

# *Unit 3*

## *Foundations for Success*

***NEFE High School Financial  
Planning Program***

***Chapter 11***

## Lesson 5

### *Credit: Buy Now, Pay Later*



#### *Key Terms*

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annual fee  
annual percentage rate (APR)  
bankruptcy  
credit  
credit history  
credit report  
debt  
finance charge  
grace period  
interest  
loan term

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#### *What You Will Learn to Do*

- Appraise personal credit worthiness

#### *Linked Core Abilities*

- Take responsibility for your actions and choices

#### *Skills and Knowledge You Will Gain along the Way*

- Identify the advantages of using credit
- Identify the various costs related to credit
- Compare common sources for building credit
- Discuss the factors to consider to establish credit
- Define key words contained in this lesson

## Introduction

Think of a time you borrowed money from a friend or family member. Were you able to build a good borrowing reputation by promptly repaying the money? Were the terms to repay the money fair? When you are in a situation when you need to make a large purchase such as a car, you might need to borrow money from a bank or other financial business. To use this type of credit wisely and avoid problems, you need to know what is involved. In this learning plan you explore ways to use credit. You also consider your rights and responsibilities of using credit.

### Note

You will find this lesson in your NEFE High School Financial Planning Program Student Guide

For more information go to [www.nefe.org](http://www.nefe.org) or write to  
NEFE High School Financial Planning Program  
5299 DTC Blvd., Suite 1300  
Greenwood Village, CO 80111

## Lesson 6

### *Insurance: Your Protection*



#### *Key Terms*

deductible  
insurance  
insurance premium  
risk management

#### *What You Will Learn to Do*

- Relate insurance to current and future personal needs

#### *Linked Core Abilities*

- Take responsibility for your actions and choices

#### *Skills and Knowledge You Will Gain along the Way*

- Describe how insurance works
- Identify general types of insurance, including health, property, life, disability, and liability
- Discuss the costs associated with insurance coverage
- Define key words contained in this lesson

## Introduction

Have you ever been injured, in an accident, or had property damaged? Chances are, someone had to pay for those unexpected medical bills or costs for repairs. People use insurance as a way to protect themselves from unexpected losses. In this learning plan you will explore how different types of insurance protect you from losses. You will also uncover strategies to handle financial risk and ways to lower insurance costs.

### Note

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# *Chapter 12*

## *Teaching Skills*

# Lesson 1

## Preparing to Teach



### Key Terms

learning objectives  
learning outcomes  
lesson plans  
measurable  
prerequisite  
qualitative  
quantitative  
training aids

### What You Will Learn to Do

- Prepare to teach

### Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques

### Skills and Knowledge You Will Gain along the Way

- Describe five critical elements you need to consider in preparing to teach
- Write effective **learning outcomes**
- Describe at least six tips for planning a lesson
- Define key words contained in this lesson

# Chapter 12



**Key Note Term**

**learning outcomes** – what an instructor determines should be the objective of specific teaching.

## Introduction

Being an instructor, or an assistant instructor, will be a challenging experience for you. It is for anyone—even experienced teachers. Instructing may also be a little frightening.

In this lesson, you are introduced to five critical elements that you need to consider while preparing to teach. These five critical elements include:

- **Motivation**
- **Know your material**
- **Lesson objectives**
- **Training aids**
- **Lesson plan**

## Motivation

To properly teach a class, you must be motivated. Motivation is a drive that comes from within you. When you get excited about doing something, you will discover that you have the necessary motivation to do that task well; however, the opposite is also true. If you do not get excited about the task, you will lack the necessary motivation and drive to perform the task successfully. In teaching, just doing an okay or a satisfactory job is not enough. When your instructors give you the opportunity to become a student instructor, consider it a challenging and exciting opportunity to give students in your class the solid education they deserve.

## Know Your Material

It is essential to know your material well so that you can effectively teach it. You must research and rehearse your subject just like you would a speech. Knowing your material well will make you more confident and self-assured in front of your class.

To gain that necessary level of confidence in yourself, you must organize your thoughts, prepare and review your lesson plan, make any changes as required to it, and rehearse your material. When rehearsing, practice in front of a mirror, friends, parents, video camera, or with a tape recorder. Always rehearse the material in the manner you plan to present it to the class. Doing one or a combination of these methods will enable you to pace your material to ensure that you have the right amount of information and that you sufficiently cover the areas that need special emphasis.

## Learning Objectives

As a student instructor, one of your primary responsibilities is to understand the importance of **learning objectives** as they relate to the material your instructor has assigned you to teach. Learning objectives indicate what skills, knowledge, or attitudes your students should be able to accomplish once you finish the instruction. That is, learning objectives tell the students in clear, performance terms what supporting skills, knowledge, and attitudes they will need to learn as they work toward achievement of the task.

By breaking major subjects into smaller pieces, learning objectives give students smaller goals to shoot for that are less overwhelming. They provide benchmarks by which students and instructors can measure progress toward achieving the desired outcome. From an instructor's standpoint, learning objectives lay the groundwork for the development and selection of the type of evaluation criteria the instructor should use to measure students' progress.

All learning objectives must be realistic, attainable, observable, and **measurable**. At the end of each period of instruction, you should be able to administer a test based on the criteria of the objective and on the material you presented. Likewise, students should be able to pass a test, or at least demonstrate to the best of their ability, that they have a basic understanding of the material you presented.

### Note

The process to develop learning objectives is by far more complex and detailed than presented here; however, this material should give you an appreciation for what learning objectives are and the basic developmental procedures.

## Task, Condition, and Standard

Learning objectives are clear, concise, simple, and straightforward statements that consist of three parts: task, condition, and standard. Do not include any extra or confusing information in a learning objective. By combining these parts, a properly written learning objective would be similar to:

*Given a topographic map and a coordinate scale (condition), write a six-digit grid coordinate (task) to within 100 meters (standard).*

### Task

The task states the action that a class, group of students, or an individual must perform. Each task statement should:

- **Begin with an action verb that will indicate how you can measure the intended outcome.** Table 12.1.1 shows examples of measurable action verbs.

### Key Note Term

**learning objectives** – what an instructor determines the student should be able to gain at the end of an instruction.

### Key Note Term

**measurable** – able to be tracked or measured.

**Table 12.1.1: Sample Action Verb List**

act	discuss	predict
answer	distinguish	prepare
apply	estimate	produce
arrange	explain	rate
build	give examples of	record
calculate	identify	reply
change	illustrate	report
choose	join	restate
classify	judge	revise
compare	justify	schedule
compete	list	select
compose	match	show
compute	measure	solve
contrast	modify	state
create	name	summarize
define	organize	use
demonstrate	outline	verify
describe	perform	write/rewrite

- Describe completely the performance students are to accomplish.
- Be clearly relevant to the task.
- Be accurate and precise.
- Avoid overlapping with other actions. A properly written task statement contains only one action that you want students to accomplish. More than one action may cause confusion, lead to poor or incomplete performance, and be difficult to measure.

## Condition

The condition (or set of conditions) describes clearly and completely the circumstances under which the task must be performed. The condition statement should:

- Specify exactly what you will give students to assist them in accomplishing the task, such as guidance, supervision, or other forms of help.
- List any references or memory aids that students will need while performing the task.
- Specify any restrictions or limitations.
- Identify the tools, equipment, clothing, or other resources needed to accomplish the task.
- Describe the type of environment in which students must perform the task.
- Describe any special, physical, environmental, or safety conditions that students may encounter while performing the task.

## Standard

The standard states how well the task must be performed. The standard measures how well you expect students to perform the task by specifying the minimum acceptable level of achievement. Because instructors must be able to measure all tasks to some degree, these standards are classified in two categories: quantitative and qualitative.

**Quantitative** standards use numbers to measure performance. By using quantitative measurements, you can evaluate how well students performed the task. The following are five aspects of performance for which you can use quantitative standards.

- **Accuracy.** If an evaluator measures performance with a measuring tool, the standard must state how close to perfection a person must perform the task; for example, “stretching across the baseline 4.5 inches.”
- **Quantity.** If an evaluator measures performance in units of measure (such as the number of items, yards, pounds, dollars, miles, or rounds), the standard must indicate a quantity to the closest unit; for example, “to within 100 meters.”
- **Time.** If time is an important factor in performing the task, the standard must state a specified time requirement; for example, “within 9 seconds after hearing the alarm.”
- **Rate.** Rate is a quantity over a set period of time. For tasks where rates are important, the standard must specify the rate; for example, “20 units per day.”
- **Completeness.** Under conditions or situations where the performance does not require a specific measurement, the standard must show a general degree of completeness. Examples of this standard include: “... with all steps performed,” “All pieces must be assembled in the correct relationship,” “All key personnel must be notified.”

### Key Note Term

**quantitative** –  
measured by quantity.

**Key Note Term**

**qualitative** – measured by quality.

**Qualitative** standards do not use numbers to measure performance unless there is some type of rating system. Otherwise, they require the evaluator to make a judgment. An example of a qualitative standard is “adjust the carburetor until the engine runs at its smoothest point.” If you must use a qualitative standard, avoid vague words such as “effective,” “acceptable,” “proper,” “correct,” and “average.”

Remember: develop standard statements that are realistic, attainable, observable, and measurable. Learning objectives guide the instructor and the class through each lesson. Properly written learning objectives emphasize what the instructor should teach and what the class members should learn.

## Training Aids

**Key Note Term**

**training aids** – materials such as computers, handouts, chalkboards, and so on that enhance and support teaching.

**Training aids** are materials that help you teach. In fact, any item that enhances the quality of your instruction and helps you to display instructional material is a training aid. Types of training aids include computers, overhead projectors, television sets with videocassette recorders, chalkboards, handouts, bulletin boards, posters, and so on.

To make a training aid effective, you must use it properly; that is, use it the way you would use a visual aid when giving a speech. Use a training aid as a part of your lesson; however, your entire lesson cannot rely on the use of training aids.

When you find a training aid that you like, rehearse your lesson with it. The following pointers will enable you to use training aids more effectively.

- **A training aid should adequately support the material in your lesson.**
- **Do not talk to your training aids. Keep eye contact with your class as much as possible.**
- **Make your training aids large enough for everyone to see, and if your training aids use sound, loud enough for everyone to hear.**

## Lesson Plans

Developing an effective **lesson plan** is an important part of teaching. Without a well-written lesson plan, it would be almost impossible for you to teach in an organized manner. If you are organized, it will be easier for you to teach the lesson objectives, especially for those difficult tasks.

**Key Note Term**

**lesson plan** – an organized, well-written presentation of what an instructor wants to teach and the student should learn.

## *Eight Tips for Lesson Planning*

When teaching a class, structure your presentation by following the eight tips. What is important is that you have a logical and orderly method of teaching your lesson. These eight tips will help you to capture the attention of your class, keep their attention throughout your presentation, build their respect in your ability as a teacher, and increase your self-confidence.

- **Practice the material you plan to present to the class. Pay close attention to your pace. Know how long each section of your lesson will take. Do not waste time. You may need that time to adequately discuss the main points or for questions and answers.**
- **Use an opening that will grab the attention of the class.**
- **Inform the students of the lesson's learning objectives and of your expectations. This tells them specifically what you will be teaching and how well you will expect them to know the material.**
- **Briefly review any material from previous lessons (**prerequisites**) that relates to the material you are teaching.**
- **Inform or advise the students of any precautions, safety requirements, or special instructions regarding the lesson.**
- **Present the material according to your lesson plan. Use your training aids effectively. Describe any assignments or practical exercises you plan to give and ensure the class knows how to accomplish them.**
- **Use demonstrations and/or other forms of practical exercises, when appropriate, to reinforce your instruction. Give your class examples that will help them understand and complete their assignments or practical exercises.**
- **Repeat any material discussed that your class did not fully understand, time permitting. Allow time for questions and answers. That is your measurement of how well the class understood the material you discussed; however, plan to spend additional time with certain students before or after class to ensure they understand the lesson. You may want to make a list of supplemental material students can review to help them better understand the lesson; then, conclude or review the main points of your material and the lesson learning objectives.**

### *Key Note Term*

**prerequisite** – required before moving to the next step, level, class, and so on.

## *Conclusion*

When conducting a class or assisting someone else teach, proper preparation is essential to do your best. Learn the content, create observable and measurable objectives, identify the training aids you will use, develop a lesson plan, and motivate yourself.

