

Notes : ALLOCATION OF TIME -- ICE-BREAKER ACTIVITY -- Ask cadets to answer the question, "what does the Principal's Leadership Development Course mean to you?" After every cadet has had the opportunity to answer that question, consider repeating the ice-breaker activity with the question, "what goal(s) do you want to accomplish by taking MSCC?" INSTRUCTIONAL METHOD – For lesson activities five through eight below, lead cadets through a lecture discussion incorporating opportunities for them to participate. Plus, discuss the other point(s) mentioned in those activities and/or topics of your own. INSTRUCTIONAL REFERENCES1. Text: pages 1 to 3. Exercises: 1-3 Instructor Manual. Answers: Instructor Manual.

Lesson Plan Activities

- 1 PARTICIPATE in learning warm-up activities. *Teaching Activity:* INTRODUCTION. Facilitate ice breaker.
- 2 REVIEW Lesson Objectives. *Teaching Activity:* LESSON OBJECTIVES. Discuss objectives. *Resources:* Overhead 1-1
- 3 REVIEW Key Words. *Teaching Activity:* KEY WORDS. Discuss lesson key words. : Overhead 1-2
- 4 COMPLETE exercises to assess your understanding of Key Words. *Teaching Activity:* CADET ACTIVITY. Lead cadets through key word exercises. Discuss responses. Exercises 1 and 2
- 5 PARTICIPATE in a lecture/discussion of the MSCC mission, challenges and opportunities of the MSCC program, and the course descriptions and benefits. *Teaching Activity:* MSCC MISSION. Have cadets discuss the significance of the MSCC mission. *Resources:* Overhead 1-3 See text, page 1.
- 6 Another one *Teaching Activity:* OPPORTUNITIES. Discuss the various challenges and opportunities of the MSCC program. Have cadets discuss which opportunities are the most important to them and if any of these opportunities were factors in their enrolling in MSCC. *Notes:* See text, pages 1 and 2.
- 7 Last one *Teaching Activity:* COURSE DESCRIPTIONS. Discuss the courses and their benefits; correlate the opportunities from the previous discussion to these courses and their benefits. *Resources:* Overhead 1-4 *Notes:* See text, page 2.
- 8 COMPLETE practice exercises to assess your understanding of concepts presented in this lesson. *Teaching Activity:* CADET ACTIVITY. Assign exercises. Have cadets work as much of them as possible in class and complete out of class if necessary. Exercises 3
- 9 PARTICIPATE in a summary of this lesson. *Teaching Activity:* SUMMARY/LOOKING AHEAD. Reemphasize lesson objectives. Assign cadets to read text, pages 4 and 5, and to complete the Journal Exercise on page 3.

Instructional Materials

UNIT 1: THE SPIRIT OF AMERICAN CITIZENSHIP AND MSCC
CHAPTER 2: FOUNDATION OF AMERICAN CITIZENSHIP
LESSON 1: HOW TO BECOME A CITIZEN

Objectives:

1. IDENTIFY AND COMPARE THE TWO BASIC METHODS OF OBTAINING U.S. CITIZENSHIP
2. COMPARE THE TWO METHODS OF CITIZENSHIP BY BIRTH
3. EXPLAIN THE PURPOSE OF THE FOURTEENTH AMENDMENT TO THE CONSTITUTION

Notes: GROUP ACTIVITY -- Have cadets form an opinion about the type of citizenship they prefer. Direct them to write three reasons to support their choice. Divide the class according to those who support citizenship by birth and those who support citizenship by naturalization. Allow sufficient time for each group to develop arguments for a debate and to appoint a spokesperson. Then, conduct an organized debate allowing each group three minutes to present their argument and to address at least one rebuttal. Summarize the exercise; evaluating how each team presented/argued its position. Award a winner. INSTRUCTIONAL METHOD -- For lesson activities lead cadets through a lecture discussion incorporating opportunities for them to participate. Plus, discuss the other point(s) mentioned in those activities and/or topics of your own. INSTRUCTIONAL REFERENCES. Text: pages 4 and 5. Exercises: 4. Answers: Instructor Manual. ADVANCED ORGANIZER -- None.

Lesson Plan Activities

- 1 PARTICIPATE in learning warm-up activities. *Teaching Activity:* INTRODUCTION. State lesson objectives. Discuss objectives. *Resources:* Overhead 1-5
- 2 REVIEW Key Words. *Teaching Activity:* KEY WORDS. Discuss lesson key words. *Resources:* Overhead 1-6 *Notes:* See Glossary.
- 3 COMPLETE exercises to assess your understanding of Key Words. *Teaching Activity:* CADET ACTIVITY. Lead cadets through key words exercise. Discuss responses. *Resources:* Exercise 4
- 5 PARTICIPATE in a lecture/discussion: *Teaching Activity:* FOURTEENTH AMENDMENT. Discuss how this amendment defined U.S. citizenship and ensured that the states would not discriminate against the rights of freed slaves. *Resources:* Overheads 1-7 and 1-8 *Notes:* See text, page 5.
- 6 *Teaching Activity:* CITIZENSHIP BY BIRTH. Compare jus soli and jus sanguinis. *Notes:* See text, page 5.
- 7 *Teaching Activity:* GROUP ACTIVITY. Facilitate the group activity. *Notes:* See lesson plan notes.
- 8 COMPLETE practice exercises to assess your understanding of concepts presented in this lesson. *Teaching Activity:* CADET ACTIVITY. End class discussion by having cadets complete the exercise. *Resources:* Exercise 5
- 9 PARTICIPATE in a summary of this lesson. *Teaching Activity:* SUMMARY/LOOKING AHEAD. Reemphasize lesson objectives. Assign cadets to read text, pages 6 to 10, and to complete the Journal Exercise on page 5. *Notes:* Spot check previous journal exercise entries.

UNIT 1: THE SPIRIT OF AMERICAN CITIZENSHIP AND MSCC
CHAPTER 2: FOUNDATION OF AMERICAN CITIZENSHIP
LESSON 2: PARTICIPATING AMERICAN CITIZENS

Objectives:

1. IDENTIFY AT LEAST FIVE OF THE 24 CHARACTERISTICS OF A PARTICIPATING CITIZEN
2. COMPARE THE CHARACTERISTICS OF A PARTICIPATING CITIZEN TO THOSE OF PATRIOTISM

Notes: INSTRUCTIONAL METHOD -- For lesson activities four and six below, lead cadets through a lecture discussion incorporating opportunities for them to participate. Plus, discuss the other point(s) mentioned in those activities and/or topics of your own. INSTRUCTIONAL REFERENCES. Text: pages 6 to 10. Exercises: 5 and 6. Answers: Instructor Manual, page B-2. ADVANCED ORGANIZER -- Identify additional profiles of Americans -- living or deceased (from encyclopedias, human interest stories, people in the news, books, etc.) who by their example can be classified as participating citizens or patriots.

Lesson Plan Activities

- 1 PARTICIPATE in learning warm-up activities. *Teaching Activity:* INTRODUCTION. State lesson objectives. Discuss objectives. *Resources:* Overhead 1-15
- 2 *Teaching Activity:* KEY WORDS. Discuss lesson key words. *Resources:* Overhead 1-16 *Notes:* See Glossary.
- 3 *Teaching Activity:* CADET ACTIVITY. Lead cadets through key words exercise. Discuss responses. *Resources:* Exercise 6
- 4 *Teaching Activity:* CHARACTERISTICS OF PARTICIPATING AMERICAN CITIZENS. Using the characteristics of participating citizens in the text, further define a participating citizen by discussing how these characteristics support the values of a democratic way of life and the philosophy of the U.S. Constitution. Focus on at least six characteristics in your discussion. Have cadets identify examples of participating citizens in the community, state, or nation and give examples of characteristics. *Resources:* Overhead 1-17 *Notes:* See text, pages 6 and 7.
- 5 *Teaching Activity:* CADET ACTIVITY. Follow-up the preceding discussion by having cadets complete the exercise on the profiles of Collins and Arboleya. Allow cadets to work in groups. Discuss responses. *Resources:* Exercise 11 *Supplies:* *Notes:* See text, pages 8 and 9.
- 6 *Teaching Activity:* PATRIOTISM. Reemphasize the definition of patriotism; discuss, illustrate, and/or give examples of the points "love for" and "devotion to" in this definition. Refer to the profile of Don Smith in the discussion. Have cadets identify examples of patriots in the community, state, or nation and give examples that illustrate the definition. *Resources:* Overhead 1-18 *Notes:* See text, page 9.
- 7 *Teaching Activity:* GROUP ACTIVITY. Divide the class into the number of groups corresponding to the number of profiles you developed (see Advanced Organizer). Hand out the profiles, one per group. Allow them time to determine if the profile is an example of a participating citizen or patriot and to determine the associated characteristics or examples of love for/devotion to one's country. Have one person from each group read and explain their answer.

UNIT 1: THE SPIRIT OF AMERICAN CITIZENSHIP AND MSCC
CHAPTER 2: FOUNDATION OF AMERICAN CITIZENSHIP
LESSON 2: PARTICIPATING AMERICAN CITIZENS

8. *Teaching Activity:* SUMMARY/LOOKING AHEAD. Reemphasize lesson objectives. Assign cadets to read text, pages 11 and 12, and to complete the Journal Exercise on page 10. *Notes:* Spot check previous journal exercise entries.

Instructional Materials

UNIT 1: THE SPIRIT OF AMERICAN CITIZENSHIP AND MSCC
CHAPTER 3: CONSTRUCTION OF CITIZENSHIP IN MSCC
LESSON 1: MOVING UP IN MSCC (RANK AND STRUCTURE)

Objectives:

1. IDENTIFY MSCC ENLISTED AND OFFICER INSIGNIA
2. IDENTIFY LEVELS OF MSCC COMPANY ORGANIZATION
3. RECOGNIZE DUTIES/RESPONSIBILITIES OF PERSONNEL IN A MSCC BATTALION

Notes : GROUP ACTIVITY -- Divide the class into two groups. Direct group 1 to build a house out of materials available in the classroom. To allow for maximum cadet initiative, tell the members of group 1 the dimensions and design of the house are up to them. Tell them the house must be completed in five minutes. Do not give any more instructions to group 1. Direct group 2 to observe group 1 as they build the house. When five minutes are up, stop group 1 even if the house is not completed. Then, ask the members of group 2 to discuss the following questions among themselves: Who, if anyone, in group 1 became the leader(s)? How? Who became the subordinates? What instructions/actions were given/taken? Was there cohesive teamwork? Have group 2 select a spokesperson to present their answers to the class. Based on those answers, evaluate how group 1 demonstrated or failed to demonstrate leadership and teamwork while building the house. Then, evaluate how group 2 demonstrated or failed to demonstrate leadership and teamwork while observing group 1, discussing the questions, and choosing a spokesperson. INSTRUCTIONAL METHOD -- For lesson activities five through ten below, lead cadets through a lecture discussion incorporating opportunities for them to participate. Plus, discuss the other point(s) mentioned in those activities and/or topics of your own. INSTRUCTIONAL REFERENCES. Text: pages 11. ADVANCED ORGANIZER -- For the group activity, obtain materials such as newspapers, cans, milk cartons, toothpicks, boxes, popsicle sticks, glue, tape, etc. for cadets to use in the construction of a house.

Lesson Plan Activities

- 1 *Teaching Activity:* INTRODUCTION. State lesson objectives. Discuss objectives. *Resources:* Overhead 1-19
- 2 *Teaching Activity:* KEY WORDS. Discuss lesson key words. *Resources:* Overhead 1-20 *Notes:* See Glossary.
- 3 *Teaching Activity:* GROUP ACTIVITY. Facilitate activity to demonstrate how leadership and teamwork are necessary for successful accomplishment of a goal. *Resources:* *Notes:* See lesson plan notes. (Note: Use this Group Activity as a lead-in to teaching activity #5.)
- 4 *Teaching Activity:* PYRAMID OF AUTHORITY. Discuss the concepts of chain of command/succession of leaders, span of control, and unity of command. Use results of the group activity to emphasize these concepts. *Resources:* Overhead 1-21 *Notes:* See text, page 11.
- 5 *Teaching Activity:* RANK AND GRADE. Explain the difference between the terms "rank" and "grade." *Resources:* Overhead 1-22 *Notes:* See text, page 11.
- 6 *Teaching Activity:* CLASSIFICATION OF MSCC CADETS. Refer to the chart in the text as you discuss insignia of grade for MSCC. *Notes:* See text, page 11.

