

CORE LET 1

Unit 1: Citizenship in Action

Chapter 1: Foundations of Army JROTC and Getting Involved

Lesson 5: Your Personal Appearance and Uniform

Time: (a) Two 90-minute blocks with Part 1 and 2 for Days 1 and 2 or (b) Four 45-minute periods with Part 1 activities for Days 1 and 2, and Part 2 activities for Days 3 and 4

Administrator Lesson Guide:

Lesson Competency: Demonstrate proper Cadet appearance

Linked ELA Common Core: **RI.9-10. READING: INFORMATIONAL TEXT** - RI.9-10.1., **W.9-10. WRITING** - W.9-10.3.b., W.9-10.10., **SL.9-10. SPEAKING & LISTENING** - SL.9-10.1., SL.9-10.1.a., SL.9-10.1.b., SL.9-10.5., **L.9-10. LANGUAGE** - L.9-10.2.c., L.9-10.4., L.9-10.4.a., L.9-10.4.d.

Linked JROTC Program Outcomes: Graduate prepared to excel in post-secondary options and career pathways. Appreciate the role of the military and other service organizations in building a constitutional republic.

Thinking Processes			Core Abilities
<input checked="" type="checkbox"/> Defining in Context – Circle Map * (Alt. = Mind or Concept Map, Sunshine Wheel) <input checked="" type="checkbox"/> Describing Qualities - Bubble Map * (Alt. = Star Diagram, Brainstorming Web) <input checked="" type="checkbox"/> Comparing/Contrasting - Double Bubble Map * (Alt. = Venn Diagram) <input checked="" type="checkbox"/> Classifying - Tree Map * (Alt. = Matrix, KWL, T-Chart, Double T, P-M-I) <input checked="" type="checkbox"/> Part-Whole - Brace Map * (Alt. = Pie Chart) <input type="checkbox"/> Sequencing - Flow Map * (Alt. = Flow Chart, Linear String) <input type="checkbox"/> Cause and Effect - Multi-Flow Map * (Alt. = Fishbone) <input type="checkbox"/> Seeing Analogies - Bridge Map * (Alt. = Analogy/Simile Chart) * Thinking Map®			<input type="checkbox"/> Build your capacity for life-long learning <input type="checkbox"/> Communicate using verbal, non-verbal, visual, and written techniques <input checked="" type="checkbox"/> Take responsibility for your actions and choices <input type="checkbox"/> Do your share as a good citizen in your school, community, country, and the world <input type="checkbox"/> Treat self and others with respect <input type="checkbox"/> Apply critical thinking techniques
Multiple Intelligences	Bloom's Taxonomy	Authentic Assessment	Learning Objectives
<input checked="" type="checkbox"/> Bodily/Kinesthetic <input checked="" type="checkbox"/> Visual/Spatial <input checked="" type="checkbox"/> Logical/Mathematical <input checked="" type="checkbox"/> Verbal/Linguistic <input type="checkbox"/> Musical/Rhythmical <input type="checkbox"/> Naturalist <input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Intrapersonal	<input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input checked="" type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating Structured Reflection <input checked="" type="checkbox"/> Metacognition <input checked="" type="checkbox"/> What? So What? Now What? <input checked="" type="checkbox"/> Socratic Dialog <input type="checkbox"/> E-I-A-G	<input checked="" type="checkbox"/> Observation Checklist <input checked="" type="checkbox"/> Portfolio <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Test and Quizzes <input type="checkbox"/> Thinking Map® <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Notebook Entries <input type="checkbox"/> Logs <input type="checkbox"/> Performance <input type="checkbox"/> Project	Describe the uniform-wearing guidelines Demonstrate placement of uniform awards, insignias, and decorations Conduct a uniform pre-inspection Prepare for uniform inspection Define key words: align, Army Combat Uniforms, bisecting, Class A and B Uniforms, chevron, ferrule, fitted, formal inspections, garrison cap / gray beret, gignline, hemmed, insignia, nap, nonsubdued, precedence, pre-inspection, shoulder marks, sized, tarnish Legend: <input type="checkbox"/> Indicates item is not used in lesson <input checked="" type="checkbox"/> Indicates item is used in lesson

Lesson Preview:

Energizer: Cadets participate in activity to remember what the other Cadet was wearing. Cadets create Circle Map to help define remembered attire.