Classes have a set time period and your job is to effectively cover the instruction within that time. If you know and rehearse your material, you will be comfortable teaching it to others. Additionally, try to relax while teaching—that will put both you and your class at ease and make them feel more comfortable with you.

## Chapter 12

## Lesson Review

### *Lesson Review*

1. What are the five critical elements you need to consider while preparing to teach?
2. List the three parts of a learning objective. Choose one and discuss it.
3. What might be the outcome if you didn't develop a well-written and organized lesson plan?
4. What training aid do you find to be the most effective and easiest to use as an instructor and student?

# Lesson 2

## Using and Developing Lesson Plans



### Key Terms

facilitator  
focus  
energizer  
inquire  
gather  
process  
reflection

### What You Will Learn to Do

- Develop a lesson plan

### Linked Core Abilities

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

### Skills and Knowledge You Will Gain along the Way

- Explain the purpose of a lesson plan
- Describe the four-phases of a lesson plan
- Relate teaching and learning to the four phase lesson plan model
- Relate learning activities to learning objectives
- Associate active learning principles to effective lesson plan development
- Define key words

# Chapter 12



## *Introduction*

During your life, both in school and out, you may be called upon to instruct others about something on which you are an expert. It is important to know how to plan and execute a lesson.

Lesson plans are essential tools used for teaching. Instructors use a lesson plan to organize their thoughts and the information they plan to present to a class. This organization helps to create a degree of standardization in the presentation of learning objectives by instructors around the world. Consequently, a standardized lesson plan would show these teachers:

- **What material they should teach**
- **To what extent they should teach the material**
- **In what sequence they should teach the material**

As a result, different instructors using the same lesson plan teach the same learning objectives and conduct the class in similar ways.

JROTC lesson plans identify the target competency, linked core abilities, and learning objectives. They go on to provide detailed guidelines for facilitating the cadet learning activities. You should use the lesson plans in conjunction with the learning plans as tools for planning, guiding, and assessing learning. The lessons incorporate sound learning principles (such as multiple intelligences, thinking processes, reflection, Bloom's taxonomy, and authentic assessment) and address the McREL Standards, JROTC program outcomes, and JROTC core abilities. Program outcomes describe what cadets will know and be able to do upon successful completion of the JROTC program. They serve as a tool for summarizing and communicating the intended results of the JROTC program. The program outcomes provide the foundation for mastery of the "big picture" proficiencies and help instructors and cadets begin and progress "with the end in mind."

## *Competencies*

Each JROTC lesson addresses a competency as the intended learning result. Competencies describe discipline-specific skills, knowledge, and attitudes that are measurable and observable. Performance standards (criteria and conditions) provide the specifications for assessing mastery of a competency. Cadets show they have learned competencies by applying them in the completion of assessment tasks that require them to do one or more of the following:

- **Make a decision**
- **Perform a skill**
- **Perform a service**
- **Solve a problem**
- **Create a product**

## *Core Abilities*

The JROTC Core abilities describe the broad, life-long skills that every cadet needs for success in all career and life roles. They are drawn from the overall goals and values that drive the JROTC program. Core abilities are not learned in one lesson or LET, but rather are linked to lesson competencies to integrate or thread them throughout the JROTC curriculum. Core abilities include one or more of the following:

- **Build your capacity for life-long learning**
- **Communicate using verbal, non-verbal, visual, and written techniques**
- **Take responsibility for your actions and choices**
- **Do your share as a good citizen in your school, community, country, and the world**
- **Treat self and others with respect**
- **Apply critical thinking techniques**

## *Learning Plans*

JROTC learning plans are designed to support cadet learning. Learning Plans answer the questions cadets need to know about what they will learn, guide cadets through the four-phase lesson, help cadets take responsibility for own learning, and support cadets' ability to manage and adjust their own thinking and learning processes (metacognition).

Instructors should ensure that cadets have the learning plan for each lesson at the beginning of the lesson. Engaging cadets in a review of the learning plan at the start of each lesson, instructors or cadet leaders should:

- **Highlight the target competency and other information provided**
- **Explain why that information is important; for example, criteria/conditions—tells them how they will be evaluated on their performance**
- **Show cadets how learning plans can help them**
- **Guide cadets to refer to and use the learning plan throughout the learning process**

## The Four-phase Lesson Plan

Lesson plans consist of four phases: Inquire, Gather, Process, and Apply. The following sections examine these phases in more detail.

### Inquire Phase

The purpose of the **Inquire** phase is to determine the lesson's starting point. As a teacher, you need to determine what students already know or don't know about the lesson content. Knowing the answers to the following questions will help both you and your students understand their current level of knowledge.

- What do students know?
- What don't they know?
- What do students misunderstand?
- What are their past experiences?
- What do students want to know?
- What is the purpose of the lesson?
- How motivated are the students to learn the content?
- What are some practical reasons for students to participate in the lesson?

During this phase, you may want to use an icebreaker or **energizer** in your lesson. These are physically active games or other activities that increase group interaction, promote a sense of team, generate laughter and a sense of fun, and introduce the concept or lesson objectives.

### Gather Phase

After you determine the lesson's starting point, you are ready to help your students **gather** information about what they need to know about the subject matter. You want to be able to provide the students with the important facts and concepts so they may have a better understanding and/or improve their skills.

The purpose of Gather phase is to research and collect information from a variety of sources, to synthesize information, to evaluate existing information, to collect data, to evaluate ideas, or to observe new skills. Some important questions you can ask during this phase are:

- What new and essential information or new concepts did the students find?
- What are some new, critical skills?
- What connections or associations can be made?
- What can students do to make sense of the new information?
- What is the best way to gather the information?
- What new understandings can students construct?

#### Key Note Term

**inquire** – to ask about or search into; to put a question, seek for information by questioning.

#### Key Note Term

**energizer** – someone or something that increased the capability of acting or being active.

#### Key Note Term

**gather** – to bring together; to pick up or accumulate; to assemble.

## Process Phase

The third phase is called the **Process** phase. The purpose of this phase is to use the new information, practice new skills, and engage in different activities. The following questions can help you and your students.

- What can students do with the information?
- How can students demonstrate their understanding?
- What ways can students show relationships among the data or concepts?
- How can students practice and improve their skill(s)?
- What can students do to reinforce their understanding of the new concept?
- How can students ensure the new information is stored in long-term memory?

## Apply Phase

The purpose of the Apply phase is to help students make real-life applications of the new information or ideas. Students can also consider ways to integrate the lesson concepts or skills with other curriculum areas. They also plan ways to transfer their learning into personal use outside the classroom. Questions that can help both the instructor and students during this phase are:

- What else can be done with the information?
- What else is needed to make the information usable?

## The Three Components of Each Phase

There are three components that are common to each of the four phases in the lesson plan. They are Direct Student Focus, Learning Activity, and Reflection.

### Direct Student Focus

As a teacher, you have a responsibility to help your students **focus** on specific elements of the learning activity. You will guide their thought processes and help them focus on key processes or content during the learning activity. You will eliminate or filter extraneous information so students can direct their attention to what is critical for their learning.

For example, if the students watch a video, you will identify specific elements of the video on which to focus; if you have the students read a chapter in a book, you should list the details you expect them to extract from their reading; if the students do research on the Web, you can help clarify the research topics or important information needed from the research; and so on.

### Key Note Term

**process** – a natural phenomenon marked by gradual changes that lead to a particular result; a series of actions or operations conducted to an end.

### Key Note Term

**focus** – a center of activity, attraction or attention; a point of concentration; directed attention.

### ***Learning Activity***

A Learning Activity may appear in many guises. As a teacher, you should plan activities that best present the information and allow students the opportunity to participate in the learning process.

If you are in the role of teacher, have students engage in active learning experiences that assess their current level of understanding of the lesson content, their level of interest in the lesson, and their goals for their own learning. Appropriate Inquire phase learning activities include:

- **Agree/disagree worksheets**
- **K-W-L charts**
- **Analogies or metaphors**
- **Pre-quizzes or pre-tests**
- **'Group' graph or '4-corners'**
- **Panel discussions**
- **Debates**
- **Homework reviews**
- **Other**

Appropriate Gather phase activities include:

- **Graphic organizers**
- **Computer searches**
- **Jigsaw**
- **Interviewing experts**
- **Demonstrations**
- **Generating examples**
- **Socratic questioning**
- **Constructivist questions**
- **Other**

Transference of information occurs during the learning activity. The student obtains information from you and fellow classmates and interacts with the new material. Practicing new skills helps the student evaluate the importance and usefulness of the information and understand how it connects to other things they know. Students also have an opportunity to demonstrate their grasp of the lesson material. Appropriate Process phase activities include:

- Games
- Laboratory experiments
- Role play
- Peer teaching
- Rehearsal
- Simulations
- Reciprocal teaching
- Graphic organizer
- Other

As the **facilitator**, you disseminate information, direct student activities, observe performance, and answer student questions.

Have students engage in active learning experiences that help them transfer the new information or skills outside the classroom. Ask students to consider ways that the new information can be applied to their everyday lives and how it connects to what they are learning in other classrooms. They can research the effectiveness of the new information or skills and evaluate their usefulness.

Appropriate Apply phase activities include:

- Action research
- Field trips
- Interviews
- Portfolios
- Student-designed homework activities
- Personal goals and objectives
- Creative connections
- Problem-based projects
- Other

## Reflection

As the teacher, ask questions that help students think about, reflect on, or make sense of their learning experiences. Having students discuss or write down what they understand helps them clarify their thinking and improve their understanding, as well as strengthen their memory connections. It is during this **reflection** process that students begin to understand the importance and purpose of the learning activity. Reflecting also helps the brain store the information into long-term memory.

### Key Note Term

**facilitator** – one who leads a discussion.

### Key Note Term

**reflection** – a thought, idea, or opinion formed or a remark made as a result of meditation; consideration for some subject matter, idea, or purpose.

The lesson plan is based on a learning model in which lecture and reading is minimized, and in which group discussion, learning by doing, and teaching others is emphasized. The template for each lesson is based on the student doing the following: inquiring (finding out what students already know); gathering information that introduces them to new ideas or skills; processing information or skills through learning activities; and then applying what they've learned into real life. In each of these four phases, students reflect on what they've learned, how they've learned it, and what they're going to do with it.

## *National Standards*

The JROTC curriculum fully or partially addresses a number of the McREL academic standards:

Citizenship	Health	Self-regulation
Civics	Language Arts	Thinking and Reasoning
Economics	Life Skills	U.S. History
Geography	Life Work	Working with Others

McREL is a nationally recognized, private, nonprofit organization dedicated to improving education for all through applied research, product development, and service.

The purpose of the McREL standards project is “to address the major issues surrounding content standards, provide a model for their identification, and apply this model in order to identify standards and benchmarks in the subject areas.”

## *Conclusion*

For teachers, lesson plans are the building blocks used to help organize thoughts and information. The Four-Phase Lesson Plan was devised to facilitate the planning process. As you develop each phase of your lesson plan, remember to include the following components: Direct Student Focus, Learning Activity, and Reflection. If you are called upon to instruct others, your audience will benefit from this well-organized approach.

*Lesson Review*

1. List the four lesson plan phases. Choose one and explain it.
2. What are the three components to each lesson plan phase?
3. Define the term “facilitator” and explain what a facilitator does.
4. What should a standardized lesson plan reflect?



