



JROTC Virtual Learning

LET 1 / JROTC
Pathway To Success
May 19, 2020



Lesson: May 19, 2020

Objective/Learning Target:

Students will analyze how success impacts your life,
Examine parameters that impede success, Develop a definition of success for you,
Identify the core elements of success, Associate self-esteem to achieving success,
Explore how working with others can help you achieve your own goals of success,
Relate the role of decision-making as essential in moving toward your goals of
success, Explore the techniques for assuring a personal positive mental attitude
and self-encouragement, Analyze how movement toward success is essential to
life-long learning

Bell Ringer Activity: STEPPING STONES TO SUCCESS

Worksheet

Directions: Consider your own dreams and goals and complete the worksheet to the best of your ability, knowing that using the Quarterbacks of Life Student Mentoring Program's Stepping Stones to Success is a life-long learning process.

Stepping Stone One: Dreams & Goals

My Dream: _____

My Goal: _____

Why is this goal important to me?

What could keep me from achieving my goal (Success Stoppers)?

Student Learning Plan

Unit 3: Foundations for Success

Pathway to Success (Using the Beating the Odds Foundation's Quarterbacks of Life [QBOL])

[U3C1 L5]



What you will accomplish in this lesson:

Explore the process for defining success in your life



Why this lesson is important:

Success is a word that means different things to different people. How you define success will have a significant impact on how you view yourself, what you do, and how you achieve it in school and life. In this lesson, you will explore the meaning of success, obstacles to success, and some ways in which you can challenge these obstacles. Through interaction, reflection, and team work, you will examine the Quarterbacks of Life Student Mentoring Program's Stepping Stones to Success model for achieving success, using the process to help develop a plan to achieve your own goals and dreams in life.



What you will learn in this lesson:

- Analyze how success impacts your life
- Examine parameters that impede success
- Develop a definition of success for you
- Identify the core elements of success
- Associate self-esteem to achieving success
- Explore how working with others can help you achieve your own goals of success
- Relate the role of decision-making as essential in moving toward your goals of success
- Explore the techniques for assuring a personal positive mental attitude and self-encouragement
- Analyze how movement toward success is essential to life-long learning
- Define key words: dreams, Quarterbacks of Life (QBOL), Self-improvement, Stepping Stones to Success, success, Success Stoppers



You will have successfully met this lesson's purpose:

- by using the Quarterbacks of Life Student Mentoring Program's Five Stepping Stones to Success process to develop a plan for your own success

STEPPING STONE ONE: DREAMS AND GOALS

- when you state (verbal/written) the definitions for dreams and goals
- when you state the similarities and differences between dreams and goals
- when you explain how dreams and goals contribute to your success
- when you explain how to turn dreams into goals

STEPPING STONE TWO: SELF-ESTEEM (RESOURCE REVIEW)

- when you state (V/W) the definition of self-esteem
- when you explain how self-esteem contributes to success
- when you conduct a personal resource review
- when you explain how using your personal and environmental resources contribute to goal attainment

STEPPING STONE THREE: TEAM SUPPORT

- when you state (V/W) the definition for team support
- when you explain how team support contributes to success
- when you give examples of strategies you can use to develop team support

STEPPING STONE FOUR: DECIDE AND PLAN

- when you state (V/W) the definitions for decide and plan
- when you explain (V/W) how decide and plan processes work together to achieve success
- when you use decide and plan processes in a classroom experience

STEPPING STONE FIVE: POSITIVE MENTAL ATTITUDE

- when you state (V/W) the definition for positive mental attitude (PMA)
- when you explain (V/W) how having PMA contributes to achieving success

- when you name a variety of PMA strategies that support achieving success
- when you practice using PMA strategies



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.

INQUIRE PHASE: What do you already know?



