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*LEADERSHIP EDUCATION & TRAINING*

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# ***Cadet Reference***

*Second Edition*



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*US Army Cadet Command - FT. Monroe, Virginia*

HEADQUARTERS, DEPARTMENT OF THE ARMY  
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## Introduction

As a JROTC cadet you are embarking on one of the most interesting and valuable educational experiences of your high school career. In JROTC you will be given the chance to participate in your education and will learn to be a better citizen. The program provides you with tools and skills you can use to succeed in high school, but far more important, these tools and skills will be useful for the remainder of your life.

You will learn to:

- Appreciate the ethical values that underlie good citizenship. Citizenship, taught through a study of history and government, demonstrates the importance of commitment and strengthens your character and resolve as you grow. You will learn to make ethical decisions based on core values.
- Develop leadership potential and learn to live and work cooperatively with others. Teamwork and leadership, within teams and groups, are essential to the smooth operation of any organization. You will learn leadership to increase your skills, not only to lead but also to work as a member of a team. Service, drills, challenges, and other competitions make learning teamwork and leadership challenging and fun.
- Think logically and communicate effectively both orally and in writing. You will learn important skills in writing, reading, and test-taking that will allow you to excel in your classes outside JROTC. You will learn basic problem-solving, financial planning, and conflict resolution life skills that will help you live in the modern world.
- Appreciate the importance of physical fitness in maintaining good health. Fitness, wellness, and good nutrition are necessary to perform as a citizen and a leader. JROTC will teach you what needs to be done to become fit and to maintain that fitness. Instruction will be provided on how your brain functions, how you can maximize your learning and effectiveness, and how to avoid pitfalls such as substance abuse.
- Understand ways to resist negative peer pressure and support others. It is one thing to know how to make better choices for yourself, and another to teach others to do the same. Through service learning you will be able to help others to develop the positive strategies you have learned that will enhance their quality of life.
- Develop mental management abilities. You will be able to assess your skills and learn to make more logical, positive decisions and choices. You will learn how to set goals and develop an action plan that will help you to achieve those goals. As you become a better citizen, a better leader, and a better team member your self-esteem will fly. Your "Can Do" attitude will show beyond JROTC.
- Become familiar with military history as it relates to America's culture and with the history, purpose, and structure of the military services. Learn not only about important events in our history, but also about their effect on our society. Discover the role the military services play in supporting the nation.
- Understand the importance of high school graduation to a successful future. Develop the means and motivation to graduate from high school and to pursue a meaningful life.
- Learn about college and other advanced educational and employment opportunities, and develop the skills necessary to work effectively as a member of a team. You will learn about the many varied opportunities that are available to you upon graduation. The foundation and competency skills required to work effectively are ingrained throughout the curriculum.



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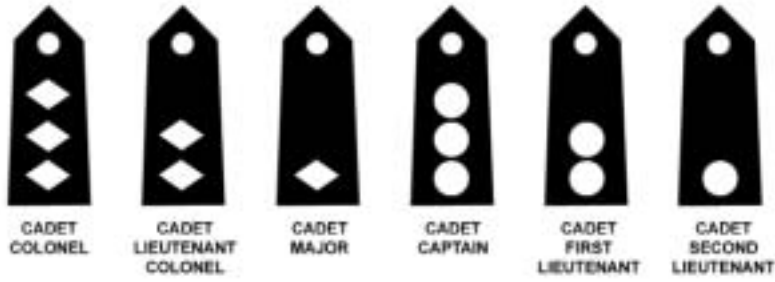
**Unit 1: Introduction to JROTC, A Character and Leadership Development Program**

**Chapter 1: Foundations of Army JROTC and Getting Involved**

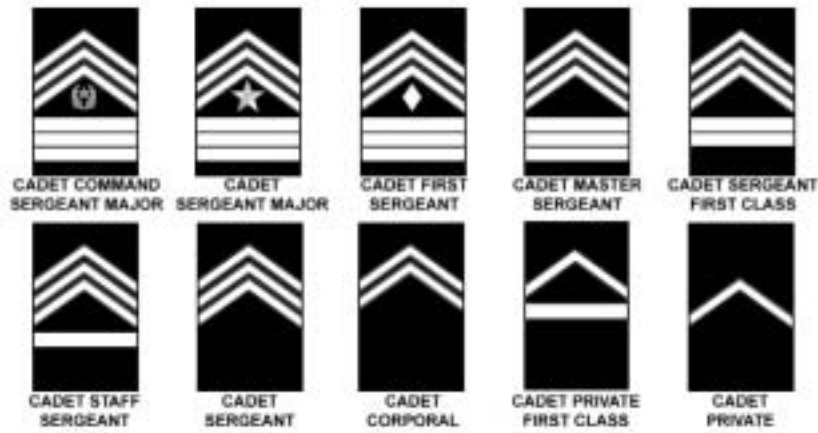
**Lesson 3: Moving Up in Army JROTC — Rank and Structure**

CATEGORY	Insignia of the United States Army						
	E-1	E-2	E-3	E-4		E-5	E-6
ENLISTED (Green and Gold)	no insignia Private	 Private	 Private 1st Class	 Corporal	 Specialist	 Sergeant	 Staff Sergeant
	E-7		E-8		E-9		
	 Sergeant 1st Class	 Master Sergeant	 1st Sergeant	 Sergeant Major	 Command Sergeant Major	 Sergeant Major of the Army	
WARRANT OFFICER (Silver and Black)		W-1	W-2	W-3	W-4	W-5	
		 Warrant Officer	 Chief Warrant Officer	 Chief Warrant Officer	 Chief Warrant Officer	 Master Warrant Officer	
COMPANY AND FIELD GRADE OFFICER (Gold and Silver)		0-1	0-2	0-3	0-4	0-5	0-6
		 (gold) 2nd Lieutenant	 (silver) 1st Lieutenant	 (silver) Captain	 (gold) Major	 (silver) Lieutenant Colonel	 (silver) Colonel
GENERAL OFFICER (Silver)		0-7	0-8	0-9	0-10		0-11
		 Brigadier General	 Major General	 Lieutenant General	 General		 General of the Army

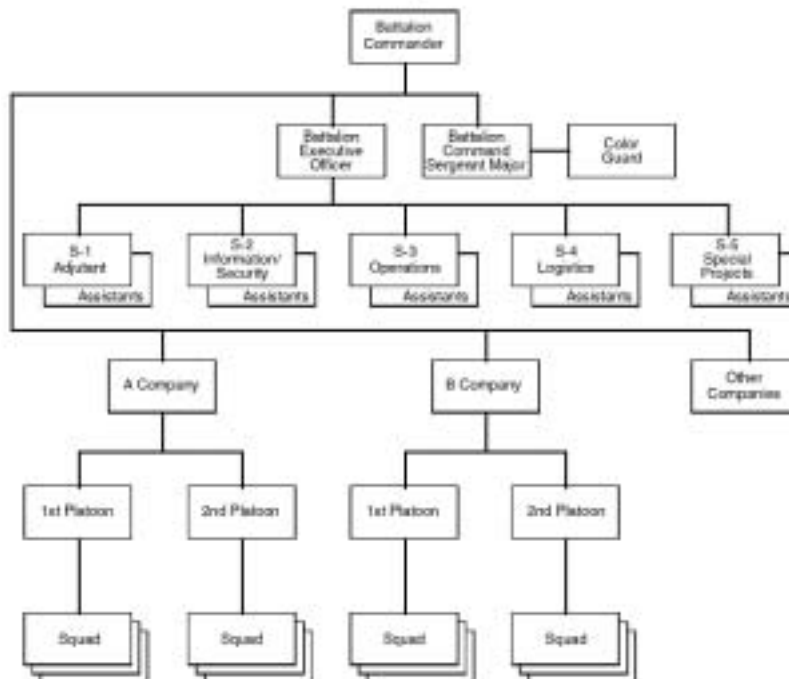
**INSIGNIA OF GRADE FOR  
CADET OFFICERS**



**INSIGNIA OF GRADE FOR  
CADET ENLISTED PERSONNEL**



**Battalion Organization**
















































**Unit 1: Introduction to JROTC, A Character and Leadership Development Program**

**Chapter 1: Foundations of Army JROTC and Getting Involved**

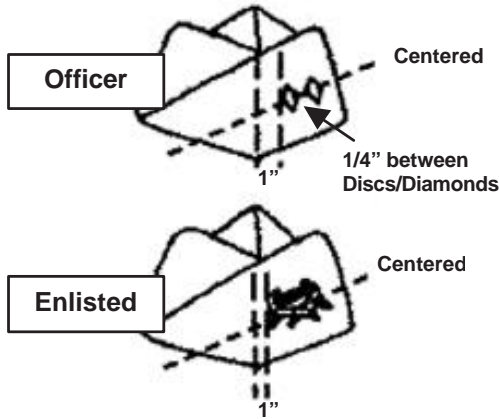
**Lesson 4: The Signs of Success**

**ARMY JROTC AWARDS**

 <b>Medal for Heroism</b> Awarded to any JROTC cadet who performs an act of heroism.	 <b>Superior Cadet</b> Awarded annually to one outstanding cadet in each LET level.	 <b>Distinguished Cadet</b> (N-1-1) Awarded annually to one cadet who exhibits the highest degree of experience in scholastics.	 <b>Academic Excellence</b> (N-1-2) Awarded annually to one cadet in each LET level for maintaining highest school academic grades.
 <b>Academic Achievement</b> (N-1-3) Awarded annually to those cadets who maintain a grade of "A" in all academic subjects.	 <b>Perfect Attendance</b> (N-1-4) Awarded to cadets with no unexcused absence during each quarter/semester.	 <b>Student Government</b> (N-1-5) Elected to a student government office.	 <b>LET Service</b> (N-1-6) Awarded to cadets successfully completing first quarter/semester of training of each LET year.
 <b>Optional by SAI</b> (N-1-7)	 <b>Optional by SAI</b> (N-1-8)	 <b>Optional by SAI</b> (N-1-9)	 <b>Optional by SAI</b> (N-1-10)
 <b>DAI/SAI Instructor Leadership</b> (N-3-1) Awarded annually to one cadet per LET level who displays the highest degree of leadership.	 <b>Personal Appearance</b> (N-3-2) Awarded to cadets who consistently present an outstanding appearance.	 <b>Proficiency</b> (N-3-3) Awarded annually to cadets who have demonstrated an exceptionally high degree of leadership, academic achievement, and performance of duty.	 <b>Drill Team</b> (N-3-4) Awarded annually to drill team members.
 <b>Orienteering</b> (N-3-5) Awarded annually to cadets who are members of orienteering teams.	 <b>Color Guard</b> (N-3-6) Awarded annually to members of the color/honor guard.	 <b>Rifle Team</b> (N-3-7) Awarded annually to rifle team members.	 <b>Adventure Training</b> (N-3-8) Awarded annually to cadets who are members of adventure training type units.
 <b>Commendation</b> (N-3-9) Awarded to cadets whose performance of duty exceptionally exceeds that expected of a cadet of his grade and experience.	 <b>Good Conduct</b> (N-3-10) Awarded annually to cadets who have demonstrated outstanding conduct throughout the school year.	 <b>Summer Camp</b> (N-3-11) Awarded to cadets for summer camp participation.	 <b>Optional by SAI</b> (N-3-12)
 <b>Optional by SAI</b> (N-3-13)	 <b>Optional by SAI</b> (N-3-14)	 <b>Optional by SAI</b> (N-3-15)	 <b>Varsity Athletics</b> (N-2-1) Awarded annually to cadets that excel in varsity sports.
 <b>Physical Fitness</b> (N-2-2) Awarded annually to cadets who maintain excellent physical fitness IAW CCR 145-2.	 <b>JROTC Athletics</b> (N-2-3) Awarded annually to cadets that excel in ROTC athletics.	 <b>Optional by SAI</b> (N-2-4)	 <b>Optional by SAI</b> (N-2-5)
 <b>Parade</b> (N-4-1) Awarded to cadets who have participated in local community parades (Veterans' Day Parade, Memorial Day Parade, etc.).	 <b>Recruiting</b> (N-4-2) Awarded to cadets who recruit students into the JROTC program each quarter/semester.	 <b>Optional by SAI</b> (N-4-3)	 <b>Optional by SAI</b> (N-4-4)
 <b>Optional by SAI</b> (N-4-5)	 <b>Service Learning</b> (N-4-6) Awarded annually to cadets who participate in service learning projects.	 <b>Excellent Staff Performance</b> (N-4-7) Awarded annually to cadet staff officers for excellent performance.	
	<b>Meritorious Unit Insignia.</b> Each member of a unit designated as a Meritorious Unit is awarded the Meritorious Unit Insignia (white star).		
	<b>Honor Unit Insignia.</b> Each member of a unit designated as an Honor Unit is awarded the Honor Unit Insignia (blue star).		
	<b>Honor Unit with Distinction Insignia.</b> Each member of a unit designated as an Honor Unit with Distinction is awarded the Honor Unit with Distinction Insignia (yellow star).		
	<b>Academic Achievement Insignia.</b> A gold wreath authorized for wear by cadets in the top ten percent of each JROTC class – based on grades earned in JROTC courses, as determined by the SAI. A felt pad center background indicates subsequent awards. <ul style="list-style-type: none"> <li>• Second award – red pad.</li> <li>• Third award – silver pad.</li> <li>• Fourth award – gold pad.</li> </ul>		

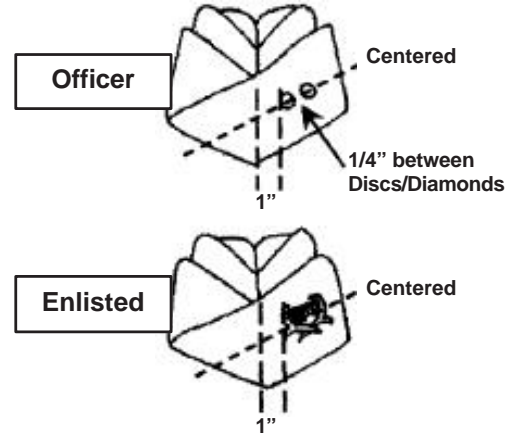
**Unit 1: Introduction to JROTC, A Character and Leadership Development Program**  
**Chapter 1: Foundations of Army JROTC and Getting Involved**  
 Lesson 5: Your Personal Appearance and Uniform

**THE ARMY GARRISON CAP**



**MALE**

**Garrison Hat:** Centered on forehead.  
 Hat does not rest on ear; tilted slightly to the right.



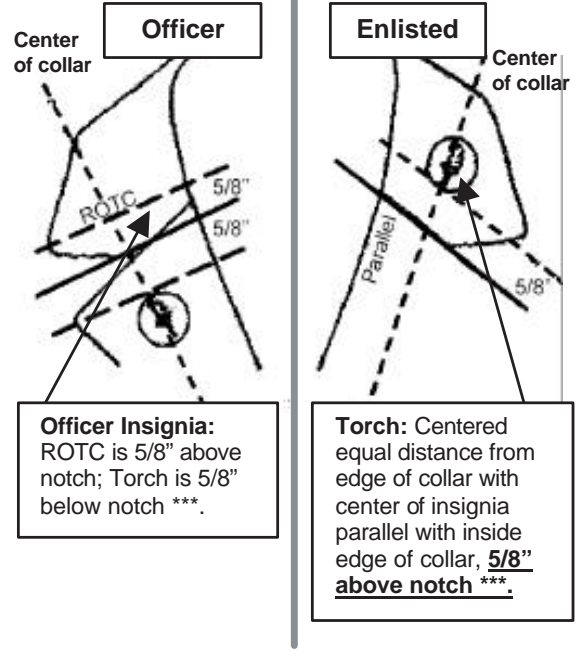
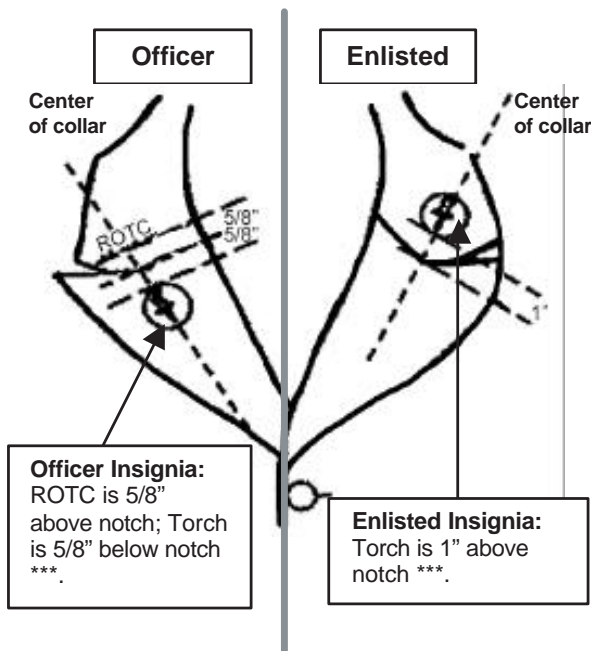
**FEMALE**

**Garrison Hat:** Centered on forehead,  
 1" above eyebrows; hair not visible on forehead below front bottom edge of hat.

