of sound. Listening is the attachment of meaning to sound. Hearing is, however, a necessary step for listening and an important component of the listening process.

2. *Attending*

   Hearing is only the first part of listening. You must then interpret, appreciate, or evaluate what you are hearing. Good listening requires energy and concentration, even though you tend to think of it as an automatic process. After you have received a message, you must attend to it. Whether or not you attend to an incoming message is a choice you actually have to make. Until you pick up the math book and study for the test, you have not attended to the message that a "math test is tomorrow."

3. *Understanding*

   Effective communication depends on understanding. That is, effective communication does not take place until the receiver understands the message. Understanding must result for communication to be effective.

4. *Responding*

   Sometimes a response is appropriate during communication. There are several types of responses:

   - *Direct verbal responses.* These may be spoken or written.

Key words

hearing:
To perceive by the ear; to listen attentively

- *Responses that seek clarification.* This involves asking for further information.
- *Responses that paraphrase.* You may say, "in other words, what you are saying is . . ." A paraphrase gives the sender a chance to confirm that you understand the message.
- *Non-verbal responses.* Sometimes a nod of the head or a "thumbs up" may communicate that the message is understood.

Responding is a form of feedback that completes the communication transaction. It lets the sender know that the message was received, attended to, and understood.

5. *Remembering*

   Memory is often a necessary and essential part of the listening process. What is the relationship between memory and listening? Understanding the differences between short-term memory and long-term memory will help explain the relationship.

   With short-term memory, information is used immediately, as with looking up phone numbers. This type of memory can only hold a limited amount of information, and is very sensitive to interruption.

   Long-term memory allows you to recall information and events, hours, days, weeks, and sometimes years later. For example, think of all the things you can remember that happened to you as you were growing up.

Types of Listening

Different situations require different types of listening. You may listen to obtain information, improve a relationship, gain appreciation for something, make discriminations, or engage in a critical evaluation.

Although certain skills are basic and necessary for all types of listening (receiving, attending, and understanding), each type requires some special skills. Before you can fully appreciate the skills and apply the guidelines, you must understand the different types of listening.

INFORMATIVE LISTENING

With this type of listening, the primary concern is to understand the message. Much of your learning comes from informative listening. For example, you listen to lectures or instructions from teachers, and what you learn depends on how well you listen. If you listen poorly, you are not equipped with the information you need. There are three key factors for informative listening.

Figure 2.1.10

Informative Listening Factors

1. *Vocabulary.* Increasing your vocabulary will increase your potential for better understanding.
2. *Concentration.* Sometimes it is hard to concentrate because more than one thing is going on at a time. Perhaps the listeners are preoccupied with other thoughts,

or with their own needs. It may also be true that they are just not interested. Others have not learned how to concentrate while listening. They have not made themselves responsible for good listening. Concentration requires discipline, motivation, and acceptance of responsibility.

3. *Memory.* You cannot process information without bringing memory into play. Memory helps informative listening in three ways. It provides the knowledge bank for you to recall experiences and prior information. It also allows you to create expectations and make decisions concerning what you encounter by calling on your past experiences. Finally, it allows you to understand what others say. Without memory of words and concepts, you could not communicate with anyone else and understand the meaning of messages.

RELATIONSHIP LISTENING

The purpose of relationship listening is to either help an individual or to improve the relationship between people. Although relationship listening requires you to listen for information, the emphasis is on understanding the other person. Three behaviors that are key to effective relationship listening are attending, supporting, and empathizing.

1. *Attending.* In relationship listening, attending behaviors indicate that the listener is focusing on the speaker. Little things such as nodding your head or saying "I see," will let the speaker know that you are involved.
2. *Supporting.* Many responses have a negative or non-supporting effect. For example, interrupting the speaker or changing the subject is not supportive. Sometimes the best response is silence. Three characteristics describe supportive listeners:
    - They are careful about what they say.
    - They express belief in the other person.
    - They demonstrate patience (they are willing to give the time).

Figure 2.1.11

3. *Empathizing.* What is empathy? It is not sympathy, which is a feeling for or about another. Nor is it apathy, which is a lack of feeling. Empathy is feeling and thinking with another person. This characteristic enables you to see, hear, or feel as others do. It allows you to "walk in someone else's shoes." Empathetic listening is critical to effective relationship listening.

Figure 2.1.12

APPRECIATIVE LISTENING

Appreciative listening includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film. It is the response of the listener, not the source of the message, which defines appreciative listening. The quality of appreciative listening depends in large part on three factors: presentation, perception, and previous experiences.

1. *Presentation.* Presentation encompasses such factors as the medium (the form or way it is presented), the setting, or the style and personality of the presenter.
2. *Perception.* Your attitudes determine how you react to and interact with the world around you. Perceptions are critical to how and whether or not you appreciate the things to which you listen.
3. *Previous experiences.* Sometimes the experience you have had in the past influences how you appreciate or enjoy things. If you know too much about the topic, you may be too critical about it. If you associate pleasant experiences with the topic, you may have a more positive attitude toward the subject.

CRITICAL LISTENING

Critical listening goes beyond appreciative listening because it adds the dimension of judgment. Critical listening is listening to comprehend and then evaluate the message. The ability to listen critically is especially essential in a democracy. For example, to make an informed decision in any governmental election, or to form intelligent opinions, you must be able to listen to all the information presented to you, evaluate what is relevant and what isn't, and come up with your own ideas. Not knowing, understanding, or critically listening to the information leads to misunderstanding of any issue.

DISCRIMINATIVE LISTENING

By being sensitive to changes in the speaker's rate, volume, force, pitch, and emphasis, the discriminative listener can detect both small and major differences in meaning. Small clues can strengthen relationship listening. Small differences in sound can enhance appreciative listening. Sensitivity to pauses and nonverbal cues allow critical listeners to more accurately judge not only the speaker's message, but the intentions of the message as well. There are three skills important for discriminative listening.

1. *Hearing ability.* Obviously, for people who do not hear well, it is difficult to discriminate among sounds.
2. *Awareness of sound structure.* Listeners that understand the structure of the language being used for the message will have an advantage in discriminative listening.
3. *Ability to integrate nonverbal cues.* Words do not always communicate true feelings. The way they are said or the way the speaker acts may be the key to understanding the true or intended message.

Effective listening, whether informative, relational, appreciative, critical, or discriminative, requires skill.

How to be an Effective Listener

There are many guidelines that will help you to become a more effective listener. Most involve listening "actively" while others speak.

- *Find an area of interest.* Listen with a purpose. Be interested. Try to organize what you hear.
- *Judge content, not delivery*. Do not stop listening because the sender does not meet expectations. Listen to the words. Look for the message.
- *Hold your fire.* Do not get over-stimulated by the message. Do not react until the message is complete. Keep your emotions in check. Do not interrupt because you

believe that what you have to say is more important or more correct. There will be time for you to react later. The speaker may surprise you and say what you want to say.

- *Listen for ideas.* Focus on the person's central ideas. Do not get bogged down in the details. Try to listen at a higher level. Listen for new knowledge or concepts.
- *Be flexible.* Vary the ways in which you attempt to remember the information. Concentrate on finding the best way to learn the information.
- *Work at listening.* Establish and maintain eye contact. Acknowledge understanding. Stay tuned-in.
- *Resist distractions.* Concentrate on the speaker. Tune out other things that may be going on. Turn off the things you can control, like the TV or the radio. Try not to do several things at the same time. Focus on the sender.

Figure 2.1.13

- *Exercise your mind.* Challenge yourself to listen totally. Try it for short time and then make it longer and longer. See if you can listen to an entire presentation without losing concentration.
- *Keep your mind open.* Communication efficiency drops to zero when we hear certain trigger words, such as Communist, Democrat, or Republican. Everyone has words that evoke an emotional response. Effective listeners are aware of keeping their convictions and emotions in check.
- *Capitalize on thought speed.* Most of us talk at 120 words a minute. Our thinking speed is about 500 words a minute. That gives us a lot of spare time while a person is speaking to us. Poor listeners let their minds wander.

Content Highlight:

GOOD LISTENERS

Good listeners think about what is being said by anticipating the point, summarizing, weighing evidence, or looking for nonverbal clues.

Roles in Group Communication

At some point in your life, you have probably heard the saying, "You can either be a leader or a follower." This statement might lead you to believe that there are just two possible roles you can assume within a group, when, in fact, there are a number of potential roles that you might play at any given time. Leadership is actually the combination of a variety of roles within a group that moves the group toward its goals.

Roles are the characteristic and expected social behavior of an individual within a group. We all have unique skills, strengths, and talents which, when contributed to the group, enable the group to operate effectively and be successful. When we communicate with one another in a group situation, we assume certain roles based on these unique skills, strengths, and talents. Some of these roles enable us to complete tasks, while others build and strengthen the group. Still others are destructive or harmful to the group communication process.

Figure 2.1.14

THE ROLES WE PLAY

Within any group, roles will naturally evolve during the group formation process, and may change over time. Group dynamics and communication can either be accelerated or hindered based on the roles we assume.

Though many different roles exist, they fall into the following three major categories.

1. Task roles are those roles that help the group accomplish a specific task.
2. Social roles are those roles that help the group maintain itself as a group.
3. Dysfunctional roles are those roles, which are destructive and block group communication.

Task Roles

In order to accomplish a goal and achieve results, members of the group must take on task-oriented roles that will fit in with the objectives of the group as a whole. For example, if your group was responsible for putting on a fundraiser for a school trip, you might need people to suggest ideas and gather information.

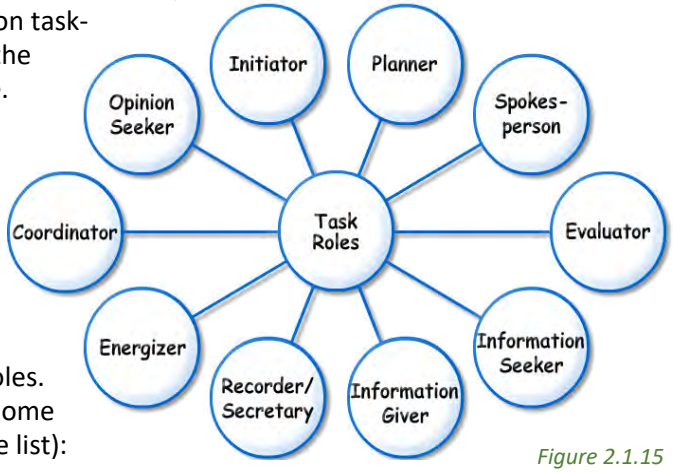


Figure 2.1.15

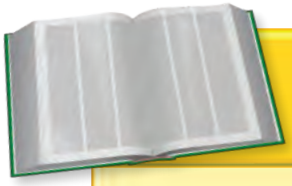
You would also need someone to plan the event, and someone to coordinate it. These are all task roles. The following are descriptions of some task roles (this is not an exhaustive list):

- *Initiator.* Suggests new ideas and proposes solutions
- *Opinion seeker.* Looks for options; seeks ideas and suggestions from others
- *Coordinator.* Organizes the various activities of team members and shows relationships between ideas
- *Energizer.* Stimulates the group to a higher level of activity
- *Recorder/secretary.* Keeps a record of group actions
- *Information giver.* Offers facts or generalizations to the group
- *Information seeker.* Asks for information about the task; seeks data

- *Evaluator.* Measures decisions against group goals
- *Spokesperson.* Speaks on behalf of the group
- *Planner.* Prepares timelines, schedules, and organizes group logistics

Social Roles

To maintain the group as a unit, it is also necessary that some people assume social roles to promote social interaction and a healthy group dynamic. These roles are less concerned with the task at hand, and more concerned with team growth and cohesiveness. The following are some social roles.



Content Enhancement:

SOCIAL ROLES

- *Encourager.* Praises the ideas of others; warmly receptive to other points of view and contributions
- *Volunteer.* Offers whatever is needed
- *Group observer.* Keeps records of group activities and uses this information to offer feedback to the group
- *Compromiser.* Moves the group to another position that is favored by all group members by coming "half way"
- *Gatekeeper.* Keeps communication channels open by encouraging or facilitating the participation of others or by proposing regulation of the flow of communication
- *Standard setter.* Suggests standards or criteria for the group to achieve; standards may apply to the quality of the group process or limitations on acceptable individual behavior within the group
- *Summarizer.* Raises questions about the direction which the group discussion is taking by summarizing what has been discussed and showing where it deviates from group objectives
- *Reality tester.* Subjects group accomplishments to a set of standards for the group; this role examines the "practicality" or the "logic" behind a suggestion of group discussion
- *Mediator.* Mediates the differences between group members. Attempts to reconcile disagreements and relieves tension in conflict situations

Figure 2.1.16

Dysfunctional Roles

When an individual has competing needs or a personal agenda that is not in harmony with that of the group, the result will often be one of frustration. This frustration frequently

manifests itself through behaviors that block effective group communication. The following list shows some examples of dysfunctional roles:

- *Aggressor.* Attacks other group members, deflates the status of others, and shows aggressive behaviors
- *Blocker.* Resists movement by the group
- *Recognition seeker.* Calls attention to him or herself
- *Self-confessor.* Seeks to disclose non-group related feelings or opinions
- *Dominator.* Asserts control over the group by manipulating other group members
- *Help seeker.* Tries to gain the sympathy of the group
- *Non-participator.* Chooses not to participate in group discussions

You need to be careful when labeling dysfunctional roles, because these behaviors may be subject to interpretation. You may see a particular group member as a blocker, when they in fact see themselves as a reality tester. It is important to be aware of the lens through which you view the behavior of others.

Conclusion

Communicating is one of the most important things you do in life. Do not think that it comes easily! You must practice good communication skills daily; then you will gradually see results and be able to communicate effectively and confidently in a group. The spectrum of roles within the group communication process is much richer than just leaders and followers. By increasing our awareness of the diversity of those with whom we interact, and stretching our own capacities, we can develop the skills to communicate effectively and productively within a group.

Lesson Check-up

- **Describe how the elements of communication impact your own communication style, either positively or negatively.**
- **Explain why listening is so important in learning.**
- **There are barriers that break down communication. Explain two ways to ensure the receiver is hearing and understanding your message.**

LESSON 2

Becoming a Better Writer

Key words

- active voice
- bibliography
- body
- conjunction
- conclusion
- entice
- fragment
- information cards
- introduction
- passive voice
- plagiarism
- predicate
- source cards
- subject
- thesis statement

What You Will Learn to Do

Improve your writing skills

Linked Core Abilities

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

Learning Objectives

- **Identify** various reasons for writing
- **Distinguish** among the principles of good writing
- **Confirm** the basics of writing
- **Explore** the common pitfalls and mistakes in writing
- **Define** key words: active voice, bibliography, body, conjunction, conclusion, entice, fragment, information cards, introduction, passive voice, plagiarism, predicate, source cards, subject, thesis statement

Essential Question

How can you improve the quality of your writing?

Introduction

Figure 2.2.1

Do your future goals require writing skills? If you said "no," then think again. Verbal communication in the form of writing affects all areas of your life. From text messages to your friends and family, to social media responses, to academic writing, you are communicating verbally.

As you continue your education, you'll have more opportunities to write—emails, memos, meeting agendas, summaries, analyses, essays—the list goes on. If your future goals include college, the military, or vocational training, writing will be an essential skill.

Writing is one of the most important means of communication. Words in your sentences, sentences in your paragraphs, and paragraphs in your papers matter. When reading a social media post, someone's personal blog, or a text message—the words, sentences, and the paragraph's matter. They matter to you the reader, and they matter to others who read your writing.

Currently, you are a student and writing is important to your success. Take writing seriously and begin now to focus on the basics of good writing as a form of good communication.

Principles of Writing

As a writer, there are several principles that you should use as a guide for quality. Ensure that whatever you are writing is written to the correct target audience and is concise, clear, and accurate. Review and ensure that your work is logically arranged and is coherent.

AUDIENCE LEVEL

When you write, you should do so for a particular audience—just like you would for a speech. Although most of your writing in high school will be assignment-related, you may have the opportunity to write articles for the school paper or yearbook, reports for an after-school club, or flyers for your after-school job. Because of the different audiences these items would reach, you would not write them in the same manner. Instead, you would tailor them to each audience.

Be careful not to write at too high or too low of a level for your audience. This may seem hard to do, but it is extremely important. The purpose of your writing is to explain your topic or to present information, not to prove how much you know or how little you may think your reader knows about the subject. It is not your job to alienate the audience.

CONCISE

Include in your paper only the information that is essential or pertinent to cover the topic. In other words, keep your writing brief and to the point. Do not stray from your main point—that only distracts the reader and could take attention away from your desired outcome or conclusion. To cover a subject completely while keeping the length of the paper to the absolute minimum requires careful analysis and many rewrites; however, never sacrifice clarity or completeness just to gain brevity.

CLARITY

You must make a special effort to keep your writing clear, crisp, and fully understandable. Ensure that your readers understand your intention. Do not try to impress them with your vocabulary. The best way to obtain clarity in your writing is by practicing the following guidelines:

- Use short sentences.
- Avoid explaining something that the reader already knows.
- Use simple, familiar words to describe objects. Also, avoid vague words that do not relate precisely to your topic.
- Use verbs in the active tense. For example, instead of "The ball was thrown by John." write "John threw the ball."
- Avoid long phrases when one or several words will do and avoid wordiness (or the use of unnecessary words). For example, use "now" instead of "at the moment."
- Select words and phrases that express your exact meaning and can have only one interpretation.
- Use words that bring an image to mind. If a reader can picture something, he or she will have a better chance of understanding what you are trying to write.

ACCURACY

Your work must be free of factual and mechanical errors. It should represent only essential and accurate facts. Correct use of grammar, punctuation, and spelling will also contribute to clarity and understanding.

UNITY

Your writing must adhere to a single main idea or theme. Apply this principle not only to each sentence and paragraph, but to the entire paper. This is where your initial outline comes in very handy. Give unity to each paragraph by making each sentence contribute to the main idea of the paragraph. At the same time give unity to the paper by making each paragraph support the main idea of the paper. A paragraph is said to have unity when each sentence contributes to the main idea of the paragraph. Any sentence that does not relate to the main idea of a paragraph needs to be deleted or rewritten. To achieve unity in each paragraph, you may want to develop a plan or outline for each paragraph that would include the topic and each point supporting the topic. If the paragraphs in your paper tend to lack unity, you may use the following questions to assist you in revising them. Is the main idea of the paragraph clearly stated or implied? Does the subject or idea of the paragraph

change one or more times? Are all sentences in the paragraph relevant to the main idea? If you answered yes to any of these questions, go back and revise your paragraph so that each sentence supports the main idea.

COHERENCE

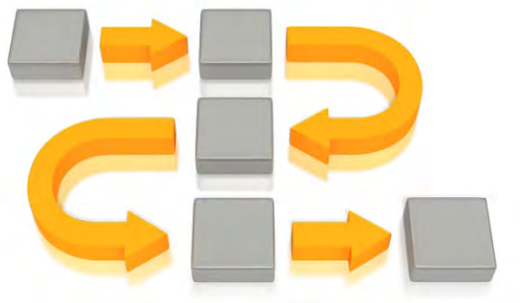


Figure 2.2.2

Coherence is the logical development and arrangement of a subject. You can achieve coherence by thinking the subject through and seeing it as a whole before you arrange the parts logically and begin writing. A paragraph has coherence when the relationship between sentences is clear and when there is an easy and natural transition or flow from one sentence to the next. To achieve coherence, you need to arrange sentences in a clear and logical order. There are several ways to arrange sentences in a logical order. The simplest and most common way is the time order. Each sentence is arranged in a chronological or time sequenced order. Often the idea in a paragraph has time elements and can easily be arranged in a time sequence of events. Another example of a logical order is the order of climax. In this type of paragraph, the least important sentence or idea in the paragraph comes first followed by sentences of increasing importance that leads to the final or climax sentence of the paragraph. Other paragraphs may begin with a general statement type sentence followed by sentences that support the general statement with particular details. Sometimes sentences can be linked by the use of pronouns. The following sentences provide an example of using pronouns to link or transition from one sentence to the next. "The squad leader is the organizer and leader of the patrol. *He* is the boss. *He* runs the show, etc." Using your outline and rewrites will help you to achieve coherence.

Basics of Good Writing

In an English or History course, you may have to write an essay or research paper. Similarly, JROTC will require several written assignments including reflections, summaries, action plans, essays, and even speeches. Regardless of the writing assignment, you'll need to understand the assignment or topic, gather any research or evidence, and organize your thoughts.

The elements of a paper are also similar to those of a speech. You should have an **introduction**, **body**, and a **conclusion**.

NOTE:

Although writing for reading, such as writing a paper, is similar to writing for speaking, such as writing a speech, there is a difference. Keep in mind that the reader will be reading silently, so the way you create your sentences should be different than the way you'd write if someone was reading out loud.

Key words

introduction:
The beginning of a paper or written speech

body:
The main part of a paper or written speech

conclusion:
The final part of the paper or written speech; referred to as a summary; a final opinion reached through research and reasoning

Key words

source cards:
Cards used to record the title, author, publisher, copyright date, and place of publication (city and state) of resources being used during research for a project (paper, speech, and so on)

information cards
Cards used to collect data for a report or paper

bibliography:
List of information sources on a specific subject; description and identification of the editions, dates of issue, authorship, and typography of books or other written materials

RESEARCH

Research is an important part of many types of writing. Even an essay may require some sort of research; certainly a research paper will require it. When you begin your research, be determined to find all the information you can; however, be sure that the information you select is accurate and relevant to your topic.

Adopt a consistent way to gather information for your paper. A common, effective way to collect, record, and organize research is to use index cards, also known as **source cards** or **information cards**. For each book or reference that you find on your topic, use the source cards to correctly record the title, author or authors, publisher, copyright date (usually just the year), and place of publication (city and state). Not only do these source cards help you to keep track of where your information came from, but they are the basis for your **bibliography** when you finish your paper. Later you can organize your bibliography by alphabetizing your source cards. Give each source card a code such as a number or letter. Place the code in the upper left corner.

SOURCE CARD

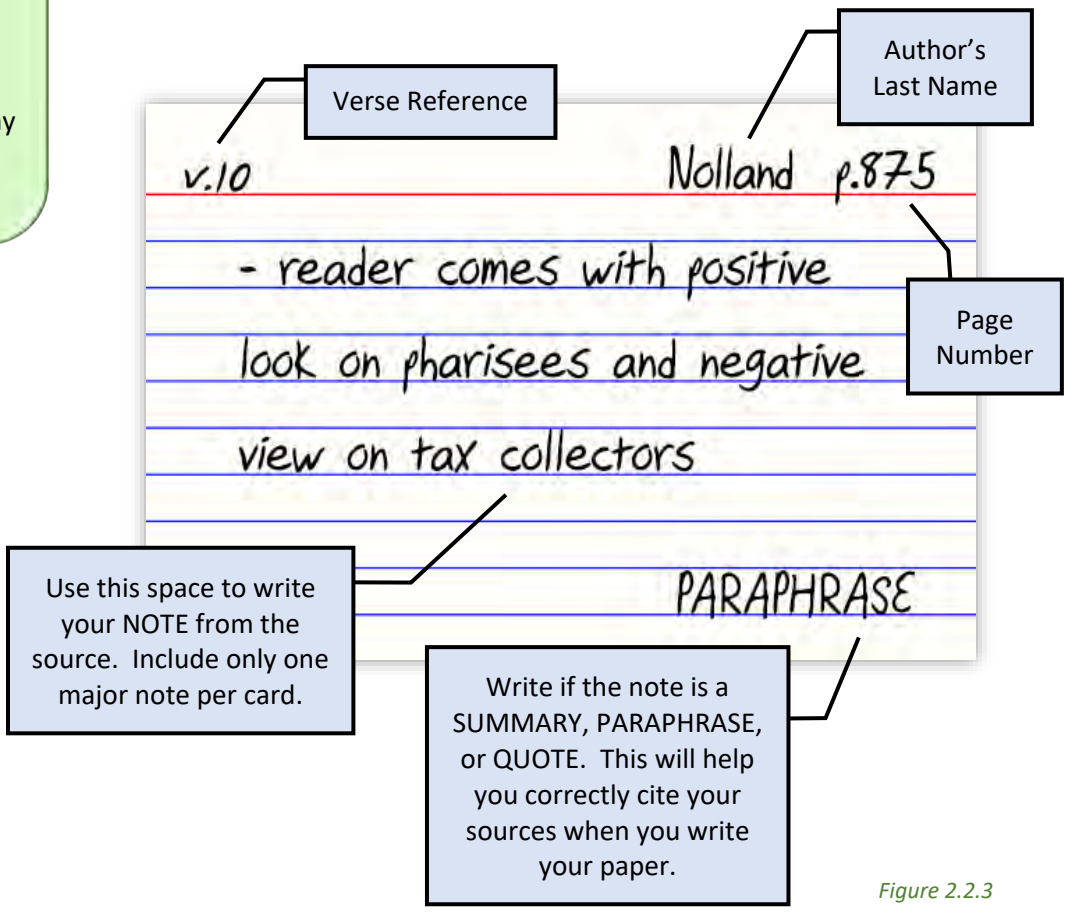


Figure 2.2.3

After you have your books, magazines, articles, and other resource materials, begin taking notes on the cards. Again, remember to add a source code to the upper left corner and be sure to add page numbers where the information was found.

After researching your topic at the school library, you may want to venture out to other libraries, such as the city or county library, looking for supplemental materials. When you have finished this library work, do not stop your research. Contact experts on your subject and set up interviews with them. This can be exciting because you are gathering more information for your paper and you are also meeting new people and establishing contacts. Perhaps you can also look for reliable sources on the Internet.

NOTE:

Not everything you read on the Internet is true or correct. Be sure you visit reputable websites when gathering information from the Internet.

Although research is sometimes a frustrating process, it is important to stick with it. Be curious and always open to new ideas. Through your research, you will discover the main theme of your paper and experience one of the joys of learning.

ORGANIZATION

After you have completed your research, you should be able to develop the main point of your paper. This main point is similar to the specific purpose of a speech. The main point of a paper is called a **thesis statement**.

Figure 2.2.4

Now you are ready to develop your outline. Take your information cards and place them in related groups. Arrange the related groups in the order in which you think they should logically appear in your paper. Experiment with different types of order or arrangements. Rearrange and regroup them as often as necessary. If you have time, put your cards away for a night and rework them the next day. Remember—this outline does not have to be exact. You can still be flexible at this point. After all, you are looking for the best way to present the material you collected.

Finally, when you finish arranging your information cards based on your initial thoughts about the topic, begin writing the outline. The outline allows you to organize your thoughts and record them on paper. The most traditional outline is the Roman numeral/capital letter style outline;

Key words

thesis statement:
The main point of a paper that you try to support through research

however, you do not have to use this type. If you are more comfortable with another type of outline, by all means, use it. Your outline (any style) is far too important to confuse matters by using an unfamiliar or cumbersome format.

Writing Your Paper

After completing your research and organization, you are ready to begin writing the paper. As mentioned earlier in this lesson, your paper needs an introduction, body, and a conclusion.

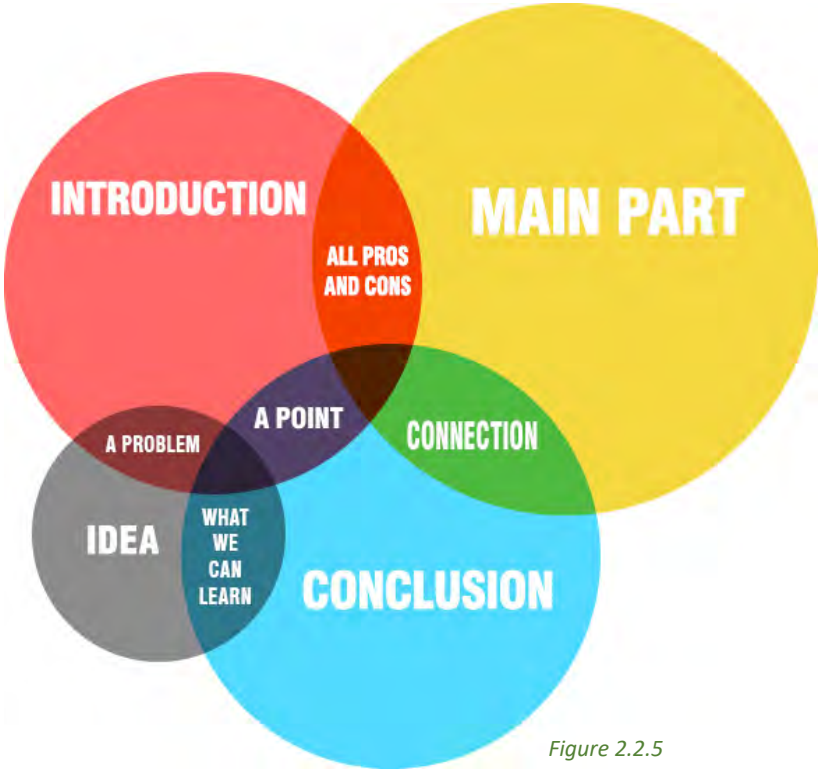


Figure 2.2.5

INTRODUCTION

Your introduction grabs the reader's attention and introduces the topic. It is important to **entice** your readers into your paper, so make sure you have a catchy, exciting, and well-organized introduction.

BODY

The body of your paper is where you explain and document what you know about the subject based on your research.

Tell the readers your main points, which should support your thesis statement; then, support these main points with examples and facts.

Use one idea per paragraph. Your information cards should help you do this and your outline should help you to stay organized and on track with your topic. The first time you write the paper should be nothing more than a rough draft; therefore, do not worry too much about grammar and spelling. You will be revising this draft—maybe several times—so worry

Key words

entice:
To attract or lure; to encourage someone to participate

about those details later. In your first draft, you are still looking at presenting the information in the most logical order. In later drafts, you can rearrange the order as necessary, add or delete information, and correct the grammar and spelling.

PARAGRAPHS

A paragraph is a collection of sentences logically arranged and focused on a narrowly defined topic. Similar to sentences, paragraphs rarely occur alone.

Content Highlight:
PARAGRAPHS

Paragraphs are parts of larger units: the business letter, the memorandum, or the essay for school.

Learning about the composition of paragraphs is important in that the success of any larger form is entirely dependent on the success of its component parts. A letter will fail to communicate if any of its paragraphs are poorly structured or poorly developed.

The Topic Sentence

The topic sentence tells the reader the main idea of the entire paragraph. The topic sentence should be just broad enough and narrow enough to allow approximately five to seven sentences about the topic. Depending on the topic, there could be more sentences. If some of your sentences are about a different subject, perhaps you should be starting a new paragraph with a new topic sentence.

Use topic sentences as an aid in organizing your writing. When you properly focus a topic sentence, you have a solid basis upon which to include or exclude information as you write a paragraph.

A good topic sentence also enables the reader to anticipate the contents of a paragraph and thus to follow your ideas as they are expressed.

Paragraph Transition

Providing a smooth flow or transition from one paragraph to another is even more important than the transition between sentences. Transitional words such as *first*, *then*, *next*, *additional*, and *finally* and phrases like *just as significant*, *more important*, *for example or giving examples* and *most important of all* are very useful particularly when the paragraphs are arranged according to time order or the order of climax.

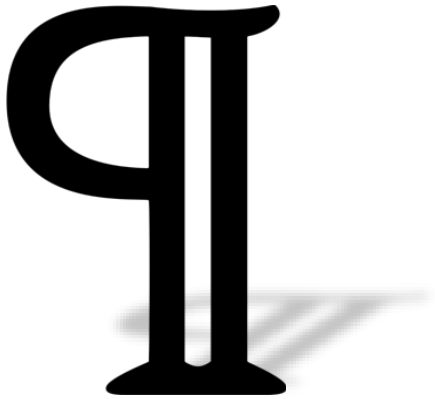


Figure 2.2.6

Paragraph Content

This is your paper or writing, but if you've researched or gathered information from other sources, you'll need to remember to give credit where credit is due.

Key words

plagiarism:
The act of copying the ideas or words of another and claiming them as one's own

To avoid **plagiarism**, always give the appropriate credit to every resource you used when writing the paper. The most common ways to give credit are to use footnotes, endnotes, quotation marks (mentioning the source), or a bibliography. Refer to your English textbook or to a writing style handbook for suggestions on formats. Whichever system you use, you will find the information on your source cards very helpful.

NOTE:

There is a variety of writing style handbooks available. Refer the one that your high school recommends.

PAPER'S CONCLUSION

Your paper's conclusion is the last opportunity for you to tell the readers what you want them to remember. Use this space to pull your paper together and to leave the reader with a sense of accomplishment.

Revise – Rewrite – Improve

After you have completed your first draft, rewrite and revise your paper then, rewrite your paper again, if time permits. Rewriting is a major part of the development of your paper. Do not ignore this step! Try to leave at least one day between revisions. When you leave time between rewrites, you are able to review your work with a fresh state of mind. Use rewrites to reword your material and to polish your grammar and spelling.

COMMON WRITING PITFALLS AND FLAWS

As you move from draft to final product, look to avoid these common writing pitfalls and flaws.

Figure 2.2.7

1. Grammatical Errors
2. Fragments
3. Run-on Sentences
4. Subject/Verb Agreement
5. Shifts
6. Shifting Voice
7. Faulty Pronoun Reference
8. Wordiness
9. Jargon
10. Overuse of "To Be" and "To Have"

1 Grammatical Errors

When a piece of writing is flawed, the process of communication breaks down; the transfer of information stops as the reader tries to translate your meaning.

There are many flaws that can damage your writing; among the most serious are ungrammatical sentences. Grammatical errors include fragments, run-on sentences, subject/verb agreement, shifts in person, number, tense, voice, tone, and faulty pronoun reference.

Fragments

A sentence is an independent clause that can stand alone. It has a **subject** (tells what or whom the sentence is about) and a **predicate** (tells what the subject does). A **fragment** is a dependent clause (a word group that lacks a subject or a predicate).

The following is an example of a fragment:

EXAMPLE: FRAGMENT

"in the basement and the attic"

Here is an example of a complete sentence:

EXAMPLE: COMPLETE SENTENCE

"We searched for the missing book in the basement and the attic."

Run-on Sentences

A run-on sentence occurs if two or more independent clauses are joined without a **conjunction** or appropriate punctuation.

The following is an example of a run-on sentence:

EXAMPLE: RUN-ON SENTENCE

"Organize a résumé according to your education, work experience, career objectives, and recreational interests review your needs carefully before stating a career objective."

Here is an example of the correct way to write this:

EXAMPLE: CORRECTED USING TWO SENTENCES

"Organize a résumé according to your education, work experience, career objectives, and recreational interests. Review your needs carefully before stating a career objective."

In the second example, the run-on sentence is written in two complete sentences.

Key words

subject:
Tells what or whom the sentence is about

predicate:
Tells what the subject does

fragment:
A word group that lacks a subject or a predicate

conjunction:
Joining words such as "and" or "but"

Sometimes a conjunction is used to connect two related clauses, such as shown in the following example.

EXAMPLE: CORRECTED USING A CONJUNCTION

"A good résumé will include carefully chosen detail, and it will create an impression of depth without overwhelming the reader with your life history."

Subject/Verb Agreement

Subjects and verbs agree with one another in number (singular or plural) and person. Agreement as to number means that the verb may have a different spelling, depending on whether the subject is singular (one) or plural (more than one). The verb in these examples changes when the subject changes from singular to plural.

The following is a singular example:

EXAMPLE: SINGULAR VERB

"The musician is a professional."

Here is a plural example:

EXAMPLE: PLURAL VERB

"The musicians are professional."

The verb in these examples changed when the subject went from singular to plural.

Person is a term that indicates whether the subject is the one speaking (first person); the one spoken to (second person); or the one spoken about (third person).

First person	**"I walked to the store."**
Second person	**"You drive to the store."**
Third person	**"Joey runs to the store."**

Shifts

Shift, as defined in grammar, is an abrupt change of perspective within a sentence or between sentences. Types of shifts in grammar are: shift in person, shift in number, and shift in tense.

EXAMPLE: SHIFT IN PERSON

"People are tempted to go off their diets when we go on vacation."

This is a shift from third person ("people") to first person ("we") within the same sentence.

EXAMPLE: SHIFT IN NUMBER

"If the books belong to the boy, return it."

The previous sentence is a shift from plural ("books") to singular ("it") within the same sentence.

EXAMPLE: SHIFT IN TENSE

"Mrs. Hopkins arrives at her desk and went directly to work."

A shift in tense changes when the time of an action changes (past, present, future). The sentence above is a shift from present tense (arrives) to past tense (went).

Shifting Voice

Voice is a term that indicates whether the writer has emphasized the doer of the action (**active voice**) or the receiver of the action (**passive voice**).

Avoid shifting voices within a sentence, as shown in the following example.

EXAMPLE: SHIFT IN VOICE

"We went to the post office (active) and the letters were mailed (passive)."

One way to write this using only active voice is:

EXAMPLE: CORRECTED USING ONLY ACTIVE VOICE

"We went to the post office and mailed the letters."

"We" took the action of going to the post office and mailing the letters.

A shift in the tone of your writing can also confuse your readers. Tone refers to the quality of language (word choice, sentence structure) that creates for your reader an impression about your work and you, the writer. Your tone may be formal or informal. After you adopt a certain tone, use it consistently. The following paragraph shows a shift from formal to informal:

EXAMPLE: SHIFT IN TONE

"In your letter of May 16, 2011, you requested that we pay the balance of our bill, in the amount of $25.31. You know, if you people would get your act together and correct the problems we told you about, maybe you would get your money."

Key words

active voice:
A term that indicates that the writer has emphasized the doer of the action

passive voice:
A term that indicates that the writer has emphasized the receiver of the action

Active and Passive Voice Sentences

Sometimes the same sentence can be written in more than one way. Consider the following:

EXAMPLE 1: ACTIVE AND PASSIVE VOICE

Active: *"The lawyer had won the case."*

Passive: *"The case had been won by the lawyer."*

The first example emphasizes the lawyer. It tells you something about the lawyer. The lawyer is the subject of the sentence. Because the lawyer is the one that did something (won the case), and you are writing about the lawyer, this is called active voice.

The second example emphasizes the case. It tells you something about the case. The case is the subject of the sentence. Because the case is the object that had something done to it (it was won by the lawyer), and you are writing about the case, this is called passive voice.

The following are examples of active and passive voice:

EXAMPLE 2: ACTIVE AND PASSIVE VOICE

Active: *"Babe Ruth hit the ball."*

Passive: *"The ball was hit by Babe Ruth."*

The passive voice is less direct and less forceful than the active voice. Use the active voice whenever possible, unless it does not convey the meaning you intended.

Faulty Pronoun Reference

A noun is a word that names a person, place, or thing. A pronoun is a word used in place of a noun. Pronouns help avoid unnecessary repetition in our writing. For a pronoun to function correctly, it must refer clearly to a well-defined noun.

Content Highlight:
PRONOUN REFERENCE

Pronoun reference is a term that describes the relationship between a pronoun and its noun.

EXAMPLE:

Noun ← Pronoun

*The **gentleman** bowed to **his** partner.*

In this example, *"his"* can refer to only one noun in the sentence, *"gentleman."*

The following is repetitive use of a noun:

EXAMPLE: REPETITIVE USE OF NOUN

"Although Seattle is damp, Seattle is my favorite city."

Rather than using Seattle twice in the same sentence, a pronoun can be used, as shown in the following example:

EXAMPLE: CORRECTED USING A PRONOUN

"Although Seattle is damp, it is my favorite city."

When a pronoun does not refer clearly to its noun, readers will be confused, as shown in the following example.

EXAMPLE: PRONOUN WITH UNCLEAR REFERENCE

"Mr. Jones extended an invitation to Mr. Smith after he returned from his trip."

In this example, it is not clear who took the trip—Mr. Jones or Mr. Smith.

The following clarifies the sentence, showing that Mr. Jones was clearly the traveler.

EXAMPLE: CORRECTED BY REARRANGING THE SENTENCE

"After Mr. Jones returned from his trip, he extended an invitation to Mr. Smith."

Wordiness

Delete words, phrases, and clauses that do not add directly to the meaning of a sentence. Try to be less wordy and more to the point. Say your sentences to yourself with fewer words and see if the meaning stays the same. If so, use the version with fewer words.

The following is a wordy sentence:

EXAMPLE: WORDINESS

"Under all circumstances and in every case, always check the oil level in your car when you stop at a service station."

This can be written so that it's more to the point, as shown in the following example:

EXAMPLE: CONCISE

"Always check the oil level of your car when you stop at a service station."

Jargon

Jargon consists of "shorthand" words, phrases, or abbreviations that are known only to a relatively small group of people. You should avoid jargon for two reasons:

- Your audience may not understand what you are saying or writing.
- Your message will be unclear when you rely on overused phrases as a substitute for original thinking.

Always choose your words carefully and know what they mean. Do not depend on phrases that add syllables but not substance.

For example, a jargon-filled sentence might read like the following:

EXAMPLE: JARGON

"Semi-permanent dyadic relationships provide the adolescent with the opportunities for trialing that make for a more secure union in the third and fourth decades."

This can be reworked for clarity by cutting out the jargon, as shown in the following example:

EXAMPLE: COMMON WORDING

"Going steady when you are a teenager helps prepare you for marriage later on."

Overuse of "To Be" and "To Have"

Relying too heavily on forms of "to be" and "to have" as main verbs will diminish the effectiveness of your sentences. These words lack force as main verbs and do not establish the clearest possible relationship between the subject of a sentence and its predicate. When possible, substitute a verb that more clearly expresses action than "to be" or "to have."

For example, the following sentence shows little imagination:

EXAMPLE: VAGUE

"Ms. Smith was at the office door."

By changing the verb so that it's clearer, the reader gets a better idea of what Ms. Smith was doing:

EXAMPLE: DESCRIPTIVE

"Ms. Smith stood at the office door."

Conclusion

Written communication is another way we transfer ideas among ourselves; however, your message has to be perceived the way you intended it to be perceived.

You must understand your audience and your purpose for writing. You should conduct research and write to support your ideas. You should decide on an organization for your information and outline your ideas.

After you start writing, you need to understand some fundamentals of the English language. For people to respect and respond to your message, they must not be distracted by poor writing or inappropriate language. Follow the basic rules and people will pay attention to your ideas, and be impressed by your ability to express yourself in writing.

Lesson Check-up

- **What is a thesis statement? Why is it important?**
- **Give an example of writing to a specific audience.**
- **What jargon do you use in everyday speech? Explain whether this jargon is appropriate in all forms of writing.**

LESSON 3

Delivering Your Speech

What You Will Learn to Do

Deliver a speech that you wrote

Linked Core Abilities

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

Learning Objectives

- **Compare** the various types of speeches
- **Analyze** the purpose and audience for a speech
- **Relate** the elements of effective writing to speech writing
- **Develop** coping strategies for stressful speaking situations
- **Identify** ways to improve speaking skills

Key words

- **articulate**
- **commemorative**
- **constructive criticism**
- **coping**
- **demographics**
- **eye contact**
- **impromptu**
- **modulation**
- **persuasive**

Essential Question

What are the essential elements for delivering a great speech?

Learning Objectives (cont'd)

- **Define** key words: articulate, commemorative, constructive criticism, coping, demographics, eye contact, impromptu, modulation, persuasive

Introduction

Most individuals spend seven out of every ten waking hours communicating; three-fourths of this communication is through speech. The average person speaks some 34,020 words a day. That is equal to several books a week, more than 12 million words a year. The likelihood of an individual being asked to give a speech is pretty high.

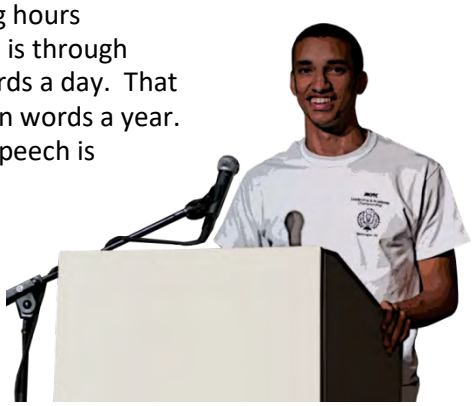


Figure 2.3.1

When you were younger, being the center of attention was probably fun. Now that you are older, you are probably much more concerned with your appearance and what people think of you. You may be much more nervous about public speaking. With the right knowledge and practice, you can minimize this nervousness.

Speeches are not made alone in a room. When you give a speech, there is always an audience. You and the audience have a two-way relationship. You give the speech to the audience. In turn, the audience gives you their attention and reaction, called feedback. The advantage of oral communication is that it is a face-to-face process of mutual give and take.

Types of Speeches

There are several major categories of speeches. These categories include:

- Informative
- **Persuasive**
- Actuating
- Argumentative
- Entertaining
- **Impromptu**

Key words

persuasive:
Have the power to persuade

impromptu:
Without planning or rehearsal

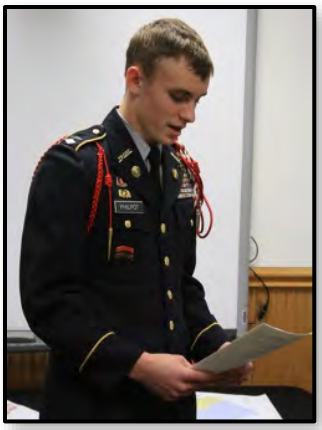


Figure 2.3.2

The purpose of each speech varies, depending on what you are attempting to accomplish as a speaker.

THE INFORMATIVE SPEECH

The speech to inform does exactly what it says—it informs or tells the audience about something. It delivers information so that the audience can grasp and remember important data about the subject. The goal is for the audience to accomplish understanding of the subject. An example is a presentation on how to gain rank in JROTC.

Figure 2.3.3

THE PERSUASIVE SPEECH

The speech to persuade attempts to change the audience's minds and/or behavior toward something; an example is persuading other students to become Cadets.

Figure 2.3.4

THE ACTUATING SPEECH

The speech to actuate is a motivating speech similar to the persuasive speech, but the difference is that the speech to actuate calls for immediate action. For example, suppose your school principal announces that the school team needs to be encouraged about a big upcoming game. The resulting action may be in the form of a school pep rally.

THE ARGUMENTATIVE SPEECH

The argumentative speech must be structured as most other speeches. It must rely on logical appeals. This type of speech is also known as a kind of reasoned persuasion. Many debates in social and political fields are based on this kind of speech. Another common example is the closing argument an attorney makes during a courtroom trial.

Figure 2.3.5

THE ENTERTAINING SPEECH

The speech to entertain is used to relay a message in an entertaining manner. Humor plays an important part in this speech. For this reason, the entertaining speech can be difficult to present because humor is of a personal nature. If an entertaining speech is presented well, it can be very effective. When someone is being honored, very often another person will make a humorous speech about the honoree, perhaps telling a funny story about the person.

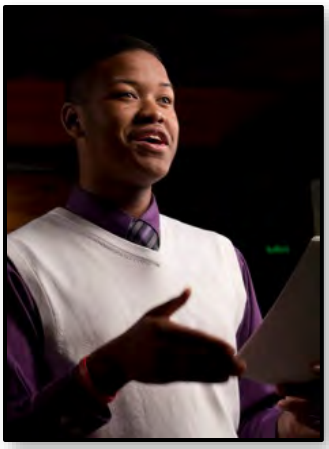


Figure 2.3.6

THE IMPROMPTU SPEECH

The impromptu speech is something a little different because most impromptu speeches are presented without an elaborate preparation. The word "impromptu" means "to do something without preparation or advance thought-off-hand."

Figure 2.3.7

The best way to be prepared for the "unprepared" is to stay up-to-date in your field of interest. Clipping and saving articles and reading newspapers or news magazines are ideal ways to do this. Communicating with people who share your area of interest also helps you broaden your understanding.

One way to organize your thoughts for an impromptu speech is to use a "Past, Present, Future" format. Speak first about the past of the subject, such as the history of the Army JROTC and what has been done to increase the number of Cadets; then, speak about the organization and the role it plays today by considering what is happening now and what kind of learning takes place. Finally, contemplate the future. Consider what things may change, what improvements may be made, and where Army JROTC may be ten years from now.

Tips for Impromptu Speaking

Remember the following techniques to improve impromptu speaking:

- Stay knowledgeable on a variety of topics.
- Try a format such as "Past, Present, Future."
- Support your ideas with examples or statistics.
- Add personal experiences.
- Do not rush; collect your thoughts.
- Concentrate on what you are saying.
- Stay on subject.
- Practice giving impromptu speeches.

Analyze Purpose and Audience

Key words

commemorative: Honoring the memory of; speaking in honor of

One of the best ways to be a successful speaker is to be completely prepared. Although this may not be possible with an impromptu speech, preparing for other types of speeches, such as a **commemorative** speech, will require an organized and designed speech.

PURPOSE

It is important to identify the purpose of your speech because it will keep you focused as you analyze your audience and begin to organize your speech.

The purpose of a speech depends upon the type of speech you are giving (or required to give), your topic, and the audience level. In some cases, there may be a general purpose and/or a specific purpose. You may make decisions along the way based on the purpose of your speech. The general purpose for an informative speech might simply be to inform the audience about your topic. A specific purpose, however, states the main idea (or ideas) of the speech. The specific purpose should be written in one sentence to ensure that its intent is clear and concise. For example, if you are giving a speech to an eighth grade graduating class on the advantages of taking Army JROTC, the following statements could represent your topic, general purpose, and specific purpose:

- *Topic:* Army JROTC
- *General Purpose:* To inform eighth graders about JROTC.
- *Specific Purpose:* To inform the graduating class at Center Middle School about the advantages of taking Army JROTC in their ninth grade year at Lakeview High School.

AUDIENCE

The goal of every speech and speechmaker is to win a response from the listeners. To accomplish this, you need to have some basic knowledge about your audience. This might include:

Figure 2.3.8

- What knowledge does the audience already have about the topic?
- What additional information will the listeners most want to know about the topic?
- What particular aspects of the topic will be most relevant to the audience?
- What is the audience's attitude about the topic?
- How can you best gain and hold their interest and attention?
- What do you need to think about as far as language level of the audience?
- What interests do you share with your listeners?
- What is the occasion of the speech?
- How much time should you allow for your speech?

Additionally, you should try to learn some **demographics** about the audience. Demographics are statistical information about groups of people. This data tells you about group characteristics, not individuals.

You can learn about the audience's:

- Age
- Occupation
- Religion
- Ethnic or cultural background
- Gender
- Physical characteristics
- Economic status
- Educational background
- Political affiliations

You can learn about your audience by personal observation, information from others, interviews, and questionnaires.

The more you know about your audience, the more you can gear your talk toward their needs and interests, and the less likely you will be to offend anyone.

The best speakers focus on the audience. Good speakers know that the best collection of information will not substitute for a good audience analysis.

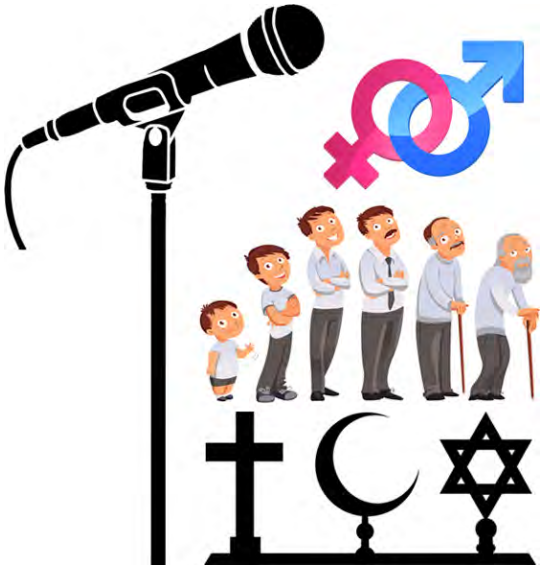


Figure 2.3.9

Key words

demographics: Dealing with the vital and social conditions of people

Developing the Speech

The general purpose and the specific purpose of the speech are developed early in the speech preparation process, usually before you conduct any research. You do, however, need to have a certain amount of information to write a thesis statement, such as:

- *Topic:* Army JROTC
- *General Purpose:* To inform eighth graders about service learning.
- *Specific Purpose:* To inform the graduating class at Center Middle School about the advantages of participating in service learning and how they can get started.
- *Thesis Statement:* Participating in service learning will allow you to learn outside the traditional classroom environment and help fill a need in the community.