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1. THINK ABOUT what you know about the steps it takes to reach a goal. 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. VIEW the video introduction to Quarterbacks of Life. VIEW animation on Pathways to Success. In your team, CHART a pathway to success for Bethany Hamilton using a Flow Map. For each of the boxes on the flow map, CHART possible Success Stoppers that Bethany may have encountered along the way. PRESENT your Flow Map to the class for discussion.
 3. REFLECT on the Success Stoppers you have experienced in your life. ANSWER the reflection questions presented by your instructor.

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



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1. With your team, COMPLETE your assigned Stepping Stone for a given goal using worksheet Exercise #1: Stepping Stones to Success Worksheet. Use your student text for more information, as needed. CREATE a poster or chart that describes your "stone" and present it to the class for discussion.
 2. REFLECT on how you might develop your own Stepping Stones. ANSWER the reflection questions presented by your instructor.

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



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1. VIEW the presentations on the Stepping Stones and PARTICIPATE in a discussion. With your team, DEVELOP a Flow Map for the goal "Hike the Appalachian Trail." PRESENT your map to the class for discussion and comparison.
 2. REFLECT on steps that go into developing a plan for success. ANSWER the reflection questions presented by your instructor.



Assessment Activities:



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1. COMPLETE the Pathway to Success Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
 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 – 2 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.

SUCCESS

Courtesy of Army JROTC

U3C1L5

Pathway to Success

Key Words:

Beating the Odds
Foundation
Quarterback's of Life
(QBOL)

Dreams

Self-improvement

Stepping Stones to
Success

Success

Success Stoppers

What You Will Learn to Do

Explore the process for defining success in your life

Linked Core Abilities

- Build your capacity for life-long learning
- Take responsibility for your actions and choices
- Apply critical-thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Analyze how success impacts your life
- Examine parameters that impede success
- Develop a definition of success for you
- Identify the core elements of success
- Associate self-esteem to achieving success
- Explore how working with others can help you achieve your own goals of success
- Relate the role of decision-making as essential in moving toward your goals of success
- Explore the techniques for assuring a personal positive mental attitude and self-encouragement
- Analyze how movement toward success is essential to life-long learning

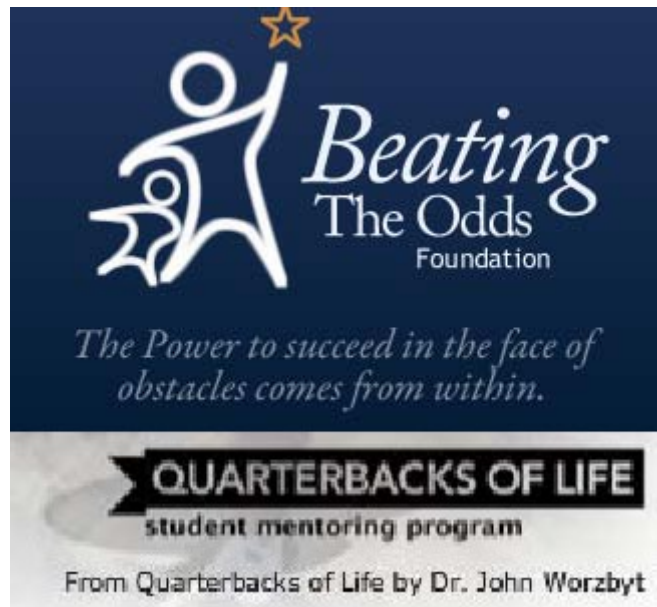
Introduction

Achieving success is your pathway to greatness and a life of purpose and meaning. It is not a game of chance, but rather a planned and purposeful process that begins with you and your own transformation. Your pathway to success starts with you knowing what you want out of life – your goals. Your movement toward goal attainment requires you to understand your goal and how to achieve it as well as understand yourself and what self-improvement attributes you will need to develop.

In this lesson you'll consider your own dreams and begin to develop some goals as a starting point toward reaching that dream and understanding the roadblocks that tend to hinder success. This will help you develop new self-improvement attributes and allow you to move toward that goal successfully!