UNIT 1: THE SPIRIT OF AMERICAN CITIZENSHIP AND MSCC
CHAPTER 3: CONSTRUCTION OF CITIZENSHIP IN MSCC
LESSON 1: MOVING UP IN MSCC (RANK AND STRUCTURE)

- 7 ACT out great moments from the past for modern times *Teaching Activity:* MSCC COMPANY ORGANIZATIONAL STRUCTURE. Refer to the chart in the text as you discuss the organizational structure of a MSCC company. *Resources:* Overhead 1-23 *Notes:* See text, page 11.

- 8 ACT out great moments from the past for modern times *Teaching Activity:* SUMMARY/LOOKING AHEAD. Reemphasize lesson objectives. Assign cadets to read text, pages 17, and to complete the Journal Exercise on page 12. *Notes:* Spot check previous journal exercise entries.

UNIT 1: THE SPIRIT OF AMERICAN CITIZENSHIP AND MSCC
CHAPTER 3: CONSTRUCTION OF CITIZENSHIP IN MSCC
LESSON 2: THE SIGNS OF SUCCESS

Objectives:

1. NAME AND COMPARE THE TWO TYPES OF UNIT DECORATIONS
2. NAME THE TWO MAIN CATEGORIES OF INDIVIDUAL AWARDS
3. MATCH AWARDS TO CORRESPONDING CRITERIA

Notes: INSTRUCTIONAL METHOD -- For lesson activities three through six below, lead cadets through a lecture discussion incorporating opportunities for them to participate. Plus, discuss the other point(s) mentioned in those activities and/or topics of your own. INSTRUCTIONAL REFERENCES. Text: page 12. ADVANCED ORGANIZER -- If available, obtain a MSCC awards/decorations poster or a battalion awards/decorations display case to refer to during teaching activities three through six.

Lesson Plan Activities

- 1 *Teaching Activity:* INTRODUCTION. State lesson objectives. Discuss objectives. *Resources:* Overhead 1-24
- 2 *Teaching Activity:* KEY WORDS. Discuss lesson key words. *Resources:* Overhead 1-25 *Notes:* See Glossary.
- 3 *Teaching Activity:* UNIT AWARDS. Compare the two awards. *Resources:* Overhead 1-26 *Notes:* See text, page 12.
- 4 *Teaching Activity:* INDIVIDUAL AWARDS. Explain the basic reasons for awarding individual awards and the two main categories of individual awards (institutional and national). *Resources Overhead 1-26a Notes:* See text, page 12.
- 5 *Teaching Activity:* SUMMARY/LOOKING AHEAD. Reemphasize lesson objectives. Assign cadets to read text, pages 18 to 20, and to complete the Journal Exercise on page 12. *Notes:* Spot check previous journal exercise entries.

UNIT 1: THE SPIRIT OF AMERICAN CITIZENSHIP AND MSCC
CHAPTER 3: CONSTRUCTION OF CITIZENSHIP IN MSCC
LESSON 3: YOUR PERSONAL APPEARANCE AND UNIFORM

Objectives:

1. IDENTIFY MSCC UNIFORM COMPONENTS
2. IDENTIFY RECOGNIZE APPROPRIATE OCCASIONS FOR WEARING UNIFORMS
3. DEMONSTRATE CORRECT PLACEMENT ON UNIFORMS OF NAMEPLATE, INSIGNIAS, AWARDS, AND DECORATIONS

Notes: GROUP ACTIVITY -- Divide the class into small groups. Give each group a uniform and selected insignia, awards, and decorations to place on the uniform. When all groups are finished with their uniforms, have the groups display their uniforms to the class one group at a time. As each group displays its uniform, have the other groups critique it. Give advice or correction where necessary. INSTRUCTIONAL METHOD -- For lesson activities lead cadets through a lecture discussion incorporating opportunities for them to participate. Plus, discuss the other point(s) mentioned in those activities and/or topics of your own. INSTRUCTIONAL REFERENCES. Text: pages 13 to 15.

Lesson Plan Activities

- 1 *Teaching Activity:* INTRODUCTION. State lesson objectives. Discuss objectives. *Resources:* Overheads 1-27 and 1-28
- 2 *Teaching Activity:* GUIDELINES FOR WEARING A UNIFORM. Discuss a properly fitting uniform, then refer to the list in the text as you discuss the guidelines for wearing a uniform. Emphasize the importance of a clean, pressed uniform, and point out the upper-level cadets as examples. *Resources:* Overhead 1-29 *Notes:* See text, page 13.
- 3 *Teaching Activity:* GUIDELINES FOR PERSONAL APPEARANCE IN UNIFORM. Refer to the list in the text as you discuss the guidelines for hair, fingernails, and grooming when in uniform. Refer to the upper-level cadets as examples. *Resources:* Overhead 1-30 *Notes:* See text, page 13.
- 4 *Teaching Activity:* GUIDELINES FOR CARE AND CLEANING OF A UNIFORM. Refer to the lists in the text as you discuss the guidelines for care and cleaning of a uniform, including brass articles and shoes. *Resources:* Overhead 1-31 *Notes:* See text, pages 14 and 15.
- 5 *Teaching Activity:* PRE-INSPECTION. Explain the purpose and importance of pre-inspection. Emphasize that if pre-inspection is done properly, there will be no surprises during inspection. Refer to the sample inspection criteria in the text as you stress the importance of ensuring uniform components are, as appropriate, cleaned, pressed, shined, properly sized, correctly placed, and/or properly worn. *Resources:* Overhead 1-32
- 6 *Teaching Activity:* FOUR FACTORS IMPORTANT TO PERSONAL APPEARANCE. Discuss the importance of presenting a positive image through good posture, proper weight, good muscle tone, and good grooming. *Resources:* Overhead 1-33
- 7 *Teaching Activity:* SUMMARY/LOOKING AHEAD. Reemphasize lesson objectives. Assign cadets to read text, pages 21 to 28, and to complete the Journal Exercise on page 15. *Notes:* Spot check previous journal exercise entries.

UNIT 1: THE SPIRIT OF AMERICAN CITIZENSHIP AND MSCC
CHAPTER 3: CONSTRUCTION OF CITIZENSHIP IN MSCC
LESSON 4: THE STARS AND STRIPES

Objectives:

1. STATE WHEN AND WHERE THE FIRST "STARS AND STRIPES" WAS CREATED
2. EXPLAIN THE SIGNIFICANCE OF THE PARTS AND COLORS OF THE U.S. FLAG
3. DESCRIBE THE SIZES AND USES OF THREE BASIC TYPES OF U.S. FLAGS
4. DESCRIBE COURTESIES TAKEN TO SHOW RESPECT FOR THE U.S. FLAG

Notes: GROUP ACTIVITY -- Divide the class into teams of two. Have team members decide among themselves who will take the union end of the flag. Then, have each team come to the front of the class and fold the flag while the other teams observe. Ask for comments from the observing teams on whether or not the team folding the flag did so correctly. Give corrections and have teams refold the flag until all teams have folded the flag properly. INSTRUCTIONAL METHOD -- For lesson activities four to six, eight, nine, eleven to thirteen, and fifteen below, lead cadets through a lecture discussion incorporating opportunities for them to participate. Plus, discuss the other point(s) mentioned in those activities and/or topics of your own. INSTRUCTIONAL REFERENCES. Text: pages 16 to 23. ADVANCED ORGANIZER -- Have a U.S. flag (or flags) available for the group activity.

Lesson Plan Activities

- 1 Objectives *Teaching Activity:* INTRODUCTION. State lesson objectives. Discuss objectives. *Resources:* Overheads 1-34 and 1-35
- 2 Key Words *Teaching Activity:* KEY WORDS. Discuss lesson key words. *Resources:* Overhead 1-36 *Notes:* See Glossary.
- 3 Stars and Stripes *Teaching Activity:* FIRST STARS AND STRIPES. Relate the significance of the Grand Union flag as the first flag of the colonists to have any resemblance to the Stars and Stripes. State that the first Stars and Stripes was created by the Continental Congress on June 14, 1777, in Philadelphia. *Resources:* Overhead 1-37 *Notes:* See text, page 16.
- 4 *Teaching Activity:* TYPES OF FLAGS. Discuss the sizes and uses of the garrison, post, and storm flags. *Resources:* Overhead 1-38 *Notes:* See text, pages 17 and 18.
- 5 Respect for flags *Teaching Activity:* SHOWING RESPECT FOR THE U.S. FLAG. Discuss the appropriate courtesies that cadets must take when encountering the U.S. flag in uniform or civilian clothes. *Resources:* Overhead 1-39 *Notes:* See text, page 18.
- 6 *Teaching Activity:* BASIC RULES FOR DISPLAYING THE U.S. FLAG. Explain that the flag should be raised briskly, lowered ceremoniously, and displayed from sunrise to sunset unless an all-weather flag is used and properly lit. Explain when to display a flag at half-staff and how to raise and lower it to half-staff. *Resources:* Overhead 1-40 *Notes:* See text, pages 18 and 19.
- 7 *Teaching Activity:* DISPLAYING THE U.S. FLAG ALONE. Discuss how to display the U.S. flag alone from a projecting staff, against a wall, in a window, suspended across a street/at the edge of a sidewalk, and over a casket.

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LESSON 4: THE STARS AND STRIPES

Refer to the illustrations in the text. *Resources:* Overhead 1-41
Notes: See text, pages 19 and 20.

- 8 *Teaching Activity:* DISPLAYING THE U.S. FLAG WITH OTHER FLAGS. Discuss how to display the U.S. flag with other flags from separate staffs/poles, from radiating staffs, in a procession, on the same halyard, from a crossed staff, and in an auditorium/chapel. Refer to the illustrations in the text. *Resources:* Overhead 1-42 *Notes:* See text, page 20 and 21.
- 9 *Summary Teaching Activity:* SUMMARY/LOOKING AHEAD. Reemphasize lesson objectives. Assign cadets to read text, pages 24 to 26, and to complete the Journal Exercise on page 23. *Notes:* Spot check previous journal exercise entries.

LESSON PLAN

UNIT 1: THE SPIRIT OF AMERICAN CITIZENSHIP AND MSCC

CHAPTER 3: CONSTRUCTION OF CITIZENSHIP IN MSCC

LESSON 5: PROUDLY WE SING (THE NATIONAL ANTHEM)

Objectives:

1. NAME THE AUTHOR OF THE NATIONAL ANTHEM
2. RELATE THE STORY BEHIND THE NATIONAL ANTHEM
3. DESCRIBE COURTESIES TAKEN AS A CADET TO SHOW RESPECT DURING THE PLAYING OF THE NATIONAL ANTHEM

Notes: GROUP ACTIVITY -- Select three cadets to stand up and read aloud to the class one verse each of "The Star-Spangled Banner." When all three verses have been read, call on the other cadets in the class one at a time. Have them: (1) select a line from the song that depicts Francis Scott Key's view of the bombardment and flag, (2) read the line aloud, and (3) describe the action or image in their own words, relating it to the event behind the writing of the song. Tell them they cannot select a line that has already been discussed by another cadet. INSTRUCTIONAL METHOD -- For lesson activities three and five below, lead cadets through a lecture discussion incorporating opportunities for them to participate. Plus, discuss the other point(s) mentioned in those activities and/or topics of your own. INSTRUCTIONAL REFERENCES. Text: pages 24 and 26. Exercises: 7 and 8. Answers: Instructor Manual .ADVANCED ORGANIZER -- None.

