

# JROTC Virtual Learning

## **LET 1 / SELF AWARENESS**

**May 11, 2020**



## Lesson: May 11, 2020

### **Objective/Learning Target:**

- Explain the four clusters of behavior in the Winning Colors® framework
- Illustrate your behavioral preferences using the four Winning Colors®
- Identify strengths for each behavior cluster
- Express appreciation for your own uniqueness

# **BELL RINGER**

**List several action words or verbs depicting your self awareness.**

# Student Learning Plan

## Unit 3: Foundations for Success

### Self Awareness [U3C1 L1 ]



#### What you will accomplish in this lesson:

Determine your behavioral preferences



#### Why this lesson is important:

You may notice that some people behave or conduct themselves like you, while others behave quite differently. For example, one person may be very quiet and thoughtful while another may be the life of the party. In this learning plan, you will identify your own behavior preferences and consider the preferences of others. This knowledge can help you to understand situations as they unfold, improve your communication with others, and influence people and situations to get the results you desire.



#### What you will learn in this lesson:

- Explain the four clusters of behavior in the Winning Colors® framework
- Illustrate your behavioral preferences using the four Winning Colors®
- Identify strengths for each behavior cluster
- Express appreciation for your own uniqueness
- Define key words: assessment, cluster, differentiate, associate, and introspection



#### You will have successfully met this lesson's purpose:

- by completing a Self-Awareness Matrix using the Winning Colors® behavior model
- by writing a reflection about applying Winning Colors® to a situation.
- when you apply your Winning Colors® to a variety of situations
- when you rank the behaviors that you are most likely to exhibit in each situation from 1 (most likely) to 4 (least likely)
- when you provide specific examples of how you would demonstrate each color in each situation
- when your reflection summarizes how your preferred behaviors help or hinder a given situation
- when your reflection identifies strategies for dealing with a situation more effectively by applying your knowledge of Winning Colors®



#### Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

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#### INQUIRE PHASE: What do you already know?



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1. THINK ABOUT how you interact with others in different situations. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
  2. THINK ABOUT the following questions: How do you interact with others socially to enjoy yourself? How do you complete individual tasks or assignments? How do you deal with other people in a team or committee that has a job requiring teamwork? POST an example for each question on the T-Chart presented by your instructor.
  3. REFLECT on the different answers your class gave to the three questions. ANSWER the reflection questions presented by your instructor.

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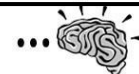
## GATHER PHASE: So, what else do you need to know or learn?



- Part 1**
1. VIEW a video about the Winning Colors® behavioral clusters. LEARN MORE or REVIEW the Self-Awareness section in your student text.
  2. VIEW directions on choosing and sorting Winning Colors®. Work with a partner in a Think-Pair-Share to IDENTIFY your Winning Colors® and SORT them. POST your name on the T-Chart in the column for your strongest Winning Color®. PARTICIPATE in a class discussion on how answers to the questions in the Inquire Phase revealed a particular “color.”
  3. REFLECT on the strengths of your Winning Color®. ANSWER the reflection questions presented by your instructor.
- Part 2**
4. VIEW the presentation on the Quarterbacks of Life Stepping Stone to Success 2: Self-Esteem and its role in the self-awareness. PARTICIPATE in a discussion about how belief statements can ultimately impact success. LEARN MORE by reading the Stepping Stone 2: Self Esteem section in your student text.
  5. COMPLETE Exercise #2: Self-Esteem Activity to check your comprehension about self-esteem.
  6. REFLECT on the importance of self-esteem in your life. ANSWER the reflection questions presented by your instructor.

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## PROCESS PHASE: Now what can you do with this new information you've learned?