Throughout this lesson, you'll learn how to use the Quarterbacks of Life Stepping Stones to Success in your own life.

Quarterbacks of Life Student Mentoring Program



Courtesy of QBOL

The Beating the Odds Quarterbacks of Life Student Mentoring Program teaches you that success in school and in life is attained most often because you have dreams, high self-esteem, are a caring and responsible decision-maker, accept and provide team support, and possess a positive mental attitude.

The program includes multiple video biographies of notable and accomplished people who have endured a variety of very difficult hardships, but beat the odds of their life obstacle and set forth to reach for a dream. Today, each of these Quarterbacks of Life is a success story. Their journey toward the goal is what success is all about; forward movement and **self-improvement**.

You, too, may have a success story. Undoubtedly, your success is tied to a dream you had. It started there and moved toward a goal. This forward movement toward success is what the Quarterbacks of Life **Stepping Stones to Success** program is all about.

Stepping Stones to Success

Consider this model throughout any goal-setting process. Every goal impacts you – it helps you meet your dreams. It helps you to improve you. It ultimately helps you reach success.

The QBOL Stepping Stones to Success is a model for

- Setting goals
- Achieving dreams
- Becoming successful and who YOU want to be

Success Stoppers

Along your pathway to **success**, you'll encounter a few roadblocks. After a serious knee injury during a football game, your goal may be to play football again. Though your passion to achieve that goal is strong, you may encounter fear, painful rehabilitation, or even negative feedback from friends. These "roadblocks" are coined by QBOL as **Success Stoppers**.

Quarterbacks of Life Student Mentoring Program's Success Stoppers represent all personal and environmental factors, be they real or imaginary, visible or invisible that have the potential to halt or derail our forward movement toward goal attainment. Don't let them stop you from achieving a goal. Anticipate them and address the possibilities before they occur. It will keep you moving!

Personal Success Stoppers include negative attitudes, failure to plan, fear, anxiety, and lack of skill. Take a look at this list of potential personal Success Stoppers.

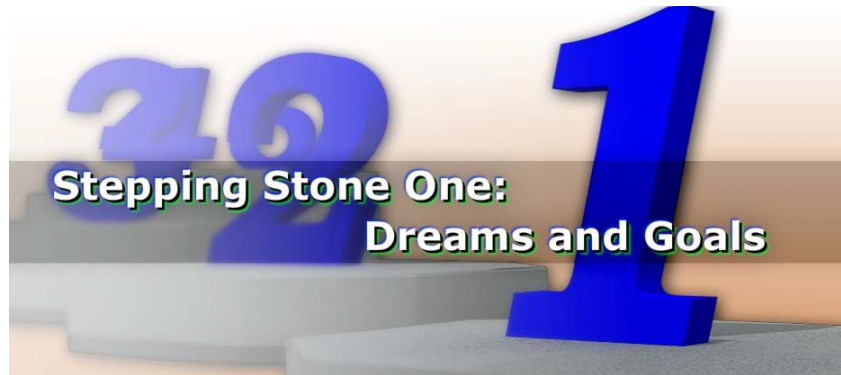
- Negative attitude
- Irrational thinking
- Lack of goals
- Failure to set goals
- Failure to plan
- Learned helplessness
- Failure to ask questions when help is needed
- Fear

- Lack of self-confidence
- Striving for perfection vs. self-improvement
- Giving up
- Illness
- Physical & mental disabilities
- Learning difficulties
- Physical and/or emotional pain
- Anxiety & depression
- Low self-esteem
- Lack of skills (social, thinking, emotional)
- Failure to use the skills you have
- Failure to learn and practice positive health measures (hand washing, proper weight management, exercise, etc.)
- Failure to observe and respond to signs of danger (pain, blood pressure numbers, information on boxes of food, sell by dates, etc.)
- Failure to practice preventative medicine

Environmental Success Stoppers (Narrative: Environmental Success Stoppers might include natural disasters, defective objects or instruments, failure to use equipment and protective devices, including:

- Railroad crossing gates
- All natural disasters (floods, fires, earthquakes, rock slides, etc.)
- Wet roads
- Use of poorly maintained equipment (sports, vehicle, medical, etc.)
- Defective Objects and Instruments (recalls of food, toys, vehicles, etc.)
- Misuse and abuse of objects and instruments
- Failure to use equipment and protective devices
- Failure to follow directions on equipment, packages, etc.
- Failure to observe and respond to environmental signs of danger

- Failure to anticipate danger and respond accordingly (e.g. Escape routes in case of fire)
- Placing yourself in dangerous situations
- Participating in dangerous and high-risk activities



The first stepping-stone of the Quarterbacks of Life Stepping Stones to Success is “dreams and goals.”

Dreams

Dreams are creations of the mind. They represent our wishes for the future. When dreams inspire us, they become a gateway to possibility and reality. President Kennedy, during his administration, dreamed of putting a man on the moon. Martin Luther King is famous for his “I Have a Dream,” speech in which he inspired a nation to look beyond those things that divide us as a nation and come together as caring people and builders of caring communities.

Dreams help us to focus on what we desire for ourselves (what we want to be, what we want to do, what we want to have, and what we want to give).

- You may dream of being a college graduate
- Your dream may be to travel to Greece
- You may dream of having your own car
- Your dream may focus on giving to others

Dreams are a source of motivation and focus that help to give our lives purpose and direction. For those who hold on to them, they are a predictor of the future.

Goals

Goals are just as critical as dreams and begin to make dreams a reality!

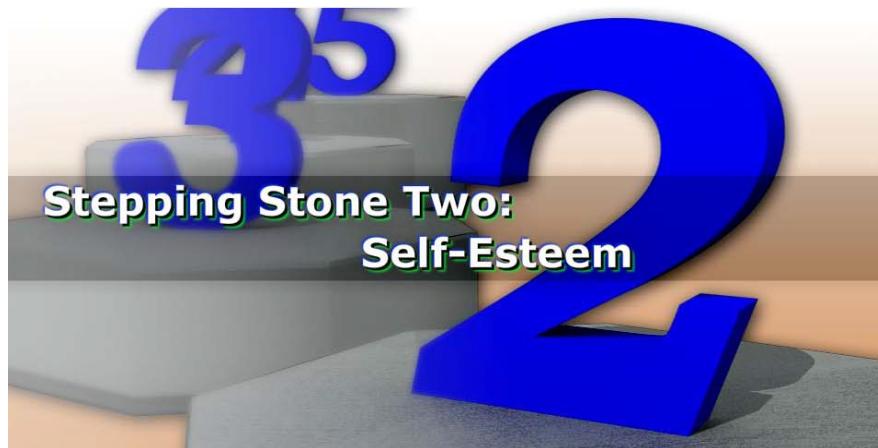
The goal must be doable and observable. The person setting the goal must be capable of achieving it. Goals that are observable are action oriented and specify desired behaviors. Measurable goals are those that demonstrate forward movement toward goal attainment. Goals are helpful and are:

Right: Legal, ethical and moral

Reality oriented: Evidence exists to support their value Responsible:

Approved by society

Goals also have some risk tolerance. Dangers related to goal attainment are understood and managed within acceptable limits to the goal setter.



Self-esteem

Stepping Stone two relates your self-esteem to your goal, your dream and your success.

Successful people have confidence in themselves and their abilities or self-esteem. They have some of the resources such as information, skills, books, equipment, etc. that they will need to gain forward movement in the direction of their goal. Resources help you achieve your goal. Consider what resources you might find to help you reach your goal?