**INSIGNIA OF GRADE**

**MALE**

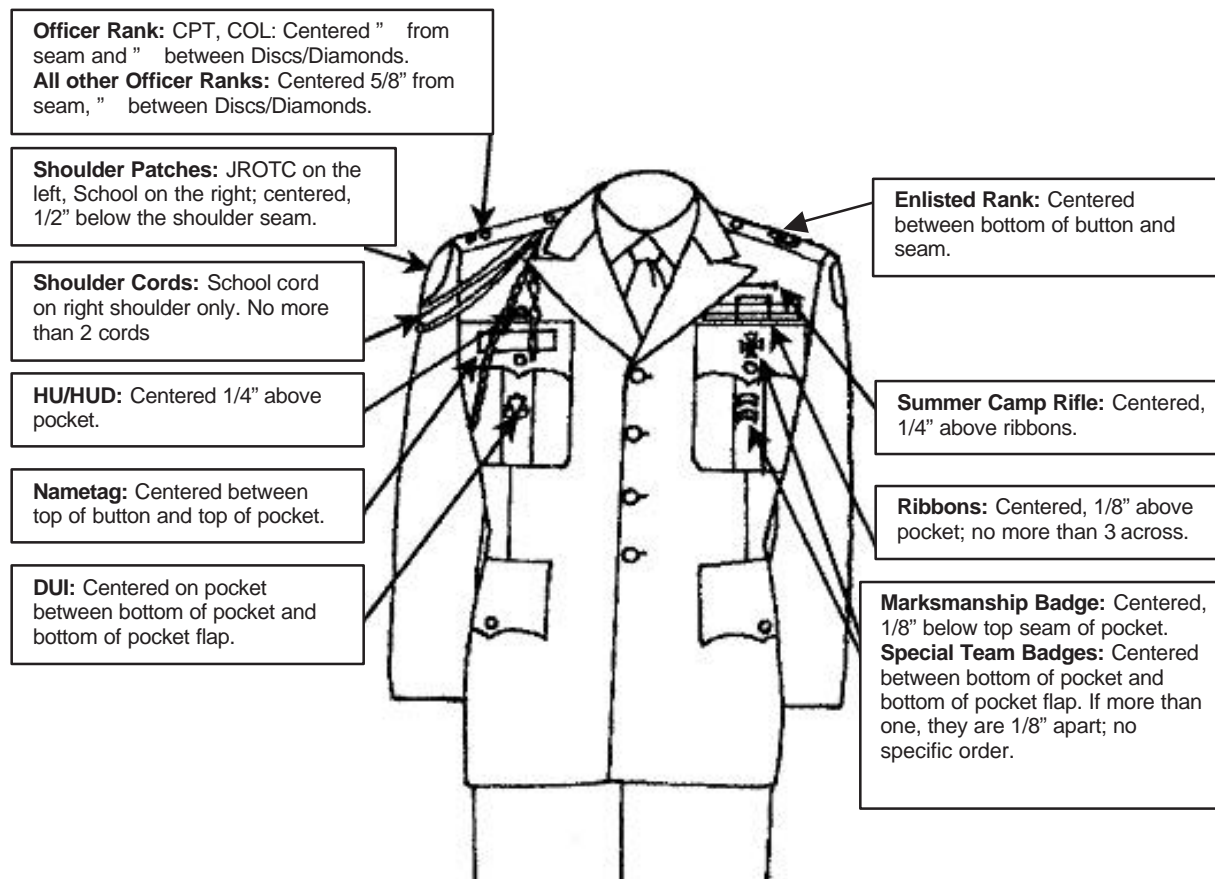
**FEMALE**



**Shoulder Cords:** (not shown): School cord on right shoulder only. No more than 2 cords.

## CLASS A UNIFORM

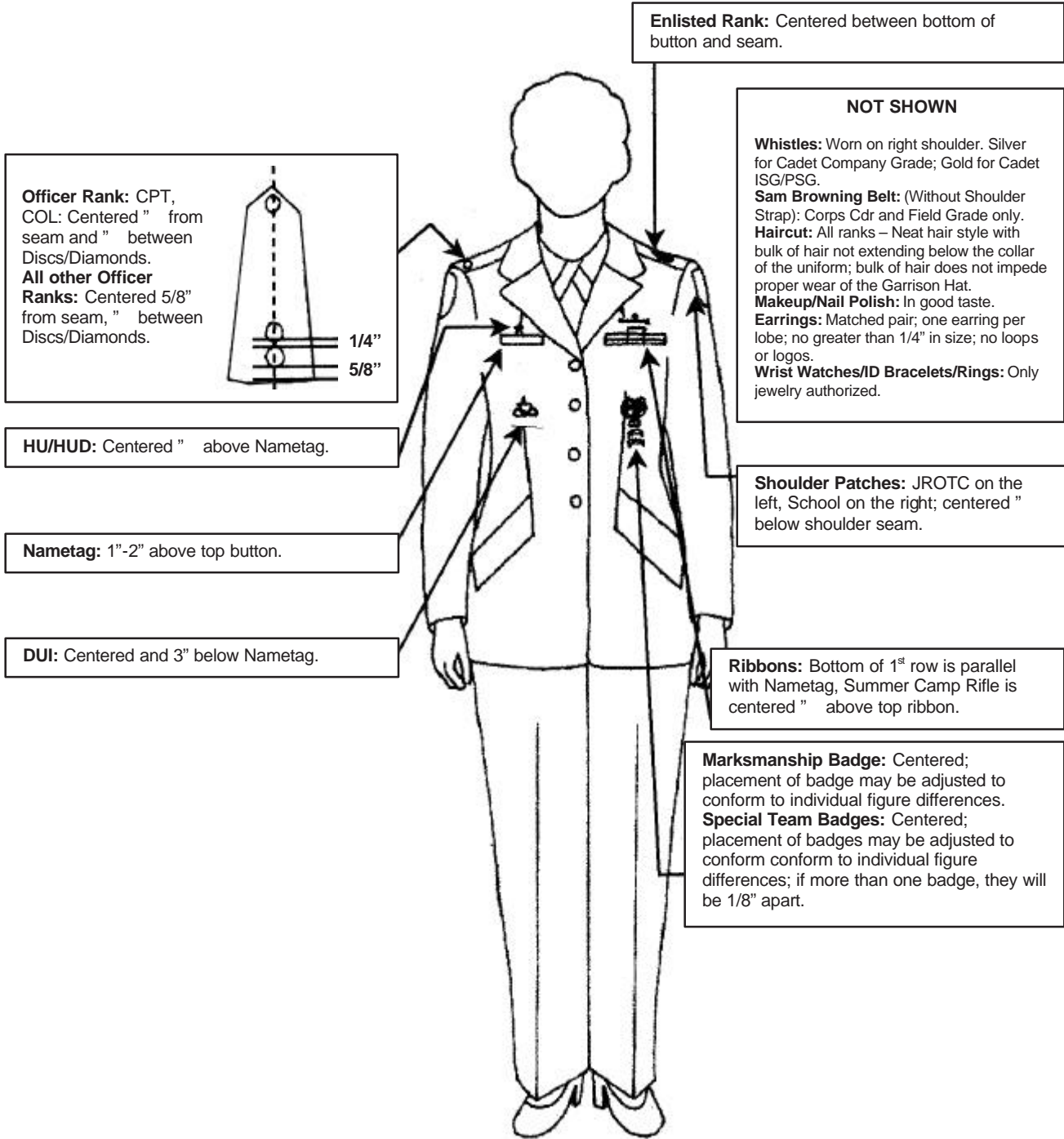
### MALE



#### NOT SHOWN

- Whistles:** Worn on right shoulder. Silver for Cadet Company Grade; Gold for Cadet ISG/PSG.
- Sam Browning Belt:** (Without Shoulder Strap): Corps Cdr and Field Grade only. JROTC Buckle for corps only.
- Haircut:** IAW AR670-1
- Earrings:** Not authorized.
- Wrist Watches/ID Bracelets/Rings:** Only jewelry authorized.
- Beards/Goatees:** Not authorized.

**FEMALE**



**CLASS B UNIFORM**



**TLE DRESS UNIFORM (BDU)**

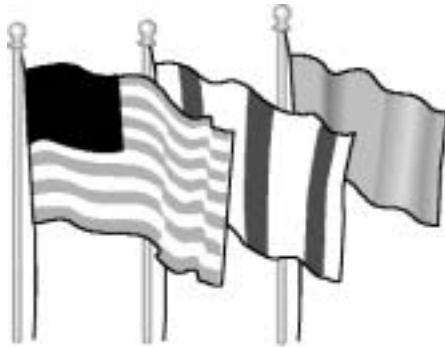
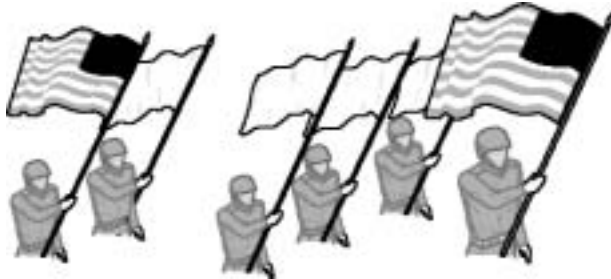


**Unit 1: Introduction to JROTC, A Character and Leadership Development Program**

**Chapter 1: Foundations of Army JROTC and Getting Involved**

**Lesson 7: The Stars and Stripes**

**DISPLAY OF THE FLAG**



**PLEDGE OF ALLEGIANCE**

*“I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.”*

## How to fold the Flag

### Step 1



To properly fold the Flag, begin by holding it waist-high with another person so that its surface is parallel to the ground.

### Step 2



Fold the lower half of the stripe section lengthwise **over** the field of stars, holding the bottom and top edges securely.

### Step 3



Fold the flag **again** lengthwise with the blue field on the **outside**.

### Step 4



Make a triangular fold by bringing the striped corner of the folded edge to meet the open (top) edge of the flag.

### Step 5



Turn the outer (end) point inward, parallel to the open edge, to form a second triangle.

### Step 6



The triangular folding is continued until the entire length of the flag is folded in this manner.

### Step 7



When the flag is completely folded, only a triangular blue field of stars should be visible.



**Unit 1: Introduction to JROTC, A Character and Leadership Development Program**

**Chapter 1: Foundations of Army JROTC and Getting Involved**

Lesson 8: Proudly We Sing — The National Anthem

**THE STAR-SPANGLED-BANNER**

O say, can you see, by the dawn's early light,  
What so proudly we hailed at the twilight's last gleaming,  
Whose broad stripes and bright stars, through the perilous fight,  
O'er the ramparts we watched were so gallantly streaming?  
And the rockets' red glare, the bombs bursting in air  
Gave proof through the night that our flag was still there,  
O say, does that Star-Spangled Banner yet wave  
O'er the land of the free and the home of the brave?

On the shore dimly seen through the mist of the deep,  
Where the foe's haughty host in dread silence reposes,  
What is that which the breeze, o'er the towering steep  
As it fitfully blows, half conceals, half discloses?  
Now it catches the gleam of the morning's first beam,  
In full glory reflected now shines on the stream;  
'Til the Star-Spangled Banner—O long may it wave  
O'er the land of the free and the home of the brave.

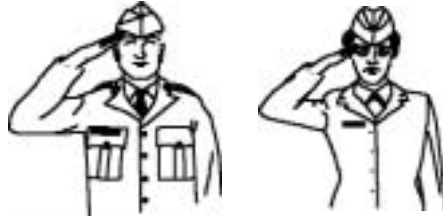
O thus be it ever when free men shall stand  
Between their loved homes and the war's desolation;  
Blest with victory and peace, may the heaven rescued land  
Praise the Power that has made and preserved us a nation.  
Then conquer we must, when our cause it is just,  
And this be our motto, "In God is our trust;"  
And the Star-Spangled Banner in triumph shall wave  
O'er the land of the free and the home of the brave.



## Unit 1: Introduction to JROTC, A Character and Leadership Development Program

### Chapter 1: Foundations of Army JROTC and Getting Involved

#### Lesson 9: American Military Traditions, Customs, and Courtesies



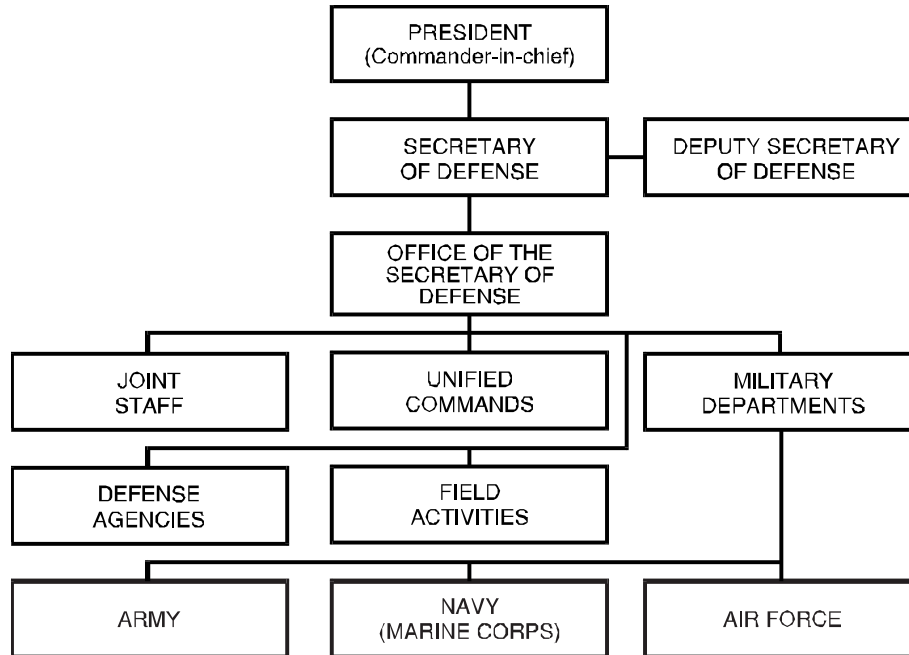
<u>Title</u>	<u>How to Address</u>
All general officers	“General”
Colonels and Lieutenant Colonels	“Colonel”
Majors	“Major”
Captains	“Captain”
Lieutenants	“Lieutenant”
Chaplains	“Chaplain”
Cadets	“Mister,” Miss” or Cadet”
Officer Candidates	“Candidate”
Warrant Officers	“Mister” or Miss”
Sergeant Major	“Sergeant Major”
First Sergeants	“First Sergeant”
All other Sergeants	“Sergeant”
Corporals	“Corporal”
All specialists	“Specialist”
Privates and privates first class	“Private”

**Unit 1: Introduction to JROTC, A Character and Leadership Development Program**

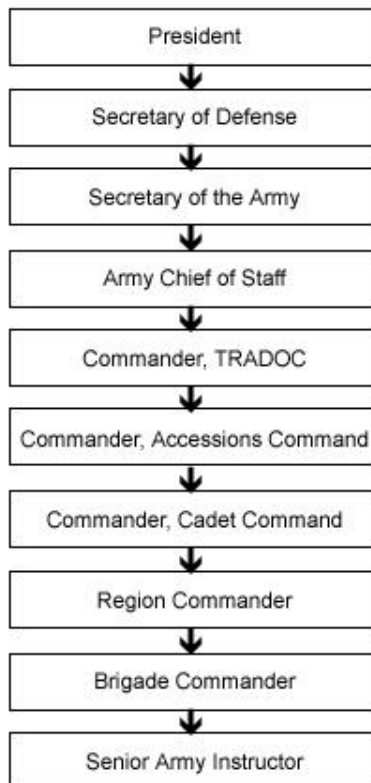
**Chapter 2: The Nation's Defense Forces**

Lesson 1: The Department of Defense

**CHAIN OF COMMAND**



Write in the names for each position.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

## CHAIN OF COMMAND

### Unit 2: Leadership Theory and Application

#### Chapter 1: Being a Leader

##### Lesson 3: Leadership from the Inside Out

### Army Values

**L** OYALTY — *to bear true faith and allegiance to the U.S. Constitution . . . your peers*

**D** UTY — *to fulfill your obligations*

**R** ESPECT — *to treat people as they should be treated*

**S** ELFLESS SERVICE — *to put the welfare of the nation . . . before your own*

**H** ONOR — *to live up to all values*

**I** NTEGRITY — *to do what is right, legally and morally*

**P** ERSONAL COURAGE — *to face fear, danger, or adversity*

### Unit 2: Leadership Theory and Application

#### Chapter 1: Being a Leader

##### Lesson 4: Principles and Leadership

### The 11 Principles of Leadership

1. Know yourself and seek self-improvement.
2. Be technically and tactically proficient.
3. Know your subordinates and look out for their welfare.
4. Keep your subordinates informed.
5. Set the example.
6. Insure the task is understood, supervised, and accomplished.
7. Train your subordinates as a team.
8. Make sound and timely decisions.
9. Develop a sense of responsibility among your subordinates.
10. Employ your command in accordance with its capabilities.
11. Seek responsibility and take responsibility for your actions.