Lesson Plan Activities

- 1 *Teaching Activity*: INTRODUCTION. State lesson objectives. Discuss objectives. *Resources*: Overhead 1-43
- 2 *Key Words Teaching Activity*: KEY WORDS. Discuss lesson key words. *Resources*: Overhead 1-44 *Notes*: See Glossary.
- 3 *History Teaching Activity*: HISTORY OF THE NATIONAL ANTHEM. Relate the history of the National Anthem, including who wrote it, when, under what circumstances, and when it became official. *Resources*: Overhead 1-45 *Notes*: See text, page 24.
- 4 *Group Activity Teaching Activity*: GROUP ACTIVITY. Facilitate the group activity. *Notes*: See lesson plan notes.
- 5 *Courtesies Teaching Activity*: COURTESIES TO THE NATIONAL ANTHEM. Discuss appropriate courtesies cadets must take to show respect to the National Anthem when outdoors in or out of uniform, during indoor ceremonies, and when in a private vehicle. State that "To the Colors" receives the same respect. *Resources*: Overhead 1-46 *Notes*: See text, pages 24 and 25.
- 6 *Exercise 14 Teaching Activity*: CADET ACTIVITY. End class discussion by having cadets complete the exercises. Discuss responses. *Resources*: Exercises 7 and 8.
- 7 *Summary Teaching Activity*: SUMMARY/LOOKING AHEAD. Reemphasize lesson objectives. Assign cadets to read text, pages 27 to 32, and to complete the Journal Exercise on page 26. *Notes*: Spot check previous journal exercise entries.

UNIT 1: THE SPIRIT OF AMERICAN CITIZENSHIP AND MSCC
CHAPTER 3: CONSTRUCTION OF CITIZENSHIP IN MSCC
LESSON 6: MSCC TRADITIONS, CUSTOMS, AND COURTESIES

OBJECTIVES:

1. DESCRIBE TYPES OF PERSONAL SALUTES AND WHEN THEY ARE EXECUTED
2. MATCH ARMY RANKS TO THEIR PROPER TITLES
3. EXECUTE A SALUTE
4. IDENTIFY SITUATIONS REQUIRING A SALUTE OR OTHER FORMS OF RESPECT TO SENIOR OFFICERS

Notes: GROUP ACTIVITY -- Divide the class into groups of three. Direct one person in each group to act as a senior officer, one person to assume the role of an enlisted cadet saluting the officer, and one person to observe and critique the salute. Have members of each group rotate places to ensure everyone has the opportunity to participate in all three positions. INSTRUCTIONAL METHOD -- For lesson activities four through ten below, lead cadets through a lecture discussion incorporating opportunities for them to participate. Plus, discuss the other point(s) mentioned in those activities and/or topics of your own. INSTRUCTIONAL REFERENCES. Text: pages 27 to 32. Exercises: 9 and 10. ADVANCED ORGANIZER -- None.

Lesson Plan Activities

- 1 Introduction *Teaching Activity:* INTRODUCTION. State lesson objectives. Discuss objectives. *Resources:* Overhead 1-47
- 2 Key Words *Teaching Activity:* KEY WORDS. Discuss lesson key words. *Resources:* Overhead 1-48 *Notes:* See Glossary.
- 3 *Teaching Activity:* CADET ACTIVITY. Lead cadets through key words exercise. Discuss responses.
- 4 Traditions and Customs *Teaching Activity:* TRADITIONS AND CUSTOMS. Discuss the military traditions and customs of dress and ceremonies. Explain how dress sets the branches of the armed forces apart and how ceremonies preserve traditions and build esprit de corps. *Resources:* Overhead 1-49 *Notes:* See text, page 27.
- 5 *Teaching Activity:* PERSONAL SALUTES. Explain that personal salutes are honors given to dignitaries and civil and military officials, and include cannon salutes, ruffles and flourishes, and marches/anthems. Discuss when, how, and for whom cannon salutes are fired and ruffles and flourishes are played. *Resources:* Overhead 1-50 *Notes:* See text, pages 27 and 28.
- 6 *Teaching Activity:* COURTESIES: TITLES. Explain the military courtesy of showing respect through the use of titles. Refer to the list in the text as you discuss how to address most MSCC personnel. *Resources:* Overhead 1-51 *Notes:* See text, pages 28 and 29.
- 7 *Teaching Activity:* COURTESIES: HAND SALUTES. Explain the importance of hand salutes in showing respect to persons in positions of authority. Discuss possible meanings of a sloppy salute, the history behind the salute, and who to salute. *Resources:* Overhead 1-52 *Notes:* See text, page 29.

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CHAPTER 3: CONSTRUCTION OF CITIZENSHIP IN MSCC
LESSON 6: MSCC TRADITIONS, CUSTOMS, AND COURTESIES

- 8 How to Salute *Teaching Activity*: HOW TO SALUTE. Explain and demonstrate how to execute a salute when uncovered, wearing headgear with and without a visor, and wearing glasses. *Resources*: Overhead 1-53 *Notes*: See text, pages 29 and 30.
- 9 When to Salute *Teaching Activity*: WHEN TO SALUTE. Refer to the lists in the text as you discuss conditions requiring a salute and exceptions to the regulation of saluting. Include "reporting" in your discussion. *Resources*: Overhead 1-54 *Notes*: See text, pages 30 and 31.
- 10 Showing Respect *Teaching Activity*: SHOWING RESPECT TO SENIOR OFFICERS. Discuss other forms of showing respect to senior officers like coming to attention and position of honor. *Resources*: Overhead 1-55 *Notes*: See text, page 31.
- 11 Group Activity *Teaching Activity*: GROUP ACTIVITY. Facilitate the group activity. *Resources*: *Supplies*: *Notes*: See lesson plan notes.
- 12 *Teaching Activity*: CADET ACTIVITY. End class discussion by having cadets complete the exercises. Discuss responses. *Resources*: Exercises 9 and 10
- 13 Summary *Teaching Activity*: SUMMARY/LOOKING AHEAD. Reemphasize lesson objectives. Assign cadets to read text, pages 38 and 39, and to complete the Journal Exercise on page 32. *Notes*: Spot check previous journal exercise entries.

UNIT 2: LEADERSHIP
CHAPTER 1: LEADERSHIP AND YOU
LESSON 1: BASIC TRAITS OF LEADERSHIP

Lesson Plans

A OUTLINE OF INSTRUCTION -- BASIC TRAITS OF LEADERSHIP

Notes : ALLOCATION OF TIME -- Allocate the first 45 minutes for teaching the first eight lesson activities indicated below. Use the remaining 45 minutes to have a class discussion on the three case studies in the text and its corresponding exercise. INSTRUCTIONAL METHODS¹. For lesson activities four, six, and seven below, lead cadets through a lecture discussion incorporating opportunities for them to participate. Plus, discuss the other point(s) mentioned in those activities and/or topics of your own.² INSTRUCTIONAL REFERENCES¹. Text: pages 71 to 78. Exercises: Instructor Manual. Answers: Instructor manual. ADVANCED ORGANIZER -- Before leaving the Leadership unit (i.e., after cadets have had the opportunity to learn about the parts of the self/self-esteem, take the Personal Skills Survey, and learn about responsibility and leading), go over the Journal Exercise on page 78 (which has them identifying the traits they currently have, the ones they believe are negative, and the ones they would like to add or change). Then, revisit this exercise periodically to see if cadets have changed the list of traits that they possess.

Lesson Plan Activities

- 1 *Teaching Activity:* INTRODUCTION. State lesson objectives. Discuss objectives. *Resources:* Overhead 3-1 *Supplies:* Overhead projector
Notes:
- 2 *Teaching Activity:* KEY WORDS. Discuss lesson key words. *Resources:* Overhead 3-2 *Notes:* See Glossary.
- 3 *Teaching Activity:* CADET ACTIVITY. Lead cadets through key words exercise. Discuss responses. *Resources:* Exercise *Supplies:* *Notes:*
- 4 *Teaching Activity:* DEFINITION OF LEADERSHIP. Discuss the definition of leadership; stress that it is the ability to influence (lead, guide) others, it is done so as to accomplish missions, and it requires purpose, direction, and motivation -- discuss each of these separately. *Resources:* Overhead 3-3; *Notes:* See lesson plan notes, paragraph 2 of the Instructional Methods.
- 5 *Teaching Activity:* CADET ACTIVITY. Follow-up the preceding discussion by having cadets determine what purpose, direction, and motivation give to subordinates, what leaders (or the leadership situation) are expected to do, and what the end results are for subordinates. *Resources:* Exercise *Supplies:* *Notes:*
- 6 *Teaching Activity:* LEADERSHIP TRAITS. Discuss the origin and significance of the 14 leadership traits as they affect a leader's personality, leadership development, and style. Use Overheads 3-5 to 3-9 to discuss each trait and its characteristics individually. Give examples throughout this discussion and have cadets offer examples of these traits based on past leadership experiences. *Resources:* Overheads 3-4 to 3-9 *Notes:* See text, pages 34 to 37.
- 7 *Teaching Activity:* ADDING/CHANGING LEADERSHIP TRAITS. Discuss and give examples of how traits can -- through a leader's application of them

UNIT 2: LEADERSHIP
CHAPTER 1: LEADERSHIP AND YOU
LESSON 1: BASIC TRAITS OF LEADERSHIP

-- be either positive or negative. Explain the importance of identifying and adding new traits to one's character as well as the necessity for identifying and changing a negative trait to a positive one. *Resources:* Overhead 3-10 *Notes:* See text, pages 40 and 41.

- 8 *Teaching Activity:* LOOKING AHEAD. After discussing the above lesson activities in the first period, assign cadets to review the case studies on pages 38 and 39 and to complete Exercise. Direct them to be prepared to discuss their answers in class. *Resources:* Overhead 3-11; Exercise *Notes:* See text, pages 42 to 44.
- 9 *Teaching Activity:* CADET ACTIVITY. Go over each case study separately, selecting different cadets to give their answers to several of the traits. Have them explain their answers. Ensure they indicate positive or negative application of the traits they are answering. Compare and discuss responses with other cadets. Follow this process until all 14 traits are discussed for each case study. *Resources:* Exercise 31 *Supplies:* *Notes:* See text, pages 38 and 39.
- 10 *Teaching Activity:* SUMMARY/LOOKING AHEAD. Reemphasize lesson objectives. Assign cadets to read text, pages 42 to 44, and to complete the Journal Exercise on page 45. *Resources:* *Supplies:* *Notes:* Spot check journal exercise entries. See Advanced Organizer of the lesson plan notes.

UNIT 2: LEADERSHIP
CHAPTER 2: LEADING YOUR GROUP
LESSON 1: BEING A GOOD LEADER: KNOWING THE SITUATION

Objectives:

1. IDENTIFY FOUR ELEMENTS OF A TYPICAL LEADERSHIP SITUATION
2. IDENTIFY FOUR RESPONSIBILITIES OF LEADERS TO CREATE A POSITIVE LEADERSHIP SITUATION
3. IDENTIFY FOUR POSITIVE RESULTS ON TEAM MEMBERS WHEN LEADERS WHEN LEADERS CREATE A FAVORABLE LEADERSHIP SITUATION
4. IDENTIFY AT LEAST FIVE LEADERSHIP TRAITS THAT RELATE TO THE LEADERSHIP SITUATION

Notes: GROUP ACTIVITY -- INSTRUCTIONAL METHODS1. For lesson activities four through nine below, lead cadets through a lecture discussion incorporating opportunities for them to participate. Plus, discuss the other point(s) mentioned in those activities and/or topics of your own. INSTRUCTIONAL REFERENCES. Text: pages 42 to 47. Exercises: 16 and 17. Answers: Instructor Manual.