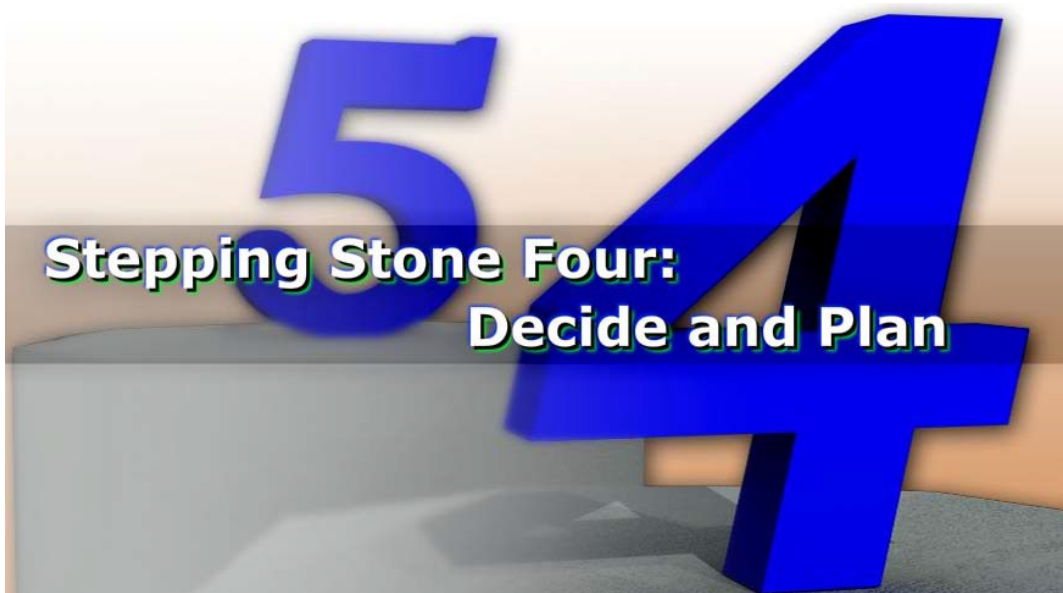
Remember to consider resources you will need to address potential Success Stoppers too. Some of those resources might be perceived as Success Stoppers too. Explore the causes of each and what you can do to reduce or eliminate these hazards so you can continue moving forward toward your goal.



Team Support

The Stepping Stones to Success model advocates team support. Successful people surround themselves with people on whom they can rely for support, guidance, and direction in pursuit of their goals. They understand that achieving success in anything they do is rarely achieved in isolation. Success is a team endeavor.

They use their personal resources (listed above) to build their team. Asking questions, talking to people, and reading helpful material are resources that most people have and can use to locate the support they will need to achieve their goal.



The fourth component to the Stepping Stones to Success model is to decide and plan. Successful people decide what they need to do and then make a plan they can follow to achieve their goal.

Decide

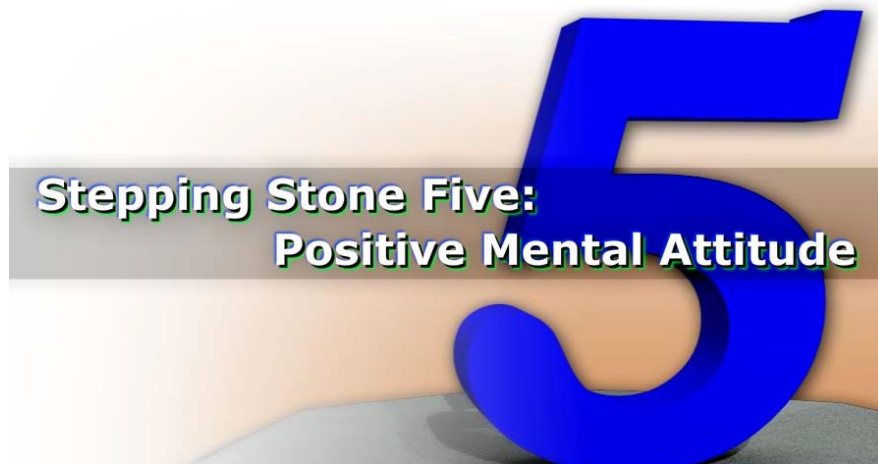
You have many choices to make before you can create your plan for goal attainment. A great way to begin a decision-making process is to brainstorm a list of things you need to do. Don't worry about sequencing these activities, this step will come later.