The thesis statement is a one-sentence summary of the speech. It acts like the topic sentence in a written composition. It is a complete sentence that tells exactly what your speech is about. After you have your general and specific purposes and your thesis statement, you are ready to conduct your research.

SELECTING A TOPIC

Sometimes a topic is assigned to you; other times you are given the opportunity to select your own topic. There are several methods that can be used to make a selection, including:

- Analyze your own interests.
- List broad categories of topics or subtopics under one broad category.
- Engage in personal brainstorming to list as many topics as you can think of in a short amount of time.
- Identify current topics of interest in the news.
- Cluster topics to think of a concept or an idea which you know something about, write and circle it in the middle of the page, and then spend about ten minutes letting your mind freely associate other topics related to the concept. This is different from just listing various topics because with clustering, all the topics are related in some way. After you have finished, you can pick the pieces that can be developed into a speech. Ask yourself the following questions:
    - Are you interested in the topic?
    - Will you enjoy talking about the topic?
    - Do you want to entertain, inform, or persuade?
    - What can you do to make the topic more interesting?
    - Will the topic offend some members of your audience?
    - Does the occasion of the speech have a special purpose?
    - Do you know anything about the topic?
    - Do you have any interest in learning about the topic?

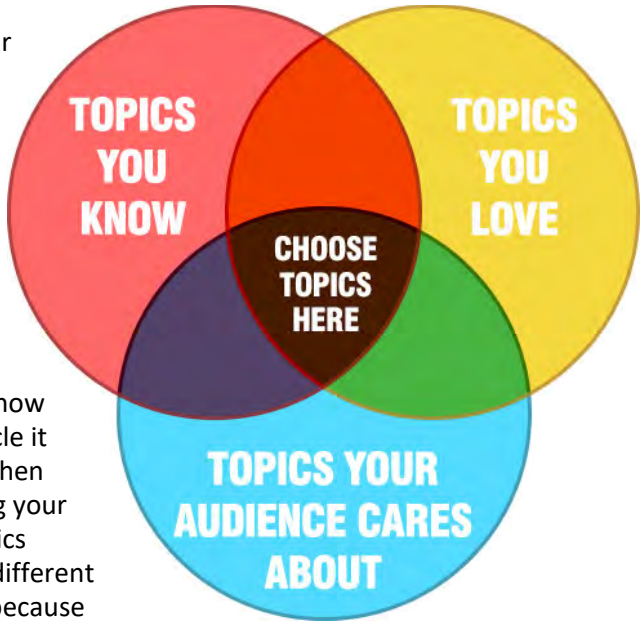


Figure 2.3.10

After you have selected your topic, confirm whether it is appropriate for your audience and for yourself. Is it appropriate ethically, and is it appropriate for the occasion? Narrow the topic appropriately for your time constraints, and you are ready to conduct your research.

CONDUCTING YOUR RESEARCH

Research is used to increase speech effectiveness as well as to enhance your credibility. You will want to know the most recent information. Knowing about any new controversies and the latest information will help you understand the audience's attitudes and will assist you in developing strategies for the best approach.

Remember to write down where you are finding all your information. You may need to go back and find more data, and you also need to give credit to your sources during your speech.

There are many ways to conduct research on your topic. These ways include:

- Personal experience
- Newspapers
- On-line newspapers
- Public libraries
- Library catalog
- Reference works
- Periodicals
- Non-print materials
- On-line libraries
- School libraries
- State/local agencies on-line
- Personal interviews

Personal Interviews

Personal interviews can be helpful if they are easily obtainable. The information-gathering interview is an especially valuable form of research. The interview allows you to view your topic from an expert's perspective, to take advantage of that expert's years of experience, research, and thought. You can use an interview to collect facts and to stimulate your own thinking. Often the interview will save you hours of library research and allow you to present ideas that you could not have uncovered any other way. And because the interview is a face-to-face interaction with an expert, many ideas that otherwise would be unclear can become more understandable.

Figure 2.3.11

Support Your Points

Knowing the details that support the ideas within your speech will allow the audience to look at you as an expert. They will be more likely to give you their undivided attention. There is an art to giving a credible and well-supported speech. Support for your points can come in several forms.

Facts and Figures

Facts and figures are statements and verifiable units of information. You can impress an audience if you include a lot of facts and figures. You must make sure they are accurate.

Descriptive Statistics

Descriptive statistics explain things in terms of size or distribution. These statistics are powerful because they give the impression that they are the result of a thorough scientific study. When evaluating statistics one should consider the source, seek multiple sources, cite the statistic completely, and try to use current and relevant statistics. For example, if you were naming someone as the greatest tennis player of all time, just making the statement is not as impressive as giving the statistics that support the statement.

Statements of Authority

Statements of authority let you "borrow" the credibility of the expert. In the example of naming the world's greatest tennis player of all time, if you can also quote a well-known tennis player as agreeing with your estimation, that would carry a lot more credibility.

OUTLINE YOUR INFORMATION

After you have gathered information and found the supporting logic, facts, testimonies, or statistics, the next step is to create an outline of your information.

Outlining your points will help you see the main themes in your speech, let you add to your notes, and ensure your speech will flow naturally. You can write an outline in words and phrases or in complete sentences, but it is best to use as few complete sentences as possible. By avoiding complete sentences, you will limit the temptation to just read your speech from your notes.

When outlining your main points and supporting ideas, make sure that all of them support the goal and purpose of the speech.

There are several ways to organize the information. Before you start, think about the various alternatives available to you.

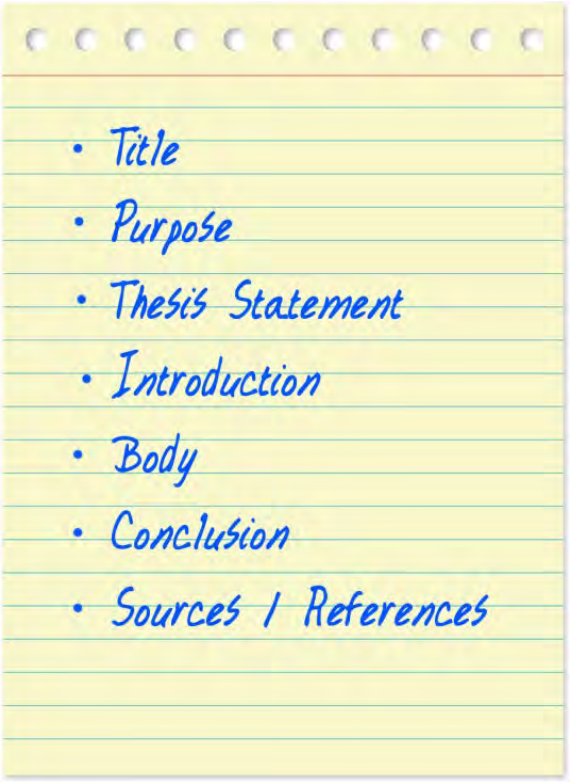


Figure 2.3.12

- Topical organization allows you to present several ideas related to one topic. These ideas follow a logical order. This is one of the most common ways to organize ideas.
- Chronological organization uses time sequence for the framework. Chronological organization is important for speeches that require background information.
- Spatial organization orders material according to physical space. You may use spatial order in speeches involving geographical locations.
- Classification puts topics into categories. This pattern fits many speeches.
- Problem/Solution puts the problem in the first part of the outline, and the solution into the second part.
- Cause/Effect organization describes the cause of a problem in the first part of the outline, and describes the effect in the second part.

Regardless of how you format your outline, it should contain the same elements of good writing:

- The title
- The specific purpose
- The thesis statement
- The introduction, which may be outlined or written in full
- The body of the speech in outline format
- The conclusion of the speech, which may be outlined or written in full
- A bibliography of sources or references consulted

INTERESTING INTRODUCTIONS

After you have an outline of the information that is the body of your speech, you need to think about how you will introduce the information.

The introduction accomplishes the following:

- Grabs the audience's attention
- Introduces the topic
- Shows the importance of the topic
- Presents the thesis of the topic
- Forecasts the major ideas

There are many ways to get the attention of your audience:

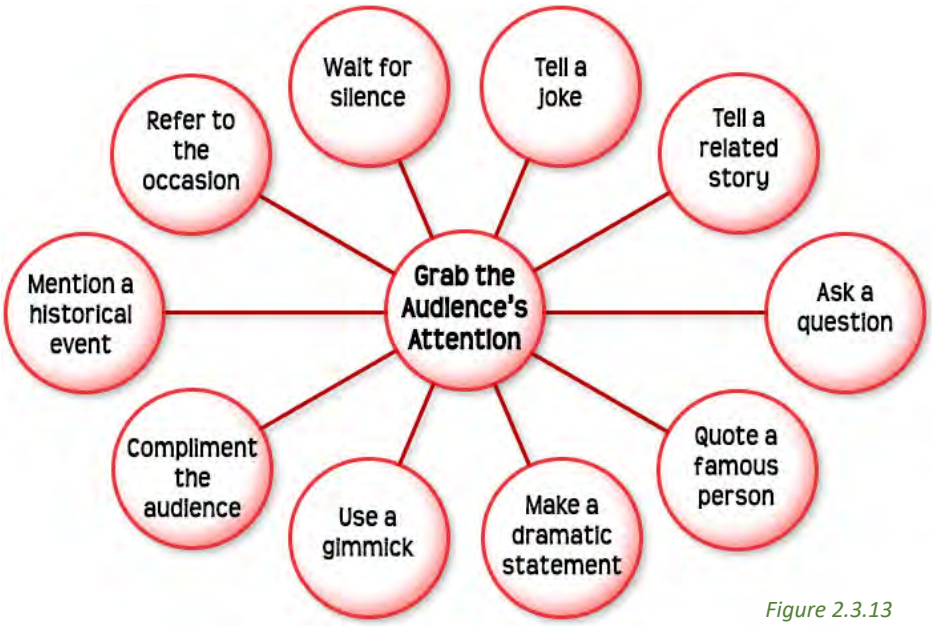


Figure 2.3.13

Different types of speeches require different types of introductions. You need to decide what will work for your topic and your audience.

Within the introduction, give a "preview" of your presentation. The preview is usually only a sentence or two long. Be brief and be clear. After the introduction, your audience should know exactly what you are talking about and, in some cases, why.

HUMOR

If you are trying to build credibility, humor can be effective because people like to hear a good joke, and they are likely to remember it and associate it with serious ideas. Political candidates use humor in their speeches.

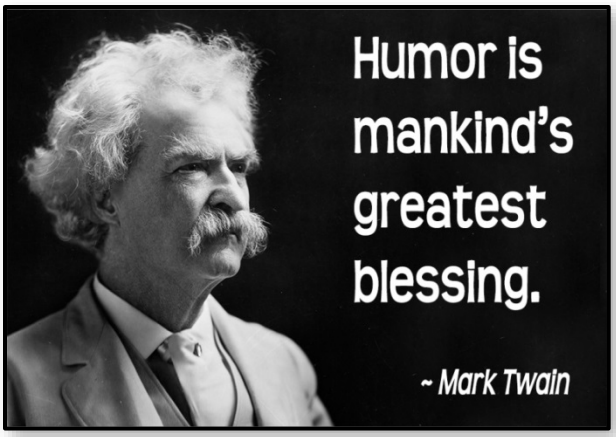


Figure 2.3.14

Remember, only use humor at appropriate times during the speech. There are clearly some speeches where the use of humor would not be appropriate at all. When explaining to a group of youngsters why their behavior was inappropriate, humor may be out of place.

THE BODY OF YOUR SPEECH

The body of your speech should take about 75 percent of the allotted time. In this main section of the speech, you want to reinforce your general and specific purposes. Support your main idea with examples. These ideas should be carried throughout the speech in a logical order, being supported by data.

The main body of the speech is typically divided into main points, usually two to five. These main points should be similarly worded and approximately equal in importance.

Make sure you use words that your audience will understand. Eliminate complex sentences and try to speak as naturally as possible. Make the body of the speech similar to the body of a report: organized, concise, and to the point.

TRANSITIONS

Transitions are statements that connect different parts of your speech. Transitions look back at what you have stated and connect it with the next item you are discussing. It is especially important to have a transition between your introduction and the body of your speech, and the body of your speech and your conclusion. Adding transitions make your speech sound polished and prepared.

WRITE A CONCLUSION

The conclusion of a speech is also similar to the conclusion of a report. The conclusion should be short and review the main ideas. Wrap up your ideas and remember to leave time for your audience to ask questions. Do not rush through the conclusion. This is your final opportunity to tell the audience that you are an informed and confident speaker.

The conclusion can be very effective when it ends with a surprising statement. Such a statement can make your presentation unforgettable.

Speaking to Your Audience

When you were younger, being the center of attention was probably fun. Now that you are older, you are probably much more concerned with your appearance and what people think of you. You may be nervous about public speaking.

Fortunately, you are not alone! Many people find delivering a speech intimidating. However, it is much easier to speak about something you've researched and written. Better yet, it's easier to deliver a speech about a topic you care about. So, if you've written your speech, you're almost ready to deliver it.

Give yourself some time to practice delivering your written speech and the nervousness will subside.

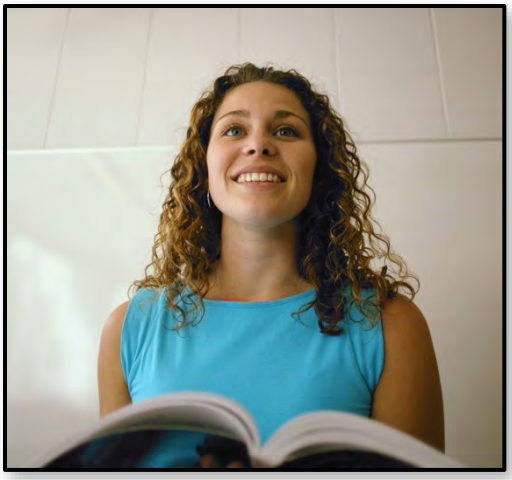


Figure 2.3.15

COPING WITH NERVOUSNESS

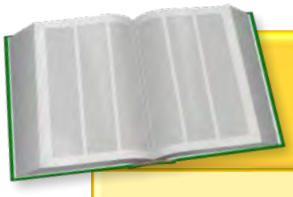
Recent studies show that speaking in front of a group is by far the greatest fear of most people. It ranks ahead of the fear of dying, riding in an airplane, or failure in other areas of one's personal life.

You have probably already had to talk in front of a group of people. You may have felt one or more of the common symptoms of nervousness. These include:

- Shaking knees
- Dry mouth
- Quivering voice
- Stomach pains
- Loss of memory

Coping Strategies

One of the most important concepts on which you should focus when you are nervous about speaking in public is that you are not alone. Whatever group you are facing, look around and realize that you have something in common with everyone there. Every person you see has been, or will be, in your situation at some time. In many cases, such as classroom speaking, you are all members of the same group.



Content Enhancement:

MARK TWAIN

"There are two types of speakers: those that are nervous and those that are liars."

– Mark Twain

Figure 2.3.16

Another **coping** strategy to deal with nervousness is to realize that you look more confident than you actually feel. Think about all the newscasters you have seen on television. Many of them have said that they feel "stage fright," yet it is rarely noticeable. Look at how many instructors must stand before a classroom and keep the attention of their students. For many individuals, being "in the spotlight" is their profession or career. For other individuals, presenting a speech is an occasional event, such as in speech classes. For everyone, feeling the symptoms of nervousness is ordinary, but it rarely shows.

Keep in mind that your listeners are there to hear what you have to say. Assume they are a friendly crowd. They are not "out to get you." They are waiting to learn some interesting information.

Another important point to remember is to concentrate on your speech content. Do not concentrate on how you are saying it. If you are discussing a subject in which you are interested, the audience will perceive this. If you are more focused on your gestures and your emphasis on certain words, both you and the audience will be distracted.

Key words

coping:
Ability to deal with a difficult situation

Be aware of your nervousness before you begin and deal with it. Take some deep breaths and perhaps even do some stretches. Give yourself some time to collect your thoughts.

The best way of all to overcome nervousness is to know that you are prepared. Proper preparation and rehearsal can help to reduce fear by 75 percent. Practice your speech in front of a mirror. Try to practice enough so that your use of notes will be minimal. If you know your subject very well, and are solidly prepared, you will balance your nervousness with a strong feeling of confidence. The audience will see your level of confidence. Whether speaking to a small group or several hundred people, most people feel nervous.

Content Highlight:

STRATEGIES

To review, the following are some strategies for coping with and overcoming nervousness:

- Look at the audience and know that they all feel nervous when giving a speech.
- Remember that the audience is there to hear what you have to say.
- Concentrate on the subject.
- Keep in mind that your nervousness does not show.
- Prepare, prepare, prepare.
- Practice, practice, practice.
- Breathe deeply.

SPEECH DELIVERY TIPS

After you have gathered the necessary information for your speech, you are ready to present it. When you stand before your audience, remember the strategies for dealing with nervousness. Take a few seconds, breathe deeply, and begin your presentation. Proper breathing techniques can reduce fear by 15 percent.

Remember to be yourself. Think positively while you are in front of the audience. Know that the audience is there to learn and listen.

Establish **eye contact** with members of the audience. Some members of the audience may not return the eye contact. The solution is to establish eye contact with the individuals who are returning your interested look. Remember, this is the way to begin talking with your audience and not just to them. You are communicating with both your words and your eyes.

When you are giving a speech, you should not read from your notes. Only glance at your notes occasionally, to be sure that you are following the outline and format of your speech.

Key words

eye contact:
Looking someone directly in the eye

Try to avoid a lot of body shifting. The movements and gestures you make can be very distracting to the audience. Shuffling your feet or scratching your ear will cause the audience to lose concentration.

Also avoid those interrupting pauses such as, "Uh," "You know," "I mean," "Well," and "So." Adding these phrases is a very common habit for speakers. It can also be a hard habit to break, and one that will take some effort and concentration.

Everyone makes mistakes when they are speaking. If you accidentally say a wrong word or you suddenly lose track of where you are, do not panic, but attempt to smile. Smiling through your fumbles tells the audience that although you made a slight mistake, you are still in control of the situation. Correct it if it is an important point. If it is not, disregard your blunder and continue with your presentation. Go a little more slowly and take your time.

What is equally important in giving a speech is concluding it. When you are finished, do not rush back to your seat. Be professional and ask if anyone has any questions. Look around with composure and if there are no questions, politely say, "Thank you" and go sit down. If there are questions, answer them as well as you can. If the information has already been covered in the speech, do not give an extensive explanation. Be brief. Remember—you are the expert on the subject.

USE VISUAL AIDS

Visual aids can be a stimulating part of your speech. They allow the speaker the freedom to use overheads, slides, charts, pictures, film, or anything else that helps your audience relate to the topic. Visual aids can be hand written or drawn, or they can be computer generated. Usually, visual aids are prepared ahead of time. Occasionally, they can be drawn, on chart paper or a board, during the presentation. This is usually when input from the audience is required.

Visual aids are successful when they help keep the audience interested in the topic. You can use them to support any part of your speech. For example, visual aids can capture the audience's attention in the introduction, support your main idea(s) in the body, and leave the audience with a favorable impression during the conclusion.

Figure 2.3.17

If you decide to use visual aids, do not let them distract you. Prepare your visual aids ahead of time and practice with them. Do not display them until you are ready to use them. When you are finished with a visual aid, remove it or cover it so it does not distract your audience. Try to use only a few visual aids. Visual aids should add to your speech, not be the main substance of your speech.

When you give your speech, make sure you focus your attention on the audience. Do not talk to your visual aids, or turn your back to the audience. Make sure the point of the visual aid is clear to the audience. If you are giving out materials such as handouts, do not give them out during your speech. Distribute them before or after the speech.

PRACTICE

Figure 2.3.18

You have probably heard the expression "Practice makes perfect." This is definitely true in speech preparation. The more you practice, the more polished you will sound, and the less you will have to rely on your notes.

Practice in front of the mirror, your family, or one or more friends. If you can, make a "dry run" in the room in which you will deliver the actual speech. Use your visual aids to make sure they work. Perhaps you can even record yourself practicing and see how it sounds. You may hear some places where you are not communicating effectively. Each time you practice you will find ways to improve your speech.

Note: When you practice your speech, be sure to time how long it takes you. You might need to add more material, or cut some, depending on the length of time you have to present. And be sure to have your practice "audience" ask questions.

Figure 2.3.19

DURING THE PRESENTATION

If you have analyzed your audience, done your research, organized the information, written your outline or notes, and practiced your delivery, you are almost done. Of course, you still need to deliver the actual speech!

There are certain steps you must remember:

- Capture the audience's attention.
- Establish eye contact.
- **Articulate** your words. Do not mumble.
- Stand up straight, do not shift your body and shuffle your feet.
- Do not put your hands in your pockets.
- Do not use phrases such as "okay," "you know," "um," "I mean," and "well."
- Establish an acceptable volume. Do not screech or use a monotone voice.
- Do not talk to your visual aids. Face the audience at all times.

Key words

articulate:
To speak clearly and effectively

Presentation Guidelines

Here are some guidelines for ethical speech and delivery in communication:

- Understand the power of the lectern. Being in front of people gives you a certain amount of credibility.
- Speak truthfully and be sure of your facts.
- Be willing to rock the boat. Stand for what you believe, but do not alarm your audience.
- Do not lie.
- Avoid excess and inappropriate emotional appeals.
- Use credible and current sources.
- Avoid ambiguity. Be concrete in your statements.

Verbal Communication

In verbal communication, it is up to you to use your voice and vocal qualities to drive home your ideas and information. You have control over rate, volume, pitch, pause, articulation, and pronunciation. The following sections show how your voice can help you.

Figure 2.3.20

Rate

The rate at which you speak is very important. It should not be too fast or too slow. Vary the rate at which you speak to add emphasis to your presentation.

Volume

Volume is another verbal technique that can add emphasis to your speech.

Pitch

Pitch is the use of notes (higher or lower) in a voice range. Speak in a range and tone that is comfortable for you and move up or down your scale for emphasis. **Modulation** in your voice will keep the audience listening.

Pause

Pause gives you time to take a breath and collect your thoughts. It also gives the audience time to absorb your points and ideas.

Articulation/Pronunciation

Articulation is the art of speaking intelligibly and making proper sounds. Listen to yourself and make your words distinct and understandable. The more clearly you articulate, the more confident you will sound.

Even if you articulate clearly, you can still mispronounce a word. Mispronunciation distracts listeners from focusing on the content of the speech.

Key words

modulation:
To change or vary the pitch, intensity, or tone

CONSTRUCTIVE FEEDBACK

Sometimes you will be called upon to provide feedback on another person's speech. It is important to realize that feedback need not always be negative or destructive. It should be **constructive criticism**.

Figure 2.3.21

The purpose of giving feedback is to improve someone's performance in some way. In its most effective form, it provides constructive advice, direction, and guidance, in an effort to raise performance levels.

Effective feedback stresses both strengths and suggestions for improvement. In giving constructive feedback, you must be straightforward and honest; you must also respect the speaker's personal feelings. Feedback is pointless unless the speaker profits from it; however, praise just for the sake of praise has no value unless the only goal is to motivate or improve self-concept.

Effective feedback reflects your consideration of the speaker's need for self-esteem, recognition, confidence, and the approval of others. Ridicule, anger, or fun at the expense of the speaker has no place in constructive feedback.

To give constructive feedback, listen carefully to the speaker. Focus on the following:

- The actual content of a speaker's effort
- What actually happened during the speech
- The observed factors that affected performance of the speech

Key words

constructive criticism: Feedback that is helpful and productive

Conclusion

Speech is the most widely used medium of communication. The main purpose of any speech or presentation is to deliver clear and specific ideas to the listeners. Practicing the impromptu speech is an ideal way for many individuals to gain self-confidence and the ability to communicate "on their feet."

Although fear of speaking is common, studies show that one of the most admired qualities in others is their ability to speak in front of a group.

Similar to writing, speaking is a skill. After you grasp the basics, the rest is practice, polish, and style. You may be embarrassed by initial mistakes, but you will survive. Few of us will become great speakers, but all of us can become more effective speakers if we take the time to practice the basics.

Lesson Check-up

- **How is speech writing similar to writing essays or papers for other assignments?**
- **What kind of speech types will be appropriate for JROTC topics?**
- **What strategies can be used to overcome nervousness?**

LESSON 4

Career Considerations

What You Will Learn to Do

Analyze career possibilities and requirements

Linked Core Abilities

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

Learning Objectives

- **Distinguish** between a job and a career
- **Examine** the various types of jobs that interest you
- **Explore** various Career Pathways
- **Associate** your interests and aptitudes to a career path
- **Examine** career opportunities provided by the U.S. Military
- **Distinguish** between various post-secondary education options
- **Define** key words: apprenticeship, career, Career Cluster, Career Pathway, Cooperative Education, job

Key words

- **apprenticeship**
- **career**
- **Career Cluster**
- **Career Pathway**
- **Cooperative Education**
- **job**

Essential Question

What is the advantage of investigating career options that interest you now?

Introduction

You want a good **career**—one that's fulfilling, rewarding, and enjoyable—almost everyone does. After all, you'll probably spend 8 to 10 hours a day or more on the **job**. That's two-thirds of your waking hours!

Finding the right career isn't easy. If you want to have a career that will carry you through life, finding your passion will be crucial. Finding your passion for life's work is a combination of research, self-discovery, and creating a career path.

Starting now to examine what you want to do and how to get there is not too early! You would be making a wise move to start now in doing some early research to seek your own needs and wants in a career. The results may give you a great source of satisfaction and contentment later in life.

Your research should take into account some self-discovery about what makes you tick. It's not so much a question of analyzing strengths and weaknesses as it is about developing those strengths you do have to be successful at what you love to do.

Finally, as you chart your path forward, remember that there will always be someone willing to tell you how to work within your limitations, emphasizing your weaknesses. However, instead of thinking about limitations that have you looking downward, why not think about possibilities?

College graduation and a job probably seem a long way off right now. However, this is the time to figure out the direction you want to take and how to get there. What you choose to do as a career will make a difference. Your skills and abilities, those you already have and those you continue to develop whether on the job, in college, or in the military will add value. So, where will you head?

Figure 2.4.1

Key words

career:
A chosen field of work that has the potential for continuous growth and advancement by incorporating your interests, values, skills, and strengths

job:
Positions in which employees perform specific duties within designated hours for specific pay; duties are typically similar from one day to the next

Difference Between Jobs and Careers

Though often used interchangeably, the words *career* and *job* have different meanings. The difference is one of attitude and lifestyle. A "job" is *work you do to make a living*. A "career" is much more. A career is *a chosen field of work that has the potential for continuous growth and advancement by incorporating your interests, values, skills, and strengths to provide long-term fulfillment*.

If you have a career, you are willing to put in some extra effort to get ahead—go back to school, take training programs offered by your employer, or work extra hours so you can do your job better. Having a career means having a plan to get more skilled at your job as time goes on. Careers offer opportunities for advancement.

A career often involves five or six positions, perhaps in several industries. Each position has a different level of responsibility and difficulty, as well as salary. In each step, you'll have an opportunity to apply your increased experience and knowledge.

Figure 2.4.2

JOBS

Jobs are positions in which employees perform specific duties within designated hours for specific pay. Generally, these duties are similar from one day to the next. A job generally provides a basic living. It pays for food and shelter. It may not give you a chance to improve your lifestyle or afford many luxuries.

With respect to jobs and careers, what counts is not where you start but what you do once you've started. As an example, at age 16 you might get a job bussing tables at a local restaurant. If you like it, you may decide to make your career in the food industry. Over your working life, you could move on to a succession of positions as a short-order cook, assistant chef, head chef, and manager. You might one day own your own restaurant. These positions all fit the definition of a career. They do not have to be within the same company. They do not always require a college degree. Each does, however, require more training and a higher level of performance. The experience gained in one job helps prepare you for the succeeding position. At some point, you can say that you have a career.

You may also enter the job market bussing tables and not turn that job into a career step. You may

move on to be a gas station attendant, then a cashier, then something else. Over 40 years of working life, you may hold many jobs but none of these jobs would prepare you directly for your next job. Each position is unrelated to the next. At the end of 40 years, you would have held a series of jobs, but you would not have had a career.

Most careers offer better salaries over time as you gain more experience. However, while money is an important factor in selecting a job or career, it is not the only consideration.

Career or Job

The choice is up to you. If you choose a career, your only limits will be how much you are willing and able to learn, how much authority and responsibility you want, and what lifestyle changes you wish to strive for. If you choose to have a series of jobs, you will provide for your daily needs, but your ability to advance will be more limited.

Find something that you enjoy. Work doesn't have to be boring! And if you find something you like to do, you'll probably do it well. That's a good recipe for success in the workplace.

So who knows what you'll do? Whatever it is, try to think about possibilities, not limits. That's how a career is built. When you think in terms of limitations over 40 years of a working life, there is a point at which finding your passion and a good career can be lost. For many, it means a 40-year working life of no more than only a series of jobs held, and not much fulfillment.

Job Types and Your Interest

What is right for you? A job or a career? Will you enter the work force right out of high school, or pursue higher education? Will you join the military? You should be constantly weighing those options, but also be willing to change if a particular direction doesn't seem right. When you find a path that's good for you, go for it!

Good career planning includes four tasks:

1. Evaluating your attitudes, interests, abilities, and preferences
2. Gathering information on different career options
3. Matching your interests with possible occupations
4. Taking the steps necessary to reach your career and life goals

Figure 2.4.3

Career Pathways

The National Career Clusters® Framework provides a vital structure for organizing and delivering quality Career Technical Education (CTE) programs through learning and comprehensive programs of study. There are 16 **Career Cluster**s in the National Career Clusters® Framework and they represent more than 79 **Career Pathway**s to help students navigate their way to greater success in college and career.

As an organizing tool for curriculum design and instruction, Career Clusters provide the essential knowledge and skills for the 16 Career Clusters and their Career Pathways. It also functions as a useful guide in developing programs of study bridging secondary and postsecondary curriculum and for creating individual student plans of study for a complete range of career options. As such, it helps students discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college, and a career.

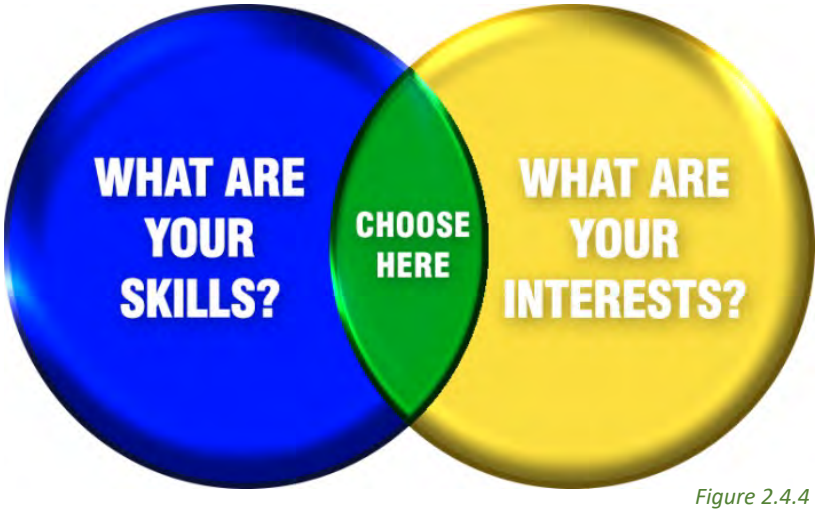


Figure 2.4.4

The 16 Career Clusters and their Career Pathways are outlined on the following page.

Each state has created their own Career Pathway model based on the 16 Career Clusters provided by the U.S. Department of Education.

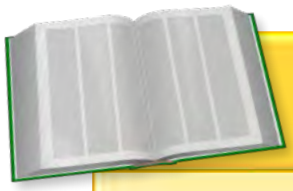
Career Clusters and Career Pathways are tools for investigation and self-discovery, and not intended to force you into a final career path decision. When you select a Career Cluster, you are simply choosing a direction upon which to build a plan. Assessment and exploration will provide the knowledge to decide if that occupation "fits" you.

Many possible career options lie ahead of you. The path you take will influence the amount of education you will need and the experience you must gain to prepare for your chosen career. Among your options are working in the private sector; working for the federal, state, or local government (including as a teacher); or serving in the military. Each option provides employment in a fascinating variety of fields.

Key words

Career Cluster:
An organizing tool for curriculum design and instruction for careers and technical education that provide the essential knowledge and skills for the 16 key career areas

Career Pathway:
Small groups of occupations within a Career Cluster; occupations within a pathway share common skills, knowledge, and interest



Content Enhancement:

CAREER CLUSTERS

Agriculture, Food & Natural Resources
- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products & Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural & Technical Systems Architecture & Construction

Architecture & Construction
- Construction
- Design/Pre-Construction
- Maintenance/Operations

Arts, A/V Technology & Communications
- A/V Technology & Film
- Journalism & Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts

Business Management & Administration
- Administrative Support
- Business Information Management
- General Management
- Human Resources Management
- Operations Management

Education & Training
- Administration & Administrative Support
- Professional Support Services
- Teaching/Training

Finance
- Accounting
- Banking Services
- Business Finance
- Insurance
- Securities & Investments

Government & Public Administration
- Foreign Service
- Governance
- National Security
- Planning
- Public Management & Administration
- Regulation
- Revenue & Taxation

Hospitality & Tourism
- Lodging
- Recreation, Amusements & Attractions
- Restaurants & Food/Beverage Services
- Travel & Tourism

Human Services
- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development & Services
- Family & Community Services
- Personal Care Services

Information Technology
- Information Support & Services
- Network Systems
- Programming & Software Development
- Web & Digital Communications

Law, Public Safety, Corrections & Security
- Correction Services
- Emergency & Fire Management Services
- Law Enforcement Services
- Legal Services
- Security & Protective Services

Manufacturing
- Health, Safety & Environmental Assurance
- Logistics & Inventory Control
- Maintenance, Installation & Repair
- Manufacturing Production Process Development
- Production
- Quality Assurance

Marketing
- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales

Science, Technology, Engineering & Mathematics
- Engineering & Technology
- Science & Mathematics

Content Enhancement:

CAREER CLUSTERS (CONT'D)

Health Sciences

- Biotechnology Research & Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services

Transportation, Distribution & Logistics

- Facility & Mobile Equipment Maintenance
- Health, Safety & Environmental Management
- Logistics Planning & Management Services
- Sales & Service
- Transportation Operations
- Transportation Systems/Infrastructure Planning, Management & Regulation
- Warehousing & Distribution Center Operations

U.S. Military Career Possibilities

The U.S. military in uniform is America's largest employer. More than 1.4 million people are on full-time active duty today. These men and women have varied skills, knowledge, and talents. They work in more than 4,000 career specialties, positions that are distinctive, or peculiar to a military career. That's a wide range of career options.

When planning for your career, the options are endless. Service in our nation's armed forces is one of those options. The U.S. military includes four peacetime service branches.

Figure 2.4.5

The Army is the nation's major ground fighting force. It uses infantry, armor, and artillery to conduct sustained combat operations. Army units move into an area to control, secure, and then help the local populace transition back to peacetime. The Army has more helicopters than all other services. They are used for troop movements, air combat support operations, and medical support. The Army also guards U.S. installations worldwide.

The active duty Army has approximately 480,000 soldiers. They provide the Army's combat power, support, and services. Army career opportunities are quite varied. Jobs can be challenging with the Army's many overseas missions. However, these jobs prepare soldiers well for later civilian careers.

Figure 2.4.6

The Air Force is the military's primary air and space arm. It defends the nation's air, space, and cyberspace, the online world of computer networks, especially the Internet, at home and overseas. It transports troops and equipment, and conducts air superiority warfare. Air Force bases support and maintain bombers, fighters, helicopters, in-flight refueling tankers, and reconnaissance aircraft.

The Air Force has approximately 315,000 active duty men and women. They work in interesting careers. They fly aircraft. They maintain and support the world's most technically advanced air and space vehicles. These include long-range bombers, supersonic fighters, reconnaissance aircraft, and many others. Their skills are in demand within the private sector, businesses that are part of the nation's economy run by private individuals or groups, usually for profit.

Figure 2.4.7

The Navy makes the seas safe for travel and trade. During wartime, it can bring to a fight a sizable attack force with many warships. Or it can launch strategic missile strikes from submarines and other vessels. The Navy's aircraft carriers protect fleets, or sometimes go on the offensive. The Navy also performs search-and-rescue missions, and delivers supplies to forces around the world.

The Navy's approximately 325,000 Sailors work in all kinds of sea-, land-, and air-based career fields. The Navy has a large number of Sailors who support battle groups with many ship and shipboard aircraft operations and maintenance. These jobs all require technical skill. Sailors also support living in the veritable small cities that comprise aircraft carriers at sea. And they have similar duties at land-based naval bases around the world.

Figure 2.4.8

The Marine Corps is the United States' rapid-reaction force. Marines are trained as naval infantry. They are skilled in amphibious operations to assault an enemy shoreline from the seas. Often, Marines are involved in the most challenging situations in fighting for, and holding, land for incoming heavier land forces and air operations. Marines also provide security for the nation's embassies around the world.

The Marines are 184,000 strong. Most Marines are directly involved in light, mobile combat operations; others support units in hundreds of job specialties. They all require skill and a high level of discipline and dedication because of the nature of the Marine Corps mission.

Figure 2.4.9

America's fifth military service is the U.S. Coast Guard. It is not a branch of the armed forces during peacetime. The Coast Guard's peacetime mission is conducted under the Department of Homeland Security (DHS). Under DHS, the Coast Guard protects our nation's coastlines, ports, and waterways. Its mission includes maritime safety and law enforcement. The Coast Guard is also widely known for its rescue operations. However, in wartime, the Coast Guard, under Presidential order, becomes a fifth branch, serving under the U.S. Navy, and would take on missions as directed by the Navy.

TYPES OF MILITARY CAREER PATHS

The military offers three career paths for its members: the noncommissioned officer path, the warrant officer path, and the commissioned officer path. The following sections introduce you to these career paths.

Figure 2.4.10

Noncommissioned Officers

Noncommissioned officers (NCOs) are enlisted personnel who have advanced above the first three entry-level positions and hold supervisory positions over other lower ranking enlisted members. Within the Army, NCOs are known as "the backbone of the Army" because they actually supervise the details involved in accomplishing the unit's mission.

Army, Navy, and Marine Corps NCO ranks start at pay grade E-4. They are better known as corporals in the Army and Marine Corps, petty officer third class in the Navy and Coast Guard. The Air Force NCO rank starts at pay grade E-5, staff sergeant.

You become a noncommissioned officer by advancing through the enlisted ranks. Competition among your peers is the basis for promotions within the NCO corps. Ability, job performance, skill, experience, and potential are the major considerations for advancement; however, at each grade level, there are certain minimum requirements for promotion such as time in service, time in grade (present level of work), and successful completion of skill level examinations. Also, in some cases, there are military educational requirements which an NCO must meet.

Content Enhancement:

MILITARY CAREER GROUPS

Noncommissioned officers specialize in 1 of 12 military career groups. These 12 groups are:

- Human Services Occupations
- Media and Public Affairs Occupations
- Health Care Occupations
- Engineering, Science, and Technical Occupations
- Administrative Occupations
- Service Occupations
- Vehicle and Machinery Mechanic Occupations
- Electronic and Electrical Equipment Repair Occupations
- Construction Occupations
- Machine Operator and Precision Work Occupations
- Transportation and Material Handling Occupations
- Combat Specialty Occupations

Warrant Officers

A warrant officer ranks between an enlisted person and a second lieutenant in the Army and Marine Corps or between an enlisted person and an ensign in the Navy and Coast Guard. As technical specialists, each branch of service primarily assigns them to duties in their area of expertise.

In some branches of the service, personnel must first work their way up through the enlisted ranks; then, after meeting the required prerequisites, they may apply to become a warrant officer. However, some of the services also require you to be a certain rank before you are eligible to apply and they prefer their warrant officers and warrant officer applicants to have an Associate's Degree or the equivalent. In the Army, one way you can become a warrant officer is by enlisting for the Warrant Officer Candidate School in its Aviation Program.

Warrant officers also specialize in a single area of expertise. This area is generally in one of the 12 military career groups covered on the previous page.

Commissioned Officers

Commissioned officers are the professional leaders of the military. The President of the United States appoints them and the Senate confirms them to hold positions of authority in the armed forces. Officers range from second lieutenant in the Army, Air Force, and Marine Corps (or ensign in the Navy and Coast Guard) to General of the Army or Air Force and Fleet Admiral of the Navy or Coast Guard. An officer's role is similar to that of a manager or executive in the civilian world. Officers are typically responsible for setting and meeting objectives by managing lower grade officers and enlisted personnel.

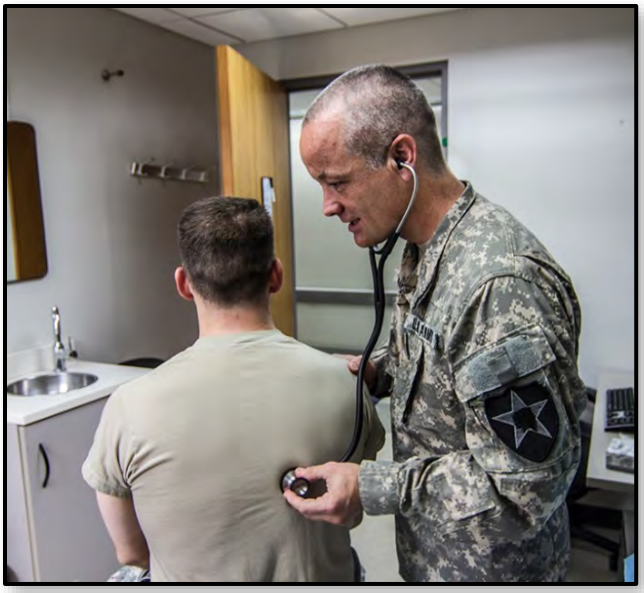


Figure 2.4.11

Officers have two areas of concentration or specialties. The primary area of concentration is further divided into fields such as combat arms, combat support, and combat service support. The secondary or functional area of concentration is a career field unrelated to the primary area of concentration. Each branch of the service normally assigns a secondary specialty to their officers after they have become qualified in their primary specialty.

MILITARY CAREER PATHS – PREREQUISITES

To follow your chosen military career path, you must meet certain prerequisites. This means that you must meet specific qualifications before reaching your military goal. This might include working your way up through the ranks, taking a training course, or completing a degree program.

Content Highlight:
PATHWAYS TO BECOME A COMMISSIONED OFFICER

There are four main pathways to become a commissioned officer:

- Completion of ROTC
- Graduation from a service academy
- Completion of Officer Candidate School (OCS) or Officer Training School (OTS)
- Direct appointment

Reserve Officers' Training Corps (ROTC)

The Reserve Officers' Training Corps is a course that you can take while in college. The Army refers to its course as the Senior ROTC program (SROTC). SROTC is a two- to four-year program that has extensive military training both on campus and at summer camps.

Many colleges and universities across the country offer one or more ROTC programs for the Army, Navy/Marine Corps (the Marines do not have their own program), and Air Force. In some cases, you may be eligible for a military scholarship (where the military pays most of the educational costs plus a monthly stipend of $150 for up to 10 months per year), or financial aid while participating in ROTC. After graduating from college and successfully completing the ROTC training, you become a commissioned officer. This commission will incur an eight-year service obligation. Participants must be younger than 27 years of age for the Army—25 for the other services—when commissioned.

Service Academies

There are four service academies for which you can apply and receive a commission in the U.S. armed forces.

Figure 2.4.12

- U.S. Military Academy at West Point, NY (for Army applicants)
- Naval Academy at Annapolis, MD (for Navy and Marine applicants)
- Air Force Academy at Colorado Springs, CO
- Coast Guard Academy at New London, CT

Each academy is a four-year program in which you can graduate as a military officer with a Bachelor of Science degree. At these academies, the government pays your tuition and expenses. In return, you are obligated to serve six years on active duty and two years in an inactive reserve status. Applicants must be at least 17 years of age but not older than 22; a U.S. citizen; of good moral character; able to meet the academic, physical, and medical requirements; not be married or pregnant; and not have any legal obligations to support family members. Acceptance to an academy is highly competitive. Each year, they receive between 10,000 and 12,000 applications. Of those who qualify, only about 1,200 receive appointments.

Officer Candidate/Officer Training Schools

If you are a college graduate with a four-year degree and do not have any prior military experience, you may join the service of your choice with a guaranteed option to attend Officer Candidate School (OCS) or Officer Training School (OTS). Course lengths vary by service, but they are normally less than six months. Then, after successfully completing the training, you are eligible to become an officer.

If you earn a degree while serving on active duty, you may apply for OCS or OTS. You must first meet all of the prerequisites and your unit commander must approve your request. Additionally, each state National Guard has its own OCS that takes applicants directly from its own units. If they successfully complete the training, they are commissioned and are usually sent back to the unit from which they came to serve as officers.

Direct Appointments

A person in a professional field, such as medicine or law, may receive a direct appointment and become a commissioned officer even without prior military training. The grade that a professional receives upon entering into the military depends upon two factors: years of schooling and prior experience in that profession. For example, a professional could start out at the grade of captain. The appointment of professionals accounts for the majority of the direct appointments made by the services.

Within the U.S. Army, over 70 percent of its new officers come from ROTC each year. Within the other branches of the armed forces, about 15 percent of the military's new officers come from the service academies, 25 percent from officer candidate/training schools, 45 percent from ROTC, and 15 percent from direct appointment.

Enlisted Commissions

Selected enlisted personnel from each service may qualify for appointment to one of the four service academies or may be eligible to attend an ROTC program.

Figure 2.4.13

Other enlisted commissioning programs include:

- The Army's Green to Gold program
- The Navy's BOOST (Broadened Opportunity for Officer Selection and Training) program
- The Army Medical Department's Enlisted Commissioning Program
- The Navy Enlisted Commissioning Program
- The Marine Corps Enlisted Commissioning Education Program
- The Airman Education and Commissioning Program
- The Coast Guard's Pre-commissioning Program for Enlisted Personnel

In the last five programs of the previous list, qualified enlisted personnel may collect full pay and allowances while attending college full time. Those who graduate and finish an officer candidate program receive their commissions.

An enlisted person may also receive a direct appointment as an officer if that person demonstrates performance far above the standards called for in his or her occupational field and does not have a disciplinary record.

Remember, to join the military as an officer, you must have a Bachelor's degree. Certain scientific and technical fields, such as medicine or law, require advanced degrees.

Investigating Career Options and Occupations

In the Internet age, you have more information available to you than most high school students have ever had.

- *The Occupational Outlook Handbook*, the career-information resource guide is produced by the U.S. Department of Labor, and you can find it at *www.bls.gov/oco*.
- *The Dictionary of Occupational Titles* gives titles for thousands of jobs. It may be a good source of ideas if you are having a hard time imagining what you might do for a career. You can find it at *www.wave.net/upg/immigration/dot_index.html.*
- *The Occupational Information Network (O*NET)* is being developed under the sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA). This program is the nation's primary source of occupational information. The O*NET database contains information on hundreds of standardized and occupation-specific descriptors. It is available to the public at no cost. You can find it at *www.onetonline.org.*

Beyond High School

Figure 2.4.14

As you prepare for any career, you'll need both education and training. Although people sometimes use these two words interchangeably, they have different meanings.

Education involves broad-based learning. When you earn a college degree, you sample many fields of knowledge, and then concentrate on one specific field. Because of its broad basis, education prepares you for a variety of career possibilities.

Training has a narrower focus. It prepares you to perform a function that requires a specific set of skills. Training can prepare you, for example, to work on jet engines or computer repair (to replace aircraft radios).

Different careers need people with different mixes of education and training. But it's not an "either/or" situation. Even the most highly educated people need training, and even entry-level trainees need some education.

There are a number of ways to receive training and education. As you draw closer to a career of interest and identify the path you will need to stay on in order to achieve it, consider that the prerequisite skills and knowledge are acquired in high school. At a minimum, you will need your high school diploma.

Beyond high school, there are a number of education and training programs and facilities. Following are some examples.

Certifications and Technical Diplomas

A technical training program is a learning experience that will give you the knowledge and skills you need to start a technically oriented career. Technical training programs cover a wide variety of career fields, such as:

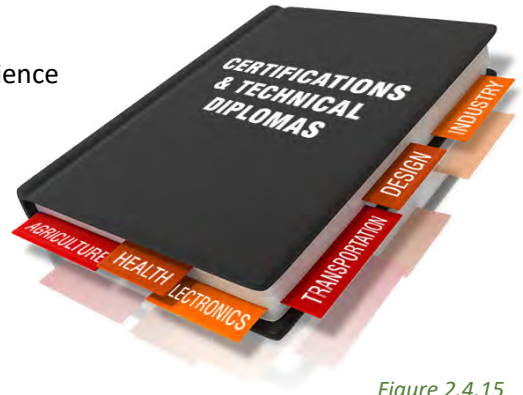


Figure 2.4.15

- Agriculture (careers related to food and fiber production, food inspections, and agricultural business specialties)
- Health occupations (nurses, dental assistants, medical technicians, physical therapy assistants)
- Trade and industrial skills (such as automotive technicians, carpenters, construction specialties, electricians, plumbers, and computer technicians)
- Specialized fields within transportation, manufacturing, electronics, communications, aviation, computer graphics, and graphic or engineering design

Of course, many more career fields offer technical training. The Association for Career and Technical Education estimates that there are about 16 million students enrolled in technical education in the United States.

Many high schools have technical education programs. They are usually designed for high school juniors and seniors; some programs accept high school sophomores. A few other programs begin in the ninth grade. When high school technical courses are linked to community college programs, students can earn college credit while they're still in high school.

Cooperative Education (Co-op)

Some high schools offer technical education and **Cooperative Education** (co-op) programs, programs in which you can work part-time in a career field in which you are interested while taking job-related courses at school. You receive school credit for both your work-related classes and your real-world work experience.

Vocational Schools

Another option is a vocational school, a school that offers courses to prepare students in specific skills to enter a technical career field. Most of these schools combine coursework with work-based experiences such as internships, **apprenticeship**s, pre-apprenticeships, and job shadowing.

Key words

Cooperative Education: Programs that allow you to work part-time in a career field in which you are interested while taking job-related courses at school

apprenticeship: Opportunity to learn a trade on the job while also learning in class

Many private companies offer technical training. Courses can last from two weeks to several years. To find out more about technical training programs, see your high school guidance counselor, or go to the website of the Association for Career and Technical Education at *www.acteonline.org*.

If you have a specific career path in mind, you can also contact a company or an industry association in your area to ask about where to attend a training program.

Associate of Arts (AA) and Associate of Applied Science (AAS) Degrees

Two-year junior and community colleges, institutions that offer courses and programs leading to associate's degrees and training certificates, provide a wealth of options. Many of these programs are offered in conjunction with high schools and four-year colleges. Such programs generally last two years, but can be shorter if students earn college credits while still in high school.

Another way to use a community college's course offerings to your advantage is to take a course or two after being hired for a full-time job. Increasing your skills during your off time will be helpful later when you seek higher-paying jobs within your company or industry.

Apprenticeship Programs

An apprenticeship is an opportunity to learn a trade on the job while also learning in class. Apprenticeship programs are available in the United States for more than 1,000 occupations and vary in length from one to six years.

