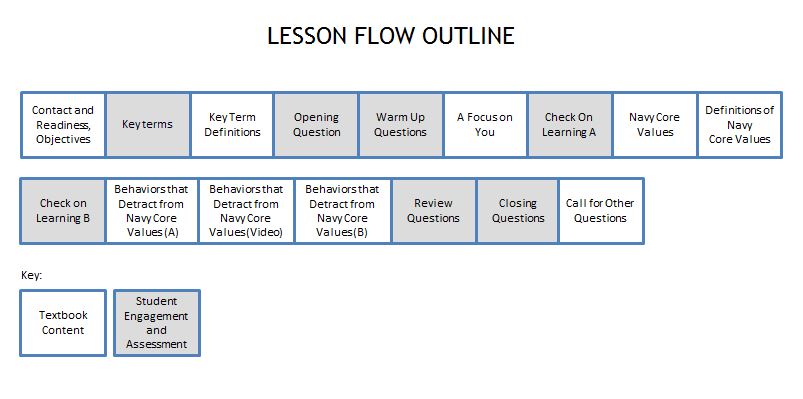
(Section 2 of 5)

What Students Will Learn to Do:

This chapter will introduce you to the Navy Junior Reserve Officers Training Corps—its background, mission, curriculum, and activities, as well as its benefits to cadets.

Skills and Knowledge to be Gained:

* 1. Explain the history and background of the NJROTC
  2. Describe the NJROTC’s mission, goals, and policies

Outline of Instruction:

1. Preparation

Log in to TPC.

Expand the folders in the Content Window until you see **NS1, U1, C1, S2**.

Highlight thePPT - NS1-U1C1S2 – Focus on You

Click on PowerPoint Polling to open PPT and start slide show

Ensure that every student has a functional response pad and a textbook.