Inquire: Cadet teams create Double Bubble Map comparing similarities and differences of JROTC uniforms to other types of uniforms. Cadets observe properly appearing and appointed uniforms and check what they know and need to learn about uniforms using Exercise #1: Uniform Matching.

Gather: Part 1: Cadets view Video #1: Clean Start. Cadets reflection on their appearance and consider areas that require improvement and more knowledge. Cadets check their comprehension of material by completing Exercise #5: Fill in the Blank and Exercise #6: Identify and Give Examples.

Part 2: Cadets work in teams to jigsaw content from the student text. Cadets teach others about their assigned text portion using a visual tool. Cadets check their comprehension of material by completing Exercises #5: Fill in the Blank and/or #7: Multiple Choice.

Process: Part 1: Cadets complete a Brace Map identifying the components of a proper uniform. **Part 2:** Copy and distribute Exercise #4: Inspection Criteria Observation Checklist. Provide all uniform components for Cadets to "dress" mannequins appropriately. Exercises #2: Arrange Awards on a Uniform and #3: JROTC Uniform Items and Accessories for self-paced option only.

Apply: Copy and distribute Exercise #4: Inspection Criteria Observation Checklist and Your Personal Appearance and Uniform Performance Assessment Task. Cadets use Exercise #4: Inspection Criteria Observation Checklist to evaluate others' uniforms and appearance. Review key words.

CORE LET 1**Unit 1: Citizenship in Action****Chapter 1: Foundations of Army JROTC and Getting Involved****Lesson 5: Your Personal Appearance and Uniform**

Time: (a) Two 90-minute blocks with Part 1 and 2 for Days 1 and 2 or (b) Four 45-minute periods with Part 1 activities for Days 1 and 2, and Part 2 activities for Days 3 and 4

Instructor Lesson Plan:***Why is this lesson important?***

We often form opinions of others based on their personal appearance. A good personal appearance complements your JROTC uniform. A neatly pressed and clean uniform, with properly placed ribbons, awards, and insignia shows that JROTC Cadets have pride in themselves and their unit. This learning plan will expose you to all of the JROTC uniforms, their components, purpose, and proper maintenance. Activities and assessment will allow you to apply what you learn to your own appearance and uniform.

Lesson Question

How will proper uniform selection and insignia placement enhance your image and ability to be an outstanding Cadet?

What will Cadets accomplish in this lesson?**Lesson Competency**

Demonstrate proper Cadet appearance

What will Cadets learn in this lesson?**Learning Objectives**

- a. **Describe** the uniform-wearing guidelines
- b. **Demonstrate** placement of uniform awards, insignias, and decorations
- c. **Conduct** a uniform pre-inspection
- d. **Prepare** for uniform inspection
- e. **Define** key words: align, Army Combat Uniforms, bisecting, Class A and B Uniforms, chevron, ferrule, fitted, formal inspections, garrison cap / gray beret, gigline, hemmed, insignia, nap, nonsubdued, precedence, pre-inspection, shoulder marks, sized, tarnish

When will your Cadets have successfully met this lesson's purpose?**Performance Standards**

- when Cadets evaluate a fellow Cadet's uniform and appearance
- when Cadets provide written and oral feedback for improvement to evaluated Cadet
- when Cadets make changes to their own appearance and uniform according to a peer evaluation
- when Cadets document their changes on their checklist

NOTES:

Part 1: 90 minutes

Energizer:

Lesson Delivery Setup:

1. This is an optional motivational activity and should be used at your discretion, or as time permits.
2. Prepare to display a Circle Map.

Student Learning Activity	Teaching Notes
	<u>Direct Cadet Focus:</u> Ask Cadets to think about those occasions when they failed to recognize when a close friend or family member changed their appearance.
	<p>Divide Cadets into pairs.</p> <p>Guide Cadets to face each other and silently observe each other's appearance for 30 seconds.</p> <p>Lead Cadets to turn back to back.</p> <p>Instruct Cadets to quickly change three things about their individual appearance. Examples: Button up a collar, remove an earring, untie a shoe, turn or take off a ring, put something in a pocket or remove something from a pocket, etc.</p> <p>Instruct Cadets to face each other and identify each other's changes.</p> <p>Select a few Cadet pairs and create a Circle Map of what each Cadet remembers about what the other had on to see if he or she can identify what is missing.</p>
	<p>Use these Reflection Questions as tools to focus Cadet discussion, reflection on learning, and note taking as you feel appropriate for your Cadet population.</p> <ul style="list-style-type: none"> • <i>What causes us to not be observant?</i> • <i>What are the costs of not being observant?</i>

