Fourth Edition

ARMY JROTC

LEADERSHIP EDUCATION & TRAINING

Cadet Reference

US Army Cadet Command - FT. Monroe, Virginia

HEADQUARTERS, DEPARTMENT OF THE ARMY

DISTRIBUTION RESTRICTION: APPROVED FOR PUBLIC RELEASE; DISTRIBUTION IS UNLIMITED.

Cover photos and design by CACI.

Distribution Restriction: Approved for Public Release, Distribution is Unlimited.

Copyright © 2009, 2006, 2003 by Pearson Custom Publishing
All rights reserved.

This copyright covers material written expressly for this volume by the editor/s as well as the compilation itself. It does not cover the individual selections herein that first appeared elsewhere. Permission to reprint these has been obtained by Pearson Custom Publishing for this edition only. Further reproduction by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system, must be arranged with the individual copyright holders noted.

All trademarks, service marks, registered trademarks, and registered service marks are the property of their respective owners and are used herein for identification purposes only.

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

2008420396

DC/RH

Pearson
Custom Publishing
is a division of

PEARSON

www.pearsonhighered.com

ISBN 10: 0-558-03688-0
ISBN 13: 978-0-558-03688-1

Introduction

As a JROTC cadet you are embarking on one of the most interesting and valuable educational experiences of your high school career. In JROTC you will be given the chance to participate in your education and will learn to be a better citizen. The program provides you with tools and skills you can use to succeed in high school, but far more importantly, these tools and skills will be useful for the remainder of your life.

You will learn to:

- Appreciate the ethical values that underlie good citizenship. Citizenship, taught through a study of history and government, demonstrates the importance of commitment and strengthens your character and resolve as you grow. You will learn to make ethical decisions based on core values.

- Develop leadership potential and learn to live and work cooperatively with others. Teamwork and leadership, within teams and groups, are essential to the smooth operation of any organization. You will learn leadership to increase your skills, not only to lead but to also to work as a member of a team. Service, drills, challenges, and other competitions make learning teamwork and leadership challenging and fun.

- Think logically and communicate effectively both orally and in writing. You will learn important skills in writing, reading, and test taking that will allow you to excel in your classes outside JROTC. You will learn basic problem solving, financial planning, and conflict resolution – life skills that will help you live in the modern world.

- Appreciate the importance of physical fitness in maintaining good health. Fitness, wellness, and good nutrition are necessary to perform as a citizen and a leader. JROTC will teach you what needs to be done to become fit and to maintain that fitness. Instruction will be provided on how your brain functions, how you can maximize your learning and effectiveness, and how to avoid pitfalls such as substance abuse.

- Understand ways to resist negative peer pressure and support others. It is one thing to know how to make better choices for yourself and another to teach others to do the same. Through service learning you will be able to help others to develop the positive strategies you have learned that will enhance their quality of life.

- Develop mental management abilities. You will be able to assess your skills and learn to make more logical, positive decisions and choices. You will learn how to set goals and develop an action plan that will help you to achieve those goals. As you become a better citizen, a better leader, and a better team member, your self-esteem will fly. Your "Can Do" attitude will show beyond JROTC.

- Become familiar with military history as it relates to America's culture and with the history, purpose, and structure of the military services. Learn not only about important events in our history, but also about their effect on our society. Discover the role the military services play in supporting the nation.

- Understand the importance of high school graduation for a successful future. Develop the means and motivation to graduate from high school and to pursue a meaningful life.

- Learn about college and other advanced educational and employment opportunities and develop the skills necessary to work effectively as a member of a team. You will learn about the many varied opportunities that are available to you upon graduation. The foundation and competency skills required to work effectively are ingrained throughout the curriculum.

Table of Contents

(Note: Some units/lessons did not have material for inclusion in the Cadet Reference.)

Unit 1: Citizenship in Action 4

Chapter 1: Foundations of Army JROTC and Getting Involved 4
Lesson 3: Moving Up in Army JROTC – Rank and Structure 4
Lesson 4: The Signs of Success 6
Lesson 5: Your Personal Appearance and Uniform 7
Lesson 6: The Stars and Stripes 9
Lesson 7: Proudly We Sing – The National Anthem 11
Lesson 8: American Military Traditions, Customs, and Courtesies 12
Lesson 9: Basic Command and Staff Principles 12

Chapter 2: Service to the Nation 13
Lesson 1: The Department of Defense 13

Unit 2: Leadership Theory and Application 14

Chapter 1: Being a Leader 14
Lesson 3: Leadership from the Inside Out 14
Lesson 4: Principles and Leadership 14

Chapter 2: Leadership Skills 15
Lesson 4: Stationary Movements 15
Lesson 5: Steps and Marching 16
Lesson 6: Squad Drill 17

Chapter 4: Leadership Strategies 19
Lesson 2: Performance Indicators 19
Lesson 4: Decision Making and Problem Solving 19

Chapter 5: Leading Others 20
Lesson 1: Platoon Drill 20
Lesson 3: Company Formations and Movement 21
Lesson 4: Forming, Inspection, and Dismissing the Battalion 23

Unit 3: Foundations for Success 25

Chapter 1: Know Yourself – Socrates 25
Lesson 1: Self-Awareness 25

Chapter 2: Learning to Learn 26
Lesson 1: Brain Structure and Function 26
Lesson 2: Left-Brain/Right-Brain 26

Chapter 5: Conflict Resolution 27
Lesson 1: Causes of Conflict 27

Chapter 8: Making a Difference with Service Learning 31
Lesson 1: Orientation to Service Learning 31
Lesson 2: Plan and Train for Your Exploratory Project 31

Chapter 9: Career Planning 32
Lesson 2: Career Development Portfolio 32

Chapter 10: Planning Skills and Social Responsibility 33
Lesson 1: Making the Right Choices 33
Lesson 4: Cadet Etiquette Guide 33

Chapter 12: Teaching Skills....34
Lesson 5: Thinking Maps® and Graphic Organizers....34

Unit 4: Wellness, Fitness, and First Aid....37

Chapter 1: Achieving a Healthy Lifestyle....37
Lesson 1: Choosing the Right Exercise Program for You....37
Lesson 2: Cadet Challenge....38
Lesson 3: You Are What You Eat....50
Lesson 4: Nutrition – Nourishing Your Body....51
Lesson 6: Controlling Fat....52

Unit 6: Citizenship in American History and Government....55

Chapter 1: You the People – The Citizenship Skills....55
Lesson 1: The Preamble....55

Chapter 3: Creating the Constitution....55
Lesson 1: Articles of Confederation 1781....55

The Junior ROTC Cadet Creed

I am an Army Junior ROTC Cadet.

I will always conduct myself to bring credit to my family, country, school and the Corps of Cadets.

I am loyal and patriotic. I am the future of the United States of America.

I do not lie, cheat or steal and will always be accountable for my actions and deeds.

I will always practice good citizenship and patriotism.

I will work hard to improve my mind and strengthen my body.

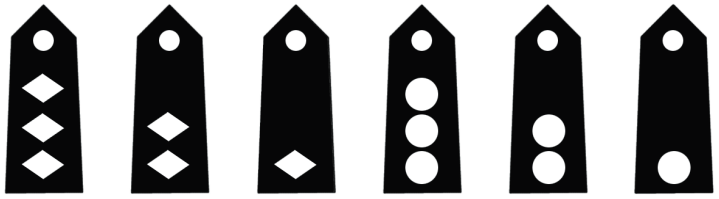
I will seek the mantel of leadership and stand prepared to uphold the Constitution and the American way of life.

May God grant me the strength to always live by this creed.

Unit 1: Citizenship in Action
Chapter 1: Foundations of Army JROTC and Getting Involved
Lesson 3: Moving Up in Army JROTC – Rank and Structure

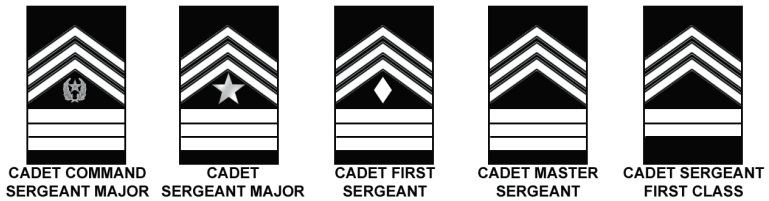
CATEGORY	Insignia of the United States Army									
ENLISTED (Green and Gold)	E-1	E-2	E-3	E-4			E-5	E-6		
	no insignia Private	Private	Private 1st Class	Corporal	Specialist		Sergeant	Staff Sergeant		
	E-7		E-8			E-9				
	Sergeant 1st Class		Master Sergeant	1st Sergeant		Sergeant Major	Command Sergeant Major	Sergeant Major of the Army		
	W-1		W-2		W-3		W-4		W-5	
WARRANT OFFICER (Silver and Black)										
	Warrant Officer		Chief Warrant Officer		Chief Warrant Officer		Chief Warrant Officer		Master Warrant Officer	
	0-1		0-2		0-3		0-4	0-5		0-6
COMPANY AND FIELD GRADE OFFICER (Gold and Silver)										
	(gold) 2nd Lieutenant		(silver) 1st Lieutenant		(silver) Captain		(gold) Major	(silver) Lieutenant Colonel	(silver) Colonel	
	0-7		0-8		0-9		0-10			0-11
GENERAL OFFICER (Silver)										
	Brigadier General		Major General		Lieutenant General		General		General of the Army	

INSIGNIA OF GRADE FOR CADET OFFICERS



CADET COLONEL | CADET LIEUTENANT COLONEL | CADET MAJOR | CADET CAPTAIN | CADET FIRST LIEUTENANT | CADET SECOND LIEUTENANT

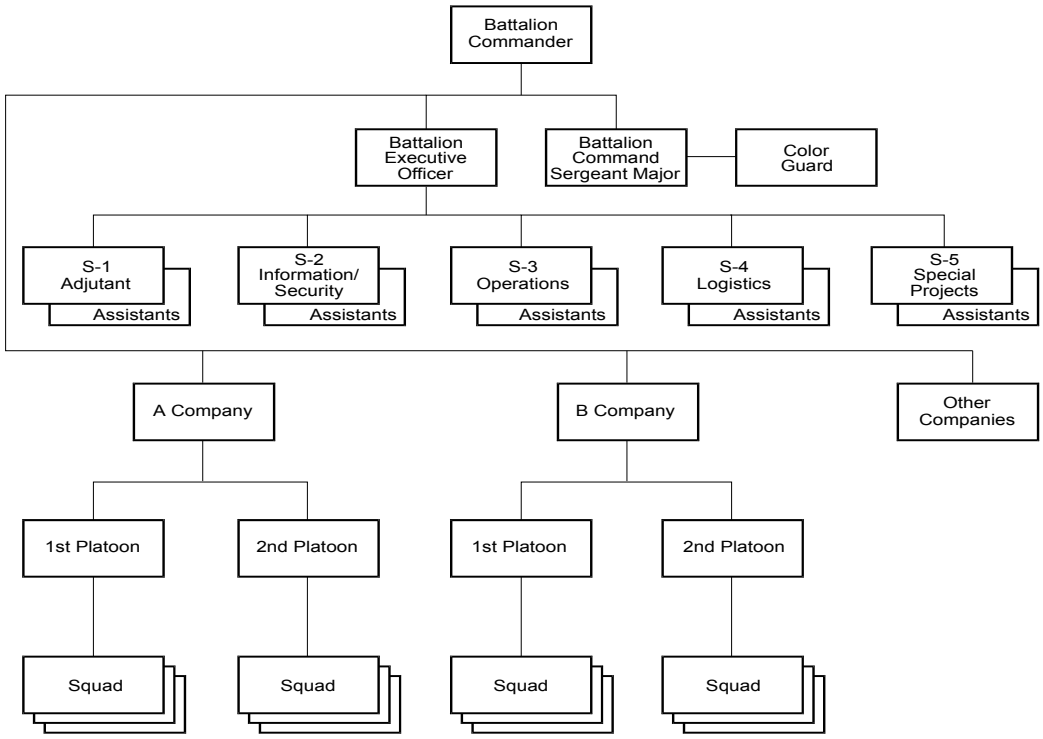
INSIGNIA OF GRADE FOR CADET ENLISTED PERSONNEL



CADET COMMAND SERGEANT MAJOR | CADET SERGEANT MAJOR | CADET FIRST SERGEANT | CADET MASTER SERGEANT | CADET SERGEANT FIRST CLASS

CADET STAFF SERGEANT | CADET SERGEANT | CADET CORPORAL | CADET PRIVATE FIRST CLASS | CADET PRIVATE

Battalion Organization



Unit 1: Citizenship in Action
Chapter 1: Foundations of Army JROTC and Getting Involved
Lesson 4: The Signs of Success

ARMY JROTC

Motivating young people to be better citizens

Ribbons and Awards

Order of Precedence

Badges and Devices

Shoulder Cords

- Color/Honor Guard – White
- Drill Activities – Red
- Marksmanship – Tan
- Raider Challenge – Black
- National Honor Society – Gold

Uniform Insignias

- Lamp – Gold
- Lamp – Silver
- Lamp – Bronze

Unit Merit Devices

- Honor Unit w/ Distinction
- Honor Unit
- Merit Unit
- Academic Achievement Wreath
  2nd - red pad
  3rd - silver pad
  4th - gold pad

Shoulder Sleeve Patches

Junior Reserve Officers' Training Corps (JROTC)

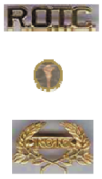
National Defense Cadet Corps (NDCC)

Cadet Challenge Awards

Awarded to cadets who achieve 85% or higher per event

Awarded to cadets who achieve 50% or higher per event

Collar/Hat Insignias



Marksmanship Badges

- Expert
- Sharpshooter
- Marksman

Arc Pins

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

ARMY JROTC

Motivating young people to be better citizens

Wear of the ACU Coat / Trousers

- The coat is worn hook and looped and zipped.
- The coat has a hook and loop fasteners for wearing shoulder sleeve insignia, rank, JROTC patch, and school name tape.
- The mandarin collar will be normally worn in the down position.
- Cadets are authorized to wear the mandarin collar in the up position when weather conditions dictate the wear as prescribed by the SAI/AI.
- The coat is normally worn outside the trousers, and the trousers are worn with a belt. The coat may also be worn inside the trousers when directed by the SAI/AI. The coat will not extend below the top of the cargo pocket on the trousers and will not be higher than the bottom of the side pocket on the trousers.
- The elbow pouch with hook and loop closure for internal elbow pad inserts must be closed at all times.
- Sleeves will be worn down at all times, and not rolled or cuffed.
- The moisture wicking tan t-shirt or cotton t-shirt is worn underneath the coat and it is tucked inside the trousers at all times.
- Cadets will wear the trousers tucked into the top of the boots or bloused using the draw strings at the bottom of the trousers . When bloused, the trousers should not extend below the third eyelet from the top of the boot.
- The ACU is meant to fit loosely and comfortably. Alterations to hinder this is not authorized.
- Cadets will wear the ACU in accordance with CCR 145-2.
- Cadets will not wrap the trouser leg around the leg tightly enough to present a pegged appearance or insert any items inside the trouser leg to create a round appearance at the bottom of the trouser leg.

Wear of the ACU Headgear

- The ACU Patrol Cap will be the only headgear worn with the uniform.
- Cadets will wear the ACU Patrol Cap straight on the head so that the cap band creates a straight line around the head, parallel to the ground.
- The Patrol Cap will fit snugly and comfortably around the largest part of the head without distortion or excessive gaps. The cap is worn so that no hair is visible on the forehead beneath the cap. Sewn or pin on rank is worn on the ACU Patrol Cap.
- The Velcro area on the rear of the cap will remain blank at all times.

Wear of Desert / Optional Boots

- Black boots are NOT authorized for wear with the ACU.
- Army Combat Boots – (Hot Weather and temperate weather) made of tan rough side out cattle hide leather with a plain toe and tan rubber outsoles.
- The boots are laced diagonally with tan laces, with excess lace tucked into the top of the boot under the bloused trousers, or wrapped around the top side of the boot.
- Only boots with tan rubber outsoles are authorized for wear.

The ACU Care Policy

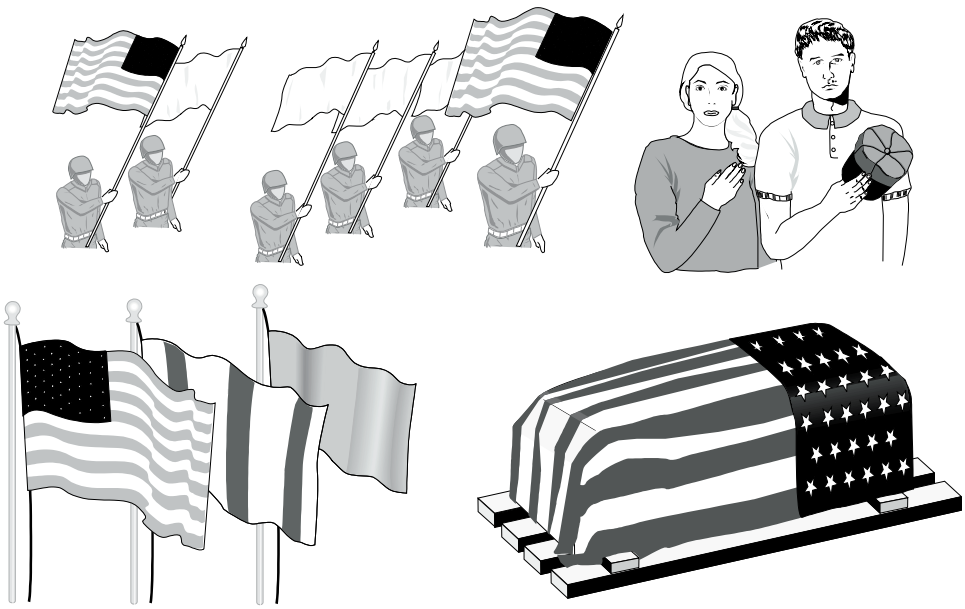
- Wash in cold water and mild detergent containing no optical brighteners or bleach. Tumble dry at low heat (not to exceed 130 degrees Fahrenheit).
- Remove immediately from the dryer and fold flat or place on a rustproof hanger to ensure heat from the dryer does not set wrinkles.
- To drip dry, remove from the washer/water and place on a rustproof hanger. Do not wring or twist. "

...DO NOT STARCH THE ARMY COMBAT UNIFORM UNDER ANY CIRCUMSTANCES. THE USE OF STARCH, SIZING, AND ANY PROCESS THAT INVOLVES DRY-CLEANING OR A STEAM PRESS WILL ADVERSELY AFFECT THE TREATMENTS AND DURABILITY OF THE UNIFORM AND IS NOT AUTHORIZED"

ACU MILPER MESSAGE, AMENDMENT TO AR 670-1

Unit 1: Citizenship in Action
Chapter 1: Foundations of Army JROTC and Getting Involved
Lesson 6: The Stars and Stripes

DISPLAY OF THE FLAG



PLEDGE OF ALLEGIANCE

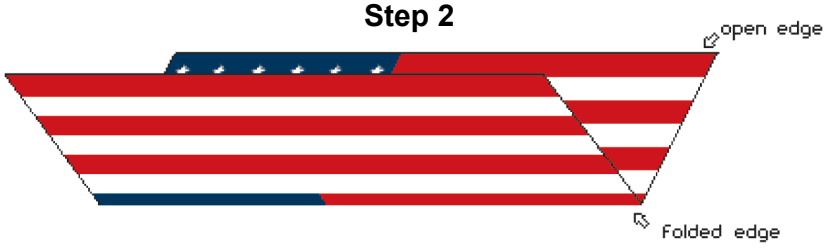
"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

How to fold the Flag

Step 1

To properly fold the Flag, begin by holding it waist-high with another person so that its surface is parallel to the ground.