Almost a half million people are enrolled each year in some kind of apprenticeship program. Apprentices work and learn as employees. Construction and manufacturing apprenticeships are among the most common, but apprenticeships are available in many other fields too.

While most apprenticeships are in the civilian sector, the military also offers them. Some career fields, such as firefighter or engine mechanic, feature apprenticeships during military training. Many fields in the military have a civilian equivalent. This means that you can carry the skills you've gained in the military into a career elsewhere.

Figure 2.4.16

Apprentices start by learning simple, repetitive tasks, and then gradually progress to duties that are more complex. Electrician apprentices, for example, might begin by learning to cut and install wire. Eventually, they learn to plan projects; set up, wire, and test entire construction sites; and diagnose and fix electrical problems. In addition to learning by doing, apprentices take classes to learn the basics in their field.

Universities and Colleges

Some careers require that you attend a university to acquire either a Bachelor of Arts or Bachelor of Science (BA/BS) degree that typically can be obtained within a 4-year period of time. The degree requirement usually covers three types of courses:

1. General Education courses are university level education in math, science, social science, arts and humanities and communication.

2. The second tier of courses supports the student's selected major, such as accounting, English, or teaching.
3. Finally, a BA or BS degree will require a number of elective course hours that can support a student's overall preference or need.

Figure 2.4.17

A master's degree is an academic degree earned by students who have taken a rigorous study toward mastery of a specific field of study or area of professional practice. A fairly common master's degree is a Masters of Business Administration (MBA).

The highest academic achievement through a university is a Doctor of Philosophy, or PhD, degree. In this case, the term "doctor" is specific toward academics, unlike a medical doctor or Doctor of Medicine.

Conclusion

So, as the saying goes, "the world is your oyster!" You have the ability to explore your options and work within a field that is interesting to you and that will give you great satisfaction. You determine which Career Pathway you'd like to pursue. As you learned in this lesson, starting now is not too soon.

Lesson Check-up

- **Explain the difference between a job and a career.**
- **How can a Career Pathway help you acquire jobs while working toward a career goal?**
- **How can the military support your career goals?**

LESSON 5

Ethical Concepts and You

What You Will Learn to Do

Relate ethical concepts to your personal code of conduct

Linked Core Abilities

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Do your share as a good citizen in your school, community, country, and the world
- Treat self and others with respect

Learning Objectives

- **Relate** ethics to personal standards
- **Examine** how ethical qualities affect leadership
- **Explore** the types of values
- **Compare** the core values of the U.S. Military Services
- **Define** key words: conscience, ethics, integrity, moral, philosophy, psychology, prudent, value system

Key words

- **conscience**
- **ethics**
- **integrity**
- **moral**
- **philosophy**
- **psychology**
- **prudent**
- **value system**

Essential Question

How can your Cadet Code of Conduct apply to your life beyond JROTC?

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Introduction

In Unit 1, you were introduced to the role of **ethics**, **morals**, and values played in developing your personal code of conduct. But, what we say we believe should appear in our actions. In this lesson, you'll take a deeper look at the components of ethics and types of values, each instrumental in understanding more about what you personally value and the standards that govern your actions. As you grow as a student, a friend, and a JROTC Cadet, your actions will align with your written code of conduct.

Ethics

Adults make complex ethical decisions every day. We also know from **psychology** that children at about the age of three begin to develop a **conscience**, a sense of right and wrong. So what is ethics and what effect does it have on us and others?

Ethics is a branch of **philosophy**, the study of people's most fundamental and basic beliefs and how these beliefs are justified. Not all philosophers agree on one definition of ethics. For our purposes, we define ethics as the rules of conduct that people should follow. The study of ethics helps us decide whether something we may do, say, choose, or think is right or wrong.

While rules of conduct may change through the years to keep pace with changes in society, the fundamentals of ethics remain constant.

Conduct is a key word in the definition of ethics. Ethics assumes that we have the free will to make decisions and act on those decisions. You face ethical dilemmas every day you are at school. Over the course of a school year, you will take many exams to determine how much of the subject material you have learned. If your best friend sends you a text message with the answers to one of the exams, would you use the answers to cheat on the exam? When we decide whether to cheat or not to cheat, we are making a personal ethical decision about our conduct.

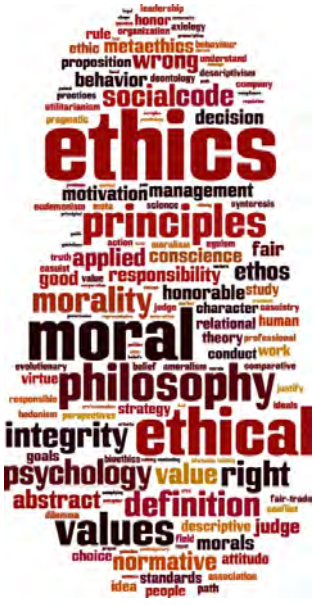


Figure 2.5.1

Key words

ethics:
Rules of conduct that people should follow

moral:
A person's standards of behavior or beliefs concerning what is and is not acceptable for them to do

psychology:
The study of mind and behavior

conscience:
The awareness of a desire to act properly when improper acts are committed or intended

philosophy:
The study of people's most fundamental and basic beliefs and how these beliefs are justified

Ethics and Your Personal Standards

In the Unit 1 lesson pertaining to your code of personal conduct, we learned that most of our moral beliefs were actually habits learned as children. Doing the right thing brought praise, or at least no negative response. An example was that as children when we walked on the rug with muddy shoes, our parents scolded us. With repetition, we learned to be sure our feet were clean before walking on the rug. It was this type of behavior that would have kept us out of trouble!

For adults, the penalties and rewards of their habits are not so obvious—but they are just as real. Over the course of a lifetime, adults develop habits (good or bad) that can affect their reputation, social status, finances, or overall sense of well-being.

Even though habits are learned in social settings and reinforced by rewards and punishments, not all habits are right. Habits are right when they are ways of helping others and ourselves. That is, they help us to develop to our best potential and to respect people's basic rights.

We use terms such as *right*, *good*, *should*, and *ought* in everyday conversations, but what do these terms mean? If we say an act is *right*, does that mean we approve of it? When we say we should not do something, is it because society disapproves of it?

Figure 2.5.2

These are difficult questions. Both consequences and motives seem to be important in deciding what makes an act right or good. Philosophers continue to wrestle with these concepts. Meanwhile, each of us has an idea of what we believe to be right.

Our beliefs may be based on what society or our parents believe or what our experiences have taught us. A combination of factors probably shapes many of our concepts.

In any case, while we need to be tolerant of other people's concepts, beliefs, and feelings, we must also think and act according to our understanding of what is right and good.

As we said, not all decisions involve ethics. Nevertheless, many decisions that seem unrelated to ethics may actually have an ethical aspect. Consider the scientist who mixes together several harmless chemicals and then applies heat or pressure.

The resulting products, such as plastic bags, are convenient for many types of shopping. The effect on the environment, however, can be very harmful. Plastic does not break down easily, and animals are harmed when they eat it. Thus, we must ask ourselves which do we value more—the convenience of the disposable containers or the environment. These are not easy decisions to make. Technology continues to bring us new and better products; with these products come new and tougher decisions.

Figure 2.5.3

Concern for Others

Over time, we learn that our physical needs, such as food, air, and shelter, must be satisfied first. Once our basic needs are met, we are able to move on to higher-level needs, such as being able to recognize the needs of others, and being considerate of other people's opinions and feelings. Just like you, other people need recognition for a job or task well done; positive recognition is important to an individual's self-esteem. Receiving a pat on the back, earning a promotion, lettering in sports, or being applauded at a music recital are all examples of praise. Teachers encourage students to excel in academics. Coaches encourage their students to excel in drama, sports, music, or dance. Parents encourage their children to be the best they can be. Our friends cheer us on to make a touchdown or do well on college entrance exams. We all need a boost now and then. We need to know other people care about us, and they need to know we care about them.

Integrity

Along with showing concern for others, we should display a level of **integrity** in our daily activities that shows others that we are able to take a stand for something that we believe in. Integrity means being honest and sincere with ourselves and with others, closely following a consistent code of ethics. The key word here is consistent or not acting by one set of standards on Friday at school and another on Saturday night. It means not picking or choosing only those rules that benefit just you. It means doing what is right whether someone is watching or not. It also means having a disciplined, balanced approach to life. Being honest is sometimes painful. No one likes to admit to doing wrong or making a mistake. The following story portrays this point about personal integrity.

Key words

integrity:
Being honest and sincere with ourselves and with others; closely following a consistent code of ethics

A high school volleyball player named Emmee Ashby admitted to the referee that a ball hit by her opponent actually touched her in bounds after the referee had called it out of bounds. This prompted a reversal of the referee's call and, in a very close game, changed the score to 23–22 in favor of Emmee's opponents.

Figure 2.5.4

We need to practice this kind of integrity every day.

Closely related to the issue of integrity is the problem of putting success before honor. A fine line exists between a true concern for success in school or work and advancing at whatever the cost.

We see examples of this kind of blind ambition in professional sports and in the financial world every day. Blind ambition can cloud our judgment. It can lead us to cover up mistakes in an effort to look good at all costs. It can also lead us to cover up for the person in charge. It takes a great deal of personal courage to say "I made a mistake" and take responsibility.

How do these aspects of ethics including, courage, honor, and integrity relate to your personal code of conduct?

Ethical Qualities of Effective Leaders

We just finished a discussion of personal standards of ethics. Now, let's look at professional ethics—the ethics of leaders.

Leaders are admired for their ability to influence others to achieve goals. Their ability to motivate people goes along with their knowledge in their field. Their technical and professional skills are finely tuned.

They are able to evaluate complex situations and to determine the risks involved. They are willing to act on the judgments they make and to assume responsibility for the outcome. Continued success as a leader requires a great deal of self-discipline and personal stability. These qualities, to a large degree, are derived from the moral values and principles that influence their behavior.

Figure 2.5.5

Leadership decisions are based on many factors. These factors include all the considerations required by the situation. Most decisions require judgment that is influenced by the leader's own values, character, and background. In many cases, it is difficult to choose between the possible courses of action. Occasionally, there is no good alternative, and the leader is faced with having to choose between something that is bad and something that may be worse. All leadership decisions that affect the lives and well-being of people have ethical aspects and require moral judgment.

Professional Standards

Each profession has a set of standards that each member is expected to follow. When we choose to enter a profession (for example, teaching), we agree to abide by a prescribed set of professional ethical standards. Of course, we may not agree with all the standards; however, we should abide by all standards until we can work within the profession to change them. When we can no longer accept the standards, and find that we can't respect or choose to ignore them, we are ethically obligated to leave the profession—or we may be kicked out. Because professional ethical standards usually reflect the society the profession serves, disagreement with the standards is a serious action that requires serious thought. Every major action should be weighed against the effect it is likely to have on the profession, others around us, our self-respect, and the respect others have for us.

As a 2nd year Army JROTC Cadet, you will have a number of opportunities to model your personal code of conduct. One such instance will be as an example at the annual Cadet Ball.

In Unit 1, you looked at etiquette protocol typical for responding to invitations and attending a formal dinner or reception. You learned how to properly escort your guest, work your way through a receiving line making proper introductions and handshakes. You also learned the proper procedure as an invited guest at a dinner table.

Formal events such as the Cadet Ball will not be the only time or place to "act your best." Consider some of these additional professional standards and common courtesies that can often be overlooked in many situations.

Courtesies and Personal Standards

Life is full of ways to show courteous behavior towards others. This section shows just a few ways you can act in a thoughtful and civilized manner.

TELEPHONE COURTESIES

The telephone is a valuable time-saver and an effective means of communication. Here are some tips for proper telephone usage.

When calling a private residence to respond to an R.S.V.P., it is most proper to call between nine in the morning and six at night. Avoid calling during meal hours. If you are in doubt, ask the person you are calling if this is a convenient time—offer to call back later if necessary. Let the phone ring at least six times to allow the person to reach the phone.

Figure 2.5.6

Identify yourself when placing a call. Unlike talking to someone face-to-face, the person on the other end of the phone may not recognize your voice until you identify yourself. While talking on the phone:

- Be polite. This applies to any conversation.
- Speak slowly and clearly. Do not eat, drink, or chew gum.
- Do not sneeze or cough into the receiver. Turn your head or excuse yourself.
- Do not carry on a conversation with someone in the room while talking on the phone.
- Call back immediately if you get disconnected and you placed the call.
- When answering a call for someone else, say, "May I ask who is calling?" This sounds better than "Who is this?"

There is also proper etiquette to follow if you dial a wrong number. No matter how careful you are you may still dial a wrong number. When that happens, apologize to the person who answers. That person is not interested in hearing a story about how you misdialed, just tell him or her "I'm very sorry to have disturbed you," hang up, ensure you have the correct number, and then try again. It is inexcusably rude to hang up without an apology.

When leaving a message on an answering machine, clearly state your name, the date and time of your call, and a brief message. Leave a phone number only if you need to be called back.

CELLULAR PHONE COURTESIES

Because cell phones can be used virtually anywhere, their users need to remember common-sense courtesy. Results from a nationwide survey indicate that wireless users need to improve their phone etiquette and put people ahead of phone calls. A few tips to follow include:

Figure 2.5.7

- Use of wireless phones is prohibited in most schools and at school functions.
- Use of wireless phones during social gatherings or appointments is not appropriate.
- Do not place a cell phone on the table during a meal. It is also considered impolite to make or receive cell phone calls during a meal.
- Do not drive and use a cell phone. If you need to have a conversation while driving, be sure to pull off the road while talking.
- Do not use a wireless phone when it will inconvenience or disturb others.
- Use should be limited in public places or gatherings for safety or emergency reasons.

HELPING OTHERS

If an older woman or an invalid gentleman wants your support to help them keep their balance while walking, it is appropriate for you to offer your arm. The Cadet does not offer his or her hand. Hand holding in public is not appropriate and is considered a public display of affection, which is improper when in uniform. A Cadet may offer his or her hand only when it is not practical to offer the arm, for example, to help an elderly lady or gentleman out of a car. Offer your hand palm up, and do not force it upon the person to whom you are offering it; then, withdraw your hand as soon as it is no longer needed.

When walking with a lady, a gentleman may walk on the curbside, or on her left if there is no curb.

If a gentleman arrives at a door first, he should open it and allow others to pass through. If a lady arrives at the door first and opens it, the gentleman may hold the door for her to continue.

If you are driving or riding to the social in a privately owned vehicle, open the car door for your passenger first on the right side of the car, then go around it and take your seat, either behind the wheel or in the back seat beside your guest. When you reach your destination, walk around the car and open the door for your guest if he or she has not already exited the vehicle.

BEING RESPONSIBLE FOR YOUR GUESTS

Depending upon the nature of the social occasion, Cadets should inform their guests about the traditions and courtesies of it before arriving. Using the Cadet Ball as an example, Cadets should inform their guests about appropriate dress, conduct, the receiving line, traditions of the mess, and so on. Remember, if you invite a guest, you are responsible for your guest's behavior. If you have duties to perform after you arrive at the social, arrange for someone else to act as an escort for your guest until you are free. Introduce your friends and ensure that your guest's time is fulfilled.

RESPECT TO SENIORS

By this time in JROTC, you should not have any difficulty in showing respect to military seniors; in fact, it should be automatic.

You should also show respect for elders, as well as parents, teachers, and others in a position of authority. In short, you should treat all persons with whom you have contact with the utmost respect.

Because it is unacceptable to use slang or poor grammar such as "yeah," "nope," or "un-huh" to a JROTC instructor, it is also socially rude to say these things to others.

You may also encounter situations when seniors address you by your first name. Although this may be flattering, under no circumstances should you address a senior by his or her first name unless that person specifically asks you to do so.

Figure 2.5.8

GROOMING

Nothing less than scrupulous attention to all aspects of personal hygiene will make you socially acceptable. Be certain that you are well groomed every time you make an appearance socially. One dirty or untrimmed fingernail may seem like a small thing to you, but it may be the basis for a negative impression. You will not have a second chance to make a first impression. The following are just a few of the basics you should already be doing to ensure your appearance is up to standards.

- Ensure your hair is clean, neatly trimmed or styled, and combed at all times.
- Shower daily and use a deodorant as part of your daily routine.
- Brush your teeth and floss daily. Try to brush after meals.
- For young men who already have to shave, if it is necessary for you to do so once or twice a day to be presentable, then do so.

Good grooming is an individual responsibility. It should not be necessary for an instructor or a senior Cadet to tell you to maintain proper personal hygiene. Additionally, for Cadets, ensure that your uniform is clean, pressed, and presentable.

Right Choices

Right choices build confidence and self-respect; this is how integrity works. When we have taken proper action, we generally feel good about it. We regard ourselves as being worthwhile and capable. We have also earned the respect of those affected by our actions.

The ability to choose good behavior over bad behavior distinguishes effective leaders from average or poor leaders. Right choices are often difficult to make. The easy solution is frequently more attractive than the difficult, effective, and sound solution. Every day, we face situations that require action. Our choices in some situations may even call for inaction.

Here are some questions that may help you to make right choices:

Content Highlight:
MAKING RIGHT CHOICES

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

Leaders who always try to make right choices show a great amount of ethical courage and maturity.

Content Highlight:

TRUST

A key to building trust with your family, friends, and others you come into contact with is being able to do the right thing. If you follow the strategies in this lesson, you'll find that others will increasingly trust and value your judgment.

Rules and Principles of Ethical Decisions

Rules and principles have the greatest influence on our ethical decisions. When confronted with a decision that will affect others, we consciously or unconsciously ask ourselves, "What should I do?"

Society has standards for knowing what is right. The primary ethical standards in our culture are telling the truth, keeping promises, and respecting people and property. Cadets, more than most students, live with clear standards of order, obedience, and discipline.

Values

Our code of ethics is based upon our value systems, that is, our beliefs about what is and is not important to us as human beings. Freedom, happiness, equality, individualism, and volunteerism are some of the basic American values.

Every day, students add to their **value system**. A value system consists of our set of ideals, beliefs, interests, likes, and dislikes that we use every day to make decisions. Activities like dating, skipping a school event, and even what we wear reflect our value system. Deciding to date someone exclusively probably means we value that person's company. Skipping school band practice or a class indicates that we do not value the importance of getting an education.

Whatever the situation, ethics and your value system involve you in making individual choices, choices based on your own free will. Values do not involve involuntary behavior, such as blinking the eyes. Ethical conduct involves freely chosen behavior based on values that we individually, or as part of a group, believe to be very important.

Some people believe in doing whatever they want to do. Others believe in doing what helps other people, whether they really want to or not. Whatever the case, our beliefs are personal to each of us, and we are responsible for them. How do we know what values we have? One way is through voicing our likes and dislikes, and we do this fairly often. Another way is through positive or negative feedback on our behavior. Receiving

Key words

value system:
Our set of ideals, beliefs, interests, likes, and dislikes that we use every day to make decisions

an "A" on a test tells us we did well and may reflect the value we put on our studies.

One way we can begin to understand what we value as a society is through being aware of statistics on what we do and don't buy. For example, companies such as Nike® spend millions of dollars each year conducting research on what you buy and don't buy. This research will tell them which products are successful and which to eliminate.

Four Types of Values

The following four different types of values—personal, **prudent**, conventional, and moral—act as guidelines for our actions in all situations, whether at home, with friends, in school, while playing sports, or at work.

Key words

prudent:
Careful or wise in handling practical matters; using judgment or common sense

PERSONAL VALUES

1.

Our personal values guide our conduct. We get our personal values in many different ways. Parents, friends, family, church, and schools often affect our personal values.

Freedom, happiness, equality, and peace, are some of the values that all Americans hold. Personal values may develop over time due to a number of different factors.

For the military professional, the greatest value is the public good. The aim of our defense forces is to ensure the security of the United States, and that may mean taking a new assignment every few years. On the personal side, individuals in the military want job satisfaction, a happy home, and an overall sense of fulfillment in life.

Figure 2.5.9

Sometimes these personal and family values conflict with the values of the profession. So, our values are sometimes at odds with each other.

PRUDENT VALUES

2.

Prudent values involve using good judgment when considering a likely course of action. These values may guide our behavior.

For example, it is prudent to stay out of trouble with the law, to maintain your physical and mental health, and to establish a savings account. Sometimes people do not think ahead and therefore are not prudent. Sometimes they let values guide their conduct, such as spending money for the latest iPhone® instead of putting money in a savings account. Owning the latest and newest iPhone® may make you popular now, however, saving for the future may provide the money you need for college.

CONVENTIONAL VALUES

3. Conventional values are generally accepted and enforced within a given social order.

They are binding upon the members of that social order. A social order might be as inclusive as a whole country or as specific as a sub-society within a larger group—such as members of a church, a high school or college community, or the United States military. Respect for older people is an example of a conventional value.

MORAL VALUES

4. While ethics are typically the basis for accepted rules of conduct in a society, as we stated earlier, ethics also have to do with the struggle between good and evil.

The ethics of a society are written or stated to help us understand how we should act. On the other hand, the term morals refers to our behavior, right or wrong; often it is simply a substitute for the word ethics, but it may cover areas of conduct or thinking not related to ethics.

Figure 2.5.10

Moral values are rooted in a comprehensive view of human life, social living, and views of the ultimate purpose and meaning of life. People, even those who spend their lives devoted to the study of moral values, do not always agree completely about the nature of moral values. However, people with strong moral values believe they are the most important values to guide their lives. Moral values provide a point of view that people use to argue for social and personal change to an ideal set of values.

The moral code of Western society is based on Greek and Roman philosophy and the Judeo-Christian ethic. The Ten Commandments and the Golden Rule are Judeo-Christian contributions. So the rules we live by today have evolved through thousands of years. Some of our rules take the form of laws, such as laws against murder and arson. Others are customs, such as standing when the national anthem is played.

Still others are moral standards, such as rules against breaking promises (also covered by ethics) or gossiping about someone (which may or may not involve ethics).

Just as our living conditions change, our rules may change. For instance, we treat people with mental illness, people with disabilities, and people who struggle with alcoholism differently today from the way we did 50 years ago. Today, we better understand the causes of their disorders and what they need. In spite of changing conditions, however, we can agree on some common principles and rules of ethics. For example, in our society, we agree it is immoral for one of us to steal the worldly goods of another.

Some people say a moral code is meaningless because people always do what they believe is in their own best interest. They go on to say that we may claim we are interested in the welfare of others, but we always put ourselves first. For example, we tend not to conserve, preserve, or recycle unless laws force us to do so or we see a financial benefit in doing so. Some people won't conserve water unless the water rates are raised. Endangered species may have to be protected by law. Yet, we should be conserving, preserving, and recycling without these incentives, so future generations derive the same benefits we do from the environment. As a society, we need to find

better solutions, ones that will meet everyone's needs. We need to internalize our moral and ethical values so completely that we do unto others automatically, without having to be urged or forced to do what is right.

Figure 2.5.11

At times we act selfishly on a personal level, despite what we may say or think we believe. When we drive our cars faster than the speed limit allows, we are breaking a rule set by society for the safety of all people on the highway.

All of us are sometimes tempted to do what is in our own interest. If we are going to live together and develop into caring people; however, we must use good judgment in making moral decisions. This requires foresight, emotional control, and empathy, the ability to identify with another person's feelings and thoughts.

RULES AND VALUES

We also use values, in addition to rules, to help us make ethical decisions. In discussing rules, we asked, "What should I do?" The questions here are "What is good? What value or ideal should I hold?"

But values can sometimes be at odds with each other, too. The people who represent us in Congress must keep this philosophy in mind every time a bill comes up for a vote. Do we spend our tax dollars on landing a spacecraft on Mars and less on social programs? Do we need more aircraft carriers to keep our oceans safe and defend our coastlines, or do we need more research on diseases such as cancer and acquired immune deficiency syndrome (AIDS)? We have only a limited supply of tax money, so we should consider putting the money where it will do the most good for everyone affected by the decision.

Take football as an example. The main goal (value) is to score enough points to win the game. In doing so, the players and coaches choose among short-yardage plays, long-yardage plays, running, passing, kicking, and other plays to score a touchdown. All of these actions are governed by rules. If the ball is advanced but the rules are broken, the team can be penalized valuable yards. Thus, if we break the rules, we may not achieve our goals.

Figure 2.5.12

Sometimes the quarterback has to change the call made in the huddle. He must adjust to a changing situation. That type of call introduces us to a third element in ethical judgments—one based on the situation.

Core Values of the U.S. Military Services

Consider how similar the core values of the nation's primary military services are, in spite of some differences in wording. Also consider how close these values are to your own beliefs, whether conscious or unconscious.

UNITED STATES ARMY CORE VALUES

Many people know what the seven terms *LOYALTY, DUTY, RESPECT, SELFLESS SERVICE, HONOR, INTEGRITY,* and *PERSONAL COURAGE* mean. Soldiers in the Army learn these values in detail during their basic training. From then on, they live them every day in everything they do—whether they're on the job or off.

Figure 2.5.13

Loyalty

Bear true faith and allegiance to the U.S. Constitution, the Army, your unit, and other Soldiers. Bearing true faith and allegiance is a matter of believing in and devoting yourself to something or someone.

Figure 2.5.14

Duty

Fulfill your obligations. Doing your duty means more than carrying out your assigned tasks. Duty means being able to accomplish tasks as part of a team.

Respect

Treat people as they should be treated. In the Soldier's Code, we pledge to "treat others with dignity and respect while expecting others to do the same." Respect is what allows us to appreciate the best in other people and ourselves.

Selfless Service

Selfless service is larger than just one person. In serving your community and country, you are doing your duty loyally without thought of recognition or gain.

Honor

Honor is a matter of carrying out, acting, and living the values of respect, duty, loyalty, selfless service, integrity, and personal courage in everything you do.

Integrity

Do what's right, legally and morally. Integrity is a quality you develop by adhering to moral principles. It requires that you do and say nothing that deceives others.

As your integrity grows, so does the trust others place in you. The more choices you make based on integrity, the more this highly prized value will affect your relationships with family and friends, and, finally, the fundamental acceptance of yourself.

Personal Courage

Face fear, danger, or adversity (physical or moral). Personal courage has long been associated with our Army. Facing moral fear or adversity may be a long, slow process of continuing forward on the right path, especially if taking those actions is not popular with others. You can build your personal courage by daily standing up for and acting upon the things that you know are honorable.

UNITED STATES AIR FORCE CORE VALUES

INTEGRITY FIRST, SERVICE BEFORE SELF, and *EXCELLENCE IN ALL WE DO.* These are the Air Force Core Values. These values exist for all members of the Air Force family—officer, enlisted, and civilian; active reserve, Air National Guard, and retired; senior, junior, and middle management; civil servants; uniformed personnel; and contractors.

Figure 2.5.15

Integrity First

As you will recall from our earlier definition, integrity is the adherence to a moral code. A character trait, integrity is the willingness to do what is right even when no one is looking. It is the moral compass—the inner voice, the voice of self-control, the basis for the trust needed in today's society. People of integrity, for example, are capable of acting on convictions, or their strong beliefs. They can control their impulses.

Service Before Self

This statement tells us that professional duties that we choose to undertake have precedence over personal desires. This core value also states that it is better to give back, whether to our school or community. To do this will make our school and community a better place.

Figure 2.5.16

Excellence In All We Do

This core value states that for any undertaking we choose, we should give it our best effort; whether you are doing your homework, playing on the school baseball team, or wearing the uniform, anything less should be unacceptable. This expression also directs us to develop a passion for continuous improvement that will propel us into a long-term, upward spiral of accomplishment and performance.

UNITED STATES NAVY AND MARINE CORPS CORE VALUES

Throughout its history, the Navy has successfully met all its challenges. America's naval service began during the American Revolution, when on October 13, 1775, the Continental Congress authorized a few small ships. From those early days, the core values of the Navy and the Marine Corps have carried on to today. They consist of the three basic principles of *HONOR, COURAGE,* and *COMMITMENT*.

Figure 2.5.17

Honor

"I will bear true faith and allegiance …." Accordingly, we will: Conduct ourselves in the highest ethical manner in all relationships with peers, superiors, and subordinates; Be honest and truthful in our dealings with each other, and with those outside the Navy; Be willing to make honest recommendations and accept those of junior personnel; Encourage new ideas and deliver the bad news, even when it is unpopular; Abide by an uncompromising code of integrity, taking responsibility for our actions and keeping our word; fulfill or exceed our legal and ethical responsibilities in our public and personal lives twenty-four hours a day. Illegal or improper behavior or even the appearance of such behavior will not be tolerated.

We are accountable for our professional and personal behavior. We will be mindful of the privilege to serve our fellow Americans.

Figure 2.5.18

Courage

"I will support and defend …." Accordingly, we will have: Courage to meet the demands of our profession and the mission when it is hazardous, demanding, or otherwise difficult; Make decisions in the best interest of the Navy and the nation, without regard to personal consequences; Meet these challenges while adhering to a higher standard of personal conduct and decency; Be loyal to our nation, ensuring the resources entrusted to us are used in an honest, careful, and efficient way.

Courage is the value that gives us the moral and mental strength to do what is right, even in the face of personal or professional adversity.

Commitment

"I will obey the orders …." Accordingly, we will: Demand respect up and down the chain of command; Care for the safety, professional, personal, and spiritual well-being of our people; Show respect toward all people without regard to race, religion, or gender; Treat each individual with human dignity; be committed to positive change and constant improvement; Exhibit the highest degree of moral character, technical excellence, quality, and competence in what we have been trained to do.

The day-to-day duty of every Navy man and woman is to work together as a team to improve the quality of our work, our people, and ourselves.

UNITED STATES COAST GUARD CORE VALUES

The core values of *HONOR, RESPECT,* and *DEVOTION TO DUTY* are deeply rooted in the Coast Guard heritage. As the Coast Guard's website states, "*They demonstrate who we are and guide our performance, conduct, and decisions every minute of every day. Because we each represent the Coast Guard to the public, we must all embrace these values in our professional undertakings as well as in our personal lives.*"

Figure 2.5.19

Honor

Integrity is our standard. We demonstrate uncompromising ethical conduct and moral behavior in all of our personal actions. We are loyal and accountable to the public trust.

Respect

We value our diverse work force. We treat each other with fairness, dignity, and compassion. We encourage individual opportunity and growth. We encourage creativity through empowerment. We work as a team.

Devotion to Duty

We are professionals, military and civilian, who seek responsibility, accept accountability, and are committed to the successful achievement of our organizational goals. We exist to serve. We serve with pride.

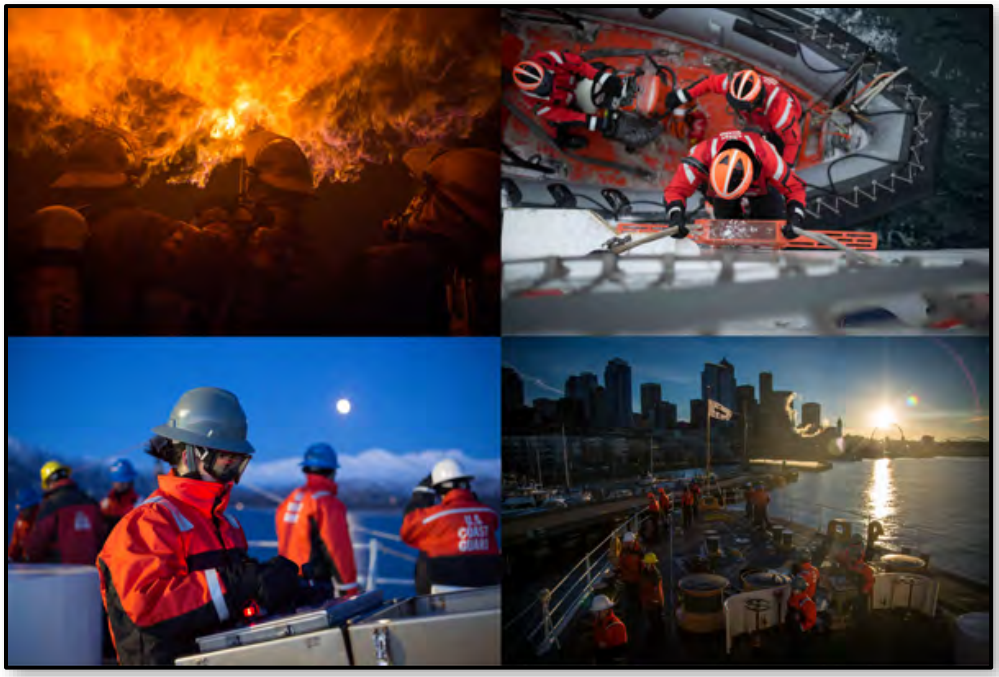


Figure 2.5.20

Conclusion

Your personal code of conduct is based largely on a code of ethics. What you believe is based on your value system. What you believe and how you act will determine the type of person you are. Making ethical and moral decisions will help you in your personal life and academic life, and ultimately lead toward your success as a leader.

Lesson Check-up

- **Describe the difference between prudent values and personal values?**
- **How do the U.S. Military Service values compare?**
- **What ethical concepts inform your personal code of ethics? How has it changed, if at all, from Unit 1? Explain.**

CHAPTER 3

Figure 3.0

TEAM BUILDING

Chapter Outline

LESSON 1: Team Member Qualities (p.128)
How can I become a responsible team member?

LESSON 2: Drill Leader Skills and Responsibilities (p.136)
What are the characteristics and expectations of a good drill leader?

LESSON 3: Taking Charge: Leadership Responsibilities (p.142)
How do you apply the steps of leadership transition as you take on the basic responsibilities of team leader and squad leader?

Team Member Qualities

Key words

- **constructive criticism**
- **cooperate**
- **cultivate**
- **self-reliance**

What You Will Learn to Do

Assess your personal qualities as a team member

Linked Core Abilities

- Take responsibility for your actions and choices

Learning Objectives

- **Describe** the characteristics of individual responsibility, followership, and teamwork
- **Describe** the responsibilities of a team leader and the leadership factors that affect teamwork
- **Describe** the three stages of team building
- **Define** key words: constructive criticism, cooperate, cultivate, self-reliance

Essential Question

How can I become a responsible team member?

Introduction

This lesson covers several fundamental leadership concepts: individual responsibility to you and others on a team, the benefits of self-reliance, the traits of good followership, the stages of team building, and the importance of a team and teamwork. All of these concepts are part of becoming a leader and all are equally important to the successful completion of a mission.

Individual Responsibility

Do you believe you are a good follower or team member? Being a good follower is one of the first steps to becoming a good leader. To be successful at both, you must know your individual responsibilities and then **cultivate** your **self-reliance** and self-image. Knowing how to apply the traits of followership and the role that you play in a team, will be more rewarding and challenging. You will have many opportunities throughout JROTC to develop your leadership skills and abilities, be a follower and a team member, and lead a team, squad, and higher.

Figure 3.1.1

Your individual responsibilities include respecting yourself, being honest with yourself, and developing confidence and a winning attitude. By respecting yourself, you will know how to respect others. Treating others as you want to be treated is an important quality to good human relations.

If you always strive to do your best, you will become a better follower and a better leader.

A part of being honest with yourself and treating others as you wish to be treated is learning to accept criticism. Accepting criticism is not easy to do, but receiving **constructive criticism** can help you to improve yourself. As you continue to develop your desirable personality traits and leadership skills and abilities, you will become more confident of yourself and of your ideas.

Key words

cultivate:
To nourish and grow

self-reliance:
Being able to depend upon your own efforts and abilities

constructive criticism:
Provide critique; advice meant to improve or promote further development

Additionally, by showing respect, honesty, fairness, and responsibility to others, you are being a good follower and a good leader. Make these qualities, and the ones discussed above, a part of your own personal leadership style. When you do, the changes you see in others will be a reflection of the changes in you.

Self-Reliance

Figure 3.1.2

Self-reliance means being able to depend upon your own efforts and abilities; it is also having confidence in and exercising your own powers of judgment. To improve your self-reliance, you must be honest in acknowledging areas where you need change.

When you are a member of a team and you are self-reliant, your entire team benefits. By doing your part of a task to the best of your abilities (the leadership trait of dependability), your team members do not have to pick up the slack. Then, if every member of the team does their part, the team is more apt to finish its task on schedule and to meet or exceed the expected standards.

Self-reliance can also benefit you. When you can rely upon yourself to do something, it gives you a feeling of pride. Self-reliance demonstrates your competence and commitment to other team members. Your team members will be confident that you are committed and, as a result of your actions, you can instill confidence in them.

Followership

Followership is knowing how to act as a member of a team. Good followership is essential to good team performance. There are certain qualities or traits of followership that all team members must display to ensure their team is capable of accomplishing its missions. They include competence, dedication, professionalism, and self-discipline.

By using a common sense approach and taking only the actions that are appropriate and necessary for each situation, the team and all its members will be able to successfully accomplish any assigned task.

The Team and Teamwork

Similar to all leaders, team leaders have responsibilities to their subordinates and to their superiors. Striving to keep their team productive is one of the team leader's most important goals. A team that can work well together, as shown in *Figure 3.1.3*, can effectively accomplish its assigned missions.

Figure 3.1.3

Leading the Team

Leaders at all levels of the Chain of Command must set the example for their subordinates to follow. Team members need and expect from their leaders guidance, trust, loyalty, respect, and understanding. To accomplish this, the team leader must:

- *Be a decisive leader.* Make accurate and timely decisions to prevent subordinates from wasting their time waiting for instructions, making the decisions themselves, or losing their respect in the unit's leadership.
- *Be an appreciative leader.* Respect and value the ideas, positive work efforts, skills, and abilities of subordinates. Reward and/or recognize them appropriately.
- *Develop initiative in subordinates.* Give them responsibilities that are commensurate with their skills and abilities.
- *Be a caring, sensitive, and compassionate leader.* Sensitive leaders are not weak, nor do they back down. They listen well. They avoid rejecting ideas and work toward compromise. Caring and compassionate leaders sympathize with the problems of their team members and they help to solve them.
- *Communicate effectively with subordinates.* Make all communications (written and oral) clear and concise. Do not expect them to read your mind. This leads to frustration and disappointment, and the assigned task may not be completed to standards.

How Effective Leadership Affects the Team

Two of the most important results that can come from effective leadership are the successful completion of a task and a sense of pride for a job well done. To obtain these results, team leaders must motivate their team members to produce high quality work—for starters, this means that assigned tasks are completed to the supervisor's satisfaction and on time.

Team leaders can be effective, responsible leaders by:

- *Applying as many of the leadership traits as possible*. Leaders who possess many positive leadership traits can, by their actions, create an environment where team members work harder, accomplish more, enjoy the task, and act as a cohesive unit.
- *Pitching in and getting their hands dirty.* The team will realize you are there to help them.
- *Listening to, understanding, and supporting their teammates.* Although team members realize that leaders have responsibilities to their Chain of Command, they also want assurances that their immediate supervisor is there to support them and not to take advantage of them. If subordinates know that personal gain and recognition are not their leader's goal, but that doing the job is, they will show the degree of respect and trust that produces high quality work.

Importance of Teamwork

Teamwork is the effort of a group to complete a task or mission. Successful teamwork requires each team member to **cooperate** with other members of the group to complete the effort as directed.

Learning about teamwork is an important part of JROTC. It is a team spirit where all members work together to achieve the same goals. It is a willingness to give other team members a friendly push when they need it or a pat on the back when they deserve it. In teamwork, each member of the team expects the same degree of effort from the other. Then, when one teammate does it right, the whole team wins. And when cooperation coexists with teamwork, the mission moves more quickly.

If a situation should ever arise where someone calls upon you to complete a job, task, or mission that is too complex for you to do alone, teamwork usually provides the answer. In teamwork, a group of people or fellow Cadets are there to help you complete it. As you will soon discover in the case studies, distributing food to the needy can be a huge mission. However, with good leadership and effective teamwork, the task can be accomplished. Find out if that is what actually happened.

Teamwork also gives you the opportunity to interact with other Cadets. In most organizations that you will encounter, the members of a team or group will probably come from different backgrounds and will have different interests. But, by working together as a cohesive unit, every-one tries harder to get

Figure 3.1.4

Key words

cooperate:
To work together towards a common goal

along with each other in a productive and professional manner. By working cooperatively with your teammates, you can improve your individual leadership, followership, and communication skills and abilities.

Another very important aspect of teamwork is that it builds friendships and fosters esprit de corps, or feelings of unity and pride for the team. When people feel united, everyone works together to complete the mission.

Your Role in Teamwork

A chain is only as strong as its weakest link. The links in the chain are you and your teammates. Without you and your team members, the chain would break. In much the same way, your role (and the roles of everyone else) keeps the team strong.

Your main role in teamwork is that of being a good follower. As you learned in the section on followership, even leaders have responsibilities to someone and that makes them followers, too. A good follower takes instruction and authority well.

If you cannot or do not take the responsibility to do your part of a task, you may fail in your endeavor to complete it. If a team cannot or does not work together as a cohesive, cooperative unit, it may fail. However, if every member of a team used their beliefs, knowledge, and actions, and did their part as a follower or as a leader, most likely the team would accomplish its task and successfully complete its mission. Individual responsibility, self-reliance, followership, and teamwork are all important measurements of success.

Stages in Team Building

To make your team more effective, you also need to be aware of the stages of team building. The military model identifies these as: formation, enrichment, and sustainment stages. Teams do not come together by accident. Leaders must guide them through three developmental stages. Teams develop differently and the boundaries between stages are not hard and fast.

FORMATION STAGE

Cadets often do not have an opportunity to select team members. Cadets in leadership positions have the responsibility to ensure the team forms into a high performing unit. Teams work best when new members quickly feel as part of the team. The two critical steps of the formation stage are reception and orientation. Reception is the leader's welcome to new members of the team. It should include a personal introduction. Orientation begins with meeting other team members, learning the layout and schedule of the team and activities, and generally getting to know the environment.

Figure 3.1.5

Leaders have an instrumental role in how a team works together, beginning with team formation. Leaders provide direction and reinforce the norms for how team members relate to one another and the standards of performance. Relational skills include everything from perceptiveness of each other's strengths, habits, and limits to tendencies in communicating and helping each other. The people skills internal to a team are important for how well the team performs technical skills. During team formation, leaders assess skills and expertise present on the team and determine procedures for optimal coordination.

ENRICHMENT STAGE

New team members gradually move from questioning everything to trusting themselves, their peers, and their leaders. Team members who trust each other are more willing to resolve differences of opinion and fact. Having trust in leaders allows members to suspend any doubts, to concentrate on duties and mission accomplishment. Team members learn to trust when they are heard, observe actions related to their concerns, see clear lines of authority, and enforce standards.

Figure 3.1.6

Leaders should understand signs of distrust during team building. Indicators of distrust include persistent defense of one's opinion, avoidance of conflict, ignoring the importance of team membership and goals, and suspicion about the motivation of others. Leaders can improve trust and build morale by getting to know team members, communicating truthfully with them, treating them fairly, and recognizing good work and teamwork.

Training occurs during all three stages of team building, but is particularly important during enrichment. Training takes a group of individuals and molds them into a team while preparing them to accomplish goals. The team builds collective proficiency during this stage.

SUSTAINMENT STAGE

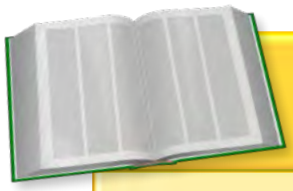
Figure 3.1.7

During this stage, members identify with "their team." They own it, have pride in it, and want the team to succeed. At this stage, team members will do what is necessary without direction. Cohesion characterizes this stage of team building.

Cohesion is a bond of relationships and motivational factors that make a team want to stay and work together. A cohesive team puts aside any interfering differences and chooses to work together. Every new mission gives the leader a chance to strengthen the bonds and challenge the team to reach new levels of accomplishment and confidence. The team's attitude about its capabilities elevates motivation and the desire to meet new challenges.

Teams can have ups and downs in the sustainment stage. Effective team leaders will watch for signs of complacency and intervene when it occurs by reinforcing good interaction practices and holding the team to standard. Changes for which the team is not prepared can be another challenge for the team leader. Shared experiences and regular training help teams address unexpected changes in situations.

Key responsibilities of the team leaders in all stages of team building and teamwork include trust, cooperation, task commitment, accountability, and the work to be completed. When any of these erodes—trust is broken, conflict arises, commitments are disregarded, members are not accountable, or work goes undone—the leader must step in and get the team back on track.



Content Enhancement:

MOVING THROUGH THE STAGES

Each group moves at its own speed through each of these stages. The more experienced in interpersonal skills each team member is, the easier it is to move to the sustainment stage. You cannot, however, be efficient in this process by directing the team members to jump from the formation stage to the sustainment stage. There are, however, interventions that the leader may use to help the group progress through these stages.

Conclusion

In this lesson, you covered the fundamental leadership concepts of individual responsibility to yourself and to others on a team, the traits of good followership, the importance of a team and teamwork, and the stages of team building. All of these concepts are part of becoming a leader and all are equally important to the successful completion of a mission.

Lesson Check-up

- **Why must good leaders also be good followers?**
- **What are the three stages of team building?**
- **Consider your last team project. How would you characterize your team leader, and how would you have done anything differently?**

Drill Leader Skills and Responsibilities

What You Will Learn to Do

Demonstrate the skills and responsibilities of a good drill leader

Linked Core Abilities

- Take responsibility for your actions and choices

Learning Objectives

- **Describe** the preparation a drill leader takes before a drill
- **Identify** five attributes of a capable drill leader
- **Identify** the types of drill commands
- **Define** key words: command of execution, command voice, preparation, procedure

Key words

- **command of execution**
- **command voice**
- **preparation**
- **procedure**

Essential Question

What are the characteristics and expectations of a good drill leader?

Introduction

This lesson introduces you to how leaders use their leadership skills to prepare themselves for taking charge during drill, as well as the roles of leaders and followers in drill. It also prepares you for the practical application of drill by explaining the responsibilities of a small unit (team or squad) drill leader.

One of the fundamental purposes of Leadership Lab is to reinforce and let you practice the leadership style and skills you are trying to develop. In Leadership Lab, you have the opportunity to demonstrate attributes of leadership, concepts of teamwork, pride in your unit, and Chain of Command.

Figure 3.2.1

Responsibilities of a Follower

The role you play, and your responsibilities as a follower in drill, are of great importance to the unit. Through your obedience to unit leaders, appearance, and willingness to contribute to the unit's mission, you display the team spirit of a follower. In doing so, you contribute to the unit's success.

As a follower, you must uphold the basic values, which include loyalty to your unit, personal responsibility, and selfless service. It is your duty to complete your job to the best of your ability, and simultaneously, put the needs and goals of the unit before your own.

Responsibilities of a Leader

Figure 3.2.2

In your role as a leader, your responsibilities include setting a good example, knowing your job, and being concerned about the welfare of your followers. Further, you must show your obedience to your leaders, and at the same time, demonstrate the conformity of a follower. Finally, you must show your ability and willingness to contribute to the success of your unit's missions.

Learning to Lead

In order for leaders to command respect and obedience from their subordinates, they must be prepared to lead and be ready for any situation. Their attitude and appearance must set a good example for others to follow.

Taking charge is not as easy as it sounds. It is not just having a neat and correct appearance, knowing drill commands, or using proper **command voice**; it is being a good follower, a good leader, and knowing how and when to use proven leadership techniques, such as the attributes and competencies of leadership.

Figure 3.2.3

Drill leaders are also instructors. That's why they must know how to teach drill movements to their subordinates and provide remediation. If you become a drill leader, one of the most commonly accepted ways to teach and remediate drill is from a position centered in front of your team. From this position, you can:

- Explain and demonstrate each new drill movement before your team members practice it. Then, have team members execute it. Ensure the movement is understood and performed correctly by each subordinate before trying another movement. Drill periods are short, so make the most of available time.
- Observe members carefully to ensure everyone executes the movement correctly.

Key words

command voice:
A properly given command said in a tone that is understood by everyone

- Make on-the-spot corrections as necessary. Be prepared to give individual instruction to those personnel who need it. You must know exactly what a subordinate does wrong and be able to demonstrate it the correct way.

Be prepared to use discipline, as necessary. Junior leaders often find this difficult because the people they discipline are their peers and friends. Do not give discipline for any other reason than to improve the unit. Leaders do not have to feel wrong about enforcing discipline; it should not be personal, but purely professional. Never discipline someone in front of others. Instead, take that person someplace private to discuss and correct the behavior.

Read the following story and see if you can personally identify with any of the mistakes that Mark made after he took charge of a squad as its new drill leader.

Mark's Story

Content Enhancement:

MARK'S STORY

Mark usually arrives late to his JROTC class. As he joins the formation, he always greets several of his buddies. He hardly ever has a straight gigline or a pressed uniform, his hair is usually uncombed, and his shoes unpolished. Day after day, he goes through the process of trying to call his squad to attention. They barely listen to him, continuing to talk and laugh.

He finally gets their attention and begins drilling them. During the drill, he consistently gives a few wrong commands and makes several timing errors, but his squad members usually execute the drills correctly anyway. Seeing them get ahead of him frustrates Mark, but by that time, the class is over and he does nothing about it.

One day, Mark finally asks a senior Cadet, "Why is my squad so hard to keep in line? I can't get them to shape up. I don't get angry, I ask them nicely, and I still can't get any discipline or respect."

The senior Cadet replies, "I don't think they see you as a leader. You give them the wrong commands, don't execute correct timing or cadence, and your appearance, well, needs work. Learn the drills and look like a leader. You can't inspire respect if you don't have any for yourself. By the way, when was the last time you polished those shoes?"

In the next few weeks, Mark's leadership skills and appearance improve. Soon, the squad sees a difference—Mark is becoming a better leader. He knows the drills, looks the part of a leader, and does not tolerate any slacking off once the class period begins.

Figure 3.2.4

Key words

procedure:
A series of steps followed in a regular, definite order

preparation:
The act or process of making something ready for use or service

command of execution:
A part of a drill command that tells when the movement is to be carried out

The mistakes Mark made as a drill leader include having a poor appearance, not knowing the drills or using the proper command voice, and not being able to discipline his friends. Instead of immediately taking the initiative of a leader or setting the proper examples, he waited until the squad got out of control. Then, he had to make changes. Being a consistent leader may appear difficult, but it will make your job easier. How does **procedure** and **preparation** play a role in Mark's situation?

Commands

An example of a basic procedure for drill leaders is a command. A drill command is an oral order of a leader. The precision with which personnel execute a movement is affected by the manner in which the commander or leader gives the command. Most drills have two parts: the preparatory command and the **command of execution**. Neither part is a command by itself.

The preparatory command states the movement that the leader wants subordinates to perform and it mentally prepares them for its execution. The command of execution signals subordinates when to execute the movement. For example, in the command "Forward, MARCH," "Forward" is the preparatory command and "MARCH" is the command of execution. (Note: The command "Ready, Aim, FIRE" is an example of a two-part command that contains two preparatory commands.) Mastering the commands for drill is part of the skills and responsibilities of a drill leader.

Drill Preparation

Figure 3.2.5

As previously mentioned, preparation is also a key responsibility of a drill leader. In preparing for drill, leaders need to consider the following factors:

- Their own proficiency at drill
- Training and experience of the Cadets they will be teaching
- Level of team cohesion
- Level of Cadet confidence

- Special needs of Cadets (illness, injury, out of shape, poor coordination, etc.)
- Safety and risk assessment (It is not uncommon for Cadets to pass out during drill. Heat, humidity, hunger, thirst, dehydration, and standing too long without moving must be considered.)
- Resources required (Drill space, time allotted, demonstrator, water, etc.)
- Specific drill to be taught and method of instruction (TC 3-21.5, your AI or SAI has this resource)
- Incentives or rewards for outstanding performance
- Authentic assessment of new skills

These are the main considerations in preparing for leading drill. Study them carefully and make sure you consider these factors in order to improve the success of your drill session.