# Chapter 12

## Lesson 3

### *Delivering Instruction*



#### *Key Terms*

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brainstorming  
case study  
coach-pupil exercises  
conference  
demonstration  
discussion  
gaming  
group performance  
independent exercise  
lecture  
practical exercise  
role-playing  
team practical exercises

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#### *What You Will Learn to Do*

- Use effective teaching methods to deliver instruction

#### *Linked Core Abilities*

- Communicate using verbal, non-verbal, visual, and written techniques

#### *Skills and Knowledge You Will Gain along the Way*

- Compare lesson objectives to learning objectives
- Distinguish among the seven teaching methods
- Identify the five types of practice exercises
- Define key words

## Introduction

From time-to-time, you may be required to present a portion of the course content. When this occurs, you will need to know some of the finer points necessary to teach that instruction.

Recall that in the “Preparing to Teach” lesson, you learned how to prepare yourself to teach, develop learning objectives (consisting of tasks, conditions, and standards), and use training aids. In the “Using and Developing Lesson Plans” lesson, you learned how to develop four-phase lesson plans (Inquire, Gather, Process, Apply). You may want to review all or a portion of that material before proceeding with this lesson.

In this lesson you learn different teaching methods and when to use each method, such as demonstration and lecture, five practical exercise formats, and the rehearsal process.

## Types of Teaching Methods

The method of instruction is how you choose to conduct your class. Sometimes, the subject you are teaching dictates which method to use. There are many different types of instruction from which to choose. The following sections give you some ideas about different methods of instruction.

### Lecture

The **lecture** is an informative talk given to a class. During a lecture, the teacher does most of the talking; questions and answers usually occur at the end of the lecture. Because the teacher limits the interaction during the presentation, this method provides the fastest dissemination of information.

Use lectures when the subject you are teaching is unfamiliar to your class and it is the best method for preparing students to practice the task. Generally, this method involves learning knowledge-based information. Knowledge-based information is that which you need to know or understand. Examples of JROTC subjects for which you might use a lecture are History, Citizenship, or Technology Awareness.

When preparing for a lecture, be sure to research your topic, organize your thoughts using the outline of the lesson plan, and rehearse. Remember to use your training aids while practicing. Ensure that you are comfortable with your topic because you will be doing most of the talking.

The question and answer session at the end of the lecture gives your class the opportunity to ask for clarification or additional information, and it gives you the opportunity to reemphasize the lesson learning objectives.

### Key Note Term

**lecture** – teaching method designed to provide instruction on a task or topic.

**Key Note Term**

**conference** – a teaching method where the instructor involves the entire class in a discussion of the subject being taught by asking leading questions to get the students to think about and discuss the main points.

**discussion** – a teaching method where the instructor involves the entire class in a discussion of the subject by asking leading questions to get the students to think about and discuss the main points.

**demonstration** – a teaching method that requires hands-on class participation.

**practical exercise** – a maneuver, operation, or drill carried out for training a discipline.

**Discussion/Conference**

There are two names for this method of teaching. During a **conference**, the instructor involves the entire class in a **discussion** of the subject being taught by asking leading questions to get the class to think about and discuss the main points.

This method of instruction is more interesting than a lecture and is ideal for subjects such as current events, topics that require practical exercises (such as First Aid and Map Reading), and topics where a majority of the class is having difficulty learning.

Experienced teachers recommend using a conference when conducting reviews because it enables them to ensure that the class is comfortable with the text material.

**Demonstration**

**Demonstration** is a method of instruction that requires class participation. Use this method to show the class how to do a task and to have them practice performing the task. This method holds the students' interest because they are actively involved in the learning process.

Advance planning and preparation are especially important for demonstrations to ensure that everything goes smoothly, and to avoid interruptions or problems that would make the demonstration less realistic.

**Practical Exercises**

The **practical exercise** is a type of instruction where a learner performs, under controlled conditions, the operation, skill, or procedure being taught. In a practical exercise, class members learn by doing. It is one of the most effective methods for teaching skills. Practical exercises are often used in conjunction with other methods, such as after a lecture or demonstration.

Demonstrations and practical exercises lend themselves to classes such as Leadership Lab, First Aid, Map Reading, and Cadet Challenge.

You will learn more about practical exercises later in this lesson.

**Brainstorming**

**Brainstorming** is a problem-solving technique in which instructors give participants a problem and have them bring into the discussion any ideas that come to mind. All ideas are gathered and recorded, without evaluation, before any are discussed. Preferably, the ideas are recorded someplace where all the participants can see them—for example; on a flipchart, whiteboard, or chalkboard.

In some situations, you may limit idea gathering to 5–15 minutes. After gathering the ideas, have the participants discuss them and decide on the best solution or course of action. It is your job, as the instructor, to facilitate this process.

To conduct a successful brainstorming session, you should:

**Key Note Term**

**brainstorming** – a teaching method that consists of group problem-solving techniques involving the spontaneous contribution of ideas from all members of the group.

- State the objectives and ground rules of the session up front so that the group members know of the session and what is expected of them
- Encourage input from all group members
- Recognize nonverbal cues that group members want to have input, and respond accordingly
- Keep the session moving and on track
- Avoid judging any ideas offered by the group during the idea-gathering phase
- Facilitate the group by constructively evaluating the various ideas, and in reaching consensus on a solution, idea, or course of action

### Case Study

A **case study** is an oral or written account of a real or realistic situation, with sufficient detail to make it possible for the learners to analyze the problems involved and determine possible solutions. There may be many right answers.

Many case study exercises involve group discussions. In this case, you should follow the same rules as described for the discussion/conference. Be prepared to provide relevant and constructive feedback.

### Gaming

**Gaming** consists of activities where participants compete to try to achieve or exceed a certain standard in performing a skill relevant to the learning objectives of the lesson.

## Practical Exercise Formats

In the best practical exercises, the tasks that learners perform should be as close as possible to those they will be expected to perform on their assessment or evaluation. The most common types of practical exercises include:

### Group Performance/Controlled Exercises

In **group performance**/controlled exercises, learners work together at a fixed rate. Everyone does the same thing at the same time. One caution with this practical exercise type is that learners may imitate the performance without actually understanding it.

### Independent Exercises

Learners work alone at their own pace in **independent exercises**. As the instructor, you will circulate around the classroom and supervise, providing assistance and feedback as necessary.

#### Key Note Term

**case study** – a teaching method that consists of an oral or written account of a real or realistic situation.

#### Key Note Term

**gaming** – a teaching method that consists of activities where participants compete to try and achieve or exceed a certain standard in performing a skill relevant to the learning objectives of the lesson.

#### Key Note Term

**group performance** – a controlled practical exercise where learners work together at a fixed rate.

**independent exercises** – a practical exercise format where learners work alone at their own pace.

**Key Note Term**

**role-playing** – a practical exercise format where learners are given different roles to play in a situation, and apply the concepts being taught while acting out realistic behavior.

**Key Note Term**

**coach-pupil exercises** – a practical exercise format where learners work in pairs or small group, alternately performing as instructor and student.

**team practical exercises** – a practical exercise format where learners work together as a team to perform the desired tasks.

**Role-playing**

In **role-playing** exercises, learners are given different roles to play in a situation, and they apply the concepts being taught while acting out realistic behavior. This type of exercise is especially useful for training interpersonal skills, such as leadership or counseling, or interactive skills in a realistic, but controlled situation.

**Note**

Role-playing can also be classified as a method of instruction.

**Coach-pupil Exercises**

In **coach-pupil exercises**, learners work in pairs or small groups, alternately performing as instructor and student. Coach-pupil exercises are extremely useful when time is short or when there are too few instructors.

**Team Practical Exercises**

In **team practical exercises**, learners work together as a team to perform the desired tasks. This method integrates basic skills into team skills.

**Reviews and Rehearsals**

As part of your preparation for delivering instruction, you should rehearse prior to attempting to deliver the instruction. Even if you have delivered the instruction many times, rehearsing will help you get into the proper mindset and iron out any problems that you may have had in the past.

**Reviews**

If you have revised or adapted your materials, review them one last time to ensure you are comfortable with their content, format, and flow. It is also a good idea to look over your references and training aids again.

**Rehearse**

To help you rehearse, enlist family or friends to serve as an audience and to play the role of students. If possible, practice with all the equipment and training aids you will use in the classroom.

At the conclusion of your instruction, ask your audience to help you evaluate your performance to make sure that you iron out all trouble spots and are conducting the instruction at the proper pace.

## Conclusion

Teaching is more than just getting up in front of an audience and talking. You need to develop learning objectives and create a lesson plan identifying the best method for the presentation. Then, you need to review the material and rehearse so you become comfortable delivering the instruction.

If you are asked to instruct others, creating a lesson plan, selecting the most appropriate lesson method, and rehearsing your presentation will increase your confidence level and allow you to conduct a well-received lesson.

## Lesson Review

1. Choose one type of teaching method and explain it.
2. Why would one type of teaching method work better than others for different topics and settings?
3. List the most common types of practical exercises.
4. What methods would you choose to review and rehearse before delivering instructions?

## Lesson 4

### *Using Variety in Your Lesson Plan*



#### *Key Terms*

cooperative learning  
strategy  
team-building exercise

#### *What You Will Learn to Do*

- Incorporate a variety of strategies into a lesson plan

#### *Linked Core Abilities*

- Communicate using verbal, non-verbal, visual, and written techniques
- Apply critical thinking techniques

#### *Skills and Knowledge You Will Gain along the Way*

- Assess the benefits of using cooperative learning strategies in the classroom.
- Select cooperative learning strategies that encourage team-building
- Select cooperative learning strategies that require students to respond to questions posed in the lesson
- Select cooperative learning strategies that help learners gather, share, and learn a great deal of material in a short amount of time
- Explain how incorporating a variety of learning styles and multiple intelligences benefits learners in a classroom
- Define key words contained in this lesson

## Introduction

In the lesson, “Delivering Instruction,” you learned a variety of teaching methods, some involving individual effort, and others encompassing group work.

In this lesson you learn how to structure group exercises into a cooperative learning experience for the class.

## Cooperative Learning Strategy

A **cooperative learning strategy** is one in which a team of students work with and depend upon each other to accomplish a common goal. Each team member is responsible for:

- **Achieving an individual goal**
- **Instructing the other team members**
- **Receiving information from the other members**
- **Helping their teammates achieve their individual goals**
- **Reaching the group goal**

The team members work both independently and as a group to gather, disseminate, discuss, and incorporate information into a single cohesive element.

A cooperative learning strategy is best used when the learning goals are important, both mastery and retention are important, and the task is complex or conceptual.

As you progress through this lesson, you learn some strategies that can help build good teamwork, strategies that can help students respond to and discuss questions raised in the lesson, strategies that can help students learn the material quickly, and some benefits of cooperative learning.

## Team Building Strategies

Teams are composed of a group of individuals associated together in work or activity. Because you are going to form teams when using a cooperative learning strategy, it only makes sense to try and have the best teams possible. Table 12.4.1 shows **team-building exercises** that you can employ to help you foster good team spirit.

### Key Note Term

**cooperative learning** – a teaching strategy in which teams of students work with and depend upon each other to accomplish a common goal.

### Key Note Term

**team-building exercise** – strategies that can be employed to help foster team dynamics. Examples include team color, name, and logo.



**Table 12.4.1: Team-building Exercises**

Team Cheer	The team creates a cheer to be used when the group has accomplished a task and is celebrating.
Team Color	The team chooses a color that represents the personality of the group members.
Team Excellence Symbol	The team decides on a physical symbol formed by the group that indicates they have finished an assigned task and that they fulfilled the requirements of the task.
Team Food	The team selects a food (candy, fruit, gum, and so on) that the whole group enjoys and can be used as part of their celebrations.
Team Logo	The team designs a logo that visually represents the group.
Team Name	The group decides on an appropriate name for the team.
Team Song	The team creates a song or selects a song that reflects the group's personality.

## Question Strategies

In a standard classroom, the teacher asks questions from time to time and calls on one or more students to answer the question. When a student wants to ask a question, he or she will raise a hand and wait for teacher recognition before speaking.

Group dynamics make the standard question and answer format difficult to use. Table 12.4.2 shows a series of **strategies** that you may employ in a cooperative learning situation to facilitate question response and discussion in a group setting.