Step 2



Fold the lower half of the stripe section lengthwise **over** the field of stars, holding the bottom and top edges securely.

Step 3

Fold the flag **again** lengthwise with the blue field on the **outside**.

Step 4

Make a triangular fold by bringing the striped corner of the folded edge to meet the open (top) edge of the flag.

Step 5

Turn the outer (end) point inward, parallel to the open edge, to form a second triangle.

Step 6

The triangular folding is continued until the entire length of the flag is folded in this manner.

Step 7

When the flag is completely folded, only a triangular blue field of stars should be visible.

Unit 1: Citizenship in Action
Chapter 1: Foundations of Army JROTC and Getting Involved
Lesson 7: Proudly We Sing – The National Anthem

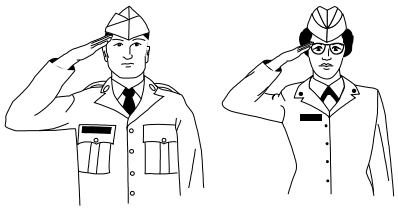
The Star-Spangled Banner

O say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air
Gave proof through the night that our flag was still there,
O say, does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?

On the shore dimly seen through the mist of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream;
'Til the Star-Spangled Banner--O long may it wave
O'er the land of the free and the home of the brave.

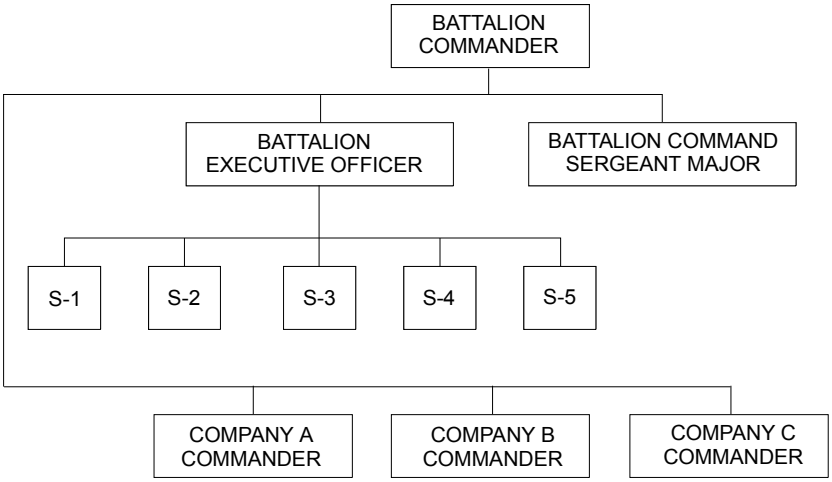
O thus be it ever when free men shall stand
Between their loved homes and the war's desolation;
Blest with victory and peace, may the heaven rescued land
Praise the Power that has made and preserved us a nation.
Then conquer we must, when our cause it is just,
And this be our motto, "In God is our trust;"
And the Star-Spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave.

Unit 1: Citizenship in Action
Chapter 1: Foundations of Army JROTC and Getting Involved
Lesson 8: American Military Traditions, Customs, and Courtesies



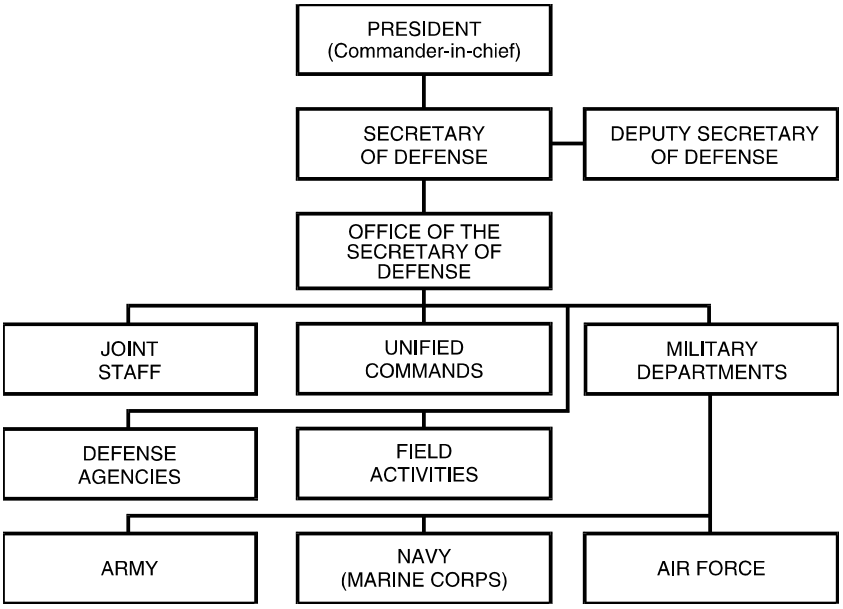
Title	*How to Address*
All general officers	*"General"*
Colonels and Lieutenant Colonels	*"Colonel"*
Majors	*"Major"*
Captains	*"Captain"*
Lieutenants	*"Lieutenant"*
Chaplains	*"Chaplain"*
Cadets	*"Mister," "Miss" or "Cadet"*
Officer Candidates	*"Candidate"*
Warrant Officers	*"Mister" or "Miss"*
Sergeant Major	*"Sergeant Major"*
First Sergeants	*"First Sergeant"*
All other Sergeants	*"Sergeant"*
Corporals	*"Corporal"*
All specialists	*"Specialist"*
Privates and privates first class	*"Private"*

Unit 1: Citizenship in Action
Chapter 1: Foundations of Army JROTC and Getting Involved
Lesson 9: Basic Command and Staff Principles

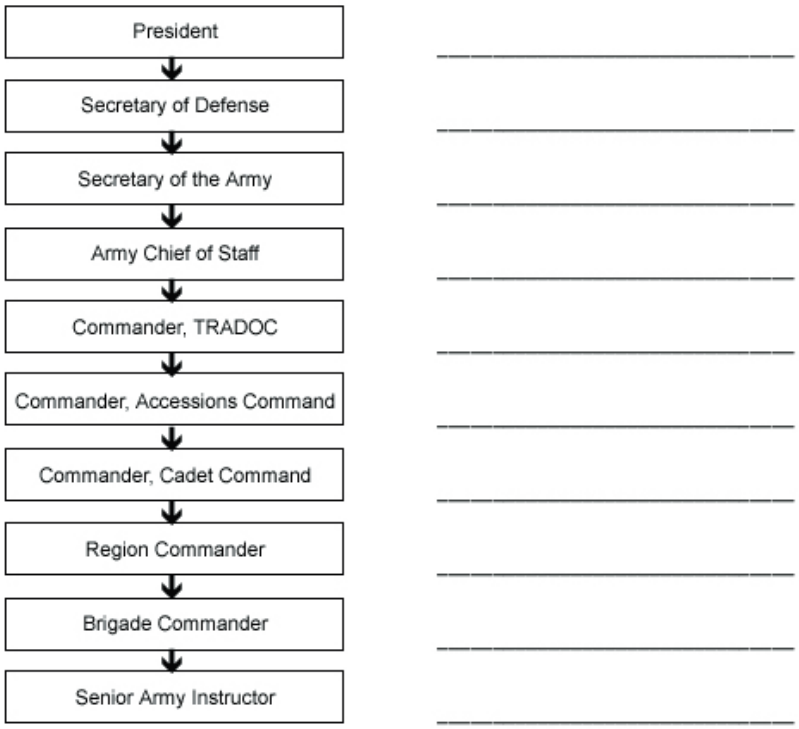


Unit 1: Citizenship in Action
Chapter 2: Service to the Nation
Lesson 1: The Department of Defense

CHAIN OF COMMAND



Write in the names for each position.



Unit 2: Leadership Theory and Application
Chapter 1: Being a Leader
Lesson 3: Leadership from the Inside Out

Army Values

L *OYALTY - to bear true faith and allegiance to the U.S. Constitution...your peers*
D *UTY - to fulfill your obligations*
R *ESPECT - to treat people as they should be treated*
S *ELFLESS SERVICE - to put the welfare of the nation...before your own*
H *ONOR - to live up to all values*
I *NTEGRITY- to do what is right, legally and morally*
P *ERSONAL COURAGE - to face fear, danger, or adversity*

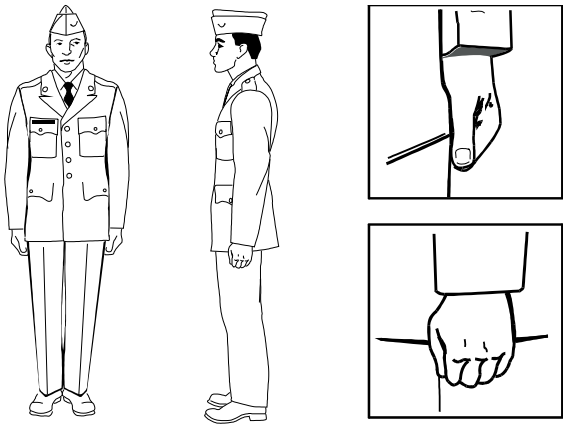
Unit 2: Leadership Theory and Application
Chapter 1: Being a Leader
Lesson 4: Principles and Leadership

The 11 Principles of Leadership

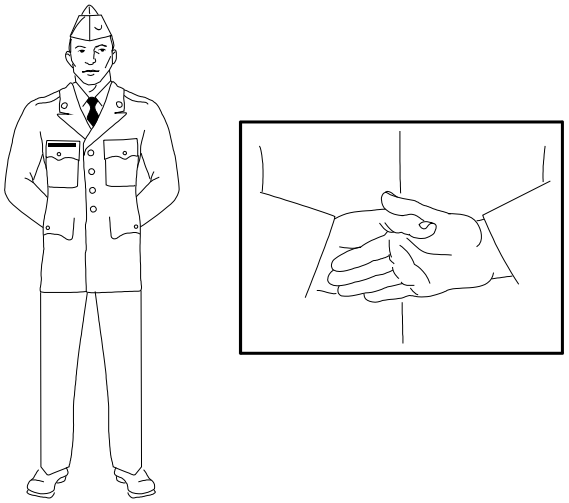
1. Know yourself and seek self-improvement.
2. Be technically and tactically proficient.
3. Know your subordinates and look out for their welfare.
4. Keep your subordinates informed.
5. Set the example.
6. Insure the task is understood, supervised, and accomplished.
7. Train your subordinates as a team.
8. Make sound and timely decisions.
9. Develop a sense of responsibility among your subordinates.
10. Employ your command in accordance with its capabilities.
11. Seek responsibility and take responsibility for your actions.

Unit 2: Leadership Theory and Application
Chapter 2: Leadership Skills
Lesson 4: Stationary Movements

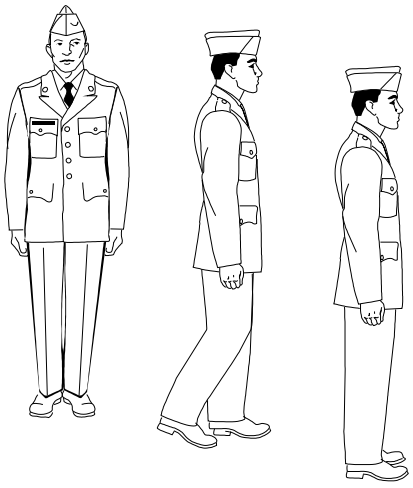
Position of Attention:



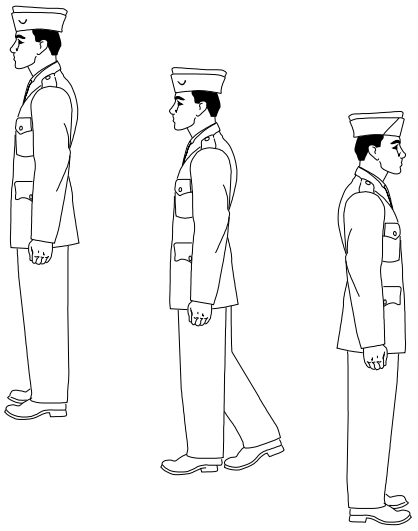
Parade Rest:



Facing Right or Left:



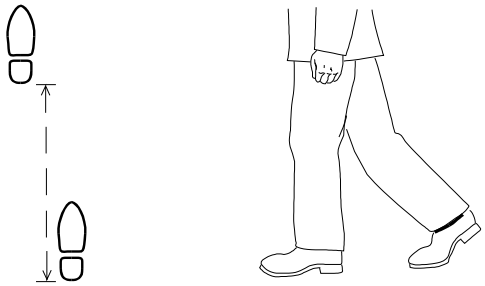
About Face:



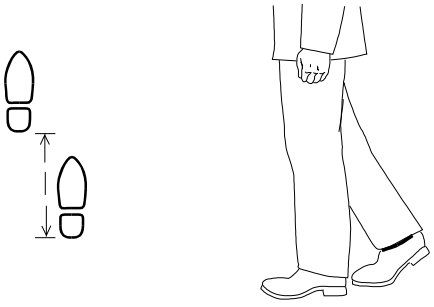
(Refer to FM 22-5, dtd 1986, for all executions of drill or stationary movements.)

Unit 2: Leadership Theory and Application
Chapter 2: Leadership Skills
Lesson 5: Steps and Marching

30-inch Step:

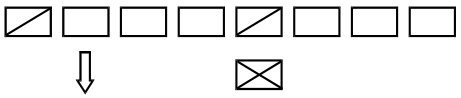


15-inch Step:

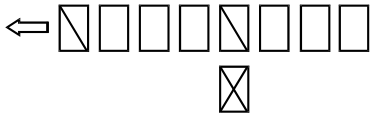


Unit 2: Leadership Theory and Application
Chapter 2: Leadership Skills
Lesson 6: Squad Drill

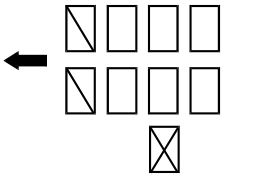
Squad Formations



SQUAD LINE (RANK)

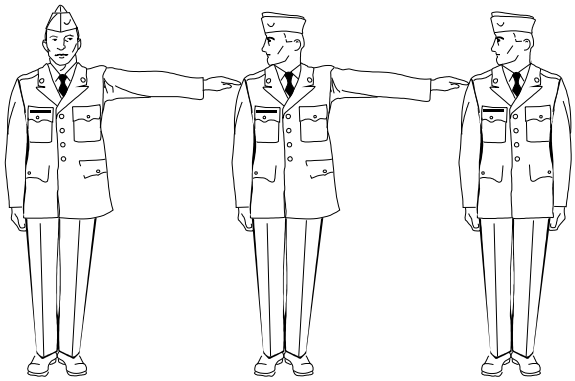


SQUAD COLUMN (FILE)

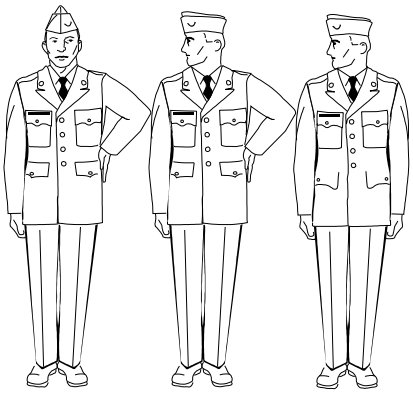


COLUMN OF TWOs

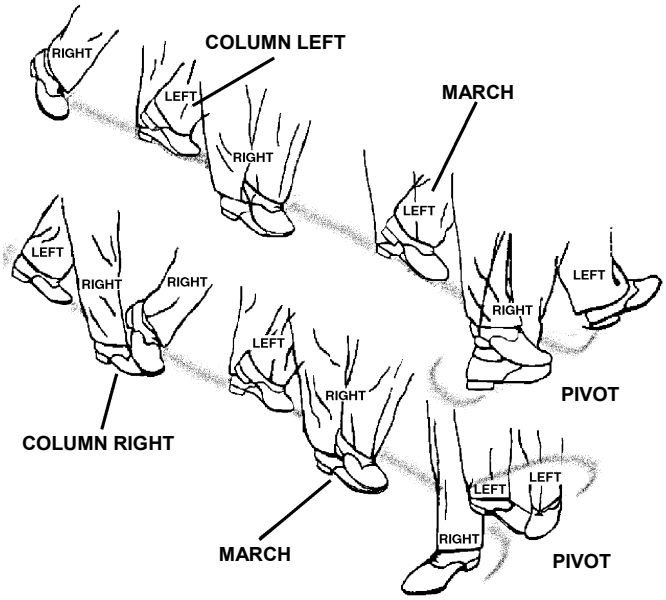
Normal Intervals:



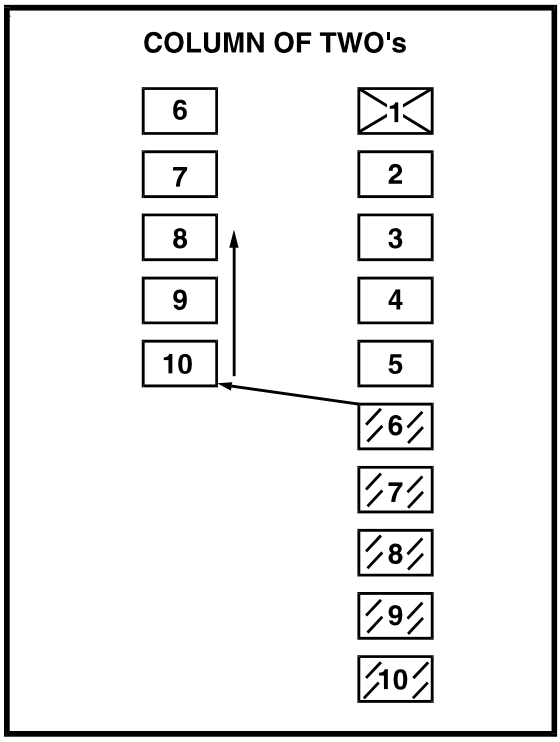
Close Intervals:



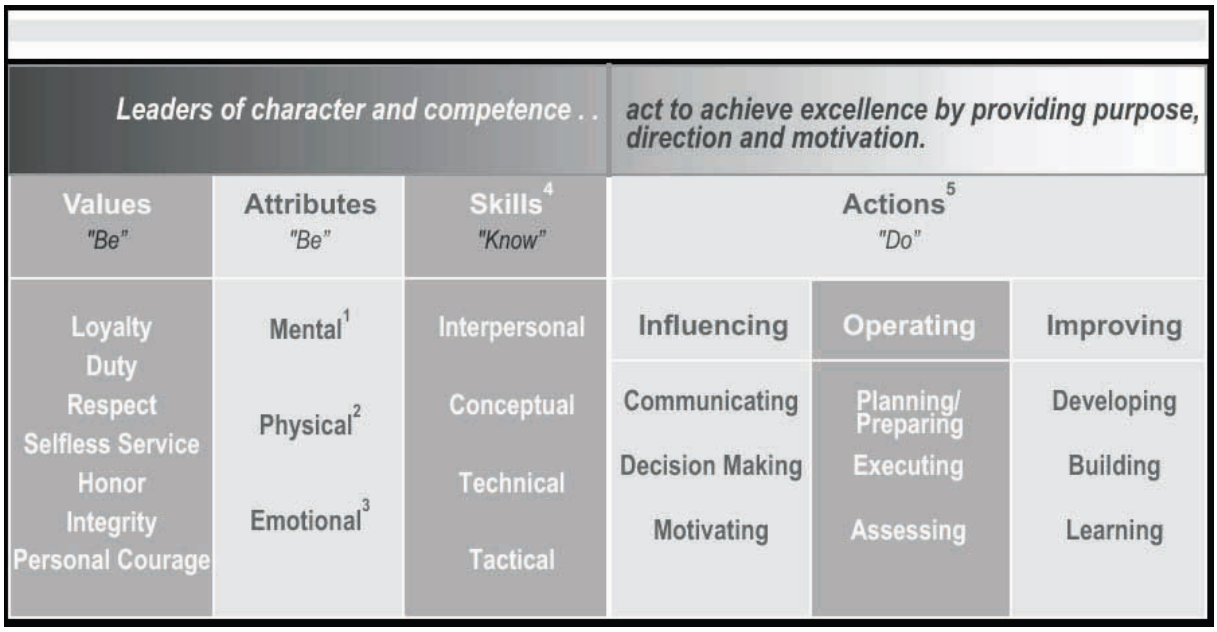
Changing Direction:



Column of Twos:



Unit 2: Leadership Theory and Application
Chapter 4: Leadership Strategies
Lesson 2: Performance Indicators



Leaders of character and competence . .			*act to achieve excellence by providing purpose, direction and motivation.*		
Values *"Be"*	**Attributes** *"Be"*	**Skills**[4] *"Know"*	**Actions**[5] *"Do"*		
Loyalty Duty Respect Selfless Service Honor Integrity Personal Courage	Mental[1] Physical[2] Emotional[3]	Interpersonal Conceptual Technical Tactical	**Influencing**	**Operating**	**Improving**
			Communicating Decision Making Motivating	Planning/ Preparing Executing Assessing	Developing Building Learning

Unit 2: Leadership Theory and Application
Chapter 4: Leadership Strategies
Lesson 4: Decision Making and Problem Solving

SAMPLE PROBLEM-SOLVING MODEL

Step 1: Understanding the Problem

- Review the issue again.
- Write down what you know.
- Look for key phrases.
- Find the important information.
- Tell it in your own words.
- Tell what you are trying to find.

Step 2: Selecting Strategies

- Make a model – involve the senses.
- Make an organized list or table.
- Look for a pattern – find relationships.
- Guess (or conjecture) and test.
- Make an organized drawing or sketch.
- Work backwards – start with the consequence.
- Role-play – become an active player.
- Solve a simpler matter – try simulations.
- Use estimation.

Step 3: Looking Back: Checking the Answer

- Does the answer make sense?
- Is it reasonable?
- Can the issue be generalized?
- Is there a pattern?
- Are there other similar situations?

THE DECISION MAKING PROCESS

The Problem: Connie's work/drill conflict

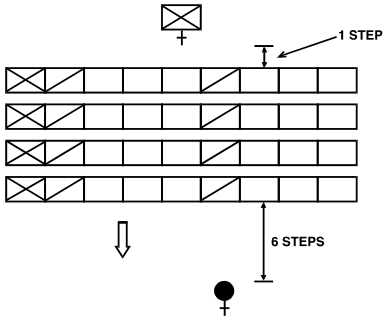
Option 1	Option 2	Option 3
Work/miss drill	Find someone to cover work/attend drill	Drill first/work later
Positive Consequences +	*Positive Consequences +*	*Positive Consequences +*
Negative Consequences -	*Negative Consequences -*	*Negative Consequences -*

Do I Need More Information?

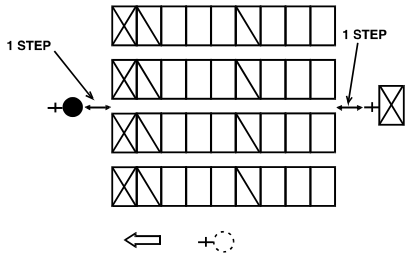
My Decision

Unit 2: Leadership Theory and Application
Chapter 5: Leading Others
Lesson 1: Platoon Drill

Platoon Formations:

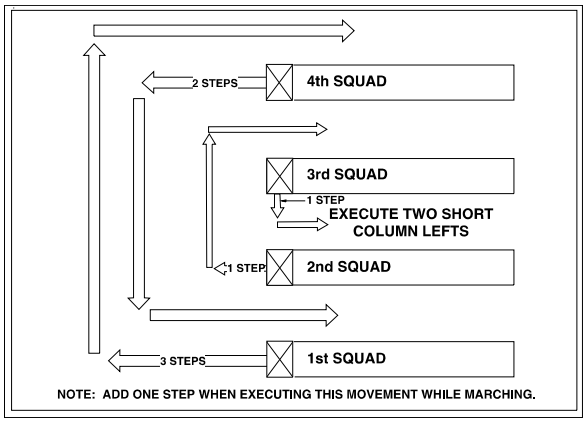


PLATOON LINE

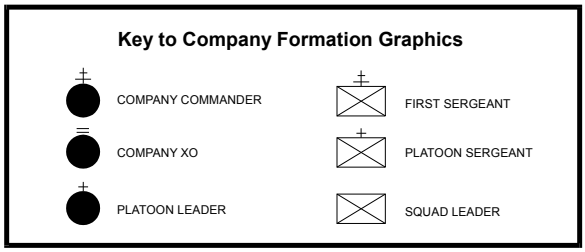


PLATOON COLUMN

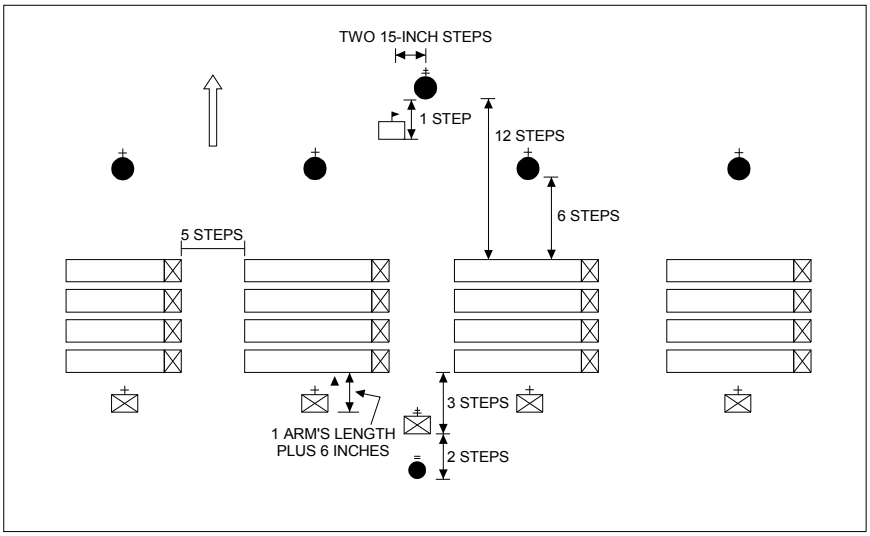
Counter Column March:



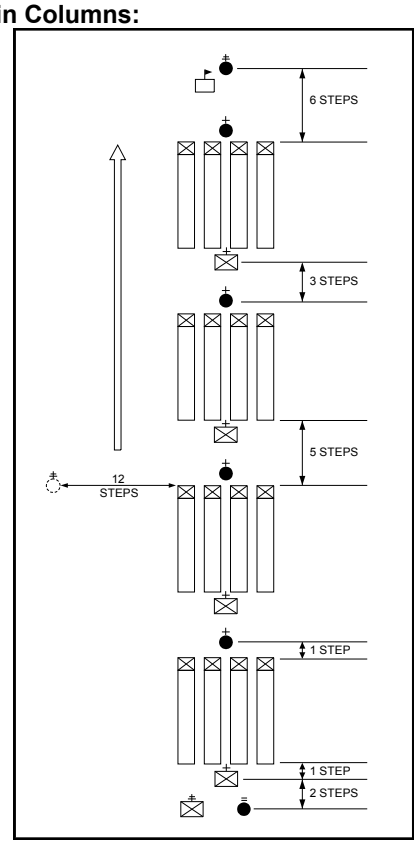
Unit 2: Leadership Theory and Application
Chapter 5: Leading Others
Lesson 3: Company Formations and Movement



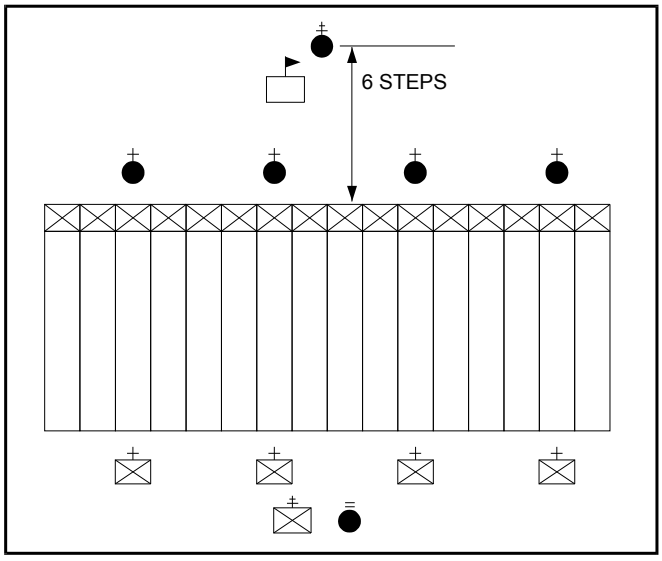
Company Formations:



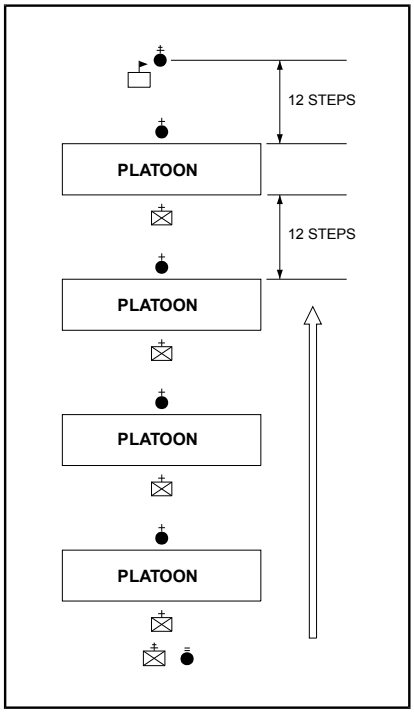
Company in Columns with Platoon in Columns:



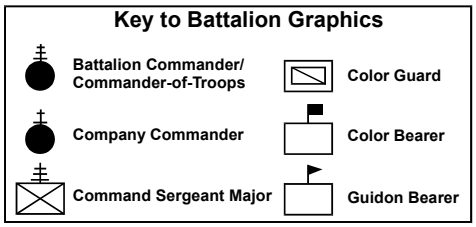
Forming a Company Mass:



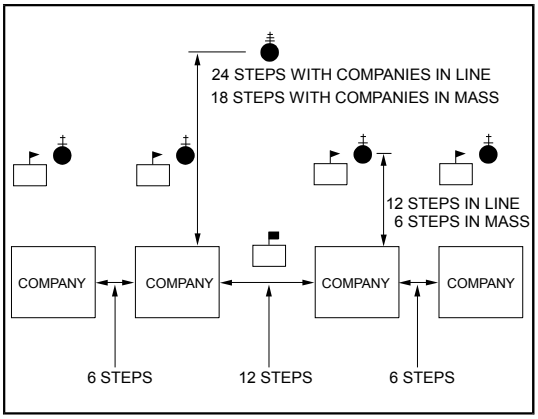
Company in Column with Platoons in Line:



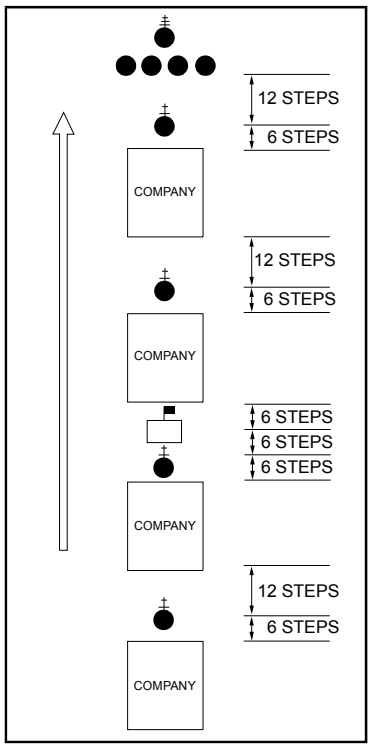
Unit 2: Leadership Theory and Application
Chapter 5: Leading Others
Lesson 4: Forming, Inspection, and Dismissing the Battalion



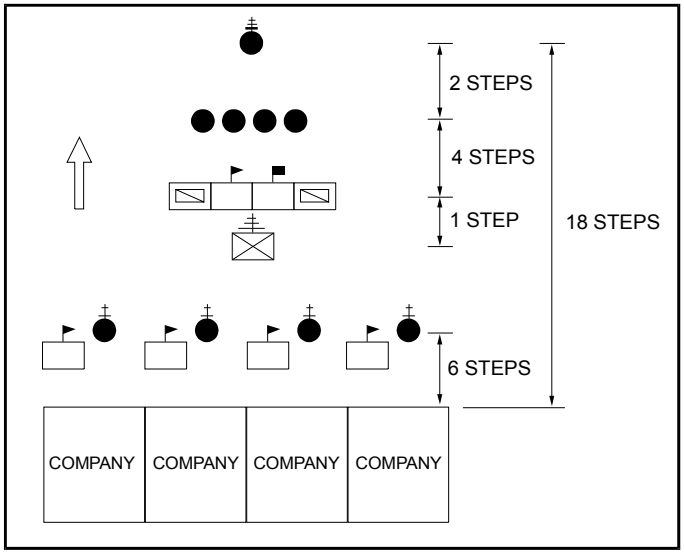
Battalion in Line with Companies in Line or Mass:



Battalion in Column with Companies in Column or Mass:



Battalion in Mass Formations:



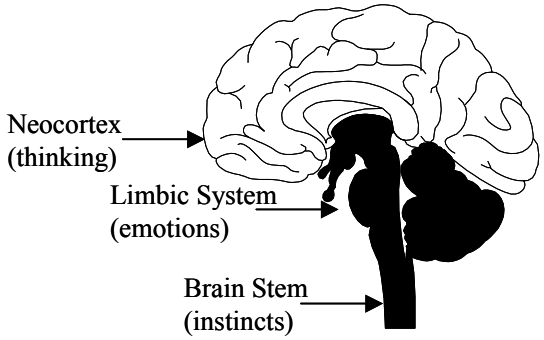
Unit 3: Foundations for Success
Chapter 1: Know Yourself - Socrates
Lesson 1: Self-Awareness

WINNING COLORS®

Builder Behaviors (brown, decide)	Planner Behaviors (green, think)
Builder Vocabulary:	***Planner Vocabulary:***
Always Leading People Power Responsible Duty Results Tradition Money Prepared I Give Directions Do It My Way I Like To Get Things Done Now	Changing and Improving Analyzing Being My Best Dreaming Caring Invention Planning Inner Life Exactness Seeks the Future Freedom of Thought
Hot Buttons:	***Hot Buttons:***
Down-to-earth and traditional	Freedom to think, dream, create
Adventurer Behaviors (red, act)	**Relater Behaviors (blue, feel)**
Adventurer Vocabulary:	***Relater Vocabulary:***
Excitement Test The Limits Risk Act and Perform Fun Action Fast Machines Freedom Challenge Do It Now!	We Are The World Friendly Romantic I See Everything Hugs Are Special Giving Teamwork Groups Wanting People to Like Me Let's Get Along With Each Other
Hot Buttons:	***Hot Buttons:***
A life of fun, action and freedom	Friendly, caring, feeling people