II. Instructional Flow:

|  |  |  |
| --- | --- | --- |
| **Flow Item** | **Textbook Content / Student Engagement and Assessment** | **Slides** |
| **Establish contact and readiness; provide lesson overview and objectives review** | Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.  In this lesson, students will learn about the NJROTC program. In addition they will:  1. Be able to state the program’s mission, goals, and policies.  2. Learn that the Navy Core Values- honor, courage, and commitment- are important parts of the NJROTC program, what they mean and how they are exemplified.  3. Learn what the Naval Science curriculum is all about  4. Learn the various activities in which NJROTC units participate.  5. Learn the benefits of belonging to the NJROTC | **1-3** |
| **Key term questions Slide index** | Index Slide allows you to jump to any key term polling question. Clicking on the house icon at the bottom of any of the key term slides will bring you back to this index slide. | **4** |
| **Team Assignment (Hidden)** | This is a hidden slide for gaming –It Is NOT required for the lesson | **5** |
| **Key terms - Questions** | Ask students to respond to the questions covering each key term. | **6-8** |
| **Key terms - Definitions** | Reinforce the correct definition for each key term. | **9** |
| **Opening Question** -(**Randomly Selected Student – “RSS”)** | This Opening Question is “What are the core values of the Navy” Since this is a discussion question, it can be engaged using the “Randomly Selected Student” icon on PPT slide to select a clicker number randomly”. That student will orally answer the question (not with his/her clicker). You might allow the students to discuss the question for 30-60 seconds with a partner before engaging the RSS question. The MobiView tablet can be used to write the students’ responses to the question on the slide, focusing on the student. | **10** |
| **Warm-Up Questions (Lesson questions 1-2)** | Warm-up questions are typically used to gauge students’ level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.  Ask students to respond to each Warm-up question, with follow-up discussion based on responses as appropriate. | **11-12** |
| **A Focus on you** | Explain that the focus of the NJROTC program is on you. The opportunities provided by the instructors, the school, the area manager, the NSTC, the Secretary of the Navy, and the Congress itself are designed to assist you in improving yourself and your fellow cadets. These opportunities are provided in the hope that you will learn through the NJROTC program the Core Values of honor, courage, and commitment, as well as qualities such as self-discipline, cooperation, and teamwork. Mastering the military skills that your instructors will teach you will give you confidence in yourself and those around you, as well as the pride of a job well done. Moreover, your actions through community service will allow you to play a role in the development and betterment of your community and to discover what it really means to be a citizen. | **13-16** |
| **A Focus on you** | Explain that another advantage of the NJROTC program is the opportunity to lead and to teach your fellow cadets what you have learned during your time in the program. Many cadet graduates of these programs say these opportunities were the most lasting benefit of NJROTC. They say that these opportunities provided them with connections and friendships that lasted long after they graduated from high school. | **17-18** |
| **A Focus on you** | Explain that NJROTC, however, is still a military-sponsored program and as such has requirements for your continued participation. These requirements mean that a cadet must:  • Be enrolled as a regular student in Grades 9 through 12 at the school hosting the unit  • Be a citizen or legal permanent resident of the United States  • Be sufficiently fit to participate in the school’s physical education program  • Be selected by the NJROTC instructor with the approval of the school principal  • Have acceptable grades in school  • Maintain acceptable standards of conduct  • Meet NJROTC personal-grooming standards. | **19-20** |
| **A Focus on you** | Explain that NJROTC is responsible for maintaining its standards of enrollment. Unfortunately, some individuals cannot meet these standards. When a cadet chooses to leave the program or fails to live up to its standards, he or she is dis-enrolled. Standards for disenrollment include the following:  • Failure to maintain academic standards  • Poor behavior or lack of aptitude  • Leaving school (dropping out or moving)  • Cadet’s own request  • Physical conditions, such as injury or inability to meet fitness standards. | **21-22** |
| **Check on Learning Questions A (Lesson questions 3-4)** | Check in on student’s understanding of information covered so far by engaging lesson questions 3 and 4, with follow-up discussion as appropriate. | **23-24** |
| **Navy Core Values** | Explain that a goal of the NJROTC program is to teach and instill the value of citizenship. Through the Core Values of the Navy—honor, courage, and commitment—you will learn to become a better citizen, regardless of whether you chose to continue on into the Navy or another of the armed forces. | **25** |
| **Navy Core Values** | Explain that values are your most deeply held ideals, beliefs, or principles. You learn values all your life, often without realizing it, from  • family  • faith community or spiritual tradition  • school  • friends  • community  • country | **26-27** |
| **Navy Core Values** | Explain that these values affect your thoughts, feelings, and behavior. They are the basis on which you make many of the difficult decisions that you face throughout your life. People who have compromised or lost touch with their values may engage in lawless or unethical behavior, which can lead to unfortunate consequences. The Navy’s Core Values are heavily emphasized during your involvement with the NJROTC program, in the hopes that you will learn from them and avoid the traps that apathy or ignorance can create. | **28-292** |
| **Definitions of Navy Core Values** | Explain that as a member of the NJROTC program, you have chosen to dedicate yourself to the Core Values of honor, courage, and commitment. These build a foundation of trust and leadership upon which your NJROTC unit is based. These values are the principles that will give you strength and guide you in your daily activities throughout your stay in the program. Your duty as a cadet is to be faithful to these Core Values and to exemplify their true worth through your words and actions:  • Honor—I am accountable for my professional and personal behavior. I will be mindful of the privilege I have to serve my fellow Americans. • Courage—Courage is the value that gives me the moral and mental strength to do what is right, with confidence and resolution, even in the face of temptation or adversity. • Commitment—the day-to-day duty of every man and woman in the NJROTC program is to join together as a team to improve the quality of their unit, their fellow cadets and classmates, and themselves. | **30-33** |
| **Check on Learning Questions B (Lesson questions 5-6)** | Check in on student’s understanding of information covered so far by engaging lesson questions 5 and 6, with follow-up discussion as appropriate. | **34-35** |
| **Behaviors that Detract from Navy Core Values** | Explain that four patterns of behavior detract from the Navy Core Values: hazing, discrimination, sexual harassment, and fraternization. Explain that hazing is any conduct that causes another person to suffer to be exposed to an activity that is:  • cruel  • abusive  • humiliating  • oppressive  • demeaning  • harmful | **36** |
| **Behaviors that Detract from Navy Core Values Video** | Show video on behaviors that detract from Navy Core Values | **37** |
| **Behaviors that Detract from Navy Core Values** | Explain that Hazing can be especially damaging to people in high school. In their vulnerable teenage years, young people long for friendship, approval, and acceptance. This leaves them open to peer pressure, which can lead them to do foolish or even dangerous things they would otherwise avoid. You could be vulnerable to peer pressure which can lead you to do foolish or even dangerous things you would otherwise avoid. Be careful | **38-39** |
| **Behaviors that detract from Navy Core Values** | Explain that discrimination is any act that denies equal treatment to individuals because of their race, gender, ethnicity, religion, or other differences. | **40** |
| **Behaviors that detract from Navy Core Values** | Explain that sexual harassment is a particular form of gender discrimination. It involves unwanted sexual advances, direct or indirect requests for sexual favors, verbal or physical conduct of a sexual nature, or the creation of an atmosphere of fear and distrust. For instance, if you hang a suggestive photo in your locker, that may be a form of sexual harassment because it may cause someone else who sees it discomfort or embarrassment. | **41** |
| **Behaviors that detract from Navy Core Values** | Explain that fraternization is an inappropriate relationship between a superior and a subordinate—between a boss and an employee, or a teacher and a student, for instance—that could result in favoritism or discipline problems on the job. The rules on this are not as strict in NJROTC as in the Navy itself. Nevertheless, cadet officers should avoid dating their subordinates. In fact, they should avoid any friendships that could create, or even be perceived as, unfair or favoritism. | **42** |
| **Review Question - (Randomly Selected Student – “RSS”)** | The Review Question is “How could the Navy Core Values help you in everyday life?” Question is designed to provide an opportunity for some reflection and assimilation of the content covered, and is to be engaged in RSS mode as the Opening Question above. MobiView can be used here to write the students’ best responses for visual reinforcement, and to foster discussion. | **43** |
| **Closing Questions (Lesson Questions 7 - 8)** | Have students respond to questions 7 and 8 covering the final segment of the lesson, with follow-up reinforcement and discussion as appropriate. | **44-45** |
| **Call for Other Questions** | Provide the opportunity for students to ask final questions regarding the content covered. | **46** |