**Unit 2: Leadership Theory and Application**

**Chapter 3: Leading Situations**

Lesson 1: Performance Indicators

<i>Leaders of character and competence . . .</i>			<i>act to achieve excellence by providing purpose, direction and motivation.</i>		
Values "Be"	Attributes "Be"	Skills <sup>4</sup> "Know"	Actions <sup>3</sup> "Do"		
Loyalty Duty Respect Selfless Service Honor Integrity Personal Courage	Mental <sup>1</sup>  Physical <sup>2</sup>  Emotional <sup>3</sup>	Interpersonal  Conceptual  Technical  Tactical	Influencing  Communicating  Decision Making  Motivating	Operating  Planning/ Preparing  Executing  Assessing	Improving  Developing  Building  Learning

**Unit 2: Leadership Theory and Application**

**Chapter 3: Leading Situations**

Lesson 3: Decision-Making and Problem-Solving

**SAMPLE PROBLEM-SOLVING MODEL**

**Step 1: Understanding the Problem**

- Review the issue again.
- Write down what you know.
- Look for key phrases.
- Find the important information.
- Tell it in your own words.
- Tell what you are trying to find.

**Step 2: Selecting Strategies**

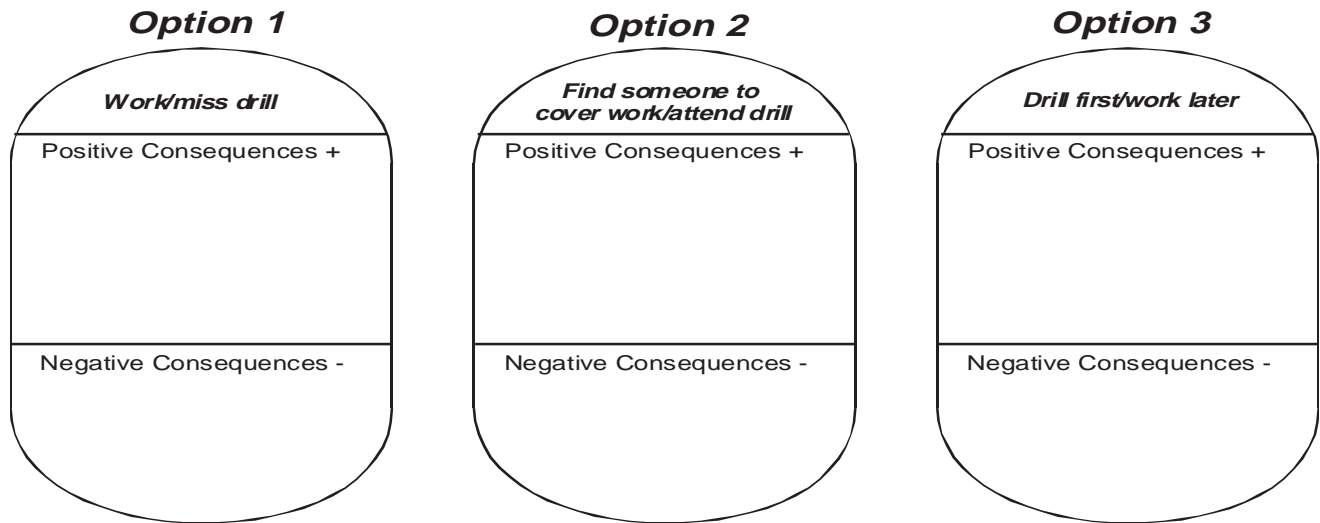
- Make a model—involve the senses.
- Make an organized list or table.
- Look for a pattern—find relationships.
- Guess (or conjecture) and test.
- Make an organized drawing or sketch.
- Work backwards—start with the consequence.
- Role-play—become an active player.
- Solve a simpler matter—try simulations.
- Use estimation.

**Step 3: Looking Back: Checking the Answer**

- Does the answer make sense?
- Is it reasonable?
- Can the issue be generalized?
- Is there a pattern?
- Are there other similar situations?

# THE DECISION MAKING PROCESS

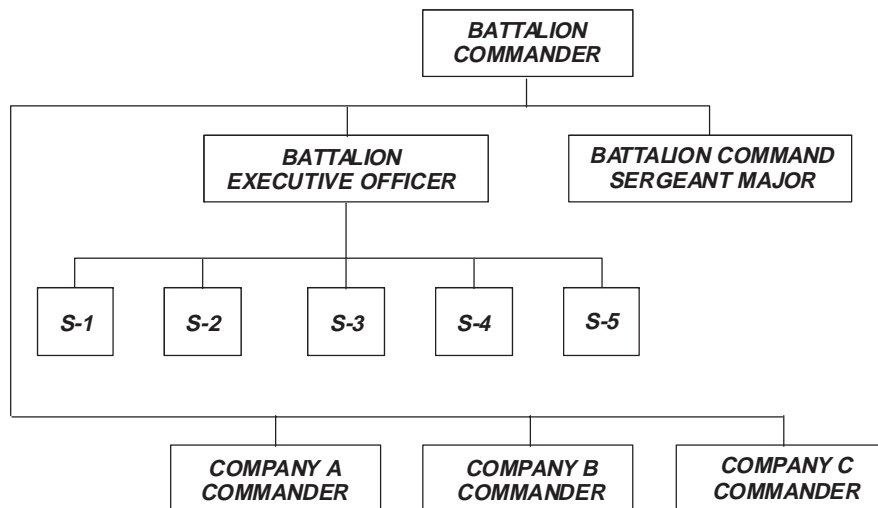
The Problem: *Connie's work/drill conflict*



Do I Need More Information?

My Decision

**Unit 2: Leadership Theory and Application**  
**Chapter 3: Leading Situations**  
 Lesson 10: Basic Command and Staff Principles

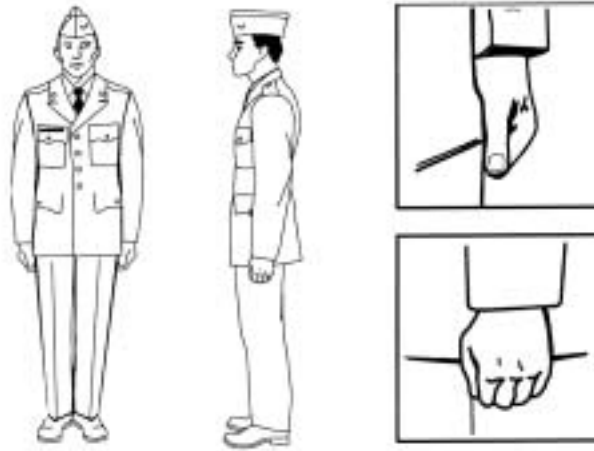


**Unit 2: Leadership Theory and Application**

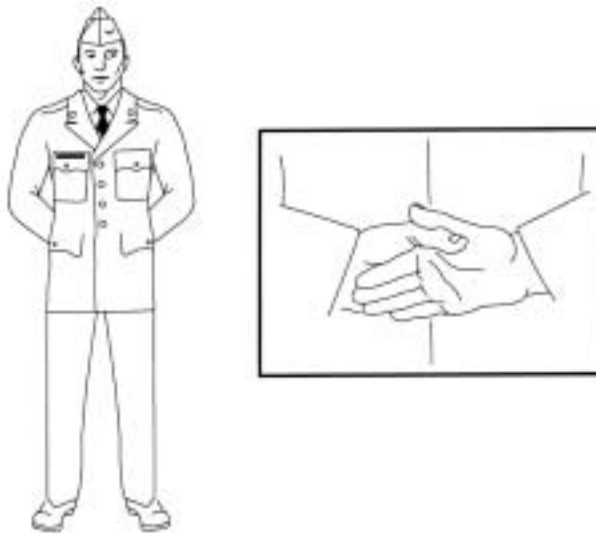
**Chapter 4: Leadership Lab**

Lesson 4: Stationary Movements

**Position of Attention:**



**Parade Rest:**

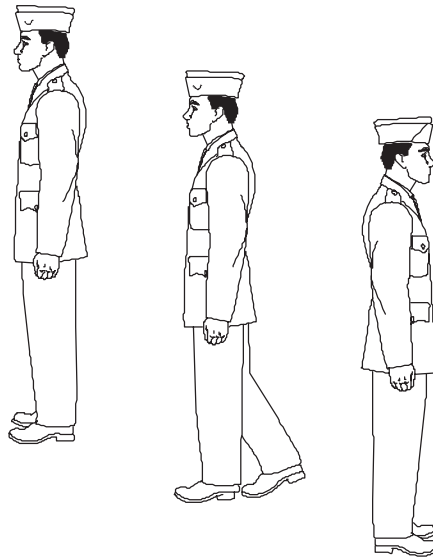


**Facing Right or Left:**



**About Face:**  
**Unit 2: Leadership Theory and Application**

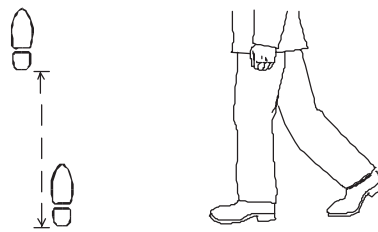
**About Face:**



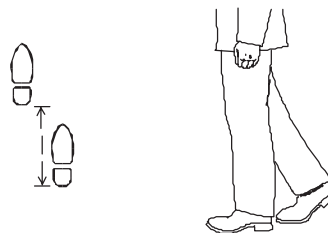
(Refer to FM 22-5, dtd 1986, for all executions of drill or stationary movements.)

**Chapter 4: Leadership Lab**  
**Lesson 5: Steps and Marching**

**30-inch Step:**

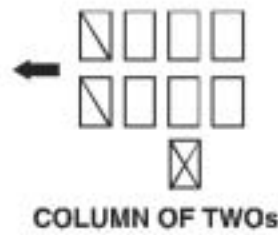


**15-inch Step:**

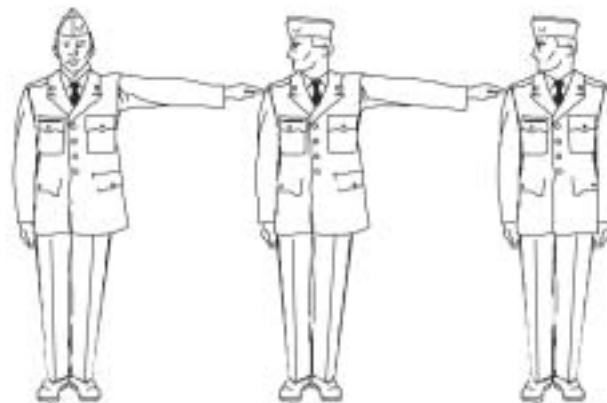


**Unit 2: Leadership Theory and Application**  
**Chapter 4: Leadership Lab**  
Lesson 6: Squad Drill

**Squad Formations**



**Normal Intervals:**

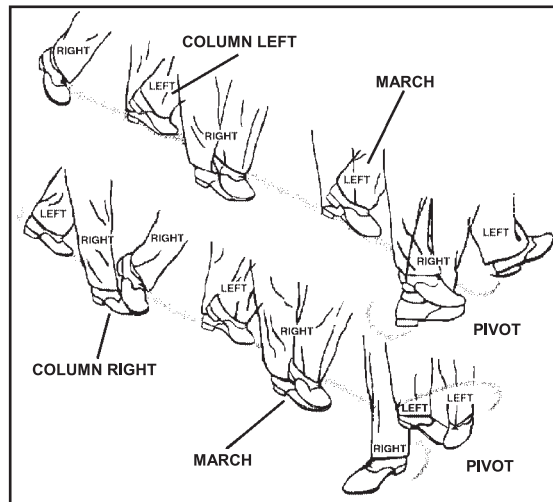


**Close Intervals:**

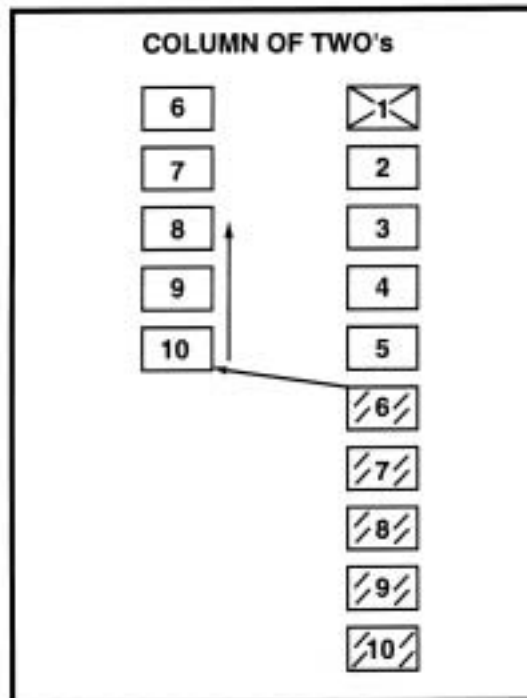




**Changing Direction:**



**Column of Twos:**

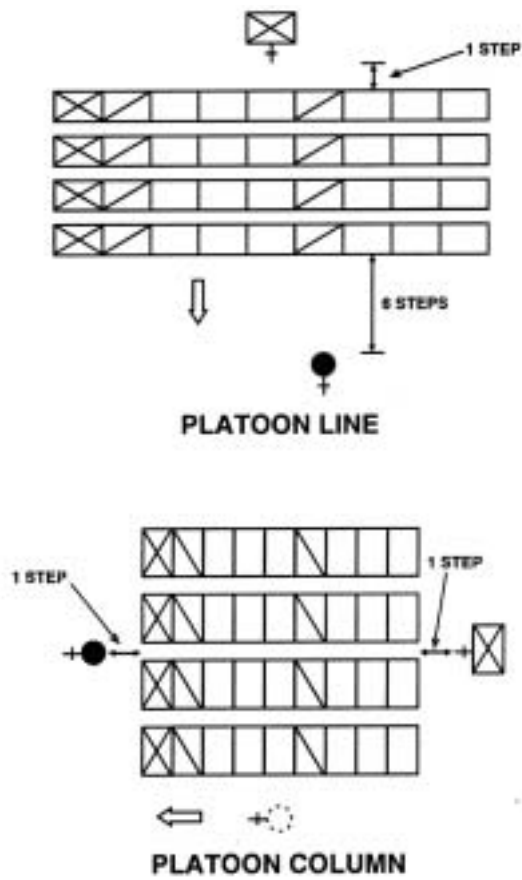


**Unit 2: Leadership Theory and Application**

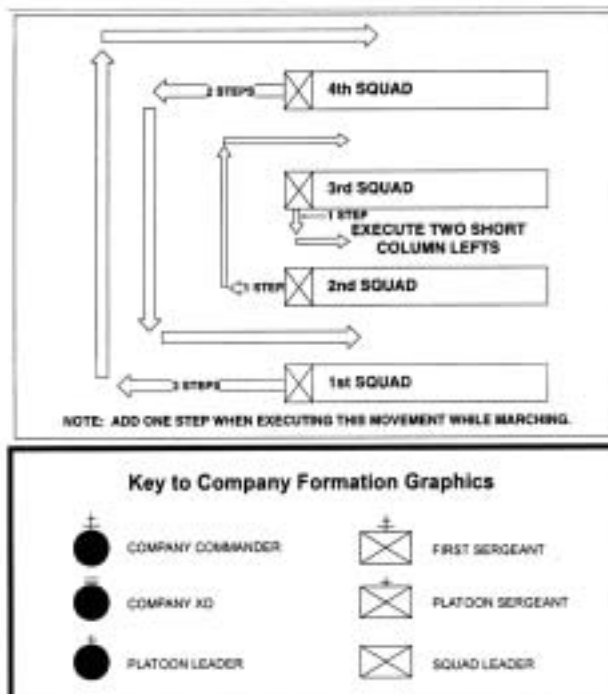
**Chapter 4: Leadership Lab**

Lesson 7: Platoon Drill

**Platoon Formations:**

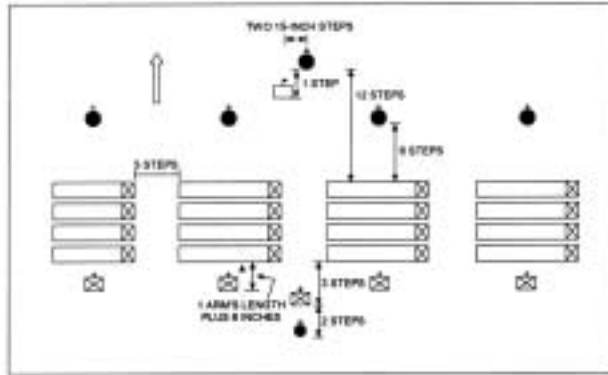


**Counter Column March:**

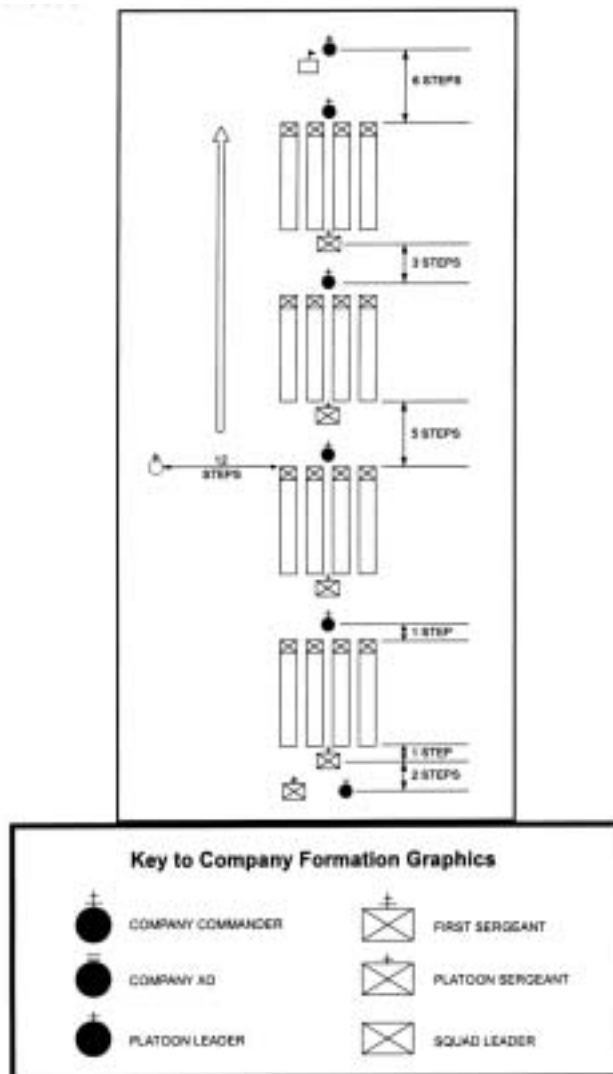


**Unit 2: Leadership Theory and Application**  
**Chapter 4: Leadership Lab**  
 Lesson 9: Company Formations and Movement