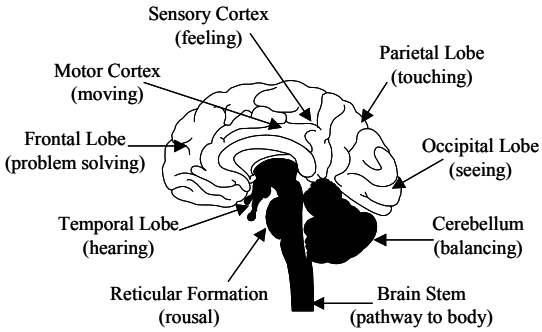
Unit 3: Foundations for Success
Chapter 2: Learning to Learn
Lesson 1: Brain Structure and Function

Triune Brain



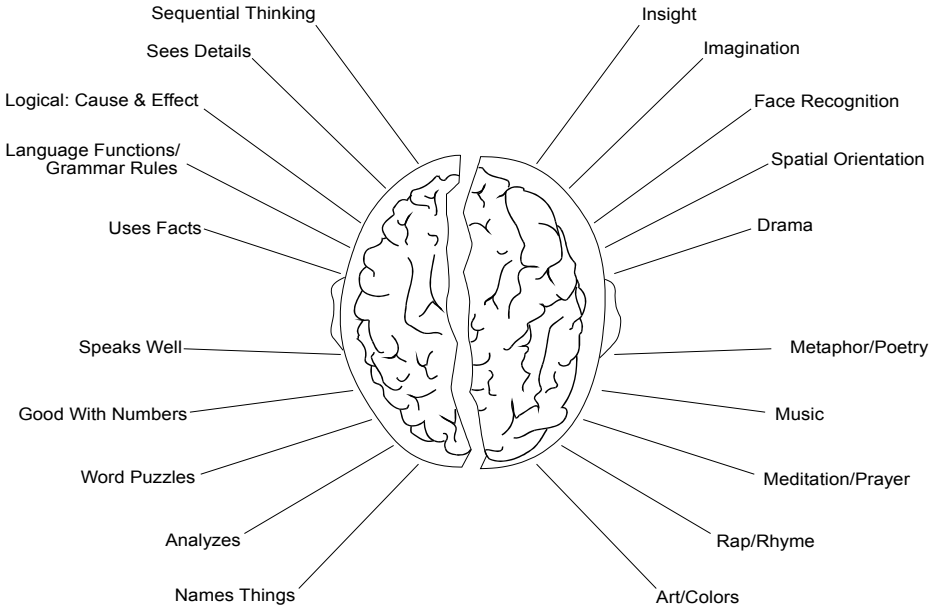
The ***Neocortex*** is responsible for thinking and speaking. When activated by positive emotions, whole-brain activation can take place allowing high-level learning. The ***Limbic System*** is responsible for group interaction and emotions. It monitors fear, threat, intimidation, and put-downs and codes incoming information with positive or negative emotions. The ***Brain Stem***, also known as the Reptilian Brain, Reactive Complex and R-complex, governs primitive needs such as a sense of safety and survival. When the Limbic System detects fear, threats, intimidation, or put-downs, the R-complex takes over and downshifting occurs preventing high-level learning.

Brain Structure and Function



Unit 3: Foundations for Success
Chapter 2: Learning to Learn
Lesson 2: Left-Brain/Right-Brain

The Left/Right Brain hemisphere theory of Roger Sperry, suggests there are "two modes of thinking, verbal and nonverbal represented rather separately in left and right hemispheres" of the human brain. The left hemisphere tends to be verbal and analytic, while the right is nonverbal and global.



LEFT-BRAIN/RIGHT-BRAIN FUNCTIONS

Unit 3: Foundations for Success
Chapter 5: Conflict Resolution
Lesson 1: Causes of Conflict

Skill Builder 1: Opening Up to New Experiences

Purpose: To help you open up to all types of people.

Barriers	*Motivators*	*Notes*
I don't know what to expect. I don't feel comfortable. Maybe they won't like me. Maybe I won't like them. Maybe they won't treat me well. I may look end up looking foolish. I don't know what to say. I don't know how to act. Others:	It may be fun. It may be interesting. I may learn something. They may like me. I may like them. I may end up feeling better about myself. I may gain experience, perspective, understanding, empathy, compassion. Others:	

The barriers relate to some type of discomfort and ultimately to some type of fear. They cause us to mentally separate ourselves from others, to contract, withdraw. The motivators relate to an outgoing tendency and ultimately to some type of goodwill. They cause us to mentally reach out, to include, and to expand. They often involve curiosity, courage, and sense of adventure.

Step 1. Think of a situation where you did *not* say yes to an opportunity to experience a new situation with people you didn't know well.

What were some of the barriers that held you back? Check off the barriers that apply in the list shown above. Add others that you experienced.

_____
_____
_____

Step 2. Think of a situation where you *did* say yes to such an opportunity.

What motivated you? Check off the motivators that apply in the list shown above. Add others that you experienced.

_____
_____
_____

Step 3. What happened in the situation you said yes to make it more positive or negative in your opinion?

_____
_____
_____

If more negative, what lessons can you draw from this experience?

_____
_____
_____

Reprinted from *Managing Diversity: People Skills for a Multicultural Workplace,* Third Edition, by Norma Carr-Ruffino, (2000).
Copyright © 2000 by Norma Carr-Ruffino.

Skill Builder 2: Picturing Exclusion and Inclusion in Your Organization

Purpose: To use the power of symbols and pictures to help you better understand your thoughts and feelings about prejudice and exclusion.

Step 1. Draw a picture to illustrate prejudice and exclusion in your JROTC unit or draw a picture to show how people could relate to each other in ways that express respect, appreciation and inclusion. Draw anything you like, but do not use any words in the picture. Use colors and symbols to express how people relate to one another, which groups have power, how they use power, and similar aspects

Step 2. Look at your completed picture and respond to the following:

- What immediate feelings do you experience?

- What thoughts come to mind?

- What does your drawing say about exclusion in your JROTC unit?

Skill Builder 3: Process for Changing Beliefs

Purpose: For leaders who are ready for advanced personal development work.

Be open to the idea that your hostile feelings, or feelings that separate, might be reflections of your judgments about yourself—that what you dislike in others is what you dislike in yourself. In describing this process, we'll use the term *judgment* to mean categorizing people, things, or situations, as right or wrong, good or bad, blaming or praising others, or making them wrong, bad, or evil on the one hand or right or good on the other.

Step 1: Find the bottom-line belief.

a. Situation

Think of a problem situation involving someone from a "different" group, a situation that you suspect involves prejudice on your part. Describe the situation in a few brief words. Then write in answer to the following questions.

_____

b. Feelings

- How do I feel about the situation?

_____

_____

- How do I feel about the diverse other(s)?

_____

_____

- Why do I feel this way?

_____

_____

For each response, again ask, "Why do I feel this way?" until you sense that you are at the root feeling.

c. Judgments

- How am I judging the person(s)?

_____

_____

_____

- How am I making the person(s) wrong or bad?

_____

_____

d. Beliefs

- Why am I making this judgment(s)?

_____

_____

- What belief causes me to make this judgment(s)?

Keep asking "Why? What belief?" until you sense you have found the bottom-line belief underneath the judgment.

Step 2: Take responsibility for the judgmental belief and its results.
Acknowledge that you have created this reality through your beliefs. You have co-created the situation with the other person(s) in that situation. It takes two to create a relationship problem. Allow that idea to permeate your being. Be willing to accept full responsibility for your beliefs and the actions that flowed out from those beliefs.

Step 3: Acknowledge and embrace your judgmental belief.
In your mind, you've been making the person(s) or situation(s) wrong or bad. You've been judging. That's part of being human. To create harmony, you must release your judgment, release the experience of making things good/bad, right/wrong, and move into the experience of accepting what is.

If you want to change what is, you must first acknowledge and accept it. The only way to release judgment is to first recognize and acknowledge that you are judging. If you make yourself wrong for judging, you're still into the experience of judging, only now you're judging yourself. The change process requires you to accept the humanness of your judgment, to embrace it.

Embracing the judgmental belief. By embracing your judgmental belief, you create the freedom to change. Intellectualizing the change process usually will not change a belief, but it is the first step. The change process is to say to yourself, "It's okay to believe this, but now it's time for a change." Then very gently allow the change to occur. Gather the judgmental belief from that judgmental part of yourself into your whole self, your greater self, with love and compassion. A metaphor that is powerful for some people is, "gather it into your light."

Releasing the resistance to painful feelings. A judgmental belief usually fits in with your bottom-line fear, and the belief is often hidden because the fear is hidden, covered with layers of rationalizations, defenses, and other, less-painful fears. When you have great pain, you tend to handle it an extreme way. At one extreme, you express the pain with rage, tears, or anger. At the other extreme, you suppress the pain, ignore it, pretend it's not there until you don't consciously feel it. So you'll normally have a great deal of repressed pain connected to the judgmental belief, and a great deal of resistance to feeling that pain, which for many people wants to be felt in the "pit of the stomach."

Step 4: Feel the feelings.
The process of mentally embracing the judgmental belief with love and compassion lets you relax and let go of the "resistance to feeling pain." Allow yourself to feel any painful emotion that comes up. Don't intellectualize at this point, but move your consciousness out of your head into your stomach area. Go fully into this emotion and then let your consciousness go deeper into other underlying emotions if it wants to.

When you sense these painful emotions have run their course, be willing for your emotional consciousness to move into your heart area. The painful feelings can now give way to feelings of harmony, serenity, peace, and joy. These feelings come up when you truly acknowledge and embrace your judgment and move beyond beliefs that hold your separateness in place. You may experience a sense of oneness. Hang out there for a while so you can fully experience these expansive feelings.

Summary Notes

Unit 3: Foundations for Success
Chapter 8: Making a Difference with Service Learning
Lesson 1: Orientation to Service Learning

Orientation and Training
+ Meaningful Service
+ Structured Reflection

SERVICE LEARNING

Unit 3: Foundations for Success
Chapter 8: Making a Difference with Service Learning
Lesson 2: Plan and Train for Your Exploratory Project

SERVICE LEARNING STEPS

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 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, a final group evaluation form to judge teamwork, etc
11. Brief the experience to community members, administration, classmates, etc.
12. Complete a post-assessment using the personal skills map and related analysis to determine plan of action.

Unit 3: Foundations for Success
Chapter 9: Career Planning
Lesson 2: Career Development Portfolio

Sample Resume

Norma L. Cadet

394 N. Anywhere St. • Any Town, FL 24509 • 123.456.7890 • cadet@anytown.com

OBJECTIVE

To obtain a Graphic Designer position in the print/web industry utilizing creative and artistic talents.

EDUCATION

Sandy Beach High School, Cape Coral, FL

- Graduated in May 2002 with emphasis in art and business.
- Courses included: Computers, Typing, JROTC, Marketing, Public Speaking
- Honors Student, GPA: 3.5 on a 4.0 scale

EXPERIENCE

2000-2002 **PRINT WORKS STATIONARY** Any Town, FL
Sales Representative

- Sold custom-printed stationary and print products.
- Organized computerized filing system to keep client base.
- Illustrated design ideas and custom logos for clientele.
- Designed web site for company and created a corporate image.
- Edited marketing video for company to send to corporate clients.

1998-2000 **GOLF & BEACH RESORT** Any Town, FL
Lifeguard & Gift Shop Sales

- Completed Lifeguard Training and received certifications in CPR and First Aid.
- Worked cash register in the resort gift shop.

SKILLS

- Windows systems
- Illustration
- HTML
- Macintosh systems
- Color Management
- JavaScript
- Video Editing
- Animation
- 3-D Modeling

ACTIVITIES/SERVICE

- National Honors Society
- Recycling Club
- Army JROTC
- Junior Achievement
- Swim Team
- Student Council

References available upon request.

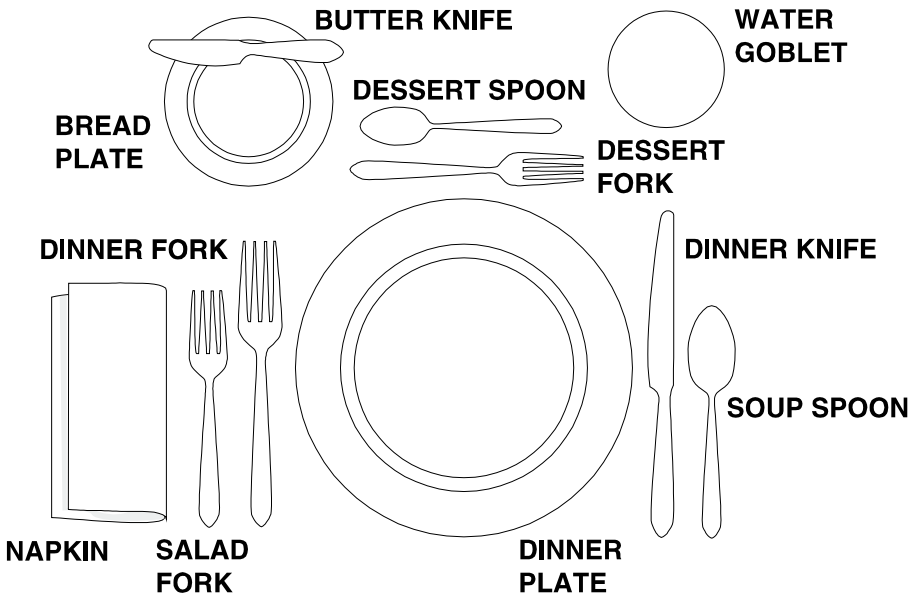
Unit 3: Foundations for Success
Chapter 10: Planning Skills and Social Responsibility
Lesson 1: Making the Right Choices

The F-I-N-D-S Decision-Making Model

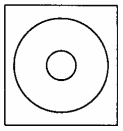
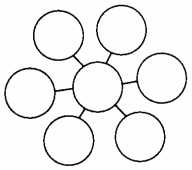
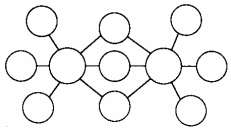
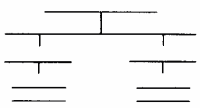
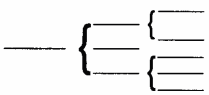
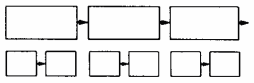
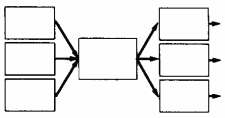
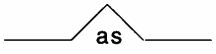
1. ***F****igure out the problem.*
2. ***I****dentify possible solutions.*
3. ***N****ame the pros and cons of each choice.*
4. ***D****ecide which is the best choice and then act on it.*
5. ***S****crutinize the decision.*

Unit 3: Foundations for Success
Chapter 10: Planning Skills and Social Responsibility
Lesson 4: Cadet Etiquette Guide

Proper Place Setting



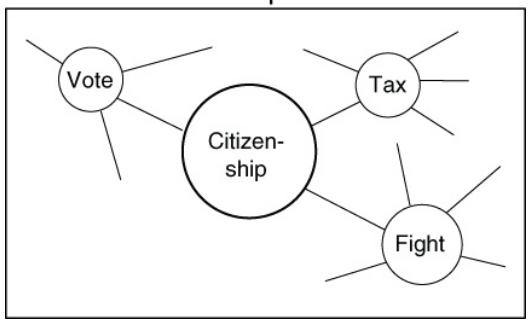
Thinking Maps®

Questions from Texts, Teachers and Tests	Thinking Processes	Thinking Maps as Tools
How are you defining this thing or idea? What is the context? What is your frame of reference?	**DEFINING IN CONTEXT**	Circle Map 
How are you describing this thing? Which adjectives would best describe this thing?	**DESCRIBING QUALITIES**	Bubble Map 
What are the similar and different qualities of these things? Which qualities do you value most? Why?	**COMPARING and CONTRASTING**	Double Bubble Map 
What are the main ideas, supporting ideas, and details in this information?	**CLASSIFYING**	Tree Map 
What are the component parts and subparts of this whole physical object?	**PART-WHOLE**	Brace Map 
What happened? What is the sequence of events? What are the substages?	**SEQUENCING**	Flow Map 
What are the causes and effects of this event? What might happen next?	**CAUSE and EFFECT**	Multi-Flow Map 
What is the analogy being used? What is the guiding metaphor?	**SEEING ANALOGIES**	Bridge Map 