### Key Note Term

**strategy**—the art of carefully devising or employing a plan of action or method designed to achieve a goal.

**Table 12.4.2: Cooperative Learning Strategies**

Heads Together	Pairs of students get together to answer a question, solve a problem, review an assignment, react to a video, generate a discussion, and so on.
Numbered Heads Together	The team members count off (such as one, two, three, four), discuss a problem together, reach some conclusion, then randomly team members answer a question when the teacher calls their number.
Partner Interviews (PI)	Partners take turns interviewing each other to determine their level of understanding of a concept.
Round-Robin	Each team member takes a turn adding information or sharing an idea; each class member shares an insight or new learning; each team member contributes to the creation of a writing project; and so on.
Round-Robin Brainstorm	Team members take turns adding to a group brainstorm.
Squared-Shared-Partner-Interviews	Pairs join with another pair to form a square and share what they gathered from their previous interviews.
Think-Pair-Share (TPS)	Individually, students think about a question, pair with another student to discuss their thoughts, and then share their thoughts with a larger group or with the class.
Team Brainstorm	Team members randomly and rapidly contribute many ideas.

### *Gather, Share, and Learn Strategies*

Despite the good intentions of teachers, events can occur that prohibit them from adhering to their lesson plans (special school assemblies, sickness, inclement weather, and so on). Table 12.4.3 shows several strategies that you may use when you are called upon to teach that will enable the groups to gather, share, and learn their lesson material in a relatively short period of time.

**Table 12.4.3: Group Strategies**

Carousel	Teams work together to respond to different problems by moving from station to station or by sending their problem around the groups so other groups can contribute to the solution by responding on the chart or paper they receive.
Conversation Circles	Two circles are formed with one circle inside the other. One student from each circle faces another student. In these pairs, students discuss questions posed by the teacher. Circles rotate two to four times in opposite directions so students discuss questions with new partners.
Jigsaw	Material like a chapter in a book, different web sites, several articles, and so on, is segmented and each team member is assigned a segment to study and/or review. Team members return to share their segment with the rest of the group.
Jigsaw and Expert Groups	Each team member is assigned a segment of information. Each member studies the assigned section independently. Members then find others from different groups who studied the same material. Together they review what they learned and reinforce the learning, clarify any misunderstandings, and fill in gaps. They become experts. They return to their original group and share their expertise.
Jigsaw with Expert Groups	Each team member is assigned a segment of information. Each member finds all the others from other groups that share the same assignment. Together, they study the same segment of information and become experts on that information. They return to their original group and share their expertise.
Team Graphic Organizer	Together, a team prepares a single graphic organizer of information.
Team Product or Project	Teams produce a product or engage in a project as a culminating activity.
Team Performance	Teams prepare a performance or presentation based on a synthesis of what they learned.

## Benefits of Cooperative Learning

There are benefits for using a **cooperative learning** strategy in the classroom. One of the most important goals in education is to promote constructive relationships and positive attitudes among the student body. The group dynamics of cooperative learning require a large amount of social interaction. Students share ideas and feelings. Team members get to know one another and develop a better understanding of other individuals. The students learn to trust, depend upon, and respect one another as they strive to achieve a common goal. Teammates are appreciated for what they can do and are not simply rejected for what they cannot do.

Cooperative learning groups tend to be more creative than individual students or non-cooperative learning groups because the group dynamics encourage and require all team members to actively participate. More ideas are generated, the quality of ideas is increased, and there is more originality in creative problem solving activities.

## Conclusion

Cooperative learning is based on the belief that all people are good at something, have the ability to help others, and can benefit from others' help. This cooperation among all students promotes an exciting and far-reaching way of including differently-abled students.

By creating a classroom that is cooperative and inclusive, students' acceptance and success in the general education environment will be greatly enhanced. All students and all teachers have much to gain by structuring the classroom and school environment so that it provides generous support for learning, connecting, and caring.

## Lesson Review

1. Describe how cooperative learning is beneficial to the student.
2. List the seven team-building strategies covered in this lesson.
3. Choose one question strategy and explain how you'd use this in a classroom,
4. Choose one gather, share, and learn strategy and explain how you'd use this in a classroom.

# Chapter 12

## Lesson 5

### *Thinking Maps® and Graphic Organizers*



#### *Key Terms*

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analogy  
defining in context  
describing  
cause and effect reasoning  
classifying  
comparing and contrasting  
part-whole relationship  
sequencing  
thinking process

---

#### *What You Will Learn to Do*

- Use Thinking Maps® and graphic organizers as tools for teaching others

#### *Linked Core Abilities*

- Communicate using verbal, non-verbal, visual, and written techniques

#### *Skills and Knowledge You Will Gain along the Way*

- Identify the factors associated with brain-based learning
- Describe the benefits of graphic organizers to the learner
- Compare types of visual tools
- Match thinking processes in learning to Thinking Maps
- Define key words contained in this lesson

## Introduction

Visual tools are excellent tools for learning the structure of thinking skills. Teachers have been using visuals for years to help students make abstract concepts more concrete. These visuals provide a powerful picture of information and allow the mind to “see” patterns and relationships. Some tools are perfect for simple brainstorming; others are task-specific, organizing content. Tools such as Thinking Maps® relate directly to a thinking skill or process.

Graphic organizers and Thinking Maps® are both based on the brain and educational research that supports the use of visuals in a classroom. According to Eric Jensen in his book *Teaching with the Brain in Mind*, 90 percent of all information that comes to the brain is visual. Robert Marzano’s *Classroom Instruction That Works* cites research that proves that using visuals in a classroom improves student achievement.

Each kind of visual tool can encourage student-centered and cooperative learning. The JROTC curriculum uses both graphic organizers and Thinking Maps within its lesson plans. In this lesson, you examine the various types of visual tools and use them as you continue to improve your teaching skills.

## Types of Visual Tools

There are three basic types of visual tools for learning and enhancing the **thinking process**. These can be defined as brainstorm “webs,” task-specific graphic organizers, and Thinking Maps®.



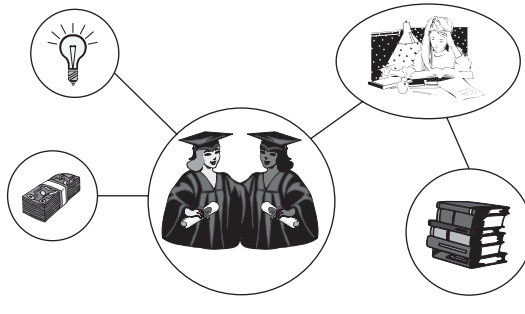
### Brainstorm Webs

Brainstorm webs are visual tools used for personal knowledge, and include mind mapping and webbing.

A mind map is a form of brainstorming using a free-flowing documentation process where lines connect concepts to each other. The core subject is in the center; the main spokes are like sub parts of chapters. Related ideas can be color coded, circled, or attached by lines. Pictures and words can both be used. For example, you could use this tool to discuss what it will take for a cadet to successfully earn a high school diploma.


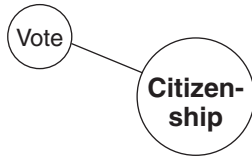
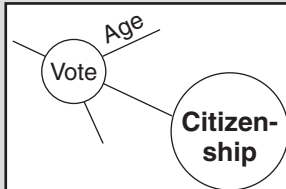
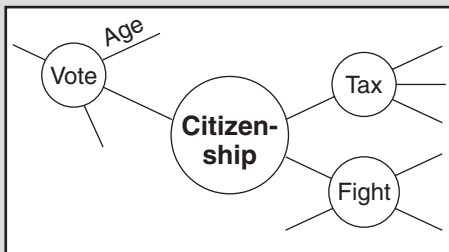
### Key Note Term

**thinking process** – the organized way in which thinking occurs.

Step	Action	Graphic
1	Set up chart paper on easel and get the markers. If possible place the paper in a horizontal position.	
2	Draw the central concept on the paper. Ask the cadets to define what the concept is—for example, graduate from high school.	
3	The cadets will brainstorm what it takes to graduate and draw pictures or images to show these items—for example, money, books, studying, and ideas are some of the information they could provide.	
4	Link the thoughts to show relationships of ideas—for example, books are needed before you can study and get your degree. Ideas as well as money are independent ideas that support receiving a degree.	

The concept web uses text to link main concepts and sub-concepts or even sub-sub-concepts. The center circle is the main concept or idea. The smaller circles connecting to the main concept represent the sub-concepts; connected to these sub-concepts are sub-sub-concepts. For example, the center circle could be citizenship. The smaller connected circles are sub-concepts related to citizenship.

These smaller circles can also be explored for additional supporting concepts. An illustration might be the sub concept of voting as a critical part of citizenship. Most cadets can't vote yet, but they could continue to explore how they might encourage voting or how they might get involved with the voting process.

<b>Step</b>	<b>Action</b>	<b>Graphic</b>
1	Set up chart paper on easel and get the markers. If possible place the paper in a horizontal position.	
2	Draw a circle in the center of the paper with a diameter sufficient to hold the main idea and write the main idea in the circle.	
3	Draw a connected sub-concept containing a concept related to the main concept.	
4	Draw a ray out from the sub-concept and place an element of voting on the ray. Add additional rays as needed.	
5	Add additional sub-concepts with rays as needed to cover all the elements.	



### Key Note Term

**Circle Map:**  
**defining in context** – a process where a specific concept is defined and explored.

**Tree Map:**  
**classifying** – a process of sorting things into categories or groups.

**Flow Map:**  
**sequencing** – a process of ordering or examining stages of an event.

**Bridge Map:**  
**analogies** – a process of seeing the relating factor or the same relationship to something.

**Multi-Flow Map:**  
**cause and effect** – a process of identifying the interrelationship of what results from an action.

**Double Bubble Map:**  
**comparing and contrasting** – a process of identifying similarities and differences of things.

**Bubble Map:**  
**describing** – a process of seeing qualities, characteristics, traits and/or properties of things.

**Brace Map:**  
**part-whole relationships** – a process of identifying the relationship between a whole physical object and its parts.

When using these tools in a teaching environment, you can ask the students to use any of these types of “webs” to brainstorm a topic of their choice. They are very effectively used during the Inquire phase of our lesson plans. Students can complete this activity alone, in pairs, or as a group. An example of how they can be used is to have students complete a web individually. Then pair up and exchange their notes. Each student should read his or her partner’s web ideas and try to summarize the concept being brainstormed without any help from the cadet who created the visual. Paired students should then discuss their summaries.

### Task-specific Graphic Organizers

Task-specific graphic organizers are used for isolated tasks, and are found in different textbooks. They are used to represent life cycles, timelines, and other content-specific data. One example is the Fishbone Diagram.

This structure helps cadets think of important components of a problem to solve, an issue to explore, or a project to plan. The head of the fish represents a problem, issue, or project. “Ribs” of the fish represent component parts of the problem and the related elements of each part. For example, cadets could explore how to prepare for an upcoming orienteering competition. Each rib represents the critical elements of preparation. Attached to each rib are the processes or activities that will assist in accomplishing each key element.

An example of how to use task-specific graphic organizers in a teaching environment is to have students work in pairs to survey their textbooks or other resources to look for content that could be represented by graphic organizers and visuals, such as the steps to determine direction of travel, or the timeline for how the framers created the constitution. Then have students choose and draw graphic organizers to represent their thinking about the subject or topic.

### Thinking Maps®

Thinking Maps® give students and teachers a common visual language for learning that can be used with all subject matter and across all LET levels in classrooms and whole schools. The purpose for using them is to transfer thinking processes, integrate learning, and assess progress. Thinking Maps® consist of eight graphics or “Maps.” Each one is tied directly to a specific thinking process. Look at the key word definitions for each map and notice how they are used to organize your thinking.

#### Note

The introductory “Thinking Maps®” lesson contains pictures of each type of map discussed here.

Thinking Maps® are most effective when they are used together to develop a learning objective, concept, or performance task. An example of how multiple maps can be used to develop an understanding of heat injuries can be seen in Figure 12.5.1.