- Part 1**
1. PARTICIPATE IN or OBSERVE a role-play activity. NOTE examples of the four behaviors: decide, think, act, and feel. POST your notes on a T-Chart in the correct column. DISCUSS the results of the role-play activity.
  2. COMPLETE Exercise #1: Discover Your Communication Power.
  3. REFLECT on the role-play and what you discovered about yourself after completing Exercise #2. ANSWER the reflection questions presented by your instructor.
- Part 2**
4. COMPLETE Exercise #3: Your Determinants of Self-Esteem and Success.
  5. REFLECT on experiences you've had where self-esteem impacted success. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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## APPLY PHASE: What else can you do with what you've learned today?



1. COMPLETE the Self Awareness Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade. Also complete Exercise #5: Stepping Stone 2: Self-Esteem to self-assess your development.
2. REVIEW the key words of this lesson.
3. REFLECT on what you have learned in this lesson and how you might use it in the future.

### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 6 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 5 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

## Exercise 1: Discover your Communication Power

**Directions:** In this exercise you will determine which of your Winning Colors® are the strongest at the present time: planner, builder, relater, or adventurer. The four parts of self and your POWER to communicate reside in your ability to exhibit different behaviors in situations. Although everyone is comprised of each of the behaviors in diverse extents, the goal of Winning Colors® is to work to develop a balance between the four colors.

1. Start by numbering the following words or phrases in each item (a, b, c, d) from 1 to 4, moving horizontally across each row in order of importance to you. Number 1 would be the word or phrase that best describes your feelings of comfort and what you are like inside – NOT how you would like to be – NOT how you act because of outside forces.
2. Total the vertical columns.
3. Circle the lowest score. Put a box around your second lowest score. **Note:** The lowest score identifies your present communication POWER or Winning Color®. Your boxed score is your backup communication POWER.
4. Read the next page of this exercise and then fill in the TREND blanks with the four parts of self that match the words in the column.
5. Next fill in the COLOR blanks with the color that matches the TREND based on the next page.

< 1=Most Important > < 2=Very Important > < 3=Somewhat Important > < 4=Least Important >			
A	B	C	D
Being prepared Rating: _____	Let's all be friends Rating: _____	Developing better and more logical ways Rating: _____	Living today and not worrying about tomorrow Rating: _____
Telling people what they should do Rating: _____	Talking and socializing Rating: _____	Understanding and analyzing about tomorrow Rating: _____	Having fun and excitement with people Rating: _____
Saving and budgeting Rating: _____	Giving Rating: _____	Creating Rating: _____	Spending Rating: _____
Leading Rating: _____	Relating Rating: _____	Planning Rating: _____	Exploring Rating: _____
Being Organized Rating: _____	Bring loved and accepted Rating: _____	Being correct and competent Rating: _____	Being in spontaneous action Rating: _____
A Total: _____	B Total: _____	C Total: _____	D Total: _____
TREND: _____	TREND: _____	TREND: _____	TREND: _____
COLOR: _____	COLOR: _____	COLOR: _____	COLOR: _____

Exercise adapted from Conflict Resolution Through Winning Colors® used with permission by authors Stefan Neilson and Shay Thelke©1999.

**Note:** Make sure the phrases are numbered and the columns are totaled before going any further.

**Directions:** In your table on the previous page, fill in the appropriate TREND word and corresponding COLOR found below.

- A. Under column A the TREND is **Builder**, and the COLOR is **Brown**, representing leadership and decisiveness.
- B. Under column B the TREND is **Relater**, and the COLOR is **Blue**, showing openness and feeling.
- C. Under column C the TREND is **Planner**, and the COLOR is **Green**, containing deep, hidden, changing currents.
- D. Under column D the TREND is **Adventurer**, and the COLOR is **Red**, producing excitement, action, and fun.

According to the creators of Winning Colors®, the colors symbolize the four elements of life: Earth, Air, Water, and Fire.

### Exercise 2: Self-Esteem Activity

**Directions:** Create a Tree Map (or T-Chart) answering each of the following questions for the four determinants that impact self-esteem and success.