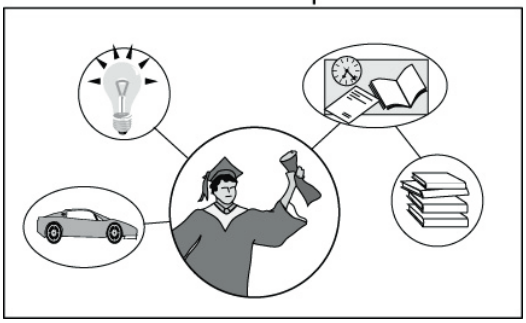
1-9

Graphic Organizers

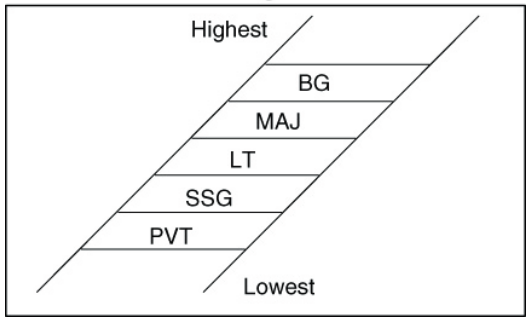
Concept Web



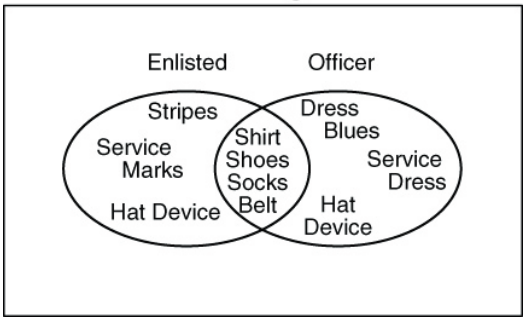
Mind Map



Ranking Ladder



Venn Diagram



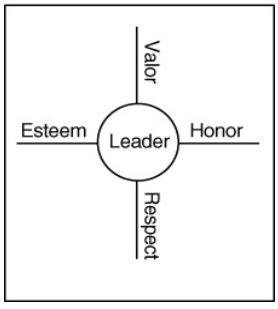
Double T-Chart

Before	During	After
Sleep	Work	Play
Study	Test	Relax

T-Chart

Poor Nutrition	
Problem	Solution
Eating junk food	Education

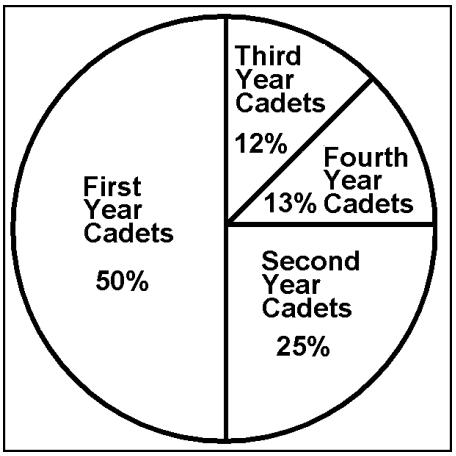
Sunshine Wheel



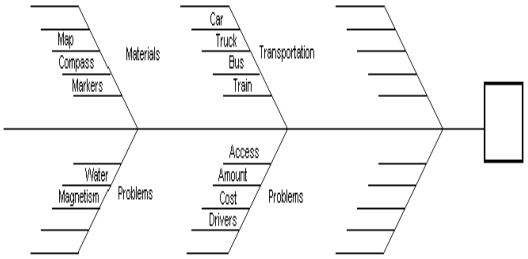
Looks-Sounds-Feels

Looks	Sounds	Feel
Shiny New	Squeak Quiet	Smooth Worn

Pie Chart



Fishbone



Matrix

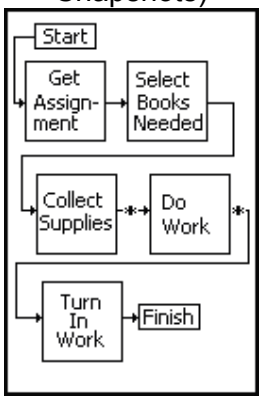
Grades needed to earn next rank

	SEP	OCT	NOV
Uniforms	80	90	90
Marching	75	85	90
Grades	80	85	90
Health	70	75	80
Respect	90	90	90

Analogy/Simile Chart

Patriotic music is like Rap
Because it: 1 evokes emotions 2 has strong beat 3 represents people
Visual Representation

Sequence (Also known as Bridging Snapshots)



Exercise 2: Exercise Program and Schedule

Directions:

- Look at the sample "Weekly Physical Fitness Training Schedule" in your text. Use it as a suggestion for how you might build your own program.
- Start your daily exercise program on Monday. Enter the dates in the 'Date' column next to the appropriate day of the week.
- For each day, list the exercises/activities you plan to do in the appropriate block/cell of the table. On the day you do each exercise/activity, record the number of minutes you participated in that type of exercise/activity.

Days of Week	**Date**	**Warm-up/Stretching** (slow walking, mild stretching or calisthenics lasting 5 – 7 minutes)	Total Minutes warm-up	**Conditioning Exercises** to include **Strength Training** (generally lasting 20 minutes)	Total Minutes conditioning exercises	**Aerobic Conditioning Activities** (jogging, brisk walking, roller-blading, dancing, bicycling, & swimming)	Total Minutes aerobic conditioning	**Cool-down/ Stretching** (slow walking, simple calisthenics, mild stretching lasting 4-6 minutes)	Total Minutes for cool-down
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
Saturday									
Sunday									

Unit 4: Wellness, Fitness, and First Aid
Chapter 1: Achieving a Healthy Lifestyle
Lesson 2: Cadet Challenge

Exercise 1: Keeping Track of Your Progress on "The Cadet Challenge"

Directions: At least five times prior to the date set by your instructor for the Cadet Challenge, complete the exercises that make up the Cadet Challenge. Try to achieve the 85th percentile standards listed in this unit. Record the dates you complete the exercises and your scores on the chart on the bottom of the page.

Since you are practicing these events on your own, the following guidelines will help:

- For the one-mile run/walk and shuttle run, try to run on a track -- many already have distances marked. If not, choose a location where you will be able to measure and mark these distances. Make sure the running surface is smooth and that there is little pedestrian, bicycle, or automobile traffic, so you will not be slowed down or distracted.
- Have a friend or family member time you in the one-mile run/walk, shuttle run, and curl-ups; and have them hold your feet and legs for the curl-ups and v-sit reach.
- If you do not have blocks for the shuttle run, use any light, small items that you can grip easily that are approximately 2" x 2" x 4".
- For the v-sit reach, use any straight line on the floor as your baseline (i.e., where carpet ends and tile begins, or place a piece of tape on the floor). Place a yardstick perpendicular to this line with 0" at the baseline. Make sure you place the heels of your feet on either side of where the yardstick meets the baseline, and measure the number of inches you stretch past the baseline with the yardstick.
- List personal goals for each event.

Detach and turn in

Exercise 1: Keeping Track of Your Progress on "The Cadet Challenge"

SCHOOL _____

STUDENT'S NAME _____ AGE ____ WEIGHT _____

Scores

DATE	CURL-UPS*	PULL-UPS*	V-SIT REACH *	ONE- MILE RUN/WALK	SHUTTLE RUN
1					
2					
3					
4					
5					

* Remember, you can use the Flexed-Arm Hang, or Right Angle Push-ups, as an alternative to Pull-ups (but only for the National Physical Fitness Award). You can also substitute Sit and Reach for the V-Sit Reach, as well as, Partial Curl-ups for Curl-ups.

Cadet Challenge

1. **Curl-ups:** Conduct this event on a flat, clean surface, preferably with a mat. Start cadets in a lying position on their backs with their knees up so their feet are flat on the floor and about 12 inches from their buttocks. Cadets should have their arms crossed with their hands placed on opposite shoulders and their elbows held close to the chest throughout the exercise. The feet are to be held by a partner at the instep. At the command "ready, go," cadets raise the trunks of their bodies, curling up to touch the elbows to the thighs. They must then lower their backs so that their shoulder blades touch the floor/mat. This constitutes one repetition of a curl-up. During each repetition, bouncing off the floor/mat is not allowed and the fingers must touch the shoulders at all times. Cadets must try to complete as many curl-ups as possible in 60 seconds.

2. **Partial Curl-ups**: This event should be used as an alternative to curl-ups. Have cadet lie on cushioned, clean surface with knees flexed and feet about 12 inches from buttocks. Do not hold or anchor the feet. Arms are extended forward with fingers resting on the legs and pointing toward the knees. The cadet's partner is behind the head with hands cupped under the cadet's head. The cadet being tested curls up slowly sliding the fingers up the legs until the fingertips touch the knees, then back down until the head touches the partner's hands. The curl-ups are done to a metronome (or audio tape, clapping, drums) with one complete curl-up every three seconds, and are continued until the cadet can do no more in rhythm (has not done the last three in rhythm) or has reached the target number for the test.

3. **Pull-ups:** Conduct this event using a horizontal bar approximately one and one-half inches in diameter. A doorway bar or a piece of pipe can serve the purpose. The bar should be high enough so that cadets can hang with their arms fully extended and their feet free of the floor/ground. Have cadets assume the hanging position on the bar using either an overhand grasp (palms facing away from body) or underhand grip (palms facing toward body). Cadets begin the exercise by first raising their body until the chin is over the bar without touching it. To complete one repetition, the body must be lowered to the full-hang starting position. During each repetition, the body must not swing, legs must not kick or bend, and the pull must not be jerky. Cadets are scored on the number of pull-ups they can correctly execute. There is no time limit on this event. For cadets who cannot accomplish one-pull-up, have them do the flexed-arm hang (below) as an alternative event.

4. **Flexed-arm Hang:** This event should be used when a cadet cannot execute one pull-up. (This event is only for the National Physical Fitness Award). Using a horizontal bar as in the pull-ups, have cadets climb a ladder until their chin is above the bar. They begin the exercise by grasping the bar with their hands, shoulder width apart -- using either an overhand grasp (palms facing away from body) or underhand grip (palms facing toward body. At the command "ready, go," the cadets step off the ladder. Simultaneously, an assistant instructor will remove the ladder and prevent any forward swinging of the legs. The cadet's chin should be level above the bar. Kicking and other body movements are not permitted while the cadets are on the bar. Start the stopwatch on the command "go" and stop it when the cadet's chin rests on the bar, the chin tilts backward to keep it above the bar, or the chin falls below the level of the bar. Scoring is to the nearest second

5. **Right Angle Push-ups:** The cadet lies face down on the mat in push-up position with hands under shoulders, fingers straight, and legs straight, parallel, and slightly apart, with the toes supporting the feet. The cadet straightens the arms, keeping the back and knees straight, then lowers the body until there is a 90-degree angle at the elbows, with the upper arms parallel to the floor. A partner holds her / his hand at the point of the 90-degree angle so that the cadet being tested goes down only until her / his shoulder touches the partner's hand, then back up. The push-ups are done to a metronome (or audio tape, clapping, drums) with one complete push-up every three seconds, and are continued until the cadet can do no more in rhythm (has not done the last three in rhythm) or has reached the target number for the PPFA.

6. **V-sit Reach:** Conduct this event on a flat, clean floor. Use a yardstick and adhesive tape to make a baseline that is two feet long. Make a measuring line perpendicular to the midpoint of the baseline extending two feet out from either side of the baseline. Place one-inch and half-inch marks along the measuring line with "0" where the baseline and measuring line intersect. Have cadets remove their shoes and sit on the floor with the soles of their feet placed immediately behind the baseline. The measuring line should be between their heels, which should be 8 to 12 inches apart. Cadets must clasp their thumbs so that their hands are together, palms down, and place them on the floor between their legs. While their legs are held flat on the floor by a partner (or partners), cadets performing the exercise keep the soles of their feet perpendicular to the floor (feet flexed) and slowly reach forward along the measuring line as far as possible keeping the fingers in contact with the floor. Cadets receive three practice tries for the v-sit reach. On the fourth extension, cadets must hold their farthest reach for three seconds. Scores are recorded where fingertips touch the floor to the nearest half-inch. Scores beyond the baseline are recorded as plus scores, whereas those behind the baseline are recorded as minus scores.

7. **Sit and Reach:** A specially constructed box with a measuring scale marked in centimeters, with 23 centimeters at the level of the feet. Cadet removes shoes and sits on floor with knees fully extended, feet shoulder-width apart and soles of the feet held flat against the end of the box. With hands on top of each other, palms down, and legs held flat, cadet reaches along the measuring line as far as possible. After three practice reaches, the fourth reach is held while the distance is recorded. Participants are most flexible after a warm-up run. Best results may occur immediately after performing the endurance run. Legs must remain straight, soles of feet against box and fingertips of both hands should reach evenly along measuring line. Scores are recorded to the nearest centimeter.

8. **One-Mile Run/Walk:** Conduct this event on a flat area that has a known measured distance of one mile with a designated start and finish line. Give cadets a lightweight numbered device to carry or wear in any manner that will not slow them down while running. (Note: Use of the numbered device makes it possible to have many cadets run at one time by having them pair off before the start of the event, then having one cadet from each pair run while the other cadets keep track of the number of laps their partners complete as well as listening for their times as they cross the finish line.) Start cadets at the standing position. At the command "ready, go," start the cadets running the one-mile distance. Although walking is permitted, encourage cadets to cover the distance in the shortest time possible. Scoring should be to the nearest second.

9. **Shuttle Run:** Conduct this event on an area that has two parallel lines 30 feet apart. The width of a regulation volleyball court can serve as a suitable area. Start cadets at the standing position. At the command "ready, go," have the cadets run to the opposite line, pick up one block, run back to the starting line, and place the block behind the line. Cadets then run back and pick up the second block, which they carry across the line. Two runs are allowed for this event with the better of the runs recorded. Scoring should be to the nearest tenth of a second.

Awards for Completing the Cadet Challenge

a. Cadets that successfully complete all events will receive a participation certificate signed by the Bde Cdr or a designated representative.

b. The President's Physical Fitness Award recognizes students who achieve an outstanding level of physical fitness. Students who score at or above the 85th percentile on all events are eligible for this award. Awards may be requested by accessing the President's Challenge web site at http://www.presidentschallenge.org/educators/program_details.aspx.

c. The JROTC Physical Fitness Ribbon (N-2-2) will be presented to cadets who receive the 85th percentile rating or better in each of the five events of the Cadet Challenge program.

d. The National Physical Fitness Award recognizes students who demonstrate a basic, yet challenging level of physical fitness. Students who score above 50% percentile on all five events are eligible for this award.

e. The JROTC Athletics Ribbon (N-2-3) will be presented to cadets who receive the 50th percentile rating or better in each of the five events of the Cadet Challenge program.

f. The top five male and five female cadets in each unit will receive individual medals

CURL-UP FOR BOYS

Percentile Scores Based on Age/Test in No. of Curl-ups in 60 seconds

	AGE											
PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	53	56	58	60	64	68	67	76	79	81	77	73
95	40	42	47	48	51	51	57	59	62	62	62	61
90	37	38	42	44	48	49	53	55	58	59	58	57
85	33	36	40	41	45	47	50	53	56	57	56	55
80	31	34	38	40	43	45	48	51	54	55	53	53
75	28	33	37	38	41	43	47	50	52	53	51	51
70	26	31	36	37	40	42	45	48	51	51	50	50
65	25	31	35	35	40	40	44	46	49	50	48	48
60	24	30	34	34	38	39	43	45	48	49	48	46
55	23	29	32	33	36	38	42	43	47	47	46	45
50	22	28	31	32	35	37	40	42	45	45	45	44
45	21	26	30	31	34	36	39	41	44	44	44	43
40	20	25	29	30	33	35	38	40	42	43	42	41
35	19	24	28	29	32	34	37	39	41	41	40	40
30	17	22	26	27	30	32	35	38	40	40	40	40
25	16	21	25	26	30	31	34	36	39	38	38	37
20	14	20	23	24	28	29	32	34	37	36	37	36
15	13	18	20	22	25	27	30	32	35	35	35	35
10	10	15	18	20	23	25	27	30	33	32	31	32
5	7	12	14	16	19	20	25	26	28	29	27	27
0	0	1	0	1	4	0	7	0	0	0	6	1

CURL-UP FOR GIRLS

Percentile Scores Based on Age/Test in No. of Curl-ups in 60 seconds

	AGE											
PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	55	55	59	62	61	67	62	72	72	74	77	67
95	36	42	43	45	45	48	50	52	53	55	53	53
90	33	36	40	41	42	44	47	50	49	51	49	47
85	32	34	38	39	40	42	45	46	47	48	45	44
80	31	32	36	38	38	40	43	44	45	46	43	41
75	30	31	35	36	37	39	41	42	43	44	41	40
70	28	30	33	35	35	37	40	42	42	41	40	38
65	27	29	31	34	34	35	39	40	41	40	38	37
60	25	27	30	32	32	35	38	40	40	39	37	36
55	24	26	30	31	31	33	36	38	39	37	36	35
50	23	25	29	30	30	32	35	37	37	36	35	34
45	21	24	28	30	30	31	34	36	36	35	34	33
40	20	23	27	29	29	30	32	35	35	34	33	31
35	20	22	25	27	27	29	31	33	34	32	32	30
30	19	21	24	26	26	28	30	31	32	31	30	30
25	17	20	23	25	25	27	29	30	31	30	30	28
20	16	19	22	23	23	25	27	28	30	28	27	25
15	14	17	20	20	20	24	25	26	28	26	25	25
10	11	15	18	19	19	20	23	23	25	23	23	22
5	7	10	12	13	13	16	20	19	20	20	19	19
0	0	0	0	0	0	2	0	0	0	0	0	0

PARTIAL CURL-UP FOR BOYS

Percentile Scores Based on Age/Test in No. of Curl-ups every 3 sec.

	AGE											
PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
95	27	30	36	48	47	58	100	79	85	100	100	96
90	23	27	31	41	38	49	100	60	77	100	79	82
85	22	24	30	37	35	43	64	59	62	75	73	66
80	20	23	27	33	35	40	58	55	58	70	61	63
75	18	21	26	30	30	37	54	51	54	67	50	58
70	15	20	25	27	29	35	48	48	52	60	48	50
65	14	17	22	26	28	30	42	45	50	51	45	50
60	12	16	20	23	27	29	36	42	48	50	40	47
55	11	15	17	22	25	27	34	40	43	47	38	44
50	10	13	17	20	24	26	32	39	40	45	37	42
45	9	12	16	19	21	23	31	37	39	42	36	41
40	9	12	15	18	20	22	31	35	33	40	34	39
35	8	11	14	16	19	21	29	31	31	36	33	33
30	8	10	13	15	19	21	27	31	30	32	30	31
25	7	9	12	14	16	18	26	30	30	30	29	30
20	7	9	11	14	14	18	24	30	28	29	28	28
15	6	8	10	11	12	17	22	28	24	26	24	25
10	5	7	9	11	10	13	18	21	24	22	23	24
5	4	5	7	10	7	8	11	16	21	20	16	19

PARTIAL CURL-UP FOR GIRLS

Percentile Scores Based on Age/Test in No. of Curl-ups every 3 sec.