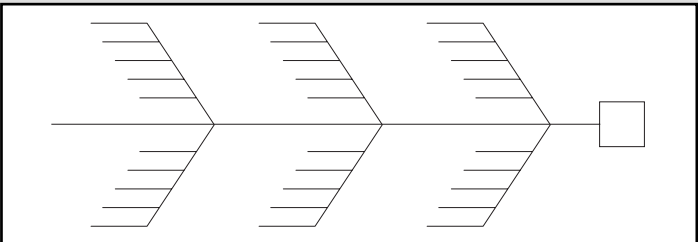
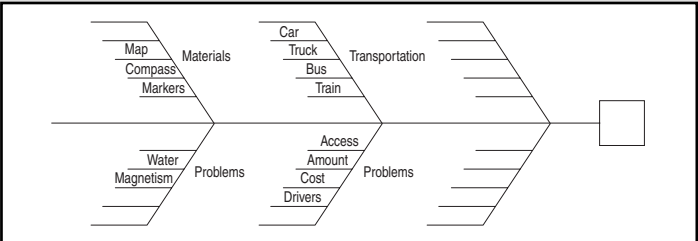
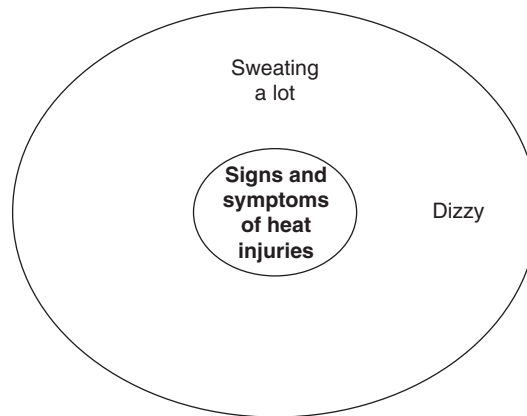
Step	Action	Graphic
1	Set up chart paper on easel and get the markers. If possible place the paper in a horizontal position.	
2	Draw a square about the size of a CD-ROM case. This will be the head.	
3	Draw a horizontal line from the left side of the head to the left side of the paper. This is the backbone.	
4	Draw ribs out from the backbone above and below the backbone. Make sure they correspond and touch each other at the intersection. Add rays as needed.	
5	Instruct the cadets to write their responses for one point of view on the bottom set of bones and the other point of view on the top. EXAMPLE: On the bottom write: Problems On the top write: Materials and Transportation	

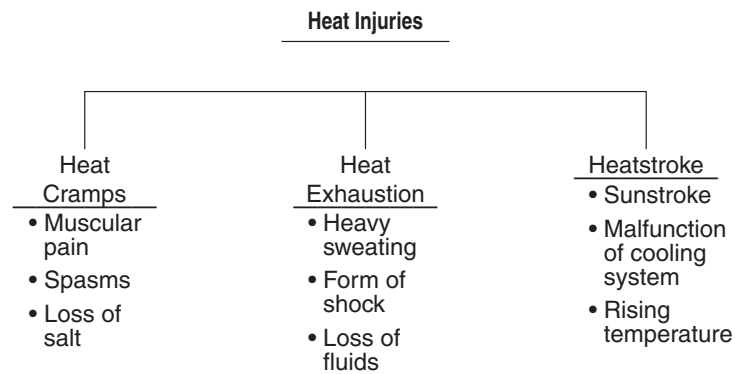
Figure 12.5.1: Using multiple maps.

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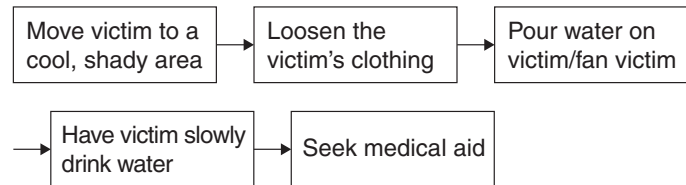
**Circle Map:** Brainstorm what you know about signs and symptoms of heat injury.



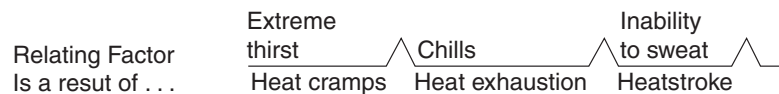
**Tree Map:** Classify the types of heat injuries.



**Flow Map:** Sequence the steps to treat heatstroke.

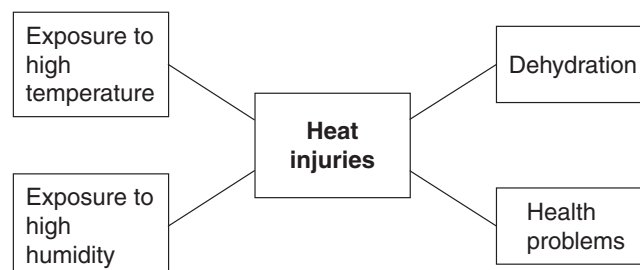


**Bridge Map:** Show the relationship between each type of heat injury.



\*Extreme thirst is a result of heat cramps, just as chills is a result of heat exhaustion, just as the inability to sweat is a result of heatstroke.

**Multi-Flow Map:** Show the causes and effects of heat injuries.



### Putting them all together

As closure for the three preceding activities, ask cadets to draw some conclusions about the effectiveness of these three different types of visual tools.

## Comparing Thinking Maps® to Other Graphic Organizers

Graphic organizers and webs are commonly used strategies that help organize and process a great deal of information. They can help make relationships and connections visible or concrete. Thinking Maps® combine the flexibility of brainstorm webs and the structure of task-specific graphic organizers with a clearly defined, common thinking process language. Graphic organizers and webs help people graphically organize information. Thinking Maps® help people think about their information and construct knowledge.

The most important difference between Thinking Maps® and graphic organizers is that each Thinking Map® is based on a fundamental thinking skill.

This thinking skills foundation supports three intellectual outcomes:

- Students learn clearly stated definitions for eight fundamental thinking skills.
- Students are applying multiple thinking skills (as Maps) to complex, multistep problems.
- Students are empowered to use these visual tools for transferring thinking skills across disciplines.

The Double Bubble Map in Figure 12.5.2 compares the similarities and differences between graphic organizers and webs and Thinking Maps®.

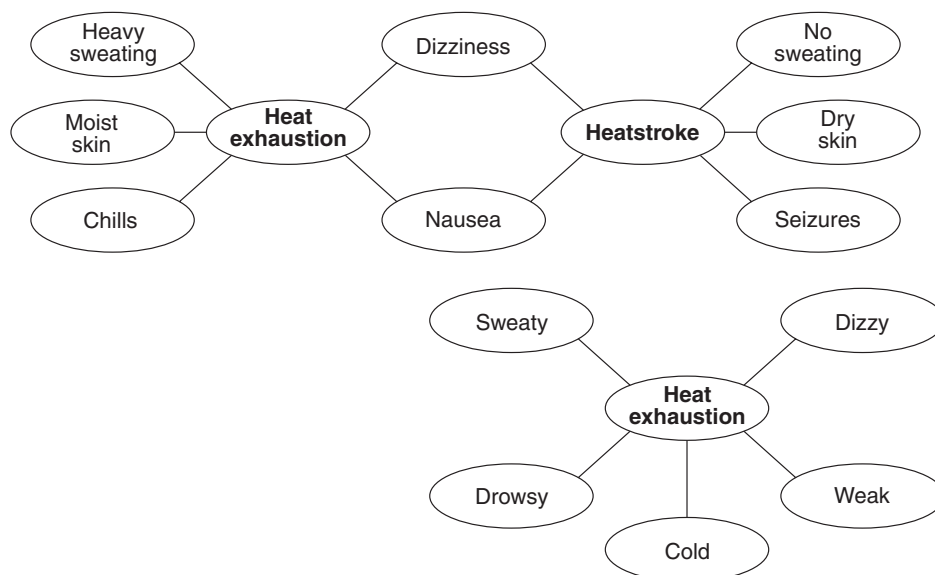


Figure 12.5.2: Similarities and differences.

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**Double Bubble:** Explain the similarities and differences of heat exhaustion and heat stroke.

**Bubble Map:** Describe how a person would feel if they had heat exhaustion.

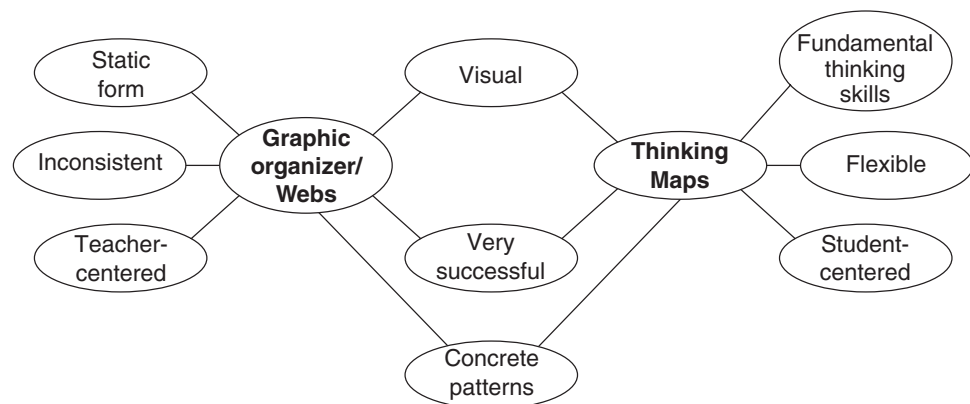
### Which Visual Tool Do I Choose?

As you are reading content or listening to someone speak, your brain is processing the information by figuring out what to do with it. When that happens, the next step is to visualize a graphic organizer, web or a Thinking Map® that can help you understand and remember the information. If, for example, the information you receive is asking you to define something, you may choose to use a mind map, a concept map, or a Circle Map as illustrated earlier in this lesson. If you are being asked to compare and contrast something, you may choose to use a Venn Diagram or a Double Bubble Map. Graphic organizers, webs, and Thinking Maps® have proven to be highly successful for the learner. When considering which visual tool to use, remember that Thinking Maps® are consistently used for a specific thinking process while the other tools are less defined and therefore are not always used in the same way for the same purpose.

Look at the example in Figure 12.5.3. Discuss with a partner or group which visual tool you feel is most beneficial and effective for learning. What are the advantages and disadvantages of each?

Figure 12.5.3: Contrasting and comparing visual tools.

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Now practice picking a visual tool for learning. Think about a specific task you might do in JROTC. Choose a graphic organizer and a Thinking Map® to represent the same tasks. Share why the visual tools were chosen and which will help you retain the information the most.

Use the Double Bubble Map to help you remember the similarities and differences between Thinking Maps® and other graphic organizers.

## *Conclusion*

Overall, Thinking Maps® and graphic organizers allow you to visually organize concepts, ideas, data, thoughts, and feelings. Choosing the appropriate Map or graphic organizer depends on the type of elements that need organizing and analyzing. After the organization process is complete, understanding complex concepts, decision-making, and problem-solving becomes easier.

## *Lesson Review*

1. Name and describe the three types of visual tools.
2. What are the similarities and differences between Thinking Maps® and other graphic organizers?
3. What are the advantages and/or disadvantages of using Thinking Maps®?
4. What are the advantages and/or disadvantages of using graphic organizers and webs?

## Lesson 6

### *Using Feedback in the Classroom*



#### *Key Terms*

---

acceptable  
clarify  
comprehensive  
constructive  
conviction  
criteria  
flexible  
jargon  
modify  
objectivity  
preconceived  
rapport  
reinforce

---

#### *What You Will Learn to Do*

- Use feedback to enhance learning in the classroom

#### *Linked Core Abilities*

- Communicate using verbal, non-verbal, visual, and written techniques

#### *Skills and Knowledge You Will Gain along the Way*

- Describe the purpose of feedback in the classroom
- Explain four ways that feedback can be effective
- Identify the five characteristics or conditions of effective feedback
- Identify the basic ground rules and tips for giving effective feedback
- Define key words contained in this lesson

## Introduction

In traditional courses individualized comments from instructors to their students are often limited to grades on papers, quizzes, exams, and the final grade; however, comments of this sort come well after instructors have evaluated learners on their course work. Such after-the-fact feedback often contributes little to learning because it is too late for learners to take corrective action. On the other hand, the most important task you have as an instructor may be to provide information that learners can use to improve themselves during the course. Such feedback guides learners while they can still take corrective action.