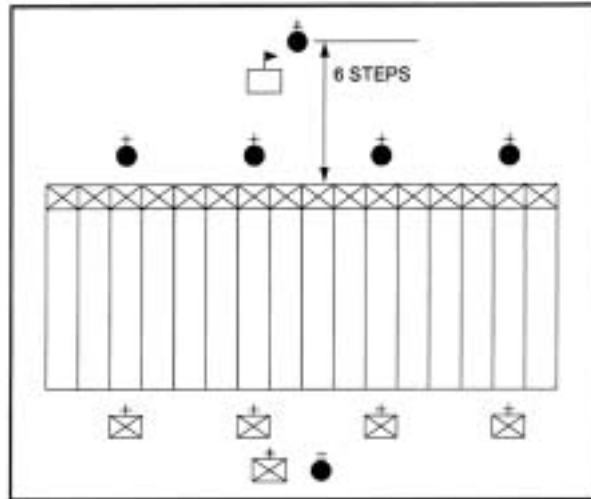
**Company Formations:**



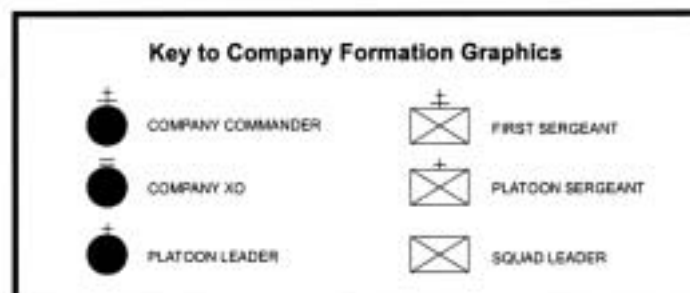
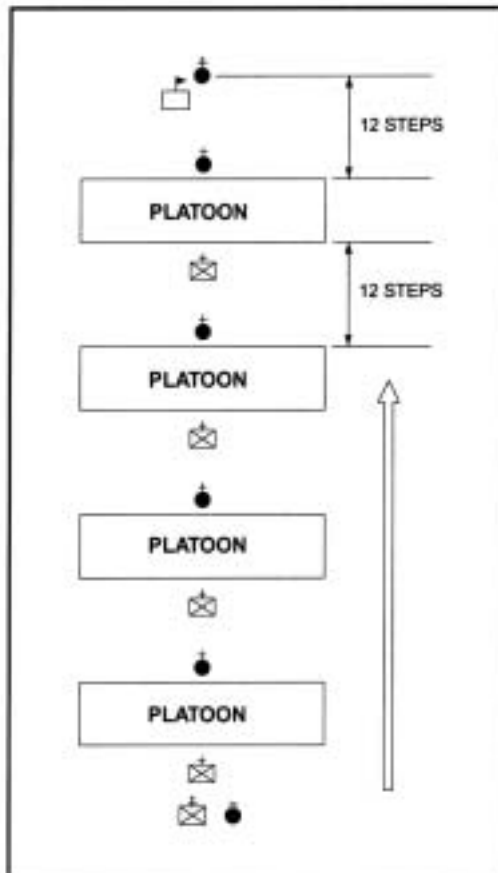
**Company in Columns with Platoon in Columns:**



**Forming a Company Mass:**



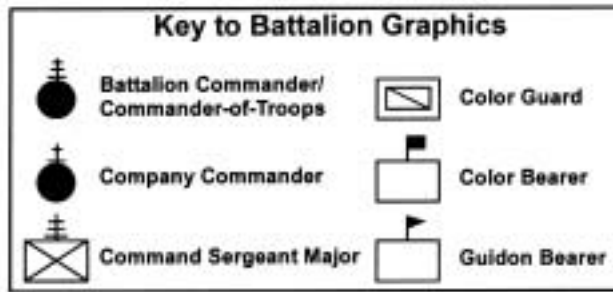
**Company in Column with Platoons in Line:**



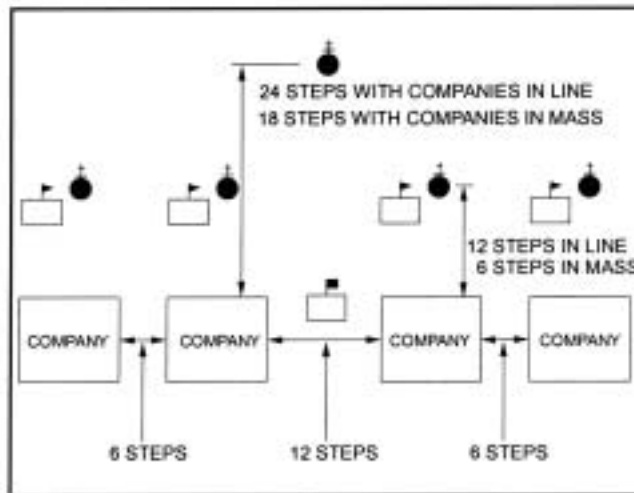
**Unit 2: Leadership Theory and Application**

**Chapter 4: Leadership Lab**

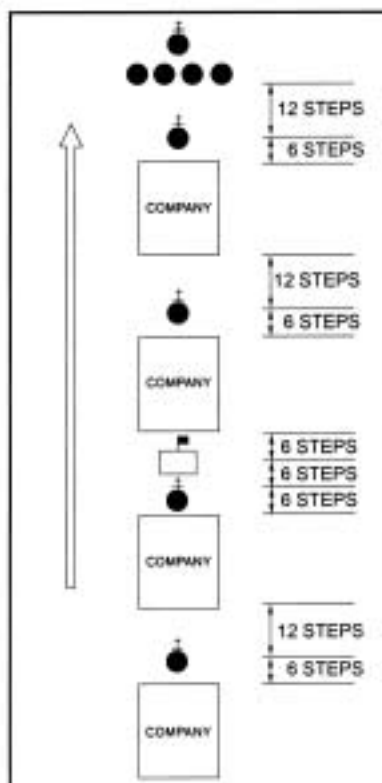
**Lesson 10: Forming, Inspection, and Dismissing the Battalion**



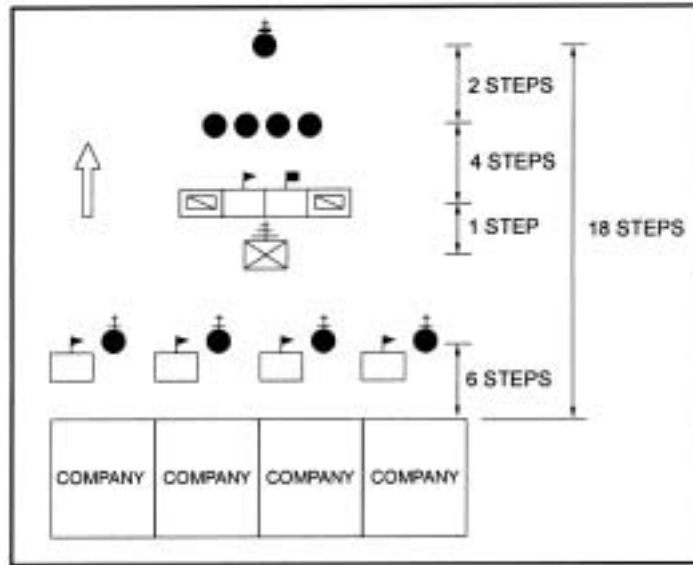
**Battalion in Line with Companies in Line or Mass**



**Battalion in Column with Companies in Column or Mass**



**Battalions in Mass Formations:**



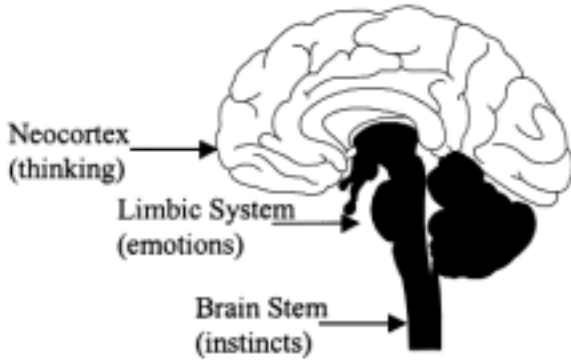
**Unit 3: Foundations for Success**  
**Chapter 1: Know Yourself—Socrates**  
 Lesson 1: Self-Awareness

**Winning Colors®**

<p><b>Builder Behaviors (brown, decide)</b></p> <p><i>Builder Vocabulary:</i></p> <p>Always Leading People                      Power                      Responsible                      Duty                      Results                      Tradition                      Money                      Prepared                      I Give Directions                      Do It My Way                      I Like To Get Things Done Now</p> <p><i>Hot Buttons:</i></p> <p>Down-to-earth and traditional</p>	<p><b>Planner Behaviors (green, think)</b></p> <p><i>Planner Vocabulary:</i></p> <p>Changing and Improving                      Analyzing                      Being My Best                      Dreaming                      Caring                      Invention                      Planning                      Inner Life                      Exactness                      Seeks the Future                      Freedom of Thought</p> <p><i>Hot Buttons:</i></p> <p>Freedom to think, dream, create</p>
<p><b>Adventurer Behaviors (red, act)</b></p> <p><i>Adventurer Vocabulary:</i></p> <p>Excitement                      Test The Limits                      Risk                      Act and Perform                      Fun                      Action                      Fast Machines                      Freedom                      Challenge                      Do It Now!</p> <p><i>Hot Buttons:</i></p> <p>A life of fun, action and freedom</p>	<p><b>Relater Behaviors (blue, feel)</b></p> <p><i>Relater Vocabulary:</i></p> <p>We Are The World                      Friendly                      Romantic                      I See Everything                      Hugs Are Special                      Giving                      Teamwork                      Groups                      Wanting People to Like Me                      Let's Get Along With Each Other</p> <p><i>Hot Buttons:</i></p> <p>Friendly, caring, feeling people</p>

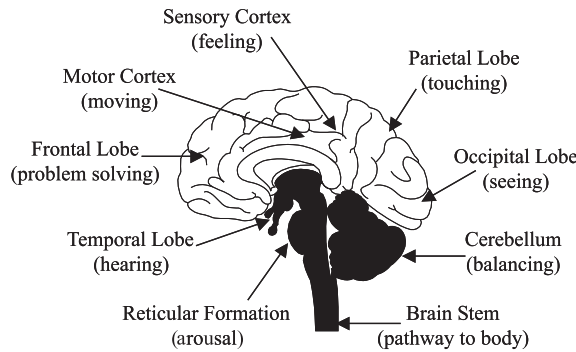
**Unit 3: Foundations for Success**  
**Chapter 1: Know Yourself—Socrates**  
 Lesson 4: Brain Structure and Function

**TRIUNE BRAIN**



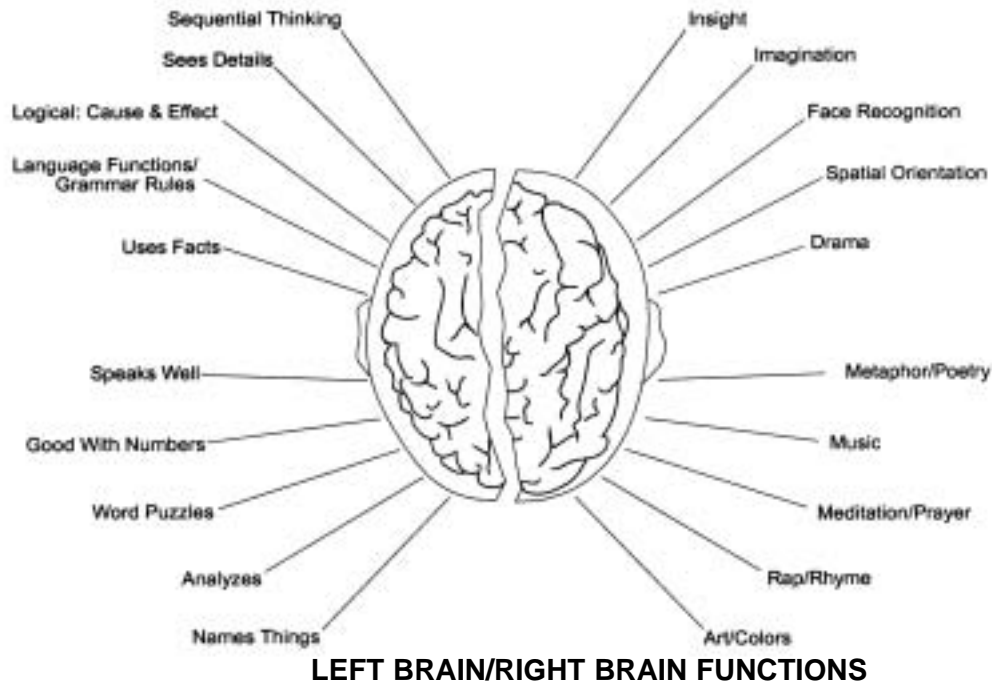
The *Neocortex* is responsible for thinking and speaking. When activated by positive emotions, whole-brain activation can take place allowing high-level learning. The *Limbic System* is responsible for group interaction and emotions. It monitors fear, threat, intimidation, and put-downs and codes incoming information with positive or negative emotions. The *Brain Stem*, also known as the Reptilian Brain, Reactive Complex and R-complex, governs primitive needs such as a sense of safety and survival. When the Limbic System detects fear, threats, intimidation, or put-downs, the R-complex takes over and downshifting occurs, preventing high-level learning.

**BRAIN STRUCTURE AND FUNCTION**



**Unit 3: Foundations for Success**  
**Chapter 1: Know Yourself—Socrates**  
 Lesson 5: Left-Brain/Right-Brain

The Left/Right Brain hemisphere theory of Roger Sperry, suggests there are "two modes of thinking, verbal and nonverbal represented rather separately in left and right hemispheres" of the human brain. The left hemisphere tends to be verbal and analytic, while the right is nonverbal and global.