	AGE											
PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
95	27	60	36	48	50	54	66	92	73	49	63	70
90	23	27	31	41	36	44	56	63	51	45	50	60
85	22	24	30	37	33	43	50	59	48	38	49	58
80	20	23	27	33	29	40	49	52	44	37	41	50
75	18	21	26	30	28	39	43	50	41	35	35	49
70	15	20	25	27	27	37	40	46	40	35	32	48
65	14	17	22	26	26	34	39	45	37	30	29	44
60	12	16	20	23	25	32	34	41	33	30	27	42
55	11	15	17	22	25	30	32	40	31	28	26	40
50	10	13	17	20	24	27	30	40	30	26	26	40
45	9	12	16	19	24	25	29	38	30	25	24	35
40	9	12	15	18	21	24	26	36	28	25	23	33
35	8	11	14	16	20	23	25	36	26	22	21	30
30	8	10	13	15	19	21	24	32	25	22	20	30
25	7	9	12	14	18	20	22	29	22	20	20	30
20	7	9	11	14	17	18	21	27	21	19	19	28
15	6	8	10	11	17	18	19	22	20	15	16	26
10	5	7	9	11	12	18	16	20	16	13	15	24
5	4	5	7	10	10	14	4	16	10	10	11	11

PULL-UPS FOR BOYS

Percentile Scores Based on Age/Test Scores in Number of Pull-ups

	AGE											
PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	11	14	15	21	22	25	21	20	23	29	26	26
95	5	6	8	8	9	10	10	11	13	14	15	17
90	3	5	6	6	7	7	8	9	11	12	12	15
85	2	4	5	5	6	6	7	7	10	11	11	13
80	1	4	4	5	5	5	6	7	9	10	10	12
75	1	3	4	4	4	4	5	6	8	10	10	11
70	1	2	3	4	4	4	5	5	7	9	9	10
65	0	2	3	3	3	3	4	5	6	8	8	10
60	0	2	2	3	3	3	3	4	6	7	8	10
55	0	1	2	2	2	2	3	4	5	7	7	9
50	0	1	1	2	2	2	2	3	5	6	7	8
45	0	1	1	1	2	1	2	2	4	5	7	7
40	0	1	1	1	1	1	1	2	4	5	6	7
35	0	0	0	1	1	1	1	1	3	4	5	6
30	0	0	0	0	1	0	1	1	3	4	5	5
25	0	0	0	0	0	0	0	1	2	3	4	5
20	0	0	0	0	0	0	0	0	1	2	4	4
15	0	0	0	0	0	0	0	0	1	2	3	3
10	0	0	0	0	0	0	0	0	0	1	2	2
5	0	0	0	0	0	0	0	0	0	0	0	1
0	0	0	0	0	0	0	0	0	0	0	0	0

PULL-UPS FOR GIRLS

Percentile Scores Based on Age/Test Scores in Number of Pull-ups

	AGE											
PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	8	8	14	11	9	24	22	18	24	14	10	21
95	4	4	5	4	5	5	5	5	4	3	4	4
90	3	3	3	3	3	3	3	2	3	2	2	2
85	2	2	2	2	3	3	2	2	2	2	1	1
80	1	1	2	2	2	2	2	1	1	1	1	1
75	1	1	1	1	2	2	1	1	1	1	1	1
70	1	1	1	1	1	1	1	0	1	1	1	1
65	0	0	1	1	1	1	0	0	1	0	0	1
60	0	0	0	0	1	0	0	0	0	0	0	0
55	0	0	0	0	0	0	0	0	0	0	0	0
50	0	0	0	0	0	0	0	0	0	0	0	0
45	0	0	0	0	0	0	0	0	0	0	0	0
40	0	0	0	0	0	0	0	0	0	0	0	0
35	0	0	0	0	0	0	0	0	0	0	0	0
30	0	0	0	0	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0

FLEXED-ARM HANG FOR BOYS

Percentile Scores Based on Age/Test Scores in Seconds

	AGE											
PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	55	95	63	101	120	101	111	127	117	130	125	116
95	23	60	34	40	48	52	47	48	68	79	71	64
90	16	23	28	28	38	37	36	37	61	62	61	56
85	14	20	23	24	31	31	30	33	47	58	51	49
80	12	17	18	20	25	26	25	29	40	49	46	45
75	10	15	17	18	22	22	21	25	35	44	42	41
70	9	13	15	16	20	19	19	22	31	40	39	39
65	9	11	14	14	17	17	16	20	28	37	36	37
60	8	10	12	12	15	15	15	18	25	35	33	35
55	7	9	11	11	14	13	13	16	22	33	30	33
50	6	8	10	10	12	11	12	14	20	30	28	30
45	5	7	9	8	10	10	10	12	17	28	25	29
40	5	6	8	8	8	9	9	10	15	25	22	26
35	4	5	6	7	7	7	8	9	13	22	20	23
30	3	4	5	5	6	6	6	8	11	20	18	20
25	2	4	4	5	5	5	5	6	10	18	15	17
20	2	3	3	3	3	4	4	5	8	14	12	15
15	1	2	2	3	2	3	2	4	5	10	10	11
10	1	1	1	2	1	1	1	2	3	8	7	8
5	0	0	0	0	0	0	0	0	1	3	3	5
0	0	0	0	0	0	0	0	0	0	0	0	0

FLEXED-ARM HANG FOR GIRLS

Percentile Scores Based on Age/Test Scores in Seconds

	AGE											
PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	55	72	97	78	152	150	99	68	100	125	131	127
95	22	29	26	35	38	33	37	35	38	41	40	37
90	15	21	21	23	29	25	27	28	31	34	30	29
85	13	17	17	20	22	20	21	21	25	28	24	24
80	11	14	15	16	19	16	16	19	21	23	21	20
75	10	12	13	14	16	14	14	16	18	18	18	18
70	9	11	11	12	14	13	13	14	16	15	16	15
65	8	9	10	11	12	11	11	12	13	12	13	12
60	6	8	10	10	11	9	10	10	11	10	10	11
55	6	7	9	9	9	8	8	9	10	9	9	10
50	5	6	8	8	8	7	7	8	9	7	7	7
45	5	5	7	7	7	6	6	6	7	6	6	6
40	4	5	6	6	6	5	5	5	6	5	5	5
35	3	5	5	5	5	4	4	5	5	4	4	5
30	3	4	4	4	4	4	3	4	4	4	3	4
25	2	3	3	3	3	3	2	3	3	3	2	3
20	1	2	3	2	2	2	1	1	2	2	2	3
15	1	1	1	1	1	1	1	1	1	1	1	1
10	0	0	0	0	0	0	0	0	0	1	0	1
5	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0

RIGHT ANGLE PUSH-UPS FOR BOYS

Percentile Scores Based on Age/Test Scores in # of Push-ups every 3 sec.

	AGE											
PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
95	12	19	21	22	30	31	42	51	47	50	59	60
90	11	17	19	20	25	30	34	41	41	44	46	56
85	9	14	17	18	22	27	31	39	40	42	44	53
80	9	13	15	17	21	26	30	35	37	40	41	50
75	7	12	14	17	20	24	28	35	32	37	40	46
70	7	11	13	15	18	23	25	31	30	35	36	44
65	7	10	12	15	18	20	24	30	28	34	34	43
60	7	9	11	13	16	19	20	28	25	32	32	41
55	7	8	10	12	14	16	20	26	24	31	30	40
50	7	8	9	12	14	15	18	24	24	30	30	37
45	5	8	9	11	13	15	17	21	22	30	29	35
40	5	7	8	10	12	14	15	20	21	27	28	34
35	5	6	8	9	12	12	15	20	20	25	25	30
30	4	5	7	8	11	10	13	16	18	25	25	30
25	4	5	7	8	11	10	12	16	18	24	25	27
20	3	4	6	7	10	8	10	12	15	21	23	25
15	2	3	6	5	8	5	9	11	13	20	22	23
10	2	3	4	5	7	3	7	9	11	18	20	21
5	0	2	2	3	4	1	4	4	7	15	15	20

RIGHT ANGLE PUSH-UPS FOR GIRLS

Percentile Scores Based on Age/Test Scores in # of Push-ups every 3 sec.

	AGE											
PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
95	12	19	21	22	21	30	25	25	25	34	32	29
90	11	17	19	20	21	20	21	22	21	23	26	28
85	9	14	17	18	20	19	20	21	20	20	24	25
80	9	13	15	17	19	18	20	17	19	20	22	22
75	7	12	14	17	19	17	17	17	15	20	20	20
70	7	11	13	15	17	17	15	15	12	18	19	19
65	7	10	12	15	17	16	12	14	11	18	16	18
60	6	9	11	13	14	15	11	13	10	16	15	17
55	6	8	10	12	14	12	10	12	10	15	13	16
50	6	8	9	12	13	11	10	11	10	15	12	16
45	5	8	9	11	11	9	10	10	9	15	12	15
40	5	7	8	10	10	8	8	10	8	13	12	15
35	5	6	8	9	10	8	7	8	5	11	11	14
30	4	5	7	8	9	7	2	7	5	11	10	12
25	4	5	7	8	8	7	5	6	5	11	8	11
20	3	4	6	7	8	6	3	5	5	10	52	9
15	2	3	6	5	7	4	2	4	3	7	4	7
10	2	3	4	5	4	2	1	3	2	5	3	5
5	0	2	2	3	1	1	1	2	1	2	1	2

V-SIT REACH FOR BOYS

Percentile Scores Based on Age/Test Scores in Inches

	AGE											
PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	7.0	9.0	7.0	13.0	14.5	14.5	13.5	11.0	12.0	12.0	13.0	12.5
95	5.0	5.0	4.0	5.0	7.0	6.5	5.5	5.0	6.5	7.0	8.0	8.5
90	4.0	4.0	3.5	4.0	5.0	5.0	5.0	4.0	5.0	6.0	7.0	8.0
85	3.5	3.5	3.0	3.0	4.0	4.0	4.0	3.5	4.5	5.0	6.0	7.0
80	3.0	3.0	2.5	3.0	3.0	4.0	3.0	3.0	4.0	5.0	5.5	6.0
75	2.0	2.0	2.0	2.0	3.0	3.0	3.0	2.5	3.5	4.0	5.0	5.5
70	2.0	2.0	2.0	2.0	2.0	2.5	2.0	2.0	3.0	4.0	4.5	5.0
65	1.5	2.0	1.0	1.5	2.0	2.0	2.0	1.5	2.5	3.0	4.0	4.5
60	1.0	1.5	1.0	1.0	1.5	2.0	1.5	1.0	2.0	3.0	3.5	4.0
55	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.5	3.0	3.5
50	1.0	1.0	0.5	1.0	1.0	1.0	1.0	0.5	1.0	2.0	3.0	3.0
45	0.5	0.5	0.0	0.0	0.5	1.0	0.0	0.0	1.0	2.0	2.0	3.0
40	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	2.0	2.0
35	0.0	0.0	-1.0	-0.5	0.0	0.0	-0.5	-1.0	0.0	1.0	1.5	1.5
30	0.0	-0.5	-1.0	-1.0	0.0	-1.0	-1.0	-1.0	0.0	0.0	1.0	1.0
25	-1.0	-1.0	-1.5	-1.5	-1.0	-1.0	-2.0	-2.0	-1.0	0.0	0.5	1.0
20	-1.5	-1.0	-2.0	-2.0	-2.0	-2.0	-2.0	-2.5	-2.0	-1.0	0.0	0.0
15	-2.0	-2.0	-3.0	-2.5	-2.5	-3.0	-3.0	-3.0	-2.0	-2.0	-1.0	-1.0
10	-3.0	-3.0	-3.0	-3.0	-3.5	-3.5	-4.5	-4.0	-4.0	-3.0	-3.0	-2.0
5	-4.5	-4.0	-4.0	-5.0	-5.0	-5.0	-6.0	-6.0	-5.0	-5.0	-4.0	-4.0
0	-10.0	-9.0	-10.0	-13.0	-12.0	-10.0	-12.0	-12.5	-12.0	-10.0	-12.0	-10.0

V-SIT REACH FOR GIRLS

Percentile Scores Based on Age/Test Scores in Inches

	AGE											
PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	9.5	9.0	12.0	14.0	13.0	15.0	14.5	14.5	14.0	15.0	15.0	15.0
95	7.0	6.5	6.0	8.0	8.0	10.0	9.0	9.0	10.0	10.0	10.5	10.5
90	6.0	5.5	5.0	6.0	7.0	8.0	8.0	8.0	8.5	9.0	9.5	96.0
85	5.5	5.0	4.5	5.5	6.0	6.5	7.0	7.0	8.0	8.0	9.0	8.0
80	5.0	4.5	4.0	5.0	5.0	6.0	6.0	6.0	7.0	7.5	8.0	7.5
75	5.0	4.0	4.0	4.0	5.0	5.0	6.0	6.0	6.5	7.0	8.0	7.0
70	4.0	4.0	3.5	4.0	4.0	5.0	5.0	5.0	6.0	6.5	7.0	6.0
65	3.5	3.0	3.0	3.5	4.0	4.5	5.0	5.0	6.0	6.0	7.0	6.0
60	3.0	3.0	3.0	3.0	3.0	4.0	4.5	4.5	5.0	6.0	6.0	5.5
55	3.0	3.0	2.5	3.0	3.0	4.0	4.0	4.0	5.0	5.0	6.0	5.0
50	2.5	2.0	2.0	2.0	3.0	3.0	3.5	3.5	4.5	5.0	5.5	4.5
45	2.0	2.0	2.0	2.0	2.5	3.0	3.0	3.0	4.0	4.5	5.0	4.0
40	1.5	2.0	1.5	2.0	2.0	2.5	3.0	3.0	4.0	4.0	1.5	4.0
35	1.0	1.5	1.0	1.0	2.0	2.0	2.5	2.5	3.5	3.5	4.0	3.5
30	1.0	1.0	1.0	1.0	1.0	1.5	2.0	2.0	3.0	3.0	4.0	3.0
25	1.0	1.0	0.5	0.0	1.0	1.0	2.0	2.0	2.5	2.0	3.0	2.5
20	0.0	0.0	0.0	0.0	0.5	1.0	1.0	1.0	2.0	2.0	2.5	2.0
15	0.0	0.0	0.0	-0.5	0.0	0.0	0.5	0.5	1.0	1.0	2.0	1.5
10	-1.0	-1.0	-1.0	-1.0	-1.0	-0.5	0.0	0.0	0.0	0.5	1.0	1.0
5	-2.5	-3.0	-2.5	-3.0	-2.5	-3.0	-2.5	-2.5	-1.5	-1.0	-0.5	-1.0
0	-9.0	-9.0	-6.0	-11.0	-17.0	-11.0	-11.0	-11.0	-10.0	-10.0	-6.0	-12.0

SIT AND REACH FOR BOYS

Percentile Scores Based on Age/Test Scores in Centimeters

	AGE												
PERCENTILE	5	6	7	8	9	10	11	12	13	14	15	16	17+
99	36	37	38	38	37	37	39	52	41	43	47	45	48
95	32	34	33	34	34	33	34	35	36	39	41	42	45
90	31	32	31	32	32	31	32	32	34	37	39	40	43
85	30	31	30	31	31	30	31	31	33	36	37	38	41
80	29	30	29	30	30	29	30	30	32	34	36	37	40
75	29	29	28	29	29	28	29	29	30	33	34	36	40
70	28	28	27	28	28	28	28	29	29	31	33	35	38
65	27	28	27	27	28	27	27	28	28	30	32	34	37
60	26	27	26	27	27	26	26	27	27	30	32	32	36
55	26	26	25	26	26	26	26	27	27	29	31	31	35
50	25	26	25	25	25	25	25	26	26	28	30	30	34
45	25	25	24	25	25	24	24	25	25	27	29	29	33
40	24	24	24	24	24	23	23	24	24	26	28	28	32
35	23	24	23	23	23	22	23	23	23	25	27	27	31
30	23	23	22	23	22	21	22	22	22	24	26	26	30
25	22	22	22	22	22	20	21	21	20	23	24	25	28
15	21	20	19	20	20	18	18	18	18	21	22	21	25
10	19	18	18	18	18	17	16	16	15	18	19	18	23
5	17	16	16	16	16	12	12	13	12	15	13	11	15

SIT AND REACH FOR GIRLS

Percentile Scores Based on Age/Test Scores in Centimeters

	AGE												
PERCENTILE	5	6	7	8	9	10	11	12	13	14	15	16	17+
99	37	38	37	39	39	41	41	46	49	49	49	48	47
95	34	34	34	36	35	35	37	40	43	44	46	46	44
90	32	33	33	34	34	34	36	38	40	42	44	43	43
85	31	32	32	33	33	33	34	36	38	40	43	42	42
80	31	31	31	32	32	32	33	35	37	39	42	41	41
75	30	30	31	31	31	31	32	34	36	38	41	39	40
70	29	29	30	30	30	30	31	33	35	36	40	38	40
65	28	29	29	30	30	29	30	32	33	36	39	37	39
60	28	28	29	29	29	29	30	32	32	35	37	36	37
55	27	27	28	28	28	28	29	31	31	34	37	35	36
50	27	27	27	28	28	28	29	30	31	33	36	34	35
45	26	26	27	27	27	27	28	29	30	32	34	33	34
40	25	25	26	26	26	27	27	28	29	31	33	33	33
35	25	25	26	25	25	26	26	27	27	30	32	32	33
30	24	24	25	24	24	25	25	26	26	29	32	31	32
25	23	23	24	23	23	24	24	25	24	28	31	30	31
20	23	22	23	22	22	22	23	23	23	26	30	28	29
15	22	22	22	21	21	21	22	22	22	24	28	26	28
10	20	20	20	19	20	19	20	20	20	23	25	23	26
5	18	18	16	17	17	16	16	15	17	18	19	14	22