This lesson examines how you can give **objective**, **acceptable**, **constructive**, **flexible**, and **comprehensive** feedback.

## Definitions and Applications

In general, feedback is any information about the results of a process. When you use a computer, for instance, you feed in the information and get back feedback. In the social sciences, feedback is the information that returns to the source of the process so as to **reinforce** or **modify** it. For example, if a coach finds that the football team is weak in defense tactics, the coach schedules the team for more tackling practice. In psychological **jargon**, feedback is called the “knowledge of results.”

In the classroom, feedback can be defined as information that learners receive from their instructor about their performance, information that may cause them to take self-corrective action and guide them in attaining the goals of the course more effectively.

Learners can receive feedback from at least five sources: themselves, the learning task, fellow cadets/students, the instructor, and from the school/cadet battalion.

Feedback is generally given for informational and/or motivational purposes. Informational feedback is generally responsible for correcting the errors that the learner commits and should always be motivating. Motivational feedback motivates the learner to try harder but does not always provide information. A pat on the back or a word of encouragement may motivate a learner, but will not necessarily point out the errors in the learner’s performance.

## Giving Feedback to Learners

The purpose of giving feedback in the classroom is to improve learner performance. In its most effective form, it provides constructive advice, direction, and guidance to learners in their effort to raise their performance levels. Learners must understand the purpose and role of feedback in the learning process; otherwise, they may reject it and make little or no effort to improve.

### Key Note Term

**objective** – dealing with facts or conditions as perceived without distortion by personal feelings, prejudices, or interpretations.

**acceptable** – capable or worthy of being accepted, adequate, satisfactory.

**constructive** – promoting improvement or development.

**flexible** – ready to adapt to new, different, or changing requirements.

**comprehensive** – covering completely or broadly.

### Key Note Term

**reinforce** – to strengthen by additional assistance, material, or support.

**modify** – to make basic or fundamental changes to give a new orientation to or to serve a new end.

**jargon** – technical terminology or language created for a particular profession, such as computer science, that may seem strange or outlandish to outsiders who do not understand it.



**Key Note Term**

**clarify** – to make understandable.

Feedback can also be used as a device to reinforce learning. Although all feedback cannot be used in this manner, the instructor should take every opportunity to use feedback as a means of **clarifying**, emphasizing, or reinforcing instruction.

## *Characteristics (or Conditions) of Effective Feedback*

Effective feedback stresses both learner strengths as well as suggestions for improvement. The most significant characteristics, or conditions, of effective feedback are objectivity, acceptability, constructiveness, flexibility, and comprehensiveness. Each of these characteristics is briefly explained in the following sections.

### *Objectivity*

Effective feedback focuses on the learner and the learner's performance; it should not reflect the instructor's personal opinions, likes, and biases. For example, if the learner makes a speech and expresses views that conflict with the your beliefs, you should give feedback on the merits of the speech, not on the basis of the agreement or disagreement with the learner's views. To be objective, feedback must be honest; it must be based on factual performance—not performance as it could have been or as you and the learner wish it had been.

### *Acceptability*

Learners usually accept feedback when you give it with **conviction** and sincerity. Usually, you have the opportunity to establish **rapport** and mutual respect with learners before the need for giving feedback arises. If there is no such opportunity, your manner, attitude, and knowledge of the subject must serve instead.

### *Constructiveness*

You must be straightforward and honest; you must also respect the learner's personal feelings. Feedback, then, is pointless unless the learner profits from it. Praise just for the sake of praise has no value; however, unless the only goal is to motivate or improve self-concept.

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

### *Flexibility*

You should always remain flexible in giving feedback by avoiding mechanical, predetermined techniques and **preconceived** opinions regarding content, subject matter, and learner capability. Instead, you should consider:

**Key Note Term**

**conviction** – a strong persuasion or belief.

**rapport** – a relationship, especially one of mutual trust.

**Key Note Term**

**preconceived** – to form (as an opinion) prior to actual knowledge or experience.

- The actual content of the learner's effort
- What actually happens during an activity
- The observed factors that affect performance

### *Comprehensiveness*

Comprehensive feedback need not be extremely long nor must it treat every detail of the learner's performance. As an instructor, you must decide whether you can achieve the best results by discussing a few major points or a number of minor points. You should base your feedback either on what areas need improvement or on what areas you can reasonably expect the learner to improve.

Feedback includes both strengths and weaknesses. Only you can determine a proper balance between the two. It is a disservice to learners to dwell on the excellence of their performance and neglect areas that need improving (or vice versa).

### *Ground Rules and Tips for Giving Feedback*

There are some basic ground rules for giving feedback so it is constructive and helpful to the learner. These rules include:

- Establish and maintain rapport with learners.
- Cover the major strengths and weaknesses. Try to be specific; give examples if possible.
- Avoid trying to discuss everything. A few well-made points may be more beneficial than numerous, but inadequately developed points.
- Try to avoid comments with "never" or "always"; most rules have exceptions. Your feedback may be incorrect or inappropriate for certain situations.
- Do not criticize something that cannot be corrected.
- Do not criticize when you cannot suggest an improvement.
- Avoid being maneuvered into the unpleasant position of defending feedback. If the feedback is honest, objective, constructive, and supported, no defense should be necessary.
- If part of the feedback is written, it should be consistent with the oral feedback.

To ensure the learner takes your feedback in the most constructive manner possible and use it in a positive way, the following tips can be helpful.

- Reinforce correct performance by letting learners know what they are doing well. Your encouragement and support will mean a great deal to your learners.
- Make sure to base your feedback on the evaluation **criteria**.
- When you see someone doing something differently than you would ordinarily do it, consider whether it matters. Ask yourself questions such as:

#### *Key Note Term*

**criteria** – a standard on which a judgment or decision is based.

- Will it work the way he/she, they are doing it?
  - Is this a better way?
  - Will it cause problems for them later?
  - Is it safe?
- 
- Allow for individual variations. Consider the learner's openness to suggestions before recommending changes that are not based on the criteria.
  - Identify incorrect performance as early as possible. Give feedback as soon as you see the incorrect performance.
  - Try to provide feedback in the most constructive way possible. Help learners understand how to do a task correctly—do not just tell them what they are doing wrong.
  - Be aware of the learners' sensitivity to correction, especially in front of other people (generally avoided whenever possible). Keep your voice down when providing individual feedback. Avoid the temptation to point out one person's mistake to the whole group as an example.
  - Give feedback less often as learners progress.

## Conclusion

It is important to realize that feedback need not always be negative or destructive. In fact, positive feedback is almost always seen as warmer and more sincere than negative feedback given in identical ways.

As a potential instructor, coach, and counselor in JROTC, you must be able to give effective, positive feedback. By improving the way that you give feedback, you are improving the future performances of your teammates and classmates.

## Lesson Review

1. Why feedback is generally given?
2. What are the characteristics of feedback covered in this lesson?
3. Choose one tip for giving feedback and discuss it.
4. Define the term "criteria."

# ***Mandatory Core Service Learning***

# ***Appendix***

# *Chapter 8*

## *Making a Difference with Service Learning*

# Lesson 1

## Orientation to Service Learning



### Key Terms

community service  
debriefing  
facilitator  
orientation  
recorder  
reflection  
reporter  
service learning  
timekeeper

### What You Will Learn to Do

- Identify the components of service learning

### Linked Core Abilities

- Apply critical thinking techniques

### Skills and Knowledge You Will Gain Along the Way

- Compare the types of service opportunities within your community
- Identify the benefits of serving others within a community
- Associate the roles and responsibilities of service learning teams
- Define key words contained in this lesson

# Chapter 8

## Introduction

You have probably noticed that people who seem to find the most satisfaction in life are those actively engaged in doing something to make the world a better place for everyone. They seem happy because they are making a difference. Have you ever helped a friend through a difficult time or done something similar to stopping to help change a flat tire or take food to a sick neighbor? Then you know why people who help others appear to be more genuinely content with their lives.

Unfortunately, although you know you will feel good, it is probably not easy for you to get started. You are not alone. Many people find it awkward to reach out. However, after you take those initial steps and begin making a difference, the difficulties disappear. Feelings of accomplishment and generosity of spirit make the effort and time you spent worthwhile.

So how do you get started in service? First, look around you. There are problems and people in need everywhere. You do not have to look very far to find hunger, illiteracy, pollution, illness, poverty, neglect, and loneliness. Decide on an urgent need or one that you find most compelling. What matters most is that you make a commitment to address the need in a positive way.

After you have chosen a need, select a project that will help you accomplish your goal of making a difference. President John F. Kennedy reminded everyone to, “Ask not what your country can do for you; ask what you can do for your country.” Planning and carrying out the **service learning** project will help you selflessly “do” for your neighbor, your community, your state, your country, and the world.

The author Aldous Huxley said, “Experience is not what happens to you; it’s what you do with what happens to you.” Service learning takes that belief to heart. It is not enough to take positive actions, you must learn from your actions. For example, starting a paper recycling program is a worthy project; it can become more meaningful when you learn more about why it is important, reflect on your experiences, identify what you learned, analyze how you’ve changed, and decide other ways you can recycle and help others commit to recycling.

Service learning experiences can become the starting point for self-awareness, self-improvement, and self-fulfillment. In the process of making a difference for others, you make a difference in yourself.

### Key Note Term

**service learning** – an environment where one can learn and develop by actively participating in organized service experiences within one’s own community.

### Key Note Term

**orientation** – the act or process of orienting or being oriented, such as being oriented on the first day of college.

## What Is Service Learning?

Service learning is an active and experiential learning strategy where students have a direct impact on an identified need that interests and motivates them. It requires sequential lessons that are organized so **orientation** and training come before the meaningful service activity and structured reflection follows the activity.

Orientation and Training  
+ Meaningful Service  
+ Structured Reflection  
SERVICE LEARNING

## Structured Teamwork

Service learning requires active participation in structured teamwork. Working within small teams and solving problems together will help you become active participants. Each member is assigned a team role, including:

- **Facilitator** (The facilitator leads team discussions to identify needs and prepare service learning activities.)
- **Recorder** (The recorder takes notes for the team and organizes information.)
- **Reporter** (The reporter represents the team voice and reports team findings.)
- **Timekeeper** (The timekeeper keeps track of time and plans the schedule.)
- **Debrief** (The debriefer encourages team members and leads discussion after presentation.)

Cadet teams should determine, plan, and execute service-learning activities with the aid of their instructor.

## Orientation and Training

Orientation and training activities are necessary to prepare you and other participants for the service experience. Integrating what you are learning in class with the service activity is a key goal of service learning. This step requires in-class lessons, followed by selecting a service project that relates to the curriculum and meets academic standards.

You should be familiar enough with the material to conduct the service project you have selected. Part of the planning process will require you to determine what you need to know before the activity and to train yourself accordingly.

If possible, speak with representatives or others involved with the service you have selected to see what to expect. Orient yourself with the service goals, those you will be helping, other organizations or people that you may need to contact, and so on. In other words, learn what you need to know before starting the service experience and plan for all potential circumstances.