Conclusion

When leaders know their responsibilities and prepare for drill, they discover that being a drill leader is easier. Remember, followers respect and obey leaders if they see them as competent. As you consider your skills and responsibilities keep in mind the following leadership attributes and fundamentals:

- Consistency
- Sincerity - show respect and care about the well-being of your subordinates
- Patience and spirit
- Military bearing and neatness
- Providing an example for followers
- Providing feedback when mistakes are noted
- Fairness and good judgment when applying discipline

The above list is not all inclusive. In subsequent years this list will expand as your understanding of leadership continues to grow and develop. For now, remember that when leaders know and apply drill commands and leadership techniques properly, their confidence and motivation builds the confidence and motivation of their followers.

Lesson Check-up

- **Explain how leaders can command respect and obedience from their subordinates.**
- **Describe how appearance and attitude impact leadership.**

Taking Charge: Leadership Responsibilities

Key words

- **implement**
- **observe**
- **plan**

What You Will Learn to Do

Illustrate the duties of a team leader or squad leader

Linked Core Abilities

- Take responsibility for your actions and choices

Learning Objectives

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

Essential Question

How do you apply the steps of leadership as you take on the basic responsibilities of team leader and squad leader?

Introduction

This lesson will help you to develop a leadership style by describing the basic responsibilities of team leaders and squad leaders. By applying the attributes of leadership—character, presence, and intellect—to your responsibilities to lead, develop, and achieve, you will be able to obtain the best possible results from your team.

Learning How to Lead

When you take charge of a unit, you begin the difficult task of leading people. There are certain techniques and steps that will help you adjust to your new assignment. Since first impressions are usually lasting ones, these steps will help you make a better first impression. Regardless of the level of development of your followers, especially in drill, your actions and behavior must be consistent with appropriate leader behavior.

After all, your actions and behavior are the main factors that will determine the morale of your team members and the degree to which they are willing to work as a team to accomplish your goals. Taking charge of a group and turning them into a synchronized drill unit is no easy task.

To guide you in assuming any new leadership position and in building a cohesive team, follow the four steps leaders use to ensure a smooth and successful beginning. They are:

- **Observe**/Assess
- **Plan**
- **Implement**
- Follow-up/Evaluate

Figure 3.3.1

Key words

observe:
To carefully watch, perceive, or notice someone or something

plan:
To propose a set of activities to accomplish an objective or goal

implement:
To carry out or accomplish a plan

When you observe you do more than just watch, you listen as well. You listen for what is said and what is not said. You also note what might be missing as well as what you see. As you observe, you think. Consider options and opportunities your team may need to become the best team possible. Finally, you assess and make judgements about everything you observe.

Next you plan. Try not to take immediate actions while observing. Determine the steps you need to take to make your transition into the new leadership role as smooth as possible.

Implementing is the next step. As you execute your plan, remember that you may need to make adjustments during implementation. Sometimes what you plan in your mind and on paper does not occur exactly as you thought it would.

Finally, you follow-up on the implemented plan and evaluate its success. This includes looking at the results of your implementation as well as talking with others about their perceptions of the success. Talk to your peers, your followers, and your leaders to find out what they think of your actions.

Knowing Your Responsibilities as a Leader

An effective organization is essential for mission accomplishment. A prerequisite for a unit to function with maximum efficiency is that individuals within the unit effectively function together. The solution is to develop and maintain teamwork, which is a product of one's duties, responsibilities, and authority, as well as one's relationships with peers, supervisors, and followers.

To achieve effective teamwork, leaders need a complete understanding of their duties and responsibilities.

Figure 3.3.2

Content Enhancement:

GEORGE AND MICHELLE'S STORY

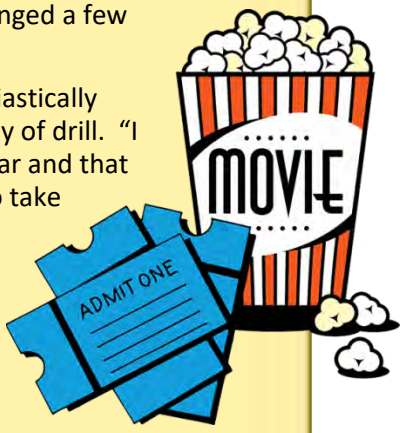
In the middle of the school year, George moved out of town. The Senior Army Instructor (SAI) gave his platoon leader's position to Michelle, the platoon sergeant. Michelle felt confident that she could handle the position because she had done very well as platoon sergeant. Although she knew what was required of a platoon leader, she was nervous about taking George's place because everyone in the platoon liked him very much.

As platoon sergeant, Michelle had closely observed how George led the platoon. One of the reasons for his popularity was that he would personally correct a squad or an individual if a drill movement was not performed well. The platoon members considered George to be a very good coach because he made them feel special to receive his attention. He had been an excellent squad leader, and he missed the direct contact with the other Cadets.

However, Michelle knew that George's relationship with the platoon often caused resentment with the squad leaders, who interpreted George's actions as indications that they were not doing—or could not do—their jobs. Therefore, the squad leaders did not like his interference. They knew what they were responsible for and how to do it—if given the chance. Michelle often had to smooth things out between George and the squad leaders. She would explain to the squad leaders that his actions were not meant as criticism while suggesting to George that he should let the squad leaders do their jobs and stop stepping on their toes.

From her observations, Michelle decided to make a plan to change the situation when she became platoon leader. After all, every leader has an individual style and she wanted more harmony within the platoon.

She would use her Chain of Command more than George had, and would let the squad leaders correct any problems she saw in platoon drill. But, she also wanted the Cadets to work as hard for her as they did for George. After some thinking, she came up with a great idea. Her father managed one of the local movie theaters and she worked for him on the weekends. What if she exchanged a few hours of work for discounted tickets and food?



After discussing her plan with the squad leaders, who enthusiastically approved it, Michelle told the platoon her idea on her first day of drill. "I realize that it's hard switching leaders in the middle of the year and that we're all going to miss George, but I'm going to do my best to take over where he left off. One area where I believe we can still improve is squad drill. So, I've decided to hold a contest to reward the squad that consistently performs the best each month. Each member of that squad will receive one discounted movie pass and reduced prices on food at the Park Six Cinema. Our SAI, the platoon sergeant, and I will be the judges. Now let's get down to practice."

After just one month, Michelle was pleased to see that her transition to platoon leader had been successful. She did not have as many problems with the squad leaders as George had, and the new platoon sergeant confirmed that they were happier with her style of not interfering. The JROTC instructors even thought that the squads performed a little better as a result of the contest and her leadership.

Figure 3.3.3

Described in the following sections are the responsibilities for team leaders and squad leaders. At some point during your JROTC experience, instructors will assign you to one or more of these positions. While specific duties in your Cadet battalion may be different from the responsibilities and duties outlined here, these illustrate a guideline of expectations from your immediate Chain of Command.

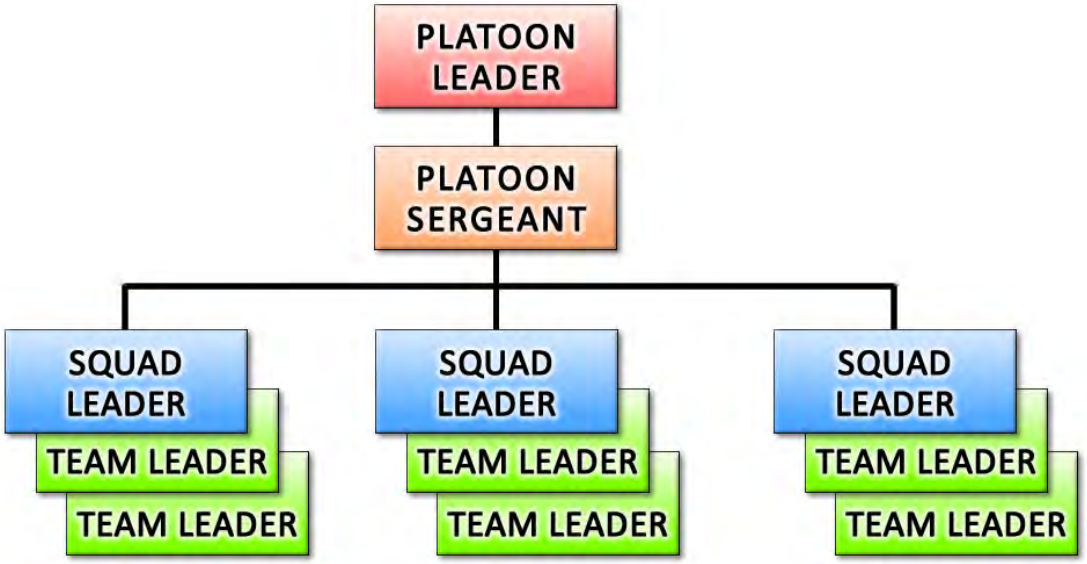


Figure 3.3.4

Responsibilities for Any Leader, Especially Team Leaders

Key responsibilities of any leader include trust, cooperation, task commitment, accountability, and the work to be complete. When any of these erodes, trust is broken, conflict arises, commitments are disregarded, members are not accountable, or work goes undone—the leader must step in and get the team back on track.

All leaders in any team, whether a squad, platoon, or company must assume the following responsibilities:

- Set the example at all times. All leaders are role models for their followers.
- Know the number, names, and personal information on all assigned personnel.
- Assist followers with matters related to JROTC activities (when possible) and refer them to the next leadership level for assistance if they are unable to handle/resolve an issue.
- Be thoroughly familiar with individual drill, their unit's drill requirements and the next level's drill requirement in the event they would have to substitute in their leader's position.
- Inspect the unit members during all formations and class assemblies to ensure the unit members know what is required of them.

Team leaders are the first in the Chain of Command. There are generally two team leaders to a squad, referred to as *Team Leader A* and *Team Leader B*. Both team leaders are responsible for the formation, appearance, and training of their team members. *Team Leader A* must also be ready to assume control of the squad in the absence of the squad leader. They assist their squad leaders as directed.

Additional Responsibilities of Squad Leaders

Squad leaders are responsible to their platoon leader and platoon sergeant for the formation of the squad as well as the appearance, conduct, training, and discipline of their squad members. They ensure that each squad member is properly trained and does what is expected. The squad leader also reports on the presence and absences of squad members during organized activities. Most importantly, squad leaders must work to develop responsibility and leadership in their team leaders.

Conclusion

In order for a platoon to function effectively and efficiently, team members, team leaders, and squad leaders must:

- Clearly understand their duties and responsibilities.
- Know exactly what is expected of them.

Only when those things occur to the extent that leaders and squad members are comfortable, can teamwork, productivity, and mission accomplishment take place. At that point, the energy of everyone in the squad is now available for work.

Keep in mind, that followers will always observe the actions and behavior of their leaders very closely. Therefore, successful leaders must be able to put that energy to work to build cohesive teams, establish high levels of morale, and create a climate where followers are willing to accomplish missions. Plus, when taking charge of a unit, successful leaders must know how to make a lasting impression—they must observe, plan, implement, and follow up.

Lesson Check-up

- **Describe the responsibilities of a squad leader.**
- **How can you encourage your squad to be their best?**

CHAPTER 4

Figure 4.0

FIRST AID

FIRST AID KIT

Chapter Outline

LESSON 1: First Aid Emergencies (p.150)
How can you determine the need for first aid in an emergency?

LESSON 2: First Aid for Common Injuries (p.158)
How can you help someone with a common injury?

LESSON 3: Severe Emergencies (p.168)
How can you respond to severe emergencies?

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First Aid Emergencies

Key words

- conscious
- contaminated
- first aid
- fracture
- Good Samaritan laws
- immobilize
- paralysis
- persistent
- shock
- universal precautions

What You Will Learn to Do

Assess first aid emergencies

Linked Core Abilities

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

Learning Objectives

- **Identify** ways to prepare for an emergency situation
- **Describe** universal precautions
- **Explain** the four emergency guidelines
- **Explain** the sequence for evaluating an injured person

Essential Question

How can you determine the need for first aid in an emergency?

Learning Objectives (cont'd)

- **Define** key words: conscious, contaminated, first aid, fracture, Good Samaritan laws, immobilize, paralysis, persistent, shock, universal precautions

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Introduction

Accidents happen. Whether a rollerblading friend falls and breaks an arm, or a younger brother cuts his foot on broken glass, someone will have to help the injured until they can get to a doctor. That someone can be you, if you acquire basic **first aid** knowledge. First aid may mean the difference between life and death, permanent and temporary disability, or long- and short-term recovery for an accident victim. By learning basic first aid, you will know what to do, and what not to do, in different situations.

Key words

first aid:
Immediate care given to a victim of injury or sudden illness before professional medical help arrives

What is First Aid?

First aid is the immediate care given to an injured or ill individual to keep him or her alive or stop further damage until qualified medical treatment can be administered. First aid ranges from caring for people with relatively minor wounds to helping those with life-threatening injuries. First aid includes dealing with the situation, the person, and the injury, as well as encouraging the victim and showing a willingness to help.

Preparing for Emergencies

Emergencies can happen anywhere, at any time, and without warning. One of the most important things you can do to prepare for an emergency is to learn basic first aid skills. If your community does not have 9-1-1 service for emergency phone calls, keep police, fire, and ambulance

phone numbers handy. Keep the list near all landline phones or entered into the contact lists for cell phones.

All family members should know where family health records are kept. If a family member has drug allergies, for example, that information may be needed during an emergency. You can enter them into a cell phone's text message inbox as a note, or in some other easily reachable note.

Figure 4.1.1

Keep first aid supplies at home and in the car, and know how to use them. You can assemble your own first aid kit or buy a packaged kit. If a family member has a medical condition, specific medicines or directions may need to be added to the kit.

Content Highlight:

FIRST AID SUPPLIES

Keeping a first aid kit in your home will help your family be prepared for emergencies. *What supplies might you add to this kit?*

- **Instruments**: tweezers, scissors
- **Equipment**: thermometer, cotton swabs, blanket, cold pack
- **Medications**: antiseptic ointment, sterile eyewash, activated charcoal (poisoning treatment), hydrogen peroxide, aspirin
- **Dressings**: gauze pads, adhesive tape, adhesive bandages
- **Miscellaneous**: small flashlight, tissues, hand sanitizers, disposable gloves, face mask

Key words

universal precautions: Actions taken to prevent the spread of disease

contaminated: Contains something harmful

Universal Precautions

Universal precautions are actions taken to prevent the spread of disease by treating blood and other bodily fluids as if they were **contaminated**. For example, universal precautions include wearing protective gloves when treating a victim. Blood borne diseases, such as hepatitis and HIV, are spread when infected blood enters the body—perhaps through a small cut or scrape you didn't even notice.

For this reason, it is important to protect yourself when giving first aid. Many first aid kits contain gloves. When possible, put on gloves before you assist someone who is bleeding. In addition, always wash your hands thoroughly after giving first aid.

Other universal precautions include using a facemask or shield when giving first aid for breathing emergencies. This ensures you will not exchange contaminated saliva with the injured person. Also, it protects the person you are helping from cuts or injuries you may have. Cover any open wounds on your body with sterile dressings.

Figure 4.1.2

Guidelines for Emergencies

Every emergency situation is unique. However, there are four steps to take for most emergencies.

- Recognize the signs of an emergency
- Remove immediate dangers
- Gather information and take action
- Call for help if needed

RECOGNIZE THE SIGNS OF AN EMERGENCY

Your senses of hearing, sight, and smell will alert you to most emergencies. Be alert and aware. Look around your immediate surroundings to see if there are any dangers to either you or the injured person. Listen closely if you hear people calling out. Are they in trouble? Be aware of sudden loud or unusual noises, such as shattering glass or explosions.

Sometimes the first sign of an emergency is an odor, such as the smell of smoke. Be especially aware of any strong smell that makes your eyes sting, causes you to cough, or makes breathing difficult. These sensations can signal a chemical spill or toxic gas release.

Figure 4.1.3

REMOVE IMMEDIATE DANGERS

In any event, before you decide to take action, make sure the emergency scene is safe for you, the victim, and anyone nearby who may be watching out of curiosity. Move the injured person only in case of immediate danger, such as a fire or oncoming traffic.

Your first responsibility is to protect your own safety. Never put your own life in danger to help someone else. Be sure to consider your own strengths and limitations. For example, unless you are trained as a rescue swimmer or lifeguard, don't dive into a lake to rescue

someone who is drowning. Instead, throw the person a life preserver or some other object that floats. A drowning person's first reaction will be to grab you, putting you at risk for drowning.

You should not hesitate to help others because you are afraid of doning something wrong. Almost all states have **Good Samaritan laws**, which protect rescuers from legal action when they act responsibly.

GATHER INFORMATION AND TAKE ACTION

In any accident or emergency, you should determine the seriousness of injuries. You may or may not be able to perform the procedures to help the injured person—but you will be able to call for help. When you make the call for help, you will have enough information to describe the condition of the injured person. While traveling to the scene, emergency medical teams will know what to expect because of your assistance.

Seven Life-Saving Steps

The following steps list the order in which you should check the injured person.

1. *Check to see if the victim is* **conscious**.

   Ask in a loud but calm voice, "Are you okay?" Gently shake or tap the victim on the shoulder. Watch for a response. If the victim is awake and appears to be choking, first aid involves clearing the person's airway.

Figure 4.1.4

   If the victim does not respond, go to Step 2. If the person is not conscious, do not leave, unless you are also in danger. Ask someone to go for help. Check for any medical identification, such as a bracelet, or card. The identification will tell you if the person has any medical problems or allergies to medicines.

   If the victim is conscious, ask where he or she feels different than usual or where it hurts. Go to Step 3.

2. *Check for breathing and heartbeat.*

   Look for rise and fall of the victim's chest. Listen for breathing by placing your ear about one inch from the victim's mouth and nose. Feel for breathing by placing your hand or cheek about one inch from the victim's mouth and nose. Check for a pulse on the victim's neck.

   First aid for non-breathing victims with a pulse: Restore breathing.

   First aid for victims with no pulse: CPR – cardio pulmonary resuscitation.

Key words

Good Samaritan laws: Laws to protect volunteers from lawsuits if medical complications arise after they have administered first aid

conscious: Awake; aware of what is going on

3. *Check for bleeding.*
   Look for spurts of blood and blood-soaked clothing. Look for entry and exit wounds.

   First aid for bleeding victims: Stop the bleeding.

4. *Check for signs of* **shock**.
   Shock is a serious condition that can be caused by heatstroke, blood loss, an allergic reaction, severe infection, poisoning, severe burns, or other causes. When a person is in shock, his or her organs aren't getting enough blood or oxygen. If untreated, this can lead to permanent organ damage or even death.

Figure 4.1.5

   The signs of shock include: sweaty, but cool skin; paleness; enlarged pupils; rapid breathing; rapid pulse; weakness or fatigue; dizziness or fainting; vomiting or nausea; changes in mental status, such as agitation or nervousness.

   First aid for shock: Call for help immediately. Don't move the person; don't give the person food or water.

5. *Check for fractures.*
   Ask the injured person where it hurts and if he or she can move. Check the location of the pain. There may be bruising or swelling if there is a **fracture**. In some cases, a broken arm or leg might look deformed.

Figure 4.1.6

   First aid for fractures: Don't move the person. Attempt to **immobilize** *the injured area.*

   If the injured person cannot move, check for a neck or back injury. Neck or back injuries can cause **paralysis** and numbness in the arms or legs. Moving someone with a neck or back injury can cause permanent damage.

   First aid for neck or back injuries: Tell the victim not to move. Call for emergency help.

Key words

shock:
A serious condition in which a person's organs aren't getting enough blood or oxygen

fracture:
Broken

immobilize:
To keep from moving; stay still

paralysis:
Unable to move

6. *Check for burns.*
   Determine the seriousness of the burn. Burns are described as first-degree, second-degree, or third-degree.

   First aid for burns: Evaluate the burn and treat it based on the degree of the burn.

7. *Check for head injury.*
   Some possible signs of serious head injury are: pupils of eyes are unequal in size, slurred speech, confusion or sleepiness, loss of memory or consciousness, headache, dizziness, vomiting, paralysis, twitching, or fluid drainage from ear(s), nose, or mouth, or wounds to the head or face.

   First aid for head injuries: Keep the person still. Check for changes in breathing and alertness. Call for help.

CALL FOR HELP IF NEEDED

As you learn more about first aid, you'll become more knowledgeable about how to respond to different injuries. You may even decide to take first aid certification training. This training involves first aid demonstrations and hands-on experience with medical models of victims.

Figure 4.1.7

You'll learn how to treat common minor injuries in the next lesson. However, if you are faced with helping someone who is seriously injured, you'll need to call for help. Call for an ambulance if the victim:

- Is or becomes unconscious
- Has trouble breathing
- Has **persistent** chest pain or pressure
- Is bleeding severely
- Has persistent pain or pressure in the abdomen
- Is vomiting
- Has seizures, slurred speech, or persistent severe headache
- Appears to have been poisoned
- Has injuries to the head, neck, or back
- Has possible broken bones

Calling for help can save someone's life. If you are not sure about the seriousness of the injury, call anyway. The emergency operator you talk with will determine if the injured person needs an ambulance or should get a ride to an urgent care clinic.

In most communities, you can dial 911 for help in any type of emergency. If your community does not have 911 services, dial your local police or sheriff for medical emergencies, or dial 0 for the operator, for assistance.

Key words

persistent:
Repeated or constant

When you make the call:

1. Speak slowly and clearly.
2. Identify yourself and the phone number from which you are calling.
3. Give your location and/or the location of the injured or sick person.
4. Describe what happened. Give essential details about the victim(s), the situation, and any treatments you have given.
5. Let the emergency operator ask you questions and tell you what to do until help arrives. Take notes, if necessary.
6. Hang up last. The emergency operator may have more questions or advice for you. In addition, they might want you to stay on the phone with them until help arrives.

Conclusion

First aid is help you give an injured person until qualified medical personnel can administer treatment. The type of first aid required depends upon his or her injuries. You determine what those injuries are by carefully and quickly evaluating the person.

Lesson Check-up

- **When encountering an injured victim, what should you check for first? What should you check after that?**
- **How can you be prepared for first aid emergencies?**
- **Describe how to make an emergency call.**

LESSON 2

First Aid for Common Injuries

Key words

- **allergic**
- **antibiotic**
- **hydrogen peroxide**
- **ligament**
- **rabies**

What You Will Learn to Do

Explain how to respond to common injuries

Linked Core Abilities

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

Learning Objectives

- **Describe** how to treat minor cuts
- **Describe** how to treat and prevent insect bites
- **Describe** how to treat animal bites
- **Describe** how to treat minor burns

Essential Question

How can you help someone with a common injury?

Learning Objectives (cont'd)

- **Describe** how to remove a foreign object in the eye
- **Describe** how to stop a nosebleed
- **Describe** how to help someone who has fainted
- **Identify** injuries that may require medical attention
- **Define** key words: allergic, antibiotic, hydrogen peroxide, ligament, rabies

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Introduction

Cuts, sprains, and broken bones are a few of the common injuries you may encounter. Others include insect bites, foreign objects in the eye, minor burns, nosebleeds, and fainting. In this lesson, you'll learn first aid for these situations and when to seek professional medical care.

As you learn about what to do for common injuries, keep in mind what you've already learned about first aid emergencies and the seven life-saving steps. Some common injuries can be serious. For example, a bee sting can kill someone who is **allergic**. The first three things to check for any injured person:

- Check for consciousness
- Check for breathing and pulse
- Check for uncontrolled bleeding

Key words

allergic:
Having an abnormal physical reaction to something eaten, touched, or inhaled

Minor Cuts

If you are like most people, you've probably accidentally cut yourself dozens of times. Minor cuts and scrapes aren't serious. However, you should follow the steps below to speed healing and prevent infection.

Key words

hydrogen peroxide:
An antiseptic cleaning liquid

antibiotic:
A medication used to fight infection

ligament:
Tissues that hold bones together

1. Wash your hands. If you are helping someone else, put on protective gloves if they're available.
2. Minor cuts usually stop bleeding on their own. To help bleeding stop, you can elevate the body part that has been cut—get it higher than the heart. Apply gentle pressure with a sterile bandage.
3. Clean the cut. Rinse the cut with water. Soap can be irritating, so keep soap out of the cut. **Hydrogen peroxide** may also be used to clean the cut.

Figure 4.2.1

4. Put **antibiotic** cream or ointment on the cut. Antibiotic creams fight infection and help healing. If a rash appears, stop using the ointment.
5. Apply a bandage to keep the cut clean and protect it. It's fine to skip a bandage on surface scrapes or scratches.
6. Change the bandage once a day or whenever it becomes wet or dirty. When the cut has healed enough to close or form a scab, stop bandaging. Exposure to air at this point will speed healing.
7. Watch for redness, increasing pain, drainage, warmth, or swelling. It could indicate an infection that needs to be seen by a doctor.

ALERT: A deep cut—one that you can't close or keeps bleeding—requires medical attention.

Sprains

In a sprain, the **ligament**s that hold the joints in position are stretched or torn. Sprains usually result from a sudden force, often a twisting movement. Ankles and knees are the most commonly sprained joints. You can often recognize sprains by swelling and bruising around the injured area. A medical professional should treat serious sprains—ones that do not show improvement after a few days.

Figure 4.2.2

FIRST AID FOR MINOR SPRAINS

You can treat minor sprains by using the R.I.C.E. method:

- **R**est—Rest the affected joint for 24 to 48 hours.
- **I**ce—Apply ice as soon as possible for no longer than 20 minutes at a time. Ice reduces swelling and pain. Place a cloth between the skin and the bag of ice to protect your skin. Ice should not be needed after 48 hours.
- **C**ompression—Compress the injured part by wrapping it in an elastic bandage.
- **E**levation—Elevate, or raise, the injured part above the level of the heart to reduce swelling.

ALERT: If the joint is misshapen, it may be broken. X-rays may be needed to determine if there is a fracture.

Insect Bites and Stings

Insect bites or stings often cause pain, redness, and swelling at the site of the bite or sting. In general, insect bites are not serious. However, for a person who is allergic to them, an insect bite can be life-threatening. If a rash develops, or if there is difficulty breathing, signs of shock, or a history of being allergic to stings, the victim needs professional medical help immediately.

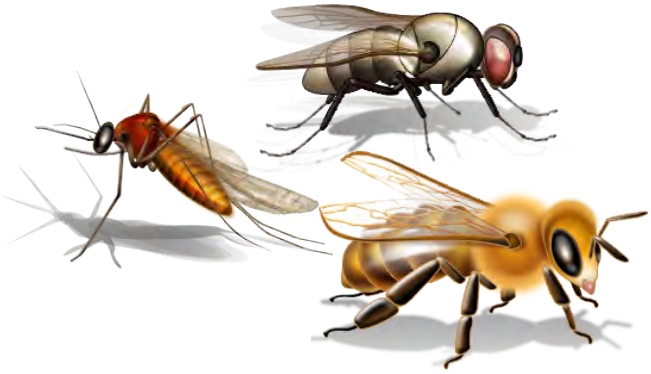

Figure 4.2.3

FIRST AID FOR BITES AND STINGS

Figure 4.2.4

First aid for insect bites involves washing the affected area and applying a special lotion for bites. For insect stings, remove the stinger by scraping against it with your fingernail. If you have ever had a splinter under the skin, it is a similar process. Once the stinger is out, clean the area and apply ice or a cold pack to relieve pain and prevent swelling.

Tick Bites

If you frequently travel to or live in a wooded area where ticks are common, beware of tick bites. Tick bites can spread serious illnesses such as Lyme disease or Rocky Mountain spotted fever.

Content Enhancement:

EARLY WARNING SIGNS FOR INFECTED TICK BITES

The early symptoms of Lyme disease occur 3-30 days after a bite from an infected tick. Symptoms may include:

- Fever, chills, headache, fatigue, muscle and joint aches, and swollen lymph nodes
- A gradually expanding rash, which may have a bull's eye appearance

The first symptoms of Rocky Mountain spotted fever typically begin 2-14 days after the bite of an infected tick. Symptoms may include:

- Fever, headache, muscle pain, lack of appetite
- Rash (occurs 2-5 days after fever, may be absent in some cases)
- Nausea, vomiting, or abdominal pain
- Red eyes

Figure 4.2.5

Most people won't even feel it when they are bitten by a tick. Ticks can attach to any part of the body, they are often found in hard-to-see areas such as the groin, armpits, or scalp. Ticks are also hard to find. Some are about the size of the letter "D" on a dime.

Preventing Tick Bites

Tick bites can be dangerous. Avoid wooded or bushy areas with high grass. Walk in the center of trails. Use insect repellent on skin and clothing. Bathe or shower within two hours after coming inside. Wash off and look for ticks that may be crawling on you. Conduct a full-body check of yourself after returning from tick-infested areas. Also check clothing, pets, and equipment. Tumble dry your clothing, if possible, on high heat for one hour to kill ticks hiding in your clothing.

How to Remove a Tick

If a tick is attached to your skin, there's no need to panic. Here's how to remove a tick:

1. Use fine-tipped tweezers to grasp the tick as close to the skin's surface as possible.
2. Pull upward with steady, even pressure. Don't twist or jerk the tick; this can cause the mouthparts to break off and remain in the skin. If this happens, remove the mouthparts with tweezers. If you are unable to remove the mouth easily with clean tweezers, leave it alone and let the skin heal.
3. After removing the tick, thoroughly clean the bite area and your hands with rubbing alcohol, an iodine scrub, or soap and water.
4. Dispose of a live tick by submersing it in alcohol, placing it in a sealed bag/container, wrapping it tightly in tape, or flushing it down the toilet. Never crush a tick with your fingers.

ALERT: Don't "paint" the tick with nail polish or petroleum jelly, or use heat to make the tick detach from the skin. Your goal is to remove the tick as quickly as possible. Do not wait for it to detach.

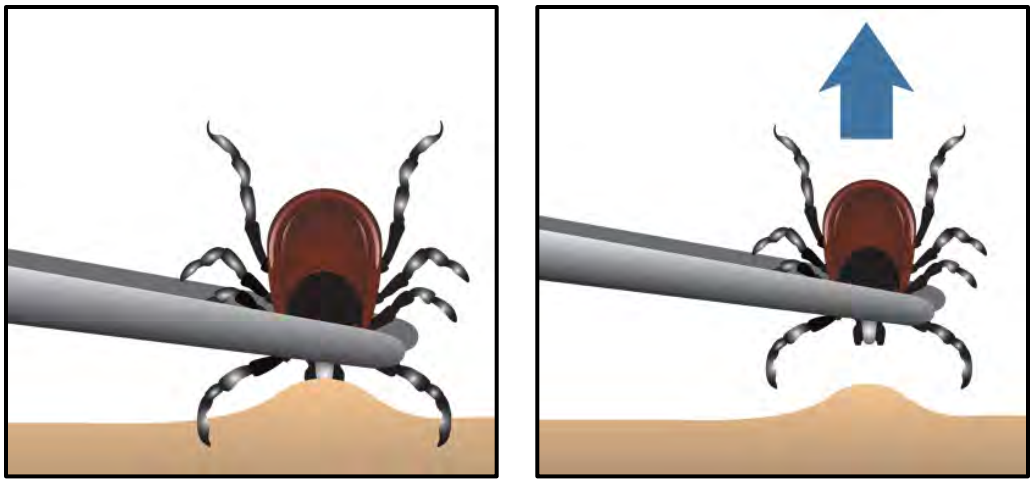

Figure 4.2.6

Animal Bites

Animals, including small pets and human beings, carry bacteria in their saliva that can cause illness after a bite or deep scratch. People who are bitten sometimes react with a fever and other symptoms after such an incident.

FIRST AID FOR ANIMAL BITES

To provide first aid for an animal bite or scratch, first control any bleeding. Then, wash the wound with soap and water as soon as possible, and apply an antiseptic such as hydrogen peroxide. Then cover the wound with a sterile dressing or bandage.

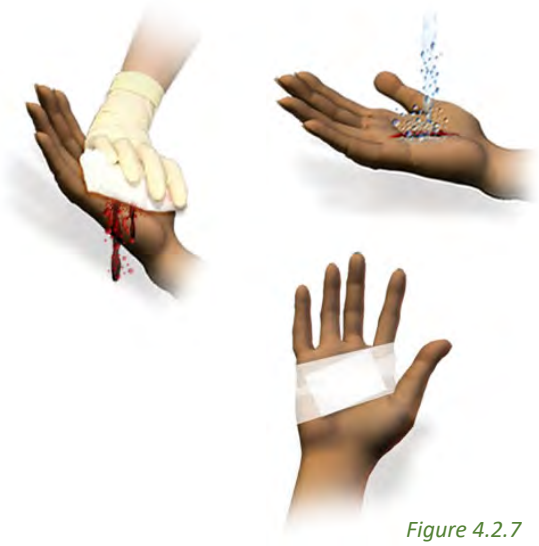

Figure 4.2.7

ALERT: Bites from animals infected with **rabies** can be serious. Rabies is a deadly disease that affects the nervous system. If you are bitten by any animal and don't know if the animal has rabies, you should be seen by a medical professional as soon as possible. Call the local animal control facility and pinpoint the location of the incident. Don't try to catch the animal yourself.

Key words

rabies:
A type of virus that affects the nervous system

Minor Burns

First aid for burns depends on the amount of skin burned, the location, and the depth of the burn. Burns to the eye or airway and burns caused by chemicals or electricity require special first aid procedures, which are not covered here. Treatment for burns depends on the severity of the burn.

Figure 4.2.8

FIRST AID FOR MINOR BURN

Only the outer layer of skin is affected in a first-degree or minor burn. There are no blisters. There may be swelling, redness, and pain. Immerse the burn in cold water for at least 15 minutes. Cover the burn with a sterile bandage to protect it.

ALERT: If a burn appears to be deeper than the surface of the skin, covers a large area or has many blisters, seek medical treatment.

Foreign Object in the Eye

Something that gets into your eye can be as common as an eyelash or something more severe. If you get a foreign object in your eye, do not rub the eye. Rubbing may cause injury.

Figure 4.2.9

FIRST AID FOR OBJECT IN THE EYE

Try to flush the object out of your eye with clean water. Hold the rim of a small, clean glass filled with water against the base of your eye socket. Keeping your eye open, gently pour the water into the eye.

If the object isn't washed out, repeat the process. If you cannot clear your eye after several attempts, it is best to get assistance.

To help somebody else who has a foreign object in the eye, you should first locate the object. Gently pull the lower lid downward while the person looks up. If you do not see the object, hold the upper lid open and examine the eye while the person looks down. If the object is floating on the surface of the eye, lightly touch the object with a moistened cotton swab or the corner of a clean cloth. You can also use the eye wash method, as you would for yourself.

Figure 4.2.10

ALERT: If you cannot remove the object, seek medical assistance immediately.

Nosebleed

Figure 4.2.11

Nosebleeds are fairly common. They can be caused by an injury, by being in a very dry place, or even by a cold.

FIRST AID FOR NOSEBLEEDS

If you experience a nosebleed, sit upright and lean forward; this will reduce pressure on the veins in your nose. Pinch your nose shut with your thumb and index finger and breathe through your mouth. Keep the nose pinched for 5 to 10 minutes.

ALERT: If bleeding lasts more than 20 minutes, there is a lot of blood, or the nosebleed was caused by an injury such as a fall, get medical assistance immediately.

Fainting

Have you ever stood up too fast and felt lightheaded? Fainting occurs when the brain's blood supply is cut off for a short amount of time. Someone who faints loses consciousness briefly.

Figure 4.2.12

FIRST AID FOR FAINTING

If you feel faint, lie down or sit with your head between your knees.

To help someone else who faints:

- Leave the victim lying down. Check the airway. If the person is breathing, raise the legs above the level of the head.
- Loosen any tight clothing. Sponging the face with cool water may also help.
- If the person does not regain consciousness in one to two minutes, call for help.

Figure 4.2.13

ALERT: Losing consciousness after a head injury is not fainting—call for help or 911 if this occurs.

Immediate CPR is needed if there are no signs of breathing.

Conclusion

Common injuries like minor cuts, small sprains, insect bites, and minor burns are usually not serious. Knowing how to treat them can help the injuries heal more readily. Your knowledge of these injuries can also help you determine if something more serious is going on. Cuts that don't stop bleeding, insect bites that results in an allergic reaction, or apparent sprains that could be fractures are all example of injuries that require medical attention.

Lesson Check-up

- **What is R.I.C.E. and when would you use it?**
- **Describe how to prevent insect bites.**
- **How can you tell if a burn is minor or serious?**
- **What should you do if someone faints?**

Severe Emergencies

Key words

- automatic external defibrillator
- cardiac arrest
- cardiopulmonary resuscitation
- circulatory system
- stroke

What You Will Learn to Do

Describe first aid for severe emergencies

Linked Core Abilities

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

Learning Objectives

- **Identify** the symptoms of choking, severe bleeding, heart attack, stroke, and shock
- **Describe** first aid for choking
- **Describe** first aid for severe bleeding

Essential Question

How can you respond to severe emergencies?

Learning Objectives (cont'd)

- **Explain** when CPR and/or an AED should be used
- **Describe** how to perform chest-only CPR
- **Describe** first aid for a heart attack
- **Describe** first aid for a stroke
- **Describe** first aid for shock
- **Define** key words: automatic external defibrillator, cardiac arrest, cardio-pulmonary resuscitation, circulatory system, stroke

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Introduction

In a severe emergency, a person has only minutes to live unless the right treatment is provided. While you are not a medical professional, you may save a life with the simple actions you take while emergency help is on the way. For all emergencies, stay calm, and call for help.

The first three things to check for in any injured person:

- Check for consciousness
- Check for breathing and pulse
- Check for uncontrolled bleeding

Remember, when you encounter an emergency, make sure the area around you is safe for you and the victim.

In this lesson, you'll learn how to respond to victims of choking, severe bleeding, shock, **stroke**, and heart attack. You'll also learn about two important life-saving methods to use when the heart has stopped beating: **cardiopulmonary resuscitation** and the use of **automatic external defibrillator**s.

Key words

stroke:
A medical emergency where the blood flow to your brain stops

cardiopulmonary resuscitation:
Procedure that is used when someone is unconscious, due to a heart attack, stroke, or some other medical emergency

automatic external defibrillator:
Device that analyzes the heart and determines if an electric shock is needed

Choking

More than 4,600 people die from choking every year. Choking occurs when a person's airway becomes blocked by a piece of food or some other object. Choking prevents oxygen from getting to the lungs and the brain. If this situation lasts for more than four minutes, and the object is not removed, it may result in brain damage or death.

Figure 4.3.1

SIGNS OF CHOKING

A choking person usually has an expression of fear and may clutch his or her throat—the universal sign for choking.

Choking victims may also have the following symptoms:

1. Unable to talk
2. Problems breathing or noisy breathing
3. Unable to cough forcefully
4. Blue or darkened skin, lips, and fingernails
5. Loss of consciousness

If the person can speak or cough, it is not a choking emergency.

HELP FOR CHOKING

A choking person needs immediate help to clear the airway blockage.

The American Red Cross recommends two methods—back blows (striking someone on the back) and the abdominal thrusts (also called the Heimlich maneuver) for adult victims of choking.

Figure 4.3.2

1. Back Blows
   - Stand at the person's side and have them bend forward.
   - Lean the person forward and give five back blows with heel of your hand. Each time you strike the person, it is a separate attempt to get the object out of the airway. If the object comes out and the person can breathe normally, you do not need to continue back blows.

   If the five back-blows do not get the object out, give five abdominal thrusts.

2. Abdominal Thrusts

   - Stand behind the person, and use one hand to find the person's navel. Make a fist with your other hand and place the thumb side against the middle of the abdomen slightly above the navel.
   - Grasp the fist with the other hand and press hard into the abdomen with a quick, upward thrust—as if trying to lift the person up.
   - Perform five abdominal thrusts, if needed. Each thrust is an attempt to get the object out of the airway. If the blockage does not come out, you can repeat back blows and/or more abdominal thrusts.
   - If a child over 1 year old is choking, use abdominal thrusts only. Do not use back blows.

If you are alone and find yourself choking, you can use abdominal thrusts on yourself. There are two ways to do this. First, make a fist and position it slightly above your navel. Grasp your fist with your other hand and thrust inward and upward into your abdomen until the object pops out. The second technique is to lean over a firm object, such as the back of a chair, and press your abdomen into it.

Figure 4.3.3

ALERT: The first aid procedure for a choking infant is different from the adult technique. If you have infants in your household, check with a first aid manual to learn how to help infants.

Severe Bleeding

Figure 4.3.4

Car accidents and household mishaps are common sources of severe bleeding. The goal of first aid for severe bleeding is to stop blood loss as soon as possible. However, if you are helping a bleeding victim use protective gloves if they are available.

1. Call for emergency help or ask someone else to call while you help the injured person.
2. If possible, remove any obvious dirt or objects from the wound. Do not attempt to remove large objects or objects that are deeply embedded.

3. Stop the bleeding. Place a clean cloth on the wound and press on it with your hand to control the bleeding. Keep pressure on the wound by tightly wrapping another piece of cloth around the injury. Use your hands if nothing else is available. If possible, raise the injured part above the level of the heart.
4. Help the injured person lie down if possible. The person should lie on a rug or blanket to conserve body heat. Keep the injured part of the body immobilized.

Cardiopulmonary Resuscitation

Cardiopulmonary resuscitation, or CPR, is a first aid procedure that is used when someone is unconscious, due to a heart attack, stroke, or some other medical emergency. CPR combines chest compressions and rescue breaths. This lesson will not provide you with CPR training. CPR training is conducted by certified trainers using medical mannequins. In many states, CPR training must be completed for high school graduation. Your local Red Cross office also provides CPR training.

CPR involves three steps, which can be remembered by the letters CAB:

1. **C**ompressions: Restore blood circulation with chest compressions
2. **A**irway: Clear the airway
3. **B**reathing: Breathe for the person

Only people who have received the proper training should perform CPR. However, even if you have not been trained in CPR, you can still help by using chest compressions until an ambulance arrives. In fact, chest compressions are the first thing that emergency medical experts will do when they help someone who does not have a pulse. If you are at the scene, and there is no one else trained in CPR you should begin chest compressions. The goal is to restore circulation to the body as soon as possible. This can prevent damage to the heart and brain. This is sometimes called hands-only CPR.

CHEST COMPRESSIONS (HANDS-ONLY CPR) FOR ADULTS

To perform chest compressions, the victim should be laying on his or her back. Your position is to kneel next to the person's shoulders.

- Place the heel of one hand on the breastbone—right between the nipples.
- Place the heel of your other hand on top of the first hand.
- Position your body directly over your hands.
- Give 30 chest compressions. These compressions should be fast and hard. Press down about 2 inches into the chest. Each time, let the chest rise completely. Count the 30 compressions quickly—faster than you would count seconds. If you do it correctly, you'll have about 100 compressions in one minute.
- Give compressions until the victim revives or medical assistance arrives.

Figure 4.3.5

BEFORE BEGINNING CPR

Figure 4.3.6

CPR, and hands-only CPR are methods for specific emergencies. Before you attempt CPR, determine if it is needed. Is the person conscious? If the person appears unconscious, tap his or her shoulder and ask loudly, "Are you OK?" Do not shake the person. If the person does not respond, follow these steps:

- If two people are available, one should call 911 or the local emergency number and one should begin CPR.
- If you are alone and have immediate access to a telephone, call 911 before beginning CPR.
- ***Special case:*** If you think the person has become unresponsive because of suffocation (such as from drowning), begin CPR for one minute and then call 911 or the local emergency number.

WARNING: If the person has normal breathing, coughing, or movement, do NOT begin chest compressions. Doing so may cause the heart to stop beating.

The chest compression procedure for children and infants is not the same as for adults. The hand position and how hard you press on the chest are the key differences. Do not use the same procedures as you would for an adult.

Automated External Defibrillators

Emergency medical technicians treat victims of sudden **cardiac arrest** (heart attack) with an Automated External Defibrillator (AED). An AED is a device that uses a computer chip to analyze the heart rhythm and determines whether an electric shock is needed. An electric shock can restart a heart that has stopped beating. This device saves lives. Because of the ease of operation, people can be trained in AED use in a few hours or less.

Figure 4.3.7

Key words

cardiac arrest: Heart attack; the heart stops beating

Many AEDs use voice prompts, with clear and concise instructions. Most AEDs have only three buttons: On/Off, Analyze, and Shock.

Many airlines have installed AEDs on all their planes, and several cities are locating them in areas where there are large concentrations of people, such as malls, arenas, and stadiums.

People who are not trained can also use an AED to help save someone's life. Ninety-five percent of people who have a sudden cardiac arrest die from it within minutes. Rapid treatment with an AED provides the best chance for survival.

Figure 4.3.8

Heart Attack

A heart attack, or cardiac arrest, occurs when the blood supply to part of the heart muscle is severely reduced or stopped. That happens when one of the coronary arteries (the arteries that supply blood to the heart muscle) is blocked by an obstruction or a spasm.

SIGNS OF A HEART ATTACK

Common signs and symptoms of a heart attack include:

- Uncomfortable pressure, fullness, squeezing, or pain in the center of the chest that lasts more than a few minutes or that goes away and comes back
- Pain or pressure in arms, neck, jaw, or back
- Nausea, indigestion, heartburn, or abdominal pain
- Lightheadedness, fainting, sweating, or shortness of breath

Figure 4.3.9

When a person's heart stops beating, the victim is said to be in cardiac arrest. Cardiopulmonary resuscitation (CPR) can keep the individual alive. If a person has a heart attack, call 911. If you are not trained in CPR, use chest compressions. An AED should also be used if one is available.

Shock

Shock is a life-threatening condition in which the **circulatory system** fails to deliver enough blood to vital tissues and organs. A person can go into shock when they suffer an injury, burn, severe infection, heat illness, poisoning, blood loss, broken bones, and heart attack. Shock is a serious condition and can cause death if the victim does not receive medical treatment.

Key words

circulatory system: In the body, the network responsible for the flow of blood, nutrients, hormones, oxygen, and other gases to and from cells

SIGNS OF SHOCK

Because shock can result from a medical emergency, you should look for signs of it when providing first aid. Look for:

- Skin that is cool, clammy, and pale
- A weak and rapid pulse
- Slow shallow breathing
- Enlarged pupils, eyes may seem fixed as if staring
- Feeling weak, faint, confused, or anxious

HELP FOR SHOCK

If you think the victim is in shock or in danger of going into shock, call 911 for immediate medical help. *Make the call first.* You are not trained to provide medical care in this situation. However, there are some things you can do before an ambulance arrives:

- Have the person lie down on his or her back. Raise the victim's feet higher than the head unless you think this may cause pain or further injury. Try to keep the person from moving.
- Loosen tight clothing.
- Keep the person warm. Use a blanket, coat, or whatever is available as a cover.
- Do not give the person anything to drink.
- If the person vomits or bleeds from the mouth, roll the person to his or her side to help prevent choking—unless you suspect a back or neck injury.
- Begin CPR if the person shows no signs of life, such as breathing, coughing, or movement.

Figure 4.3.10

Figure 4.3.11

Stroke

A stroke occurs when blood vessels that delivers oxygen-rich blood to the brain rupture or when a blood clot forms and blocks the flow of blood in the brain. Getting immediate medical attention is important! If you learn to recognize the signs of stroke, you may save someone from disability or death.

SIGNS OF STROKE

Common signs and symptoms of a stroke include:

- Paralysis on one side of the body
- Blurred or decreased vision, pupils of unequal size
- Problems speaking, slurred speech
- Difficulty breathing
- Mental confusion
- Dizziness or loss of balance
- Sudden, severe, or unexplained headache
- Loss of consciousness

HELP FOR STROKE

1. Call for emergency help immediately. Minutes matter.
2. Look at a clock and note the exact time you first noticed symptoms. The time frame will help the medical team. In some cases, they can give stroke victims medicine that will reduce damage to the brain. The sooner the medicine is taken, the better.
3. Stay with the person. Lay the victim down on his or her side and cover with a blanket. Watch for other signs of danger, such as loss of consciousness. Give CPR if the person becomes unresponsive.

Figure 4.3.12

Conclusion

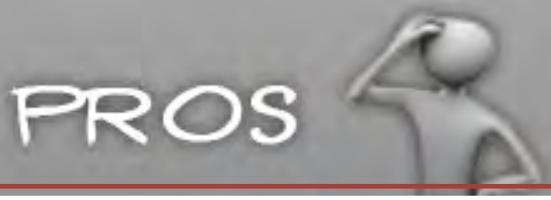
In this lesson, you learned about severe emergencies. You'd call emergency medical experts in most of these situations. While you are waiting for them to arrive, you can still help the injured person. In some cases, the simple steps you take will prevent the injured person from getting worse. In other situations, the actions you take before the ambulance arrives may save someone's life.

Lesson Check-up

- **What is the Heimlich maneuver?**
- **Explain how to stop severe bleeding.**
- **When should hands-only CPR be used?**

CHAPTER 5

Figure 5.0



DECISION MAKING

Chapter Outline

LESSON 1: Bullying (p.180)
What can you do to prevent or stop bullying?

LESSON 2: Preventing Violence (p.190)
Why does violence occur in schools?

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LESSON 1

Bullying

Key words

- **cyberbullying**
- **extort**
- **intimidate**

What You Will Learn to Do

Evaluate methods to protect yourself and others from bullying

Linked Core Abilities

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

Learning Objectives

- **Describe** three types of bullying
- **Explain** how cyberbullying is different from other types of bullying
- **Identify** risk factors for bullying

Essential Question

What can you do to prevent or stop bullying?

Learning Objectives (cont'd)

- **Explain** strategies for dealing with bullying
- **Describe** the effects of bullying
- **Define** key words: cyberbullying, extort, intimidate

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Introduction

Bullying is a problem in our nation. The 2013 Youth Risk Behavior Surveillance System (Centers for Disease Control and Prevention) indicates that, nationwide, 20% of students in grades 9–12 experienced bullying.

Bullying can happen to anyone. Bullying behavior can target shy or quiet students, or the class tough guy. There is no one characteristic that determines who will be bullied. Someone who was bullied one day might be the person who makes fun of the shy girl the next day. Students who bully can be any size, age, grade, race, or gender. In this lesson, you'll learn about different kinds of bullying, the effects of bullying, and methods for preventing and stopping bullying.

Figure 5.1.1

Types of Bullying

Bullying is the use of threats or physical force to **intimidate** and control another person. A bully will choose targets that are less powerful in terms of physical strength or status among peers. Through name-calling, physical force, and pressure on others to isolate the victim, a bully's goal may be to **extort,** or obtain something by force, threats, or other unfair means, or simply take pleasure from someone else's embarrassment or humiliation. It's an ugly behavior.

Bullying is behavior that is aggressive and includes:

- *Imbalance of power*: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- *Repetition:* Bullying behaviors happen more than once or have the potential to happen more than once.

There are three types of bullying that occur in our society: *verbal*, *social*, and *physical*.

Key words

intimidate:
To instill fear in others

extort:
To obtain something by force, threats, or other unfair means; blackmail

VERBAL

Verbal bullying is saying or writing mean things.
Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Figure 5.1.2

SOCIAL

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other students not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

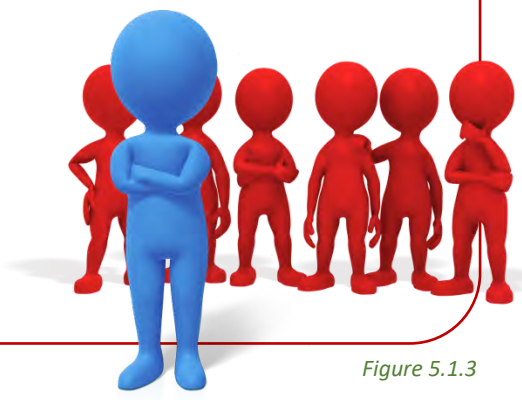


Figure 5.1.3

PHYSICAL

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's personal belongings
- Making mean or rude hand gestures

Figure 5.1.4

Risk Factors

No single factor puts a child at risk of being bullied or bullying others. Bullying can happen anywhere, to anyone. Depending on the environment, some groups—such as lesbian, gay, bisexual, or trans-gender (LGBT) youth, youth with disabilities, and socially isolated youth—may be at an increased risk of being bullied.