Total Time: 15 minutes (optional)

Phase 1 -- Inquire:

Lesson Delivery Setup:

1. Make sure Curriculum Manager is installed and the clicker receiver is plugged in. Distribute clickers to Cadets.
2. Ensure that Cadets have access to the Student Learning Plan.
3. Prepare to show all Inquire Phase slides from the Lesson PowerPoint Presentation and start with the Focusing Question.
4. Prepare to display the Learning Objectives.
5. Properly dress mannequins or instruct senior Cadets to dress in each of the three uniforms for a presentation to the class.
6. Divide Cadets into teams of three to six.

7. Ensure Cadets have their Cadet Notebooks for use throughout this lesson.

Student Learning Activity	Teaching Notes
	Direct Cadet Focus: Ask Cadets to think about how a JROTC Cadet uniform and appearance might impact teamwork, personal success, or leadership. The Inquire Phase of the lesson is to set Cadets up to begin thinking about what they already know about this subject area.
1. <i>THINK ABOUT what you know about how a JROTC Cadet uniform and appearance might impact teamwork, personal success, or leadership. PREPARE for this lesson by discussing What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.</i>	<p>Display the Focusing Question on the PowerPoint Presentation. Allow time for discussion.</p> <p>Review the Student Learning Plan. Ask Cadets to find the answers to the following questions on their plans: <i>What will you accomplish in this lesson; What you will learn in this lesson; Why the lesson is important; When will you have successfully met the lesson's purpose.</i></p> <p>Show the learning objectives slide. Remind Cadets that learning objectives tell them 'what' they will learn about in this 90-minute lesson.</p> <p>Explain that key words are vocabulary words. They will appear throughout the lesson. Suggest that Cadets write down on paper or circle any words that they are not familiar with. Remind them that you may be checking their comprehension of the words later in the lesson.</p>
2. <i>OBSERVE a presentation of properly dressed and decorated Cadets.</i>	Instruct Cadets to observe the three Cadet uniforms.
3. <i>COMPARE the significance of the Cadet uniform to other teams who require uniforms and CREATE a Venn Diagram.</i>	Lead Cadets to note the qualities or attributes of the JROTC Cadet uniforms and how the attributes compare to other teams who wear uniforms. Guide each team to create a Venn Diagram comparing the JROTC uniforms and another type of uniform they suggest.
4. <i>COMPLETE Exercise #1: Uniform Matching.</i>	Direct Cadets to individually complete Exercise #1: Uniform Matching to check what they know and don't know yet about the JROTC uniforms. Have Cadets check their answers with those provided in the Answer Key.
5. <i>REFLECT on what you know and don't know about the JROTC Cadet uniforms. ANSWER the reflection questions presented by your instructor.</i>	<p>Use these Reflection Questions as tools to focus Cadet discussion, reflection on learning, and note taking as you feel appropriate for your Cadet population.</p> <ul style="list-style-type: none"> • <i>What gives the uniform its reputation?</i> • <i>What role do you think uniforms play in an organization?</i>
	Conclude this phase of learning by summarizing the purpose of the activity and informing them that they will now learn some new information about the JROTC Cadet uniforms.

Total Time: 30 minutes

Self-paced Option: Instruct self-paced learning Cadets to complete the Inquire Phase learning activities for this phase of learning. Modify activities as necessary for your Cadet.

Phase 2 -- Gather Part 1:**Lesson Delivery Setup:**

1. Prepare to show all Gather Phase slides from the Lesson PowerPoint presentation.
2. Provide access to a student text: Unit 1: *Citizenship in Action and Leadership: Theory and Application* (hardbound); LET 1 (softbound).
3. Provide chart paper and markers for partner or team use.
4. Prepare to put Cadets in pairs.

