

### Unit 3: Leadership, Education and Training (LET 3) – The Supervising Leader

#### Chapter 1: Leadership

#### Lesson 1: Command and Staff Roles

**Time:** Total Classroom time is 90 minutes for Parts 1 – 2

#### Administrator Lesson Guide:

**Lesson Competency:** Explain how command and staff roles relate to leadership duties in your battalion

**Linked ELA Common Core:** **READING: INFORMATIONAL TEXT** RI.11-12.1., RI.11-12.4., **WRITING** W.11-12.4., W.11-12.10., **SPEAKING & LISTENING** SL.11-12.1., SL.11-12.4., **LANGUAGE** L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.4.

**Linked JROTC Program Outcomes:** Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce. Graduate prepared to succeed in post-secondary options and career pathways. Value the role of the military and other service organizations.

**Linked JROTC Core Abilities:** Build your capacity for life-long learning. Communicate using verbal, non-verbal, visual, and written techniques. Take responsibility for your actions and choices. Treat self and others with respect.

#### Thinking Processes

- ☐ Defining in Context – **Circle Map\*** (Alt. = Mind or Concept Map, Sunshine Wheel)
- ☐ Describing Qualities – **Bubble Map\*** (Alt. = Star Diagram, Brainstorming Web)
- ☐ Comparing/Contrasting – **Double Bubble Map\*** (Alt. = Venn Diagram)
- ☒ Classifying – **Tree Map\*** (Alt. = Matrix, KWL, T-Chart, Double T, P-M-I)
- ☐ Part-Whole – **Brace Map\*** (Alt. = Pie Chart)
- ☒ Sequencing – **Flow Map\*** (Alt. = Flow Chart, Linear String)
- ☐ Cause and Effect – **Multi-Flow Map\*** (Alt. = Fishbone)
- ☐ Seeing Analogies – **Bridge Map\*** (Alt. = Analogy/Simile Chart)

\* Thinking Map®

#### Learning Objectives

**Examine** common JROTC battalion command and staff structure

**Describe** typical functions of a battalion commander and staff

**Define** key words: command channels, coordinating staff, logistics, personal staff, staff channels

#### Multiple Intelligences

- ☐ Bodily/Kinesthetic
- ☐ Visual/Spatial
- ☐ Logical/Mathematical
- ☒ Verbal/Linguistic
- ☐ Musical/Rhythmical
- ☐ Naturalist
- ☒ Interpersonal
- ☒ Intrapersonal

#### Bloom's Taxonomy

- ☐ Remember
- ☒ Understand
- ☐ Apply
- ☐ Analyze
- ☐ Evaluate
- ☐ Create

#### Structured Reflection

- ☐ Metacognition
- ☒ What?  
So What?  
Now What?
- ☐ Socratic Dialog
- ☐ E-I-A-G

#### Authentic Assessment

- ☐ Observation Checklist
- ☒ Portfolio
- ☐ Rubric
- ☐ Test and Quizzes
- ☐ Thinking Map®
- ☐ Graphic Organizer
- ☐ Notebook Entries
- ☐ Logs
- ☐ Performance
- ☒ Project

#### Lesson Preview:

##### Part 1:

**Quick Write:** Cadets write their responses to the Essential Question as they come into class.

**Inquire:** Cadets create a Flow Map that shows the structure of their battalion and the people who occupy command and staff positions.

**Gather:** Cadets listen to a briefing on battalion structure and correct their Flow Maps as needed. Cadets read about command and staff roles. Cadets Complete Exercise #1 – Name That Abbreviation.

##### Part 2:

**Process:** Cadets create a Tree Map listing command and staff positions and the leadership traits and skills that go with each.

**Apply:** Cadets complete the Command and Staff Roles Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.

**Unit 3: Leadership, Education and Training (LET 3) – The Supervising Leader****Chapter 1: Leadership****Lesson 1: Command and Staff Roles****Time:** Total Classroom time is 90 minutes for Parts 1 – 2

**Note:** The Teen CERT curriculum builds on the Cadet competencies. Consider enhancing JROTC Unit 3 curriculum with Teen CERT Lessons 1-9. Use CM Curriculum Plan to add the lesson from Category 1, then adjust the lesson hours as appropriate.

**Note:** To supplement or enhance the content of this lesson, consider accessing the Veterans National Education Program (VNEP) videos lessons: The Legendary Band of Brothers. Use CM Curriculum Plan to add it from Category 3, then adjust the lesson hours as appropriate. VNEP video lessons are at <http://v-nep.org/films-lessons/>.

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

As a third-year Cadet, you need to be prepared to meet the challenges of your position. Your success or failure may not only depend upon your abilities as a leader, but on how well you execute command and staff actions. You also need to work well with subordinate commanders and staff officers of the battalion. In this lesson, you will learn about command and staff authority, command and staff actions, and staff organization and operations. When you complete this lesson, you'll have a better understanding of how command and staff roles relate to duties in the Cadet battalion.