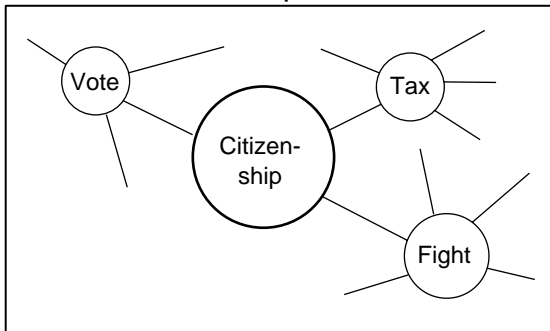




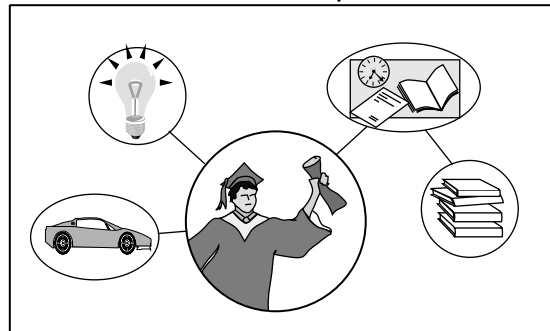
**Unit 3: Foundations for Success**  
**Chapter 5: Teaching Skills**  
 Lesson 5: Graphic Organizers

**Graphic Organizers**

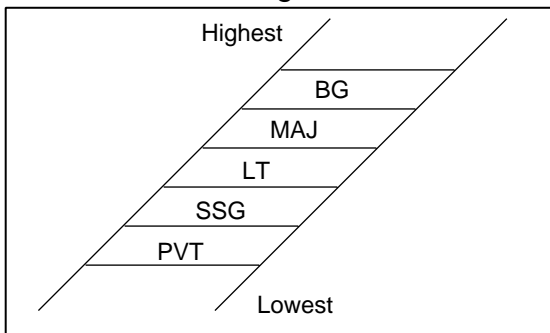
**Concept Web**



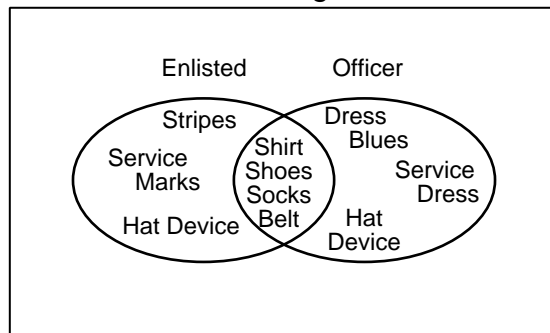
**Mind Map**



**Ranking Ladder**



**Venn Diagram**



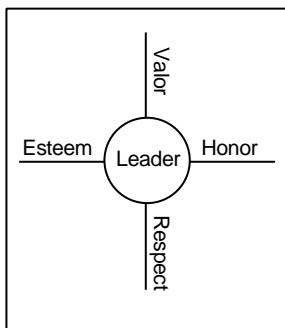
**Double T-Chart**

Before	During	After
Sleep	Work	Play
Study	Test	Relax

**T-Chart**

Poor Nutrition	
Problem	Solution
Eating junk food	Education

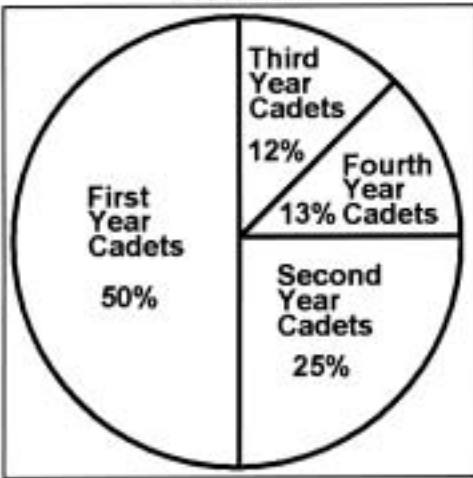
**Sunshine Wheel**



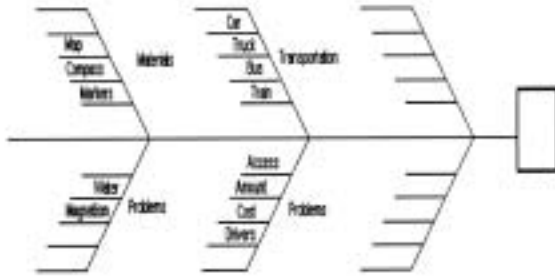
**Looks-Sounds-Feels**

Looks	Sounds	Feels
Shiny	Squeak	Smooth
New	Quiet	Worn

Pie Chart



Fishbone

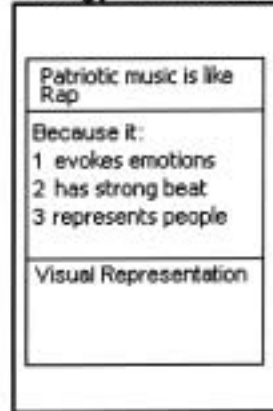


Matrix

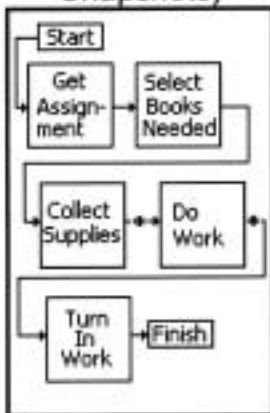
Grades needed to earn next rank

	S	O	N
	U	C	O
	M	T	V
Uniforms	80	90	90
Marching	75	85	90
Grades	80	85	90
Health	70	75	80
Respect	90	90	90

Analogy/Simile Chart



Sequence (Also known as Bridging Snapshots)



**Unit 3: Foundations for Success****Chapter 6: Making a Difference with Service Learning**

## Lesson 1: Orientation to Service Learning

<p style="text-align: center;"><b>Orientation and Training</b>  <b>+ Meaningful Service</b>  <b>+ Structured Reflection</b></p> <hr style="width: 20%; margin: auto;"/> <p style="text-align: center;"><b>SERVICE LEARNING</b></p>
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**Unit 3: Foundations for Success****Chapter 6: Making a Difference with Service Learning**

## Lesson 2: Plan and Train for Your Exploratory Project

**SERVICE LEARNING STEPS**

1. Complete a pre-assessment of skill level using the Personal Skills Map from the JROTC Success Profiler.
2. Determine a school, community, or national need you can fill relating to class curriculum.
3. Brainstorm and select a meaningful service project that meets proposed guidelines.
4. Start learning log to record new knowledge, thoughts, and feelings throughout all phases.
5. Plan and organize details of the service activity and discuss expectations.
6. Participate in a meaningful service activity that meets the service learning guidelines (Form 219-R).
7. Discuss and reflect on what you experienced (observation).
8. Discuss and reflect on what you gained from the experience (analysis).
9. Discuss and reflect on what you can do with the new information (integration).
10. Complete a project summary report, a final group evaluation form to judge teamwork, etc.
11. Explain the experience to community members, administration, classmates, etc.
12. Complete a post-assessment using the personal skills map and related analysis to determine plan of action.



**Unit 3: Foundations for Success**  
**Chapter 7: Career Planning**  
 Lesson 2: Career Development Portfolio

**SAMPLE RESUME**

<p><b>Norma L. Cadet</b></p> <p>394 N. Anywhere St. • Any Town, FL 24509 • 123.456.7890 • cadet@anytown.com</p>		
<p><b><u>OBJECTIVE</u></b></p> <p>To obtain a Graphic Designer position in the print/web industry utilizing creative and artistic talents.</p>		
<p><b><u>EDUCATION</u></b></p> <p>Sandy Beach High School, Cape Coral, FL</p> <ul style="list-style-type: none"> <li>• Graduated in May 2002 with emphasis in art and business.</li> <li>• Courses included: Computers, Typing, JROTC, Marketing, Public Speaking</li> <li>• Honors Student, GPA: 3.5 on a 4.0 scale</li> </ul>		
<p><b><u>EXPERIENCE</u></b></p>		
<p>2000-2002</p>	<p><b>PRINT WORKS STATIONARY</b>  <i>Sales Representative</i></p> <ul style="list-style-type: none"> <li>• Sold custom-printed stationary and print products.</li> <li>• Organized computerized filing system to maintain client base.</li> <li>• Illustrated design ideas and custom logos for clientele.</li> <li>• Designed web site for company and created a corporate image.</li> <li>• Edited marketing video for company to send to corporate clients.</li> </ul>	<p>Any Town, FL</p>
<p>1998-2000</p>	<p><b>GOLF &amp; BEACH RESORT</b>  <i>Lifeguard &amp; Gift Shop Sales</i></p> <ul style="list-style-type: none"> <li>• Completed Lifeguard Training and received certifications in CPR and First Aid.</li> <li>• Worked cash register in the resort gift shop.</li> </ul>	<p>Any Town, FL</p>
<p><b><u>SKILLS</u></b></p>		
<ul style="list-style-type: none"> <li>• Windows systems</li> <li>• Illustration</li> <li>• HTML</li> </ul>	<ul style="list-style-type: none"> <li>• Macintosh systems</li> <li>• Color Management</li> <li>• JavaScript</li> </ul>	<ul style="list-style-type: none"> <li>• Video Editing</li> <li>• Animation</li> <li>• 3-D Modeling</li> </ul>
<p><b><u>ACTIVITIES/SERVICE</u></b></p>		
<ul style="list-style-type: none"> <li>• National Honor Society</li> <li>• Recycling Club</li> <li>• Army JROTC</li> </ul>	<ul style="list-style-type: none"> <li>• Army JROTC</li> <li>• Junior Achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Swim Team</li> <li>• Student Council</li> </ul>
<p>References available upon request.</p>		

**Unit 3: Foundations for Success**  
**Chapter 8: Planning Skills and Social Responsibility**  
 Lesson 1: Making the Right Choices

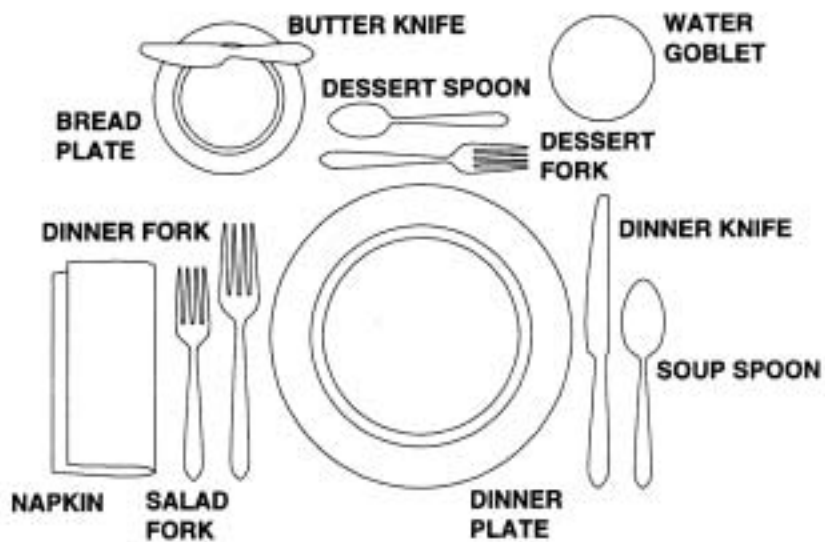
***The F-I-N-D-S Decision-Making Model***

1. *Figure out the problem.*
2. *Identify possible solutions.*
3. *Name the pros and cons of each choice.*
4. *Decide which is the best choice and then act on it.*
5. *Scrutinize the decision.*

**Unit 3: Foundations for Success**  
**Chapter 8: Planning Skills and Social Responsibility**  
 Lesson 4: Cadet Etiquette Guide

**PROPER PLACE SETTING**

**Proper Place Setting**



**Unit 4: Wellness, Fitness, and First Aid**  
**Chapter 1: Achieving a Healthy Lifestyle**  
 Lesson 1: Choosing the Right Exercise Program for You

**Exercise 2: Exercise Program and Schedule**

**Directions:**

- Look at the sample “Weekly Physical Fitness Training Schedule” in your text. Use it as a suggestion for how you might build your own program.
- Start your daily exercise program on Monday. Enter the dates in the “Date” column next to the appropriate day of the week.
- For each day, list the exercises/activities you plan to do in the appropriate block/cell of the table. On the day you do each exercise/activity, record the number of minutes you participated in that type of exercise/activity.

Days of Week	Date	Warm-up/ Stretching (slow walking, mild stretching or calisthenics lasting 5–7 minutes)	Conditioning Exercises to include <b>Strength Training</b> (generally lasting 20 minutes)	Total Minutes conditioning exercises	Aerobic <b>Conditioning Activities</b> (jogging, brisk walking, rollerblading, dancing, bicycling, & swimming)	Total Minutes aerobic conditioning	Cool-down/ <b>stretching</b> (slow walking, simple calisthenics, mild stretching lasting 4–6 minutes)	Total Minutes for cool-down
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
Sunday								

**Unit 4: Wellness, Fitness, and First Aid**  
**Chapter 1: Achieving a Healthy Lifestyle**  
 Lesson 2: You Are What You Eat

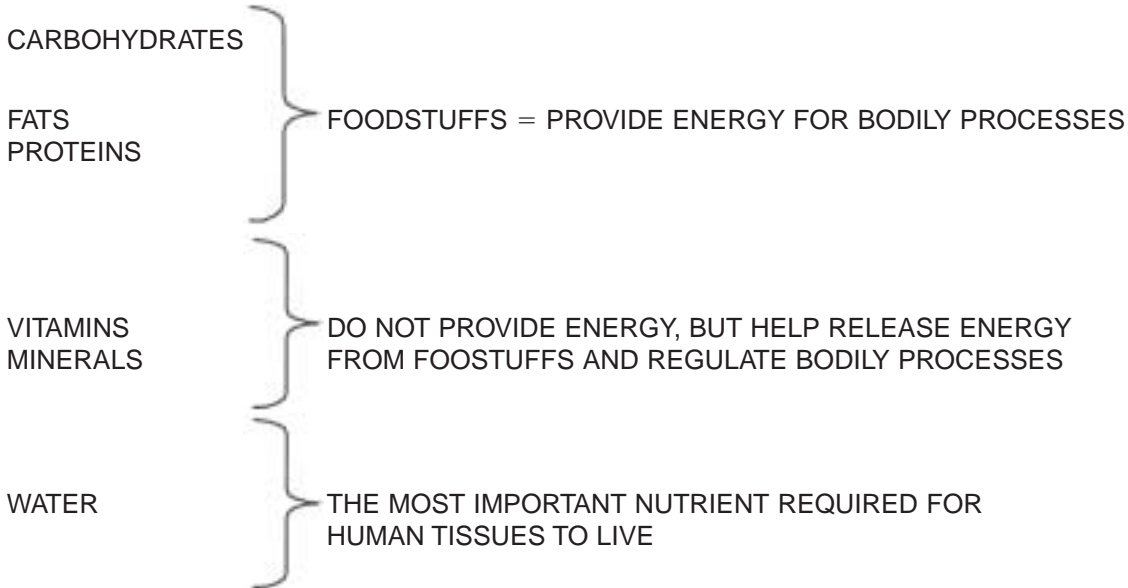
**Exercise 1: Daily Food Intake**

**Directions:** Record the food groups of the various items you eat each day. Also record the food group, the number of servings, and the number of calories for each food item.

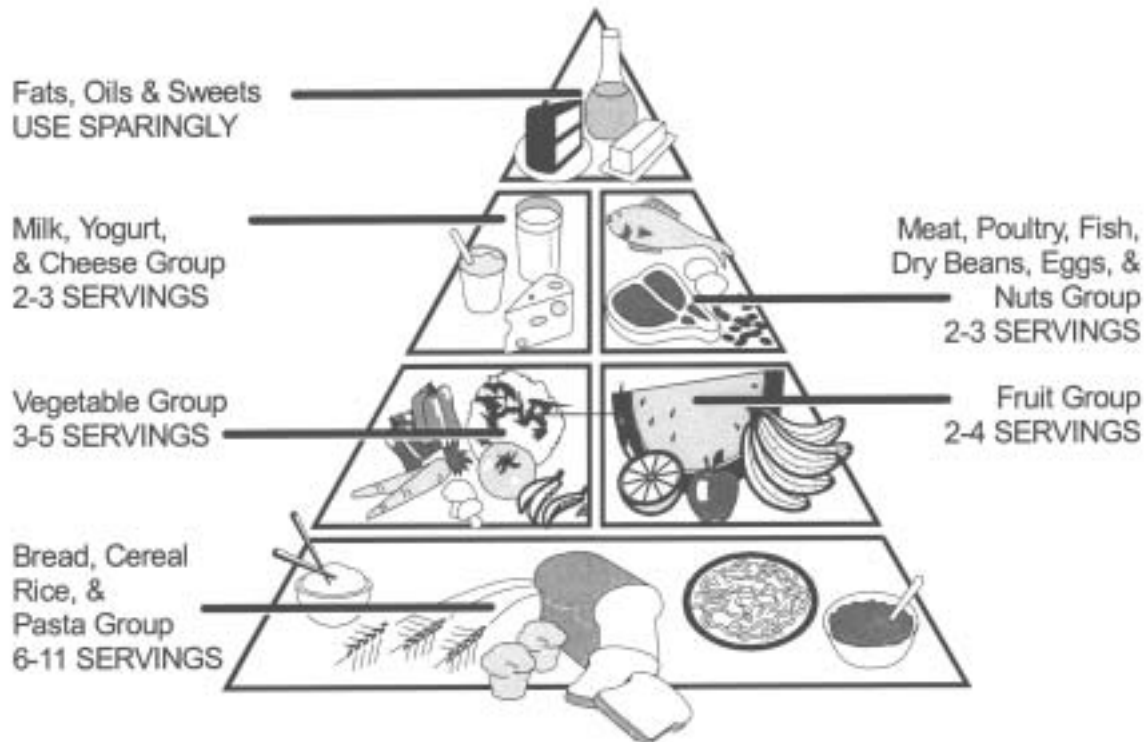
1. Day / Meal	2. Food Item	3. Food Group	4. # of Servings	5. Calendar

**Unit 4: Wellness, Fitness, and First Aid**  
**Chapter 1: Achieving a Healthy Lifestyle**  
Lesson 3: Nutrition-Nourishing Your Body

**TYPES OF NUTRIENTS**



**FOOD PYRAMID**





**Unit 4: Wellness, Fitness, and First Aid**  
**Chapter 1: Achieving a Healthy Lifestyle**  
 Lesson 5: Controlling Fat

**Exercise 2: Estimating Your Body Fat Content**

**Directions:** Use the method created by Jack H. Willmore, an exercise physiologist at the University of Texas at Austin, to measure your body fat. Your fat content is acceptable, good, athletic, or needs help. Finally, write out the required information in the space provided:

1. What are your height and hip measurements (ladies) OR your weight and waist measurements (guys).
2. According to the graph, what is your percentage of fat? According to the chart, is your fat percentage acceptable, good, athletic, or in need of help? Choose a diet plan you think you can manage to maintain, increase, or decrease your percentage of body fat.
3. What, if anything, will you do differently the next time you sit down for a meal or snack?