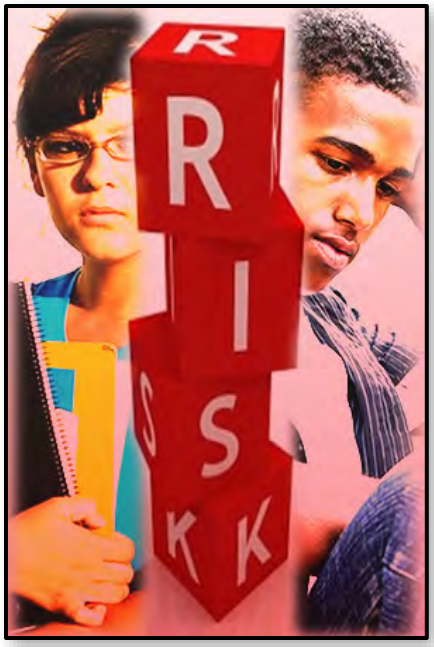


Figure 5.1.5

Generally, teens who are bullied have one or more of the following risk factors:

- Are perceived as different from their peers, such as being overweight or underweight, wearing glasses or different clothing, being new to a school, or being unable to afford what kids consider "cool"
- Are perceived as weak or unable to defend themselves
- Are depressed, anxious, or have low self esteem
- Are less popular than others and have few friends
- Do not get along well with others, seen as annoying or provoking, or antagonizing others for attention

However, having one of the risk factors doesn't mean bullying will happen. It's just more likely to happen.

Bullying – If It Happens to You

Become knowledgeable about what bullying is and what it is not. If you recognize repetitious aggressive behaviors directed at you or others, you should stay calm, stay respectful, and tell an adult as soon as possible.

If you feel that you are being bullied or you witness someone else being bullied, here are some things you should do:

- Speak up: If you feel uncomfortable with the comments or actions of someone… tell an adult! It is better to let a trusted adult know, than to let the problem continue.
- If you feel like you are at risk of harming yourself or others get help now.
- Look at the kid bullying you and tell him or her to stop in a calm, clear voice. You can also try to laugh it off. This works best if joking is easy for you. It could catch the kid bullying you off guard.
- If speaking up seems too hard or not safe, walk away and stay away. Don't fight back. Find an adult to stop the bullying on the spot.
- Stay away from places where bullying happens. Stay near adults and other kids. Most bullying happens when adults aren't around.
- Talk to someone you trust, such as a teacher, school counselor, school administrator, parent, older relative, or friend. Don't keep your feelings inside. Telling someone can help you feel less alone. They can help you make a plan to stop the bullying.
- Be persistent. If the first person you talk to doesn't help, don't give up. Speak to someone else.
- If possible, write down everything that has been said or done to hurt you or someone else. Be careful to write down only things that have really happened.
- Ask the person you talk to not to do anything without telling you about it first. You have the right to know what is being done on your behalf.

Do not tolerate bullying. If the person doing the bullying gets away with it, he or she will not stop. In fact, they may start bullying more people.

Cyberbullying

Cyberbullying is bullying via email, text, instant messaging, or social media sites. It may not be immediately physical, but is especially damaging because the bullies can harass their victims at home or anywhere else at any time of day or night. Cyberbullies frequently will make threats or spread rumors about the victim. It is not as common as other types of bullying. However, in many ways the effects of cyberbullying can be more far-reaching.

Figure 5.1.6

Key words

cyberbullying:
Bullying via email, text, instant messaging, or social media sites

Cyberbullying is different from other types of bullying because:

- Cyberbullying can happen 24 hours a day, 7 days a week, and can reach the victim even when he or she is alone. It can happen any time of the day or night.
- Cyberbullying messages and images can be posted and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.
- Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent.

Be careful with what you post online. If you write something in anger, spread a rumor, or post embarrassing photos—it could come back to you. Be extremely careful about photos of yourself that you send to others. You never know what someone will forward. Messages are accidentally sent to the wrong people all the time.

Being kind to others online will help to keep you safe. Do not share anything that could hurt or embarrass anyone. You don't want to get a reputation as a troublemaker or a bully.

Keep your password a secret from others. Friends could give your password away or use it in ways you don't want. Let your parents have your passwords.

Think about who sees what you post online. Complete strangers? Friends? Friends of friends? Privacy settings let you control who sees what. And remember that privacy settings on the internet can change—always check to be sure your privacy settings are up-to-date.

Keep your parents in the loop. Tell them what you're doing online and whom you're doing it with. Let them friend or follow you. Listen to what they have to say about what is and isn't okay to do. They care about you and want you to be safe.

Cyberbullying – If It Happens to You

Talk to an adult you trust about any messages you get or things you see online that make you sad or scared. If it is cyberbullying, report it.

If you are being cyberbullied, here are some steps to take immediately:

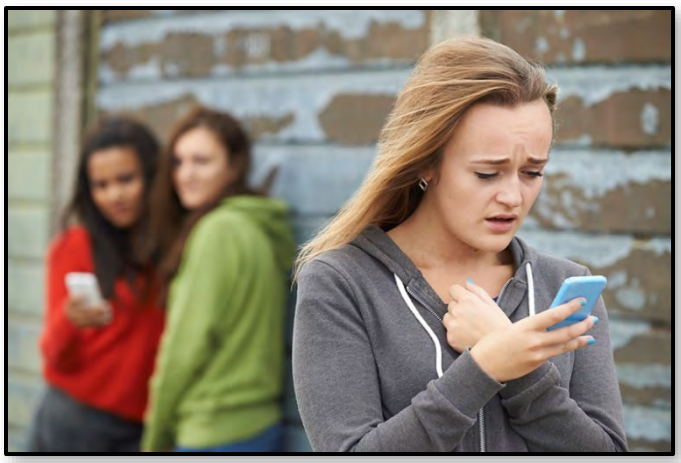


Figure 5.1.7

- Don't respond and don't forward cyberbullying messages.
- Keep evidence of cyberbullying. Record the dates, times, and descriptions of instances when cyberbullying has occurred.
- Save and print screenshots, emails, and text messages. Use the evidence to report cyberbullying to web and cell phone service providers.
- Block the person doing the cyberbullying from your email or social media account.

Report the cyberbullying to online service providers.

- Review the terms and conditions or rights and responsibilities sections of Internet accounts. Cyberbullying often violates the terms of service established by social media sites and Internet service providers.
- Visit social media safety centers to learn how to block users and change settings to control who can contact you.
- Report cyberbullying to the social media site so they can take action against users abusing the terms of the service agreement. Cyberbullies who create fake accounts in order to bully others can be tracked down by social media sites.

Report cyberbullying to the police if any of the following are involved:

- Threats of violence
- Child pornography or sending explicit messages or photos
- Taking a photo or video of someone in a place where he or she would expect privacy
- Stalking or hate crimes

Report cyberbullying to your school.

- Cyberbullying can create a disruptive environment at school and is often related to in-person bullying. The school can use the information to help with prevention and response strategies.
- In many states, schools are required to address cyberbullying in their anti-bullying policy. Some state laws also cover off-campus behavior that creates a hostile school environment.

Figure 5.1.8

Effects of Bullying

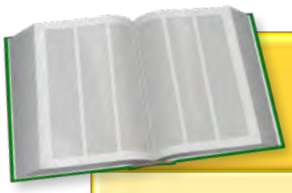
Any type of bullying produces a climate of fear and disrespect at school. It can cause increased levels of anxiety and depression in not only the victims, but also in other students, teachers, and administrators. While most victims suffer in silence, a few strike back, usually causing further harm to themselves and others.

Bullying can have devastating consequences, teen suicide is one. There are too many stories of young people bullied to the point that they see no way out but to take their own lives. In addition, teens who have been bullied are twice as likely to bring a weapon to

school according to a 2014 study by the Cohen Children's Medical Center.

No one should have to pay the price of another person's careless hatred. The best way to deal with bullying is to stop it before it starts and get others involved. A bully who senses that others perceive his or her actions as unacceptable will quickly lose motivation.

For further information on bullying and cyberbullying, go to the U.S. Department of Health and Human Services website at *www.stopbullying.gov*.



Content Enhancement:

SARAH'S STORY

Sarah Lynn Butler, a seventh grader from Hardy, Arkansas, committed suicide on September 26, 2009. Sarah, who had just been voted Queen for her upcoming Fall Festival, was teased at school, and later on received bullying messages on her social networking page.

Sarah's mother said she often checked her daughter's social network page to make sure there wasn't anything inappropriate being sent or received. When she noticed that Sarah was getting some messages about rumors at school, she talked with her about it. But Sarah then removed her mother from her list of friends and she was no longer able to read her page.

On the morning of her suicide, Sarah stayed home while her family was out and logged on to her social networking page. The last message Sarah read said that she was easily forgotten, and that she was just a stupid little naive girl and nobody would miss her.

When her parents returned home, they found that Sarah had hanged herself. She left a suicide note that said she couldn't handle what others were saying about her.

Bullying and the Law

All states have taken action to prevent bullying. Bullying, cyberbullying, and related behaviors may be addressed in a state law. In some cases, bullying appears in the criminal code of a state that may apply to juveniles. While some states have passed laws, other states have written anti-bullying policies. They provide guidelines to schools for how to deal with bullying.

There are no federal laws against bullying, but in some cases, bullying overlaps with other laws. For example, discriminatory harassment is against the law when it is based on race, national origin, color, sex, age, disability, or religion.

What You Can Do

Bullying stops us from being who we want to be, and prevents us from expressing ourselves freely, and might even make us feel unsafe. If you are bullied, say something! If you are bullying, it's not cool!

PREVENT BULLYING

Treat everyone with respect. Nobody should be mean to others. Sometimes mean words come out when you are just joking with friends. Don't make jokes at the expense of another person.

People who bully others:

- Think they are better than the kid they are bullying
- Want to copy their friends
- Think bullying will help them fit in

Bullying is never ok. Those who bully use power to hurt people. Power does not always mean bigger or stronger. Power can also mean popular or smart.

Kids who bully can have other problems too, even when they get older, like using alcohol and drugs, getting into fights, and dropping out of school. If you've ever been tempted to bully someone:

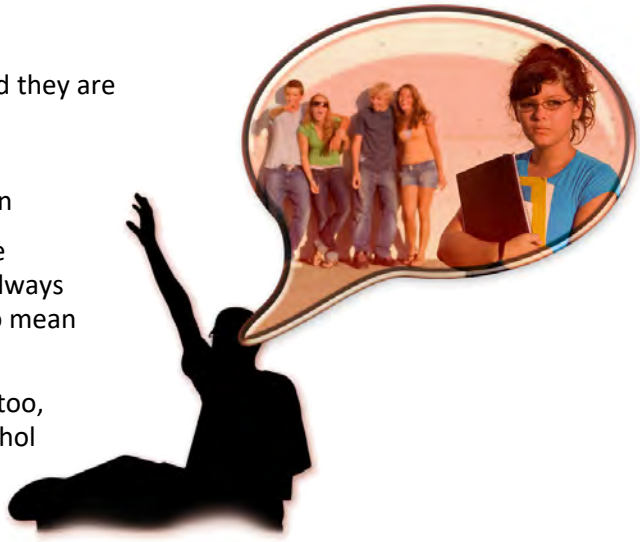


Figure 5.1.9

- Stop and think before you say or do something that could hurt someone.
- If you feel like being mean to someone, find something else to do. Play a game, watch TV, or talk to a friend.
- Talk to an adult you trust. They can help you find ways to be nicer to others.
- Keep in mind that everyone is different. Not better or worse. Just different.
- If you think you have bullied someone in the past, apologize. Everyone feels better.

WITNESSING BULLYING

Stand up for others! Learn how you can be more than a bystander:

- Tell an adult everything you saw to help the victim of bullying. Adults need to know when bad things happen so they can help.
- Try to create a distraction to divert the focus of the bully.
- Be kind to the person being bullied. Talk to them and let them vent.

Figure 5.1.10

Not saying anything could make it worse for everyone. The kid who is bullying will think it is ok to keep treating others that way, and the person who got bullied will feel like he or she has no friends.

Conclusion

As a Cadet, you are learning about taking a leadership role in your school and community. When bullying occurs, take a leadership role, and work to stop it.

Lesson Check-up

- **What are the three types of bullying?**
- **What should you do if you are cyberbullied?**
- **Describe the effects of bullying.**

LESSON 2

Preventing Violence

Key words

- antisocial
- gang
- retaliate
- zero tolerance

What You Will Learn to Do

Apply strategies to prevent violence

Linked Core Abilities

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

Learning Objectives

- **Examine** the problem of violence in our society
- **Identify** ways to prevent violence in schools
- **Identify** risk factors for teen violence

Essential Question

Why does violence occur in schools?

Learning Objectives (cont'd)

- **Describe** strategies for preventing violence
- **Define** key words: antisocial, gang, retaliate, zero tolerance

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Introduction

In 2013, about 25 percent of high school students reported being in a physical fight in the past year. Eight percent of the students reported being in a fight on school grounds. Fighting and other actions of violence are a serious problem in our society. In this lesson, you'll explore risk factors for violence and learn about strategies for preventing violence at school and in your community.

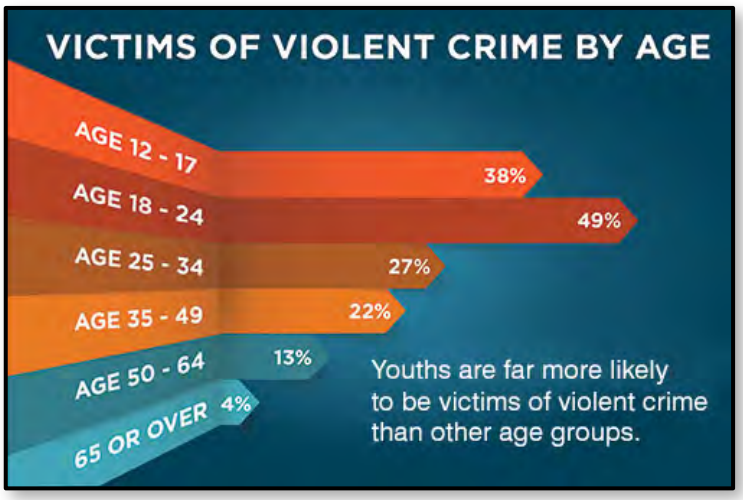
Violence in Our Society

Violence is any act that causes physical or psychological harm to a person or damage to property. Violent crime has many costs. One cost is money; other costs are the physical and mental harm to people. Victims of violence may be hurt permanently. For example, injuries may cause permanent brain damage or leave an individual paralyzed. Victims of violence may also suffer from mental health problems. Witnesses of violent crime may feel fearful and unsafe.

Everyone ends up paying for violent crimes. The added costs for police officers, courts, and prisons go up each year. Federal and local governments are often forced to raise taxes to help pay for these additional costs.

Figure 5.2.1

Various factors have been suggested as causes for the high rates of violence. Some people point to the violent acts shown on television, music, video games, movies, and on the Internet as contributing factors. Others cite changes in family structure that tend to leave children unsupervised for hours at a time.



U.S. Department of Education *Figure 5.2.2*

Some also believe the availability of guns to be a major cause of violence. Poverty also plays a role in higher rates of violent crime. Communities with poor housing, high unemployment, and limited community services tend to have higher rates of violence.

SCHOOL AND CAMPUS VIOLENCE

School violence is not easy to understand. There is no single reason why students become violent. Some follow behavior they have seen at home, in their neighborhoods, or on TV, movies, and video games. Sometimes, young people who have been the victim of bullying can't take it anymore and will do anything to make it stop. The Centers for Disease Control and Prevention (CDC) provides a list of risk factors for those who commit violent crimes on school campuses:

- History of violent abuse
- Attention disorders, such as hyperactivity or learning disorders
- History of early aggressive behavior
- Involvement with illegal drugs, alcohol, or tobacco
- Poor behavior control
- High emotional distress
- Emotional problems
- Antisocial beliefs and attitude
- History of violence and conflict in the family
- Gang involvement
- Social rejection by classmates

Figure 5.2.3

Incidents of violence in schools have led to increased security measures. Many schools now keep all or most doors to the school locked. In some schools, students must pass through metal detectors to enter the school. School officials may search lockers and students' belongings if they have reasonable suspicion that someone is planning a violent act.

Many schools have adopted a **zero tolerance** policy for weapons or weapon look-alikes, illegal drugs, and violent behavior. A zero tolerance policy is a policy that makes no exceptions for anybody for any reason. Any student found guilty of bringing any prohibited items to school, or of behaving violently, is automatically expelled.

Figure 5.2.4

Risk Factors for Teen Violence

BULLYING

As you learned in the last lesson, bullying and cyberbullying can have terrible effects. While some targets of bullying will feel so tormented that they commit suicide, others will direct the violence outward. Targets of bullying may **retaliate**—to get revenge by doing something bad to the person who bullied them. Sometimes the retaliation is violent. People who engage in verbal or social bullying behaviors are also at risk for violence. Bullying behaviors can escalate into physical violence.

GANGS

A **gang** is a group of criminals who associate with one another to take part in criminal or **antisocial** activity. Gangs will display their membership and unity by wearing similar types of jewelry and clothing and using certain types of language and hand signals. Typical gang activities include vandalism, graffiti, robbery, and drug dealing. Because gangs don't readily associate with people they perceive as different, their members are often isolated from the rest of the community.

In recent years, gangs have started recruiting younger members because young offenders receive less severe penalties. Many young people join gangs due to the influence of their classmates, neighbors, or family members. Some young people join gangs for excitement; they feel bored at home or they don't receive positive feedback from parents or guardians.

Figure 5.2.5

Key words

zero tolerance:
Policy that makes no exceptions for any reason

retaliate:
To get revenge by doing something bad to someone who has harmed you

gang:
Group of people who associate with one another to take part in criminal behavior

antisocial:
Lacking sociable instincts or practices, sometimes violating accepted laws and customs

Because gang members often carry weapons, they make areas unsafe for everyone. In addition, some of their actions, such as random shootings, are unpredictable. As a result, innocent people are injured or killed. The presence of gangs in a school or community causes people to live in fear instead of confidence about their safety.

Gang members, especially recruits, often know of no way other than gang membership to gain a sense of belonging. However, once in a gang, members often find themselves caught in an environment of intimidation and crime they may not be able to escape.

Groups such as Community Boys and Girls Clubs, sports, school-supported clubs and activities, and JROTC, can offer young people a sense of belonging without joining a gang.

GUNS AND OTHER WEAPONS

While many people disagree about the relationship between weapons and violence, most agree that when weapons are used in fights, fights are more deadly. This is especially the case with firearms. The presence of any weapon—especially a gun—can escalate a conflict. Consider how quickly a fistfight could become deadly if one person had a gun.

Figure 5.2.6

According to NBC News Research, in the United States, handguns are used in the majority of homicides and suicides. Every 17 minutes someone in the United States dies from a gunshot wound. Firearm injury is the second leading cause of death for people age 15-24. For every one person killed by a firearm, four are wounded. A survey of young people who had been shot revealed that 35 percent of them were carrying guns when they were wounded.

One strategy to prevent firearm accidents includes installing safety devices on guns. Gun owners are also advised to keep their firearms unloaded and to store ammunition in a separate, locked place. When people buy guns for hunting or protection, they are highly encouraged or may be required to take a safety course to learn how to handle the guns.

ALCOHOL AND DRUGS

Alcohol, drugs, and violence tend to go hand in hand. Drug users who are desperate for money to support their drug habit often turn to illegal and violent behavior. Drugs also affect a user's ability to think clearly and have good judgment. While under the influence of drugs, a person might shoplift, steal a car, or commit a violent crime.

Although alcohol is not legal for purchase or consumption for individuals under the age of 21, this has not stopped the problem of underage drinking. According to the Centers for Disease Control and Prevention, alcohol use by persons under the age of 21 is a major public health problem. Alcohol is the most commonly used and abused drug among youth in the United States, more than tobacco and illegal drugs. One study conducted by the U.S. Department of Justice found that alcohol was a factor in 40 percent of all violent crimes.

Another study published in the Annual Review of Public Health examined drinking on college campuses over a two-year period. This study reported that 600,000 students reported being hit or assaulted by another student who'd been drinking.

According to the National Institutes of Health, more than 4000 people under age 21 die each year from alcohol-related car crashes, homicides, suicides, alcohol poisoning, and other injuries such as falls, burns, and drowning.

Everyone can make a difference to help eliminate alcohol and illegal drugs from schools and communities. When young people are actively involved in sports programs, school academic programs, or community projects, they are less likely to become involved in alcohol or illegal drugs.

Be an Advocate for Preventing Violence

Schools work very hard to create a safe, supportive environment for students to be academically and socially successful. Students must also help with keeping schools and campuses safe from violent acts. You can help prevent school violence by acting responsibly and encouraging others to do their part. Here are some actions that you can take and advocate.

Figure 5.2.7

- Refuse to bring a weapon or weapon look-alike to school, to carry a weapon for another person, or to keep silent about those who carry weapons.
- Immediately report any violent incidents or threats of violence to school authorities or the police.
- Learn how to manage your own anger.
- Help others settle arguments through proper conflict resolution. Mediation is for both sides in a dispute working to reach a peaceful agreement.
- Welcome new students and get to know students who are often left out.
- Sign, or start, a pledge of non-violence in which students promise to settle disagreements using mediation and to work toward a safe campus.

Even with the best intentions, violent conflicts still happen. If other people get into a fight, do not cheer them on. Having people around and cheering on the situation raises the chances that things will quickly get out of control. Do not try to end any violent conflict yourself because you may get hurt. You should be the one who seeks assistance from a school administrator or other school staff member.

Ways to Protect Yourself from Violence

No one ever wants to be the victim of violence or crime. You can reduce your chances of becoming a victim with some common sense strategies. Be alert to what is going on around you and trust your instincts. If a situation feels dangerous, it probably is. Be ready for threatening situations before they arise by anticipating possible problems and

planning appropriate responses. With the adults in your family, identify some dangerous situations that could happen. Figure out what you could do to get out of those situations safely. If you suspect or hear a student talking about violence, report it to school authorities. Many cases of school violence could have been prevented because the attackers provided information to others about their intentions.

Choosing your friends wisely is another way to protect yourself. Avoid people who have a low commitment to school, participate in illegal activities.

Content Enhancement:

PRECAUTIONS TO PROTECT YOURSELF FROM VIOLENCE

Outdoors

- Do not walk alone at night.
- Avoid poorly lit streets.
- If you think someone is following you, go into a store or other public place.
- Never hitchhike or accept a ride from strangers.
- Don't look like an easy target; stand tall and walk with confidence.
- If someone wants your money or possessions, give them up.
- If you are attacked, scream and get away any way you can.
- Do not carry a firearm or other weapon.
- Do not loiter or give the appearance that you are lost.
- If you are on public transportation, avoid displaying expensive items such as smartphones, watches, and jewelry.

At Home

- Lock doors and windows when you are home alone.
- Open the door only to people you know well.
- Do not give personal information over the telephone or computer.
- Never agree to meet alone with a person you met online.
- If someone comes to the door or window and you are frightened, call 911 or the police.
- Never shoot firearms or pick them up, even if they are unloaded.
- When you come home, have your key ready before you reach the door; do not enter if the door is ajar or appears to have been tampered with.
- Never tell a stranger that you are home alone. Instead, say that your parents are busy and can't come to the door or phone.

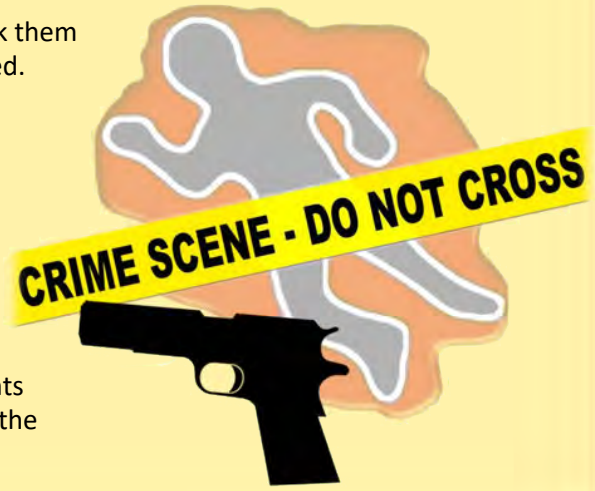


Figure 5.2.8

Conclusion

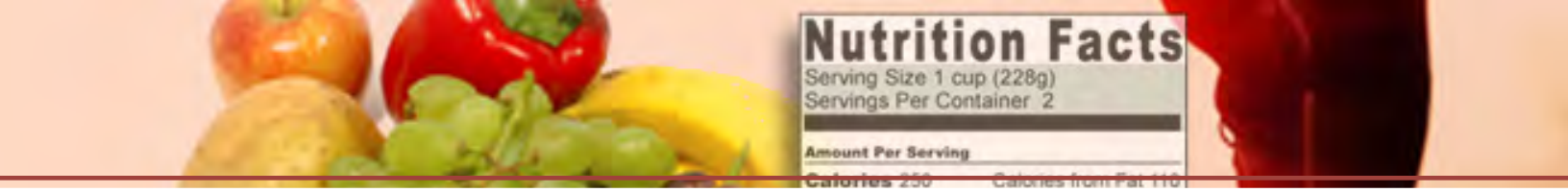
It will take much work to lower the incidence of violence in our society. As a Cadet and leader in your school and community, you can set an example and use smart strategies to prevent violence.

Lesson Check-up

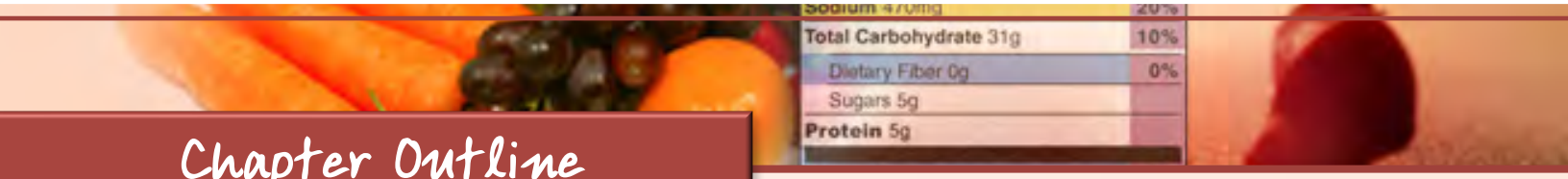
- **List three risk factors for teen violence.**
- **Why are drug and alcohol often a factor in violence?**
- **What are three basic ways you can protect yourself from violence?**

CHAPTER 6

Figure 6.0



HEALTH AND FITNESS



Chapter Outline

LESSON 1: Elements of Health (p.200)
What choices can you make to promote good health?

LESSON 2: Benefits of Physical Activity (p.210)
How can you improve your level of physical fitness?

LESSON 3: Nutrition (p.220)
How can you improve your nutrition?

LESSON 4: Body Image (p.236)
How can you develop a healthy body image?

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LESSON 1

Elements of Health

What You Will Learn to Do

Examine the elements of health

Linked Core Abilities

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

Learning Objectives

- **Identify** the elements of health
- **Describe** how what you eat impacts health
- **Describe** how exercise impacts health
- **Identify** how stress impacts overall health
- **Identify** causes for lack of sleep
- **Explain** how lack of sleep affects the brain

Key words

- **caffeine**
- **cardio-respiratory**
- **correlation**
- **impulse control**
- **irrational**
- **melatonin**
- **sedentary**

Essential Question

What choices can you make to promote good health?

Learning Objectives (cont'd)

- **Identify** unsafe behaviors
- **Define** key words: caffeine, cardio-respiratory, correlation, impulse control, irrational, melatonin, sedentary

Introduction

There are several elements contributing to a person's overall health. How much exercise you get, what you eat, and how much and how well you sleep have an impact on your overall health. In this lesson, you'll learn the basics of what goes into good health. You'll also examine unsafe behaviors.

Elements of Health

Maintaining good health isn't about one single thing. Instead it is an approach to life that you live by each day. Each day, you should:

- Exercise
- Eat a healthy amount and healthy combination of food
- Get enough sleep
- Practice healthy options for controlling stress
- Avoid unsafe behaviors

Try to make each of these a habit. When developing healthy habits like this by practice, you'll find yourself doing them without even thinking about it!

Figure 6.1.1

There will be days when you aren't able to exercise or get enough sleep. That's okay—the important thing is to keep the unhealthy behaviors to a minimum. For example, if you have a double cheeseburger, large fries, and a milkshake one day, it won't ruin your health. But if you eat fast foods every day, you might find yourself gaining weight or having complexion problems.

Physical Activity

Physical activity should be a regular part of your day. Did you know that regular physical activity in children and adolescents promotes health and fitness?

Research compared teens that are inactive to those who are physically active and found that the teens who exercise have stronger muscles and higher levels of **cardio-respiratory** fitness. Teens who exercise typically have a lower percentage of body fat, stronger bones, and may experience less depression and anxiety than youth who do not exercise regularly.

You don't have to be a star athlete to benefit from exercise. Research shows that you'll gain benefits from even moderate exercise. Ideally, you should get an hour of exercise each day. For example, you might spend 30 minutes biking to school, then shoot hoops with friends for another 30 minutes.

Key words

cardio-respiratory: The part of the body that is responsible for heart-lung functioning

Content Enhancement:

TEEN HEALTH ENEMY: SCREEN TIME

How much time do you spend watching television, at a computer, or on your phone? While screen time can be fun, it often robs you of time you could be spending exercising or sleeping. The National Institutes of Health recommends that teens spend no more than two hours per day on sedentary screen time. If you have some bad screen time habits, try to follow these guidelines:

- Make plans to get out with friends.
- Schedule exercise as part of your daily routine.
- Eat at the dinner table, not in front of the TV or computer.
- Don't lie in bed while watching or interacting with electronic devices.
- Don't stay awake waiting for messages.
- Turn off the TV, computer, and/or smartphone at least 30 minutes before you go to bed. The light that emanates from these screens can actually make it more difficult for you to fall asleep.

Figure 6.1.2

Adults who are **sedentary** have a higher risk of developing chronic illnesses, such as heart disease, hypertension, type 2 diabetes, or osteoporosis. Most teens are not going to develop these illnesses, even if they have a sedentary lifestyle. But staying active now can give you a better chance of remaining healthy into your adult years. The healthy habits you make now can stay with you for the rest of your life.

Key words

sedentary:
Sitting or resting a great deal; moving very little

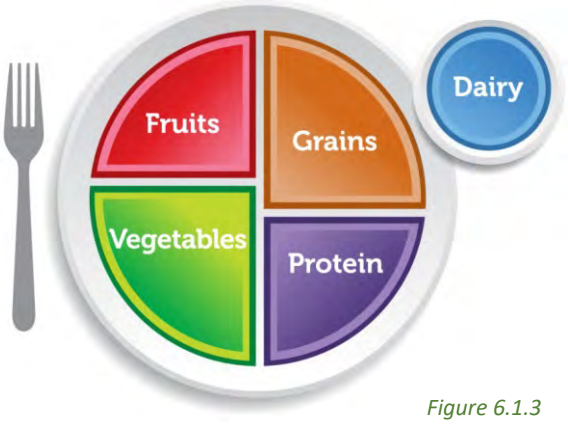

Figure 6.1.3

Healthy Eating

The best way to ensure you're getting proper nutrition without consuming too many calories is by eating a good balance of fruits, vegetables, grains, proteins, and dairy products. In general, a healthy eating plan:

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

Make sure you have three healthy meals each day, beginning with a nutritious breakfast. Eating a good breakfast can actually help you reach and maintain a healthy weight. In a later lesson, you'll learn more about nutrition and how to get the right balance of different foods.

Content Enhancement:

EASY VS. HEALTHY

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

Sleep

Figure 6.1.4

Does it really matter if you get enough sleep? Absolutely! Not only does the quantity of your sleep matter, but the quality of your sleep is important as well. If your sleep is interrupted or cut short, you might not reach the deeper stages of sleep. Then you will not feel as rested. How well you function during the day depends on how well you sleep at night and how much time you spend in each stage of sleep.

Getting enough deep sleep each night is important for a functioning brain. Your brain needs sleep for:

- Concentration
- Quick reactions
- Creating memories and learning
- Coordination

Content Highlight:

STAGES OF SLEEP

1 During Stage 1 of sleep, you drift in and out of awareness. You can be awakened easily. Your closed eyes move slowly and your muscles quiet down. You may have a sensation of starting to fall, and you might have sudden body movements.

2 In Stage 2, your eye movement stops and your brain waves become slower.

3 In Stage 3, your brain begins to produce extremely slow brain waves, called delta waves.

4 In Stage 4, your brain produces mostly delta waves.

Stages 3 and 4 are deep sleep. If someone wakes you up suddenly from a deep sleep, you may feel groggy and disoriented until your brain adjusts to being awake.

The pathways in the brain that help us learn and remember are very active when we sleep. Studies show that people who are taught mentally challenging tasks do better after a good night's sleep. Other research suggests that sleep is needed for creative problem solving.

Getting enough sleep is also important to maintain a healthy weight. Less sleep can increase your risk of being overweight or obese. A recent study found that with each extra hour of sleep, the risk of being overweight or obese dropped by nine percent. Most teens need at least nine hours of sleep per day.

Lack of quality sleep in teens affects your performance in school. Some studies show a **correlation** between lost sleep and poorer grades. Lack of sleep also affects your ability to do your best in sports. Worse yet, anyone who drives while drowsy, risks having a car accident.

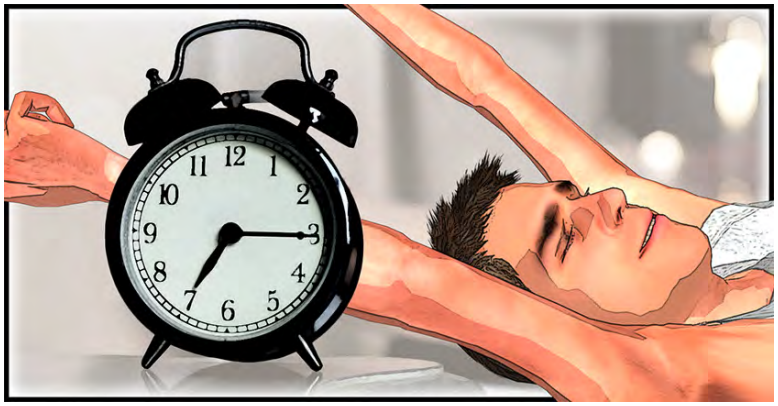

Figure 6.1.5

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

One of the enemies of sleep for teens is screen time. Screens on TVs, computers, tablets, and smartphones emit a type of blue light that has a chemical effect on your brain: blue light actually makes it more difficult to get to sleep. Winding down by reading on an electronic device actually makes it harder to achieve a long deep sleep. Turn off electronics at least an hour before you go to bed. You'll get to sleep faster and sleep more soundly.

Another enemy of sleep is **caffeine**. Caffeine is a drug found naturally in coffee and tea. It increases alertness and wakefulness. Caffeine is added to many soft drinks and sports drinks. Limit your intake of these beverages if you want a good night's sleep!

The decision to get enough sleep is up to you. Decide to get the rest your body needs and feel better as a result!

Content Highlight:

BLUE LIGHT AND YOUR BRAIN

Electronic devices such as TVs, tables, computers, and smart phones emit a blue light that changes the way your brain works. Normally, a gland in your brain releases a chemical, **melatonin**, which signals it is time for sleep. Melatonin reduces alertness and makes sleep more inviting.

However, when your eyes are exposed to blue light, your brain stops releasing melatonin. You don't even have to be staring directly at a screen. The brain will suppress melatonin if enough blue light reaches the eye.

Key words

correlation:
How two or more measurements relate or don't relate to each other

caffeine:
A drug found naturally in coffee and tea, which increases alertness

melatonin:
Substance produced by the brain that helps you sleep

Stress Management

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

Stress can impact your overall health, both by changing your behavior and by affecting your body. People who are stressed out often eat poorly, do not get enough sleep, and fail to exercise. Prolonged stress can cause headaches, a weakened immune system, anxiety, lack of sleep, and more.

Figure 6.1.6

By taking care of yourself and getting plenty of rest and exercise, you can better deal with the effects of stress. As you learned in Unit 1, you can reduce stress by:

- Knowing how and when to relax
- Keeping a positive outlook
- Keeping a sense of humor
- Learning to be assertive
- Ignoring circumstances that can't be changed
- Being physically active
- Finding a hobby you enjoy
- Eating healthy
- Seeking supporters to help you cope
- Solving small problems to increase your confidence

Figure 6.1.7

Finding healthy ways to manage stress is one of the most important life skills you'll learn. When you can control your stress in healthy ways, the rest of your life will be easier and more productive.

Safe Behaviors

A person's behavior can positively or negatively affect his/her health. By now, you already know about negative habits related to exercise, eating, and sleep. However, other behaviors can also impact your health:

- *Using drugs, alcohol, or tobacco*

  These substances can change the way your brain functions and/or damage your organs. In a later lesson, you'll learn about the specific health effects of these substances.

Figure 6.1.8

- *Seatbelt use*

  In most states, wearing a seatbelt is required by law. Even if you live in a state where seatbelt use is not required, wear one. Research shows that seatbelts save lives and reduce injuries—both for front-seat and rear-seat passengers. Don't risk crippling injuries or death by not wearing a seatbelt.

Figure 6.1.9

- *Impulsive behavior*

  The teen years are often ones filled with creativity and curiosity. Teens' brains are sharp and fast. However, a young person's brain is not fully developed. The last part of the brain to develop is the frontal lobe, which is responsible for judgement, insight, and **impulse control**.

Key words

impulse control: The ability to regulate sudden desires to do something

Key words

irrational:
Without reason or sound judgement

- *Impulsive behavior (cont'd)*
  This is why smart teens are often risk-taking and **irrational** about their own behavior. They may be able to recognize a friend's daredevil behavior, but unable to control their own if they are dared or invited to do something risky.

Figure 6.1.10

Hospital records are filled with teenagers who did not stop and consider that they might be seriously injured by jumping off a building, walking near the edge of a cliff, running through traffic, driving at night with headlights off, or any other number of exciting, but risky behaviors. Train yourself to stop and think before you succumb to your own curiosity or a friend's dare: "If I do this, I could have a serious injury."

Content Highlight:

FUN AND DEATH

Young adults can be fearless; they may not believe they can be hurt. This type of thinking can result in tragedy. Consider these two examples:

Cartersville, GA – Just hours after graduation ceremonies, a teenager died when he was playing a shopping cart game with his friends. The game involved getting into the cart, being tied to the cart, and then being pushed into a lake. Chance Werner, 18, of Cartersville died at Lake Allatoona, north of Atlanta. His body was found in about 30 feet of water and he was still tied to the cart.

Manning, OR – A three-car crash resulted after a 19-year-old man fainted while holding his breath as he drove through a tunnel. Daniel J. Calhon told police he fainted while holding his breath. When he fainted, his car drifted across the centerline and crashed head-on with a Ford Explorer. A third car hit the vehicles after they struck the walls of the tunnel. Calhon, his passengers, and passengers in the other cars were taken to the hospital for injuries. Calhon was charged with one count of reckless driving, three counts of reckless endangerment, and fourth-degree assault.

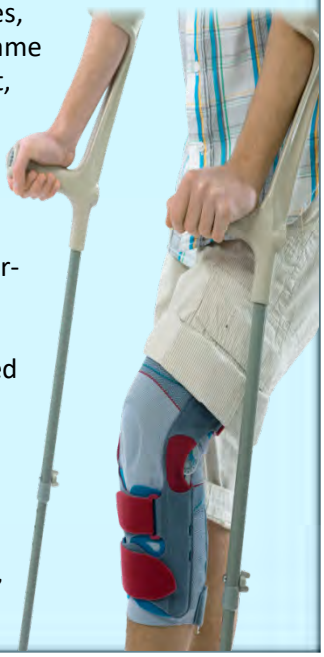

Figure 6.1.11

Conclusion

In order to achieve a healthy lifestyle, it is important to manage and balance stress, physical activity, sleep, and diet. These factors drastically impact a person's health—their physical, mental, and social well-being. In order to do this properly, it takes determination and self-discipline. Control impulses to engage in unhealthy or risky behaviors. Choose activities that bring you strength, endurance, health, and peace of mind.

Lesson Check-up

- **What are some of the benefits of exercise?**
- **Describe the negative effects of lack of sleep.**
- **Explain why teens are especially weak at impulse control.**

LESSON 2

Benefits of Physical Activity

Key words

- aerobic exercise
- anaerobic exercise
- cross-training
- metabolism
- muscle strength
- muscle endurance
- physical fitness

What You Will Learn to Do

Develop ways to increase your fitness level

Linked Core Abilities

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

Learning Objectives

- **Identify** the benefits of exercise
- **Describe** ways to increase your fitness level
- **Examine** methods for increasing aerobic capacity, strength and endurance, and flexibility
- **Create** a plan to set and achieve personal fitness goals

Essential Question

How can you improve your level of physical fitness?

Learning Objectives (cont'd)

- **Explore** methods to monitor your fitness progress
- **Define** key words: aerobic exercise, anaerobic exercise, cross-training, metabolism, muscle strength, muscle endurance, physical fitness

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Introduction

Physical fitness is an official and integral part of every Junior ROTC program. Physically fit Cadets are more capable of serving their communities and nation. They are also healthier, stronger, and more capable of dealing with stress. In this lesson, you'll learn about different types of exercise and explore ways to set fitness goals for yourself.

Figure 6.2.1

Benefits of Physical Activity

In 2008, the U.S. government set a standard for young people to do 60 minutes or more of physical activity each day. In a 2013 survey, it appeared that the guidelines were not being met. The survey found that only 29 percent of high school students participated in such activity for 60 or more minutes a day.

The reason for concern about physical activity among young people is simple. Physical activity benefits you in three important ways:

- *Physical benefits* – your body is healthier
- *Academic/Emotional benefits* – you feel better and do better in school
- *Social benefits* – you meet and interact more with others

By now, the physical benefits of exercise may be obvious to you. Exercise increases your **physical fitness**—your ability to perform various activities without excessive fatigue or injury. Exercise can also help you maintain a healthy body weight by increasing your metabolism. **Metabolism** is the way the food you eat is converted into energy. If you consume more food than your body expends in energy, the excess is stored in your body as fat. Physical activity increases your metabolism, so that you use more of the energy from food.

Key words

physical fitness:
Your ability to perform various activities without excessive fatigue or injury

metabolism:
The way the food you eat is converted into energy

Figure 6.2.2

Physical activity also improves academic performance. Research has shown a strong correlation between exercise and grades in school. Young people who are physically active tend to get better grades. In addition, your brain responds to exercise by clearing your mind and "burning off" stress. You feel better emotionally.

Physical activity not only benefits both your body and mind. It also helps you socially. Because it helps you look and feel better you are more likely to interact with others. Physical activities often involve other people, so you also get the social benefits of meeting and making friends with other people.

Content Enhancement:

BENEFITS OF PHYSICAL ACTIVITY

Physical Benefits

- Strengthen heart and lungs
- Manage weight
- Control blood sugar
- Control blood pressure
- Increase strength and stamina
- Improve flexibility and muscle tone
- Improve balance, the feeling of stability and control over your body
- Develop coordination, the smooth and balanced movement of body parts at the same time
- Improve reaction time
- Increase the body's defense to diseases
- Improve sleep

Academic/Emotional Benefits

- Feel more alert and energetic
- Reduce stress
- Learn to focus on completing tasks, such as homework
- Learn new things
- Get a sense of accomplishment
- Lessen mental fatigue
- Build a positive self-image
- Increase self-confidence and self-esteem

Social Benefits

- Engage in enjoyable activities
- Meet and interact with new people
- Use abilities to work with others as a team
- Get support from friends
- Share goals and achievements with others

Figure 6.2.3

Increasing Your Level of Fitness

If you are not getting 60 minutes of exercise a day, you need to increase your physical activity. Even if you are doing the recommended 60 minutes, you can still improve your overall health by increasing your level of fitness.

Starting a new fitness program begins with your mind. Acknowledge that fitness is important to your well-being. Then choose activities that you enjoy and will give you the benefits you want. Finally, just do it. Move more.

If you are currently sedentary, look for ways to make physical activity part of your daily life. Take the stairs instead of using elevators and escalators. Walk or ride a bike when possible, rather than asking your friends, parents, or guardians for a ride.

In addition to looking for everyday opportunities to put your body to work, plan regular exercise. Start in sessions of 10 to 15 minutes at a time. Gradually work up to about 60 minutes 5 to 7 days a week. If you feel that you do not have time to spare, break down your activity into multiple shorter sessions during the day. Three 10-minute exercise sessions will provide the same benefit as one covering 30 minutes.

Elements of Fitness

There are two main types of exercise: aerobic and anaerobic. **Aerobic exercise** is rhythmic, nonstop, and moderate to vigorous activity that requires large amounts of oxygen and improves the cardiorespiratory system. Running, walking, biking, and swimming are forms of aerobic exercise.

Anaerobic exercise is intense physical activity that requires little oxygen but uses short bursts of energy. Sprinting, weightlifting, and gymnastics are examples of anaerobic exercise.

Each type of exercise benefits the body in a particular way. You can combine both types of exercise to achieve optimum fitness. By choosing a variety of activities, you can receive the benefits of both types of exercise.

A variety of activities will also help you with the elements of fitness:

- Aerobic capacity
- Muscle strength and endurance
- Flexibility

These three things are ways to measure fitness. The exercises in the Cadet Challenge address each of these.

Key words

aerobic exercise: Moderate to vigorous activity that requires large amounts of oxygen; improves the cardiorespiratory system

anaerobic exercise: Intense physical activity that requires little oxygen but uses short bursts of energy

Stages of Exercise

1. **Warm up.** Exercise at a low pace for 10 minutes to increase your heart rate and loosen your muscles and joints. Stretch gently.
2. **Workout.** Start at a comfortable level of exertion then build up gradually.
3. **Cool down**. Take a few minutes to slow your body down by moving at a slow, easy pace.

Figure 6.2.4

BUILDING AEROBIC CAPACITY

Aerobic capacity refers to the ability of your heart and lungs to supply oxygen to your muscles. Heart and lung capacity is important in all kinds of exercise—running, biking, jumping rope, swimming, and walking. Measuring aerobic capacity, including how far you can run without stopping, or how long you can play basketball without tiring, are indicators of your heart and lung endurance. Learn to pace yourself so that you can walk or jog without stopping.

The best way to build up heart and lung endurance is by doing moderate to vigorous exercise for at least 60 minutes on most days. This is called cardiovascular exercise, or sometimes just "cardio," because it raises your breathing and heart rates. This makes your heart stronger.

Some exercises to build aerobic capacity are:

- *Walking/jogging/running* – Start off slowly, and then gradually increase your pace. Work up to a 30-minute walk, or alternate walking and jogging until you can jog or run for 20 minutes without stopping.
- *Swimming* – Swimming provides a total body workout. Gradually work up to 20 minutes of continuous swimming. Swim at a steady pace and vary your routine by using different strokes.
- *Jumping rope* – As you jump, guard your joints against unnecessary strain by raising your feet just high enough to allow the rope to pass. Gradually build up your ability until you can jump rope for 60 seconds without stopping.

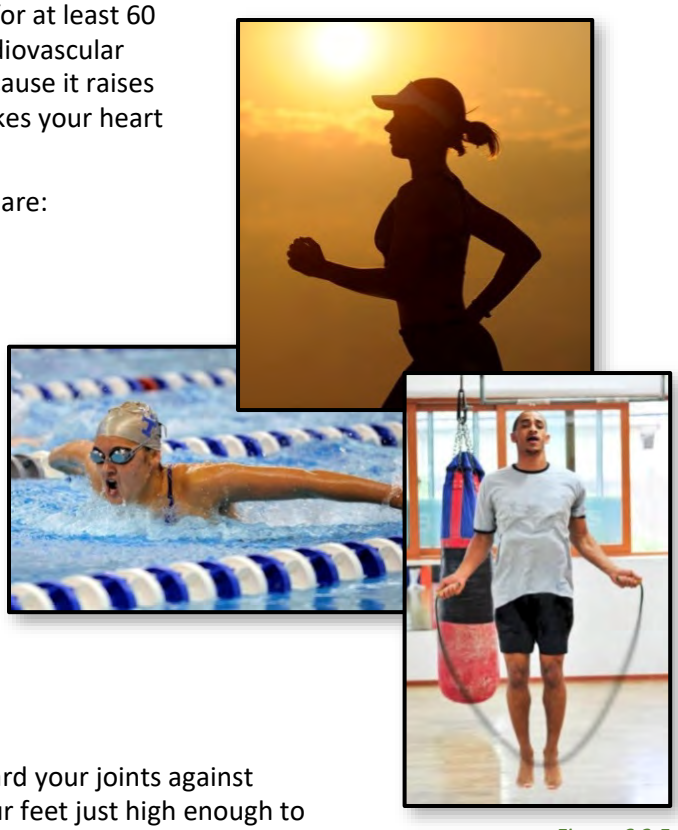

Figure 6.2.5

Content Enhancement:

CROSS-TRAINING

Cross-training, or switching between different exercises, has benefits over doing one exercise all the time. It can also help reduce injury by working different muscle groups instead of overusing one group, as may happen if your only exercise is running.

Overuse of one muscle group can cause weakness in another area of the body, possibly resulting in injury. Cross-training can also help reduce boredom of doing one type of exercise over and over again.

A good example of cross-training for someone who runs is to include weightlifting. Weightlifting provides muscular strength while running improves heart and lung endurance.

Key words

cross-training:
A form of exercise where you switch between different exercises to build up different aspects of your fitness

muscle strength:
The most force you can exert or weight you can lift at one time

muscle endurance:
The ability of a muscle to repeatedly exert a force over a prolonged period

MUSCLE STRENGTH AND ENDURANCE

The ability of a muscle to exert a force is its strength. **Muscle strength** is the most force you can exert or weight you can lift at one time. **Muscle endurance** is the ability of a muscle to repeatedly exert a force over a

prolonged period. Strength and endurance work together. The greater your muscle strength, the more force your muscles can exert. The greater your muscle endurance, the longer your muscles can exert force.

Three basic strengthening exercises help improve strength and endurance of your abdominal area and upper body. These include push-ups, curl-ups, and step-ups:

- Push-ups strengthen muscles in your arms and chest. Lie face down on the floor. Bend your arms and place your palms flat on the floor beneath your shoulders. Straighten your arms, pushing your entire body upward, and then lower your body to the floor. Repeat.
- Curl-ups strengthen your abdominal muscles. Lie on your back with your knees bent and your heels on the floor. Cross your arms over your chest. Curl your upper body forward so that both shoulder blades come off the floor. Uncurl and repeat.
- Step-ups strengthen your leg muscles. Step up onto a step with your left foot and then bring your right foot up. Step down with your left foot and bring the right foot down. Repeat, alternating between feet.

Weight training is a good way to build muscle strength. You should start with lifting light weights multiple times. Make sure, however, that you learn from an expert, such as a fitness trainer or physical education teacher. Lifting weights properly prevents injury and provides the best chance for improvement.

FLEXIBILITY

Flexibility is the ability of your joints to move easily through a full range of motion. When you have good flexibility, you can easily bend, turn, and stretch your body. People with limited flexibility may move stiffly or strain parts of their body.