Student Learning Activity	Teaching Notes
	<p><u>Direct Cadet Focus:</u> Ask Cadets to think about the unique qualities of the JROTC uniform.</p> <p>The Gather Phase introduces Cadets to the learning objectives by providing new information or content through the activities provided. Cadets begin to build on any previous knowledge or experiences.</p>
1. <i>VIEW a Bubble Map on the qualities a JROTC Cadet exhibits when his or her appearance meets the uniform standards.</i>	Illustrate in a Bubble Map the qualities a JROTC Cadet exhibits when his or her appearance meets the standards observed in the three uniform presentations in the Inquire Phase.
2. <i>VIEW Video #1: Clean Start.</i>	Instruct Cadets to view the Video #1: Clean Start.
3. <i>COMPLETE Exercise #6: Identify and Give Examples. SHARE your reflection with a partner and check your answers with the instructor.</i>	Lead Cadets to individually reflect on their appearance as a JROTC Cadet by completing Exercise #6: Identify and Give Examples. Instruct Cadets to share their reflection with a partner and provide answers from the Answer Key for Exercise #6 to check their examples.
4. <i>REFLECT on your appearance as a JROTC Cadet. ANSWER the reflection questions presented by your instructor.</i>	<p>Use these Reflection Questions as tools to focus Cadet discussion, reflection on learning, and note taking as you feel appropriate for your Cadet population.</p> <ul style="list-style-type: none"> • <i>What changes will you make to your appearance?</i>
	Conclude this phase of learning by summarizing the purpose of the activities and informing them that they will now 'do' something with the new information or skill they were introduced to.

Total Time: 20 minutes

Self-paced Option: Instruct self-paced learning Cadets to complete the Gather Phase learning activities for this phase of learning. Modify activities as necessary for your Cadet.

Phase 3 -- Process Part 1:

Lesson Delivery Setup:

1. Prepare to show all Process Phase slides from the Lesson PowerPoint Presentation.
2. Set up mannequins or hangars for uniform display.
3. Set out all uniforms pieces, medals, pins, stripes, insignia, and awards.
5. Provide chart paper and markers for partner or team use.
4. Put Cadets in teams of three to six.
5. Be prepared to launch Reinforcing Questions.

Student Learning Activity	Teaching Notes
	<p>Direct Cadet Focus: Ask Cadets to think about all the parts of the JROTC uniform.</p> <p>This phase of the lesson allows Cadets to practice using the new skill or knowledge.</p>
<p>1. <i>CREATE a “branch” of a Class Brace Map, adding all parts necessary to include on the uniform.</i></p>	<p>Place female and male uniforms on hangers or mannequins.</p> <p>Place all the needed medals, pins, stripes, and awards in locations around the classroom.</p> <p>Guide Cadets into teams of 3 to 6. Assign each team one of six uniforms: Class A Uniform male and female, Class B Uniform male and female, and an Army Combat Uniform for male and female.</p> <p>Instruct each team to create their “branch” of a Class Brace Map, adding all parts necessary to include on the uniform. Advise the Cadets to have the student text or Cadet Reference with them as a reference.</p>
<p>2. <i>DISPLAY your “branch” of the Brace Map on the board for all to inspect and PROVIDE FEEDBACK for any revision.</i></p>	<p>Lead each team to display their “branch” of the Brace Map on the board for all to inspect and provide feedback for any revision.</p> <p>Launch the Reinforcing Questions</p>
<p>3. <i>REFLECT on the many parts of each uniform. ANSWER the reflection questions presented by your instructor.</i></p>	<p>Use these Reflection Questions as tools to focus Cadet discussion, reflection on learning, and note taking as you feel appropriate for your Cadet population.</p> <ul style="list-style-type: none"> • <i>Why are there different classes of uniforms?</i> • <i>What aspects of your personal appearance make a real difference?</i>
	<p>Conclude this phase of learning by summarizing the purpose of the activity and informing Cadets that they will now apply the new knowledge or skill through the assignment or activity outlined in the performance assessment task.</p>

Total Time: 25 minutes

Self-paced Option: Instruct self-paced learning Cadets to complete the Process Phase learning activities for this phase of learning. Modify activities as necessary for your Cadet.

Part 2: 90 minutes

Phase 2 -- Gather Part 2:

Lesson Delivery Setup:

1. Prepare to show all Gather Phase slides from the Lesson PowerPoint presentation.
2. Provide chart paper and markers for partner or team use.
3. Place Cadets in three teams.
4. Be prepared to provide an example of a Thinking Map® and/or graphic organizer from the LET CM

Global Resources.