<b>Connections:</b>	<b>Resources:</b>	<b>Power:</b>	<b>Models:</b>
<p><i>What connections have you made in which you take pride?</i></p> <p><i>What connections have you failed to complete?</i></p> <p><i>What connections have you made that were severed or broken?</i></p>	<p><i>What resources do you have in which you take pride, ones that are also valued and respected by others?</i></p> <p><i>What steps can you take to connect with your resources?</i></p>	<p><i>Brainstorm ways in which you have used your resources to achieve personal power in connecting with your goals.</i></p> <p><i>Describe those feelings.</i></p> <p><i>When have you felt powerless in achieving a desired connection? Describe those feelings.</i></p>	<p><i>Which of the following models have you used to connect with your goals: maps, pictures and directions that show how to assemble something, rules of etiquette, sayings, health practices, etc?</i></p> <p><i>Explain how these models, and others, have helped you to connect with your goals.</i></p>



Courtesy of Army JROTC

U3C1L1

# Self-Awareness

## Key Words:

Assessment

Associate

Cluster

Differentiat

e

Introspectio

n

## What You Will Learn to Do

Determine your behavioral preferences

## Linked Core Abilities

- Build your capacity for life-long learning
- Treat self and others with respect

## Skills and Knowledge You Will Gain Along the Way

- Explain the four clusters of behavior in the Winning Colors® framework
- Illustrate your behavioral preferences using the four Winning Colors®
- Identify strengths for each behavior cluster
- Express appreciation for your own uniqueness



## Introduction

You may notice that some people behave or conduct themselves like you and others behave quite differently. For example, one person may be very quiet and contemplative while another may be the life of the party. Identifying your own preferences and the preferences of others can be an important building block in the foundation for your success. This knowledge helps you understand situations as they unfold, improve your communication with others, and influence people and situations to get the results you desire.

## Natural Tendencies

Everyone has preferences. Whether you are born with them or learn them — nature or nurture — can be an interesting question to explore. It is also interesting to explore how those preferences guide our behavior.

Behaviors that feel comfortable are considered natural tendencies, or your personal preferences. They are those that seem natural that you resort to when under stress, and that you identify as “the way I do things.”

Being aware of personal preferences is an important step to self-awareness. So is gaining a deeper understanding others and being aware of what makes them tick.

## Learning to Grow

Self-awareness is just the beginning of a lifetime of growth and learning. Once you understand what you prefer, what is comfortable for you, it is much easier to branch out of your comfort zone to learn new behaviors. Having options, about how to behave, rather than just responding in whatever way feels natural, gives you the freedom to act in a sensible way, given the situation.

It is in these moments when you choose to be a bit uncomfortable, that you have the most potential to learn and grow. This is especially true if you select the areas for development, because you have a personal reason to do so. Motivation is a powerful influence on our success.

## The Process of Self-Discovery

How do you discover more about your own natural tendencies, or preferences? Here are some ways you can enhance your self-knowledge:

- Introspection
- Observation
- Feedback (giving and receiving)
- Assessment Tools

## 1. Introspection

Through **introspection**, you pay attention and take note of your own experiences, actions, and reactions. Your own observations are invaluable sources of information about who you are and what makes you tick. Paying attention to how you feel inside while you participate in a variety of activities can give you some insight into your own behavioral preferences.

- Do you feel happier when working in a group, or alone?
- Do you feel satisfaction when you accomplish a difficult task?
- Is it easy or difficult for you to tell others what to do?

Your body language can also offer helpful clues. Paying attention to what is going on when you start to feel bored and tired — or lively and interested is an indicator. If your body is responding positively to the situation, it is likely there are elements there that agree with your personal preferences.

## 2. Observation

In addition to what you see in yourself, the observations of others can also be helpful. Sometimes others see behaviors in us that we don't see, especially when we are too involved in activities to pay attention.

There are several key concepts to keep in mind if observation is to be a truly valuable self-discovery process.