Once you decide all the things you must do to prepare for your "goal" you are now ready to develop your plan.

Plan

Here are some things to do that will help you create your plan.

- Sequence the things you need to do in the order you plan to do them. You can order these steps by working backwards from your goal or begin with what you will do first, second, and so on.
- Determine how long it will take you to do each step and set beginning and ending dates.
- Review each step and provide whatever details will be necessary for you to successfully complete it.
- Enlist the help of people on your team in carrying out activities for which they have expertise.
- Keep in mind there are no perfect goals or plans to achieve them. This whole project is a work in progress. You can add steps, change due dates, adjust your goal if needed, etc.



Positive Mental Attitude

Stepping Stone Five focuses on building and maintaining a positive mental attitude. Successful people are positive, focused, and never give up on themselves or their goal.

They may alter their goal, take more time to complete it than planned, or not complete their goal in its entirety, but do what they can, given the challenges before them.

Successful people are reality oriented in their thinking and know they will face setbacks, obstacles, challenges, and other potential Success Stoppers. They also realize that with patience, persistence, and a plan, those Success Stoppers can be overcome.

Conclusion

Who you want to be, what you want to do, and how you get there are up to you. This lesson introduced you to the Quarterbacks of Life Stepping Stones to Success program components.

Throughout other lessons in the JROTC program you will encounter opportunity to continue using the model and moving forward successfully to your personal and team goals.

Lesson Check-up



1. Describe the five Stepping Stones to Success.
2. How do Success Stoppers contribute to self-improvement?
3. What kind of Success Stoppers have you encountered along the pathway to your own dream and goals? How have or can you move forward?

Performance Assessment Task

Unit 3: Foundations for Success

Pathway to Success (Using the Beating the Odds Foundation's Quarterbacks of Life [QBOL]) [U3C1L5]

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

Explore the process for defining success in your life



Directions

For this performance assessment task you will develop a plan for achieving a goal or dream of your own. For this assessment you will:

1. Create a plan using the five Stepping Stones. Your plan can be a written narrative, graphic organizer, Thinking Map or a PowerPoint.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. 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.

Pathway to Success (Using the Beating the Odds Foundation's Quarterbacks of Life [QBOL]) Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
STEPPING STONE ONE: DREAMS AND GOALS	
1. You state (verbal/written) the definitions for dreams and goals	met not met
2. You state the similarities and differences between dreams and goals	met not met
3. You explain how dreams and goals contribute to your success	met not met
4. You explain how to turn dreams into goals	met not met
STEPPING STONE TWO: SELF-ESTEEM (RESOURCE REVIEW)	
5. You state (V/W) the definition of self-esteem	met not met
6. You explain how self-esteem contributes to success	met not met
7. You conduct a personal resource review	met not met
8. You explain how using your personal and environmental resources contribute to goal attainment	met not met
STEPPING STONE THREE: TEAM SUPPORT	
9. You state (V/W) the definition for team support	met not met
10. You explain how team support contributes to success	met not met
11. You give examples of strategies you can use to develop team support	met not met
STEPPING STONE FOUR: DECIDE AND PLAN	
12. You state (V/W) the definitions for decide and plan	met not met
13. You explain (V/W) how decide and plan processes work together to achieve success	met not met
14. You use decide and plan processes in a classroom experience	met not met
STEPPING STONE FIVE: POSITIVE MENTAL ATTITUDE	
15. You state (V/W) the definition for positive mental attitude (PMA)	met not met
16. You explain (V/W) how having PMA contributes to achieving success	met not met
17. You name a variety of PMA strategies that support achieving success	met not met
18. You practice using PMA strategies	met not met