**The plans listed below are lifetime guidelines for healthy eating. The two plans that best enhance healthy eating are # 2 and # 3.**

<b>Plan # 1 (Average American Diet)</b>	<b>Plan # 3 (The Lifetime Eating Plan)</b>
Fat 37–42%	Fat 10%
Saturated Fat 12–15%	Saturated Fat Low
Protein 10–15%	Protein 10–15%
Carbohydrates 40–45%	Carbohydrates 75–80%

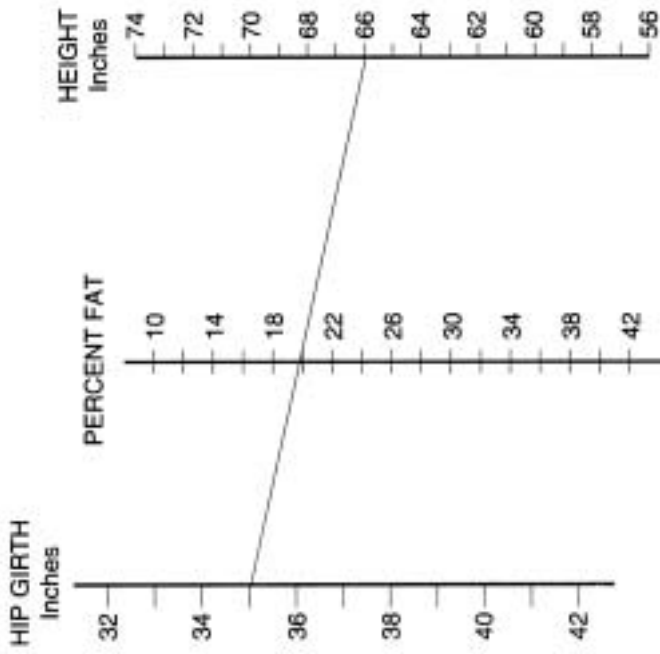
<b>Plan # 2 (The New American Diet)</b>	<b>Plan # 4 (U.S. Dietary Guidelines)</b>
Fat 20%	Fat 30%
Saturated Fat 6%	Saturated Fat 10%
Protein 10–15%	Protein 10%
Carbohydrates 60–65%	Carbohydrates 60%

**Ratings of Body Fat Percentages by Age and Gender**

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

For the Ladies . . .

In the space provided, please write the following:



**Directions:**

Ladies, measure the circumference of your hips at the widest point, and plot that measurement and your height on the following chart. Then, using a straight edge, draw a line connecting the two plots. Your body fat percentage is where the line crosses the percent fat column. Refer to the appropriate section of the chart **Ratings of Body Fat Percentages** to see if your fat content is acceptable, good, athletic, or needs help.

1. Write your height and hip measurement.
2. Write your percentage of fat and if your fat percentage is acceptable, good, athletic, or needs help. Write the diet plan you chose to follow.
3. What, if anything, will you do differently the next time you sit down for a meal or snack?

Please include reasons for why you will behave/act differently the next time you sit down for a meal or decide to have a snack. The reasons must directly relate to what you have learned about controlling fat in your diet.

Also, please include your choices of food for meal and snacks, i.e., what you might choose to eat or not to eat. Finally, please also address whether or not you will begin to take/continue to take vitamins and minerals and how much water you plan to drink on a daily basis.

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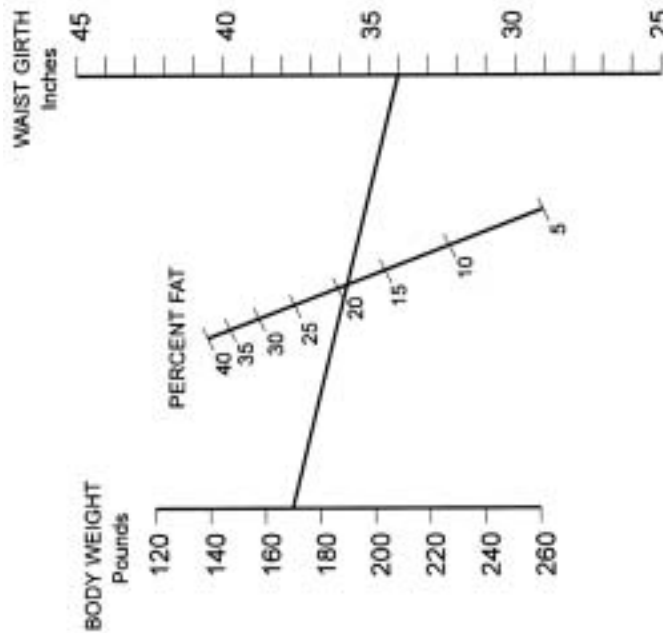
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*If you need more room to write, please use the back of this sheet.*

For the Gentleman . . .

In the space provided, please write the following:



1. Write your weight and waist measurement.
2. Write your percentage of fat and if your fat percentage is acceptable, good, athletic, or needs help. Write the diet plan you chose to follow.
3. What, if anything, will you do differently the next time you sit down for a meal or snack?

Please include reasons for why you will behave/act differently the next time you sit down for a meal or decide to have a snack. The reasons must directly relate to what you have learned about controlling fat in your diet.

Also, please include your choices of food for meal and snacks, i.e., what you might choose to eat or not to eat. Finally, please also address whether or not you will begin to take/continue to take vitamins and minerals and how much water you plan to drink on a daily basis.

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**Directions:**

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

*If you need more room to write, please use the back of this sheet.*

**Unit 4: Wellness, Fitness, and First Aid**

**Chapter 2: Taking the Challenge**

Lesson 1: Ready, Go . . . Crossing the Finish Line

**Exercise 1: Keeping Track of Your Progress on “The Challenge”**

**Directions:** At least five times prior to the date set by your instructor for the Cadet Challenge, complete the exercises that make up the Cadet Challenge. Try to achieve the 85th percentile standards listed in this unit. Record the dates you complete the exercises and your scores on the chart on the bottom of the page.

Since you are practicing these events on your own, the following guidelines will help:

- For the one-mile run/walk and shuttle run, try to run on a track—many already have distances marked. If not, choose a location where you will be able to measure and mark these distances. Make sure the running surface is smooth and that there is little pedestrian, bicycle, or automobile traffic, so you will not be slowed down or distracted.
- Have a friend or family member time you in the one-mile run/walk, shuttle run, and curl-ups; and have them hold your feet and legs for the curl-ups and v-sit reach.
- If you do not have blocks for the shuttle run, use any light, small items that you can grip easily that are approximately 2" x 2" x 4".
- For the v-sit reach, use any straight line on the floor as your baseline (i.e., where carpet ends and tile begins, or place a piece of tape on the floor). Place a yardstick perpendicular to this line with 0" at the baseline. Make sure you place the heels of your feet on either side of where the yardstick meets the baseline, and measure the number of inches you stretch past the baseline with the yardstick.

*Detach and turn in*

**Exercise 1: Keeping Track of Your Progress on “The Challenge”**

SCHOOL \_\_\_\_\_

STUDENT’S NAME \_\_\_\_\_ AGE \_\_\_\_\_ WEIGHT \_\_\_\_\_

**Scores**

DATE	ONE-MILE RUN/WALK	SHUTTLE RUN	PULL-UPS*	CURL-UP	V-SIT SREACH	FLEXED-ARM HANG*
1						
2						
3						
4						
5						

\* Remember, you can use the Flexed-Arm Hang as an alternative to Pull-ups.

## CADET CHALLENGE

- 1. One-Mile Run/Walk:** Conduct this event on a flat area that has a known measured distance of one mile with a designated start and finish line. Give cadets a lightweight numbered device to carry or wear in any manner that will not slow them down while running. (Note: Use of the numbered device makes it possible to have many cadets run at one time by having them pair off before the start of the event, then having one cadet from each pair run while the other cadets keep track of the number of laps their partners complete as well as listening for their times as they cross the finish line.) Start cadets at the standing position. At the command "ready, go," start the cadets running the one-mile distance. Although walking is permitted, encourage cadets to cover the distance in the shortest time possible. Scoring should be to the nearest second.
- 2. Shuttle Run:** Conduct this event on an area that has two parallel lines 30 feet apart. The width of a regulation volleyball court can serve as a suitable area. Start cadets at the standing position. At the command "ready, go," have the cadets run to the opposite line, pick up one block, run back to the starting line, and place the block behind the line. Cadets then run back and pick up the second block, which they carry across the line. Two runs are allowed for this event with the better of the runs recorded. Scoring should be to the nearest tenth of a second.
- 3. Pull-ups:** Conduct this event using a horizontal bar approximately one and one-half inches in diameter. A doorway bar or a piece of pipe can serve the purpose. The bar should be high enough so that cadets can hang with their arms fully extended and their feet free of the floor/ground. Have cadets assume the hanging position on the bar using either an overhand grasp (palms facing away from body) or underhand grip (palms facing toward body). Cadets begin the exercise by first raising their body until the chin is over the bar without touching it. To complete one repetition, the body must be lowered to the full-hang starting position. During each repetition, the body must not swing, legs must not kick or bend, and the pull must not be jerky. Cadets are scored on the number of pull-ups they can correctly execute. There is no time limit on this event. For cadets who cannot accomplish one-pull-up, have them do the flexed arm hang (number 6 below) as an alternative event.
- 4. Curl-ups:** Conduct this event on a flat, clean surface, preferably with a mat. Start cadets in a lying position on their backs with their knees up so their feet are flat on the floor and about 12 inches from their buttocks. Cadets should have their arms crossed with their hands placed on opposite shoulders and their elbows held close to the chest throughout the exercise. The feet are to be held by a partner at the instep. At the command "ready, go," cadets raise the trunks of their bodies, curling up to touch the elbows to the thighs. They must then lower their backs so that their shoulder blades touch the floor/mat. This constitutes one repetition of a curl-up. During each repetition, bouncing off the floor/mat is not allowed and the fingers must touch the shoulders at all times. Cadets must try to complete as many curl-ups as possible in 60 seconds.
- 5. V-sit Reach:** Conduct this event on a flat, clean floor. Use a yardstick and adhesive tape to make a baseline that is two feet long. Make a measuring line perpendicular to the midpoint of the baseline extending two feet out from either side of the baseline. Place one-inch and half-inch marks along the measuring line with "0" where the baseline and measuring line intersect. Have cadets remove their shoes and sit on the floor with the soles of their feet placed immediately behind the baseline. The measuring line should be between their heels, which should be 8 to 12 inches apart. Cadets must clasp their thumbs so that their hands are together, palms down, and place them on the floor between their legs. While their legs are held flat on the floor by a partner (or partners), cadets performing the exercise keep the soles of their feet perpendicular to the floor (feet flexed) and slowly reach forward along the measuring line as far as possible, keeping the fingers in contact with the floor. Cadets receive three practice tries for the v-sit reach. On the fourth extension, cadets must hold their farthest reach for three seconds. Scores are recorded where fingertips touch the floor to the nearest half-inch. Scores beyond the baseline are recorded as plus scores, whereas those behind the baseline are recorded as minus scores.
- 6. Flexed-arm Hang:** This event should be used when a cadet cannot execute one pull-up. Using a horizontal bar as in the pull-ups, have cadets climb a ladder until their chin is above the bar. They begin the exercise by grasping the bar with their hands, shoulder width apart—using either an overhand grasp (palms facing away from body) or underhand grip (palms facing toward body). At the command "ready, go," the cadets step off the ladder. Simultaneously, an assistant instructor will remove the ladder and prevent any forward swinging of the legs. The cadet's chin should be level above the bar. Kicking and other body movements are not permitted while the cadets are on the bar. Start the stopwatch on the command "go" and stop it when the cadet's chin rests on the bar, the chin tilts backward to keep it above the bar, or the chin falls below the level of the bar. Scoring is to the nearest second.



### ONE-MILE RUN/WALK FOR BOYS

Percentile Scores Based on Age/Test Scores in Minutes and Seconds

#### AGE

PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	6:18	7:41	6:30	6:50	6:24	6:29	6:03	5:40	4:30	4:42	4:49	4:46
95	8:54	8:31	8:00	7:48	7:10	6:56	6:43	6:25	6:01	5:50	5:40	5:35
90	9:41	5:56	8:28	8:14	7:39	7:17	6:57	6:39	6:13	6:07	5:56	5:57
85	10:15	9:22	8:48	8:31	7:57	7:32	7:11	6:50	6:26	6:20	6:08	6:06
80	10:32	9:43	9:00	8:47	8:08	7:45	7:25	7:00	6:33	6:29	6:18	6:14
75	10:53	10:02	9:23	9:04	8:19	8:00	7:41	7:11	6:45	6:38	6:25	6:23
70	11:17	10:20	9:38	9:12	8:37	8:14	7:56	7:20	6:59	6:48	6:33	6:32
65	11:41	10:34	9:56	9:30	8:59	8:27	8:05	7:29	7:09	6:57	6:44	6:40
60	12:00	10:55	10:15	9:47	9:11	8:45	8:14	7:41	7:19	7:06	6:50	6:50
55	12:20	11:19	10:39	10:07	9:29	9:01	8:25	7:55	7:29	7:16	6:58	6:57
50	12:36	11:40	11:05	10:30	9:48	9:20	8:40	8:06	7:44	7:30	7:10	7:04
45	13:00	11:56	11:27	10:46	10:10	9:46	8:58	8:17	7:59	7:39	7:20	7:14
40	13:39	12:17	11:55	11:03	10:32	10:07	9:11	8:35	8:13	7:52	7:35	7:24
35	14:11	12:50	12:08	11:20	10:58	10:25	9:40	8:54	8:30	8:08	7:53	7:35
30	14:48	13:23	12:30	11:44	11:14	10:54	10:00	9:10	8:48	8:29	8:09	7:52
25	15:12	13:49	12:54	12:08	11:40	11:25	10:22	9:23	9:10	8:49	8:37	8:06
20	15:34	14:16	13:23	12:33	12:15	12:00	10:52	10:02	9:35	9:05	8:56	8:25
15	16:30	15:00	14:10	12:59	13:07	12:29	11:30	10:39	10:18	9:34	9:22	8:56
10	17:25	16:12	14:57	13:52	13:50	13:08	12:11	11:43	11:22	10:10	10:17	9:23
5	18:12	17:43	16:08	15:01	14:47	14:35	13:14	12:47	12:11	11:25	11:49	10:15
0	22:05	21:20	22:40	19:40	23:00	23:32	23:05	24:12	18:10	21:44	20:15	16:49

### ONE-MILE RUN/WALK FOR GIRLS

Percentile Scores Based on Age/Test Scores in Minutes and Seconds

#### AGE

PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	8:36	8:04	8:00	6:11	6:26	7:07	6:22	5:42	5:00	5:51	5:58	6:20
95	10:06	9:30	9:10	8:21	8:07	8:06	7:35	7:21	7:20	7:25	7:26	7:22
90	10:29	10:05	9:45	9:07	8:49	8:40	8:00	7:49	7:43	7:52	7:55	7:58
85	11:20	10:36	10:02	9:30	9:19	9:02	8:23	8:13	7:59	8:08	8:23	8:15
80	11:37	10:55	10:20	10:03	9:38	9:22	8:52	8:29	8:20	8:24	8:39	8:34
75	12:00	11:17	10:55	10:22	10:08	9:44	9:15	8:49	8:36	8:40	8:50	8:52
70	12:12	11:25	11:20	10:45	10:19	10:04	9:36	9:09	8:50	8:55	9:11	9:15
65	12:20	11:45	11:38	10:58	10:42	10:24	10:05	9:30	9:09	9:09	9:25	9:33
60	12:31	12:20	11:53	11:13	10:52	10:42	10:26	9:50	9:27	9:23	9:48	9:51
55	12:45	12:39	12:10	11:32	11:00	11:00	10:44	10:07	9:51	9:37	10:09	10:08
50	13:12	12:56	12:30	11:52	11:22	11:17	11:05	10:23	10:06	9:58	10:31	10:22
45	13:56	13:21	12:46	12:13	11:40	11:36	11:23	10:57	10:25	10:18	10:58	10:48
40	14:14	13:44	13:07	12:24	11:58	12:00	11:47	11:20	10:51	10:40	11:15	11:05
35	14:45	14:04	13:31	12:48	12:08	12:21	12:01	11:40	11:10	11:00	11:44	11:20
30	15:09	14:32	13:56	13:19	12:30	12:42	12:24	12:00	11:36	11:20	12:08	12:00
25	15:27	14:55	14:21	13:44	13:00	13:09	12:46	12:29	11:52	11:48	12:42	12:11
20	16:10	15:12	14:53	14:07	13:29	13:44	13:35	13:01	12:18	12:19	13:23	12:40
15	16:45	16:00	15:19	14:57	14:00	14:16	14:12	14:10	12:56	13:33	14:16	13:03
10	17:36	16:35	15:45	15:40	14:30	14:44	14:39	14:49	14:10	14:13	16:03	14:01
5	19:00	17:27	16:55	16:58	15:43	16:07	16:00	16:10	15:44	15:17	18:00	15:14
0	21:40	22:19	20:40	24:00	24:00	21:02	24:54	20:45	20:04	24:07	21:00	28:50