### Situation — What is going on?

In terms of the situation, get a sense of the environment in which a behavior occurred. What are the significant factors? Who is involved? This context information offers additional perspective about the behavior.

### Specific Behavior — What happened?

For an observation to offer objective information rather than subjective, or merely an opinion, it needs to be specific. Vague comments are not as helpful as a concrete example.

Since behavior arises from complex factors, this protects us from being offensive or narrow in our interpretation, and allows for the processes of communicating our thoughts and asking questions to understand even more about others and ourselves. Jumping to conclusions often leads to errors or an incomplete picture.

### Impact — What is the result?

The impact also needs to be described in concrete terms when making an observation. Some results that could be observed include:

- Change in body language
- Increased energy or animation
- Decreased energy or animation
- Focus changes

Including impacts observed in reaction to specific behavior gives people a lot of information about not only what they are doing but how that influences people and situations.

### 3. Giving and Receiving Feedback

Sharing observations with others is a responsibility and a privilege. This kind of information can be given in a helpful or a harmful way. Sharing an observation is an interpretation of reality. This is true whether you are observing your own behavior or that of others. So, be kind — and real — to yourself and to others when sharing your observations.

Feedback from others is simply their impression or opinion, particularly when a belief or value judgment is included. Try asking for specific examples when getting feedback from others, since observations are more reliable when they are based on fact. An opinion is more understandable when backed up with specific examples.

### 4. Assessment Tools

Putting some structure around observations, inner thoughts, feedback and specific examples helps to make sense out of all this information. That's where **assessment** tools come in. They are valuable instruments that you can use in your quest for self- knowledge.

One set of extremely applicable tools is Winning Colors®. The Winning Colors® process supports self-discovery in a positive and affirming way. Winning Colors® is about what you can do, not what you can't.

You actually have more behavior options than you ever imagined, and the four categories make new behaviors easy to comprehend and put into practice.

Since people understand the categories and processes so quickly, you can expect to make some interesting self-discoveries using the Winning Colors® assessment tool. Then, you can use the information to make a positive difference in your communication and in your life.

## Winning Colors®

Like other assessment tools, Winning Colors® groups human behavior into categories. Categories help us to understand complex information, by associating related data. To **associate** means to group things together when they have common characteristics.

**To differentiate** means to make a distinction or state a difference between things so we can tell them apart.



*Courtesy of Winning Colors®*

### Purpose and Process

Winning Colors® is a present-time behavior indicator. It can be used to:

- Improve understanding of how to cooperate and communicate with others
- Provide clues to motivation
- Clarify learning styles
- Offer insight to conflict resolution style
- Uncover essential aspects of communication

### Behavior Clusters

Winning Colors® focuses on present behavior, a unique and very valuable characteristic of this tool. Four categories have been identified. Each of the four categories include behaviors that have enough characteristics in common to form a group (**cluster**).

Each category is labeled in a way that helps you remember the behaviors that go in that group.

#### **Builder Behaviors (brown, decide)**

Do you have behaviors that tend toward taking over and being in charge? Do you like to know the “bottom-line” and be in control of people or things? Do you like giving orders and being “top dog?”

If you have developed these behaviors, you are a strong BUILDER. You might use the color BROWN, or compare these behaviors to the brown of the earth, in order to describe this part of you.



### **Planner Behaviors (green, think)**

Do you have behaviors that tend toward being quiet and contemplative? You like to devise and develop strategies. You act only after you have considered all the details, and you have many creative ideas.

If you have developed these behaviors, you are a strong **PLANNER**. You might use the color **GREEN**, or compare these behaviors to the growing grass or leaves, in order to describe this part of you.



*Courtesy of Army JROTC*

### **Adventurer Behaviors (red, act)**



*Courtesy of Army JROTC*

Do you have behaviors that tend towards action? You are always on the go. You like to be on stage and take risks and chances whenever possible. You act on the spur of the moment. You know what to do in an emergency before anyone else.