### Key Note Terms

**facilitator** – one who facilitates; one who leads team discussion.

**recorder** – one who takes notes for the team and organizes information.

**reporter** – one who represents the team voice and reports team findings.

**timekeeper** – one who keeps track of time and plans the schedule.

**debrief** – one who encourages team members and leads discussions after presentation and team discussion.



## Meaningful Service

It is your responsibility to initiate and plan service activities to correspond to the lesson material. Although there should be at least 15 cadets per service experience, you can either work in committees on one project or small teams on separate projects. For example, you may want to divide the project components among three teams of five cadets each. Learning should be an active and social experience that is meaningful to you and those involved. Within your teams, choose a service activity that:

- Addresses a real and important need another group is not addressing
- Is interesting and challenging
- Connects you to others within the community or world
- Challenges you to develop new skills
- Requires little or no money
- Is achievable within the time available
- Has a positive effect on others

## Structured Reflection

**Reflection**, or taking time to observe, analyze, and integrate actions with learning, is an important part of the learning process. A strong reflection helps you develop skills and extend learning from the service experience. You may use many types of reflection: learning logs and essays; team and class discussions; performances; graphic organizers; and public presentations. Using learning logs throughout the experience to record thoughts, feelings, knowledge and processes will help you organize what you have learned.

Within your teams, share what you have learned by discussing your answers to open-ended questions before, during, and after each service experience. Reflection questions should encourage observation, analysis and integration.

## Community Service Versus Service Learning

Community service in many states is dispensed by a judge or court system as mandatory work for infractions of the law. Some students and members of the community view this type of service as punishment. What students learn is that they don't ever want to be forced to do "service" again. Today, many high schools include community service hours as a graduation requirement and though intentions are good, sometimes the emphasis is on quantity of hours, not quality of the project.

Service learning, on the other hand, is a step up from community service; it brings academics to life and is driven by student involvement. You should identify essential needs in your school or community, and then decide on your own projects. In addition, you should plan and carry out your own projects and take responsibility for your own learning. Reflecting on the experience will reveal the importance of your service work and the impact you are making on yourself and others.

### Key Note Term

**reflection** – a thought, idea, or opinion formed or a remark made as a result of mediation; consideration of some subject matter, idea, or purpose.

### Key Note Term

**community service** – any form of service provided for the community or common good.

## Why Use Service Learning?

Service learning is rapidly growing in popularity around the country. Students who are able to learn about the world around them and work to improve it as part of their education reap many benefits. Such students:

- **Learn more**
- **Earn better grades**
- **Come to school more often**
- **Demonstrate better behavior**
- **Become more civic minded**
- **Gain a first-hand appreciation and understanding of people from other cultures, races, and generations**
- **See the connections between school and “real life”**
- **Feel better about themselves**
- **Learn skills they can use after leaving school**

Service learning provides a safe environment where you can learn, make mistakes, have successes, and develop by actively participating in organized service experiences within your community. For example, such experiences might include:

- **Meeting actual community needs by providing meaningful service**
- **Coordinating in partnership with the school and community**
- **Integrating these service opportunities into an academic curriculum, thereby enhancing what your school teaches, extending your learning beyond the classroom, and offering unique learning experiences**
- **Providing you with opportunities to use previously and newly acquired academic skills and knowledge in real-life situations in your own community**
- **Providing structured time for you to think, talk, and write about what you did and saw during your actual service activity**
- **Helping you to develop a sense of caring for others**

Providing service can be a powerful tool in the development of attitudes and behavior. It can transform young adults from passive recipients into active providers, and in so doing, redefine the perception of their involvement in the community from a cause of problems to a source of solutions.

Important skills you will need to work successfully to accomplish each service learning activity are similar to those identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) report. There are several important skills and qualities identified in the SCANS to ensure students are prepared for the workforce. The following are just a few of those skills service learning can help you strengthen.

- Being an effective team member
- Providing resource and time management
- Engaging in frequent and effective communication
- Making decisions
- Organizing and being responsible
- Effectively managing personal problems such as poor writing skills, lack of research skills, or stereotyping

## ***Conclusion***

When combined with formal education, service becomes a method of learning or “service learning.” Learning is maximized by combining the three main service learning components: orientation and training, meaningful service, and structured reflection.

Service learning is the single learning strategy that can accomplish the most good for the greatest number of people. Studies suggest that service learning reinforces curriculum content and standards, and benefits participants academically, as well as personally and socially. By getting involved to help meet different needs, you have the potential to make a difference to someone specific or to the entire community.

## ***Lesson Review***

1. Who do you know that might benefit from your participation in service learning?
2. Define the term “learning logs.”
3. Compare and contrast community service and service learning.
4. List five benefits from your participation in service learning.

# Lesson 2

## Plan and Train for Your Exploratory Project



### Key Terms

experimental learning  
exploratory project  
field education  
problem-based learning  
training

### What You Will Learn to Do

- Prepare for a service learning project

### Linked Core Abilities

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Do your share as a good citizen in your school, community, country, and the world

### Skills and Knowledge You Will Gain Along the Way

- Select an exploratory project
- Identify the steps needed to conduct a service learning experience

# Chapter 8

- Identify the essential components of a chosen service learning project
- Develop a plan addressing various circumstances and outcomes of the project
- Define key words contained in this lesson

## Introduction

There are several points to consider before undergoing service learning. Planning ahead will prepare you both mentally and physically to undertake the challenge. Before you select a service learning project in class, your instructor should familiarize you with service learning by guiding you in an **exploratory project** within the community. This will help you select a service project and demonstrate the steps to conducting a proper service learning experience.

## Exploratory Project Purpose

The exploratory project is an introduction to a service learning activity that utilizes **experiential learning** and **problem-based learning** principles. The purpose of a teacher-planned exploratory project is to provide students with a meaningful experience, expose them to how it feels to serve, and to stimulate their thinking about possible service learning activities.

One of the primary benefits of engaging in an exploratory project is to understand what service learning entails. Service learning is not community service, although many confuse the two. Until you participate in service learning, you will not have a real-life experience to justify the difference.

Exploratory projects help you capture a vision of how to make a difference in the world. After you get involved, you may begin to see the world through different glasses. In addition, as you work to address one need in the community, several other unmet needs will begin to surface. Your vision of the world may change when you begin to see critical needs where you never saw them before.

Suggested introductory projects could include going to a hospital or nursing home to visit residents, distributing food at a food bank, or volunteering at a local Red Cross program.

## Service Learning Steps

Before participating in service, familiarize yourself with the following steps to conduct a proper service learning experience:

### Key Note Terms

**exploratory project** – a teacher-planned introductory project to service learning, intended to provide students with a meaningful experience, expose them to how it feels to serve, and to stimulate their thinking about possible service learning activities.

**experiential learning** – gaining practical knowledge, skills, or practice from direct observation of or participation in events or in a particular activity.

**problem-based learning** – an instructional strategy that promotes active learning where problems form the focus and learning stimulus and problem-solving skills are utilized.

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

## Choosing a Service Activity

After participating in an exploratory project, you should be able to select your own service activity that meets an important need and integrates the curriculum.

It is very important that you participate in selecting a service activity that is meaningful to you and others. Brainstorm service ideas relative to the lesson curriculum and program at hand. Then as a class or team, select the service activity.

Service learning opportunities can use **field education** principles to incorporate scholastic programs with the curriculum. You can integrate programs such as:

- Lions-Quest Skills for Action®
- Groundhog Job Shadow Day®
- NEFE High School Financial Planning Program®
- You the People®
- Chief Justice®
- Cadet Ride®

### Key Note Term

**field education** – performing service and training to enhance understanding with a field of study.

**Key Note Term**

**training** – to form by or undergo instruction, discipline, or drill; to teach so as to make fit, qualified, or proficient.

In field education, you perform the service as a part of a **training** program designed primarily to enhance understanding of a field of study while providing substantial emphasis on the service.

Besides integrating curriculum and service, you will learn more about the different types, models, and terms of service in the next lesson, “Project Reflection and Integration.”

## *Planning the Service*

After you have chosen an activity, you must plan the essential facets for project completion and prepare or train yourself for what is to come.

This is where service learning begins. Service learning efforts should start with clearly stated goals and development of a plan of action that encourages cadet responsibility. You can achieve those goals through structured preparation and brainstorming such as discussion, writing, reading, observation, and the service itself. Keep the goals consistent with the level of the activity planned and ensure that the goals and plan of action draw upon the skills and knowledge of your team. When corresponding goals to the curriculum, try to determine academic content standards you will address through the service.

Besides determining goals and standards, plans should be comprehensive to ensure adequate preparation for each step or task. Determine a description of the task(s) and answer the questions:

- **Who will be involved?**
- **What is involved and needs to be done?**
- **When will each step take place?**
- **Where will it all take place?**
- **Why will we do it?**
- **How will it work?**

For example, you might decide to visit a local veterans hospital. You could discover the needs of the elderly patients that reside there by discussions with the hospital’s administrative personnel or possibly by meeting with the residents themselves. You should also determine where the project fits into the curriculum. Together, you might decide that the patients need to have younger people help them write letters to family members, assist with their wellness and fitness, or plan and lead activities.

If you are aware of children who have a hard time learning to read, you could plan a service activity to a local elementary school. Because teachers rarely have extra time on their hands to spend one-on-one with those children, certain schools may welcome JROTC cadets who could come and spend time reading or listening to the children read. You do not have to limit this service to reading. Consider helping in mathematics or other subjects. Remember to maximize the

use of your participating cadets' skills and knowledge. Contact your local Junior Achievement office at <http://www.ja.org> for more service learning suggestions to help teach elementary students. You can also find service learning project ideas by searching the Internet.

Do not forget to accomplish the administrative details during the preparation phase. Teams often overlook these requirements or assume that someone else will do them. You must obtain permission from school administrators to conduct the service learning activity as a field trip and arrange for transportation, lunch, and parental release/permission slips for participating cadets, and the necessary supplies and equipment to perform the activity. Invite administrators, counselors, community members, and so on to be on your Advisory Board so that they will become more involved with your project.

## *Training for the Service*

Before participating in the service activity, prepare yourself for different circumstances or outcomes. This may involve learning about the subject matter you will be expected to know to complete the tasks you have laid out, or discussing different outcomes and expectations within your teams. Try your best to be prepared for different situations you may encounter. Within teams, or as a class, brainstorm and discuss potential hazards you may encounter, and precautions you should take to make the task run smoothly.

Pretend you are taking a bus to a children's hospital with a group of cadets to tutor sick children who cannot be in school. You may need to train yourselves on particular academic subjects/content, research what grade levels will be represented, and locate the hospital. Also, make sure to pair up and plan a meeting time and place.

## *Executing the Service*

In this phase, there are a few rules to remember. Arrive on time and always be courteous. You are representing your school and you should act accordingly at all times. Also, ensure that you understand the task or goal at hand. If you are not sure, ask an authority. They should be able to point you in the right direction. If you are a team leader, make sure your team members feel completely comfortable with the tasks. Finally, if a situation or problem arises that needs an authority's attention (for example, an accident occurs and someone is hurt), take what actions you can and have someone contact the person in charge.

Being well organized and completely prepared are fundamental for a successful execution phase. For example, if you are going to build a garden such as the one mentioned earlier in this lesson:

### **Service Learning Success Story**

During lessons on Planning and Social Responsibility, cadets in Gastonia, North Carolina, decided to plant a garden at a nursing home. Their pre-planning resulted in a specially designed, waist-high "no stoop garden" so seniors could help maintain the plants and flowers. This is a good example of how the needs of the elderly were taken into consideration when the garden plan was developed.



- Ensure you have the correct tools and supplies to complete the service.
- Know the name or names of the contacts for the particular service you are performing.
- Identify alternate group leaders in case there are absences.
- Assign cadets to work on projects according to their experience and abilities.
- Be thoroughly prepared to complete the task, but be flexible to make changes. Things may not go as you plan them.

Remember, you are there to render a service for your community.

## Conclusion

The exploratory project will introduce you to service learning through active participation. From there, you will be ready to choose your own service activity. At that time, remember that good planning is the key to a successful service learning venture. Training may be necessary to complete the task, and learning should be the focus as well as making a difference through service.

You should now be prepared to use the proposed steps and planning procedures to conduct a proper service learning experience.

## Lesson Review

1. Define the term “problem-based learning.”
2. Why is it important to participate in a service activity that means something to you?
3. What materials might you need if you were visiting children in a hospital?
4. Name three projects in your community you might want to join.
5. What are the steps needed to conduct a service learning experience?