Lesson Plan Activities

- 1 *Teaching Activity:* INTRODUCTION. State lesson objectives. Discuss objectives. *Resources:* Overhead 3-32 *Supplies:* Overhead projector
Notes:
- 2 *Teaching Activity:* KEY WORDS. Discuss lesson key words. *Resources:* Overhead 3-33 *Notes:* See Glossary.
- 3 *Teaching Activity:* CADET ACTIVITY. Lead cadets through key words exercise. Discuss responses. *Resources:* Exercise 16 *Supplies:* *Notes:*
- 4 *Teaching Activity:* ELEMENTS OF A LEADERSHIP SITUATION. Explain that the elements of a leadership situation include the overall climate/atmosphere of the unit, its leader, the followers, and the flow of communications within the unit. *Resources:* Overhead 3-34 *Notes:* See text, page 42.
- 5 *Teaching Activity:* FACTORS OF CLIMATE/ATMOSPHERE. Explain that although all leadership situations are different and that what worked in one situation may not in another, there are a number of factors that affect or influence the overall leadership situation. Select some of the factors shown on the overhead and give examples of them. Have cadets determine which of them they consider to be the most important and why, and to identify other factors. *Resources:* Overhead 3-35 *Notes:* See text, page 42.
- 6 *Teaching Activity:* FACTORS OF THE LEADER, THE LED, AND COMMUNICATION. (1) Discuss how leader attitude relates to the leadership situation. Explain that effective leaders know their subordinates, look out for their welfare, and train them to be a cohesive team. Emphasize that all leaders must take responsibility for their actions and set examples for the team to follow -- in actions, values, and attitudes. (2) Discuss how active participation by followers relates to the leadership situation and can result in increased initiative, motivation, competence, and commitment. (3) Explain the importance that the communication of standards, and the flow of mutual

UNIT 2: LEADERSHIP
CHAPTER 2: LEADING YOUR GROUP
LESSON 1: BEING A GOOD LEADER: KNOWING THE SITUATION

trust and respect can have on building cohesion. (4) Finally, emphasize that the leadership trait of "loyalty" is essential to a leadership situation. Ask cadets to explain why. *Resources:* Overhead 3-36 *Notes:* See text, pages 43 and 44.

- 7 *Teaching Activity:* CREATING A GOOD LEADERSHIP SITUATION. Reemphasize that the leader is responsible for the subordinates' well-being, the team's progress, and mission accomplishment. Explain that the points on the overhead and those in paragraph (1) of the preceding lesson activity are the responsibilities of a leader in order to create a positive leadership situation. Briefly discuss the seven leadership principles on page 132, then go over the questions on page 133 for the story about Henry's park restoration project. *Resources:* Overhead 3-37 *Notes:* See text, pages 43 and 44.
- 8 *Teaching Activity:* RESULTS/BENEFITS OF A GOOD LEADERSHIP SITUATION. Emphasize that when a good leadership situation exists within a unit, the result is often a successful mission. Discuss that cadets can learn from their mistakes and accept guidance, discipline, and corrective action more readily if there is a good leadership situation. Have cadets identify other benefits that can come from working in a unit with a good leadership situation (or some of the mishaps that can happen in a unit where good leadership does not exist). *Resources:* Overhead 3-38 *Notes:* See text, page 44.
- 9 *Teaching Activity:* LEADERSHIP TRAITS. Follow-up on the preceding discussion by emphasizing the leadership traits that individual team members and/or the team as a whole can add or strengthen as a result of a good leadership situation. Have cadets give examples explaining how these traits can be added or strengthened. *Resources:* Overhead 3-39 *Notes:* See text, page 44.
- 10 *Teaching Activity:* CADET ACTIVITY. Lead into the summary of this lesson by having cadets complete the statements in this exercise; they must determine whether the statements are leader or follower responsibilities. *Resources:* Exercise 17. *Supplies:* *Notes:*
- 12 *Teaching Activity:* SUMMARY/LOOKING AHEAD. Reemphasize lesson objectives. Assign cadets to complete the Journal Exercise on page 45. *Resources:* *Supplies:* *Notes:* Spot check previous journal exercise entries.
- 13 *Teaching Activity:* UNIT 2 PROJECT. Assign cadets to begin working on the Unit 2 Project. Work individually with cadets to determine if they believe they need to acquire or change traits, and if so, how long that may take. Assign them completion dates based on their expectations and your judgment. *Resources:* Unit 2 Project *Supplies:* *Notes:* See text, pages 46 and 47.

UNIT 3: LEADERSHIP LAB
CHAPTER 1: LEARNING HOW TO LEAD-EXECUTING DRILL
LESSON 1: STATIONARY MOVEMENTS

Objectives:

1. DESCRIBE THE ORIGIN OF DRILL AS IT RELATES TO THE CONTINENTAL ARMY OF THE UNITED STATES
2. IDENTIFY FIVE PURPOSES OF DRILL THROUGHOUT EXPLAIN THE IMPORTANCE OF DRILL ON MILITARY DISCIPLINE
3. COMPARE THE QUALITIES OF DISCIPLINE THAT BARON VON STEUBEN IN THE CONTINENTAL ARMY TO WHAT MILITARY DRILL TEACHES AND DEVELOPS TODAY

Notes: ALLOCATION OF TIME -- The teaching of drill in Leadership Lab requires many hours of application. Although we have allotted four 45-minute periods for this lesson, each SLDC unit should teach these drills according to its own schedule. INSTRUCTIONAL METHOD -- Performance-based.1. Instructors may teach the lesson activities and drills indicated below in the order that best accomplishes their overall training objectives.2. Instructors are also encouraged to assign any exercises deemed necessary for cadets to achieve the required level of drill proficiency. Use the Drill Tips from the text to reinforce major points about drill formations, locations of key personnel, and/or distinctive drill procedures/techniques. INSTRUCTIONAL REFERENCES. Text: Pages 48 to 50. Exercises: 29 and 30. Answers: Instructor Manual.

Lesson Plan Activities

- 1 *Teaching Activity:* INTRODUCTION. With cadets assembled for drill, state and discuss the specific lesson objectives (drill movements) that you plan to cover in this block of instruction. *Resources: Supplies: Notes:*
- 2 *Teaching Activity:* KEY WORDS. With cadets assembled for drill, discuss specific key words that pertain to the drill movements you plan to cover in this block of instruction. Assign them to complete the Key Words exercise out-of-class; give them a date when it is due. *Resources: Exercise 29. Supplies: Notes:* See Glossary. Exercise 56 contains the key words for the entire chapter.
- 3 *Teaching Activity:* POSITION OF ATTENTION. Explain and have an AI demonstrate how to correctly respond to the commands FALL IN and ATTENTION. Have cadets practice these drills; observe/make corrections as necessary; then, continue to practice these drills until they are automatic. Allow time for individual instruction/assistance, as needed. *Resources: Supplies: Notes:* See text, pages 48 and 49.
- 4 *Teaching Activity:* REST POSITIONS AT THE HALT. Explain and have an AI demonstrate how to correctly respond to the commands: Parade, REST; Stand at, EASE; AT EASE; and REST. Have cadets practice these drills; observe/make corrections as necessary; then, continue to practice these drills until they are automatic. Allow time for individual instruction/assistance, as needed. *Resources: Supplies: Notes:* See text, page 49.
- 5 *Teaching Activity:* FACING AT THE HALT. Explain and have an AI demonstrate how to correctly respond to the commands Left (right), FACE and About, FACE. Have cadets practice these drills; observe/make corrections as necessary; then, continue to practice these drills until they are

UNIT 3: LEADERSHIP LAB

CHAPTER 1: LEARNING HOW TO LEAD-EXECUTING DRILL

LESSON 1: STATIONARY MOVEMENTS

automatic. Allow time for individual instruction/assistance, as needed.

Resources: Supplies: Notes: See text, page 50.

- 6 *Teaching Activity:* HAND SALUTE. Explain and have an AI demonstrate how to correctly respond to the commands Present, ARMS and Order, ARMS. Have cadets practice these drills; observe/make corrections as necessary; then, continue to practice these drills until they are automatic. Allow time for individual instruction/assistance, as needed. *Resources: Supplies: Notes:* See text, page 50.
- 7 *Teaching Activity:* SUMMARY/LOOKING AHEAD. Reemphasize lesson objectives. Assign cadets to read text, pages 165 to 168, and to complete Exercise 57. *Resources:* Exercise 30. *Supplies: Notes:* Spot check previous journal exercise entries.

UNIT 3: LEADERSHIP LAB
CHAPTER 1: LEARNING HOW TO LEAD-EXECUTING DRILL
LESSON 2: STEPS AND MARCHING

Notes: ALLOCATION OF TIME -- The teaching of drill in Leadership Lab requires many hours of application. Although we have allotted six 45-minute periods for this lesson, each SLDC unit should teach these drills according to its own schedule. INSTRUCTIONAL METHOD -- Performance-based.1. Instructors may teach the lesson activities and drills indicated below in the order that best accomplishes their overall training objectives.2. Instructors are also encouraged to assign any exercises deemed necessary for cadets to achieve the required level of drill proficiency. Use the Drill Tips from the text to reinforce major points about drill formations, locations of key personnel, and/or distinctive drill procedures/techniques. INSTRUCTIONAL REFERENCES. Text: Pages 51 to 54. Exercises 31 and 32. \answers: Instructor Manual.

Lesson Plan Activities

- 1 *Teaching Activity:* INTRODUCTION. With cadets assembled for drill, state and discuss the specific lesson objectives (drill movements) that you plan to cover in this block of instruction. *Resources: Supplies: Notes:*
- 2 *Teaching Activity:* THE 30-INCH STEP. Explain and have an AI demonstrate how to correctly respond to the commands: Forward, MARCH; HALT; At ease, MARCH; Quick time, MARCH; Route step, MARCH; and Double time, MARCH. Have cadets practice these drills; observe/make corrections as necessary; then, continue to practice these drills until they are automatic. Allow time for individual instruction/assistance, as needed. *Resources: Supplies: Notes:* See text, pages 51 and 52.
- 3 *Teaching Activity:* THE 15-INCH STEP. Explain and have an AI demonstrate how to correctly respond to the commands: Half step, MARCH; Right (left) step, MARCH; and Backward, MARCH. Have cadets practice these drills; observe/make corrections as necessary; then, continue to practice these drills until they are automatic. Allow time for individual instruction/assistance, as needed. *Resources: Supplies: Notes:* See text, pages 52 and 53.
- 4 *Teaching Activity:* CHANGING STEP IN MARCHING. Explain and have an AI demonstrate how to correctly respond to the command Change step, MARCH. Have cadets practice this drill; observe/make corrections as necessary; then, continue to practice this drill until it is automatic. Allow time for individual instruction/assistance, as needed. *Resources: Supplies: Notes:* See text, page 53.
- 5 *Teaching Activity:* MARCHING IN PLACE. Explain and have an AI demonstrate how to correctly respond to the command Mark time, MARCH. Have cadets practice this drill; observe/make corrections as necessary; then, continue to practice this drill until it is automatic. Allow time for individual instruction/assistance, as needed. *Resources: Supplies: Notes:* See text, pages 53 and 54.
- 6 *Teaching Activity:* SUMMARY/LOOKING AHEAD. Reemphasize lesson objectives. Assign cadets to read text, pages 169 to 174, and to complete Exercises 31 and 32. *Resources: Supplies: Notes:*

UNIT 3: LEADERSHIP LAB
CHAPTER 1: LEARNING HOW TO LEAD-EXECUTING DRILL
LESSON 3: SQUAD DRILL

Lesson Plans:

C OUTLINE OF INSTRUCTION -- SQUAD DRILL

Notes: ALLOCATION OF TIME -- The teaching of drill in Leadership Lab requires many hours of application. Although we have allotted nine 45-minute periods for this lesson, each SLDC unit should teach these drills according to its own schedule. INSTRUCTIONAL METHOD -- Performance-based. 1. Instructors may teach the lesson activities and drills indicated below in the order that best accomplishes their overall training objectives. 2. Instructors are also encouraged to assign any exercises deemed necessary for cadets to achieve the required level of drill proficiency. Use the Drill Tips from the text to reinforce major points about drill formations, locations of key personnel, and/or distinctive drill procedures/techniques. INSTRUCTIONAL REFERENCES. Text: Pages 55 to 60. Exercises: 33. Answers: Instructor Manual.