5. Be prepared to quiz Cadets' comprehension using Exercise #5: Fill in the Blank and/or Exercise #7: Multiple Choice (these can be used with clickers)

Student Learning Activity	Teaching Notes
	<p><u>Direct Cadet Focus:</u> Ask Cadets to think about the unique qualities of the JROTC uniform.</p> <p>The Gather Phase introduces Cadets to the learning objectives by providing new information or content through the activities provided. Cadets begin to build on any previous knowledge or experiences.</p>
<p>5. <i>JIGSAW assigned portions of text from Lesson 5: Your Personal Appearance and Uniform from Chapter 1 of the student text.</i></p>	<p>Divide the Cadets into three teams and assign the following topics from Lesson 5: Your Personal Appearance and Uniform from Chapter 1 of the student text:</p> <ul style="list-style-type: none"> • Team A - the JROTC Class A Uniform and "Your Personal Appearance" • Team B - the JROTC Class B Uniform and "Your Personal Appearance" • Team U - the JROTC Army Combat Uniform (ACU) and "Your Personal Appearance" <p>NOTE: Allow each team to use Visuals #1: Team A - Class A Uniform, Visual #2: Team B - Class B Uniform, Visual #3: Team U – Army Combat Uniform, or the Cadet Reference from the LET CM to display the various Cadet uniforms while presenting the information they will prepare.</p> <p>Instruct teams to jigsaw their topic from the student text, focusing on uniform components, when to wear this particular uniform, and general maintenance of the uniform.</p>
<p>6. <i>CREATE a visual tool (Thinking Map® or Graphic Organizer) to illustrate the information you are responsible for.</i></p>	<p>Guide Cadets to use a visual tool (Thinking Map® or graphic organizer) to illustrate the information they are responsible for.</p> <p>Direct Cadets to teach others in the class by presenting their material. Allow time for clarification and feedback.</p>
<p>7. <i>COMPLETE a quiz.</i></p>	<p>Review for comprehension by presenting Exercises #5: Fill in the Blank and/or #7: Multiple Choice. Present the exercises and answer keys to partners. NOTE: Exercises #5: Fill in the Blank and #7: Multiple Choice can be used with the clickers.</p>
<p>8. <i>REFLECT on the maintenance of the JROTC uniform. ANSWER the reflection questions presented by your instructor.</i></p>	<p>Use these Reflection Questions as tools to focus Cadet discussion, reflection on learning, and note taking as you feel appropriate for your Cadet population.</p> <ul style="list-style-type: none"> • <i>Why are there different classes of uniforms?</i> • <i>What does it take to maintain the uniform?</i>
	<p>Conclude this phase of learning by summarizing the purpose of the activity(ies) and informing them that they will now 'do' something with the new information or skill they were introduced to.</p>

Total Time: 25 minutes

Self-paced Option: Instruct self-paced learning Cadets to complete the Gather Phase learning activities for this phase of learning. Modify activities as necessary for your Cadet.

Phase 3 – Process Part 2:

Lesson Delivery Setup:

1. Prepare to show all Process Phase slides from the Lesson PowerPoint Presentation.
2. Place female and male uniforms on hangers or mannequins.
3. Place all the needed medals, pins, stripes, and awards in locations around the classroom.
4. Distribute copies of Exercise #4: Inspection Criteria Observation Checklist.
5. Guide Cadets into teams of 3-6. Assign each team one of six uniforms: Class A Uniform male and female, Class B Uniform male and female, and a Army Combat Uniform for male and female.
6. Be prepared to launch Reinforcing Questions.

Student Learning Activity	Teaching Notes
	<p><u>Direct Cadet Focus:</u> Ask Cadets to think about what parts make up the types of uniforms presented and the significance behind them.</p> <p>This phase of the lesson allows Cadets to practice using the new skill or knowledge.</p>
4. <i>DRESS a mannequin in an assigned JROTC Uniform.</i>	Guide Cadet teams to “dress” their assigned uniform.
5. <i>PROVIDE inspection feedback on other uniforms.</i>	<p>Guide each team to use Exercise #4: Inspection Criteria Observation Checklist while viewing another team’s uniform display. Instruct teams to provide inspection feedback to each other about their uniform displays.</p> <p>Allow teams enough time to provide feedback on at least two uniforms.</p> <p>Launch the Reinforcing Question(s).</p>
6. <i>REFLECT on all the differences you noted among the uniforms. ANSWER the reflection questions presented by your instructor.</i>	<p>Use these Reflection Questions as tools to focus Cadet discussion, reflection on learning, and note taking as you feel appropriate for your Cadet population.</p> <ul style="list-style-type: none"> • <i>What are the differences and similarities of the different classes of uniforms?</i> • <i>What are the significant differences between placing insignia on male and female uniforms?</i>
	Conclude this phase of learning by summarizing the purpose of the activity and informing Cadets that they will now apply the new knowledge or skill through the assignment or activity outlined in the performance assessment task.