**SHUTTLE RUN FOR BOYS**

Percentile Scores Based on Age/Test Scores in Minutes and Seconds

**AGE**

<b>PERCENTILE</b>	6	7	8	9	10	11	12	13	14	15	16	17+
100	11.0	8.3	8.0	8.1	7.4	7.0	7.5	8.0	6.6	6.3	6.5	6.9
95	11.7	10.8	10.4	10.4	9.8	9.5	9.4	9.0	8.8	8.5	8.4	8.5
90	12.0	11.2	10.9	10.6	10.0	9.9	9.6	9.3	9.0	8.8	8.6	8.6
85	12.1	11.5	11.1	10.9	10.3	10.0	9.8	9.5	9.1	9.0	8.7	8.7
80	12.3	11.7	11.2	11.0	10.5	10.2	9.9	9.6	9.3	9.1	8.9	8.9
75	12.4	12.0	11.4	11.1	10.7	10.4	10.0	9.8	9.4	9.2	8.9	8.9
70	12.5	12.2	11.5	11.3	10.8	10.5	10.1	9.9	9.5	9.3	9.0	9.0
65	12.8	12.4	11.8	11.5	11.0	10.6	10.3	10.0	9.6	9.4	9.1	9.1
60	13.0	12.5	11.9	11.6	11.2	10.8	10.4	10.1	9.7	9.5	9.2	9.2
55	13.1	12.7	12.0	11.8	11.3	11.0	10.5	10.1	9.8	9.5	9.3	9.3
50	13.3	12.8	12.2	11.9	11.5	11.1	10.6	10.2	9.9	9.7	9.4	9.4
45	13.5	13.0	12.3	12.0	11.6	11.2	10.7	10.3	10.0	9.8	9.5	9.5
40	13.7	13.2	12.5	12.2	11.8	11.4	10.8	10.4	10.1	9.9	9.6	9.6
35	13.8	13.3	12.7	12.5	12.0	11.5	11.0	10.6	10.2	10.0	9.7	9.6
30	14.0	13.5	13.0	12.8	12.2	11.7	11.1	10.7	10.3	10.1	9.8	9.8
25	14.3	13.8	13.3	13.0	12.4	12.0	11.2	10.8	10.5	10.2	10.0	9.9
20	14.5	14.0	13.6	13.3	12.7	12.2	11.4	11.0	10.7	10.4	10.1	10.1
15	14.8	14.5	13.8	13.6	13.1	12.6	11.6	11.1	11.0	10.7	10.3	10.3
10	15.2	14.9	14.2	14.1	13.6	13.0	12.0	11.4	11.3	11.0	10.6	10.6
5	16.0	15.4	15.0	14.5	14.5	13.5	12.4	12.0	12.0	11.8	11.1	11.1
0	19.5	25.0	18.0	18.8	16.9	16.8	16.1	16.4	19.9	19.8	23.0	23.0

**SHUTTLE RUN FOR GIRLS**

Percentile Scores Based on Age/Test Scores in Minutes and Seconds

**AGE**

<b>PERCENTILE</b>	6	7	8	9	10	11	12	13	14	15	16	17+
100	9.1	9.5	8.3	8.3	7.2	7.1	7.7	9.0	8.0	8.3	6.4	7.6
95	12.0	11.5	11.2	10.4	10.1	10.0	10.0	9.8	9.6	9.5	9.6	9.5
90	12.2	11.9	11.5	10.8	10.6	10.3	10.2	10.0	9.9	9.8	10.0	9.9
85	12.4	12.1	11.8	11.1	10.8	10.5	10.4	10.2	10.1	10.0	10.1	10.0
80	12.7	12.3	12.0	11.3	11.1	10.6	10.5	10.4	10.3	10.1	10.2	10.2
75	13.0	12.5	12.1	11.5	11.3	10.8	10.7	10.5	10.5	10.3	10.4	10.3
70	13.0	12.6	12.2	11.7	11.4	11.0	10.8	10.6	10.6	10.4	10.5	10.4
65	13.3	12.8	12.4	11.9	11.6	11.1	10.9	10.8	10.8	10.6	10.6	10.6
60	13.4	13.0	12.6	12.1	11.8	11.2	11.0	10.9	10.9	10.7	10.7	10.7
55	13.6	13.1	12.8	12.2	11.9	11.4	11.2	11.0	11.0	10.8	10.8	10.9
50	13.8	13.2	12.9	12.5	12.1	11.5	11.3	11.1	11.2	11.0	10.9	11.0
45	14.0	13.5	13.0	12.7	12.2	11.7	11.4	11.2	11.3	11.1	11.0	11.1
40	14.1	13.6	13.3	12.9	12.4	11.9	11.5	11.4	11.4	11.2	11.2	11.2
35	14.5	13.9	13.5	13.0	12.6	12.1	11.7	11.5	11.6	11.4	11.4	11.3
30	14.7	14.0	13.7	13.2	12.8	12.2	11.9	11.6	11.7	11.5	11.5	11.5
25	14.8	14.3	13.9	13.4	13.1	12.5	12.1	11.8	11.9	11.7	11.7	11.7
20	15.0	14.5	14.3	13.7	13.3	12.8	12.3	12.0	12.1	11.9	11.9	11.9
15	15.3	14.9	14.8	14.0	13.7	13.0	12.5	12.4	12.5	12.2	12.2	12.1
10	15.5	15.4	15.2	14.6	14.2	13.4	12.9	12.8	12.9	12.6	12.6	12.7
5	16.1	16.4	16.2	15.6	15.0	14.0	13.4	13.4	14.0	13.2	13.2	13.2
0	19.8	29.1	20.5	20.5	17.8	20.6	16.1	19.8	21.4	16.6	15.4	19.8



**PULL-UPS FOR BOYS**  
 Percentile Scores Based on Age/Test Scores in Number of Pull-ups  
**AGE**

PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	11	14	15	21	22	25	21	20	23	29	26	26
95	5	6	8	8	9	10	10	11	13	14	15	17
90	3	5	6	6	7	7	8	9	11	12	12	15
85	2	4	5	5	6	6	7	7	10	11	11	13
80	1	4	4	5	5	5	6	7	9	10	10	12
75	1	3	4	4	4	4	5	6	8	10	10	11
70	1	2	3	4	4	4	5	5	7	9	9	10
65	0	2	3	3	3	3	4	5	6	8	8	10
60	0	2	2	3	3	3	3	4	6	7	8	10
55	0	1	2	2	2	2	3	4	5	7	7	9
50	0	1	1	2	2	2	2	3	5	6	7	8
45	0	1	1	1	2	1	2	2	4	5	7	7
40	0	1	1	1	1	1	1	2	4	5	6	7
35	0	0	0	1	1	1	1	1	3	4	5	6
30	0	0	0	0	1	0	1	1	3	4	5	5
25	0	0	0	0	0	0	0	1	2	3	4	5
20	0	0	0	0	0	0	0	0	1	2	4	4
15	0	0	0	0	0	0	0	0	1	2	3	3
10	0	0	0	0	0	0	0	0	0	1	2	2
5	0	0	0	0	0	0	0	0	0	0	0	1
0	0	0	0	0	0	0	0	0	0	0	0	0

**PULL-UPS FOR GIRLS**  
 Percentile Scores Based on Age/Test Scores in Number of Pull-ups  
**AGE**

PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	8	8	14	11	9	24	22	18	24	14	10	21
95	4	4	5	4	5	5	5	5	4	3	4	4
90	3	3	3	3	3	3	3	2	3	2	2	2
85	2	2	2	2	3	3	2	2	2	2	1	1
80	1	1	2	2	2	2	2	1	1	1	1	1
75	1	1	1	1	2	2	1	1	1	1	1	1
70	1	1	1	1	1	1	1	0	1	1	1	1
65	0	0	1	1	1	1	0	0	1	0	0	1
60	0	0	0	0	1	0	0	0	0	0	0	0
55	0	0	0	0	0	0	0	0	0	0	0	0
50	0	0	0	0	0	0	0	0	0	0	0	0
45	0	0	0	0	0	0	0	0	0	0	0	0
40	0	0	0	0	0	0	0	0	0	0	0	0
35	0	0	0	0	0	0	0	0	0	0	0	0
30	0	0	0	0	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0



### CURL-UP FOR BOYS

Percentile Scores Based on Age/Test Scores in Number of Pull-ups

#### AGE

PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	53	56	58	60	64	68	67	76	79	81	77	73
95	40	42	47	48	51	51	57	59	62	62	62	61
90	37	38	42	44	48	49	53	55	58	59	58	57
85	33	36	40	41	45	47	50	53	56	57	56	55
80	31	34	38	40	43	45	48	51	54	55	53	53
75	28	33	37	38	41	43	47	50	52	53	51	51
70	28	31	36	37	40	42	45	48	51	51	50	50
65	25	31	35	35	40	40	44	46	49	50	48	48
60	24	30	34	34	38	39	43	45	48	49	48	46
55	23	29	32	33	36	38	42	43	47	47	46	45
50	22	28	31	32	35	37	40	42	45	45	45	44
45	21	26	30	31	34	36	39	41	44	44	44	43
40	20	25	29	30	33	35	38	40	42	43	42	41
35	19	24	28	29	32	34	37	39	41	41	40	40
30	17	22	26	27	30	32	35	38	40	40	40	40
25	16	21	25	26	30	31	34	36	39	38	38	38
20	14	20	23	24	28	29	32	34	37	36	37	36
15	13	18	20	22	25	27	30	32	35	35	35	35
10	10	15	18	20	23	25	27	30	33	32	31	32
5	7	12	14	16	19	20	25	26	28	29	27	27
0	0	1	0	1	4	0	7	0	0	0	6	1

### CURL-UP FOR GIRLS

Percentile Scores Based on Age/Test Scores in Number of Pull-ups

#### AGE

PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	55	55	59	62	61	67	62	72	72	74	77	67
95	36	42	43	45	45	48	50	52	53	55	53	53
90	33	36	40	41	42	44	47	50	49	51	49	47
85	32	34	38	39	40	42	45	46	47	48	45	44
80	31	32	36	38	38	40	43	44	45	46	43	41
75	30	31	35	36	37	39	41	42	43	44	41	40
70	28	30	33	35	35	37	40	42	42	41	40	38
65	27	29	31	34	34	35	39	40	41	40	38	37
60	25	27	30	32	32	35	38	40	40	39	37	36
55	24	26	30	31	32	33	36	38	39	37	36	35
50	23	25	29	30	30	32	35	37	37	36	35	34
45	21	24	28	30	29	31	34	36	36	35	34	33
40	20	23	27	29	28	30	32	35	35	34	33	31
35	20	22	25	27	27	29	31	33	34	32	32	30
30	19	21	24	26	26	28	30	31	32	31	30	30
25	17	20	23	25	25	27	29	30	31	30	30	28
20	16	19	22	23	23	25	27	28	30	28	27	25
15	14	17	20	20	21	24	25	26	28	26	25	25
10	11	15	18	19	19	20	23	23	25	23	23	22
5	7	10	12	13	14	16	20	19	20	20	19	19
0	0	0	0	0	0	2	0	0	0	0	0	0

**V-SIT REACH FOR BOYS**  
 Percentile Scores Based on Age/Test Scores in Number of Pull-ups  
**AGE**

PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	7.0	9.0	7.0	13.0	14.5	14.5	13.5	11.0	12.0	12.0	13.0	12.5
95	5.0	5.0	4.0	5.0	7.0	6.5	5.5	5.0	6.5	7.0	8.0	8.5
90	4.0	4.0	3.5	4.0	5.0	5.0	5.0	4.0	5.0	6.0	7.0	8.0
85	3.5	3.5	3.0	3.0	4.0	4.0	4.0	3.5	4.5	5.0	6.0	7.0
80	3.0	3.0	2.5	3.0	3.0	4.0	3.0	3.0	4.0	5.0	5.5	6.0
75	2.0	2.0	2.0	2.0	3.0	3.0	3.0	2.5	3.5	4.0	5.0	5.5
70	2.0	2.0	2.0	2.0	2.0	2.5	2.0	2.0	3.0	4.0	4.5	5.0
65	1.5	2.0	1.0	1.5	2.0	2.0	2.0	1.5	2.5	3.0	4.0	4.5
60	1.0	1.5	1.0	1.0	1.5	2.0	1.5	1.0	2.0	3.0	3.5	4.0
55	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.5	3.0	3.5
50	1.0	1.0	0.5	1.0	1.0	1.0	1.0	0.5	1.0	2.0	3.0	3.0
45	0.5	0.5	0.0	0.0	0.5	1.0	0.0	0.0	1.0	2.0	2.0	3.0
40	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	2.0	2.0
35	0.0	0.0	-1.0	-0.5	0.0	0.0	-0.5	-1.0	0.0	1.0	1.5	1.5
30	0.0	-0.5	-1.0	-1.0	0.0	-1.0	-1.0	-1.0	0.0	0.0	1.0	1.0
25	-1.0	-1.0	-1.5	-1.5	-1.0	-1.0	-2.0	-2.0	-1.0	0.0	0.5	1.0
20	-1.5	-1.0	-2.0	-2.0	-2.0	-2.0	-2.0	-2.5	-2.0	-1.0	0.0	0.0
15	-2.0	-2.0	-3.0	-2.5	-2.5	-3.0	-3.0	-3.0	-2.0	-2.0	-1.0	-1.0
10	-3.0	-3.0	-3.0	-3.0	-3.5	-3.5	-4.5	-4.0	-4.0	-3.0	-3.0	-2.0
5	-4.5	-4.0	-4.0	-5.0	-5.0	-5.0	-6.0	-6.0	-5.0	-5.0	-4.0	-4.0
0	-10.0	-9.0	-10.0	-13.0	-12.0	-10.0	-12.0	-12.5	-12.0	-10.0	-12.0	-10.0

**V-SIT REACH FOR GIRLS**  
 Percentile Scores Based on Age/Test Scores in Number of Pull-ups  
**AGE**

PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	9.5	9.0	12.0	14.0	13.0	15.0	14.5	14.5	14.0	15.0	15.0	15.0
95	7.0	6.5	6.0	8.0	8.0	10.0	9.0	9.0	10.0	10.0	10.5	10.5
90	6.0	5.5	5.0	6.0	7.0	8.0	8.0	8.0	8.5	9.0	9.5	9.0
85	5.5	5.0	4.5	5.5	6.0	6.5	7.0	7.0	8.0	8.0	9.0	8.0
80	5.0	4.5	4.0	5.0	5.0	6.0	6.0	6.0	7.0	7.5	8.0	7.5
75	5.0	4.0	4.0	4.0	5.0	5.0	6.0	6.0	6.5	7.0	8.0	7.0
70	4.0	4.0	3.5	4.0	4.0	5.0	5.0	5.0	6.0	6.5	7.0	6.0
65	3.5	3.0	3.0	3.5	4.0	4.5	5.0	5.0	6.0	6.0	7.0	6.0
60	3.0	3.0	3.0	3.0	3.0	4.0	4.5	4.5	5.0	6.0	6.0	5.5
55	3.0	3.0	2.5	3.0	3.0	4.0	4.0	4.0	5.0	5.0	6.0	5.0
50	2.5	2.0	2.0	2.0	3.0	3.0	3.5	3.5	4.5	5.0	5.5	4.5
45	2.0	2.0	2.0	2.0	2.5	3.0	3.0	3.0	4.0	4.5	5.0	4.0
40	1.5	2.0	1.5	2.0	2.0	2.5	3.0	3.0	4.0	4.0	4.5	4.0
35	1.0	1.5	1.0	1.0	2.0	2.0	2.5	2.5	3.5	3.5	4.0	3.5
30	1.0	1.0	1.0	1.0	1.0	1.5	2.0	2.0	3.0	3.0	4.0	3.0
25	1.0	1.0	0.5	0.0	1.0	1.0	2.0	2.0	2.5	2.0	3.0	2.5
20	0.0	0.0	0.0	0.0	0.5	1.0	1.0	1.0	2.0	2.0	2.5	2.0
15	0.0	0.0	0.0	-0.5	0.0	0.0	0.5	0.5	1.0	1.0	2.0	1.5
10	-1.0	-1.0	-1.0	-1.0	-1.0	-0.5	0.0	0.0	0.0	0.5	1.0	1.0
5	-2.5	-3.0	-2.5	-3.0	-2.5	-3.0	-2.5	-2.5	-1.5	-1.0	-0.5	-1.0
0	-9.0	-9.0	-6.0	-11.0	-17.0	-11.0	-11.0	-11.0	-10.0	-10.0	-6.0	-12.0