If you have developed these behaviors, you are a strong **ADVENTURER**. You might use the color **RED**, or compare these behaviors to fire, in order to describe this part of you.

### **Relater Behaviors (blue, feel)**

Do you have behaviors that tend toward showing feelings? You like to share your feelings with others and have them share theirs with you. You enjoy talking a lot.

If you have developed these behaviors, you are a strong **RELATER**. You might use the color **BLUE**, or compare these behaviors to the wide expanse and depth of the ocean, in order to describe this part of you.



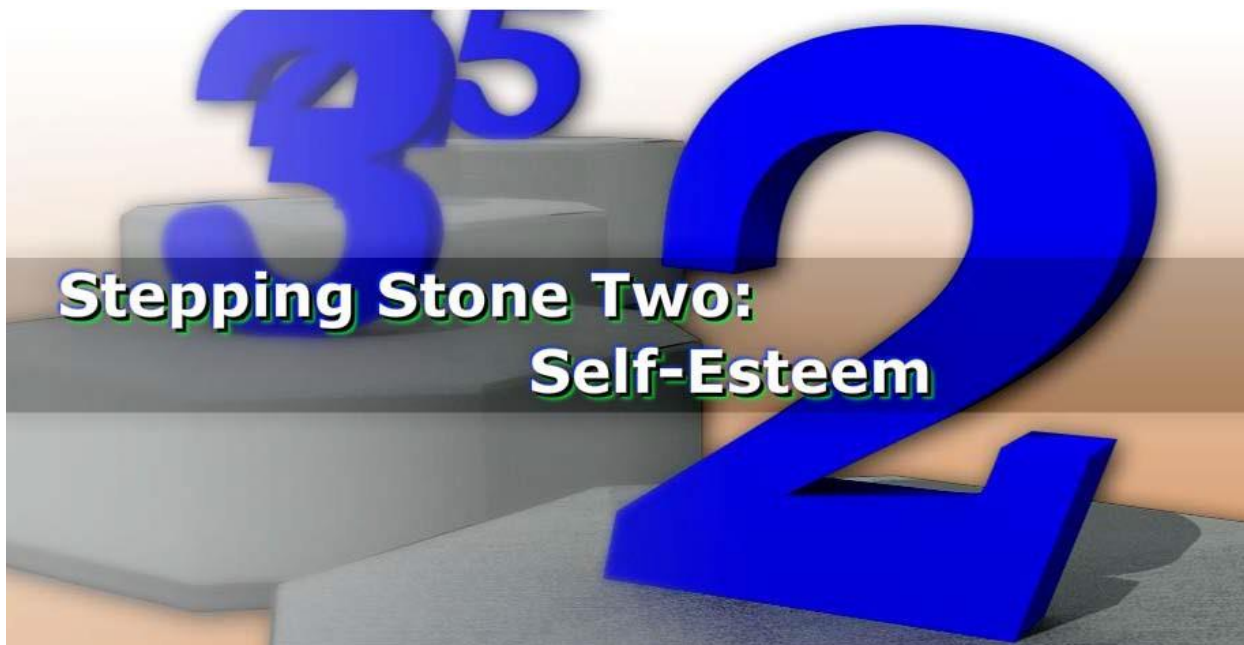
Balance is Key to Your Success

The key to success is to be balanced. Think when it is time to think (planner — green), decide and “bottom-line it” (builder — brown), feel when it is time to feel (relater — blue), and take action when it is time to take action (adventurer — red).

It is crucial that you understand that you are capable of developing all four clusters, but you may presently be emotionally attached or locked into one cluster more than another. For whatever reason, certain behaviors have worked for you or felt more natural, so naturally you developed those more than the others.

Be forewarned, a single strength can get you into trouble. For example, if you favor acting quickly (adventurer), you may act without thinking (planner) or considering the feelings of others (relater). Or, if you have strong planner (green) but no adventurer behaviors (red), you may be unable to get up in front of a group of people and speak out clearly and confidently, without being embarrassed. Everyone benefits from the ability to shift between behavioral styles as needed, depending on the situation.