Total Time: 20 minutes

Self-paced Option: Instruct self-paced learning Cadets to complete the Process Phase learning activities for this phase of learning. Modify activities as necessary for your Cadet.

Phase 4 -- Apply:

Lesson Delivery Setup:

1. Prepare to show all Apply Phase slides from the Lesson PowerPoint Presentation.
2. Distribute the Your Personal Appearance and Uniform Performance Assessment Task.
3. Distribute copies of Exercise #4: Inspection Criteria Observation Checklist.
4. Each Cadet will have his or her own personal uniform for this phase – either on a hangar or if possible dressed for inspection.
5. Determine how you will review the key words from this lesson.
6. Prepare to use the Digital Timer application in your Curriculum Manager.
7. Prepare to assign the performance assessment task as homework as time necessitates.

Student Learning Activity	Teaching Notes
	<p><u>Direct Cadet Focus:</u> Ask Cadets to think about a situation where you had to create a product that had to be evaluated.</p> <ul style="list-style-type: none"> • How did they feel while the evaluation was being conducted? • How did they feel when areas were identified for improvement? <p>This phase of learning will help Cadets transfer past knowledge and experience to new knowledge and skills introduced and practiced during this lesson. Prompt Cadets by asking them how this lesson can be used beyond this classroom experience.</p>
1. <i>INSPECT another Cadet's uniform using Exercise #4: Inspection Criteria Observation Checklist.</i>	<p>Instruct Cadets to individually display or wear their uniform.</p> <p>Distribute Exercise #4: Inspection Criteria Observation Checklist to each Cadet so they can inspect another Cadet's uniform.</p>
2. <i>COMPLETE the Your Personal Appearance and Uniform Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.</i>	<p>Distribute Your Personal Appearance and Uniform Performance Assessment Tasks to each Cadet.</p> <p>Collect completed tasks, or assign as homework.</p>
3. <i>REVIEW the key words of this lesson.</i>	<p>Key words connect concepts and principles introduced in the text and learning activities. After activities are complete, Cadets should be able to complete a quick check on each word and define it properly.</p> <p>Remind Cadets that key words were introduced throughout various learning activities and should not be 'new' to them.</p> <p>Instruct Cadets that you are going to see how well they remember the key word meanings and launch the automated response slides or one of several animated games.</p> <p>Remember to use your digital timer in Curriculum Manager to set a reasonable time limit for this activity.</p>

<p>4. <i>REFLECT on what you have learned in this lesson and how you might use it in the future.</i></p>	<p>Use these Reflection Questions as tools to focus Cadet discussion, reflection on learning, and note taking as you feel appropriate for your Cadet population.</p> <ul style="list-style-type: none"> • <i>Why are inspections necessary?</i> • <i>What is accomplished when an inspection is done?</i> • <i>How is this relevant to going on a job interview?</i>
	<p>Can Cadets answer the Lesson Question(s) now: <i>How will proper uniform selection and insignia placement enhance your image and ability to be an outstanding Cadet?</i></p> <p>Allow some time for discussion.</p>

Total Time: 45 minutes

Self-paced Option: Instruct self-paced learning Cadets to complete the Apply Phase learning activities for this phase of learning. Modify activities as necessary for your Cadet.

Homework:

Your Personal Appearance and Uniform Performance Assessment Task may be assigned as homework.

Note on Cadet Portfolios:

As Cadets work through the lessons in this chapter, remind them to add completed documents to their Cadet Portfolio. Portfolios can be arranged by topic, chapter, or LET depending on your requirements. Refer to the Cadet Portfolio Assessment Task in your JROTC Instructor's Desk Reference for ideas on setting up and evaluating Cadet Portfolios.