Lesson Plan Activities

- 1 *Teaching Activity:* INTRODUCTION. With cadets assembled for drill, state and discuss the specific lesson objectives (drill movements) that you plan to cover in this block of instruction. : *Resources: Supplies: Notes:*
- 2 *Teaching Activity:* SQUAD FORMATIONS. Explain the two basic drill formations for a squad: line (or rank) and column (or file). Explain that squads can also use a column of twos from a column. Have a squad demonstrate these formations; point out the locations of key squad personnel in each of them. *Resources: Supplies: Notes:* See text, page 55.
- 3 *Teaching Activity:* FORMING AND ALIGNING THE SQUAD. Explain and have a squad demonstrate how to correctly respond to the commands: FALL IN; Dress right, DRESS; Ready, FRONT; At close interval, Dress right, DRESS; At double interval, Dress right, DRESS; COUNT OFF; Close interval, MARCH; Normal interval, MARCH; and Double interval, MARCH. Have cadets practice these drills; observe/make corrections as necessary; then, continue to practice these drills until they are automatic. Allow time for individual instruction/assistance, as needed. *Resources: Supplies: Notes:* See text, pages 56 to 58.
- 4 *Teaching Activity:* REST AND DISMISSAL. Explain and have a squad demonstrate how to correctly respond to the commands FALL OUT and DISMISSED. Have cadets practice these drills; observe/make corrections as necessary; then, continue to practice these drills until they are automatic. Allow time for individual instruction/assistance, as needed. *Resources: Supplies: Notes:* See text, page 58.
- 5 *Teaching Activity:* MARCHING THE SQUAD. Explain and have a squad demonstrate how to correctly respond to the commands: Column right (left), MARCH; Column half-right (half-left), MARCH; Rear, MARCH; INCLINE AROUND; Right (left) flank, MARCH; Column of twos to the right (left), MARCH; and File from the left (right), MARCH. Have cadets practice these drills; observe/make corrections as necessary; then, continue to practice these drills until they are automatic. Allow time for individual instruction/assistance, as needed. *Resources: Supplies: Notes:* See text, pages 58 to 60.

UNIT 3: LEADERSHIP LAB
CHAPTER 1: LEARNING HOW TO LEAD-EXECUTING DRILL
LESSON 3: SQUAD DRILL

- 6 *Teaching Activity:* SUMMARY/LOOKING AHEAD. Reemphasize lesson objectives. Assign cadets to complete Exercise 33. *Time in:* *Resources:* *Supplies:* *Notes:*

UNIT 3: LEADERSHIP LAB
CHAPTER 1: LEARNING HOW TO LEAD-EXECUTING DRILL
LESSON 4: PLATOON DRILL

Notes: ALLOCATION OF TIME -- The teaching of drill in Leadership Lab requires many hours of application. Although we have allotted eleven 45-minute periods for this lesson, each SLDC unit should teach these drills according to its own schedule. INSTRUCTIONAL METHOD -- Performance-based.1. Instructors may teach the lesson activities and drills indicated below in the order that best accomplishes their overall training objectives.2. Instructors are also encouraged to assign any exercises deemed necessary for cadets to achieve the required level of drill proficiency. Additionally, instructors should consider using Exercise 58 and the Journal Exercise as out-of-class assignments to reinforce teaching the objectives of this lesson.3. Use the Drill Tips from the text to reinforce major points about drill formations, locations of key personnel, and/or distinctive drill procedures/techniques. INSTRUCTIONAL REFERENCES. Text: Pages 61 to 69. Exercise: 34. Answers: Instructor Manual.

Lesson Plan Activities

- 1 *Teaching Activity:* INTRODUCTION. With cadets assembled for drill, state and discuss the specific lesson objectives (drill movements) that you plan to cover in this block of instruction. *Resources: Supplies: Notes:*
- 2 *Teaching Activity:* PLATOON DRILLS SIMILAR TO SQUAD DRILLS. Explain that platoons execute counting off, changing intervals in lines, marching to the flanks, marching in the opposite direction, inclining around, resting, and dismissing in the same way that squads do. Emphasize that for the most part, platoon drill merely provides the procedures for executing movements in conjunction with other squads formed in the same formation. *Resources: Supplies: Notes:* See text, page 61.
- 3 *Teaching Activity:* PLATOON FORMATIONS. Explain the two prescribed drill formations for the platoon: line and column. Explain that platoons can also use a column of twos from a column. Have a platoon demonstrate these formations; point out the locations of key platoon personnel in each of them. *Resources: Supplies: Notes:* See text, page 61.
- 4 *Teaching Activity:* FORMING AND ALIGNING THE PLATOON. Explain and have a platoon demonstrate how to correctly respond to the commands: FALL IN; Cadet (rank) (name), Front and center; Close (normal) interval, MARCH; Dress right, DRESS; Ready, FRONT; At close (double) interval, Dress Right, DRESS; COVER; RECOVER; Open ranks, MARCH; and Close ranks, MARCH. Have cadets practice these drills; observe/make corrections as necessary; then, continue to practice these drills until they are automatic. Allow time for individual instruction/assistance, as needed. *Resources: Supplies: Notes:* See text, pages 62 and 63.
- 5 *Teaching Activity:* REST AND DISMISSAL. Explain and have a platoon demonstrate how to correctly respond to the commands: PLATOON SERGEANT; TAKE CHARGE OF THE PLATOON; TAKE CHARGE OF YOUR SQUAD; and FALL OUT. Have cadets practice these drills; observe/make corrections as necessary; then, continue to practice these drills until they are automatic. Allow time for individual instruction/assistance, as needed. *Resources: Supplies: Notes:* See text, page 64.
- 6 *Teaching Activity:* MARCHING THE PLATOON. Explain and have a platoon demonstrate how to correctly respond to the commands: Column right (left), MARCH; Column half-right (half-left), MARCH; Counter column, MARCH; File

UNIT 3: LEADERSHIP LAB

CHAPTER 1: LEARNING HOW TO LEAD-EXECUTING DRILL

LESSON 4: PLATOON DRILL

from the left (right), MARCH; File in sequence 3-2-4-1, MARCH; STAND FAST; File from the left (right), Column left (right), MARCH; Column of fours to the right (left), MARCH; Column of twos from the left (right), MARCH; and Column of twos from the left (right), Column left (right), MARCH. Have cadets practice these drills; observe/make corrections as necessary; then, continue to practice these drills until they are automatic. Allow time for individual instruction/assistance, as needed. *Resources: Supplies: Notes: See text, pages 65 to 68.*

- 7 *Teaching Activity: SUMMARY/LOOKING AHEAD.* Reemphasize lesson objectives. Assign cadets to complete Exercise 34 and the Journal Exercise on page 68. *Resources: Notes:*
- 8 *Teaching Activity: UNIT 3 PROJECT.* Assign cadets to begin working on the Unit 3 Project. Assign them completion dates based on their expectations and your judgment. *Resources: Unit 3 Project. Supplies: Notes: See text, page 69.*

UNIT 4: CADET CHALLENGE
CHAPTER 1: GETTING STARTED ON TOTAL FITNESS
LESSON 1: CHOOSING THE RIGHT EXERCISE PROGRAM FOR YOU

Lesson Plans

A OUTLINE OF INSTRUCTION -- CHOOSING THE RIGHT EXERCISE PROGRAM FOR YOU

Objectives:

1. COMPARE THE BENEFITS OF AEROBIC, ANAEROBIC, ISOMETRIC AND ISOTONIC EXERCISE
2. CLASSIFY EXERCISES AS AEROBIC, ANAEROBIC, ISOMETRIC OR ISOTONIC
3. LIST FIVE BENEFITS OF REGULAR EXERCISE
4. IDENTIFY ATTITUDES AND ACTIONS THAT HELP YOU STICK WITH AN EXERCISE PROGRAM
5. DESCRIBE THE THREE PARTS THAT SHOULD MAKE UP EVERY EXERCISE PROGRAM

Notes: ICE-BREAKER ACTIVITY -- Select cadets to stand up and read aloud to the class one fact each from the Youth Fitness Fact Sheet on pages 95 and 96 of the text. Ask cadets to discuss how they feel and what they think about these facts and the fitness of youth today. INSTRUCTIONAL METHOD -- For lesson activities five through nine, eleven, thirteen, fourteen, and sixteen below, lead cadets through a lecture discussion incorporating opportunities for them to participate. Plus, discuss the other point(s) mentioned in those activities and/or topics of your own. INSTRUCTIONAL REFERENCES. Text: pages 70 to 74. Exercises: 18 to 23. Answers: Instructor Manual. ADVANCED ORGANIZER -- None.

Lesson Plan Activities

- 1 ICE-BREAKER ACTIVITY *Teaching Activity:* INTRODUCTION. Facilitate ice breaker. *Resources:* *Supplies:* *Notes:* See lesson plan notes.
- 2 LESSON OBJECTIVES *Teaching Activity:* LESSON OBJECTIVES. Discuss objectives. *Resources:* Overhead 4-1 *Supplies:* Overhead projector *Notes:*
- 3 *Teaching Activity:* KEY WORDS. Discuss lesson key words. *Resources:* Overhead 4-2 *Notes:* See Glossary.
- 4 *Teaching Activity:* CADET ACTIVITY. Lead cadets through key words exercises. Discuss responses. *Resources:* Exercises 18 and 19 *Supplies:* *Notes:*
- :
5 *Teaching Activity:* TYPES OF EXERCISE. Explain that this lesson covers four types of exercise (aerobic, anaerobic, isometric, and isotonic), and that each exercise has different benefits. *Resources:* *Supplies:* *Notes:* See text, pages 71 and 72.
- 6 *Teaching Activity:* AEROBIC EXERCISE. Explain how aerobic exercise works the heart, lungs, and blood vessels and the health benefits attained. Describe how to exercise aerobically and give examples of aerobic activities. *Resources:* Overhead 4-3 *Notes:* See text, page 71.

UNIT 4: CADET CHALLENGE

CHAPTER 1: GETTING STARTED ON TOTAL FITNESS

LESSON 1: CHOOSING THE RIGHT EXERCISE PROGRAM FOR YOU

- 7 *Teaching Activity:* ANAEROBIC EXERCISE. Explain that: (1) anaerobic exercise does not require as much oxygen as aerobic exercise, and (2) instead of endurance, anaerobic exercise works muscles intensely in fast bursts, improving the ability to move quickly from one point to another. Give examples of anaerobic activities. *Resources:* Overhead 4-4 *Notes:* See text, page 71.
- 8 *Teaching Activity:* ISOMETRIC AND ISOTONIC EXERCISES. Explain that isometric and isotonic exercises strengthen muscles by working against resistance. Discuss the difference between isometric and isotonic exercises. Give examples of each. *Resources:* Overhead 4-5 *Notes:* See text, page 71.
- 9 *Teaching Activity:* A BALANCED EXERCISE PROGRAM. Suggest that cadets follow a balanced exercise program that combines exercises that work the heart and lungs, as well as strengthen muscles. However, stress the fact that any exercise they participate in will be beneficial. *Resources:* *Supplies:* *Notes:* See text, page 72.
- 10 *Teaching Activity:* CADET ACTIVITY. Have cadets classify activities as aerobic, anaerobic, isometric, or isotonic by completing the exercise. Discuss responses. *Resources:* Exercise 20. *Supplies:* *Notes:*
- 11 BENEFITS OF EXERCISE *Teaching Activity:* BENEFITS OF EXERCISE. Discuss the benefits of exercise. *Resources:* Overhead 4-6 *Notes:* See text, page 72.
- 12 *Teaching Activity:* CADET ACTIVITY. Reinforce the benefits of exercise by having cadets complete the exercise. Discuss responses. *Resources:* Exercise 21. *Supplies:* *Notes:*
- 13 *Teaching Activity:* THREE PARTS OF AN EXERCISE PROGRAM. Explain that no matter what exercise program cadets follow, it should have warm-up, conditioning, and cool-down periods. Discuss each period, giving examples of exercises that fit in each period. Stress the importance of pushing yourself during the conditioning period, increasing activity as you become stronger. Explain that muscle strengthening exercises should only be done every other day to allow your muscles a day of rest. *Resources:* Overhead 4-7 *Notes:* See text, page 72.
- 14 *Teaching Activity:* WEEKLY PHYSICAL FITNESS TRAINING SCHEDULE. Refer to the sample schedule as an example of a balanced exercise program that includes warming-up, conditioning, and cooling -down, as well as days of rest (recovery days) between strength training. *Resources:* Overhead 4-8 *Notes:* See text, page 73.
- 15 *Teaching Activity:* CADET ACTIVITY. Follow-up the previous discussion by having cadets complete the exercise. *Resources:* Exercise 22. *Supplies:* *Notes:*
- 16 *Teaching Activity:* STICKING WITH AN EXERCISE PROGRAM. Discuss actions cadets can take and attitudes they can have that will help them stick with an exercise program. Ask for volunteers to explain how they stick with exercising. *Resources:* Overhead 4-9 *Notes:* See text, pages 73 and 74.