Figure 6.2.6

You can improve your flexibility through regular stretching, bending, and twisting exercises. Move slowly and gently, and improve the flexibility of different muscle groups gradually. Stretch when your muscles are warmed up a bit and be careful not to overstretch. One tool used to measure flexibility is the V-sit reach, which is part of the Cadet Challenge.

Setting Fitness Goals

A personal fitness plan can help you achieve the level of fitness that will improve your general health and improve your endurance. However, a plan can become confusing. You may wonder which exercises or other physical activities will best help you reach your fitness goals. Maybe you're not sure how to do an exercise.

Your JROTC instructor, a physical education teacher, or coach can help. They can show you how to get started, what equipment to use, and how to exercise safely. They can also help you stay motivated. The following chart shows the benefits of different activities.

Exercise	Muscle Strength and Endurance	Lung Strength and Endurance	Heart Strength and Endurance
Handball	High	High	High
Swimming	High	Medium	High
Jogging	Medium	High	High
Bicycling	Medium	High	High
Tennis	High	Medium	Medium
Brisk walking	Medium	High	High
Slow walking	Low	Medium	Medium
Softball	Medium	Low	Low
Weight training	High	High	Low

** The ratings in this chart show the benefits of activities done for 30 minutes or more.*

Figure 6.2.7

Setting goals is an important step in starting a fitness program. Keep in mind that the goals you set should be reasonable and realistic. Using the SMART system will help you set reachable goals.

Content Highlight:

EXAMPLE OF SETTING A SMART GOAL

Specific:	Be able to run 3 miles
Measurable:	Log activity each week
Attainable:	Run/walk for 30 minutes 3 times a week
Results:	Run a 10-minute mile by the end of the month
Time frame:	I want to be able to do this by the end of the month

Creating an Activity Plan

If you feel confident enough to do your own fitness planning, a weekly activity outline can be helpful. (*See Figure 6.2.8* for a sample plan.) A written plan will keep you on track and help you exercise consistently. You should make your own plan based on activities you like and your schedule.

There are two things to do when developing your plan. First, write down all of your scheduled physical activities or exercise sessions. These would include gym periods, team practices, and drill practice. Second, pencil in a variety of physical activities and exercises. Try to balance your schedule so that every day you have some activities listed, but no single day is overloaded. Also, be flexible, and include some choices. For example, you might write, "Jog or bike ride," and then decide which activity you prefer when that day comes.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Bike ride 1 hr.	Gym class 50 min. Soccer practice 2 hrs. Walk home from practice 20 min.	Basketball or jog after class 40 min. Karate class 1 hr. Drill practice 1 hr.	Gym class 50 min. Soccer practice 2 hrs.	Basketball or jog after class 40 min. Karate class 1 hr. Drill practice 1 hr.	Gym class 50 min. Walk home from school 20 min.	Soccer game 1 hr. Karate class 1 hr.
TOTAL 1 hr.	TOTAL 3 hr. 10 min.	TOTAL 2 hr. 40 min.	TOTAL 2 hr. 50 min.	TOTAL 2 hr. 40 min.	TOTAL 1 hr. 10 min.	TOTAL 2 hr.

Figure 6.2.8

There are two things to do when developing your plan. First, write down all of your scheduled physical activities or exercise sessions. These would include gym periods, team practices, and drill practice. Second, pencil in a variety of physical activities and exercises. Try to balance your schedule so that every day you have some activities listed, but no single day is overloaded. Also, be flexible, and include some choices. For example, you might write, "Jog or bike ride," and then decide which activity you prefer when that day comes.

Keep in mind that your activity plan should meet your personal fitness goals. You may also find that it is not that hard to stay active.

Monitoring Your Progress

As you work toward your fitness goals, monitoring your progress becomes important. Remember that change comes gradually. You can't expect to cut 30 seconds off your mile time after only a week of working out.

Here are some suggestions for evaluating your progress:

- Keep an exercise log or journal, making performance notes after each workout.
- After four to six weeks of workouts, you should notice some improvement in your overall fitness. Depending on the exercises you have been doing, you should feel stronger. You should have more endurance and greater flexibility. You will probably also feel better overall, look fit, and have more energy.

Figure 6.2.9

- If you see no significant change after six weeks, you need to evaluate the situation. Have you been exercising regularly? Do you need to modify your fitness goals?

Evaluating your progress (cont'd):

- Another measure of fitness is your resting heart rate, the number of times per minute your heart beats when your body is at rest. The average heartbeat rate ranges from 72 to 84 beats per minute. A resting heartbeat rate less than 72 is generally associated with good physical fitness. Aerobic exercise will help your resting heart rate by making your heart stronger.

Once you reach your fitness goals, you might consider setting new goals for yourself. This will keep your routine interesting, and help you continuously improve your fitness.

Conclusion

In this lesson, you learned about the benefits of physical fitness. Different kinds of exercise will build different elements of fitness, to ensure you have the capacity, strength, endurance, and flexibility to perform well at any physical task. Creating a personal activity plan can keep you on track and help you meet your fitness goals.

Lesson Check-up

- **Describe some benefits of physical activity.**
- **What is the best way to build up aerobic capacity?**
- **Why is it important to have a written plan for improving your fitness?**

Nutrition

What You Will Learn to Do

Develop a personal nutritional plan to promote health

Linked Core Abilities

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

Learning Objectives

- **Identify** common influences on food choices
- **Describe** how the body uses the six types of nutrients
- **Explain** how substances added to foods, such as fats, sugars, and sodium, can impact your health
- **Explain** how to read food labels

Key words

- **appetite**
- **calories**
- **carbohydrates**
- **cholesterol**
- **electrolytes**
- **essential amino acids**
- **hunger**
- **hydration**
- **legumes**
- **nutrients**

Essential Question

How can you improve your nutrition?

Learning Objectives (cont'd)

- **Identify** key factors in making healthy food choices
- **Explain** how eating right and exercising can impact your health
- **Define** key words: appetite, calories, carbohydrates, cholesterol, electrolytes, essential amino acids, hunger, hydration, legumes, nutrients, obese, protein, saturated fats, trans fats, unsaturated fats

Key words (cont'd)

- **obese**
- **protein**
- **saturated fats**
- **trans fats**
- **unsaturated fats**

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Introduction

Most people in our nation are healthy and strong. However, about one third of Americans do not have a healthy diet. According to the Centers for Disease Control 34% of adult Americans are **obese**. Young people are not immune to the problem of weight control. About 20% of young people aged 12–19 years are obese.

One of the most difficult things for young people to do is to eat healthy. In this lesson, you'll learn about what influences the food you eat, what makes up a healthy diet, and how to analyze nutritional information on prepared foods.

Key words

obese:
Very overweight

appetite:
Psychological desire for food

hunger:
Physical need for food

Appetite and Hunger

When you smell popcorn, does the pleasant odor make you want to try some? Does the sight of fresh strawberries make your mouth water? Do you like something crunchy to chew—maybe a crisp apple, or a fresh carrot? These are signs of your **appetite** at work. Your appetite is the psychological desire for food. It may be stimulated by the smell, sight, or texture of food.

Appetite is different from **hunger**. When you are hungry, your brain sends a signal to look for something to eat. You may hear your stomach growl or feel a little discomfort. Sometimes that's called a hunger pain.

Key words

nutrients:
Substances in food that your body needs

You may also feel tired or light-headed. These signs indicate that your body's supply of food energy and **nutrients** is running low.

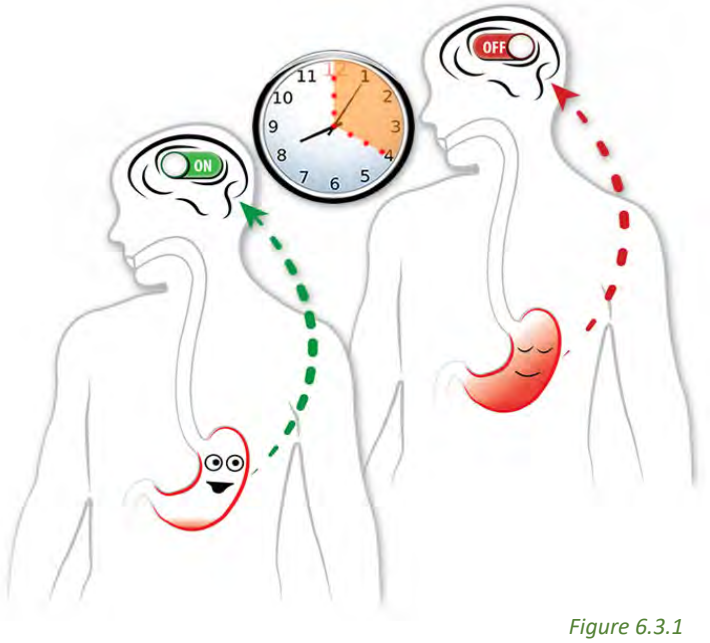


Figure 6.3.1

When you eat, the hunger gradually goes away. Your stomach needs about 20 minutes to send a message back to the brain to turn off the hunger switch. This may cause some people to overeat if they eat too fast while their hunger switch is on. Therefore, it's best to eat slowly to allow time for your brain to receive the message that your hunger has been satisfied.

What Influences Your Food Choices?

People have different food likes and dislikes. What you like can be influenced by what you are used to eating at home, what food is available, or which food advertisements tell you to buy.

The Kaiser Family Foundation studied 13 television networks and found that 34 percent of food and drink commercials were for candy and snacks. Another 29 percent were for cereal, and 10 percent for beverages. Only 8 percent were for dairy and prepared foods. Combine this advertising with the easy access to fast food stores and drive-thru restaurants that offer tasty but unhealthy foods with high amounts of sugar and fat, and it's easy to see why so many people eat poorly.

Food can meet emotional needs, too. Do certain foods make you happy? Perhaps you have favorite foods that make you feel more comfortable when stressed or depressed. Using food to deal with negative emotions is not a healthy way to respond to these feelings.

People who eat to relieve stress or boredom may fall into a pattern of overeating; to stay healthy, they need to develop better ways to cope with such feelings. When you are able to make healthy choices about foods, you are more likely to look, feel, and perform your best. The chart below lists some of the most common factors that influence what people eat.

FOOD FACTORS	
FACTORS	**DESCRIPTION**
Family and Friends	You may prefer certain foods because you have grown up eating them at home. Other choices may be influenced by your friends. Still, other choices you make may be due to a favorite place to eat in your neighborhood.
Cultural Background	Different cultures have different traditions about what they eat, and perhaps where, how, and with whom they eat. For example, Mexican-American families eat a lot of beans, corn, and tortillas, while Italian-American families often favor pasta dishes. Consider some of your own family traditions in eating. In addition, many Americans enjoy trying a variety of foods from different cultures.
Food Availability	Some foods are regional, growing only in certain areas. Some are seasonal and available only in certain months. Fresh blueberries, for example, are plentiful in summer but hard to find in the winter months. Still, modern transportation and growing methods have expanded the food supply and your choices. Many foods that were once regional or seasonal are now available in many areas year-round.
Time and Money	Schedules and budgets can greatly affect a family's food choices.
Advertising	Have you ever tried a food because you heard about it from radio or television, or saw an Internet ad? Ads can influence our choices to buy certain brands and products over and over. They may also persuade us to try new kinds of foods.
Knowledge of Nutrition	The more you know about the nutrients in different foods, the better you are at choosing foods that supply the nutritional benefits that you need.
Personal, Physical, or Medical Factors	Some people have allergies or medical conditions that restrict what they can choose to eat. Among the foods that most often cause allergic reactions are milk, peanuts, wheat, and shellfish.
Personal Preferences	Your personal likes and dislikes, and overall health goals, contribute to your food choices. You will have a healthier and more enjoyable eating experience if your preferences include foods that provide nutrients.
Emotions	Do you turn to food when you are stressed, bored, or unhappy? Don't let your emotions rule your appetite. Emotional eating can lead to an unhealthy diet and weight control problems.

Figure 6.3.2

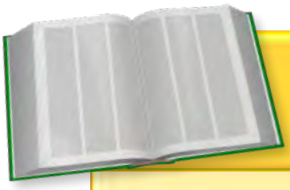
Why the Body Needs Nutritious Foods

Foods contain nutrients and substances that your body needs. However, not all foods are high in nutrients and some foods even have an unhealthy balance of nutrients.

Nutrients have many important roles. They give you energy, build new body tissues, and repair cells. They also help your body's processes and systems run smoothly.

You need a wide variety of healthy foods to get all the nutrients your body needs. Good nutrition is one of the main factors in building and maintaining good health. Nutrition is the process of using food and its substances to help your body have energy, grow, develop, and work properly. One important reason you eat is to take in **calories**. You need this energy for everything you do—from running laps to doing your homework.

Everyone needs the same nutrients to maintain good health, but the amount of nutrients needed depends on a person's age, gender, state of health, and level of activity. When you do not get enough of a particular nutrient, you could have a nutrient deficiency, a shortage of a necessary nutrient. For example, young people need more of the mineral calcium than older people do. Calcium helps build strong bones. If you don't eat enough foods that supply calcium, over time, the calcium deficiency could affect the strength of your teeth and bones. In some cases, an eating pattern that lacks calcium-rich foods can lead to osteoporosis, a disease in which bones become brittle and easier to break.



Content Enhancement:

THE BREAKFAST BENEFIT

Teens that eat breakfast often perform better in school and sports and have healthier weights. By eating breakfast, you can increase your memory, stay focused, and feel less grouchy and restless.

Six Categories of Nutrients

Foods provide you with nourishment from more than 40 different nutrients. These nutrients are grouped into six categories:

- **Carbohydrates**
- **Proteins**
- Fats
- Vitamins
- Minerals
- Water

Eating a variety of foods that supply a good balance of these nutrients is essential to good health.

CARBOHYDRATES

Carbohydrates are the sugars and starches that provide your body with most of its energy. Carbohydrates can be either simple or complex.

Some common sources of simple carbohydrates, or sugars, are found in sugar, honey, jams, fruit juice, soft drinks, and candy.

Key words

calories:
A measure of the energy in food

carbohydrates:
The sugars and starches that provide your body with most of its energy

protein:
A nutrient your body uses to build, repair, and maintain cells and tissues

Complex carbohydrates, or starches, are found in **legumes**, whole grains, and vegetables. As your body digests complex carbohydrates, it breaks them down into simple sugars, which are absorbed into the bloodstream to provide energy. Complex carbohydrates break down slower than simple carbohydrates, which is why they are better at providing a steady level of energy.

Many junk foods and processed foods are high in simple carbohydrates. We all need carbohydrates, but as we've seen not all carbohydrates are equal. For a healthy diet, try to get 45 to 65 percent of your daily calories from fiber-rich fruits and vegetables, whole grains, and legumes.

Figure 6.3.3

PROTEINS

Proteins are nutrients your body uses to build, repair, and maintain cells and tissues. They also help your body fight disease and provide energy when your body doesn't get enough from other sources.

Figure 6.3.4

Foods from animal sources, such as meat, fish, poultry, eggs, milk, cheese, and yogurt, contain complete proteins. These are proteins that provide all the **essential amino acids**. Amino acids are small units that make up protein. Your body can produce most amino acids on its own. The remaining ones, called essential amino acids, must come from the food you eat.

Foods from plant sources, such as soybeans, nuts, peas, and dry beans, contain incomplete proteins—they lack one or more of the essential amino acids. By consuming a variety of plant foods, such as beans, rice, nuts, and peas, you combine incomplete proteins from different sources, making complete proteins that provide essential amino acids. You don't need to eat these foods at the same meal to get the benefit. Just have a good variety throughout the whole day.

FATS

Fats are nutrients that provide energy and perform many functions for your body. They carry certain vitamins and promote healthy skin and normal growth. Foods that are high in fats also tend to be high in calories.

Key words

legumes:
The group of vegetables that includes beans, peas, and lentils

essential amino acids:
Small units that make up protein that the body cannot make—they must come from the food you eat

For this reason, health experts generally recommend that any eating plan include only moderate amounts of fat.

Saturated fats are fats that are solid at room temperature. They are found mostly in animal and dairy products such as red meat, butter, cheese, and whole milk. An eating pattern that includes too many saturated fats can increase a person's risk of heart disease.

Figure 6.3.5

Unsaturated fats are fats that remain liquid at room temperature. They come mainly from plant sources. Foods containing mostly unsaturated fats include vegetable oils, nuts, avocados, and olives. Unsaturated fats lower **cholesterol** levels and are considered healthier than saturated fats.

The Centers for Disease Control and Prevention recommend that no more than 25 to 35 percent of teens' daily calories come from fat. It's easy to cut down on the fats you can see. For example, put a smaller amount of butter on your baked potato, or trim the fat from meats. Later on in this lesson, you'll learn how to identify hidden fats in food.

VITAMINS

Vitamins are substances needed in small quantities to help regulate body functions. Vitamins keep your immune system in top shape. They help produce white blood cells to fight infections, and they maintain the health of your brain, bones, and heart.

Because our bodies cannot produce enough of the vitamins we need, we should get our vitamins from food sources.

Figure 6.3.6

MINERALS

Minerals are elements needed in small quantities for forming healthy bones and teeth, and for regulating certain body processes. Calcium, phosphorus, and magnesium help build strong bones and teeth. Iron plays a vital role in making red blood cells. Adequate potassium levels help cells function efficiently. Potassium also helps to regulate heartbeat, encourage normal

Key words

saturated fats:
Fats that are solid at room temperature

unsaturated fats:
Fats that are liquid at room temperature

cholesterol:
A waxy substance used by the body to build cells and hormones, and to protect nerve fibers

muscle contraction, regulate kidney function, and promote normal body growth. See *Figure 6.3.7* for more information about functions and sources of important vitamins and minerals.

IMPORTANT VITAMINS & MINERALS	
FUNCTIONS	**SOURCES**
Vitamin A Promotes healthy skin and normal vision	Dark green leafy vegetables (such as spinach); dairy products (such as milk); deep yellow-orange fruits and vegetables (such as carrots, winter squash, apricots); eggs; liver
B Vitamins A group of eight vitamins needed for a healthy nervous system; helps with energy productions	Meat; poultry; eggs; fish; whole grain bread; fruits; cereals; oats
Vitamin C Needed for healthy teeth, gums, and bones; helps heal wounds and fight infection	Citrus fruits (such as oranges and grapefruits); cantaloupe and strawberries; mangoes; tomatoes; cabbage and broccoli; potatoes
Vitamin D Promotes strong bones and teeth, and the absorption of calcium	Fortified milk; fatty fish (such as salmon and mackerel); egg yolks; liver; vegetables
Vitamin K Helps blood clot	Dark green leafy vegetables (such as spinach); egg yolks; liver; some cereals
Calcium Needed to build and maintain strong bones and teeth	Dairy products (such as milk, yogurt, and cheese); dark green leafy vegetables (such as spinach); canned fish with edible bones (such as sardines)
Fluoride Promotes strong bones and teeth, prevents tooth decay	Fluoridated water; fish with edible bones
Iron Needed for hemoglobin in red blood cells	Red meat; poultry; dry beans (legumes); fortified breakfast cereal; nuts; eggs; dried fruit; dark green leafy vegetables
Potassium Helps regulate fluid balance in tissues; promotes proper nerve function	Fruits (such as bananas and oranges); dry beans and peas; dried fruit; dark green leafy vegetables; yogurt; fish
Zinc Helps heal wounds; needed for cell reproduction	Meat; poultry; eggs; dry beans and peas; whole grain breads and cereals

Figure 6.3.7

WATER

Water is a nutrient that is vital to your life and health. It makes up over half of your body and serves many important functions. Water transports nutrients through your body. It helps you digest food, lubricates your joints, removes wastes, and helps regulate body temperature.

You lose water every day in urine and sweat, requiring you to replace it continually. A combination of thirst and normal drinking behavior—especially consuming fluids with meals—is usually enough to maintain normal **hydration.** Hydration is providing enough water to maintain a correct fluid balance.

However, if it is particularly hot or you're involved in prolonged physical activity, it is important to drink fluids regularly during and after the activity. Drink plenty of water or other replenishment fluids such as fruit juices, milk, soup, or electrolyte drinks. **Electrolytes** help to control fluid levels and maintain normal potassium levels in the body.

Key words

hydration:
Providing enough water to maintain a correct fluid balance

electrolytes:
Substances that help control fluid levels and maintain normal potassium levels in the body

Other Substances in Food

In addition to the major nutrients, foods may contain other substances that impact your health. Some of these substances are fiber, hidden fats, cholesterol, added sugar, sodium, and caffeine. Of these, fiber is the only one that is good for your health.

FIBER

Figure 6.3.8

Fiber is the part of fruits, vegetables, grains, and beans that your body cannot digest. It helps move food particles through your digestive system. Eating high-fiber foods may help lower your risk of certain types of cancer and reduce your risk of heart disease. Foods high in fiber include whole grain breads and cereals, fruits and vegetables, and dry beans and peas.

Figure 6.3.9

CHOLESTEROL

Cholesterol is a waxy substance used by the body to build cells and hormones, and to protect nerve fibers. Most cholesterol is produced in your liver and circulates in the blood. Cholesterol is also found in foods of animal origin, including meats, chicken, egg yolks, and dairy products.

Eating foods high in cholesterol can affect the levels of cholesterol in your blood. The low-density or "bad" cholesterol, LDL, can leave deposits on the walls of your blood vessels. This buildup raises the risk of heart attack or stroke. To help reduce LDL levels in your blood, medical experts recommend you limit intake of foods that are high in saturated fat, such as fatty meat and full fat dairy products. Many studies have found that regular aerobic physical activity also helps prevent LDL buildup.

HDL is the "good" cholesterol. It can help lower LDL levels. Most of the fat that you eat should come from unsaturated sources: nuts, vegetable oils, and fatty fish are sources of unsaturated fats.

Studies show that regular aerobic activity can raise HDL levels and prevent LDL buildup.

Figure 6.3.10

HIDDEN FATS

Fats are often hidden in processed and prepared foods. It's harder to cut down on hidden fats, but it can be done. Reduce the amount of fried food you eat and switch from whole to low-fat milk. Carefully read the labels on packaged foods to check for fats and oils.

Trans fatty acids, or **trans fats**, are artificial fats made when hydrogen gas reacts with oil. These artificial fats are found in many cookies, crackers, icing, chips, margarine, and microwave popcorn. Trans fats pose a higher risk of heart disease than saturated fats. Trans fats not only raise total cholesterol levels, they also deplete high-density, or good cholesterol (HDL), which helps protect against heart disease.

Key words

trans fats:
Artificial fats made when hydrogen gas reacts with oil

HIDDEN SUGAR

Here's an amazing fact. The average American eats about 100 pounds of sugar a year! Try lifting a bag containing 100 pounds of sand or other material, or just try moving it a few inches along the floor.

Sugar occurs naturally in fruit and milk, and it does provide some good food energy. Sugar is not harmful in moderate amounts. Unfortunately,

it is added to many prepared foods such as soft drinks, cookies, candy, breakfast cereal, ketchup, and even spaghetti sauce.

The reality is that you are eating more sugar in an average day than you realize. If you don't pay attention to the amount of added sugar you take in, it may cause you to gain weight from the additional calories, or develop health problems over time.

Content Enhancement:

SUGAR: HIDING IN MOST PACKAGED FOODS

Sugar isn't just for dessert! One study estimated that there is some form of sugar in 74% of all packaged foods. And many times, "sugar" isn't listed as an ingredient because it is called by a different name. Here's a short list of common hidden sugars:

Anhydrous dextrose, brown sugar, cane crystals, cane sugar, corn sweetener, corn syrup, corn syrup solids, crystal dextrose, evaporated cane juice, fructose sweetener, fruit juice concentrates, high-fructose corn syrup, honey, liquid fructose, and malt syrup

Figure 6.3.11

SODIUM

Sodium is another necessary nutrient that helps control the balance of fluids in the body. It occurs naturally in salt and other foods. It is also used extensively in processed foods to flavor or preserve the food.

Most Americans eat much more sodium than they need. For some people, too much sodium may contribute to high blood pressure and fluid retention. You can lower your sodium intake by substituting spices for salt. There are many tasty spices that can make your meals healthier. Also, use food labels as a guide for how much salt you consume. Food labels will be covered later in the lesson. The American Heart Association recommends you not consume more than 1,500 milligrams (mgs) of sodium per day. Animal and human studies have shown that excess sodium intake leads to problems with the heart and kidneys.

CAFFEINE

Caffeine is a substance that stimulates the nervous system and can become habit-forming. It is an ingredient in energy drinks, cola, and some other soft drinks. Coffee, tea, and chocolate also have it. Caffeine stimulates the heart rate and the appetite. It can perk you up, but then it makes you feel drowsy so that you want more. For this reason, it's best to limit your intake of products containing caffeine.

Figure 6.3.12

Nutrition Labeling

Packaged foods list the ingredients they contain *(Figure 6.3.13).* The ingredients are listed in order ***by amount***: the first item in the list is the one that makes up the largest percentage of the food. The last ingredient listed makes up the smallest percentage of the food.

Ingredient lists can be surprising! For example, some cereals claim to be healthy list sugar as the second ingredient and high fructose corn syrup (another type of sugar) as the fourth ingredient. The ingredient list is a good way to tell if the food product has hidden sugar, fat, or salt.

INGREDIENTS: MILLED CORN, SUGAR, SOLUBLE CORN FIBER, CONTAINS 2% OR LESS OF MOLASSES, SALT, HYDROGENATED COCONUT AND SOYBEAN OIL, WHEAT STARCH, ANNATTO COLOR, BHT FOR FRESHNESS.

VITAMINS AND MINERALS: VITAMIN C (SODIUM ASCORBATE AND ASCORBIC ACID), NIACINAMIDE, ZINC OXIDE, REDUCED IRON, VITAMIN B_6 (PYRIDOXINE HYDROCHLORIDE), VITAMIN B_2 (RIBOFLAVIN), VITAMIN B_1 (THIAMIN HYDROCHLORIDE), VITAMIN A PALMITATE, FOLIC ACID, VITAMIN D, VITAMIN B_{12}.

CONTAINS WHEAT INGREDIENTS. CORN USED IN THIS PRODUCT MAY CONTAIN TRACES OF SOYBEANS.

Figure 6.3.13

Nutrition Facts
Serving Size 2/3 cup (55g)
Servings Per Container About 8

Amount Per Serving	
Calories 230	Calories from Fat 72
	% Daily Value*
Total Fat 8g	**12%**
Saturated Fat 1g	**5%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 160mg	**7%**
Total Carbohydrate 37g	**12%**
Dietary Fiber 4g	**16%**
Sugars 1g	
Protein 3g	
Vitamin A	10%
Vitamin C	8%
Calcium	20%
Iron	45%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs.

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

1. **Serving size**—The nutrient content of the food is calculated according to its serving size. If you double the servings you eat, you double the calories and nutrients, including Percentage of Daily Value.
2. **Calories (and calories from fat)**—Calories provide a measure of how much energy you get from a serving of this food. Remember, the number of servings you consume determines the number of calories you actually eat.
3. **Nutrients (fats and sodium)**—The amount of total fat in one serving is listed, followed by the amount of *trans* and saturated fat. The calories from fat are shown to the right of the total calories per serving. Sodium and cholesterol amounts are also provided. Eating too much fat, saturated fat, *trans* fat, cholesterol, and sodium may increase your risk of certain chronic diseases such as heart disease, cancer, or high blood pressure.
4. **Nutrients (vitamins, fiber, and minerals)**—Most Americans don't get enough dietary fiber, vitamins, calcium, and iron in their diets. Eating enough of these nutrients can improve your health and help reduce the risk of some diseases and conditions.
5. **Percentage of Daily Value (%DV)**—The %DV can help you determine if a serving of food is high or low in a nutrient. You can use the %DV as a frame of reference whether you consume more or less than 2,000 calories a day. The %DV helps you interpret grams and milligrams by using a uniform scale for the day (0–100%DV). Each nutrient is based on 100 percent of the daily requirements for that nutrient. By referring to these numbers, you can tell whether foods are high or low in certain nutrients.
6. **Understanding footnote on bottom of nutrition facts label**—The footnote in the lower part of the nutrition label tells you percentage (%) of Daily Values is based on a 2,000 calorie diet. This statement must be on all labels. The entire footnote may not be there if the package is too small. However, all labels must contain the first line after the asterisk (*).

You can find more information about Nutrition Facts Labels by going to: **http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/default.htm**.

Figure 6.3.14

All packaged foods carry a label titled "Nutrition Facts" *(see Figure 6.3.14).* These labels provide valuable and important information for making healthy food choices. Food labels compare products to the Percent Daily Value, the percent of the recommended daily amount of a nutrient provided in a serving of food. The Percent Daily Value is based on an intake of 2,000 calories per day. This will tell you if the food you are eating is high in protein, carbohydrates, cholesterol, and sodium.

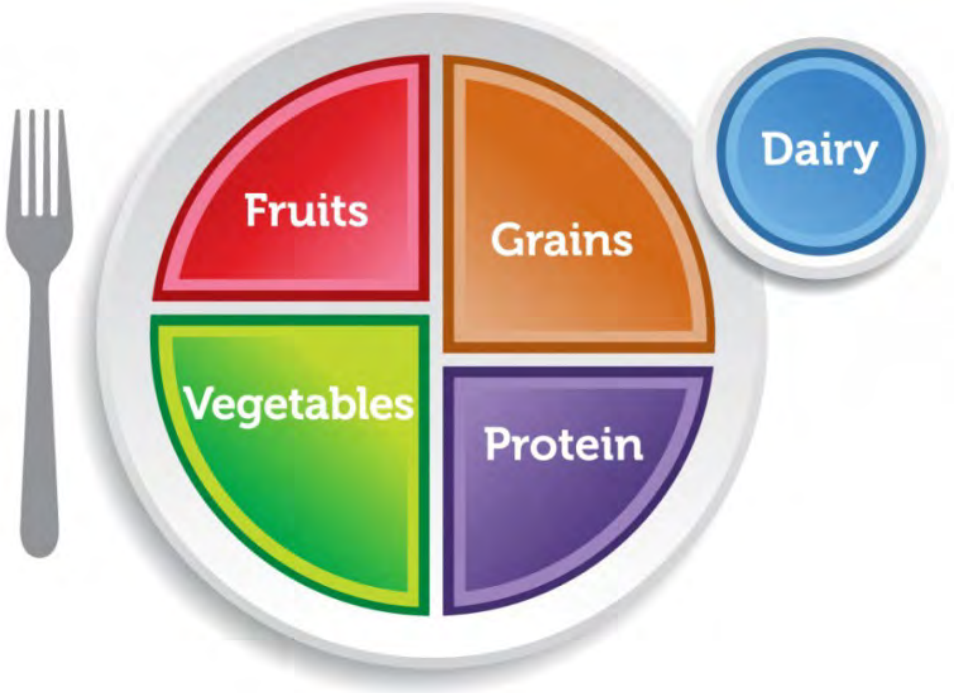
The Nutrition Facts label also list the serving size, number of servings per container, the calories in a serving, and the calories from fat in a serving. Understanding how to read a food label can help you select more nutritious foods to maintain a properly balanced eating pattern. For example, a food may contain 12% of the recommended daily allowance for fat. But if it gets 72 calories from fat and the total calories are 230—this is a high fat food; almost a third of its calories are from fat!

Making Wise Food Choices

How do you know you're getting the nutrients you need? The U.S. government has developed nutrition tools to help Americans make wise food choices. One of these tools is Choose My Plate. You can customize your diet by using the interactive tools on the Choose My Plate website: www.ChooseMyPlate.gov.

The idea behind Choose My Plate is to balance your calories, choose certain foods to eat more often, and to cut back on foods to eat less often. Making food choices for a healthy lifestyle can be as simple as using the following 10 tips.

1. **Balance calories**
   Find out how many calories YOU need for a day is a first step in managing your weight. Go to www.ChooseMyPlate.gov to find your calorie level. Being physically active also helps you balance calories.



www.ChooseMyPlate.gov *Figure 6.3.15*

2. **Enjoy your food, but eat less**
   Take the time to fully enjoy your food as you eat it. Eating too fast or when your attention is elsewhere may lead to eating too many calories. Pay attention to fullness cues before, during, and after meals. Use them to recognize when to eat and when you've had enough.

3. **Avoid oversized portions**
   Use a smaller plate, bowl, and glass. Portion out foods before you eat. When eating out, choose a smaller size option, share a dish, or take home part of your meal.

4. **Eat some foods more often**
   Eat more vegetables, fruits, whole grains, and fat-free or 1% milk and dairy products. These foods have the nutrients you need for health—including potassium, calcium, vitamin D, and fiber. Make them the basis for meals and snacks.

5. **Make half your plate fruits and vegetables**
   Choose red, orange, and dark-green vegetables like tomatoes, sweet potatoes, and broccoli, along with other vegetables for your meals. Add fruit to meals as part of a main or side dish, or as dessert.

6. **Switch to fat-free or low-fat (1%) milk**
   They have the same amount of calcium and other essential nutrients as whole milk, but fewer calories and less saturated fat.

7. **Make half your grains whole grains**
   To eat more whole grains, substitute a whole-grain product for a refined product—such as eating whole-wheat bread instead of white bread or brown rice instead of white rice.

Figure 6.3.16

8. **Eat some foods less often**
   Cut back on foods high in solid fats, added sugars, and salt. They include cakes, cookies, ice cream, candies, sweetened drinks, pizza, and fatty meats like ribs, sausages, bacon, and hot dogs. Use these foods as occasional treats, not everyday foods.

9. **Compare sodium in foods**
   Use the Nutrition Facts label to choose lower sodium versions of foods like soup, bread, and frozen meals. Select canned foods labeled "low sodium," "reduced sodium," or "no salt added."

10. **Drink water instead of sugary drinks**
    Cut calories by drinking water or unsweetened beverages. Soda, energy drinks, and sports drinks are a major source of added sugar and calories in American diets.

Figure 6.3.17

For a 2,000-calorie daily food plan, you need the amounts below from each food group. To find the amounts personalized for you, go to www.ChooseMyPlate.gov.				
Vegetables	**Fruits**	**Grains**	**Dairy**	**Protein Foods**
Eat 2½ cups every day	Eat 2 cups every day	Eat 6 ounces every day	Eat 3 cups every day	Eat 5½ ounces every day
What counts as a cup? 1 cup of raw or cooked vegetables or vegetable juice 2 cups of leafy salad greens	***What counts as a cup?*** 1 cup of raw or cooked fruit or 100% fruit juice ½ cup dried fruit	***What counts as an ounce?*** 1 slice of bread ½ cup of cooked rice, cereal, or pasta 1 ounce of ready-to-eat cereal	***What counts as a cup?*** 1 cup of milk, yogurt, or fortified soymilk 1½ ounces natural or 2 ounces processed cheese	***What counts as an ounce?*** 1 ounce of lean meat, poultry, or fish 1 egg 1 tablespoon peanut butter ½ ounce nuts or seeds ¼ cup beans or peas

Figure 6.3.18

Finding Your Food/Exercise Balance

Becoming healthier isn't just about eating well—it's also about physical activity. Regular exercise is important for your overall health and fitness. It helps you control body weight by balancing calories you take in as food with the calories you use up every day.

The President's Council on Fitness, Sports, and Nutrition recommends being physically active for 60 minutes every day. Increasing the intensity level of your physical activity brings even greater health benefits and body weight control.

You should set a goal to maintain a healthy weight that helps you look and feel good. It lowers your risk for heart disease, some cancers, and diabetes. Your doctor or health care provider can determine if you are at a healthy weight for your height and age.

Conclusion

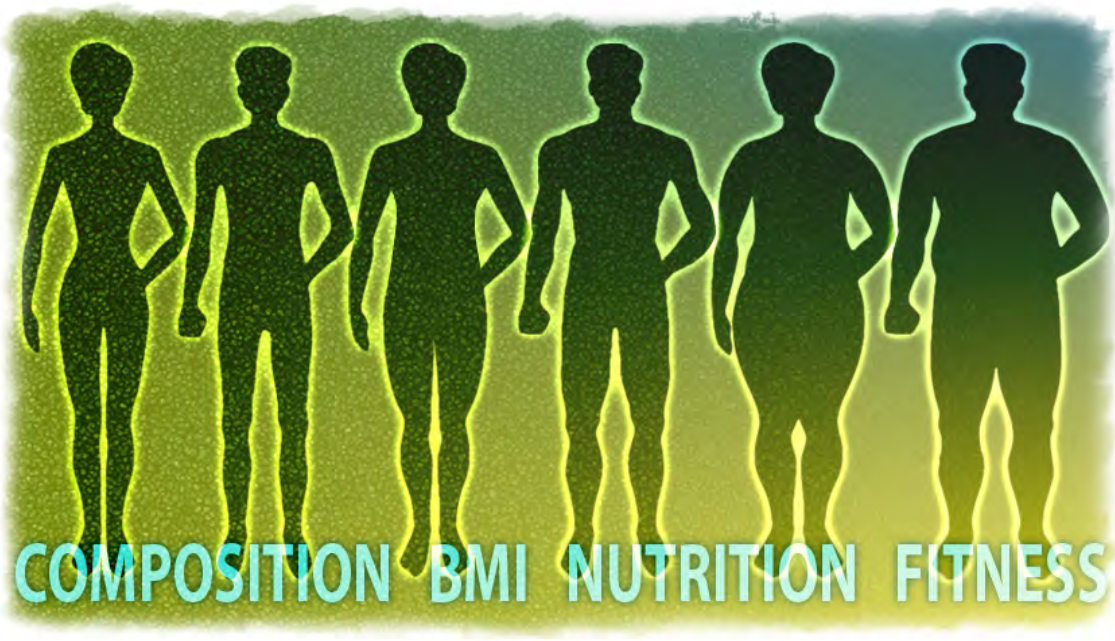
You've learned a lot about nutrition in this lesson. If you are active and maintain a healthy weight, you might think you can eat whatever you want. In this lesson, you learned that eating habits can impact your future health. Build nutrition into your lifestyle. Your body will thank you!

Lesson Check-up

- **What is the difference between appetite and hunger?**
- **Name four influences on food choices.**
- **Why does your body need protein?**
- **What kinds of foods contain hidden fats and sugars?**
- **Why is it important to read the nutrition facts on food labels?**

LESSON 4

Body Image



Key words

- anorexia nervosa
- Basal Metabolic Rate
- body composition
- body image
- Body Mass Index
- bulimia nervosa
- empty calories
- endocrine system
- fasting
- obsession

What You Will Learn to Do

Examine how body image, eating, and physical activity affect whole health

Linked Core Abilities

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

Learning Objectives

- **Define** body image
- **Describe** how to measure body composition
- **Compare** the factors that influence overweight and underweight people
- **Explain** how to balance exercise and calories for an appropriate weight

Essential Question

How can you develop a healthy body image?

Learning Objectives (cont'd)

- **Describe** the symptoms of eating disorders
- **Define** key words: anorexia nervosa, Basal Metabolic Rate, body omposition, body image, Body Mass Index, bulimia nervosa, empty calories, endocrine system, fasting, obsession

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Figure 6.4.1

Introduction

Figure 6.4.2

How do you react when you look at yourself in the mirror? How do you feel about your appearance? Trying to look the same as a model, movie star, athlete, or anyone else can be unhealthy and unrealistic. It can also harm your health. In this lesson, you'll learn about developing a healthy body and a healthy body image. You'll learn the factors that affect your weight and dangers of eating disorders.

Key words

Body image:
The way you see your physical self

body composition:
The ratio of body fat to lean body tissue, such as bone, muscle, and fluid

Body Mass Index:
A measurement that allows you to assess your body size, taking your height and weight into account

What is Body Image?

Body image is the way you see your physical self. Someone who feels good about his or her looks is more likely to have a positive self-image.

You should recognize that no individual weight or body type is ideal for a specific age. Your body will grow and change throughout your teen years. A few extra pounds now, for example, could disappear in a few months after you grow an inch. Someone who feels too skinny may gain weight after he or she stops growing. Physical activity will also have an effect on your body weight and shape.

Many magazines and websites alter photographs of models so they appear thinner, more muscular, or taller than they really are. These images may influence your ideas about what you are supposed to look like or how your body should be shaped. Don't be influenced! People come in all shapes and sizes, not just the ones you see in photographs. Ideas about attractive body shapes are not the same in all parts of the world, nor have they been the same throughout history. Look at paintings of people during Europe's Renaissance period; the paintings show body shapes that are plump and curvy because that was considered attractive. No doubt, people from that era would have considered today's ultra-thin muscular models to be quite unattractive!

Remember, the way you look is not the most important thing in life. People who have accomplished great things did not spend inordinate amounts of time worrying about their looks. They focused on the goals they wanted to accomplish in life.

Body Composition

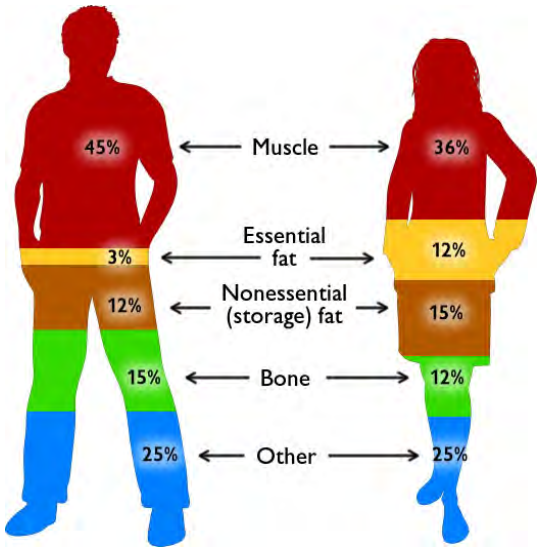

Figure 6.4.3

Many factors influence your appropriate weight, or the weight that is best for your body. Gender, height, age, body frame (small, medium, or large), and during your teen years, your growth pattern are among these factors.

In a previous lesson, you learned about the first three elements of fitness. They are aerobic capacity, muscular strength and endurance, and flexibility. The fourth element is **body composition**, the ratio of body fat to lean body tissue, such as bone, muscle, and fluid. One way to measure body composition is to use **Body Mass Index** (BMI), a measurement that allows you to assess your body size, taking your height and weight into account.

BMI is used to compare your weight relative to your height and to estimate your total body fat. However, because your body is still growing, BMI is not the final word on having a healthy weight.

Here's the formula to calculate your BMI:

$$BMI = \frac{(\text{Weight in pounds})}{(\text{Height in inches}) \times (\text{Height in inches})} \times 703$$

Figure 6.4.4

For example, a male 15-year-old who weighs 190 pounds and is 6 feet 3 inches tall has a BMI of 23.7, which is considered a healthy BMI for his age-weight-height.

$$\frac{190}{75 \times 75} \times 703 = 23.7$$

Figure 6.4.5

WHAT DOES BMI TELL YOU?

BMI is used as a screening tool to identify possible weight problems for young people. The Centers for Disease Control and Prevention (CDC) and the American Academy of Pediatrics (AAP) recommend the use of BMI to screen for overweight and obesity in young people beginning at two years old.

For young people, BMI is used to screen for obesity, overweight, healthy weight, or underweight. However, BMI is not a diagnostic tool. Individuals with the same BMI may have different amounts of body fat. The BMI for teenagers fluctuates as they grow; some young people grow tall quickly, and then fill out with muscle and fat. Others fill out first, and then gain in height. So while BMI is a useful number to watch, it can change quite a bit as you are growing.

> The Centers for Disease Control website has a BMI calculator for teens. You can enter your age, weight, height, and gender into the calculator. It will tell you if your BMI is too high or too low.

Figure 6.4.6

WEIGHT PROBLEMS AND DIET

Being overweight or underweight is unhealthy. People who are overweight weigh more than the appropriate weight range for gender, height, age, body frame, and growth pattern. People who are underweight weigh less than the appropriate weight range for gender, height, age, body frame, and growth pattern. Because of pressure placed on young people from family, friends, and social images, they can become overly concerned that they have a weight problem. In reality, most young people don't need to lose or gain weight. In fact, unnecessary dieting can interfere with normal growth and development.

OVERWEIGHT

Eating foods with high amounts of sugar and fat or eating more food than needed can lead to weight gain. This is especially true for people who are sedentary—they don't get much exercise.

Key words

empty calories:
Calories that contain little nutritional value

Many times, people tend to eat foods with **empty calories** or low nutritional value; this may result in overeating because you may not feel full. Empty calorie foods have high amounts of sugar and fats, and do not contain the full range of vitamins and nutrients the body needs to be healthy.

Many young people tend to grab food from fast-food places and convenience stores. Much of this food is high in fat, sugar, and empty calories. Some fast-food restaurants even allow supersize portions, which attract people to them through bargain prices and other selling techniques. These supersize portions may come at a bargain price, but they also come with much more fat, sugar, and calories.

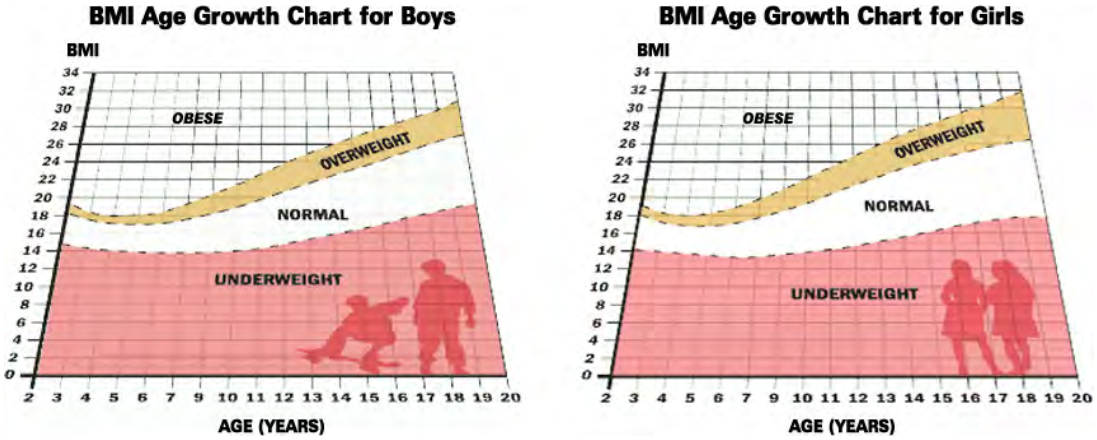

Figure 6.4.7

If you have a sedentary lifestyle, this may make you more prone to weight gain. Many people watch too much television, play video games, or stay on a computer for long periods. These activities burn fewer calories than those involving physical movement.

As we have discussed in previous lessons, excess weight puts strain on the heart and lungs. Overweight people have an increased risk of developing high blood pressure, diabetes, heart disease, cancer, and stroke. If you think that you are overweight, check your BMI, review the results, and if necessary check with a health care professional.

You may just be gaining weight before getting taller. This is the body's way of storing up extra energy for growing.

UNDERWEIGHT

Young people who appear skinny are not necessarily underweight. Some are simply growing taller first. After reaching a certain height, the body may take time to catch up and add shape and muscle.

Some people are underweight because they do not consume enough nutrients, eating mostly empty calorie foods. Others are underweight because of extreme dieting or excessive exercise. As we have learned in previous lessons, foods with the right amount of nutrients and calories provide the best foundation for staying healthy. Being underweight increases health risks just as much as being overweight.

Being underweight may indicate malnutrition, a condition in which the body doesn't get the nutrients it needs to grow and function properly.

Being underweight may lower your body's ability to recover from illness, fight infections, and heal wounds.

According to a study published in 2010 in *The Baltic Journal of Health and Physical Activity*, underweight people have lower bone mass densities. This may lead to osteoporosis, a condition marked by bone loss, brittle and fragile bones, bone pain, and increased risk of fractures to bones. Although seen more in older people, being underweight can lead to osteoporosis in young people.

People who often feel tired due to the lack of nutrients that supply energy may be more likely to develop medical issues such as anemia, which is related to this low nutrient intake. Anemia is a deficiency of red blood cells. Red blood cells help transport oxygen to our organs and muscles. Being underweight can also lower your immune system, making you more likely to catch colds or the flu.

THE ROLE OF CALORIES

The calories you take in and use every day affect your weight. As you remember, calories measure both the energy available in food and the energy your body uses. The more calories a food contains, the more energy it provides.

You consume calories whenever you eat and drink. When you take in the same number of calories that your body burns, your weight should remain the same. When your body burns more calories than you take in, you should lose weight. When you take in more calories than your body burns, you will gain weight. Your body converts and stores the extra calories as fat.

On average, teen females require 2,200–2,400 calories per day, and teen males require 2,800–3,200. If you are counting calories, eating too much or too little in a given day is less important than focusing on your average intake over the long term.

Managing a healthy weight also requires more than counting calories. Not all calories are the same. Studies consistently show that sugary beverages, potato chips, and other processed foods are associated with weight gain. Studies also show that calories from different foods are not absorbed the same. When people eat high-fiber foods like nuts and some vegetables, for example, only about three-quarters of the calories they contain are absorbed. The rest are excreted from the body unused. Therefore, the calories listed on the labels of high fiber foods are not necessarily what the body is actually getting. Make sure you consider the nutrient value of the foods you eat and stay away from empty calorie foods.

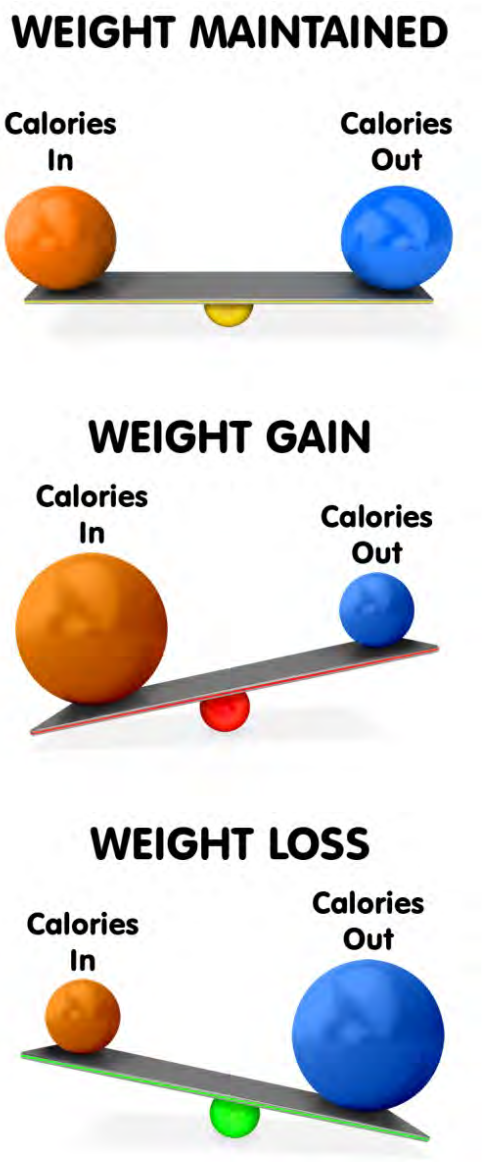

Figure 6.4.8

Managing Your Appropriate Weight

If you think you might be over or under your appropriate weight, you should check with a health care professional. This person can analyze your situation and suggest the best approach for you to manage weight. Most successful weight-change programs combine increased physical activity with a healthy eating plan that includes nutrient-dense foods.

Figure 6.4.9

INCREASING PHYSICAL ACTIVITY

There is one key ingredient whether you are trying to lose or gain weight. Physical activity is the key to keeping a healthy weight. Physical activity helps tone muscles and reduces body fat. You can also burn more calories by increasing your level of activity.

ADJUSTING YOUR CALORIE INTAKE

Whether the goal is to lose or gain weight, eating foods with nutritional value will provide the best chance for reaching your goal. Instead of fried foods, you should eat foods that are broiled, baked, or steamed. If you do a little of your own cooking, you can add flavor by using herbs and spices instead of oils or cream sauces. Drinking fewer drinks with high amounts of sugar or caffeine will also help. Drinking more water or drinks that replenish nutrients will also help manage your intake of calories.