**Essential Question**

What are the roles and responsibilities of commanders and staff as they plan and conduct battalion training and operations?

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

Explain how command and staff roles relate to leadership duties in your battalion

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

- a. **Examine** common JROTC battalion command and staff structure
- b. **Describe** typical functions of a battalion commander and staff
- c. **Define** key words: command channels, coordinating staff, logistics, personal staff, staff channels

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

- by writing a resume for a leadership position
- when their resume lists their name and contact information
- when their resume lists their objective and education
- when their resume lists the experience, skills, and activities/service that are relevant to the position the Cadet wants to hold
- when their resume includes examples of previous leadership duties

## Part 1: 45 minutes

### Phase 1 -- Inquire:

#### Lesson Delivery Setup:

1. Make sure Curriculum Manager is installed and response devices are prepared. Distribute response devices to Cadets.
2. Display the first slide of the PowerPoint Presentation as Cadets begin to enter the classroom.
3. Prepare to deliver the Quick Write Essential Question.
4. Ensure that Cadets have access to the Student Learning Plan.
5. Prepare to show all Inquire Phase slides from the Lesson PowerPoint Presentation and start with the Focusing Question.
6. Prepare to display the Learning Objectives.
7. Prepare to distribute chart paper and markers to Cadet teams.
8. Ensure Cadets have their Cadet Notebooks for use throughout this lesson.

Student Learning Activity	Teaching Notes
	<u>Quick Write:</u> Direct Cadets to think about the Essential Question on the first presentation slide and Quick Write their thoughts about the question in their Cadet Notebooks.
	<u>Direct Cadet Focus:</u> Ask Cadets to think about the structure of their Cadet battalion and its chain of command.  The Inquire Phase of the lesson is to set Cadets up to begin thinking about what they already know about this subject area.
1. <b>Think about</b> the structure of your Cadet battalion and its chain of command. <b>Prepare</b> for this lesson by discussing <i>What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.</i>	Display the Focusing Question on the PowerPoint Presentation. Allow time for discussion.  Review the Student Learning Plan. Ask Cadets to find the answers to the following questions on their plans: <i>What will you accomplish in this lesson; What will you learn in this lesson; Why the lesson is important; When will you have successfully met the lesson's purpose.</i>  Show the learning objectives slide. Remind Cadets that learning objectives tell them 'what' they will learn about in this 90-minute lesson.  Explain that key words are vocabulary words. They will appear throughout the lesson. Suggest that Cadets write down on paper or circle any words that they are not familiar with. Remind them that you may be checking their comprehension of the words later in the lesson.
2. <b>With your team, create</b> a Flow Map that shows the structure of your battalion and the people who occupy command and staff positions.	Divide Cadets into teams and distribute chart paper and markers. Direct Cadet teams to create a Flow Map showing the structure of their battalion and the people who hold various positions. Cadets may not know some of this information. They'll keep their charts and correct them as needed in the Gather Phase of this lesson.

Conclude this phase of learning by summarizing the purpose of the activity and informing them that they will now learn some new information about command and staff roles.

**Total Time:** 15 minutes

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

## Phase 2 -- Gather:

### Lesson Delivery Setup:

1. Prepare to show all Gather Phase slides from the Lesson PowerPoint Presentation.
2. Provide access to the student text for this lesson.
3. Prepare to direct Cadets to access Exercise #1 – Name That Abbreviation to each Cadet team.
4. Be prepared to launch Reinforcing Question(s).

Student Learning Activity	Teaching Notes
	<p><u>Direct Cadet Focus:</u> Ask Cadets to think about how decisions are made at the battalion level.</p> <p>The Gather Phase introduces Cadets to the learning objectives by providing new information or content through the activities provided. Cadets begin to build on any previous knowledge or experiences.</p>
3. <b>Listen</b> to a brief introduction about battalion organization and command responsibilities.	<p>Use the presentation slides and student text to brief Cadets on:</p> <ul style="list-style-type: none"> <li>• Model Battalion Organization</li> <li>• Typical Cadet Staff</li> <li>• Command Authority and Responsibilities</li> </ul>
4. With your team, <b>correct</b> the Flow Map you created in the Inquire Phase if needed.	Keep Cadets in their same teams and direct them to correct any mistakes on their earlier Flow Map. They may use their student text as needed.
5. <b>Read</b> the “Staff Organization,” “Common Staff Procedures,” and “Command Communication” sections in your student text. <b>Take notes</b> on your reading.	Direct Cadets to read the “Staff Organization,” “Common Staff Procedures,” and “Command Communication” sections in their student text. Remind them to take notes.
6. <b>Complete</b> Exercise #1 – Name That Abbreviation with your team.	<p>Keep Cadets in their same teams. Refer teams to complete Exercise #1 – Name That Abbreviation. Have one person on each team write down a quick team name on the back of the sheet while it remains face down. Inform teams that this is a competition. The first team to correctly complete the exercise wins.</p> <p>Have teams turn over the exercise sheets when you say “Go.” Collect each team’s exercise as they announce they are finished, and jot down the order in which they finished on their exercise. Don’t end the activity until all teams have completed the exercise. If the first team that finished does not have all of the</p>