UNIT 4: CADET CHALLENGE

CHAPTER 1: GETTING STARTED ON TOTAL FITNESS

LESSON 1: CHOOSING THE RIGHT EXERCISE PROGRAM FOR YOU

- 17 *Teaching Activity:* CADET ACTIVITY. To reinforce ideas presented in the previous discussion, have cadets complete the exercise. Discuss responses.
Resources: Exercise 23. *Supplies:* *Notes:*

- 18 *Teaching Activity:* SUMMARY/LOOKING AHEAD. Reemphasize lesson objectives. Assign cadets to read text, pages 101 to 105, and to complete the Journal Exercise on page 74. *Resources:* *Supplies:* *Notes:* Spot check previous journal exercise entries.

UNIT 4: CADET CHALLENGE
CHAPTER 1: GETTING STARTED ON TOTAL FITNESS
LESSON 2: YOU ARE WHAT YOU EAT

Objectives:

1. RECOGNIZE HOW CALORIES CONSUMED VERSUS CALORIES USED AFFECTS BODY WEIGHT
2. IDENTIFY THE SIX FOOD GROUPS AND SERVINGS ON THE FOOD GUIDE PYRAMID
3. IDENTIFY BENEFITS AND SOURCES OF FIBER
4. DISCUSS THE IMPORTANCE OF WATER TO THE BODY
5. DESCRIBE POSSIBLE EFFECTS OF A DIET HIGH IN FAT AND CHOLESTEROL

Notes: INSTRUCTIONAL METHOD -- For lesson activities four through six and eight through thirteen below, lead cadets through a lecture discussion incorporating opportunities for them to participate; discuss the other point(s) mentioned in those activities and/or topics of your own. INSTRUCTIONAL REFERENCES. Text: pages 75 to 79. Exercises: 24 to 28. Answers: Instructor Manual. ADVANCED ORGANIZER -- None.

Lesson Plan Activities

- 1 *Teaching Activity:* INTRODUCTION. State lesson objectives. Discuss objectives. *Resources:* Overhead 4-10 *Supplies:* Overhead projector
Notes:
- 2 *Teaching Activity:* KEY WORDS. Discuss lesson key words. *Time in:*
Outside time: *Resources:* Overhead 4-11 *Notes:* See Glossary.
- 3 *Teaching Activity:* CADET ACTIVITY. Lead cadets through key words exercise. Discuss responses. *Resources:* Exercise 24. *Supplies:*
Notes:
- 4 *Teaching Activity:* FOOD FOR ENERGY. Explain that the food you eat provides your body with energy, or calories, to keep it functioning.
Resources: Overhead 4-12 *Notes:* See text, page 75.
- 5 *Teaching Activity:* USING CALORIES. Explain that even if you are still or sleeping, your body uses a certain number of calories on basic functions, like your heart beating, to keep you alive. Then, explain that in addition to these calories, your body uses calories to do everything else, like studying. Finally, explain that while you cannot control the number of calories your body uses on basic functions, you can control the number you use the rest of the time by being more or less active. *Resources:* Overhead 4-13 *Notes:* See text, page 75.
- 6 *Teaching Activity:* BALANCING CALORIES. Explain that when you eat the same amount of calories that you use, your weight stays the same; that when you eat more than you use, you gain weight; and that when you eat less than you use, you lose weight. Refer to the story in the text about Karen and Andrea to emphasize the importance of balancing the number of calories you eat against how many you use through daily activity. *Resources:*
Overhead 4-14 *Notes:* See text, pages 75 to 77.

UNIT 4: CADET CHALLENGE
CHAPTER 1: GETTING STARTED ON TOTAL FITNESS
LESSON 2: YOU ARE WHAT YOU EAT

- 7 *Teaching Activity:* CADET ACTIVITY. Reinforce the idea of balancing calories by having cadets complete the exercise. Discuss responses. :
Resources: Exercise 25. *Supplies:* *Notes:*
- 8 *Teaching Activity:* DIET AND HEALTH. Explain that not only is it important to eat the appropriate amount of calories for energy and proper weight, it is also important to get proper nutrition from those calories. Point out Karen's poor diet in the story, and emphasize that many health problems relate to poor diet. *Resources:* *Supplies:* *Notes:* See text, pages 77 and 78.
- 9 *Teaching Activity:* THE FOOD GUIDE PYRAMID. Explain that the Food Guide Pyramid provides guidelines for the types of food and number of servings you should eat daily to get the nutrients your body needs. Go over each food group individually. *Resources:* Overhead 4-15 *Notes:* See text, page 77.
- 10 *Teaching Activity:* FIBER. Discuss fiber, stressing its health benefits. Give examples of foods that are high in fiber. *Resources:* Overhead 4-16 *Notes:* See text, page 77.
- 11 *Teaching Activity:* WATER. State that water makes up 65% of the body, and discuss the functions it aids in the body. Emphasize the importance of drinking five or six glasses a day, and more on days when you exercise. *Resources:* Overhead 4-17 *Notes:* See text, page 77.
- 12 *Teaching Activity:* FAT AND CHOLESTEROL. Describe cholesterol, and explain that while it is needed by the body, too much is harmful. Discuss the health risks associated with high cholesterol. Emphasize eating less fat and more fiber to lower cholesterol. *Resources:* Overhead 4-18 *Notes:* See text, pages 77 and 78.
- 13 *Teaching Activity:* SALT, SUGAR, AND CAFFEINE. Discuss the effects of too much salt and caffeine on the body. Explain that many sugary foods like candy and soda provide the body with calories, but few nutrients. Emphasize that foods containing these empty calories should not be eaten in place of foods that provide nutrition or when trying to lose weight. *Resources:* Overhead 4-19 *Notes:* See text, page 78.
- 14 *Teaching Activity:* CADET ACTIVITIES. End the class discussion by having cadets complete the exercises. Discuss responses. *Resources:* Exercises 26 to 28. *Supplies:* *Notes:*
- 15 *Teaching Activity:* SUMMARY/LOOKING AHEAD. Reemphasize lesson objectives. Assign cadets to read text, pages 86 to 89, and to complete the Journal Exercises on pages 78 and 79. *Resources:* *Supplies:* *Notes:* Spot check previous journal exercise entries.

UNIT 5: FIRST AID AND YOUR HEALTH
CHAPTER 1: SPLIT SECOND EMERGENCIES/LEARNING TO SAVE A LIFE
LESSON 1: LIFE-SAVING STEPS TO CONSIDER/YOUR RESPONSE

Lesson Plans:

A OUTLINE OF INSTRUCTION -- LIFE-SAVING STEPS TO CONSIDER/YOUR RESPONSE

Objectives:

1. DEFINE FIRST AID
2. DESCRIBE PROCEDURES FOR EVALUATING A VICTIM
3. DESCRIBE BASIC LIFE-SAVING OR FIRST AID STEPS TO TAKE BASED ON EVALUATION OF A VICTIM
4. RECOGNIZE THE IMPORTANCE OF MAINTAINING A FIRST AID KIT AND SITUATIONS/LOCATIONS IN WHICH ONE SHOULD BE AVAILABLE
5. LIST INFORMATION THAT SHOULD BE INCLUDED IN A 911 CALL FOR A MEDICAL EMERGENCY

Notes: ICE-BREAKER ACTIVITY -- Ask for volunteers to describe any emergency situations that they have witnessed or in which they have been involved. Discuss how first aid was given in those situations. Stress that first aid can mean the difference between life and death, permanent and temporary disability, or long- or short-term recovery for accident victims. GROUP ACTIVITY -- Divide cadets into two teams. Have members of each team number themselves consecutively starting with one. If you have an uneven number of cadets in class, have a member of the smaller team agree to take two numbers. Have cadet number one from both teams step forward. Describe an accident victim or victims to them (see Advanced Organizer) and ask them what evaluation or first aid step they would take given the condition of the victim(s). Call on the number one cadet who raises his/her hand first to answer the question. If the answer is right, he/she wins a point for his/her team. If the answer is wrong, give the other number one cadet a chance to answer. If the answer is right, his/her team gets the point. If not, save that victim description to use later in the game and call on cadet number two from each team. Continue until all cadets have had a chance to play and all victim descriptions have been used and addressed correctly. Keep score on the chalkboard. Total the scores and congratulate the winning team. INSTRUCTIONAL METHOD -- For lesson activities four through ten below, lead cadets through a lecture discussion incorporating opportunities for them to participate. Plus, discuss the other point(s) mentioned in those activities and/or topics of your own. INSTRUCTIONAL REFERENCES. Text: pages 86 to 89. Exercises: 35 and 36. Answers: Instructor Manual. ADVANCED ORGANIZER -- Use this list of accident victim descriptions for the group activity: (1) a child lying on the ground who does not respond to gentle shaking or your voice, (2) a conscious victim who is bleeding from the head, (3) a man lying still on the ground next to a woman who is bleeding and calling for help, (4) an unconscious victim with no pulse, (5) a man who has fallen from a roof and says he cannot move, (6) a conscious victim who is choking, (7) a woman who is bleeding severely and her friend who is in shock, and (8) a conscious victim with a broken leg who is in shock. Create more descriptions if necessary to ensure the number of descriptions is half the number of cadets in your class.

Lesson Plan Activities

- 1 *Teaching Activity:* INTRODUCTION. Facilitate ice breaker. *Resources:* *Supplies:* *Notes:* See lesson plan notes.

UNIT 5: FIRST AID AND YOUR HEALTH
CHAPTER 1: SPLIT SECOND EMERGENCIES/LEARNING TO SAVE A LIFE
LESSON 1: LIFE-SAVING STEPS TO CONSIDER/YOUR RESPONSE

- 2 *Teaching Activity:* LESSON OBJECTIVES. Discuss objectives.
Resources: Overhead 6-1 *Supplies:* Overhead projector *Notes:*
- 3 *Teaching Activity:* KEY WORDS. Discuss lesson key words. *Resources:* Overhead 6-2 *Notes:* See Glossary
- 4 *Teaching Activity:* DEFINITION OF FIRST AID. Define first aid. Explain that it includes: (1) dealing with the situation, the injured person, and the injury; (2) encouraging the victim; and (3) showing a willingness to help.
Resources: Overhead 6-3 *Notes:* See text, pages 86 and 87.
- 5 *Teaching Activity:* FIRST AID KIT. Explain that first aid is easier with a first aid kit and that you should keep one at home/in your car, and take one on trips/hikes. List first aid kit items and discuss the importance of including rubber gloves and face shields. *Resources:* Overhead 6-4 *Notes:* See text, page 87.
- 6 *Teaching Activity:* EVALUATING THE VICTIM. Explain that when encountering an injured person, first evaluate him or her to determine what, if any, first aid is required. Explain that the procedure for evaluating a victim involves checking for the most serious health risks first (breathing/heartbeat, bleeding, shock), and then for less-threatening problems. State that the first aid performed should parallel the evaluation sequence. *Resources:* Overhead 6-5 *Notes:* See text, page 87.
- 7 *Teaching Activity:* GET INFORMATION. Discuss the importance of getting information from a conscious victim and from witnesses who saw what happened to an unconscious victim. Stress the importance of looking for medical alert identification to give you a clue as to a victim's medical condition. *Resources:* Overhead 6-6 *Notes:* See text, page 87.
- 8 *Teaching Activity:* CALL 911. Stress the importance of having someone dial 911 when in an emergency; or if you are alone, treating a victim with a life-threatening condition first and then calling 911 yourself. Discuss information given during a call. Describe an emergency, then select a cadet to act out making a 911 call for that situation. Repeat with other situations and cadets, if time. *Resources:* Overhead 6-7 *Notes:* See text, page 87.
- 9 *Teaching Activity:* OTHER RULES. Discuss other important rules to follow at the scene of an accident including remaining calm, acting quickly, not moving an injured person, and evaluating/treating more than one victim.
Resources: Overhead 6-8 *Notes:* See text, pages 87 and 88.
- 10 *Teaching Activity:* THE LIFE-SAVING STEPS. Carefully review the life-saving steps listed in the text. Explain that specific procedures for treatment of different injuries are covered in detail in later lessons. *Resources:* *Supplies:* *Notes:* See text, pages 88 and 89.
- 11 *Teaching Activity:* GROUP ACTIVITY. To reinforce the evaluation and life-saving steps, facilitate the group activity. *Resources:* *Supplies:* *Notes:* See lesson plan notes.
- 12 *Teaching Activity:* SUMMARY/LOOKING AHEAD. Reemphasize lesson