ONE-MILE RUN/WALK FOR BOYS

Percentile Scores Based on Age/Test Scores in Minutes and Seconds

	AGE											
PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	6:18	7:41	6:30	6:50	6:24	6:29	6:03	5:40	4:30	4:42	4:49	4:46
95	8:54	8:31	8:00	7:48	7:10	6:56	6:43	6:25	6:01	5:50	5:40	5:35
90	9:41	5:56	8:28	8:14	7:39	7:17	6:57	6:39	6:13	6:07	5:56	5:57
85	10:15	9:22	8:48	8:31	7:57	7:32	7:11	6:50	6:26	6:20	6:08	6:06
80	10:32	9:43	9:00	8:47	8:08	7:45	7:25	7:00	6:33	6:29	6:18	6:14
75	10:53	10:02	9:23	9:04	8:19	8:00	7:41	7:11	6:45	6:38	6:25	6:23
70	11:17	10:20	9:38	9:12	8:37	8:14	7:56	7:20	6:59	6:48	6:33	6:32
65	11:41	10:34	9:56	9:30	8:59	8:27	8:05	7:29	7:09	6:57	6:44	6:40
60	12:00	10:55	10:15	9:47	9:11	8:45	8:14	7:41	7:19	7:06	6:50	6:50
55	12:20	11:19	10:39	10:07	9:29	9:01	8:25	7:55	7:29	7:16	6:58	6:57
50	12:36	11:40	11:05	10:30	9:48	9:20	8:40	8:06	7:44	7:30	7:10	7:04
45	13:00	11:56	11:27	10:46	10:10	9:46	8:58	8:17	7:59	7:39	7:20	7:14
40	13:39	12:17	11:55	11:03	10:32	10:07	9:11	8:35	8:13	7:52	7:35	7:24
35	14:11	12:50	12:08	11:20	10:58	10:25	9:40	8:54	8:30	8:08	7:53	7:35
30	14:48	13:23	12:30	11:44	11:14	10:54	10:00	9:10	8:48	8:29	8:09	7:52
25	15:12	13:49	12:54	12:08	11:40	11:25	10:22	9:23	9:10	8:49	8:37	8:06
20	15:34	14:16	13:23	12:33	12:15	12:00	10:52	10:02	9:35	9:05	8:56	8:25
15	16:30	15:00	14:10	12:59	13:07	12:29	11:30	10:39	10:18	9:34	9:22	8:56
10	17:25	16:12	14:57	13:52	13:50	13:08	12:11	11:43	11:22	10:10	10:17	9:23
5	18:12	17:43	16:08	15:01	14:47	14:35	13:14	12:11	12:11	11:25	11:49	10:15
0	22:05	21:20	22:40	19:40	23:00	23:32	23:05	18:10	18:10	21:44	20:15	16:49

ONE MILE RUN-WALK FOR GIRLS

Percentile Scores Based on Age/Test Scores in Minutes and Seconds

	AGE											
PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	8:36	8:04	8:00	6:11	6:26	7:07	6:22	5:42	5:00	5:51	5:58	6:20
95	10:06	9:30	9:10	8:21	8:07	8:06	7:35	7:21	7:20	7:25	7:26	7:22
90	10:29	10:05	9:45	9:07	8:49	8:40	8:00	7:49	7:43	7:52	7:55	7:58
85	11:20	10:36	10:02	9:30	9:19	9:02	8:23	8:13	7:59	8:08	8:23	8:15
80	11:37	10:55	10:20	10:03	9:38	9:22	8:53	8:29	8:20	8:24	8:39	8:34
75	12:00	11:17	10:55	10:22	10:08	9:44	9:15	8:49	8:36	8:40	8:50	8:52
70	12:12	11:25	11:20	10:45	10:19	10:04	9:36	9:09	8:50	8:55	9:11	9:15
65	12:20	11:45	11:38	10:58	10:42	10:24	10:05	9:30	9:09	9:09	9:25	9:33
60	12:31	12:20	11:53	11:13	10:52	10:42	10:26	9:50	9:27	9:23	9:48	9:51
55	12:45	12:39	12:10	11:32	11:00	11:00	10:44	10:07	9:51	9:37	10:09	10:08
50	13:12	12:56	12:30	11:52	11:22	11:17	11:05	10:23	10:03	9:58	10:31	10:22
45	13:56	13:21	12:46	12:13	11:40	11:36	11:23	10:57	10:25	10:18	10:58	10:48
40	14:14	13:44	13:07	12:24	11:58	12:00	11:47	11:20	10:51	10:40	11:15	11:05
35	14:45	14:04	13:31	12:48	12:08	12:21	12:01	11:40	11:10	11:00	11:44	11:20
30	15:09	14:32	13:56	13:19	12:30	12:42	12:24	12:00	11:36	11:20	12:08	12:00
25	15:27	14:55	14:21	13:44	13:00	13:09	12:46	12:29	11:52	11:48	12:42	12:11
20	16:10	15:12	14:53	14:07	13:29	13:44	13:35	13:01	12:18	12:19	13:23	12:40
15	16:45	16:00	15:19	14:57	14:00	14:16	14:12	14:10	12:56	13:33	14:16	13:03
10	17:36	16:35	15:45	15:40	14:30	14:44	14:39	14:49	14:10	14:13	16:03	14:01
5	19:00	17:27	16:55	16:58	15:43	16:07	16:00	16:10	15:44	15:17	18:00	15:14
0	21:40	22:19	20:40	24:00	24:00	21:02	24:54	20:45	20:04	24:07	21:00	28:50

SHUTTLE RUN FOR BOYS

Percentile Scores Based on Age/Test Scores in Seconds and Tenths

	AGE											
PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	11.0	8.3	8.0	8.1	7.4	7.0	7.5	8.0	6.6	6.3	6.5	6.9
95	11.7	10.8	10.4	10.4	9.8	9.5	934.0	9.0	8.8	8.5	8.4	8.5
90	12.0	11.2	10.9	10.6	10.0	9.9	936.0	9.3	9.0	8.8	8.6	8.6
85	12.1	11.5	11.1	10.9	10.3	10.0	9.8	9.5	9.1	9.0	8.7	8.7
80	12.3	11.7	11.2	11.0	10.5	10.2	9.9	9.6	9.3	9.1	8.9	8.9
75	12.4	12.0	11.4	11.1	10.7	10.4	10.0	9.8	9.4	9.2	8.9	8.9
70	12.5	12.2	11.5	11.3	10.8	10.5	10.1	9.9	9.5	9.3	9.0	9.0
65	12.8	12.4	11.0	11.5	11.0	10.6	10.3	10.0	9.6	9.4	9.1	9.1
60	13.0	12.5	11.9	11.6	11.2	10.8	10.4	10.1	9.7	9.5	9.2	9.2
55	13.1	12.7	12.0	11.8	11.3	11.0	10.5	10.1	9.8	9.5	9.3	9.3
50	13.3	12.8	12.2	11.9	11.5	11.1	10.6	10.2	9.9	9.7	9.4	9.4
45	13.5	13.0	12.3	12.0	11.6	11.2	10.7	10.3	10.0	9.8	9.5	9.5
40	13.7	13.2	12.5	12.2	11.8	11.4	10.8	10.4	10.1	9.9	9.6	9.6
35	13.8	13.3	12.7	12.5	12.0	11.5	11.0	10.6	10.2	10.0	9.7	9.6
30	14.0	13.5	13.0	12.8	12.2	11.7	11.1	10.7	10.3	10.1	9.8	9.8
25	14.3	13.8	13.3	13.0	12.4	12.0	11.2	10.8	10.5	10.2	10.0	9.9
20	14.5	14.0	13.6	13.3	12.7	12.2	11.4	11.0	10.7	10.4	10.1	10.1
15	14.8	14.5	13.8	13.6	13.1	12.6	11.6	11.1	11.0	10.7	10.3	10.3
10	15.2	14.9	14.2	14.1	13.6	13.0	12.0	11.4	11.3	11.0	10.6	10.6
5	16.0	15.4	15.0	14.5	14.5	13.5	12.4	12.0	12.0	11.8	11.1	11.1
0	19.5	25.0	18.0	18.8	16.9	16.8	16.1	16.4	19.9	19.8	23.0	23.0

SHUTTLE RUN FOR GIRLS

Percentile Scores Based on Age/Test Scores in Seconds and Tenths

	AGE											
PERCENTILE	6	7	8	9	10	11	12	13	14	15	16	17+
100	9.1	9.5	8.3	8.3	7.2	7.1	7.7	9.0	8.0	8.3	6.4	7.6
95	12.0	11.5	11.2	10.4	10.1	10.0	10.0	9.8	9.6	9.5	9.6	9.5
90	12.2	11.9	11.5	10.8	10.6	10.3	10.2	10.0	9.9	9.8	10.0	9.9
85	12.4	12.1	11.8	11.1	10.8	10.5	10.4	10.2	10.1	10.0	10.1	10.0
80	12.7	12.3	12.0	11.3	11.1	10.6	10.5	10.4	10.3	10.1	10.2	10.2
75	13.0	12.6	12.1	11.5	11.3	10.8	10.7	10.5	10.5	10.3	10.4	10.3
70	13.0	12.6	12.2	11.7	11.4	11.0	10.8	10.6	10.6	10.4	10.5	10.4
65	13.3	12.8	12.4	11.9	11.6	11.1	10.9	10.8	10.8	10.6	10.6	10.6
60	13.4	13.0	12.6	12.1	11.8	11.2	11.0	10.9	10.9	10.7	10.7	10.7
55	13.6	13.1	12.8	12.2	11.9	11.4	11.2	11.0	11.0	10.8	10.8	10.9
50	13.8	13.2	12.9	12.5	12.1	11.5	11.3	11.1	11.2	11.0	10.9	11.0
45	14.0	13.5	13.0	12.7	12.2	11.7	11.4	11.2	11.3	11.1	11.0	11.1
40	14.1	13.6	13.3	12.9	12.4	11.9	11.5	11.4	11.4	11.2	11.2	11.2
35	14.5	13.9	13.5	13.0	12.6	12.1	11.7	11.5	11.6	11.4	11.4	11.3
30	14.7	14.0	13.7	13.2	12.8	12.2	11.9	11.6	11.7	11.5	11.5	11.5
25	14.8	14.3	13.9	13.4	13.1	12.5	12.1	11.8	11.9	11.7	11.7	11.7
20	15.0	14.5	14.3	13.7	13.3	12.8	12.3	12.0	12.1	11.9	11.9	11.9
15	15.3	14.9	14.8	14.0	13.7	13.0	12.5	12.4	12.5	12.2	12.2	12.1
10	15.5	15.4	15.2	14.6	14.2	13.4	12.9	12.8	12.9	12.6	12.6	12.7
5	16.1	16.4	16.2	15.6	15.0	14.0	13.4	13.4	14.0	13.2	13.2	13.2
0	19.8	29.1	20.5	20.5	17.8	20.6	16.1	19.8	21.4	16.6	15.4	19.8

Exercise 1: Week Food Log

Directions: Record the food groups of the various items you eat each day. Also record the food group, the number of servings, and the number of calories for each food item.

1. Day / Meal	2. Food Item	3. Food Group	4. # of Servings	5. Calories

Unit 4: Wellness, Fitness, and First Aid
Chapter 1: Achieving a Healthy Lifestyle
Lesson 4: Nutrition – Nourishing Your Body

TYPES OF NUTRIENTS

CARBOHYDRATES FATS PROTEINS	FOODSTUFFS = PROVIDE ENERGY FOR BODILY PROCESSES
VITAMINS MINERALS	DO NOT PROVIDE ENERGY, BUT HELP RELEASE ENERGY FROM FOOSTUFFS AND REGULATE BODILY PROCESSES
WATER	THE MOST IMPORTANT NUTRIENT REQUIRED FOR HUMAN TISSUES TO LIVE

Food Pyramid

Exercise 2: Estimating Your Body Fat Content

Directions: Use the method created by Jack H. Willmore, an exercise physiologist at the University of Texas at Austin, to measure your body fat. Your fat content is acceptable, good, athletic, or needs help. Finally, write out the required information in the space provided:

1. What are your height and hip measurements (ladies) OR your weight and waist measurements (guys).
2. According to the graph, what is your percentage of fat? According to the chart, is your fat percentage acceptable, good, athletic, or in need of help? Choose a diet plan you think you can manage to maintain, increase or decrease your percentage of body fat.
3. What, if anything, will you do differently the next time you sit down for a meal or snack?

The plans listed below are lifetime guidelines for healthy eating. The two plans that best enhance healthy eating are # 2 and # 3.

Plan # 1 (Average American Diet)

Fat	37 – 42%
Saturated Fat	12 – 15%
Protein	10 – 15%
Carbohydrates	40 – 45%

Plan # 2 (The New American Diet)

Fat	20%
Saturated Fat	6%
Protein	10 – 15%
Carbohydrates	60 – 65%

Plan # 3 (The Lifetime Eating Plan)

Fat	10%
Saturated Fat	Low
Protein	10 – 15%
Carbohydrates	75 - 80%

Plan # 4 (U.S. Dietary Guidelines)

Fat	30%
Saturated Fat	10%
Protein	10%
Carbohydrates	60%

Ratings of Body Fat Percentages by Age and Gender

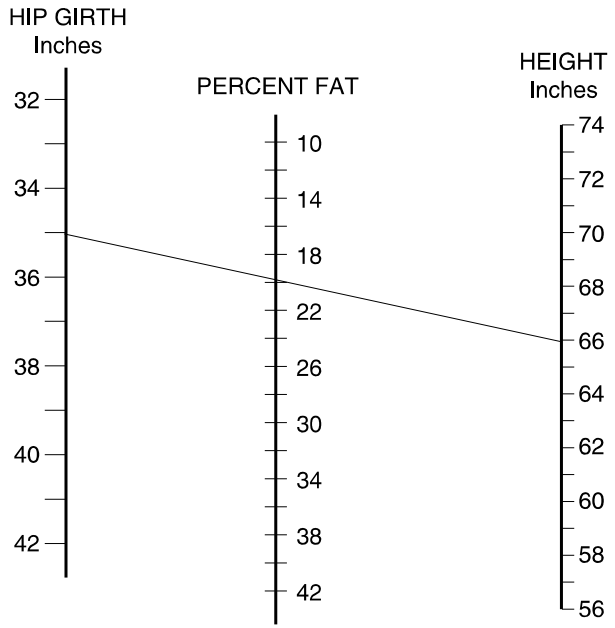
Males ages 18 to 30:

Athletes	6 - 10%
Good	11 - 14%
Acceptable	15 - 17%
Possibly needs help (Obese/Overfat)	18% and over

Females ages 18 to 30:

Athletes	10 - 15%
Good	16 - 19%
Acceptable	20 - 24%
Possibly needs help (Obese/Overfat)	25% and over

For the Ladies…
In the space provided, please write the following:



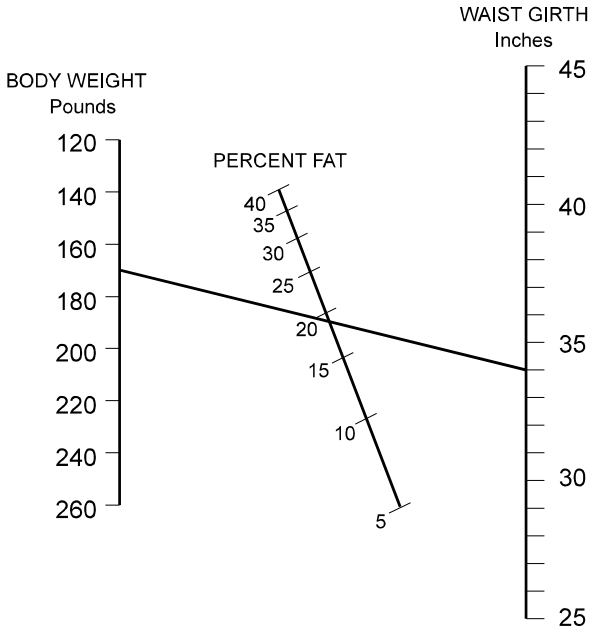
Directions:
Ladies, measure the circumference of your hips at the widest point, and plot that measurement and your height on the following chart. Then, using a straight edge, draw a line connecting the two plots. Your body fat percentage is where the line crosses the percent fat column. Refer to the appropriate section of the chart **Ratings of Body Fat Percentages** to see if your fat content is acceptable, good, athletic, or needs help.

1. Write your height and hip measurement.
2. Write your percentage of fat and if your fat percentage is acceptable, good, athletic, or needs help. Write the diet plan you chose to follow.
3. What, if anything, will you do differently the next time you sit down for a meal or snack?

Please include reasons for why you will behave/act differently the next time you sit down for a meal or decide to have a snack. The reasons must directly relate to what you have learned about controlling fat in your diet.
Also, please include your choices of food for meal and snacks, i.e., what you might choose to eat or not to eat. Finally, please also address whether or not you will begin to take/continue to take vitamins and minerals and how much water you plan to drink on a daily basis.

If you need more room to write, please use the back of this sheet.

For the Gentlemen…
In the space provided, please write the following:



Directions:
Guys, measure the circumference of your waist at the exact level of the belly button, making sure to keep the tape perfectly horizontal. Plot that measurement and your weight on the chart at the left. Then, using a straight edge, draw a line connecting the two plots. Your body fat percentage is where the line crosses the percent fat column. Refer to the appropriate section of the chart **Ratings of Body Fat Percentages** to see if your fat content is acceptable, good, athletic, or needs help.

1. Write your weight and waist measurement.
2. Write your percentage of fat and if your fat percentage is acceptable, good, athletic, or needs help. Write the diet plan you chose to follow.
3. What, if anything, will you do differently the next time you sit down for a meal or snack?

Please include reasons for why you will behave/act differently the next time you sit down for a meal or decide to have a snack. The reasons must directly relate to what you have learned about controlling fat in your diet.
Also, please include your choices of food for meal and snacks, i.e., what you might choose to eat or *not to eat*. Finally, please also address whether or not you will begin to take/continue to take vitamins and minerals and how much water you plan to drink on a daily basis.

If you need more room to write, please use the back of this sheet.

Unit 6: Citizenship in American History and Government
Chapter 1: You the People – The Citizenship Skills
Lesson 1: The Preamble

The Preamble to the United States Constitution

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Unit 6: Citizenship and American History and Government
Chapter 3: Creating the Constitution
Lesson 1: Articles of Confederation 1781

The Declaration of Independence

WHEN in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

WE hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness -- That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the present King of Great- Britain is a History of repeated Injuries and Usurpations, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

HE has refused his Assent to Laws, the most wholesome and necessary for the public Good.

HE has forbidden his Governors to pass Laws of immediate and pressing Importance, unless suspended in their Operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

HE has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right inestimable to them, and formidable to Tyrants only.

HE has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of fatiguing them into Compliance with his Measures.

HE has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People.

HE has refused for a long Time, after such Dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of the Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the Dangers of Invasion from without, and the Convulsions within.
HE has endeavoured to prevent the Population of these States; for that Purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their Migrations hither, and raising the Conditions of new Appropriations of Lands.

HE has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.