When you are increasing or reducing calorie intake, it's always best to eat more servings of lean and low-fat foods, including those with complex carbohydrates, such as whole grain breads, pastas, and fresh vegetables. Whether you want to reduce or increase calorie intake, use information from the Dietary Guidelines for Americans or ChooseMyPlate.gov.

MANAGING WEIGHT CHANGE

Have you tried any of the following to manage your weight?

- Following weight-loss programs that promise quick results
- Relying on special products or formulas
- Trying to lose more than 1/2 to 1 pound per week
- Eating fewer calories a day than recommended for your age and height
- Skipping meals

These are examples of things NOT to do! There are no shortcuts to managing your weight. Exercise and a good diet provide the best chance for success and long-lasting results. Experimenting with fad diets, pills, and other "procedures" that promote quick weight loss can be dangerous to your health. For example, diet pills can be addictive and can have serious side effects. Body wraps cause water loss rather than loss of fat. Most of these are short-term solutions at best, and they cannot replace informed, healthy choices about weight change. Managing a healthy weight is about:

- What you eat
- How much you eat
- How much you exercise

In an earlier lesson, you learned that metabolism is the way your body processes everything you eat and drink—changing sugar, protein, and fat into energy. Everyone's body works differently, and everyone will have a different metabolic rate. The trick is to figure out how fast or slow your metabolism is. If you measure your **Basal Metabolic Rate** (BMR), you can then tailor your caloric and exercise needs to fit how your body works.

BMR measures how many calories you burn when you're doing nothing. Remember that even when you are not active, your body is still using energy for breathing and other basic functions that keep you alive. BMR is calculated based on your age, gender, height, and weight factors. *Figure 6.4.10* shows the formula for calculating BMR.

Key words

Basal Metabolic Rate: A measurement that shows how many calories you burn when you're doing nothing

Content Enhancement:

BASAL METABOLIC RATE FORMULA

The BMR formula uses the variables of height, weight, age, and gender to calculate the Basal Metabolic Rate. This is more accurate than calculating calorie needs based on body weight alone. The only factor it omits is lean body mass and the ratio of muscle to fat a body has. Remember, leaner bodies need more calories than less lean ones. Therefore, this equation will be very accurate in all but the very muscular (will underestimate calorie needs) and the very overweight (will overestimate calorie needs).

Women:

BMR = 655 + (4.35 x weight in pounds) +
(4.7 x height in inches) - (4.7 x age in years)

Men:

BMR = 66 + (6.23 x weight in pounds) +
(12.7 x height in inches) - (6.8 x age in years)

Figure 6.4.10

Your metabolism is individual to you. It is based on a combination of your genetics, age, gender, muscle mass, and certain environmental factors. While your best friend who is able to eat anything and still stay slim seems to have a faster metabolism; it's not likely her metabolic rate is creating such a difference. She's working with a balance of how many calories she eats, how much she exercises, how much muscle mass she has, and how much she sleeps.

Basically, weight management comes down to this—the more active you are, the more calories you burn. That means how much physical activity you get in a day has more impact on your weight loss and gain than a fast or slow metabolism. When you're trying to lose or maintain weight, physical activity is one of the most important factors because it's under your control—you choose how sedentary or active you want to be.

The Harris Benedict Equation *(Figure 6.4.11)* is one way to determine your daily calories needs.

Content Enhancement:

HARRIS BENEDICT EQUATION

The Harris Benedict Equation is a formula that uses your BMR and then applies an activity factor to determine your total daily energy expenditure (calories). The only factor omitted by the Harris Benedict Equation is lean body mass. Remember, leaner bodies need more calories than less lean ones. Therefore, this equation will be very accurate in all but the very muscular (will underestimate calorie needs) and the very overweight (will overestimate calorie needs).

To determine your total daily calorie needs, multiply your BMR by the appropriate activity factor, as follows:

Little or no exercise:
Calorie calculation = BMR x 1.2

Light exercise/sports 1-3 days/week:
Calorie calculation = BMR x 1.375

Moderate exercise/sports 3-5 days/week:
Calorie calculation = BMR x 1.55

Hard exercise/sports 6-7 days/week:
Calorie calculation = BMR x 1.725

Total Calorie Needs Example:

If you are sedentary, multiply your BMR (1745) by 1.2 = 2094. This is the total number of calories you need in order to maintain your current weight.

Figure 6.4.11

Key words

endocrine system: Parts of the body that produce hormones to regulate metabolism, growth and development, tissue function, sleep, mood, and other aspects of the body

STRENGTH TRAINING

Muscle mass makes us strong, and it also helps us burn calories—during and after workouts. Strength training applies resistance to help build muscle mass. It usually includes exercises such as weightlifting or using a resistance band. Adding strength training to your workout routine will help build muscle mass and keep your bones strong. One pound of muscle burns about 15 calories a day, and while that's still not much, it's more about your total weight from muscle mass.

SLEEP

A University of Chicago study found that when we don't get enough sleep, our **endocrine system**'s functions change. That includes our metabolism. Lack of sleep can slow your metabolism.

Getting half of the recommended sleep—four instead of eight hours of sleep each night—for just six nights alters how our bodies regulate blood sugar levels and store energy so much that the study's otherwise healthy participants suddenly began to show early symptoms of diabetes.

If you average seven or eight hours of sleep per night, an hour more or less won't make much of a difference. However, if you're getting only four or five hours, another two or more hours will promote weight loss.

Key words

fasting:
Not eating for long periods

HYDRATION

Another factor that can affect your metabolic rate is hydration—how much water you consume to keep your body in balance. A study at the University of Utah found that people who are better hydrated have higher metabolic rates. Eight to twelve 8-oz. glasses of water every day will help your metabolic rate.

FASTING AND METABOLISM

If you skip meals or severely reduce the number of calories you eat, your body compensates by slowing down your metabolism. This allows your body to save calories to handle basic functions. **Fasting**, or not eating for long periods, is also a potentially dangerous way to lose weight. Fasting slows your metabolism, causing side effects including muscle tissue loss, heart damage, digestive problems, and stunted growth.

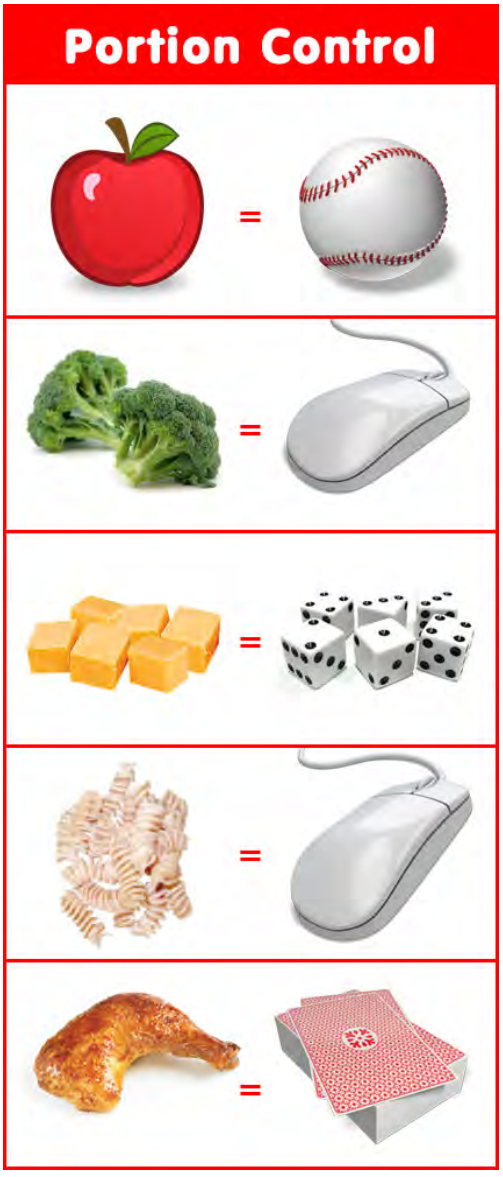

Figure 6.4.12

WEIGHT MANAGEMENT TIPS

Maintaining a healthy weight means learning to eat smart and staying active for a lifetime. Working with a health care professional can help you develop a safe weight management program. A professional can assist you in setting realistic goals that are both safe and effective.

Managing your portions will allow you to balance the calories you take in with those you burn. A good program of enjoyable physical activities like bike riding, dancing, volleyball, or swimming will help you burn enough calories to help you manage your weight.

The Dangers of Eating Disorders

Many young people spend a great deal of time worrying about their weight or other problems. Sometimes these worries get out of control. An **obsession** can develop.

An obsession is an emotional state in which something seems so important that you are always thinking about it. If food intake is coupled with mental and emotional problems, eating disorders can be the result. Eating disorders are extreme and damaging eating behaviors that can lead to sickness and even death.

Eating disorders can be triggered by many psychological factors. These include low self-esteem, poor body image, and depression. Young people are at risk because of the normal stresses during the teen years and the natural growth patterns of their bodies. Eating disorders are serious; they can be fatal. People with eating disorders need professional help.

Three dangerous eating disorders are **anorexia nervosa**, **bulimia nervosa**, and binge-eating disorder.

Key words

obsession:
An emotional state in which something seems so important that you are always thinking about it

anorexia nervosa:
An eating disorder characterized by self-starvation leading to extreme weight loss

bulimia nervosa:
An eating disorder in which a person eats large amounts of food and then tries to purge the food

Figure 6.4.13

ANOREXIA NERVOSA

Anorexia nervosa is an eating disorder characterized by self-starvation leading to extreme weight loss. Teenage girls and young women seem to be especially susceptible to this disorder, though men and teenage boys can also experience it. Many also have trouble coping with everyday stresses, such as high expectations, the need to achieve, or the need to be popular.

Signs of anorexia nervosa include:

- An intense fear of gaining weight or being overweight.
- A highly distorted body image that continues to see fat where none exists.
- A refusal to maintain a normal body weight.
- A refusal to eat or eating patterns that tightly restrict food intake.

Because people with anorexia nervosa eat very little, they suffer malnutrition and develop shrunken organs, bone loss, low body temperature, low blood pressure, and a slowed metabolism.

Some people with anorexia can develop an irregular heartbeat that may lead to cardiac arrest. Treatment for anorexia nervosa may require a stay at a hospital or clinic.

BULIMIA NERVOSA

Another type of eating disorder is bulimia, or bulimia nervosa. Bulimia nervosa is a condition in which a person eats large amounts of food and then tries to purge. Many people with bulimia force themselves to vomit. Others take laxatives to force the food quickly through their body.

Figure 6.4.14

Although bulimia is more common among young women and teenage girls, young men and teenage boys can also develop the disorder. People with bulimia are extremely concerned about being thin and attractive. They have an overwhelming need to maintain control over their bodies. They might gorge on large amounts of food. Then, fearing that they are losing control of their bodies, they may take drastic steps to regain control. Some go on crash diets, including fasting, to try to make up for overeating.

Bulimia damages the body in many ways. Stomach acids from frequent vomiting can damage teeth and injure the mouth and throat. Vomiting can also cause the stomach to rupture. Repeated use of laxatives can damage the kidneys and liver, causing long-term health problems. Many people with bulimia suffer from malnutrition as a result of emptying the body of nutrients.

Signs of bulimia nervosa include:

- Regular binge eating episodes, at a rate of at least two per week for several months.
- Binges followed by purging, strict dieting, or excessive exercise to prevent weight gain.
- Using self-induced vomiting or laxatives as part of purging.
- An obsession with weight and body shape.

BINGE-EATING DISORDER

Another eating disorder is binge-eating disorder, or the rapid consumption of an excessive amount of food. This disorder may be the most common eating disorder, affecting one to two million Americans. People with binge eating disorder eat unusually large amounts of food at a time. Unlike people with bulimia, though, they do not rid their bodies of the food. Afterward, they often feel a sense of guilt and shame.

People with binge-eating disorder may use food as a way of coping with depression and other mental or emotional problems. However, the guilt and shame they feel after bingeing adds to the depression. This creates a cycle that can be difficult to break without professional help. Because binge eating disorder often leads to excess weight, it contributes to many health problems, such as obesity, diabetes, and heart disease.

Figure 6.4.15

Signs of binge-eating disorder include:

- Eating large amounts of food in a relatively short period, whether you are hungry or not, at least twice a week
- Eating until you feel overly full
- Eating large amounts of food when you are alone
- Eating personal "comfort foods," such as a certain type of cookies, ice cream, or other foods you find especially pleasurable, during sessions of excessive eating

OTHER UNHEALTHY EATING BEHAVIORS

There are other unhealthy eating behaviors that do not qualify as full-blown eating disorders. However, they still have serious effects on weight, mental health, and well-being. These behaviors are classified as disordered eating, a range of habits in which food is used primarily to deal with emotional issues.

- *Compulsive overeating* – Feeling the need to eat constantly and quickly, even when full. Often snacking around the clock instead of eating meals at a set time.
- *Extreme dieting* – Dieting and weight loss that become obsessions focused on each bite of food eaten and every pound of weight shed. While extreme dieters do not lose enough weight to have anorexia nervosa, they are at greater risk for developing anorexia nervosa.

Figure 6.4.16

HELP FOR PEOPLE WITH EATING DISORDERS

Eating disorders are potentially life-threatening. They affect people's emotional and physical health. People who have eating disorders usually need professional help.

Sometimes this help can come from a counselor or psychologist. Help is also available at community clinics and through support groups such as Overeaters Anonymous.

A useful online resource is The National Eating Disorders Association (NEDA) website. If a friend develops an eating disorder, you might want to speak to a school nurse or counselor. It is natural to want to solve your friend's problem by yourself. However, you can help most by showing support. Guide this individual to a health professional, if possible. Family and friends can also provide much needed support for a person with an eating disorder. Often their role is to encourage the person to seek help.

Conclusion

In this lesson, you learned that body image is affected by outside influences. You learned that most teenagers don't need to gain or lose weight because their weight goes up and down as they are growing. What's important is taking care of your body—eating right and getting enough exercise. Eat nutritious food and avoid processed foods with empty calories. Exercise to build muscle mass, drink plenty of water, and get enough sleep to keep a healthy metabolic rate.

Lesson Check-up

- **How do media images influence body image?**
- **What factors determine a person's appropriate weight?**
- **Why would you calculate your BMR?**
- **Describe three eating disorders and explain how they can damage health?**

CHAPTER 7

Figure 7.0

SERVICE LEARNING

Chapter Outline

LESSON 1: Evaluating a Service Learning Project (p.252)

Why does service learning integrate the curriculum into the service activity?

Evaluating a Service Learning Project

Key words

- advocacy service
- after action review
- analysis
- direct service
- indirect service
- integration
- observation
- placement
- project

What You Will Learn to Do

Evaluate the effectiveness of a service learning project

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Apply critical thinking techniques

Learning Objectives

- **Describe** a service learning experience using the four quadrant model
- **Identify** the three stages of the after action review
- **Identify** three types of service
- **Define** key words: advocacy service, after action review, analysis, direct service, indirect service, integration, observation, placement, project

Essential Question

Why does service learning integrate the curriculum into the service activity?

Introduction

Now that you have an idea of what service learning is all about, what comes next? Since you have completed at least one service learning **project**, you are ready to begin evaluating the effectiveness of various service learning activities. Before choosing activities, you should know about the models, terms, and types of service available, and how to integrate service with what you are learning in class.

After you have completed a service activity, you should follow it up with a structured reflection, demonstration of learning, and evaluation of the service learning.

Key words

project:
A task or problem undertaken by a group of students to supplement or apply classroom lessons; service learning projects are initiated and planned by Cadets with instructor guidance

Short-Term Verses Long-Term Service Projects

You need to understand how to meet others' needs through either short-term or long-term service projects.

Short-term service projects could include the following examples:

- Restoring a historical monument during history lessons
- Raising money at an event for charity during the financial planning lessons
- Visiting a nursing home while discussing wellness and fitness issues

Figure 7.1.1

Long-term service projects could include the following:

- Adopting a local waterway while studying environmental issues
- Setting up an advocacy campaign to raise financial resources for shelters during the financial planning lessons
- Organizing an after-school tutoring program during lessons on teaching skills

Figure 7.1.2

Key words

placement:
Service learning placements are learning activities conducted within an existing business or organization; the placement organization typically assigns responsibilities to the students

direct service:
Face-to-face contact with those being served in either project or placement models of service learning

indirect service:
Hands-on involvement in a service activity without any face-to-face contact with those served

advocacy service:
The act or process of supporting or providing a service toward a cause or proposal that does not require face-to-face contact

Models of Service

Service can be performed anywhere to reinforce what you are learning in class! In many cases, you don't have to leave school grounds. The two models of service include projects and **placements**.

PROJECT MODEL

Service-learning projects are initiated and planned by Cadets with instructor guidance. Tutoring elementary children in subjects you are currently studying, or starting a recycling program based on information from your geography lessons, are examples of service projects.

PLACEMENT MODEL

Service learning placements are learning activities conducted within an existing business or organization. The placement organization typically assigns responsibilities to the students. Examples could include teaching NEFE lessons for Junior Achievement or volunteering for Special Olympics during fitness lessons.

Types of Service

Figure 7.1.3

The three types of service are direct, indirect, and advocacy.

DIRECT SERVICE

Direct service involves face-to-face contact with those being served in either project or placement models of service learning. Examples of direct service include working in a soup kitchen or working with disadvantaged children while you are studying about group communication.

Figure 7.1.4

INDIRECT SERVICE

Indirect service requires hands-on involvement in a service activity without any face-to-face contact with those served. An example would be raising money for a veterans' hospital or e-mailing deployed soldiers during your military lessons.

Figure 7.1.5

ADVOCACY SERVICE

Advocacy service does not require face-to-face contact with those served. Advocacy involves speaking out on behalf of an issue or cause. For example, starting a school wide poster campaign to teach others about an issue, such as poverty or recycling.

Integrating Service Learning with the Classroom

Because the learning should equal the service in service learning, it is important to integrate classroom content with the chosen service. Service learning should reinforce curriculum content and learning outcomes for you to benefit academically, personally, and socially. Applying content from the classroom material to real-life experiences will give you a better understanding of the curriculum.

Figure 7.1.6

When conducting a service-learning project, take time to pinpoint the learning outcomes you should address and ways to assess your learning. As a team or class, consider:

- What core abilities and program outcomes are we addressing?
- What is the lesson question from the curriculum?
- What should we know or be able to do?
- What assessments can illustrate our learning?

In addition to fulfilling an important need via your service project, you will achieve learning outcomes in a more relevant and engaging manner.

After the Service is Complete

After the service is complete, you will participate in an **after action review** so you can reflect, demonstrate, and evaluate. This will be done in three phases, as described in the following sections.

STRUCTURED REFLECTION PHASE

Remember, a strong reflection helps develop skills and extend your learning from the service experience. Besides keeping a running Learning Log of entries, you should hold team discussions to answer open-ended questions before, during, and after each service experience.

Sharing what you learned with your teammates and listening to others will add to your learning experience. Types of reflection questions to ask about the service learning experience include the following:

- **Observation**: What? What did I do?
- **Analysis**: So What? What did it mean to me?
- **Integration**: Now What? What will I do because of what I accomplished or learned?

Key words

after action review:
Reflecting on what was learned after an act

observation:
An act or instance of examining a custom, rule, or law; an act of recognizing and noting a fact or occurrence; a record or description so obtained

analysis:
The separation of a whole into its component parts for individual study; a study of something complex, its elements, and their relations

integration:
The act or process, or an instance of forming, coordinating, or blending into a functioning or unified whole

The reflection phase provides you with a structured opportunity to think about what you just did for your community and to describe the feelings that stimulated your actions. Experience indicates that reflection is the key to successful service learning programs.

After you actually perform the service, you should come together as a group to contemplate your service experiences. You may create a project summary report, share Learning Logs, write essays, and/or participate in class discussions. You should thoroughly describe what happened during the activity; record any differences your activity actually made, and try to place this experience in a larger context.

Specifically, do you believe you successfully accomplished your service learning goals? If not, why? What can you do better the next time? Share your feelings and thoughts. Discuss experiences that made you happy, sad, or angry, events that surprised or frightened you and other topics related to the activity.

DEMONSTRATION PHASE

In the demonstration phase, you share with others your mastery of skills, creative ideas, and the outcomes from this project. You may also identify future steps to take to benefit the community. The actual demonstration can take many different forms. For example, you might:

Figure 7.1.7

- Give a presentation to peers, faculty, or community members about the activity
- Write articles or letters to local newspapers regarding issues of public concern
- Extend the experience to develop future projects that could benefit the community

EVALUATION PHASE

A goal in JROTC is to couple high service with high integration of course content to maximize learning and skill development, as well as meet identified needs. When evaluating your service learning activities, one thing you will do is reflect on accomplishments and determine ways to improve. You also need to consider how to evaluate the effectiveness of the service learning.

1 **HIGH Service** **HIGH Integration**	**2** **HIGH Service** **LOW Integration**
3 **LOW Service** **HIGH Integration**	**4** **LOW Service** **LOW Integration**

Figure 7.1.8

One way to do this is to determine whether the service learning was of high service and high integration of curriculum. High service meets a clear and important need and is organized and implemented successfully by the students. High integration with curriculum addresses classroom goals, incorporates classroom content, and improves course-related knowledge and skills.

The quadrant in *Figure 7.1.8* represents the possible outcomes of high/low integration/service. This is one method you should use to rate your service learning experience.

In addition to reviewing the effectiveness of the service learning project using the four quadrant model, you should also review the project using the criteria checklist that is used to evaluate service learning during the JROTC Program for Accreditation that is designed to evaluate the overall effectiveness of your Unit. *Figure 7.1.9* shows the part of the checklist that applies to the evaluation of a service learning project.

Service Learning Reflection and Integration	
Criteria	✓
Cadets provide clear evidence of participation in structured reflection activities about the service learning experience	
Cadets clearly summarize the impact the experience had on the team and individual members	
Cadets report or present on the results of the project, what was learned, and how the experiences has fostered change	
Cadets report or present new ideas for service learning projects based on current experience	

Figure 7.1.9

Conclusion

The value of service learning and volunteering allows you to develop citizenship, social, personal, and thinking skills. Moreover, these service learning experiences teach service responsibilities while preparing you for future service commitments. Most important, service learning builds a spirit of cooperation among you, your peers, the school, and the community.

Lesson Check-up

- **Explain the three types of service and provide an example of each.**
- **What purpose does an after action review of service learning provide?**

CHAPTER 8

Figure 8.0

CITIZENSHIP & GOVERNMENT

Chapter Outline

LESSON 1: **Our American Government** (p.260)

How do elements of our government sustain our way of life?

LESSON 2: **Rights of Citizens** (p.276)

How do the rights of citizens contribute to our American democracy?

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Our American Government

Key words

- **Amendments**
- **Articles**
- **Constitution**
- **direct democracy**
- **federal government**
- **government**
- **Preamble**
- **representative democracy**

What You Will Learn to Do

Evaluate the important elements of our democratic government

Linked Core Abilities

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Do your share as a good citizen in your school, community, country, and the world

Learning Objectives

- **Explain** the need for government
- **Identify** the principles of American democracy
- **Explain** how the U.S. Constitution provides the basis for our government
- **Compare** the roles of the executive, legislative, and judicial branches of government

Essential Question

How do elements of our government sustain our way of life?

Learning Objectives (cont'd)

- **Explain** how the Constitution can change over time
- **Describe** the different ways the Constitution is interpreted
- **Define** key words: Amendments, Articles, Constitution, direct democracy, federal government, government, Preamble, representative democracy

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Introduction

The average person doesn't spend much time thinking about our **government** or why even having a stable government matters. Whether or not you think about it, the government of your nation plays a huge role in your life. Consider this—in some countries, males are not allowed to have certain hairstyles (mullets, spikes, ponytails). Covering your face in public places with a veil is required for women in some nations; another nation, France, bans public face covering. The rules and laws made by governments can seem unimportant—until they affect you!

Figure 8.1.1

In this lesson, you'll learn about why we need government and how our American government was shaped by the U.S. **Constitution**. You'll also see that our government is like a living thing—it changes over time in response to changes in our nation and the world.

Key words

government:
The people and system for exercising authority over a community

Constitution:
A document that descripts the nature, functions, and limits of a government or other institution

The Need for Government

Government is the people and system for exercising authority over a community. Any organization that has the power to make and enforce laws and decisions for its members acts as a government.

People have formed governments for thousands of years. The ancient civilizations of Egypt, Rome, China, and Babylon all had governments. More recently in the 1600s, the English political thinker Tomas Hobbes noted that life without government would be "solitary, poor, nasty, brutish, and short." Hobbes claimed that human beings naturally compete for territory, resources, and power. If each of us could do whatever we wanted, fighting would be common, and survival would depend on strength and cunning.

Think about trying to play basketball with no rules or referees. How would players know what to do and what not to do? How would you decide who wins? The game would probably be a chaotic free-for-all. Similarly, if there were no government to make and enforce laws, we would live in a state of confusion, violence, and fear. We would also struggle to meet our needs entirely on our own. Government can help people live together peacefully and productively.

Governments help keep order, settle conflicts, and protect the community. They provide services that individuals could not supply independently. They also guide the community and plan for its future by setting policies, making budgets, and interacting with other communities. Let's examine each of these important functions.

1. Security and Public Safety

Conflicts are unavoidable when people live together in a community. Citizens may disagree on all sorts of matters—their choice of leaders, the best way to raise or spend money, the rightful owner of certain property, and so on.

Figure 8.1.2

Governments make laws to help prevent conflicts and to settle the conflicts that arise. Governments have the power to enforce the laws. For example, to make sure that drivers obey traffic regulations, police officers are empowered to ticket or arrest violators. When someone is accused of a serious crime, like stealing, who is to say the person is actually guilty? We have courts with systems for trials, with judges and juries who decide whether those accused of crimes are guilty and what their punishment should be. In addition to law and order come concerns about community security—defending citizens and their land from enemies. The armed forces exist to protect our nation and other nations we are partners with around the world.

In addition to general law and order, our government is also in charge of protecting its people from outside attacks. The terrorist attacks on the World Trade Center in New York City and the Pentagon in Washington, DC on September 11, 2001,

changed the way many Americans think about security. Terrorism has existed for centuries, but rarely have terrorists from other nations succeeded in attacking the U.S.

Within our borders, the Office of Homeland Security helps protect us from terrorists and other major threats to the safety of our country. The Transportation Security Administration (TSA) provides security at airports by inspecting you and your luggage before you get on an airplane. Thousands of government workers study reports and images on computer screens trying to catch terrorists who may be planning an attack.

Figure 8.1.3

Although the government employs many people to fight terrorism, everyone in the country, including you, can help fight it as well. You don't need weapons or a uniform to do so, either; you just need alertness and common sense.

2.

Providing Public Services

Governments provide many services that would not be available without cooperation and coordination. Governments create and manage libraries, schools, hospitals, parks, and recreation centers. They develop mass transit systems like subways and city busses and supply water to our homes and businesses. Government workers build and repair streets and bridges, collect garbage, and deliver the mail.

Figure 8.1.4

Figure 8.1.5

The goal of many government services is to keep the public healthy and safe. Local communities set up fire departments and ambulance services, for example. State governments test drivers before issuing licenses, and doctors must show their state they are properly trained before receiving a license to practice medicine. Other government agencies protect us from dangerous drugs or spoiled food. Government inspectors also check for safety problems in factories, day care centers, amusement parks, automobiles, air conditioners, power tools, and other machinery.

Governments help needy people; in each of the 50 states, poor families and people who are out of work can receive affordable nutrition assistance. Government agencies also supply affordable housing, health care, job training, and special programs for people with disabilities.

3.

Guiding the Community

Another function of government is to develop public policy. Public policy is a course of government action to achieve community goals. For example, when government leaders decide they want to protect consumers from unsafe medicine or strengthen national security, they are setting public policy goals. When they pass laws or develop guidelines to reach these goals, they are making public policy. Most public policy decisions involve some financial planning as well.

Figure 8.1.6

Governments have limited amounts of money, and they must use it wisely. Creating a budget is key to the success of the community. A budget is a plan for collecting and spending money.

Another part of guiding the community is developing international relations. Governments often communicate and cooperate with other governments for the benefit of their citizens. International trade, travel, and military pacts or agreements are all part of public policy. These would all be impossible if national governments were not concerned about foreign relations.

The Levels of Government

When you hear the phrase "the government," what do you think of? People usually mean the national government. However, there are three different government levels in the United States and each level exercises authority over a different group of people. The highest, broadest level in the United States is the national government, also called the **federal government**, centered in the nation's capital, Washington, DC. The federal government makes and enforces laws for the entire country. It also collects taxes and sends some of that money to states, for example, to build interstate highways.

Figure 8.1.7

Key words

federal government: The level of government that makes and enforces laws for the entire country

Secondly, each of our 50 states has its own state government as well, which makes laws for the people in that state. Sometimes state laws and federal laws on the same issue are different. For instance, at the time of publication several states have made marijuana use legal for adults for medical purposes, but using it is still against laws of the federal government. A person might not get in trouble for using the drug in his or her own state, but a federal law enforcement agent from the Department of Drug and Alcohol (DEA) or the Federal Bureau of Investigation (FBI) could still arrest the person. State laws can affect a variety of everyday functions, such as maintaining roads, qualifying certain professionals to do business in the state, making rules about voting, managing state lands and parks, and so on.

Figure 8.1.8

A third level of government is called local government. Local governments include counties, cities, and towns. The people who lead and serve your various local governments probably live and work fairly close to you. For example, your city or town is located in a county, which is an area that includes many cities and towns but is smaller than a state. Your county may have a leader, such as a county executive or mayor, and a county board with representatives for your part of the county. If you live in a city, you probably have a mayor and representatives who serve on a city council. Local governments are in charge of schools, some street maintenance, garbage collections, recycling, parks, pools, golf courses, and much more.

Figure 8.1.9

As a citizen of the United States, you are under the authority of the federal government. As a resident of your state—Ohio for example—you are also under the authority of the laws of Ohio. While you are in a particular town or city, you must also follow the laws of that city, even if you do not actually live there.

Democratic Government

In some parts of the world, governmental power lies in the hands of just a small group or even a single person. For example, the government of North Korea is a dictatorship. A dictatorship is a government controlled by one person or a small group of people.

In the United States, all citizens share in governing and being governed. This kind of government is called a democracy. The foundations of democracy are more than 2,500 years old. Democracy began in ancient Greece, most famously in the city of Athens. Every citizen of Athens had the right and responsibility to participate in the city's government, and all citizens had an equal voice. This was a **direct democracy**, a governmental system in which all the citizens met to debate government matters and vote firsthand. This method worked for Athens partly because not everyone in the country was a citizen (women were excluded) and because it was a small country.

Key words

direct democracy:
A governmental system in which all the citizens meet to debate government matters and vote

Direct democracy is not practical for most countries today because of their large sizes and large populations. Many countries have representative democracies instead. In representative democracies, the citizens choose a smaller group to represent them, make laws, and govern on their behalf, but the people remain the source of the government's authority.

The United States is a **representative democracy**. For more than 225 years, Americans have elected presidents, members of Congress, state lawmakers, and other leaders to speak and make decisions for their communities. Citizens express their views to these leaders in person, by voting, over the phone, through blogs and other social media, by email or regular mail, and through public opinion polls and political groups.

Key words

representative democracy: Governmental systems where citizens choose a smaller group to represent them, make laws, and govern on their behalf

Principles of American Democracy

Our American democracy is built on five fundamental principles:

1. *Rule of Law*
   All people, including those who govern, are bound by the law. Everyone—the President, generals, police officers, rich and poor alike—must follow the law.
2. *Limited Government*
   Government is not all-powerful. It may do only those things that people have given it the power to do. In dictatorships, the top leader is all-powerful and can create laws and rules without considering the opinions of citizens.
3. *Consent of the Governed*
   American citizens are the source of all governmental power. A government has legitimacy. It is justified using its power because citizens have indirectly given power to the government by voting them into office.

Figure 8.1.10

4. *Individual Rights*
   In the American democracy, individual rights are protected by government. For example, no one can take away your right to practice the religion of your choice.
5. *Representative Government*
   People elect government leaders to make the laws and govern on their behalf. It may not always seem that ordinary people have power over government. Ordinary people in our democracy have the power of the vote. They can vote for or against leaders—and if enough of them vote the same way, they'll win.

Representative government in a democracy also means majority rule. Majority rule means that all members of a group, community, or nation will abide by what most people want. At the same time, however, we insist on respect for individual rights and the rights of those in the minority.

Respect for minority rights is sometimes difficult to maintain, especially if society is under a great deal of stress. For example, in 1942 the United States government imprisoned more than 100,000 Japanese-Americans in relocation camps. Because we were at war with Japan, government leaders feared that these Japanese-Americans would be disloyal. This relocation program caused severe hardships for many Japanese-Americans and deprived them of basic liberties. Decades later in 1988, Congress admitted the "grave injustice" of the relocation camps and offered payments of $20,000 to those Japanese Americans still living that had been relocated.

After the terrorist attacks of 2001, President George W. Bush realized that many people might turn their anger against Muslims in the United States. Therefore, soon after the attacks, he visited the Islamic Center in Washington, DC. He explained that Islam is a peaceful religion and urged Americans to treat Muslim-Americans fairly. Some people remain mistrustful of those who have a different religion. Constitutional experts remind us that all Americans enjoy freedom of religion. Terrorist groups who claim to be following Islam are not representative of Muslims; the terrorists have killed many Muslims who do not follow their version of religion.

Going back further in our nation's history, African-American citizens were denied many basic rights. It took many demonstrations and action by the federal government and courts to correct this during the Civil Rights Movement of the 1960s.

The early leaders of our nation had concern about majority rule and respect for minority rights. Our nation's second President John Adams wrote about what he called "the tyranny of the majority." This is the idea that a disliked ethnic, religious, or racial group is deliberately penalized by the majority acting through the democratic process.

Abraham Lincoln, America's sixteenth President described our democracy as a "government of the people, by the people, for the people." Let's look at what President Lincoln meant by this statement.

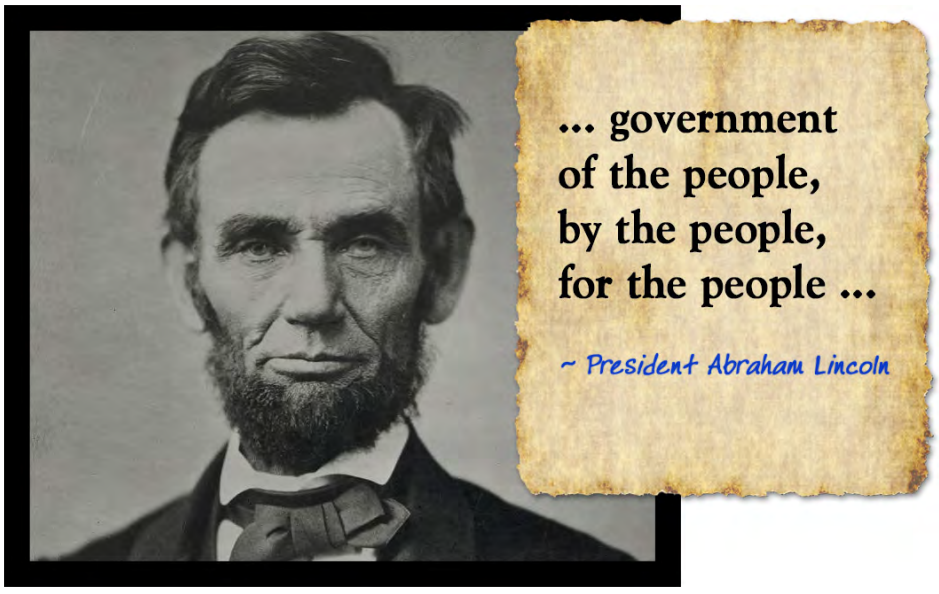


Figure 8.1.11

His words make three important points. "Of the people" means that the people who lead and work in the government come from among the citizens themselves. The President, state governors, mayors of small towns, and heads of school boards are all regular citizens. In America, a person doesn't have to be born into a certain family or a family of a certain race or social status to qualify for a role in the government if you desire.

"By the people" means that American citizens, acting through their representatives, give the government its authority. We agree to abide by the laws those leaders make, and if we disagree, we have a specific process for trying to get enough others to agree with us to make the change. Americans often disagree with and even criticize some of their leaders, but those leaders are only in their positions because the people have agreed to let them lead. Because democratic governments exist by the people, all genuine democracies have free, fair, and competitive elections.

Finally, "for the people" means that the purpose of the government is to serve the citizens—to make the United States a better place for those who live here. This purpose might seem obvious, but for some people, it is not. Too many leaders around the world and throughout history have used their authority to serve or enhance their own personal goals—to get rich, to hold power over others, or to change laws in ways that personally benefited themselves. The government does not exist for its own sake or for the sake of the leaders themselves; it exists to help take care of its people.

The U.S. Constitution

The Constitution of the United States was one of the first written constitutions in modern history. A constitution is the system of fundamental laws and principles that prescribes the nature, functions, and limits of a government or other institution.

Figure 8.1.12

The U.S. Constitution forms the basis of our democracy. It created:

- A representative legislature
- The office of the President
- A system of courts
- A process to modify the Constitution when and if the people saw the need for change in how the government carried out its responsibilities

For over 225 years, the strength and flexibility of the Constitution has guided the nation's political leaders. The document has become a symbol of pride and a force for national unity.

Although the main purpose of the Constitution is to provide a framework for the U.S. government, it does much more than that. It is the nation's highest authority. It is the basic law of the United States. The powers of all the branches of government come from the Constitution. Like the American flag, the Constitution is also a symbol of our nation. It represents our system of government and our basic beliefs and ideals, such as liberty and freedom.

The Constitution has three main parts: the **Preamble**, the **Articles**, and the **Amendments**.

THE PREAMBLE

The Preamble is the opening section of the Constitution, which tells why the Constitution was written. It sets forth the general purpose for which the government was established and declares that the power of the government comes from the people. In the single, concise sentence that begins and ends as follows, you can see how carefully the words were chosen to make clear this principle:

Content Highlight:
THE PREAMBLE

"We the People of the United States…do ordain and establish this Constitution for the United States of America."

This statement that the government depends on the people for its power and exists to serve them is unique among nations and has endured as the primary guiding principle for the nation.

The middle part of the Preamble states six purposes of the government:

- *"To form a more perfect Union"*—To unite the states more effectively so they can operate as a single nation, for the good of all
- *"To establish Justice"*—To create a system of fair laws and courts and make certain that all citizens are treated equally
- *"To insure domestic Tranquility"*—To maintain peace and order, keeping citizens and their property safe from harm
- *"To provide for the common Defense"*—To be ready militarily to protect the country and its citizens from outside attacks
- *"To promote the general Welfare"*—To help people live healthy, happy, and prosperous lives
- *"To secure the Blessings of Liberty to ourselves and our Posterity"*—To guarantee the freedom and basic rights of all Americans, including future generations (posterity)

Key words

Preamble:
The opening section of the U.S. Constitution, which describes the general purpose of the government

Articles:
The part of the U.S. Constitution that describes how the government shall work

Amendments:
Changes to the U.S. Constitution

THE ARTICLES

The seven articles that follow the Preamble explain how the government is to work.

Articles I-III

The first three articles describe the powers and responsibilities of each branch of government—legislative, executive, and judicial.

To ensure the government is effective and citizens' rights are protected, each branch has its own powers and responsibilities, including working with the other branches.

The legislative branch is made up of the House and Senate, known collectively as the Congress. Among other powers, the legislative branch makes all laws, declares war, regulates interstate and foreign commerce, and controls taxing and spending policies.

The executive branch consists of the President, his or her advisors, and various departments and agencies. This branch is responsible for enforcing the laws of the land.

The judicial branch consists of the U.S. Supreme Court and the Federal Judicial Center. According to the Constitution, "the judicial Power of the United States shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish."

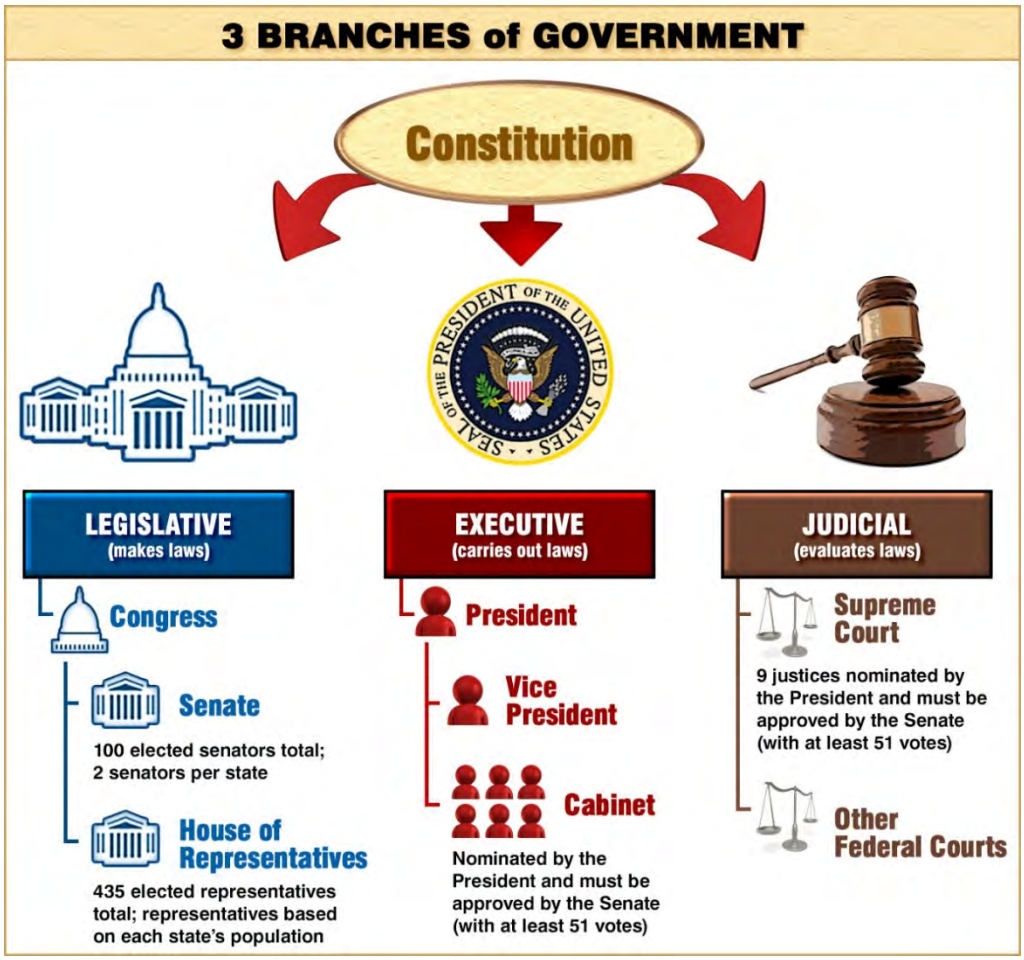


Figure 8.1.13

Articles IV-VII

The remaining articles address more general matters. In Article IV of the Constitution, the framers shifted their focus to the states. The article says that all states must respect each other's laws, court decisions, and records. Article IV also explains the process for creating new states, and it promises that the federal government will protect and defend the states.

Article V reveals the foresight of the framers. They realized that in a changing world, the Constitution might need modification over time. Thus, they specified how amendments are to be made.

Article VI contains a key statement declaring the Constitution the "supreme Law of the Land." It adds that if state laws or court decisions conflict with federal law, the federal law shall prevail.

In Article VII, the framers dealt with practical matters. They wrote that the Constitution would take effect when nine states had ratified it.

Figure 8.1.14

The Amendments

Since the Constitution was signed in 1787, it has been amended 27 times.

The Bill of Rights, the addition to the Constitution that consists of the first 10 amendments, was added in 1791. These amendments limit the powers of government. The amendment freedoms are not absolute, however. They are limited by the rights of other individuals.

Content Enhancement:

BILL OF RIGHTS

The 1st Amendment protects freedom of the press, religion, speech, and assembly. It also protects the right to petition the government.

The 2nd Amendment protects the right to own guns. There is debate whether this is a right that protects the state, or a right that protects individuals.

The 3rd Amendment guarantees that the Military cannot force homeowners to give them room and board.

The 4th Amendment protects the people from unreasonable government searches and seizures.

The 5th Amendment protects people from being held for committing a crime unless they are properly indicted, that they may not be tried twice for the same crime, that you need not be forced to testify against yourself, and from property being taken without just compensation. It also contains due process guarantees.

The 6th Amendment guarantees a speedy trial, an impartial jury, that the accused can confront witnesses against them, and that the accused must be allowed to have a lawyer.

The 7th Amendment guarantees a jury trial in federal civil court cases. This type of case is normally no longer heard in federal court.

The 8th Amendment guarantees that punishments will be fair and not cruel, and that extraordinarily large fines will not be set.

The 9th Amendment says that other rights aside from those listed in the Constitution may exist.

The 10th Amendment says that any power not granted to the federal government belongs to the states or to the people.

A number of amendments address entirely different matters, such as improving the way our government works. For example, the Sixteenth Amendment was passed in 1913 to allow Congress to collect an income tax—a tax on people's earnings. This is now an important source of money for the government, helping it pay for services. The Thirteenth Amendment, abolished slavery in the United States.

Over the years, our nation has considered thousands of amendments to the Constitution. Only 27 have become law because the framers deliberately made the amendment process difficult. To amend the Constitution, three-fourths of states must approve it. After months of debate and compromise, they knew how delicately balanced the Constitution was. Changing even one small detail could have dramatic effects throughout the government. Therefore, the framers made sure the Constitution could not be altered without the overwhelming support of the people. At the same time, the ability to amend the Constitution is necessary. Constitutional amendments safeguard many of our freedoms.

For example, the abolition of slavery and giving women the right to vote were added as amendments. If the Constitution could not have been amended to protect the rights of

African Americans, women, and other oppressed groups, it—and our government—might not have survived. *Figure 8.1.15* details the amendment process.

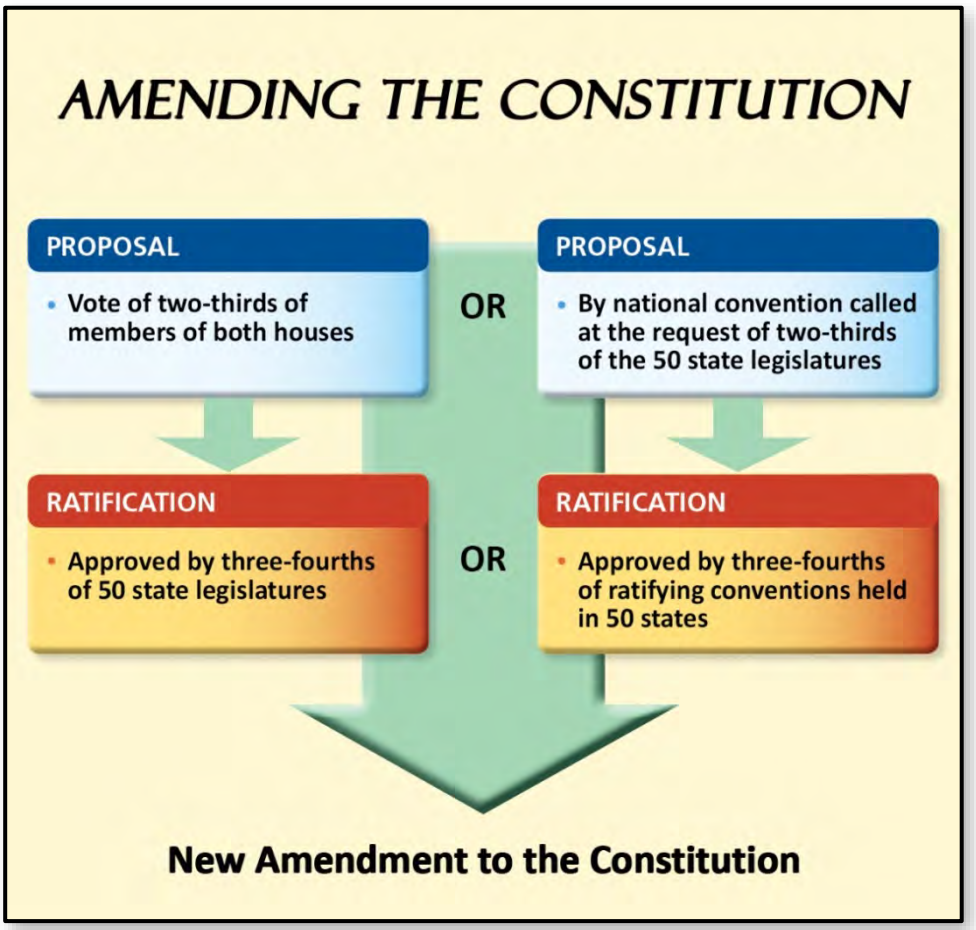


Figure 8.1.15

How the Constitution is Interpreted

Although the Constitution has been amended only 27 times, there have been many other changes to it. These changes have taken place through interpretation, or a particular meaning or significance to something. The framers of the Constitution wrote a general document, so many matters are left open to interpretation.

THE NECESSARY AND PROPER CLAUSE

Article I of the Constitution lists the powers of Congress. Within it, Congress is given the power "to make all Laws which shall be necessary and proper" to carry out its duties. This "necessary and proper clause" allows Congress to exercise powers that are not specifically listed in the Constitution. These powers are known as "implied powers."

Many Americans, though, do not agree about which laws are "necessary and proper." Some people feel Congress should be allowed to make any laws the Constitution does not specifically forbid. These people believe in a loose interpretation of the Constitution.

Others believe in a strict interpretation. They feel Congress should make only the kinds of laws mentioned by the Constitution.

INTERPRETATION THROUGH COURT DECISIONS

The Supreme Court has the final authority on interpreting the Constitution. Over the years, the Supreme Court has interpreted the Constitution in different ways—sometimes strictly, sometimes loosely. With each new interpretation, government policies change. The impact on American life is also felt in some way.

Figure 8.1.16

For example, the Constitution does not guarantee a right to privacy. However, the courts have ruled that it implicitly grants a right to privacy against governmental intrusion. In other cases, courts have ruled that privacy is protected from:

- Intrusion upon seclusion or solitude, or into private affairs
- Public disclosure of embarrassing private facts
- Publicity which places a person in a false light in the public eye
- Appropriation of name or likeness

INTERPRETATION THROUGH CONGRESSIONAL AND PRESIDENTIAL ACTIONS

Figure 8.1.17

Actions taken by Congress and the President have also caused new interpretations of the Constitution. The Constitution allows the House of Representatives to impeach, or accuse, federal officials, while the Senate determines the person's guilt or innocence. Congress has investigated more than 60 people on impeachment charges, however, less than one-third have led to full impeachments.

In a way, Congress is interpreting the Constitution every time it passes a new law. The law cannot conflict with the basic principles of the Constitution. However, Congress does not always have the same interpretation as the Supreme Court. In some cases, the Supreme Court ruled that laws passed by Congress and signed by the President are unconstitutional.

How has the President interpreted the Constitution? In 1841, William Henry Harrison became the first President to die in office. Vice President John Tyler assumed the powers of the President according to the Constitution. The Constitution, however, was unclear on this matter. Did Tyler automatically become President, or was he merely acting as President until the next election? Tyler went ahead and took the presidential oath. Not until 1967, when the Twenty-fifth Amendment was ratified, was Tyler's action officially part of the Constitution.

Presidents interpret the Constitution in other ways, too. The President makes agreements with other countries without congressional approval. However, if the agreement is considered a trade agreement, Congress gets to vote on the agreement. The President may also request legislative action by Congress on certain matters. The Constitution does not direct the President to take these actions.