UNIT 5: FIRST AID AND YOUR HEALTH

CHAPTER 1: SPLIT SECOND EMERGENCIES/LEARNING TO SAVE A LIFE

LESSON 1: LIFE-SAVING STEPS TO CONSIDER/YOUR RESPONSE

objectives. Assign cadets to read text, pages 90 to 95, and to complete the

Journal Exercise on page 89. *Resources: Supplies:*

UNIT 5: FIRST AID AND YOUR HEALTH
CHAPTER 1: SPLIT SECOND EMERGENCIES/LEARNING TO SAVE A LIFE
LESSON 2: THE FIRST LIFE SAVING STEPS

Lesson Plans

A OUTLINE OF INSTRUCTION -- THE FIRST LIFE-SAVING STEPS

Notes: INTRODUCTION TO VIDEOTAPE -- The videotape 6-1, "Heimlich Maneuver: How to Save a Choking Victim," demonstrates how to save a choking victim's life.
INSTRUCTIONAL METHOD -- Consider using a guest speaker from the fire department or the American Red Cross, American Heart Association, or other health organization to accomplish lesson activities four through six, nine, eleven, and twelve below; otherwise, lead cadets through a lecture discussion incorporating opportunities for them to participate. Plus, discuss the other point(s) mentioned in those activities and/or topics of your own. INSTRUCTIONAL REFERENCES¹. Text: pages 90 to 95. Exercises: 37 to 40. Answers: Instructor Manual. ADVANCED ORGANIZER¹. If using a guest speaker to present material in this lesson (see Instructional Method), coordinate with the fire department, American Red Cross, American Heart Association, or other health organization to ensure a speaker is available for the day and time of this class.²
Preview Videotape 6-1 (Aims Media, 17 minutes) prior to class session.

Lesson Plan Activities

- 1 *Teaching Activity:* INTRODUCTION. State lesson objectives. Discuss objectives. *Resources:* Overhead 6-9 *Supplies:* Overhead projector
Notes
- :
- 2 *Teaching Activity:* KEY WORDS. Discuss lesson key words. *Resources:* Overhead 6-10 *Notes:* See Glossary.
- 3 *Teaching Activity:* CADET ACTIVITY. Lead cadets through key words exercises. Discuss responses. *Resources:* Exercises 37 to 39. *Supplies:* *Notes:* These exercises also contain the key words for the preceding lesson.
- 4 *Teaching Activity:* A-B-C. Discuss how the letters A-B-C (airway, breathing, circulation) can help you remember the most important problems to check for and steps to take in an emergency situation. *Resources:* Overhead 6-11 *Notes:* See text, page 90.
- 5 *Teaching Activity:* CLEARING THE AIRWAY OF A CONSCIOUS VICTIM. Explain that a person whose airway is completely blocked cannot make a sound and requires help, whereas a person who can speak or cough is getting air and should try to clear his or her airway without help. State that the best way to clear a person's airway is the Heimlich maneuver and list/demonstrate procedures. Explain changes for overweight persons and pregnant women. Explain/demonstrate how to clear your own airway if you are choking and alone. *Resources:* Overhead 6-12 *Notes:* See text, pages 90 and 91.
- 6 *Teaching Activity:* CLEARING THE AIRWAY OF AN UNCONSCIOUS VICTIM. List procedures for clearing the airway of an unconscious person. Explain how the procedures differ if the person is obese or a pregnant woman. *Resources:* *Supplies:* *Notes:* See text, pages 91 and 92.
- 7 *Teaching Activity:* VIDEO. Introduce and show video. *Resources:* Videotape 6-1 *Supplies:* Videotape player/TV monitor *Notes:* See lesson plan notes.

UNIT 5: FIRST AID AND YOUR HEALTH
CHAPTER 1: SPLIT SECOND EMERGENCIES/LEARNING TO SAVE A LIFE
LESSON 2: THE FIRST LIFE SAVING STEPS

- 8 *Teaching Activity:* CADET ACTIVITY. To reinforce how to clear a victim's airway, have cadets complete the exercises. Discuss responses.
Resources: Exercise 40. *Supplies:* *Notes:*
- 9 *Teaching Activity:* RESTORING THE BREATHING. Explain that rescue breathing or mouth-to-mouth resuscitation can prevent brain damage and death. Stress that for the best and safest results, cadets should consider taking a class on mouth-to-mouth resuscitation from a qualified instructor. Review procedures for giving mouth-to-mouth resuscitation to adults and infants/small children. *Resources:* Overhead 6-13 *Notes:* See text, pages 92 and 93.
- 10 *Teaching Activity:* CADET ACTIVITY. To reinforce procedures for mouth-to-mouth resuscitation, have cadets complete the exercise. Discuss responses.
Resources: *Supplies:* *Notes:*
- 11 *Teaching Activity:* CPR. State that CPR is a combination of mouth-to-mouth resuscitation and closed chest heart massage. Explain how it keeps the brain and heart alive. *Resources:* Overhead 6-14 *Notes:* See text, page 93.
- 12 *Teaching Activity:* PERFORMING CPR. Explain that CPR can be performed by one or more rescuers and that the procedures in the text are for a single rescuer. Stress that for the best and safest results, cadets should consider taking a class on CPR from a qualified instructor. Review procedures for performing CPR on an adult, an infant, and a child. Include steps to take before performing CPR, and state that you should only proceed with CPR if the victim has no pulse. *Resources:* Overhead 6-15 *Notes:* See text, pages 93 to 95.
- 13 *Teaching Activity:* CADET ACTIVITIES. To reinforce procedures for CPR, have cadets complete Exercises. Then, as a chapter review, have cadets complete the remaining exercises. Discuss responses. *Resources:* *Supplies:* *Notes:*
- 14 *Teaching Activity:* SUMMARY/LOOKING AHEAD. Reemphasize lesson objectives. Assign cadets to read text, pages 153 to 156, and to complete the Journal Ex. on page 95. *Resources:* *Supplies:* *Notes:* Spot check previous journal exercise entries.

UNIT 5: FIRST AID AND YOUR HEALTH
CHAPTER 3: FIRST AID EXTRAS
LESSON 1: TREATING FOR SHOCK AND IMMOBILIZING

Objectives:

1. EXPLAIN CAUSES AND EFFECTS OF SHOCK
2. IDENTIFY SIGNS OF SHOCK
3. DEMONSTRATE HOW TO TREAT FOR SHOCK
4. IDENTIFY FRACTURES AS CLOSED OR OPEN
5. DEMONSTRATE PROCEDURES FOR IMMOBILIZING FRACTURES USING SPLINTS AND SLINGS

Notes: GROUP ACTIVITY -- Divide cadets into groups of three. Have each group select a group member to act as an accident victim who is in shock. Using available first aid supplies (see Advanced Organizer), have the other two members of each group demonstrate how to treat the victim for shock. Once you are satisfied with each group's performance, have them select another member to act as a victim with a leg broken below the knee. Have the other two members of each group immobilize the leg using available splinting material. Once you are satisfied that all groups have applied the splints correctly, have the final group member who has not acted as a victim take the role of a victim with a broken arm fractured below the elbow. Have the other two members of each group immobilize the arm without the use of splinting material. Observe each group and give advice or correction where necessary. INSTRUCTIONAL METHOD -- Consider using a guest speaker from the fire department or the American Red Cross or other health organization to accomplish lesson activities five through seven and nine through eleven below; otherwise, lead cadets through a lecture discussion incorporating opportunities for them to participate. Plus, discuss the other point(s) mentioned in those activities and/or topics of your own. INSTRUCTIONAL REFERENCES. Text: pages 100 to 103. Exercises: 46 to 49. Answers: Instructor Manual. ADVANCED ORGANIZER 1. If using a guest speaker to present material in this lesson (see Instructional Method), coordinate with the fire department, American Red Cross, or other health organization to ensure a speaker is available for the day and time of the class. 2. Based on the number of cadets in your class divided into groups of three, have enough sticks or boards, strips of cloth, towels, blankets, and large safety pins for completion of the group activity.

Lesson Plan Activities

- 1 *Teaching Activity:* INTRODUCTION. State that after restoring breathing/heartbeat and controlling bleeding, treat for shock. Explain that even if a person shows no signs of shock, he/she should be treated for shock, since shock can follow all injuries and may become life-threatening if left untreated. Explain that after treating for shock, take care of broken bones, and if there is a question of whether or not a bone is broken, it should be treated as if it were.
Resources: Supplies: Notes
- 2 LESSON OBJECTIVES *Teaching Activity:* LESSON OBJECTIVES. Discuss objectives. *Resources: Overhead 6-24 Notes:*
- 3 KEY WORDS *Teaching Activity:* KEY WORDS. Discuss lesson key words.
Resources: Overhead 6-25 Notes: See Glossary.
- 4 *Teaching Activity:* CADET ACTIVITY. Lead cadets through key words exercise. Discuss responses. *Resources: Exercise 46. Supplies: Notes:*

UNIT 5: FIRST AID AND YOUR HEALTH
CHAPTER 3: FIRST AID EXTRAS
LESSON 1: TREATING FOR SHOCK AND IMMOBILIZING

- 5 *Teaching Activity:* SHOCK. Discuss shock including what brings it on, how it disrupts circulation, possible results of circulation disruption, and factors affecting its severity. *Resources:* Overhead 6-26 *Notes:* See text, pages 100 and 101.
- 6 *Teaching Activity:* SIGNS OF SHOCK. List signs of shock. Discuss fainting as a mild form of shock. *Resources:* Overhead 6-27 *Notes:* See text, page 101.
- 7 *Teaching Activity:* TREATING SHOCK. Explain that procedures for treating shock should improve circulation, ensure an adequate supply of oxygen, and maintain normal body temperature. Review procedures as listed in the text. *Resources:* Overhead 6-28 *Notes:* See text, page 101.
- 8 *Teaching Activity:* CADET ACTIVITY. To reinforce procedures for treating shock, have cadets complete the exercises. Discuss responses. *Resources:* Exercises 47 and 48. *Supplies:* *Notes:*
- 9 *Teaching Activity:* FRACTURES. Explain the difference between a closed/simple fracture and an open/compound fracture. Stress that if you are not sure whether an injury is a sprain or a fracture, treat it like a fracture. *Resources:* Overhead 6-29 *Notes:* See text, pages 101 and 102.
- 10 *Teaching Activity:* DO'S AND DON'TS. Discuss the do's and don'ts of treating fractures as listed in the text. *Resources:* *Supplies:* *Notes:* See text, page 102.
- 11 *Teaching Activity:* IMMOBILIZING FRACTURES. Detail/demonstrate procedures for immobilizing a bone using splints. Discuss when and how to use a sling, including a field expedient sling. Explain how to immobilize a leg fracture and a broken arm if no splinting material is available. *Resources:* Overhead 6-30 *Notes:* See text, pages 102 and 103.
- 12 *Teaching Activity:* GROUP ACTIVITY. Facilitate the group activity. *Resources:* *Supplies:* *Notes:* See lesson plan notes.
- 13 *Teaching Activity:* CADET ACTIVITY. Reinforce information presented in this lesson by having cadets complete the exercise. Discuss responses. *Resources:* Exercise 49. *Supplies:* *Notes:*
- 14 *Teaching Activity:* SUMMARY/LOOKING AHEAD. Reemphasize lesson objectives. Assign cadets to complete Unit 5 Project 1 on pages 112 and 113 of the text, to read text, pages 104 to 114, and to complete the Journal Exercise on page 103. *Resources:* Unit 5 Project 1 *Supplies:* *Notes:* Spot check previous journal exercise entries.