	correct answers, check the answers of the second team, and so on, until a winner is identified.
7. <b>Answer the reinforcing question(s).</b>	Display the reinforcing question(s). Review the correct answers with the class and instruct Cadets to take notes on the questions and answers.
	Conclude this phase of learning by summarizing the purpose of the activity(ies) and informing them that they will now 'do' something with the new information or skill they were introduced to.

**Total Time:** 30 minutes

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

## Part 2: 45 minutes

### Phase 3 -- Process:

#### Lesson Delivery Setup:

1. Prepare to show all Process Phase slides from the Lesson PowerPoint Presentation.
2. Provide access to the student text for this lesson.
3. Prepare to distribute chart paper and markers to Cadet teams.

Student Learning Activity	Teaching Notes
	<u>Direct Cadet Focus:</u> Ask Cadets to think about the roles that each staff position plays in a project. This phase of the lesson allows Cadets to practice using the new skill or knowledge.
8. <i>With your team, <b>create</b> a Tree Map that lists command and staff positions. Below each position, <b>list</b> the leadership attributes and competencies required to excel at the job. <b>Be prepared</b> to present your map to the class.</i>	Divide Cadets into teams and distribute chart paper and markers. Direct teams to create a Tree Map showing command and staff positions. Below each position they should list the attributes and competencies required to excel at the job.  When teams have finished their Tree Maps, allow each team a few minutes to present their ideas to the class. Look for similarities and differences in the conclusions Cadets drew about attributes and competencies for each job.
9. <b>Reflect on the skills staff brings to a project. Answer the Reflection Question(s) presented by your instructor.</b>	Use the Reflection Question(s) as tools to focus Cadet discussion, reflection on learning, and note taking as you feel appropriate for your Cadet population. <ul style="list-style-type: none"> <li>• <i>From what you've learned about command and staff positions, how important is it for Cadets to develop all leadership attributes and competencies?</i></li> </ul>

	<ul style="list-style-type: none"> <li>Do you think it's possible for one weak staff member to undermine a project? Do you think a strong commander can carry a project? Explain your answers.</li> </ul>
	Conclude this phase of learning by summarizing the purpose of the activity and informing Cadets that they will move on to the Apply Phase.

**Total Time:** 20 minutes

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

## Phase 4 -- Apply:

### Lesson Delivery Setup:

1. Prepare to show all Apply Phase slides from the Lesson PowerPoint Presentation.
2. Reference the Command and Staff Roles Performance Assessment Task.
3. Determine how you will review the key words from this lesson.
4. Prepare to re-address the lesson's Essential Question.
5. Prepare to use the Digital Timer application in your Curriculum Manager for use with Key Words.

Student Learning Activity	Teaching Notes
	<p><u>Direct Cadet Focus:</u> Ask Cadets to think about which command and staff roles they would excel in.</p> <p>This phase of learning will help Cadets transfer past knowledge and experience to new knowledge and skills introduced and practiced during this lesson. Prompt Cadets by asking them how this lesson can be used beyond this classroom experience.</p>
10. <b>Complete</b> the Command and Staff Roles Performance Assessment Task. <b>Submit</b> your completed performance assessment task to your instructor for feedback and a grade.	Instruct Cadets to complete the Command and Staff Roles Performance Assessment Task and submit it for a grade.
11. <b>Review</b> the key words of this lesson.	<p>Key words connect concepts and principles introduced in the text and learning activities. After activities are complete, Cadets should be able to complete a quick check on each word and define it properly.</p> <p>Remind Cadets that key words were introduced throughout various learning activities and should not be 'new' to them.</p> <p>Instruct Cadets that you are going to see how well they remember the key word meanings and launch the automated response slides or one of several animated games.</p> <p>Remember to use your digital timer in Curriculum Manager to set a reasonable time limit for this activity.</p>
12. <b>Review</b> this lesson's Essential Question.	Can Cadets answer the Essential Question(s) now:

*What are the roles and responsibilities of commanders and staff as they plan and conduct battalion training and operations?*

If time allows, Cadets may share their answers with others in the class.

**Total Time:** 25 minutes

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

### **Additional Information:**

#### **Homework:**

Cadets may need more time to complete the Command and Staff Roles Performance Assessment Task. The Lesson Check-up questions in the student textbook are available for additional instructional use.

#### **Note on Cadet Portfolios:**

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