The President cannot directly make laws or interpret the Constitution. However, Presidents have used executive orders, proclamations, memorandums, and signing statements, which may have the force and effect of law. These generally direct government officials and agencies in the executive branch to take a specified action.

In some cases, executive orders can have a dramatic effect. For example, in 2016 President Obama defined "people in the business of selling firearms" to include hobbyists who sell guns at gun shows and flea markets. The result is that "hobbyists" selling guns will have to be licensed and conduct criminal background checks on people buying guns. In this case, the President did not expand existing law, which had licensing and background checks—he just included a group of people who were not previously covered by the law. The change was made in response to the large number of gun deaths in our nation—more than 30,000 annually.

INTERPRETATION THROUGH CUSTOMS

The interpretation of the Constitution has also changed through customs that have developed over time. For example, the Constitution does not mention political parties. Yet, they are a very important part of today's political system. Today, parties help organize the government and conduct elections.

The government under the Constitution today is very different from the government set up by the Constitution in 1787. It will probably go through many more changes, too. However, the basic structure and principles of our government—a delicate balance between three branches—will no doubt remain.

Conclusion

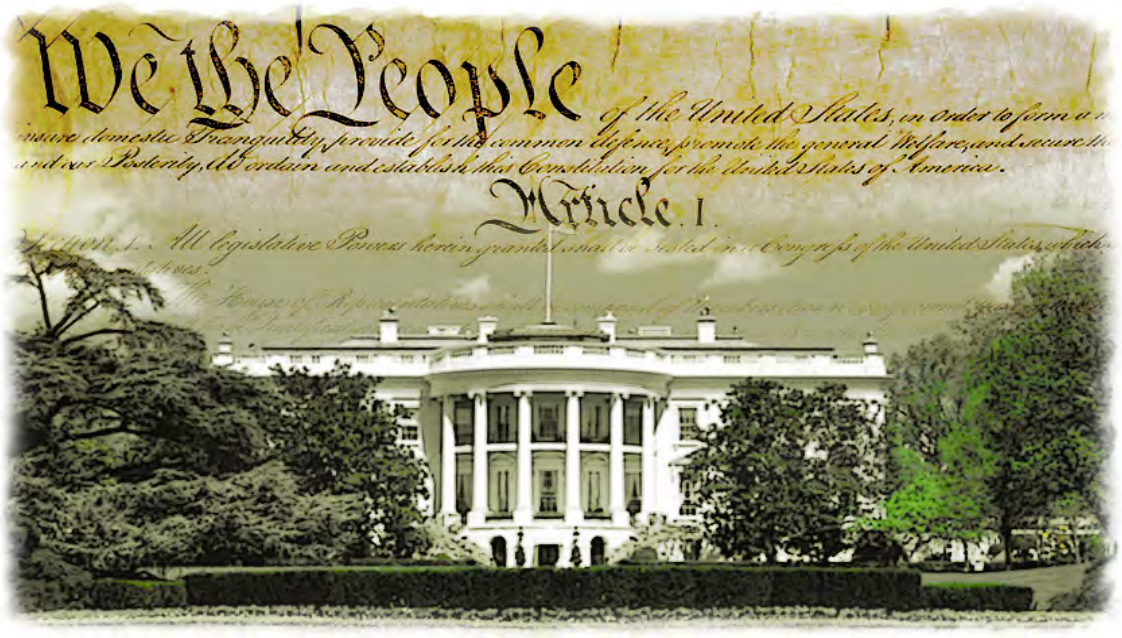
In this lesson, you learned about our American government. You saw that every nation has a need for some type of government. The U.S. Constitution is the basis for our government and provides for how different parts of it work. The Constitution is also a flexible document—it has been amended many times to allow for changes in our nation and in the world. Many historians say our government's ability to amend the Constitution is evidence that it is a "living document" that is "of the people, by the people, and for the people."

Lesson Check-up

- **Describe the important functions of government.**
- **What are the principles of American democracy?**
- **How does the Constitution provide a framework for different parts of our government?**
- **Explain how the Constitution can change over time.**

LESSON 2

Rights of Citizens



What You Will Learn to Do

Analyze the rights of U.S. citizens

Linked Core Abilities

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

Learning Objectives

- **Explain** how a person becomes a U.S. citizen
- **Compare** the rights of U.S. citizens to the rights of legal and illegal immigrants
- **Identify** the amendments in the Bill of Rights

Key words

- **asylum**
- **double jeopardy**
- **due process**
- **eminent domain**
- **extracurricular**
- **forfeited**
- **green card**
- **immigrant**
- **indictment**
- **libel**
- **naturalization**

Essential Question

How do the rights of citizens contribute to our American democracy?

Learning Objectives (cont'd)

- **Explain** how the Bill of Rights contributes to a free society
- **Identify** changes made to the Constitution to protect the voting rights of all American citizens
- **Define** key words: asylum, double jeopardy, due process, eminent domain, extracurricular, forfeited, green card, immigrant, indictment, libel , naturalization, petition, poll taxes, search warrant, self-incrimination, slander, visa

Key words (cont'd)

- **petition**
- **poll taxes**
- **search warrant**
- **self-incrimination**
- **slander**
- **visa**

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Introduction

Citizens are people with certain rights and duties under a government, who owe allegiance to that government. Every country has rules about how people gain citizenship. In this lesson, you'll learn about how citizenship happens in the United States. You'll also learn about the rights of citizens.

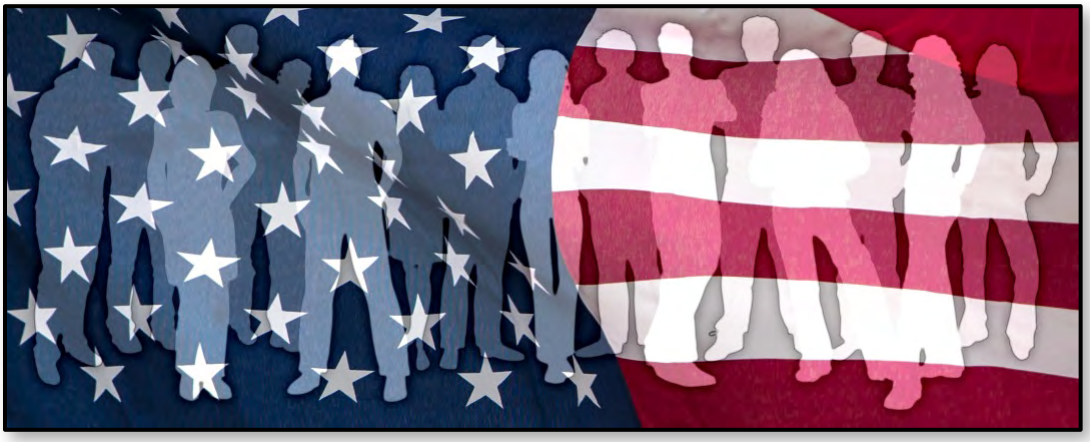


Figure 8.2.1

Who is a Citizen?

The 14th Amendment to the U.S. Constitution defines a U.S. citizen as anyone "born or naturalized in the United States." Therefore, the U.S. Constitution establishes two ways to become a citizen: by birth and by naturalization. **Naturalization** is the legal process by which citizens from another country can choose to become American citizens.

If you were born in any of the 50 states or the District of Columbia, you automatically became an American citizen at birth. The same is true if you were born outside the country but in American territory, such as Puerto Rico, Guam, or on a U.S. military base overseas. Even if you were born elsewhere, you could still claim American citizenship if your parents are both citizens or if one parent is a citizen who has actually lived in the United States.

Children born on American soil to non-U.S. citizens also become U.S. citizens at birth.

Citizenship is important because it confers rights. U.S. citizens have all of the legal rights granted by the Constitution. For example, citizens can vote, run for office, serve on juries, work at government jobs, and so on. Non-citizens in our nation still have rights. However, they do not have all of the rights enjoyed by citizens.

Key words

naturalization:
Legal process by which citizens from another country can become American citizens

immigrant:
People who leave their home country to live temporarily or permanently in another nation

visa:
Permission, usually made on a passport, to enter, visit, or leave a nation

Content Enhancement:

NATURALIZED CITIZENSHIP EXCEPTIONS

An exception to naturalized citizenship is made for children born to foreign diplomats—official government representatives—living in the United States. Such children keep the citizenship of their parents. Under some circumstances, Americans may hold dual citizenship. This means that they enjoy rights in the United States and in another country at the same time. For example, a child born abroad to American parents may be both a U.S. citizen and a citizen of the country of his or her birth.

Figure 8.2.2

Immigrants

Several million legal **immigrant**s live or work in the United States. Before they enter the U.S., they must apply for a **visa** to study, work, or visit relatives for a while. These immigrants remain citizens of their own countries and eventually return home. Other people come to the U.S. for economic opportunities—they want to build better lives for their families. Many more are refugees fleeing terrorists, violent drug cartels, and oppressive governments. These immigrants want to settle in the U.S. and

become naturalized citizens. More than half a million immigrants gain American citizenship each year. But that is a small percentage when compared with the many millions who would like to obtain citizenship.

Immigrants who have entered the United States legally lead lives much like those of American citizens. Legal immigrants may hold jobs, own property, attend public schools, and receive other government services, such as food stamps. They pay taxes and are entitled to most legal protections listed in the Constitution. For example, police cannot search immigrants without a warrant and immigrants have the right to remain silent if questioned by police.

Immigrants do not have full political rights, however. They may not vote in elections or run for office. They may not serve on juries or work in most government jobs. In addition, unlike U.S. citizens, legal immigrants must carry identification cards at all times.

Figure 8.2.3

Immigrants who want to become United States citizens must first submit an Application for Naturalization to the United States Citizenship and Immigration Service (USCIS), an agency of the Department of Homeland Security. Immigrants who apply for a **green card** have permission to live in the U.S. permanently, but they are not yet citizens. For most immigrants with green cards, the next steps come after living in the United States for at least five years.

To become citizens, green card immigrants must:

- Fill out a form applying for naturalization
- Meet residency requirements
- Be able to read, write, and speak English
- Be knowledgeable about U.S. history and government (civics)
- Be a person of good moral character

The naturalization applicant must also take a citizenship exam that includes questions about reading, writing, and speaking English. The exam also asks basic facts about United States history and government.

Key words

green card:
Permission for legal immigrants to live in the U.S. indefinitely

Afterward, USCIS makes its decision. If the application is granted, the final step in naturalization is attending a ceremony and pledging an oath of allegiance. The individual swears to be loyal to this country above all others, to obey the Constitution and other laws, and to perform military or other duties if needed. Then the person signs a document and is declared a citizen of the United States. If he or she has children under 18, they automatically become naturalized citizens, too.

Figure 8.2.4

There are other pathways to citizenship. Green card holders who marry a U.S. citizen are required to live in the U.S. for three years—not five—before applying for naturalization. Immigrants who served honorably in the military service for at least one year can apply for naturalization.

Content Enhancement:

NATURALIZATION OATH OF ALLEGIANCE

"I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by the law; that I will perform noncombatant service in the Armed Forces of the United States when required by the law; that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely, without any mental reservation or purpose of evasion; so help me God."

Illegal Immigration

The United States restricts the number of immigrants who can legally enter the country. Traditionally, the relatives of U.S. citizens and people with needed job skills have received the highest priority. Family members still get special consideration.

Despite immigration limits, as of 2014 approximately 11.3 million illegal immigrants were living in the United States. Sometimes these people are called undocumented immigrants—because they have no documents showing permission to live here. They are also called illegal aliens. Some illegal immigrants were denied permission to immigrate; others never applied for permission because they feared a long, slow process or being turned down. Illegal immigrants come to the United States in a variety of ways. A few enter the country as temporary visitors and never leave. Others risk capture, arrest, and even death by illegally crossing our borders—often with dangerous smugglers who exploit them. Other illegal immigrants are foreigners who have stayed in the United States after their legal permits have expired.

Immigrants who are not here legally often have a difficult time in the United States. Many have no friends or family here, no place to live, and no sure way to earn money. They do not have a right to work or vote. It is against the law to hire illegal immigrants, and those who do find work usually receive little pay and no benefits even though they pay taxes. Illegal immigrants can buy homes, attend school, and receive emergency medical services, but they cannot receive government benefits for the poor, such as food stamps and low-cost housing. In order to receive those benefits, immigrants have to prove they are citizens or are here legally.

Illegal immigrants also have legal rights. Police cannot search and seize their property without probable cause. Illegal immigrants have the right to file lawsuits, such as discrimination suits, in federal court. The Supreme Court ruled that illegal immigrants also have the right to due process—that is if they are arrested and charged with a crime, the government should treat them the same as any other person—they have rights to defend themselves, remain silent, and so on.

The government may grant refugee status or **asylum** to people who have been persecuted or fear they will be persecuted because of race, religion, nationality, and/or membership in a particular social group or political opinion. Many refugees are fleeing war. For example, more than 4 million Syrians fled their nation between 2011 and 2015 to escape war and terrorism.

Refugee status is a form of protection that the government may grant to people who are of special humanitarian concern to the United States. They can request refugee status only from outside of the United States.

Asylum status is a form of protection available to people who:

- Meet the definition of refugee
- Are already in the United States
- Are seeking admission at a port of entry

Refugees can apply for asylum in the United States regardless of their country of origin or their current immigration status. Refugees can also apply to become naturalized citizens. The legal process to become a citizen is long and difficult for many immigrants. If government officials catch them, illegal immigrants can be detained for many months while they wait for a court hearing.

Figure 8.2.5

Whether they are naturalized or native-born, most Americans keep their citizenship forever. Only the federal government can both grant citizenship and take it away. Although state governments can deny a convicted criminal some of the privileges of citizenship, such as voting, they do not have the power to deny citizenship itself.

The federal government may strip naturalized citizens of their citizenship if it was not obtained properly. However, in most cases, the only way to

Key words

asylum:
A legal status granted to refugees who are fleeing their nation due to persecution

lose U.S. citizenship is to give it up voluntarily. This must be done in a foreign country, with a formal oath signed before an appropriate American official. There is no going back for those who take this step. They cannot later change their minds and regain citizenship. They also remain liable for old debts and any crimes they may have committed in the United States.

The Bill of Rights

U.S. citizens enjoy strong civil liberties—the freedoms we have to think and act without government interference or fear of unfair treatment. These civil liberties are granted in the first ten amendments to the U.S. Constitution, otherwise known as the Bill of Rights.

The Bill of Rights spells out basic rights that are protected under our form of government. These rights fall into four main categories: individual freedoms, rights of people accused of crimes, protecting other rights, and finally, protecting all Americans. The first area we will discuss is our protections of individual freedoms.

Figure 8.2.6

In the 20th century, the Bill of Rights has become something it never was in the 18th century. It is, perhaps, the most important single document protecting individual rights. The struggle to extend its protections to all Americans has taken more than two hundred years, and the struggle continues today.

Through reading and understanding the Constitution and the Bill of Rights, you will not have to depend on others to interpret your rights as an American citizen. When you share your understanding with classmates, friends, and family, you help strengthen your community while exercising your leadership skills. You'll see that issues about citizen rights are common and still being debated today. In fact, if you read the news you may see many examples of this.

First Amendment – Civil Liberties

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

Figure 8.2.7

The First Amendment to the Constitution protects five basic freedoms: freedom of religion, freedom of speech, freedom of the press, freedom of assembly, and freedom to petition the government. These civil liberties are the cornerstone of our democracy. They ensure that each of us can develop our own beliefs, express ourselves freely, meet openly with others, and have our views on public matters heard by those who govern.

FREEDOM OF RELIGION

Intolerance of different beliefs in their homelands forced many colonists to come to America in the first place. To safeguard religious freedom, the First Amendment prohibits Congress from establishing an official religion in the United States. It protects the freedom of Americans to practice their faith as they wish or not to practice any religion at all. The government may not favor one religion over another or treat people differently because of their personal beliefs.

Content Enhancement:

FREEDOM OF RELIGION IN SCHOOLS

The First Amendment says the government may not "establish" religion; this affects public schools, which are usually operated by local governments. The Supreme Court has struck down teacher-led prayer in public schools because students are impressionable young people and they are a captive audience required by the state to attend school. The Supreme Court often emphasizes that schools be religious-neutral. This means that public schools may neither promote nor restrict religion. They also may not prefer one religion over another, even if the majority of citizens follow the same religion.

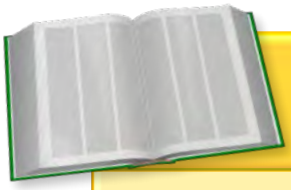
FREEDOM OF SPEECH

In some countries, people can be jailed for criticizing the government or voicing unpopular ideas, even if they do so only in private conversations. In the United States, however, the First Amendment guarantees that we can say what is on our minds, in public or in private, without fear of punishment by the government.

Face-to-face discussions, telephone conversations, lectures, and radio and TV broadcasts are covered by the guarantee of free speech; so are other forms of expression besides the spoken word. As interpreted by the Supreme Court, "speech" can mean Internet communication, art, music, or even clothing.

Recently, the Supreme Court ruled that in political campaigns, money is like speech. They ruled that laws cannot limit the large amounts of money spent by special interests or

individuals to get their favorite candidates elected. This money is often used to buy political advertisements—which are a form of speech.



Content Enhancement:

FREEDOM OF SPEECH IN SCHOOLS

In 1965, 13-year-old Mary Beth Tinker (Tinker v. Des Moines Independent School District) and two other students wore black armbands to school to mourn those who died in the Vietnam War. School authorities suspended them for wearing the armbands, and the teens eventually took their case to the Supreme Court. In its landmark 1969 decision, the Court ruled that the armbands were a form of speech protected by the First Amendment.

This Supreme Court ruling means that school officials may not silence student expression just because they dislike it. They must reasonably determine, based on evidence that the student expression would lead to either substantial disruption of the school environment or an invasion of the rights of others.

FREEDOM OF THE PRESS

The First Amendment allows Americans to express themselves in print as well as in speech. When the Bill of Rights was written, "the press" referred to printed publications such as books, newspapers, and magazines. Today the press includes many other sources of media, such as radio, television, social media, and Internet websites. Freedom of the press ensures that the American people are exposed to a wide variety of viewpoints. The government cannot practice censorship. Censorship includes banning printed materials or films just because they contain alarming or offensive ideas. The government also cannot censor information before it is published or broadcast.

FREEDOM OF ASSEMBLY

The First Amendment protects our right to gather in groups for any reason, so long as the assemblies are peaceful. We have the right to attend meetings, parades, political rallies, and public celebrations. Governments may make rules about when and where such activities can be held, but they cannot ban them.

The Supreme Court has decided that freedom of assembly implies freedom of association. Therefore, the First Amendment also protects our right to form and join social clubs, political parties, labor unions, and other organizations. Even if we never assemble with fellow members, we have the right to belong to such groups.

If schools allow any other **extracurricular** groups such as Key Club, Interact, Speech, or Debate clubs, they must also allow religious, political, or social awareness clubs on campus. Extracurricular refers to groups or activities not considered as part of a normal school day or curriculum.

Key words

extracurricular: Groups or activities not considered as part of a normal school day or curriculum

FREEDOM TO PETITION THE GOVERNMENT

Finally, the First Amendment guarantees all Americans the right to **petition** the government. A petition is simply a formal request. Often we use the word to refer to a specific kind of document—a brief, written statement signed by hundreds or thousands of people. Even a simple letter or e-mail written by an individual, however, could be considered a petition.

Figure 8.2.8

The right to petition means the right to express one's ideas to the government. If you want to complain about overcrowded schools, for example, or suggest that a skating park be built in your community, you can write to your elected representatives. If enough people express similar views, government leaders may take action.

Limits to First Amendment Freedoms

The Supreme Court has decided that compelling public interests—the safety and security of Americans—may justify limitations on our First Amendment freedoms. Freedom of speech, for example, does not include the right to endanger our government or other Americans. You do not have freedom to provoke a riot or other violent behavior. You are not free to speak or write in a way that immediately leads to criminal activities or efforts to overthrow the government by force. In this regard, public schools have discretion in enforcing speech codes, especially involving harassment and bullying. Such codes are provided to create a safe environment where all students are comfortable and free to learn.

Citizens should use their civil liberties responsibly, which means they should not interfere with the rights of others. For example, you are free to talk with your friends in the street, but you must not block traffic. You may campaign for causes, but you may not disturb your neighbors with blaring loudspeaker broadcasts. You may criticize government officials, but you may not spread lies that harm a person's reputation. Publicly spreading such lies is a crime called **slander** if the lies are spoken and **libel** if they are printed.

The First Amendment was never intended to allow Americans to do whatever they please. Unlimited freedom is not possible in a society of many people. The rights of one individual must be balanced against the rights of others and against the rights of the community. When there is a conflict, the rights of the community often come first. Otherwise, the society would break apart.

Key words

petition:
A formal request

slander:
The crime of verbally spreading lies about another person

libel:
The crime of telling lies about another person in printed or written form

Protecting the Rights of the Accused

The right to fair legal treatment is the subject of several amendments in the Bill of Rights. Suppose someone accuses you of committing a crime. In some countries, government agents might ransack your home, drag you off to jail, beat you, and hold a trial without even letting you respond to the charges. In the United States, the Fourth, Fifth, Sixth, and Eighth Amendments help prevent such a scenario from occurring.

Figure 8.2.9

THE FOURTH AMENDMENT – SEARCHES AND SEIZURES

"The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized."

The Fourth Amendment protects Americans "against unreasonable searches and seizures." No soldier, government agent, or police officer can search your home or take your property without good cause.

However, if law enforcement officers believe you have committed a crime, they can ask a judge to issue a **search warrant**. A search warrant is a court order allowing law enforcement officers to search a suspect's home or business and take specific items as evidence.

Judges do not give out search warrants readily. They must be convinced that a search will probably turn up evidence of criminal activity. If warrants were issued frivolously, the Fourth Amendment would give us little sense of security. Any time of the day or night, the police could invade our privacy and confiscate our possessions.

Technology has raised many questions about rights of citizen to privacy—even when no one has been accused of a crime. For example, after the 9-11 terrorist attacks on our nation, a branch of the government began a program of mass surveillance in an attempt to find terrorist communications. They collected phone/email/social media data about citizen communications. When a government contractor exposed what was happening, many people called for an end to the surveillance program. Late in 2015, the government said it would end mass data collection of phone records, but it would still harvest bulk communications from the Internet and social media. As time goes on, the courts and Congress may address this issue again and change what kind of data can be collected under what circumstances.

Key words

search warrant:
A court order allowing law enforcement officers to search a suspect's home or business and take specific items as evidence

Content Enhancement:

ARE SCHOOL LOCKERS PRIVATE?

The Fourth Amendment is an important safeguard against "unreasonable searches and seizures." This amendment protects Americans from unlawful searches by the police. However, you, as a student, are not protected in the same way. In the case of New Jersey v. T.L.O., the Supreme Court ruled that the Fourth Amendment's warrant requirement "is unsuited to the school environment." The Constitution includes other amendments that protect the rights of Americans accused of crimes.

THE FIFTH AMENDMENT – RIGHTS OF THE ACCUSED

"No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation."

The Fifth Amendment protects the rights of people accused of crimes. It states that no one can be put on trial for a serious federal crime without an **indictment**, or formal charge. The charge is made by the grand jury, which is a group of citizens who make the indictment and review the evidence against the accused.

A person who is indicted is not necessarily guilty of a crime. An indictment simply indicates the grand jury's belief that an individual may have committed a crime. This provision protects people from being brought to trial hastily and perhaps needlessly.

The Fifth Amendment also protects people from **double jeopardy**. This means that people who are accused of a crime and judged not guilty may not be put on trial again for the same crime.

In addition, the Fifth Amendment protects an accused person's right to remain silent. Throughout history, innocent people have been threatened, tortured, or bullied into confessing to crimes they did not commit. To prevent this, the Fifth Amendment states that people cannot be forced to testify against themselves. This is called protection against **self-incrimination**, a speech or action that suggests your own guilt, especially during court testimony. Testimony is the evidence that a witness gives in a court of law. This is why you may hear people state in a courtroom that they "take the fifth," or you may hear them say, "I refuse to answer on the grounds that it may incriminate me" or "make me appear guilty."

Key words

indictment:
A formal charge

double jeopardy:
The legal concept that those who have been found innocent of a criminal charge cannot be charged again for the same crime

self-incrimination
A speech or action that suggests your own guilt, especially during court testimony

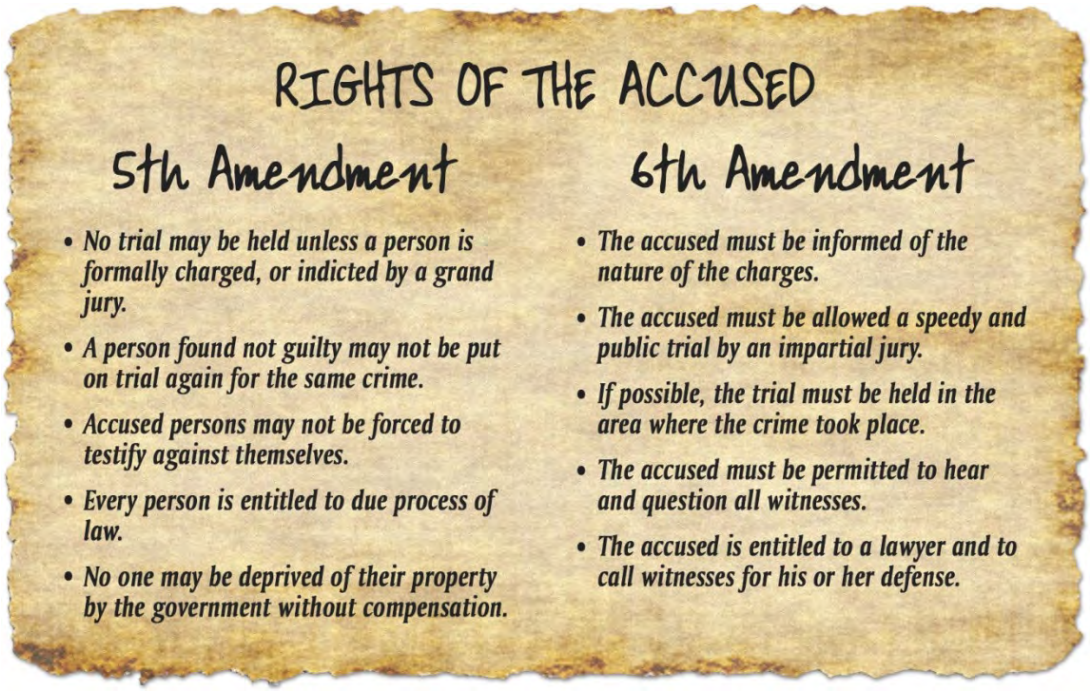


Figure 8.2.10

Key words

due process:
The legal concept that laws must be reasonable and courts should follow established legal procedures

eminent domain:
The right of the government to take private property—usually land—for public use

The Fifth Amendment goes on to say that no one may be denied life, liberty, or property "without due process of law." **Due process** means following established legal procedures. It also includes the idea that the laws themselves must be reasonable.

Finally, the Fifth Amendment protects citizens' property rights by limiting the government's power of **eminent domain**. Eminent domain is the right of the government to take private property—usually land—for public use. For example, if your home lies in the path of a proposed highway, the government may legally take the land and destroy your house. Under the Fifth Amendment, however, the government must pay you a fair price for the property.

THE SIXTH AMENDMENT – CRIMINAL PROCEEDINGS

"In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining Witnesses in his favor, and to have the assistance of counsel for his defense."

The Sixth Amendment gives additional due process rights to people accused of crimes. It requires that they be told the exact nature of the charges against them. It also guarantees them the right to a fair, speedy, public trial by jury, although they may ask to be tried by only a judge instead. If possible, the trial should be held in the same district where the crime took place.

Accused individuals have the right to hear and question all witnesses against them. They must also be permitted to call witnesses in their own defense. Finally, they are entitled to have a lawyer. Since the Sixth

Amendment was written, the Supreme Court has ruled that if an accused person cannot afford a lawyer, the government must provide one and pay his or her fees.

The Sixth and Seventh Amendments reflect the belief that a trial by jury is important if people have trust and confidence in the law. The work of courts is open to public view and public participation. When people serve as jurors, they help to make sure that their fellow citizens are treated fairly.

THE EIGHTH AMENDMENT – PUNISHMENT OF CRIMES

"Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted."

Although the Sixth Amendment guarantees a speedy trial, sometimes months go by before a case can be heard. During that time, the accused may have two choices: stay in jail or remain free by paying bail. If the accused person comes to court for the trial, the bail is returned. If the person fails to appear, the bail is **forfeited**. Forfeited is when something is taken away as a penalty for breaking a contract.

Key words

forfeited:
Confiscated or taken away as a penalty for breaking a contract

The judge decides how much bail a person must pay, and may deny a request to pay bail. Judges consider various factors, including the type of crime committed, the record of the accused person, the likelihood that he or she will appear in court, and what he or she can afford. The Eighth Amendment, however, forbids "excessive" bail—that is, an amount that is much too high.

Figure 8.2.11

The Eighth Amendment also forbids excessive fines for people convicted of crimes. In addition, it forbids "cruel and unusual punishments." For many years, Americans have debated what kinds of punishment are cruel and unusual. It is generally agreed that punishment should be in proportion to the crime committed. For example, a sentence of life imprisonment for stealing a loaf of bread would be too harsh. People disagree strongly, however, about whether the death penalty for very serious crimes is cruel and unusual punishment.

Protecting Other Rights

In addition to the First Amendment freedoms and due process guarantees, the Bill of Rights includes other protections for American citizens.

THE SECOND AMENDMENT – RIGHT TO POSSESS FIREARMS

"A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed."

When this amendment was written, the American Revolution was fresh on the minds of citizens. Americans remember the important role that armed militias played in defeating the powerful British armies and gaining independence.

Throughout our history, Americans have debated the exact meaning guaranteed by the Second Amendment. Some argue that it provides only for each state to maintain "a well-regulated militia" by allowing the members of those militias to carry arms, or weapons equipping a person or army. When the Second Amendment was written, a militia was a small, local army made up of volunteer soldiers. Militias helped to win America's war against Great Britain.

Figure 8.2.12

Other people hold that the Second Amendment guarantees the right of all individual citizens to "keep and bear arms" without the interference of the government. The courts have generally ruled that the government can pass laws to control, but not prevent, the possession of weapons. For example, federal and state laws determine who can be licensed to own firearms.

Lawmakers continue to discuss the extent of our right to bear arms today. They also debate the kinds of gun regulations that may be necessary for public safety. Gun rights have become a huge issue nationally and in many states. Because of the large number of gun deaths in our nation, many people want to require background checks, waiting periods, or limit the types and number of guns a citizen can buy. Others argue that the Second Amendment gives citizens a right to own guns, without any government restrictions.

THE THIRD AMENDMENT – HOUSING OF TROOPS

"No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law."

One cause of the American Revolution was the colonists' resentment of the law requiring them to house and feed British soldiers. The Third Amendment makes it unlikely that Americans will ever be forced to shelter the military again. The amendment says that, in peacetime, soldiers may not move into private homes without the consent of the homeowner. In times of war, Congress must authorize the practice.

THE SEVENTH AMENDMENT – CIVIL TRIALS

"In Suits at common law where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of common law."

Figure 8.2.13

The Fifth, Sixth, and Eighth Amendments deal with people's rights in criminal cases. The Seventh Amendment concerns civil cases—lawsuits that involve disagreements between people rather than crimes. If you were disputing a contract, for example, or claiming that a doctor had not treated you properly, you could initiate a civil suit.

The Seventh Amendment permits jury trails in cases where there are conflicts over property or money, as long as the value in dispute is greater than twenty dollars. This is one reason why small claims courts were established. Small claims courts handle private disputes without tying up too many courtrooms. Each state places limits on the dollar amount that can be disputed.

THE NINTH AMENDMENT – POWERS OF THE PEOPLE

"The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people."

The men who wrote the Bill of Rights realized that they could not spell out every right of the American people. The Ninth Amendment makes it clear that citizens have other rights beyond those listed in the Constitution. These unwritten rights are just as valuable and may not be taken away.

The right to privacy, for example, is not mentioned in the Constitution. However, the Supreme Court has drawn on the First, Fourth, Fifth, and Ninth Amendments to uphold this right. Because of these rulings, we enjoy privacy in our homes, confidentiality in our medical and financial records, and freedom from government interference in our personal choices regarding friends, families, and careers.

THE TENTH AMENDMENT – POWERS OF THE STATE

"The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."

The Constitution discusses certain powers of the national and state governments. Many other powers of government—such as the authority to set up schools and license lawyers—are not mentioned at all.

Under the Tenth Amendment, any powers the Constitution does not specifically give to the national government are reserved to the states or to the people. In this way, the Tenth Amendment prevents Congress and the President from becoming too strong. The government of the United States can have only the powers the people give it.

Protecting Voting Rights

The Bill of Rights was passed to safeguard individual liberties. However, the rights guaranteed to all Americans have not always been applied equally and fairly. The Bill of Rights was intended originally to restrain only the national government. For many years, local and state governments were not bound by its terms. As a result, states sometimes used their reserved powers to pass laws that violated civil liberties. In most parts of the country, for example, women and African-Americans could not vote to elect representatives in government.

Figure 8.2.14

Before 1865, many states had laws that sanctioned and approved slavery for African-Americans, who were treated as property and had no rights at all.

THE THIRTEENTH AMENDMENT (1865) – ABOLITION OF SLAVERY

"Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction."

Figure 8.2.15

The Thirteenth Amendment officially outlawed slavery in the United States and thus freed millions of African-Americans. It also outlawed any sort of forced labor, except as punishment for a crime.

The Constitution now banned slavery. But the struggle of citizenship and voting rights had only just begun for former slaves. Freedom from slavery did not mean equality. For one thing, state governments still held the right to determine who could be a citizen of a state, and many states continued to deny citizenship to former slaves. Additionally, states passed "black codes" that kept former slaves from holding certain jobs, limited their property rights, and restricted them in other ways.

THE FOURTEENTH AMENDMENT (1868) – RIGHTS OF CITIZENS

"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

To prevent states from denying citizenship and other rights to former slaves, the Fourteenth Amendment was passed in 1868. It defined a United States citizen as anyone "born or naturalized in the United States," a definition that included most former slaves. The amendment also required every state to grant its citizens "equal protection of the laws." This clause has been extremely important. In recent years, it has been used to benefit women, people with disabilities, and other groups whose rights have not always been protected fairly.

Another element of the Fourteenth Amendment forbids state governments from interfering with the "privileges or immunities of citizens of the United States." Further, state governments may not take an individual's "life, liberty, or property, without due process of law or equal protection of the law." The intent of these provisions was to make the Bill of Rights binding for state governments as well as the federal government. This is called the nationalization of the Bill of Rights.

For many years, however, the Supreme Court ignored this interpretation of the Fourteenth Amendment. Finally, in 1925, the Supreme Court ruled in Gitlow v. New York that the Fourteenth Amendment could safeguard free speech and a free press "from impairment by the states." Benjamin Gitlow was a member of the American Socialist party, promoting immediate attempts to bring socialism to America, including the use of violence if needed.

Socialism is a political system in which property and wealth are controlled by the citizens and evenly distributed.

Since the Gitlow case, the Supreme Court has used the Fourteenth Amendment to apply other rights in the Bill of Rights to the states. This "incorporation" of the Bill of Rights by the Fourteenth Amendment's due process clause means that U.S. citizens in every part of the country have the same basic rights. A string of later cases further extended the reach of the Bill of Rights. By the end of the 1960s, most protections in the Bill of Rights were considered to apply at the state level.

THE FIFTEENTH AMENDMENT (1870) – RIGHT TO VOTE

"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude."

The last of the Civil War amendments, the Fifteenth Amendment, says that no state may take away a person's voting rights on the basis of race, color, or previous enslavement. The amendment clearly aimed to guarantee suffrage, "the right to vote," to African-Americans. Still, many states found ways to keep African-Americans away from the polls.

The Fifteenth Amendment protected only men in practice. The various states had the power to decide whether women could vote. Women, regardless of their race, could not vote in most federal or state elections.

Figure 8.2.16

THE NINETEENTH AMENDMENT (1920) – WOMEN'S RIGHT TO VOTE

"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex."

Although the Constitution did not guarantee women the right to vote, it did not directly deny them suffrage. As a result, states made their own laws on the matter, using the powers reserved to them under the Tenth Amendment. The territory of Wyoming permitted women to vote in 1869, and several other territories and states did so as well in the years that followed.

However, national support for women's suffrage was slow in coming. Leaders like Susan B. Anthony and Elizabeth Cady Stanton argued as early as 1848 that voting rights should include women. It was not until 1920, however, that the Nineteenth Amendment protected the right of women to vote in all national and state elections.

THE TWENTY-THIRD AMENDMENT (1961) – PRESIDENTIAL ELECTIONS FOR THE DISTRICT OF COLUMBIA

"The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct:

> *A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment."*

African-Americans and women were not the only citizens who were denied voting rights for many years. Residents of our nation's capital, Washington, DC, also fell into this group. "DC," as you may know, stands for the District of Columbia, an area located between the states of Maryland and Virginia. Because the District is not a state, the people who lived there were not initially allowed to vote in national elections. The Twenty-third Amendment changed that in 1961. The amendment says that residents of the District of Columbia may vote for the President and Vice President, just as other Americans do.

THE TWENTY-FOURTH AMENDMENT (1964) – RIGHT TO VOTE IN FEDERAL ELECTIONS (POLL TAXES BANNED)

"The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax."

Although the Fifteenth Amendment gave African-Americans the right to vote, many had trouble exercising this right. One reason was that several Southern states had **poll taxes**. In other words, poll taxes required voters to pay a sum of money before casting a ballot. Because many African-Americans could not afford the tax, they could not vote.

Poor white families were also unable to vote if they could not pay the poll taxes.

In 1964, the Twenty-fourth Amendment made poll taxes illegal in national elections. Two years later, the Supreme Court ruled that poll taxes were illegal in state elections as well.

Key words

poll taxes:
A required sum of money voters must pay before voting

THE TWENTY-SIXTH AMENDMENT (1971) – VOTING AGE 18

"The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age."

Throughout our nation's history, Americans still in their teens bravely fought for our country. By law, however, they were not old enough to vote for the leaders who sent them into battle. Although the Constitution did not specify a minimum age for voters, most states set the minimum at 21.

Figure 8.2.17

That standard finally changed in 1971, a year when many young Americans were fighting in the Vietnam War. The Twenty-sixth Amendment guaranteed the right to vote to citizens 18 and older for all national and state elections. As a result, millions more Americans could now exercise their right to vote.

The voting rights amendments show the Constitution can be changed in response to new attitudes and conditions in society.

The Thirteenth, Fourteenth, and Fifteenth Amendments came about as a result of the Civil War. However, all the other changes in the Constitution were made through mostly peaceful efforts of citizens. The framers of our Constitution could not have possibly seen the future of our government. However, their hard work laid the foundation for a truly remarkable document; in over 225 years, we have only had to add 27 Amendments.

Voting rights continues to be a dynamic issue. Since 2011, several states moved to require citizens to have state-issued identification cards in order to vote. People who wanted these laws say it would prevent voter fraud. However, people against the laws say voter fraud happens rarely. Opponents of the laws have argued in court that voter identification laws effective discriminate against people who have a hard time applying for an identification card: the poor, elderly, and people who change addresses frequently. As of this writing, it is too soon to tell how voter identification laws are affecting voter turnout in elections. The issues around voting rights are especially interesting because majority rule is one of the foundations of our democracy.

Conclusion

U.S. citizens enjoy many rights guaranteed by both the Constitution and Supreme Court decisions affirming those rights. However, as we've seen, the way those rights have been interpreted can vary by state law or by court rulings. In the end, the Supreme Court decides how to interpret the Constitution and how citizen rights apply to specific situations.

Lesson Check-up

- **How do citizen rights compare with the rights of legal immigrants and illegal immigrants?**
- **How does the Bill of Rights create a framework for other citizen rights?**
- **Why is it important for people accused of crimes to have constitutional rights?**
- **What role does voting rights play in a democracy?**

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Glossary

A

active voice - A term that indicates that the writer has emphasized the doer of the action

advocacy service - The act or process of supporting or providing a service toward a cause or proposal that does not require face-to-face contact

aerobic exercise - Moderate to vigorous activity that requires large amounts of oxygen; improves the cardiorespiratory system

after action review - Reflecting on what was learned after an act

allergic - Having an abnormal physical reaction to something eaten, touched, or inhaled

Amendments - Changes to the U.S. Constitution

anaerobic exercise - Intense physical activity that requires little oxygen but uses short bursts of energy

analysis - The separation of a whole into its component parts for individual study; a study of something complex, its elements, and their relations

anorexia nervosa - An eating disorder characterized by self-starvation leading to extreme weight loss

antibiotic - A medication used to fight infection

antisocial - Lacking sociable instincts or practices, sometimes violating accepted laws and customs

appetite - Psychological desire for food

apprenticeship - Opportunity to learn a trade on the job while also learning in class

Articles - The part of the U.S. Constitution that describes how the government shall work

articulate - To speak clearly and effectively

asylum - A legal status granted to refugees who are fleeing their nation due to persecution

autocratic - A style of leadership where leaders make decisions alone

automated external defibrillator - Device that analyzes the heart and determines if an electric shock is needed

B

barrier - Obstruction; anything that blocks, restrains, or separates

Basal Metabolic Rate - A measurement that shows how many calories you burn when you're doing nothing

bibliography - List of information sources on a specific subject; description and identification of the editions, dates of issue, authorship, and typography of books or other written materials

body - The main part of a paper or written speech

body composition - The ratio of body fat to lean body tissue, such as bone, muscle, and fluid

body image - The way you see your physical self

Body Mass Index - A measurement that allows you to assess your body size, taking your height and weight into account

bulimia nervosa - An eating disorder in which a person eats large amounts of food and then tries to purge the food

caffeine - A drug found naturally in coffee and tea, which increases alertness

calories - A measure of the energy in food

carbohydrates - The sugars and starches that provide your body with most of its energy

cardiac arrest - Heart attack; the heart stops beating

cardiopulmonary resuscitation - Procedure that is used when someone is unconscious, due to a heart attack, stroke, or some other medical emergency

cardio-respiratory - The part of the body that is responsible for heart-lung functioning

career - A chosen field of work that has the potential for continuous growth and advancement by incorporating your interests, values, skills, and strengths

Career Cluster - An organizing tool for curriculum design and instruction for careers and technical education that provide the essential knowledge and skills for the 16 key career areas

Career Pathway - Small groups of occupations within a Career Cluster; occupations within a pathway share common skills, knowledge, and interest

channel - The route traveled by the message as it goes between the communicator and the receivers

cholesterol - A waxy substance used by the body to build cells and hormones, and to protect nerve fibers

circulatory system - In the body, the network responsible for the flow of blood, nutrients, hormones, oxygen, and other gases to and from cells

command of execution - A part of a drill command that tells when the movement is to be carried out

command voice - A properly given command said in a tone that is understood by everyone

commemorative - Honoring the memory of; speaking in honor of

commitment - Involvement, engagement, or dedication

competencies - Skills, abilities

competent - Skilled

compliance - The act of obeying or doing what you are told

conclusion - The final part of the paper or written speech; referred to as a summary; a final opinion reached through research and reasoning

conjunction - Joining words such as “and” or “but”

conscience - The awareness of a desire to act properly when improper acts are committed or intended

conscious - Awake; aware of what is going on

Constitution - A document that descripts the nature, functions, and limits of a government or other institution

constructive criticism - Provide critique; advice meant to improve or promote further development

contaminated - Contains something harmful

contingency - Dependence on chance or on a condition being met

cooperate - To work together towards a common goal

Cooperative Education - Programs that allow you to work part-time in a career field in which you are interested while taking job-related courses at school

coping - Ability to deal with a difficult situation

correlation - How two or more measurements relate or don’t relate to each other

cross-training - A form of exercise where you switch between different exercises to build up different aspects of your fitness

cultivate - To nourish and grow

cyberbullying - Bullying via email, text, instant messaging, or social media sites

delegating - A style of leadership where the leader gives some decision-making authority to others

democratic - A style of leadership where leaders consult with followers who are allowed to participate in decision-making

demographics - Dealing with the vital and social conditions of people

direct democracy - A governmental system in which all the citizens meet to debate government matters and vote

direct service - Face-to-face contact with those being served in either project or placement models of service learning

directing - A style of leadership where the leader tells others what to do and how to do it

direction - Instructions or knowledge to complete a task

double jeopardy - The legal concept that those who have been found innocent of a criminal charge cannot be charged again for the same crime

due process - The legal concept that laws must be reasonable and courts should follow established legal procedures

electrolytes - Substances that help control fluid levels and maintain normal potassium levels in the body

eminent domain - The right of the government to take private property—usually land—for public use

empty calories - Calories that contain little nutritional value

endocrine system - Parts of the body that produce hormones to regulate metabolism, growth and development, tissue function, sleep, mood, and other aspects of the body

entice - To attract or lure; to encourage someone to participate

essential amino acids - Small units that make up protein that the body cannot make—they must come from the food you eat

ethics - Rules of conduct that people should follow

ethos - The guiding beliefs of a person, group, or organization

expertise - Special knowledge and skill developed from experience, training, and education

extort - To obtain something by force, threats, or other unfair means; blackmail

extracurricular - Groups or activities not considered as part of a normal school day or curriculum

eye contact - Looking someone directly in the eye

fasting - Not eating for long periods

federal government - The level of government that makes and enforces laws for the entire country

feedback - The return of, or a response to information, as in the evaluation of a communication; the return of evaluative or corrective information to the sender or point of origin

first aid - Immediate care given to a victim of injury or sudden illness before professional medical help arrives

forfeited - Confiscated or taken away as a penalty for breaking a contract

fracture - Broken

fragment - A word group that lacks a subject or a predicate

gang - Group of people who associate with one another to take part in criminal behavior

Good Samaritan laws - Laws to protect volunteers from lawsuits if medical complications arise after they have administered first aid

government - The people and system for exercising authority over a community

green card - Permission for legal immigrants to live in the U.S. indefinitely

hearing - To perceive by the ear; to listen attentively

hunger - Physical need for food

hydration - Providing enough water to maintain a correct fluid balance

hydrogen peroxide - An antiseptic cleaning liquid

immigrant - People who leave their home country to live temporarily or permanently in another nation

immobilize - To keep from moving; stay still

implement - To carry out or accomplish a plan

impromptu - Without planning or rehearsal

impulse control - The ability to regulate sudden desires to do something

indictment - A formal charge

indirect service - Hands-on involvement in a service activity without any face-to-face contact with those served

information cards - Cards used to collect data for a report or paper

initiative - One's personal responsible action or decision

innate - Inborn; existed or having existed since birth

innovation - The ability to introduce something new when needed or as opportunities exist

inquisitiveness - Curiousness; having an inquiring mind

integration - The act or process, or an instance of forming, coordinating, or blending into a functioning or unified whole

integrity - Being honest and sincere with ourselves and with others; closely following a consistent code of ethics

intellect - The power of your mind to think and acquire knowledge; mental capacity

intimidate - To instill fear in others

introduction - The beginning of a paper or written speech

irrational - Without reason or sound judgement

job - Positions in which employees perform specific duties within designated hours for specific pay; duties are typically similar from one day to the next

laissez-faire - A style of leadership where leaders do not interfere or do not provide direction

leadership - The process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization

leadership styles - The patterns of behaviors that a leader uses to influence others

legumes - The group of vegetables that includes beans, peas, and lentils

libel - The crime of telling lies about another person in printed or written form

ligament - Tissues that hold bones together

listening - Making an effort to understand something; paying attention

M

melatonin - Substance produced by the brain that helps you sleep

mental agility - Flexibility of mind; an ability to anticipate or adapt to certain or changing situations

metabolism - The way the food you eat is converted into energy

micromanaged - Controlled with excessive attention to minor details

mixed messages - Verbal or nonverbal communication that is unclear to the receiver

modulation - To change or vary the pitch, intensity, or tone

moral - A person's standards of behavior or beliefs concerning what is and is not acceptable for them to do

motivation - The act of inspiring others to accomplish something

muscle endurance - The ability of a muscle to repeatedly exert a force over a prolonged period

muscle strength - The most force you can exert or weight you can lift at one time

naturalization - Legal process by which citizens from another country can become American citizens

N

noise - That which interferes with the successful completion of communication; a disturbance, especially a random persistent disturbance that reduces the clarity of communication

nonverbal - Being other than verbal; communicating without using words

nutrients - Substances in food that your body needs

obese - Very overweight

O

observation - An act or instance of examining a custom, rule, or law; an act of recognizing and noting a fact or occurrence; a record or description so obtained

observe - To carefully watch, perceive, or notice someone or something

obsession - An emotional state in which something seems so important that you are always thinking about it

P

paralysis - Unable to move

participating - A style of leadership where the leader consults with others before making decisions

passive voice - A term that indicates that the writer has emphasized the receiver of the action

persistent - Repeated or constant

persuasive - Have the power to persuade

petition - A formal request

philosophy - The study of people's most fundamental and basic beliefs and how these beliefs are justified

physical fitness - Your ability to perform various activities without excessive fatigue or injury

placement - Service learning placements are learning activities conducted within an existing business or organization; the placement organization typically assigns responsibilities to the students

plagiarism - The act of copying the ideas or words of another and claiming them as one's own

plan - To propose a set of activities to accomplish an objective or goal

poll taxes - A required sum of money voters must pay before voting

Preamble - The opening section of the U.S. Constitution, which describes the general purpose of the government

predicate - Tells what the subject does

preparation - The act or process of making something ready for use or service

priorities - Something that comes before other things in importance

procedure - A series of steps followed in a regular, definite order

project - A task or problem undertaken by a group of students to supplement or apply classroom lessons; service learning projects are initiated and planned by Cadets with instructor guidance

protein - A nutrient your body uses to build, repair, and maintain cells and tissues

prudent - Careful or wise in handling practical matters; using judgment or common sense

psychology - The study of mind and behavior

purpose - The reason for why something is done

R

rabies - A type of virus that affects the nervous system

receiver - One or more individuals for whom a message is intended

representative democracy - Governmental systems where citizens choose a smaller group to represent them, make laws, and govern on their behalf

resilience - The psychological and physical capacity to bounce back from life's stressors and maintain focus

retaliate - To get revenge by doing something bad to someone who has harmed you

S

saturated fats - Fats that are solid at room temperature

search warrant - A court order allowing law enforcement officers to search a suspect's home or business and take specific items as evidence

sedentary - Sitting or resting a great deal; moving very little

self-concept - Identity; your idea of who you are

self-incrimination - A speech or action that suggests your own guilt, especially during court testimony

self-reliance - Being able to depend upon your own efforts and abilities

shock - A serious condition in which a person's organs aren't getting enough blood or oxygen

slander - The crime of verbally spreading lies about another person

source cards - Cards used to record the title, author, publisher, copyright date, and place of publication (city and state) of resources being used during research for a project (paper, speech, and so on)

steward - To manage or take care of

stroke - A medical emergency where the blood flow to your brain stops

subject - Tells what or whom the sentence is about

T

tact - The sense of what to say to avoid offending others, hurting their feelings, or making them mad

thesis statement - The main point of a paper that you try to support through research

trans fats - Artificial fats made when hydrogen gas reacts with oil

universal precautions - Actions taken to prevent the spread of disease

unsaturated fats - Fats that are liquid at room temperature

value system - Our set of ideals, beliefs, interests, likes, and dislikes that we use every day to make decisions

verbal - Relating to, or associated with words; communicating with words

visa - Permission, usually made on a passport, to enter, visit, or leave a nation

welfare - Well-being

zero tolerance - Policy that makes no exceptions for any reason

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