UNIT 5: FIRST AID AND YOUR HEALTH
CHAPTER 4: SUBSTANCE ABUSE
LESSON 1: DRUGS : OUT OF CONTROL

Objectives:

1. RECOGNIZE THE DIFFERENCE BETWEEN DRUG USE, MISUSE AND ABUSE
2. RECOGNIZE WHY PEOPLE ABUSE DRUGS AND WAYS TO REMAIN DRUG-FREE
3. IDENTIFY STREET NAMES FOR COMMONLY ABUSED DRUGS
4. IDENTIFY THE SOURCES OF COMMONLY ABUSED DRUGS
5. IDENTIFY HOW COMMONLY ABUSED DRUGS ARE TAKEN INTO THE BODY

Notes: ICE-BREAKER ACTIVITY -- Discuss the definition of "drug" as any substance taken into the body that changes how the body functions, whether mentally or physically -- including medications to prevent and treat disease as well as substances to which a person can become addicted. Stress that both legal and illegal drugs can be addictive. Give alcohol and nicotine as examples of legal drugs that can be addictive, and state that many drugs used medically can lead to addiction when abused. Finally, read the statistics in the "Did You Know" box on page 162 of the text aloud to emphasize the nature of drug abuse in the United States. INSTRUCTIONAL METHOD1. For lesson activities five, seven, eight, and ten through twenty-two below, lead cadets through a lecture discussion incorporating opportunities for them to participate. Plus, discuss the other point(s) mentioned in those activities and/or topics of your own.2. Have a guest speaker from a drug abuse prevention program or police department discuss drug abuse prevention to the class. Schedule 45 minutes for the guest speaker.3. Consider showing the videotape "AIDS: Everything You Should Know" (20 minutes) from AIMS Media to support/reinforce this harmful effect of using drugs. Plus, if time permits, consider showing the optional videotapes, "Shattered -- If Your Kid's on Drugs" (60 minutes) and "Feelin' Good: Alternatives to Drug Abuse" (12 minutes) to support/reinforce this instruction. INSTRUCTIONAL REFERENCES1. Text: pages 104 to 114. Exercises: Instructor Manual. Answers: Instructor Manual. ADVANCED ORGANIZER1. Use a guest speaker to make a presentation to the class (see Instructional Method 2); coordinate with the drug abuse prevention program and/or the police department to ensure a speaker is available for the day and time of the class.2. If you plan to show the optional videotapes (see Instructional Method 3), obtain copies from the school or local library or a video rental store. Preview the tapes prior to class.

Lesson Plan Activities

- 1 *Teaching Activity:* INTRODUCTION. Facilitate ice breaker. *Notes:* See lesson plan notes and text, pages 104 and 105.
- 2 *Teaching Activity:* LESSON OBJECTIVES. Discuss objectives. *Resources:* Overheads 6-31 and 6-32 *Notes:*
- 3 *Teaching Activity:* KEY WORDS. Discuss lesson key words. *Resources:* Overhead 6-33 *Notes:* See Glossary.
- 4 CADET ACTIVITY *Teaching Activity:* CADET ACTIVITY. Lead cadets through key words exercises. Discuss responses. *Resources:* Exercises 50 and 51. *Supplies:* *Notes:*
- 5 *Teaching Activity:* DRUG USE, MISUSE, AND ABUSE. Explain the difference between drug use, misuse, and abuse. Ask for volunteers to give examples of each. *Resources:* Overhead 6-34 *Notes:* See text, page 104.

UNIT 5: FIRST AID AND YOUR HEALTH
CHAPTER 4: SUBSTANCE ABUSE
LESSON 1: DRUGS : OUT OF CONTROL

- 6 *Teaching Activity:* CADET ACTIVITY. Have cadets classify cases of drug use, misuse, and abuse by completing the exercise. Discuss responses. *Resources:* Exercise 52 *Supplies:* *Notes:*
- 7 *Teaching Activity:* WHY PEOPLE ABUSE DRUGS. Discuss why people abuse drugs (curiosity, rebellion, peer pressure, unhappiness, loneliness, stress, to fill a void, etc.). Explain that: (a) many drugs produce pleasurable feelings that wear off as the drug wears off, causing people to use it again and leading to addiction; and (b) drugs like crack cocaine are far more addictive than others, which is why it is important not to take them. *Resources:* *Supplies:* *Notes:* See text, page 105.
- 8 *Teaching Activity:* REMAINING DRUG-FREE. Discuss ways to remain drug-free. *Resources:* Overhead 6-35 : See text, page 105 and 106.
- 9 *Teaching Activity:* ALCOHOL. Discuss alcohol, including the legal age for consumption, its depressant effect, its effects when consumed in moderation and excess, and associated health risks, accidents, and violence. *Resources:* Overhead 6-36 *Notes:* See text, page 106.
- 10 *Teaching Activity:* MARIJUANA. Discuss marijuana, including its street names, cannabis as its source, how it is taken, its effects on the brain, and associated health risks. Stress that, as with all illegal drugs, it is not tested and may be mixed with other, possibly dangerous, substances. *Resources:* Overhead 6-37 *Notes:* See text, pages 106 and 107.
- 11 *Teaching Activity:* COCAINE. Discuss cocaine, including its street names, the coca bush as its source, how it is taken, its stimulant effect, strong physical/psychological dependency, crack's extreme addictiveness, associated health/social risks, and results of overdose. *Resources:* Overhead 6-38 *Notes:* See text, page 107.
- 12 *Teaching Activity:* AMPHETAMINES. Discuss amphetamines, including their street names, their stimulant effect and medical uses, severe addiction as the body builds up a tolerance requiring greater doses, how they are taken, risks of hepatitis and HIV through shared needles, other associated side effects and health risks, and withdrawal symptoms. *Resources:* Overhead 6-39; *Supplies:* Overhead projector; videotape player/TV monitor *Notes:* See text, pages 107 and 108.
- 13 *Teaching Activity:* METHAMPHETAMINE. Discuss methamphetamine, including its street names, its similarity to amphetamines, its extremely addictive smokable form called "ice," associated health risks, and the designer drug "methcathinone." *Resources:* Overhead 6-40 *Notes:* See text, page 108.
- 14 *Teaching Activity:* BARBITURATES. Discuss barbiturates, including their depressant quality, medical uses, associated side effects and health risks, results of overdose including accidental death/poisoning, and withdrawal symptoms. : *Resources:* Overhead 6-41 *Supplies:* *Notes:* See text, pages 108 and 109.
- 15 *Teaching Activity:* HEROIN. Discuss heroin, including its street names, narcotic effect, extreme addictiveness, how it is taken, results of overdose, and withdrawal symptoms. *Resources:* Overhead 6-42 *Notes:* See

UNIT 5: FIRST AID AND YOUR HEALTH
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text, page 109.

- 16 *Teaching Activity: HALLUCINOGENS.* Discuss the hallucinogens LSD, PCP, psilocybin, and mescaline. Give their street names, the sources of the drugs, and associated side effects and health risks. Explain that eating mushrooms (psilocybin) poses an additional danger in that many look alike and some are poisonous enough to cause death. *Resources:* Overhead 6-43
Notes: See text, page 109.
- 17 *Teaching Activity: INHALANTS.* Discuss inhalants, including products (like glue and freon) that are abused as inhalants, huffing and bagging, medically used inhalants, health risks, their unpredictable effects, and possible death after only one use. *Resources:* Overhead 6-44 *Supplies:* Overhead projector *Notes:* See text, pages 109 and 110.
- 18 *Teaching Activity: ECSTASY.* Discuss ecstasy as a designer drug resembling cocaine. Give its street names, how it is taken, side effects and health risks. *Resources:* Overhead 6-45 *Notes:* See text, page 110.
- 19 *Teaching Activity: ROHYPNOL.* Discuss rohypnol, including its street names, legal use as a sedative in Europe and Latin America, and effects that gave it the reputation of "date-rape pill." *Resources:* Overhead 6-46 *Notes:* See text, page 110.
- 20 *Teaching Activity: SIGNS OF DRUG ABUSE.* Discuss the signs of drug abuse listed in the text. Explain steps to take if you believe a friend or family member is abusing drugs. *Resources:* *Supplies:* *Notes:* See text, page 110.
- 21 *Teaching Activity: FIRST AID TREATMENT.* Discuss basic rules for treating someone for a drug overdose or excessive alcohol consumption. Stress the importance of calling poison control or a local emergency room first to tell them what the person has taken and get advice on what specific actions to take. *Resources:* *Supplies:* *Notes:* See text, page 111.
- 22 *Teaching Activity: CADET ACTIVITIES.* Follow-up discussion by having cadets complete the exercises. Discuss responses. *Resources:* Exercises 53. *Supplies:* *Notes:*
- 23 *Teaching Activity: SUMMARY/LOOKING AHEAD.* Reemphasize lesson objectives. Assign cadets to complete Unit 5 Project 2 on page 114 of the text, and to complete the Journal Exercise on page 111. *Resources:* Unit 5 Project 2. *Supplies:* *Notes:* Spot check previous journal exercise entries.

UNIT 6: MAP READING
CHAPTER 1: DON'T GET LOST
LESSON 1: INTRODUCTION TO MAPS

Objectives:

1. RECOGNIZE AND USE MARGINAL INFORMATION AND BAR SCALES ON STANDARD ROAD MAPS
2. RECOGNIZE MAP SYMBOLS/COLORS AND THE FEATURES THEY REPRESENT ON STANDARD ROAD MAPS
3. EXPLAIN THE 3-STEP PROCESS TO ORIENT STANDARD ROAD MAPS BY MATCHING GROUND FEATURES TO MAP FEATURES

Notes: INSTRUCTIONAL METHODS – For lesson activities four through nine and eleven below, lead cadets through a lecture discussion incorporating opportunities for them to participate. Plus, discuss the other point (s) mentioned in those activities and/or topics of your own. INSTRUCTIONAL REFERENCES. Text: Pages 115 to 120.

Lesson Plan Activities

- 1 *Teaching Activity:* INTRODUCTION. State lesson objectives. Discuss objectives. Resources: Overhead 7-1 Supplies: Overhead projector Notes:
- 2 *Teaching Activity:* MAP AS, TYPES OF MAPS, AND MAP READING. Discuss the Definition of a map; explain that it would be impossible to show every feature of the earth's surface or its true scale on a map. Discuss that map reading is simply the ability to read, understand, and use different kinds of maps. Mention that the most common types of maps are local (city/state) road maps (tourist maps), geographic maps/atlasses, and topographic maps. Discuss other forms of maps (photomaps, special purpose maps, relief maps, etc) as desired. Resources: Overhead 7-2 Notes: See text, page 115.
- 3 *Teaching Activity:* MARGINAL INFORMATION. Discuss the types of marginal Information that are printed on most road maps – emphasize that this information varies by map and mapmaker. (Note: Bar scales and map symbols are covered separately below) Explain how to use the alpha-numeric codes to locate streets or cities (depending on the type of map) and the usefulness of the information in the legend. State the importance of checking the printing note on maps to know how old the map you are using is. Resources: Overhead 7-3 Notes: See text, page 116.
- 4 *Teaching Activity:* BAR SCALES. Explain that bar scales are special rulers used to measure Ground distance on a map. Emphasize that these scales also vary by map. Explain that the Two most common units of measurement on road maps are miles and kilometers. Give cadets several easy exercises using the local maps to measure road distances and to interpolate distances between the known measurements on the scales. Resources: Overhead 7-4. Notes: See text, page 116.
- 5 *Teaching Activity:* MAP SYMBOLS. Refer to the legend and discuss the different types of Symbols most frequently used on road maps. Emphasize in your discussion the different types of roads/highways and interchanges, ways maps measure mileage between towns/junctions, the various route markers (as they pertain to your state), and special local features. Stress the driver responsibility shown on Overhead 7-6

UNIT 6: MAP READING

CHAPTER 1: DON'T GET LOST

LESSON 1: INTRODUCTION TO MAPS

when driving in different states. Resources: Overhead 7-5 Notes: See text, pages 116 to 118.

6. *Teaching Activity:* MAP COLORS. Discuss and give examples of the five colors that are standard to most road maps. Emphasize that occasionally other colors may be used to show special information and to check the legend for their meaning. Resources: Overhead 7-7 Notes: See text, page 119.
7. *Teaching Activity:* ORIENTING A MAP. Explain why it is important to know how to orient a map and the three step process for orienting road maps based on the location of ground features to those same features on a map. Resources: Overhead 7-8 Notes: See text, pages 119 and 120.
8. *Teaching Activity:* CADET ACTIVITY. Have cadets complete this exercises to see how well they learn the lesson. Discuss responses.
9. *Teaching Activity:* SUMMARY. Reemphasize lesson objectives. Assign cadets complete the Journal Exercise on page 120.