## Quarterbacks of Life Stepping Stone Two: Self-Esteem



*Courtesy of Army JROTC*

The Quarterbacks of Life program says that your self-esteem represents the degree to which you value yourself, personally and emotionally. These feelings evolve from a self-evaluative process in which you compare your daily view of self with your ideal self, the self you want to be. People with healthy self-esteem have created realistic, fact-supported views of themselves. They strive for self-improvement and forward movement in developing their best self, one that is challenging, yet is within reach.

There are four (4) determinants that impact self-esteem and success. They are

- Connections
- Resources
- Power
- Models

## 1. Connections

Self-esteem and success increase when you are able to connect with what you want or need (goals). When you fail to connect with what you desire or experience broken connections, self-esteem and success go down. Check how well you connect with your dream and ask yourself the following questions:

- What connections have you made in which you take pride?
- What connections have you failed to complete?
- What connections have you made that were severed or broken?

## 2. Resources

Self-esteem and success increase when you are proud of your resources and you know they are appreciated and respected by people whom you respect as well. Self-esteem and success go down when you don't know what resources you have or you devalue your resources believing they are of little value to you or others. Ask yourself the following questions about resources:

- What resources do you have in which you take pride; ones that are also valued and respected by others?
- What steps can you take to connect with your resources?

## 3. Power

Your ability to generate power occurs when you use your resources to connect with your goals (needs & wants). Self-esteem and success go up when you feel powerful in developing the life of your dreams. Self-esteem and success go down when you feel powerless in making good things happen in your life. Consider the following questions and points to assist you in how to use resources and generate more power over making things happen.

- Brainstorm ways in which you have used your resources to achieve personal power in connecting with your goals.
- Describe those feelings.
- When have you felt powerless in achieving a desired connection? Describe those feelings.



## 4. Models

When you are not sure how to do something, models provide you with a road map to follow in meeting your challenge. Self-esteem and success go up when you know what to do and how to do it (effective models). Self-esteem and success go down when you do not know what to do or how to do it. There are times when you will get into difficulty because the models you are using do not work.

- Which of the following models have you used to connect with your goals: maps, pictures and directions that show how to assemble something, rules of etiquette, sayings, health practices, etc?
- Explain how these models, and others, have helped you to connect with your goals.

## Conclusion

It's true that you can significantly improve your life by acquiring new behaviors to attain your goals. Making decisions, particularly effective ones, and making them quickly, is a complex set of behaviors. Since behavior is learned and can be reinforced until it becomes a habit, you have the power to choose new behaviors, even if they feel unfamiliar and alien to you today.

Taking an active approach in discovering your strengths and enhancing behaviors you find desirable is a healthy lifestyle choice. This lesson presented some information to help guide you on the path to self-discovery. As Socrates said, "Know thyself." It is the beginning of wisdom.

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### Lesson Check up



1. How does self-awareness help you become a better leader?
2. Why is it important to observe others as part of our own self-discovery process?
3. How is Winning Colors® an assessment tool for self-discovery?
4. Explain how a group of four, each with a different Winning Colors®, could work together?



### Exercise 3: Your Determinants of Self-Esteem and Success

**Directions:** Self-esteem and success are achieved when you connect with your goals by deriving power from using your personal resources. Conducting a Resource Review (audit) will help you to stay in touch with your resources, bolster your self-esteem, and contribute to your success in meeting your goals. This worksheet will help you to work through how the four (4) determinants of self-esteem and success relate to each other. \*Read the example provided before beginning this activity.

Connection (My Goal)

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State the connection (goal) you wish to achieve.

My Resources (power tools)

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Resource Review: Brainstorm the resources you have or will need to achieve your desired connection (goal).

Power

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List the resources you will use that will give you the Power to connect with your goal.