HE has made Judges dependent on his Will alone, for the Tenure of their Offices, and the Amount and Payment of their Salaries.

HE has erected a Multitude of new Offices, and sent hither Swarms of Officers to harrass our People, and eat out their Substance.

HE has kept among us, in Times of Peace, Standing Armies, without the consent of our Legislatures.

HE has affected to render the Military independent of and superior to the Civil Power.

HE has combined with others to subject us to a Jurisdiction foreign to our Constitution, and unacknowledged by our Laws; giving his Assent to their Acts of pretended Legislation:

FOR quartering large Bodies of Armed Troops among us;

FOR protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States:

FOR cutting off our Trade with all Parts of the World:

FOR imposing Taxes on us without our Consent:

FOR depriving us, in many Cases, of the Benefits of Trial by Jury:

FOR transporting us beyond Seas to be tried for pretended Offences:

FOR abolishing the free System of English Laws in a neighbouring Province, establishing therein an arbitrary Government, and enlarging its Boundaries, so as to render it at once an Example and fit Instrument for introducing the same absolute Rules into these Colonies:

FOR taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

FOR suspending our own Legislatures, and declaring themselves invested with Power to legislate for us in all Cases whatsoever.

HE has abdicated Government here, by declaring us out of his Protection and waging War against us.

HE has plundered our Seas, ravaged our Coasts, burnt our Towns, and destroyed the Lives of our People.

HE is, at this Time, transporting large Armies of foreign Mercenaries to compleat the Works of Death, Desolation, and Tyranny, already begun with circumstances of Cruelty and Perfidy, scarcely paralleled in the most barbarous Ages, and totally unworthy the Head of a civilized Nation.

HE has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the Executioners of their Friends and Brethren, or to fall themselves by their Hands.

HE has excited domestic Insurrections amongst us, and has endeavoured to bring on the Inhabitants of our Frontiers, the merciless Indian Savages, whose known Rule of Warfare, is an undistinguished Destruction, of all Ages, Sexes and Conditions.

IN every stage of these Oppressions we have Petitioned for Redress in the most humble Terms: Our repeated Petitions have been answered only by repeated Injury. A Prince, whose Character is thus marked by every act which may define a Tyrant, is unfit to be the Ruler of a free People.

NOR have we been wanting in Attentions to our British Brethren. We have warned them from Time to Time of Attempts by their Legislature to extend an unwarrantable Jurisdiction over us. We have reminded them of the Circumstances of our Emigration and Settlement here. We have appealed to their native Justice and Magnanimity, and we have conjured them by the Ties of our common Kindred to disavow these Usurpations, which, would inevitably interrupt our Connections and Correspondence. They too have been deaf to the Voice of Justice and of Consanguinity. We must, therefore, acquiesce in the Necessity, which denounces our Separation, and hold them, as we hold the rest of Mankind, Enemies in War, in Peace, Friends.

WE, therefore, the Representatives of the UNITED STATES OF AMERICA, in GENERAL CONGRESS, Assembled, appealing to the Supreme Judge of the World for the Rectitude of our Intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly Publish and Declare, That these United Colonies are, and of Right ought to be, FREE AND INDEPENDENT STATES; that they are absolved from all Allegiance to the British Crown, and that all political Connection between them and the State of Great-Britain, is and ought to be totally dissolved; and that as FREE AND INDEPENDENT STATES, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which INDEPENDENT STATES may of right do. And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

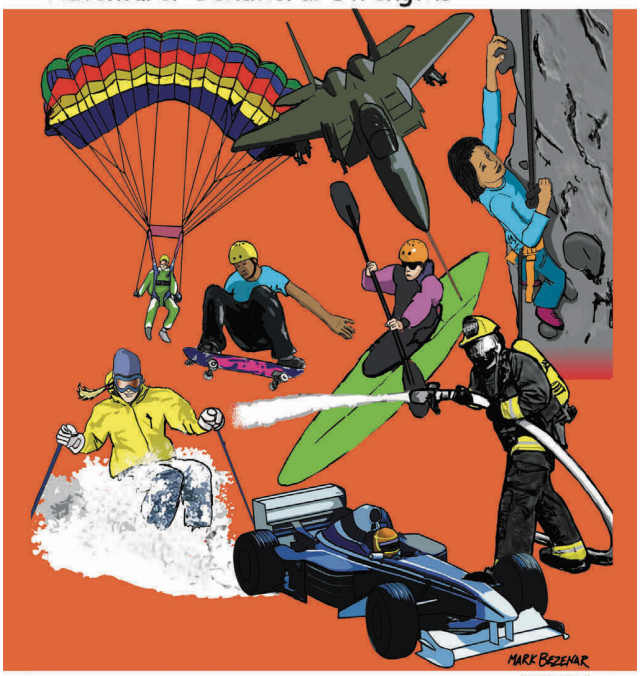
John Hancock.
GEORGIA, Button Gwinnett, Lyman Hall, Geo. Walton.
NORTH-CAROLINA, Wm. Hooper, Joseph Hewes, John Penn.
SOUTH-CAROLINA, Edward Rutledge, Thos Heyward, junr., Thomas Lynch, junr., Arthur Middleton.
MARYLAND, Samuel Chase, Wm. Paca, Thos. Stone, Charles Carroll, of Carrollton.

VIRGINIA, George Wythe, Richard Henry Lee, Ths. Jefferson, Benja. Harrison, Thos. Nelson, jr., Francis Lightfoot Lee, Carter Braxton.
PENNSYLVANIA, Robt. Morris, Benjamin Rush, Benja. Franklin, John Morton, Geo. Clymer, Jas. Smith, Geo. Taylor, James Wilson, Geo. Ross.
DELAWARE, Caesar Rodney, Geo. Read.
NEW-YORK, Wm. Floyd, Phil. Livingston, Frank Lewis, Lewis Morris.
NEW-JERSEY, Richd. Stockton, Jno. Witherspoon, Fras. Hopkinson, John Hart, Abra. Clark.
NEW-HAMPSHIRE, Josiah Bartlett, Wm. Whipple, Matthew Thornton.
MASSACHUSETTS-BAY, Saml. Adams, John Adams, Robt. Treat Paine, Elbridge Gerry.
RHODE-ISLAND AND PROVIDENCE, C. Step. Hopkins, William Ellery.
CONNECTICUT, Roger Sherman, Saml. Huntington, Wm. Williams, Oliver Wolcott.

IN CONGRESS, JANUARY 18, 1777.

The Tiger Part of Me:
I Like Action!

Adventurer Behavioral Strengths



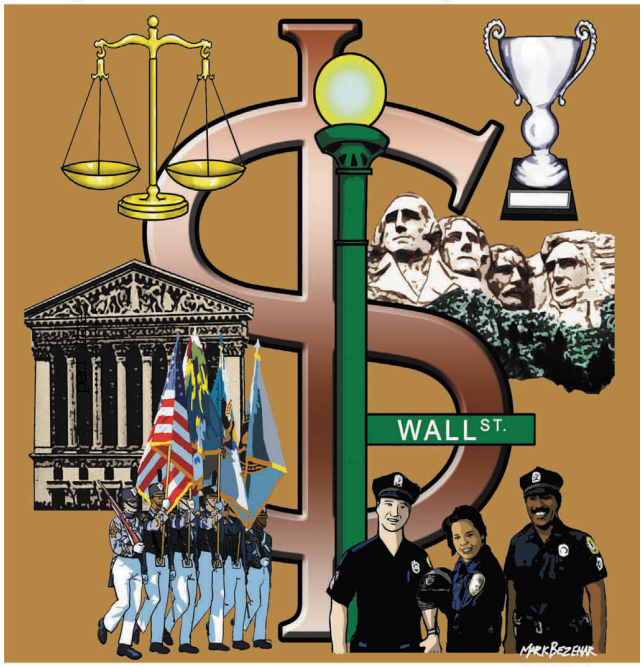
© 2004 Stefan

Words that describe me: Play, Perform, Take Chances, Fast Machines, Do It Now, Learn By Doing, Fun, Tell Jokes.

Communication Keys: Freedom of Action, Spur of the Moment, Challenge, Pushing the Limits, Excitement, Act it Out.

The Bull and Bear Part of Me:
I Like Leading!

Builder Behavioral Strengths



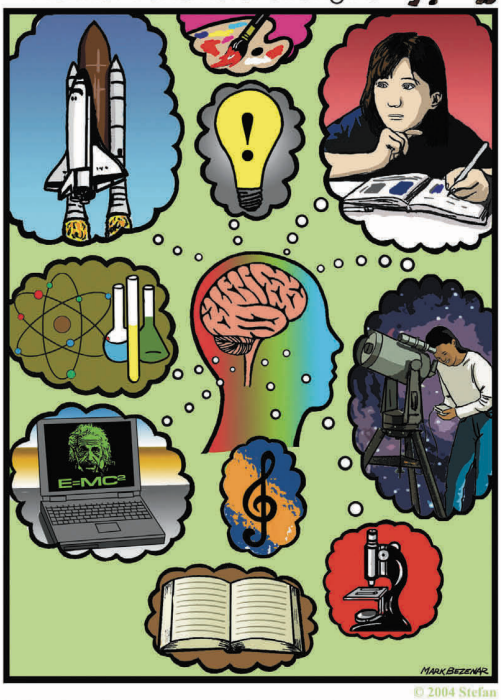
© 2004 Stefan

Words that describe me: Results, Traditional, Responsible, Productive, Control, Decisive, Leadership, Give Directions.

Communication keys: Bottom-Line, Awards, Rules, Respect, Power, Obedience, First is Important.

The Fox Part of Me:
I Like Thinking!

Planner Behavioral Strengths



© 2004 Stefan

Words that describe me: Imaginative, Perfectionist, Analytical, Thinker, Dreamer, Logical, New Ideas, Independent.

Communication Keys: Individual Freedom, Understand, Budget, Improve, Mystery, New Ways, Creative.

The Dolphin Part of Me:
I Like Being Part of a Team!

Relater Behavioral Strengths

© 2004 Stefan

Words that describe me: Team Builder, Sympathetic, Concern for Others, Want People to Like Me, Like to Talk.

Communication Keys: Personal Interaction, Friendly, Honest, Work Together, Respect for Feelings, Romantic, Want Harmony.

My Builder Behavioral Strengths

If I emphasize the **Bull and Bear Part of Me (brown),** I usually enjoy leading and being "up front" with people. I express myself openly and directly. I prefer taking a leadership role in a group or situation. I know what I ought to do and do not hesitate to remind other people about their responsibilities and commitments. I want status, recognition and power. I have a deep respect for traditions. I strive to be leader of any group. I believe in preparing and saving, thus building life on a rock-solid foundation, which will stand when the winds and rains come. I am a strong-willed, organized person who stands as a fortress for all to see, desiring respect and appreciation for the ways I help others to be their best.

Bull and Bear Vocabulary includes the following, in addition to those on the front of this card:

✦ results ✦ control ✦ at one's command ✦ reliable ✦
✦ law abiding ✦ duty ✦ dependable ✦ obedient ✦ organized ✦
✦ builder ✦ prepared ✦ accountable ✦ clear-cut ✦

People who show these behaviors in public: Condoleezza Rice (Planner Behaviors also), Bill O'Reilly (all four strengths), Frankie (Shark Tale), Senator Hillary Clinton (all four strengths), General Colin Powell (all four strengths), George W. Bush (President), The Lion King, Buffy the Vampire Slayer, General Patton, Hillary Clinton, President Ronald Reagan, Lucy (Peanuts), Susie (Rugrat), Head Master Dumbledore (also a Planner), Banking Industry, Queen Elizabeth, Germany (as a country), U.S.A. (all four strengths), I.R.S. and the "Star Spangled Banner" (song).

Financial and personal success is not an accident!

Created by Stefan Neilson, MA. Illustration: Mark Bezenar

Contact us for:

✦ Train-the-Trainer ✦ Keynotes ✦ Character Education ✦
✦ Seminars ✦ Violence Prevention ✦ Career Selection ✦
✦ Videos ✦ Leadership/Team Building ✦ Communication ✦

© 2007 Stefan Financial and Personal Success, Inc.
P.O. Box 96, Mountlake Terrace, WA 98043
(425) 672 8222

winningcolors@mindspring.com
web sites: winningcolors.com & financialsuccessinc.com

Value at least $ 1,000,000.00. Your investment $ 10.00

My Adventurer Behavioral Strengths

If I emphasize the **Tiger Part of Me (red),** I just do it. I usually enjoy being where the action is and bring the fun and thrills into the routine of daily life. I am the entrepreneur and enjoy the excitement of taking chances. In times of crisis, I am at my best! I believe that people are free and make no bones about enjoying life without being bound by rules and regulations. I want excitement! I believe that money should be spent freely. The present moment is most important. Yesterday is easily forgotten and tomorrow is not relevant. Fast machines are an important part of my action world. I have fun flying over the rainbow rather than finding the pot of gold at the end. I am a free-spirited person for the entire world to see.

Tiger Vocabulary includes the following, in addition to those on the front of this card:

✦ thrill ✦ perform ✦ climb to the top ✦ games ✦ light-hearted ✦
✦ buy and sell ✦ stir the blood ✦ gamble ✦
✦ Shop 'til I drop ✦ fast machines ✦ good time ✦ danger ✦

These behaviors are exhibited in public by: General Colin Powell (all four behaviors), President Clinton, Eddie Murphy, Michael Jordan (also a blue), Lil Bow-Wow, Marion Jones, Jackie Chan, Arnold Schwarzenegger, Robin Williams, Madonna, Ricky Martin, Richard Dean Anderson (Stargate SG1), Whoopi Goldberg, Garth Brooks, Elvis, Jim Carrey, Michael Andretti, Tiger Woods (also a blue), Backstreet Boys, Bart Simpson, Angelica (Rugrat), Fred and George Weasley, Hagrid, Nelly, 'N Sync, The Road Runner, SpongeBob Square Pants, Oscar (Shark Tale), Australia (as a country), U.S.A. (all four strengths), and "Foot Loose" (song).

Financial and personal success is not an accident!

Created by Stefan Neilson, MA. Illustration: Mark Bezenar

Contact us for:

✦ Train-the-Trainer ✦ Keynotes ✦
✦ Seminars ✦ Violence Prevention ✦ Career Selection ✦
✦ Videos ✦ Leadership/Team Building ✦ Communication ✦

© 2007 Stefan Financial and Personal Success, Inc.
P.O. Box 96, Mountlake Terrace, WA 98043
(425) 672 8222

winningcolors@mindspring.com
web sites: winningcolors.com & financialsuccessinc.com

Value at least $ 1,000,000.00. Your investment $ 10.00

My Relater Behavioral Strengths

If I emphasize the **Dolphin Part of Me (blue),** I usually enjoy being with people and have a high regard for emotions. I am the team builder, the basic ingredient for success. I know that feelings are very important and will bend my needs to those of others. People are the most important part of my decision making. I like to work in a team. I want unity with others, am a romantic at heart and a sympathetic person by nature. I want opportunities to communicate and socialize with others. I believe that care and consideration are the rock-solid foundation of a successful and prosperous life. I have strong emotions, based on honesty and sincerity. I feel that I can help others become productive and happy.

Dolphin Vocabulary includes the following, in addition to those on the front of this card:

✦ team building ✦ harmony ✦ sympathy ✦ sharing ✦
✦ group projects ✦ brotherly love ✦
✦ concern for people ✦ honesty with others ✦ friendly ✦

People who show these behaviors in public: General Colin Powell (all four strengths), Oprah Winfrey, Bill Cosby, Billy Graham, Jimmy Carter, Celine Dion, Rosie O'Donnell, Michael Jordan (also a red), Reba McEntire, Ronald McDonald (McDonald's), Snoopy, Chuckie (Rugrat), Lenny (Shark Tale), Mexico/Italy (as a country), U.S.A. (all four strengths) and "We are the World" (song).

Financial and personal success is not an accident!

Created by Stefan Neilson, MA. Illustration: Mark Bezenar

Contact us for: ✦ Train-the-Trainer ✦ Keynotes ✦
✦ Seminars ✦ Violence Prevention ✦ Career Identification ✦
✦ Videos ✦ Leadership/Team Building ✦ Communication ✦

Financial and Personal Success, Inc. © 2007 Stefan
P.O. Box 96, Mountlake Terrace, WA 98043
(425) 672 8222

winningcolors@mindspring.com
web sites: winningcolors.com & financialsuccessinc.com

Value at least $ 1,000,000.00. Your investment $ 10.00

My Planner Behavioral Strengths

If I emphasize the **Fox Part of Me (green),** I usually enjoy thinking about new and better ways for creating and doing things. I know that underlying details are important. I make sure that everything is brought into consideration before making an important decision. I want know-how. I want to do things right. I want to know new things. I am a thinker by nature. I believe in using time and money wisely. I am curious about the inner world of people. I want to understand nature. I am a creative person of reason and wisdom. I desire the ability to prepare for the future so that society might not only survive but also prosper.

Fox Vocabulary includes the following, in addition to those on the front of this card:

✦ magic ✦ intuitive ✦ imaginative ✦ cautious ✦
✦ dreamer ✦ creative ✦ new and better ways ✦
✦ theoretical ✦ science fiction ✦

People who show these behaviors in public: General Colin Powell (all four strengths), Laura Bush, Steven Spielberg, Prince William, Alexander G. Bell, John F. Kennedy, Jr., Bill Gates, Gloria Estevan, Thomas Edison, Marge Simpson, James Earl Jones, Martin Luther King, Noriyuki Morita, Harry Potter, Hermione, Canada or France (as a country), U.S.A. (all four strengths) and "The Impossible Dream" (song).

Financial and personal success is not an accident!

Created by Stefan Neilson, MA. Illustration: Mark Bezenar

Contact us for:

✦ Train-the-Trainer ✦ Keynotes ✦ Character Education ✦
✦ Seminars ✦ Violence Prevention ✦ Career Selection ✦
✦ Videos ✦ Leadership/Team Building ✦ Communication ✦

© 2007 Stefan Financial and Personal Success, Inc.
P.O. Box 96, Mountlake Terrace, WA 98043
(425) 672 8222

winningcolors@mindspring.com
web sites: winningcolors.com & financialsuccessinc.com

Value at least $ 1,000,000.00. Your investment $ 10.00