**FLEXED-ARM HANG FOR BOYS**  
 Percentile Scores Based on Age/Test Scores in Number of Pull-ups  
**AGE**

PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	55	95	63	101	120	101	111	127	117	130	125	116
95	23	60	34	40	48	52	47	48	68	79	71	64
90	16	23	28	28	38	37	36	37	61	62	61	56
85	14	20	23	24	31	31	30	33	47	58	51	49
80	12	17	18	20	25	26	25	29	40	49	46	45
75	10	15	17	18	22	22	21	25	35	44	42	41
70	9	13	15	16	20	19	19	22	31	40	39	39
65	9	11	14	14	17	17	16	20	28	37	36	37
60	8	10	12	12	15	15	15	18	25	35	33	35
55	7	9	11	11	14	13	13	16	22	33	30	33
50	6	8	10	10	12	11	12	14	20	30	28	30
45	5	7	9	8	10	10	10	12	17	28	25	29
40	5	6	8	8	8	9	9	10	15	25	22	26
35	4	5	6	7	7	7	8	9	13	22	20	23
30	3	4	5	5	6	6	6	8	11	20	18	20
25	2	4	4	5	5	5	5	6	10	18	15	17
20	2	3	3	3	3	4	4	5	8	14	12	15
15	1	2	2	3	2	3	2	4	5	10	10	11
10	1	1	1	2	1	1	1	2	3	8	7	8
5	0	0	0	0	0	0	0	0	1	3	3	5
0	0	0	0	0	0	0	0	0	0	0	0	0

**FLEXED-ARM HANG FOR GIRLS**  
 Percentile Scores Based on Age/Test Scores in Number of Pull-ups  
**AGE**

PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	55	72	97	78	152	150	99	68	100	125	131	127
95	22	29	26	35	38	33	37	35	38	41	40	37
90	15	21	21	23	29	25	27	28	31	34	30	29
85	13	17	17	20	22	20	21	21	25	28	24	24
80	11	14	15	16	19	16	16	19	21	23	21	20
75	10	12	13	14	16	14	14	16	18	18	18	18
70	9	11	11	12	14	13	13	14	16	15	16	15
65	8	9	10	11	12	11	11	12	13	12	13	12
60	6	8	10	10	11	9	10	10	11	10	10	11
55	6	7	9	9	9	8	8	9	10	9	9	10
50	5	6	8	8	8	7	7	8	9	7	7	7
45	5	5	7	7	7	6	6	6	7	6	6	6
40	4	5	6	6	6	5	5	5	6	5	5	5
35	3	5	5	5	5	4	4	5	5	4	4	5
30	3	4	4	4	4	4	3	4	4	4	3	4
25	2	3	3	3	3	3	2	3	3	3	2	2
20	1	2	3	2	2	2	1	1	2	2	2	2
15	1	1	1	1	1	1	1	1	1	1	1	1
10	0	0	0	0	0	0	0	0	0	1	0	1
5	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0

**Unit 6: Citizenship and American History**  
**Chapter 1: You the People—The Citizenship Skills**  
Lesson 1: The Preamble

**THE PREAMBLE TO THE UNITED STATES CONSTITUTION**

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessing of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

**Unit 6: Citizenship and American History**  
**Chapter 1: You the People—The Citizenship Skills**  
Lesson 3: Cooperation and Patience

**The Citizenship Skill Acronyms**

The following acronyms are guidelines and definitions of the seven You the People Citizenship Skills.

**Cooperation = HELPS**

- **H**ave a clear vision of the team's task.
- **E**mploy team roles.
- **L**isten actively to each other.
- **P**ractise reaching consensus.
- **S**tay positive or non-judgmental.

**Patience = CALM**

- **C**ommitment to accomplish the task.
- **A**lways have an organized plan.
- **L**et out positive communication skills.
- **M**ake sure the time is right. (Avoid: Hungry, Angry, Lonely, or Tired (HALT).)

**Fairness = FAIR**

- **F**oster morals and integrity.
- **A**pply justice.
- **I**nsure impartiality.
- **R**emain reasonable.

**Strength = VALOR**

- **V**alue courage.
- **A**cknowledge your beliefs.
- **L**ook for ways to contribute.
- **O**ffer your opinions.
- **R**ecognize your mistakes.

**Respect = VALUE**

- **V**alidate the skills or capacity of others.
- **A**chieve an understanding with others.
- **L**et go of prejudices.
- **U**phold the rights of others.
- **E**ncourage the contribution of others.

**Self-Improvement = GROW**

- **G**ive change a chance.
- **R**ealize learning opportunities.
- **O**vercome your mistakes and failures.
- **W**rite a plan.

**Balance = EQUAL**

- **E**ntertain both sides of every issue.
- **Q**uestion all viewpoints.
- **U**tilize all the Citizenship Skills.
- **A**ttain harmony or compromise.
- **L**ook for solutions that encourage the greater good.

**Unit 6: Citizenship and American History****Chapter 2: Your Job as an American Citizen**

## Lesson 1: Becoming an American Citizen—Naturalization and Immigration

**THE NEW COLOSSUS**

By Emma Lazarus

Not like the brazen giant of Greek fame,  
With conquering limbs astride from land to land;  
Here at our sea-washed, sunset gates shall stand  
A mighty woman with a torch, whose flame  
Is the imprisoned lightning, and her name  
*Mother of Exiles*. From her beacon-hand  
Glow *world-wide welcome*; her mild eyes command  
The air-bridged harbor that twin cities frame.  
“Keep ancient lands, your storied pomp!” cries she  
With silent lips. “*Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tost to me,  
I lift my lamp beside the golden door!*”

**Unit 6: Citizenship and American History****Chapter 8: Advanced Citizenship and American History**

## Lesson 1: Democracy and Freedom

**THE DECLARATION OF INDEPENDENCE**

**WHEN in the Course of human Events**, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

**WE** hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness. That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the present King of Great-Britain is a History of repeated Injuries and Usurpations, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

**HE** has refused his Assent to Laws, the most wholesome and necessary for the public Good.

**HE** has forbidden his Governors to pass Laws of immediate and pressing Importance, unless suspended in their Operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

**HE** has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right inestimable to them, and formidable to Tyrants only.

**HE** has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of fatiguing them into Compliance with his Measures.

**HE** has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People.

**HE** has refused for a long Time, after such Dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of the Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the Dangers of Invasion from without, and the Convulsions within.

**HE** has endeavoured to prevent the Population of these States; for that Purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their Migrations hither, and raising the Conditions of new Appropriations of Lands.

**HE** has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.

**HE** has made Judges dependent on his Will alone, for the Tenure of their Offices, and the Amount and Payment of their Salaries.

**HE** has erected a Multitude of new Offices, and sent hither Swarms of Officers to harrass our People, and eat out their Substance.

**HE** has kept among us, in Times of Peace, Standing Armies, without the consent of our Legislatures.

**HE** has affected to render the Military independent of and superior to the Civil Power.

**HE** has combined with others to subject us to a Jurisdiction foreign to our Constitution, and unacknowledged by our Laws; giving his Assent to their Acts of pretended Legislation:

**FOR** quartering large Bodies of Armed Troops among us;

**FOR** protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States:

**FOR** cutting off our Trade with all Parts of the World:

**FOR** imposing Taxes on us without our Consent:

**FOR** depriving us, in many Cases, of the Benefits of Trial by Jury:

**FOR** transporting us beyond Seas to be tried for pretended Offences:

**FOR** abolishing the free System of English Laws in a neighbouring Province, establishing therein an arbitrary Government, and enlarging its Boundaries, so as to render it at once an Example and fit Instrument for introducing the same absolute Rules into these Colonies:

**FOR** taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

**FOR** suspending our own Legislatures, and declaring themselves invested with Power to legislate for us in all Cases whatsoever.

**HE** has abdicated Government here, by declaring us out of his Protection and waging War against us.

**HE** has plundered our Seas, ravaged our Coasts, burnt our Towns, and destroyed the Lives of our People.

**HE** is, at this Time, transporting large Armies of foreign Mercenaries to compleat the Works of Death, Desolation, and Tyranny, already begun with circumstances of Cruelty and Perfidy, scarcely paralleled in the most barbarous Ages, and totally unworthy the Head of a civilized Nation.

**HE** has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the Executioners of their Friends and Brethren, or to fall themselves by their Hands.

**HE** has excited domestic Insurrections amongst us, and has endeavoured to bring on the Inhabitants of our Frontiers, the merciless Indian Savages, whose known Rule of Warfare, is an undistinguished Destruction, of all Ages, Sexes and Conditions.

**IN** every stage of these Oppressions we have Petitioned for Redress in the most humble Terms: Our repeated Petitions have been answered only by repeated Injury. A Prince, whose Character is thus marked by every act which may define a Tyrant, is unfit to be the Ruler of a free People.

**NOR** have we been wanting in Attentions to our British Brethren. We have warned them from Time to Time of Attempts by their Legislature to extend an unwarrantable Jurisdiction over us. We have reminded them of the Circumstances of our Emigration and Settlement here. We have appealed to their native Justice and

Magnanimity, and we have conjured them by the Ties of our common Kindred to disavow these Usurpations, which, would inevitably interrupt our Connections and Correspondence. They too have been deaf to the Voice of Justice and of Consanguinity. We must, therefore, acquiesce in the Necessity, which denounces our Separation, and hold them, as we hold the rest of Mankind, Enemies in War, in Peace, Friends.

**WE**, therefore, the Representatives of the UNITED STATES OF AMERICA, in GENERAL CONGRESS, Assembled, appealing to the Supreme Judge of the World for the Rectitude of our Intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly Publish and Declare, That these United Colonies are, and of Right ought to be, FREE AND INDEPENDENT STATES; that they are absolved from all Allegiance to the British Crown, and that all political Connection between them and the State of Great-Britain, is and ought to be totally dissolved; and that as FREE AND INDEPENDENT STATES, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which INDEPENDENT STATES may of right do. And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

**John Hancock.**

GEORGIA, Button Gwinnett, Lyman Hall, Geo. Walton.

NORTH-CAROLINA, Wm. Hooper, Joseph Hewes, John Penn.

SOUTH-CAROLINA, Edward Rutledge, Thos Heyward, junr., Thomas Lynch, junr., Arthur Middleton.

MARYLAND, Samuel Chase, Wm. Paca, Thos. Stone, Charles Carroll, of Carrollton.

VIRGINIA, George Wythe, Richard Henry Lee, Ths. Jefferson, Benja. Harrison, Thos. Nelson, jr., Francis Lightfoot Lee, Carter Braxton.

PENNSYLVANIA, Robt. Morris, Benjamin Rush, Benja. Franklin, John Morton, Geo. Clymer, Jas. Smith, Geo. Taylor, James Wilson, Geo. Ross.

DELAWARE, Caesar Rodney, Geo. Read.

NEW-YORK, Wm. Floyd, Phil. Livingston, Frank Lewis, Lewis Morris.

NEW-JERSEY, Richd. Stockton, Jno. Witherspoon, Fras. Hopkinson, John Hart, Abra. Clark.

NEW-HAMPSHIRE, Josiah Bartlett, Wm. Whipple, Matthew Thornton.

MASSACHUSETTS-BAY, Saml. Adams, John Adams, Robt. Treat Paine, Elbridge Gerry.

RHODE-ISLAND AND PROVIDENCE, C. Step. Hopkins, William Ellery.

CONNECTICUT, Roger Sherman, Saml. Huntington, Wm. Williams, Oliver Wolcott.

**IN CONGRESS, JANUARY 18, 1777.**



## **The Junior ROTC Cadet Creed**

*I am an Army Junior ROTC Cadet.*

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

*I am loyal and patriotic.*

*I am the future of the United States of America.*

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

*I will always practice good citizenship and patriotism.*

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

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

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



**Skill Builder 1: Opening Up to New Experiences**

**Purpose:** To help you open up to all types of people.

<b>Barriers</b>	<b>Motivators</b>	<b>Notes</b>
I don't know what to expect. I don't feel comfortable. Maybe they won't like me. Maybe I won't like them. Maybe they won't treat me well. I may look end up looking foolish. I don't know what to say. I don't know how to act. Others:	It may be fun. It may be interesting. I may learn something. They may like me. I may like them. I may end up feeling better about myself. I may gain experience, perspective, understanding, empathy, compassion. Others:	

The barriers relate to some type of discomfort and ultimately to some type of fear. They cause us to mentally separate ourselves from others, to contract, withdraw. The motivators relate to an outgoing tendency and ultimately to some type of goodwill. They cause us to mentally reach out, to include, and to expand. They often involve curiosity, courage, and sense of adventure.

**Step 1.** Think of a situation where you did *not* say yes to an opportunity to experience a new situation with people you didn't know well.

What were some of the barriers that held you back? Check off the barriers that apply in the list shown above. Add others that you experienced.

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**Step 2.** Think of a situation where you *did* say yes to such an opportunity.

What motivated you? Check off the motivators that apply in the list shown above. Add others that you experienced.

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**Step 3.** What happened in the situation you said yes to make it more positive or negative in your opinion?

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If more negative, what lessons can you draw from this experience?

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**Skill Builder 2: Picturing Exclusion and Inclusion in Your Organization**

**Purpose:** To use the power of symbols and pictures to help you better understand your thoughts and feelings about prejudice and exclusion.

**Step 1.** Draw a picture to illustrate prejudice and exclusion in your JROTC unit or draw a picture to show how people could relate to each other in ways that express respect, appreciation and inclusion. Draw anything you like, but do not use any words in the picture. Use colors and symbols to express how people relate to one another, which groups have power, how they use power, and similar aspects



**Step 2.** Look at your completed picture and respond to the following:

- What immediate feelings do you experience?

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- What thoughts come to mind?

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- What does your drawing say about exclusion in your JROTC unit?

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### ***Skill Builder 3: Process for Changing Beliefs***

**Purpose:** For leaders who are ready for advanced personal development work.

Be open to the idea that your hostile feelings, or feelings that separate, might be reflections of your judgments about yourself—that what you dislike in others is what you dislike in yourself. In describing this process, we'll use the term *judgment* to mean categorizing people, things, or situations, as right or wrong, good or bad, blaming or praising others, or making them wrong, bad, or evil on the one hand or right or good on the other.

#### ***Step 1: Find the bottom-line belief.***

##### **a. Situation**

Think of a problem situation involving someone from a “different” group, a situation that you suspect involves prejudice on your part. Describe the situation in a few brief words. Then write in answer to the following questions.

##### **b. Feelings**

- How do I feel about the situation?

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- How do I feel about the diverse other(s)?

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- Why do I feel this way?

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For each response, again ask, “Why do I feel this way?” until you sense that you are at the root feeling.

##### **c. Judgments**

- How am I judging the person(s)?

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- How am I judging the situation?

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- How am I making the person(s) wrong or bad?

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##### **d. Beliefs**

- Why am I making this judgment(s)?

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- What belief causes me to make this judgment(s)?
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Keep asking “Why? What belief?” until you sense you have found the bottom-line belief underneath the judgment.

***Step 2: Take responsibility for the judgmental belief and its results.***

Acknowledge that you have created this reality through your beliefs. You have co-created the situation with the other person(s) in that situation. It takes two to create a relationship problem. Allow that idea to permeate your being. Be willing to accept full responsibility for your beliefs and the actions that flowed out from those beliefs.

***Step 3: Acknowledge and embrace your judgmental belief.***

In your mind, you’ve been making the person(s) or situation(s) wrong or bad. You’ve been judging. That’s part of being human. To create harmony, you must release your judgment, release the experience of making things good/bad, right/wrong, and move into the experience of accepting what is.

If you want to change what is, you must first acknowledge and accept it. The only way to release judgment is to first recognize and acknowledge that you are judging. If you make yourself wrong for judging, you’re still into the experience of judging, only now you’re judging yourself. The change process requires you to accept the humanness of your judgment, to embrace it.

***Embracing the judgmental belief.*** By embracing your judgmental belief, you create the freedom to change. Intellectualizing the change process usually will not change a belief, but it is the first step. The change process is to say to yourself, “It’s okay to believe this, but now it’s time for a change.” Then very gently allow the change to occur. Gather the judgmental belief from that judgmental part of yourself into your whole self, your greater self, with love and compassion. A metaphor that is powerful for some people is, “gather it into your light.”

***Releasing the resistance to painful feelings.*** A judgmental belief usually fits in with your bottom-line fear, and the belief is often hidden because the fear is hidden, covered with layers of rationalizations, defenses, and other, less-painful fears. When you have great pain, you tend to handle it an extreme way. At one extreme, you express the pain with rage, tears, or anger. At the other extreme, you suppress the pain, ignore it, pretend it’s not there until you don’t consciously feel it. So you’ll normally have a great deal of repressed pain connected to the judgmental belief, and a great deal of resistance to feeling that pain, which for many people wants to be felt in the “pit of the stomach.”

***Step 4: Feel the feelings.***

The process of mentally embracing the judgmental belief with love and compassion lets you relax and let go of the “resistance to feeling pain.” Allow yourself to feel any painful emotion that comes up. Don’t intellectualize at this point, but move your consciousness out of your head into your stomach area. Go fully into this emotion and then let your consciousness go deeper into other underlying emotions if it wants to.

When you sense these painful emotions have run their course, be willing for your emotional consciousness to move into your heart area. The painful feelings can now give way to feelings of harmony, serenity, peace, and joy. These feelings come up when you truly acknowledge and embrace your judgment and move beyond beliefs that hold your separateness in place. You may experience a sense of oneness. Hang out there for a while so you can fully experience these expansive feelings.

***Summary Notes***

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