# Lesson 3

## Project Reflection and Integration



### *Key Terms*

advocacy service  
after action review  
analysis  
direct service  
indirect service  
integration  
observation  
placement  
project

### *What You Will Learn to Do*

- Evaluate the effectiveness of a service learning project

### *Linked Core Abilities*

- Communicate using verbal, non-verbal, visual, and written techniques
- Apply critical thinking techniques

### *Skills and Knowledge You Will Gain Along the Way*

- Relate the projected goals of a service learning project to the final outcomes
- Identify ways to integrate service learning into the JROTC curriculum
- Outline service learning objectives for the future
- Define key words

# Chapter 8

## Introduction

Now that you have an idea of what service learning is all about, what comes next? After the exploratory project, you will be able to determine and conduct appropriate service learning activities. Before choosing activities, you should know about the models, terms, and types of service available, and how to integrate service with what you are learning in class.

After you have completed a service activity, you should follow it up with a structured reflection, demonstration of learning, and evaluation of the service learning.

## Short-term Versus Long-term Service

You need to understand how to meet others' needs through either short-term or long-term service activities. Short-term service projects include:

- **Restoring a historical monument during history lessons**
- **Raising money at an event for charity during financial planning lessons**
- **Visiting a nursing home while discussing wellness and fitness issues**

Long-term service projects include:

- **Adopting a local waterway while studying environmental issues**
- **Setting up an advocacy campaign to raise financial resources for shelters during financial planning lessons**
- **Organizing an after-school tutoring program during lessons on teaching skills**

### Key Note Terms

**projects** – a task or problem engaged in usually by a group of students to supplement and apply classroom studies; service learning projects are initiated and planned by cadets with instructor guidance.

**placement** – service learning activities carried out beyond the classroom in a pre-existing, structured situation.

## Models of Service

Service can be done anywhere to reinforce what you are learning in class; you do not even have to leave the school grounds. The two models of service include **projects** and **placements**.

### Project Model

Service learning projects are initiated and planned by cadets with instructor guidance. Tutoring elementary children in subjects you are currently studying or starting a recycling program based on information from your geography lessons are examples of service projects.

## Placement Model

Service learning placements are activities carried out beyond the classroom in a preexisting, structured situation. The placement organization typically assigns responsibilities to students individually. Examples include: teaching lessons for Junior Achievement, or volunteering for Special Olympics during fitness lessons.

## Three Types of Service

The three types of service are **direct**, **indirect**, and **advocacy**. These service types are described in the following sections.

### Direct Service

Direct service involves face-to-face contact with those being served in either project or placement models of service learning. Examples of direct service include working in a soup kitchen or working with disadvantaged children while you are studying about group communication.

### Indirect Service

Indirect service requires hands-on involvement in a service activity without any face-to-face contact with those served. An example would be raising money for a veterans hospital or e-mailing deployed soldiers during your military lessons unit.

### Advocacy Service

Advocacy services do not require face-to-face contact with those served. Advocacy involves speaking out on behalf of an issue or cause. For example, starting a school-wide poster campaign to teach others about an issue would be an advocacy service.

## Integrating Service Learning

Because the learning should equal the service in service learning, it is important to integrate classroom content with the chosen service. Service learning should reinforce curriculum content and standards for you to benefit academically, personally, and socially. Applying content standard material to real-life experiences will give you a better understanding of the curriculum.

When conducting a service learning project, take time to pinpoint the standards you should address and ways to assess your learning. As a team or class, consider:

- What standards are we addressing?
- What should we know or be able to do?
- What assessments can illustrate our learning?

### Key Note Terms

**direct service** – involves face-to-face contact with those being served in either project or placement models of service learning.

**indirect service** – requires hands-on involvement in a service activity without any face-to-face contact with those served.

**advocacy service** – does not require face-to-face contact with those served; involves speaking out on behalf of an issue or cause.

Not only will you fulfill an important need with your service project, you will be learning the national standards in a more relevant and engaging manner.

## *Service Learning Examples*

Field education integrates curriculum programs with service learning. This section presents examples of how you can integrate service learning with curriculum related programs, including:

- **Lions-Quest Skills for Action®**
- **You the People®/Chief Justice®**
- **Groundhog Job Shadow Day®**
- **Cadet Ride®**
- **Winning Colors®**
- **NEFE High School Financial Planning Program®**

### *Lions-Quest Skills for Action®*

Lions-Quest Skills for Action (SFA) is a student-centered program based on combining learning with service. The program is divided into four parts and a Skills Bank. The program curriculum is an elective that advocates service, character, citizenship, and responsibility.

The Skills for Action curriculum helps guide you through the crucial steps of conducting service learning activities. Those steps include identifying needs, choosing and planning a project to address the need, carrying out the project, and reflecting on experiences and exploring what was learned throughout the project.

### *You the People and Chief Justice®*

There are a variety of ways to incorporate service learning with You the People (YTP) and Chief Justice. After you are grounded in YTP citizenship skills and have formed groups, you can identify a service learning activity to integrate into the skill-building curriculum.

For example, you could create, circulate, and publicize a petition that addresses a community issue and create a videotape to document the issue for community officials.

### *Groundhog Job Shadow Day®*

Groundhog Job Shadow Day (GJSD) is a nationwide effort to introduce students to the skills and education needed to make it in today's job market by letting them explore various career options.

For example, you may decide to start a Job Shadow effort to link the schools to the community; then organize a career day or GJSD to make it possible for high school students in the community to explore different career opportunities.

For details about the program, go to <http://www.jobshadow.org>.

### ***Cadet Ride®***

The Cadet Ride is an extension of American history that allows you to choose different historical characters to research. You can reenact them on site or in the classroom and then complete a related service learning activity.

You first need to identify issues that still relate to the community today, such as homeless veterans or victims of terrorist attacks; then take time to discuss how you can use what you have learned to improve the community/world issue. Finally, complete a related service learning activity, taking time to reflect on each phase of the experience.

Project examples used with the Cadet Ride include supporting war memorials or assisting in veterans' hospitals or shelters. Specifically, you could decide to educate others on the service of Lieutenant General Maude, who died in the line of duty at the Pentagon on 11 September 2001. In addition, you could plan a memorial for him and/or other victims to commemorate the acts of war that occurred at the World Trade Center, the Pentagon, and in Pennsylvania.

### ***Winning Colors®***

Winning Colors states that everyone is capable of developing decision-making, thinking, feeling, and action behaviors. One example of a service learning project would be to teach senior citizens or elementary students about Winning Colors, how to discover their personal needs, and develop a plan to help them achieve a successful balance.

#### ***Note***

You can earn two hours of college credit with Winning Colors and a service learning project. Ask your JROTC Instructor for more details.

For more information about Winning Colors go to <http://www.winningcolors.com>.

### ***NEFE High School Financial Planning Program®***

The National Endowment for Financial Education (NEFE) High School Financial Planning Program® (HSFPP) is designed to teach practical money management skills to introduce financial planning through course work. Numerous service learning activities can be integrated into the NEFE HSFPP curriculum.

**Note**

You can earn two hours of college credit when you do the NEFE curriculum and a service learning project. Ask your JROTC Instructor for more details.

Suggested service learning activities related to the NEFE HSFP include:

- **Teach elementary students Junior Achievement material in relation to HSFP**
- **Provide a budget assistance program**
- **Host a Credit Awareness or Financial Fitness Fair**
- **Develop budgets and spreadsheets for local services**
- **Start an Investment Club in school**
- **Design, produce, and distribute informative posters**
- **Comparison-shop for homebound seniors' groceries**

For more information, call NEFE at (303) 224-3510, or visit <http://www.nefe.org>.

**Integration with Additional Unit Content**

Besides using applicable curriculum programs in service learning, you may decide to integrate additional content and services. The key is to connect the service activity with course curriculum.

For example, after studying harmful effects of tobacco/drugs, you could teach elementary school kids by putting together an anti-drug advocacy program. You could create banners, skits and instructional materials, then plan and coordinate the elementary program teachings.

**After the Service**

After the service, you will participate in an **after action review** so you can reflect, demonstrate, and evaluate. This will be done in three phases, as described in the following sections.

**Structured Reflection Phase**

Remember, a strong reflection helps develop skills and extend your learning from the service experience. Besides keeping a running learning log of entries, you should hold team discussions to answer open-ended questions before, during, and after each service experience. Sharing what you learned with your teammates and listening to others, will add to your learning experience.

Types of reflection questions to ask about the service learning experience include:

**Key Note Term**

**after action review** – reflecting on what was learned after an act.

- **Observation/What—What did I do?**
- **Analysis/So What—What did it mean to me?**
- **Integration/Now What—What will I do because of what I accomplished or learned?**

This phase provides you with a structured opportunity to think about what you just did for your community and to describe the feelings that stimulated your actions throughout this activity. Experience indicates that reflection is the key to successful service learning programs.

After you actually perform the service, you should come together as a group to contemplate your service experiences in a project summary report, learning logs, essays, and class discussions. In doing so, you should thoroughly describe what happened during the activity; record any differences your activity actually made; and try to place this experience in a larger context. Specifically, do you believe you successfully accomplished your service learning goals? If not, why? What can you do better the next time? Share your feelings and thoughts. Discuss experiences that made you happy, sad, or angry, events that surprised or frightened you, and other topics related to the activity.

### ***Demonstration Phase***

In the demonstration phase, you share with others your mastery of skills, creative ideas, and the outcomes from this project; then identify the next steps to take to benefit the community. The actual demonstration can take many different forms. For example, you might:

- **Give a presentation to peers, faculty, or community members about the activity.**
- **Write articles or letters to local newspapers regarding issues of public concern.**
- **Extend the experience to develop future projects that could benefit the community.**

### ***EVALUATION PHASE: Evaluating Service Learning***

A goal in JROTC is to couple high service with high integration of course content to maximize learning and skill development, as well as meet identified needs. When evaluating your service learning activities, reflect upon accomplishments and determine ways to improve.

High service meets a clear and important need and is organized and implemented by students. High integration with curriculum addresses classroom goals, incorporates classroom content, and improves course-related knowledge and skills. Use the following quadrants to rate your service learning experience.

#### ***Quadrant 1***

**Example:** After studying financial planning lessons from the National Endowment of Financial Education, cadets teach Junior Achievement lessons to elementary students and assist them in making posters to advocate financial responsibility.

### ***Key Note Terms***

**observation** – an act or instance of examining a custom, rule, or law; an act of recognizing and noting a fact or occurrence.

**analysis** – a study of something complex, its elements, and their relations.

**integration** – the act or process or an instance of forming, coordinating, or blending into a functioning or unified whole.



***Quadrant 2***

**Example:** Cadets organize a drive for stuffed animals and blankets after learning about work skills and participating in Groundhog Job Shadow Day.

***Quadrant 3***

**Example:** Teacher directs cadets to send e-mail to deployed service members after studying a historic event through a cadet ride.

***Quadrant 4***

**Example:** Teacher assigns cadets to perform a color guard in the community after studying lessons in *You the People*.

***Service Learning Authentic Assessments***

Authentic assessments that evaluate the service activity and student learning are imperative to a successful service learning initiative. Choose assessment tools that measure and affirm learning, program goals, and impact on the need identified, to determine potential improvements.

Service learning lends itself to performance-based assessment, enabling you to exhibit what you have learned in a hands-on and meaningful context. Be sure to take advantage of college credits available through service learning and your curriculum.

***Conclusion***

In addition to teaching you the value of volunteering, service learning fosters your development of citizenship skills, as well as personal, social and thinking skills. It teaches service responsibilities and prepares future service commitments. Most importantly, service learning builds a spirit of cooperation among you, your peers, the school, and the community.

***Lesson Review***

1. List the three types of services and give an example of each.
2. Choose one service learning curriculum-related program and discuss it.
3. Define the term “placement.”
4. State what you learn through the evaluation phase.

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*“To motivate young people  
to be better citizens”*