III. Supplemental Activities -

A. In class Activity 1:

Supplies required: Handout

When: At the end of class

* Handout 1 - Using complete sentences, correct punctuation and spelling, in your own words, what do the Navy’s Core Values: Honor…Courage…Commitment mean to you?

B. In class Activity 2:

* Handout 2 - Using complete sentences, correct punctuation and spelling, answer the following.

Five years from today, what would you like to be doing? (Think: career; education; working; transitioning; experimenting …) How did you get there? List 5 significant events that helped you get this point. (Be detailed in describing these stepping stones to the 5 year point. Examples: certifications, degrees, employment opportunities, camps, experiences)

C. Homework Activity: Interview someone you know who has achieved an outstanding accomplishment or reached a difficult goal (e.g., graduated from college, successful at athletics, built a business etc.). Ask him/her to give you five to ten intermediate steps that helped them reach their long-range goal.

IV. Evaluation - see TPC Content Window (U1C1-Assessments folder) for chapter test questions.

Activity 1: In-Class Activity – Focus on You

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_

Directions: Using complete sentences, correct punctuation and spelling, in your own words, what do the Navy’s Core Values: Honor…Courage…Commitment mean to you?

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Courage: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Activity 2: In Class Activity – Focus on You

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_

Directions: Using complete sentences, correct punctuation and spelling, answer the following.

Five years from today, what would you like to be doing? (think: career; education; working; transitioning; experimenting …) How did you get there? List 5 significant events that helped you get this point. (Be detailed in describing these stepping stones to the 5 year point. Examples: certifications, degrees, employment opportunities, camps, experiences)

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Activity 1: Take Home Activity – Focus on You

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_

Directions: Using complete sentences, correct punctuation and spelling, answer the following.

Interview someone you know who has achieved an outstanding accomplishment or reached a difficult goal (e.g., graduated from college, successful at athletics, built a business etc.). Describe the accomplishment. Ask him/her to give you five to ten intermediate steps that helped them reach their long-range goal. (Significant events that moved them toward their goal)

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