Model (plan)

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Describe what resources you will use and how you will use them (your plan) to connect with your goal.

**\*Example:** My goal is to connect with someone I want to meet, but do not know. The resources I will need are: listening skills, giving compliments, giving my name, sharing something about myself, smiling, facing the person, and maintaining eye contact. I will choose the following resources to use that will give me the power to connect with someone I do not know (give my name, share something about myself, maintain eye contact, and smile). My model (plan): I will walk up to the person I want to meet. I will offer a pleasant smile, catch the person's attention. Wait for this person to stop what he/she is doing and face me. I will make eye contact, maintain my smile, offer my name, and explain that I am new to the area and am interested in getting to know him/her. I will wait to receive this person's name and then exchange information that will help each of us to know one another better.

## Exercise 4: Self Awareness Matrix

**Directions:** In this exercise you will determine which of your Winning Colors® are the strongest in different situations: planner, builder, relater, or adventurer.

1. Consider each situation on the left and decide which cluster(s) would dominate your behavior in each. Rank the colors you would exhibit in order from 1 (most likely) to 4 (least likely).
2. Record a brief example of something you would do or a way you might behave or feel that illustrates the most likely choices.

Situation	Green/Planner (think, fox)	Brown/Builder (decide, bull & bear)	Blue/Relater (feel, dolphin)	Red/Adventurer (act, tiger)
<b>Family Activity</b>	Rank:  Example:	Rank:  Example:	Rank:  Example:	Rank:  Example:
<b>Doing Homework</b>	Rank:  Example:	Rank:  Example:	Rank:  Example:	Rank:  Example:
<b>Handling Conflict</b>	Rank:  Example:	Rank:  Example:	Rank:  Example:	Rank:  Example:
<b>Doing a Job</b>	Rank:  Example:	Rank:  Example:	Rank:  Example:	Rank:  Example:
<b>Social Activity</b>	Rank:  Example:	Rank:  Example:	Rank:  Example:	Rank:  Example:

## Exercise 5: Stepping Stone 2: Self-Esteem (Resource Review)

**Directions:** You are now ready to apply Stepping Stone 2: Self-Esteem (Resource Review) in a real life situation that you experience daily. Five days a week you go to school and sit in classrooms for several hours a day. Have you thought about why you are there and what you hope to accomplish in the hours you spend in school? You will be given a goal to attain using Stepping Stone 2 as the focus of your work.

Your Goal: To demonstrate to all of my instructors that I am very serious about getting a good education and doing all that I can to achieve academic success in all subject areas.

Resource Review: Everything that you say, do, and think needs to be directed toward goal attainment. Ask yourself this question: How do I communicate to my instructors through my actions (verbal and nonverbal) that I am a serious minded student, intent on achieving academic success in all subject areas? Everything I do is a choice. I need to make sure that every choice I make takes me toward my goal and not away from it. **Brainstorm the resources you have and will need to achieve your goal.**

Practice: Using your resources to achieve your goal will increase your self-esteem and produce desired results (success). **Indicate how, when, and where you will use the resources you listed in your Resource Review. Create a script that describes your action plan and the results you hope to attain with respect to your stated goal.**

Opportunity: Identify new resources and look for additional ways in which you can achieve your goal. What other things can you do and learn that you did not include in your Resource Review or action plan script? For example, did you include the following resources: time management skills, study skills, asking questions, using nonverbal communication skills in class to demonstrate interest, and so on? **List additional resources and things you can do to achieve your goal.**

# Performance Assessment Task

## Unit 3: Foundations for Success

### Self Awareness [U3C1 L1 ]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

#### Determine your behavioral preferences



#### Directions

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For this performance assessment task you will explore your Winning Colors®. For this assessment you will:

1. Complete Exercise #4: Self Awareness Matrix.
2. Write a reflection about applying Winning Colors® in a situation.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

**RECOMMENDATION:** It is recommended that you add this performance assessment task to your Cadet Portfolio.



