



LEADERSHIP EDUCATION 100

TRADITIONS, WELLNESS, AND FOUNDATIONS OF CITIZENSHIP

Excerpts taken from:

AGS Life Skills Health Student Text

Civics: Government and Economics in Action, Student Edition
by James E. Davis, Phyllis Fernlund, and Peter Woll



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Contents

CHAPTER 1 Introduction to JROTC Programs **2**



LESSON 1 Organization of the JROTC **4**

Reflections of a Recent AFJROTC Cadet	4
The History of the Nation's Junior ROTC Programs	6
The Organization of Junior ROTC Programs	7
The Lines of Responsibility and Authority in Junior ROTC Programs	15
LESSON 1 REVIEW	21



LESSON 2 The Military Uniform and Appearance Standards **22**

Uniform Wear and History	22
Uniform Wear, Restrictions, and Standards	25
Uniforms Used Within Special Teams	29
Cadet Appearance and Grooming Standards	29
Military Pay Grades and Rank Insignia	32
LESSON 2 REVIEW	41



LESSON 3 Customs and Courtesies for Junior ROTC **42**


Customs and Courtesies	42
Historic Customs and Courtesies	44
Proper Methods to Demonstrate Recognition and Respect	48
Military Time	54
LESSON 3 REVIEW	57

 **LESSON 4 Attitude, Discipline, and Respect 58**

The Importance of a Positive Attitude 58

The Importance of Discipline 63

LESSON 4 REVIEW 69

 **LESSON 5 Ethics, Values, and Morals 70**

Ethics 70

Values 76

Core Values of the US Military Services 80

Cultural and Universal Norms 84

Making Ethical and Moral Decisions 85

Your Personal Code of Conduct 87

LESSON 5 REVIEW 89

 **LESSON 6 Social Etiquette and Dining-In, Dining-Out 90**

Etiquette and Manners in Formal and Informal Settings 90

Dining Etiquette 96

Handling Social Invitations 104

Public Courtesies 107

Dining-In and Dining-Out 113

LESSON 6 REVIEW 117

CHAPTER 2 Personal Behavior 118 **LESSON 1 Note Taking and Study Skills 120**

Note-Taking Strategies 120


Thinking Maps® 126

Good Study Habits 130

Taking Tests and Exams 134

How to Do Homework 136

LESSON 1 REVIEW 139

 **LESSON 2** **Managing Stress** **140**

- Positive and Negative Stress 140
- How Your Body Responds to Stress 141
- Positive Ways to Manage Stress 147
- Methods to Manage Time 152
- LESSON 2 REVIEW 155**

 **LESSON 3** **Making Positive Decisions** **156**

- A Goal-Setting Process to Arrive at Healthful Decisions 156
- Impact of Communication Skills on Leadership 161
- Responsible Use of Electronic Media 167
- LESSON 3 REVIEW 171**

 **LESSON 4** **Emotional and Mental Health Care** **172**

- Identifying and Understanding Emotions 172
- Mental and Emotional Problems 179
- Getting Help 184
- LESSON 4 REVIEW 188**

 **LESSON 5** **Avoiding and Preventing Violence** **190**

- Violence in Our Society 190
- School and Campus Violence 197
- Protecting Yourself from Rape or Sexual Violence 199
- LESSON 5 REVIEW 201**

**LESSON 1****Your Body Systems****204**

The Human Body	204
Functions of the Human Skeletal System	204
How Your Muscular System Works	207
The Human Circulatory System	209
The Human Respiratory System	212
How the Nervous System and Sense Organs Work	213
The Human Digestive System	217
The Body's Waste Disposal System	219

LESSON 1 REVIEW 221**LESSON 2****Nutrition****222**

What Influences Food Choices	222
Nutrients and How the Body Uses Them	224
Making Wise Food Choices	232

LESSON 2 REVIEW 239**LESSON 3****The Benefits of Physical Activity****240**

The Benefits of an Active Lifestyle	240
Increasing Your Level of Fitness	243
Aerobic Capacity, Muscular Strength and Endurance, and Flexibility: Three Elements of Fitness	244
Setting Fitness Goals	250
The Three Stages of Exercise	252
Monitoring Your Progress	254
Sports Safety	257
Avoiding Performance-Enhancing Drugs (PEDs)	258

LESSON 3 REVIEW 259

LESSON 4 Understanding Your Body Image 260

- What Is Body Image? 260
- Weight Problems and Diet 262
- Managing Your Appropriate Weight 264
- The Dangers of Eating Disorders 269
- LESSON 4 REVIEW 273**

LESSON 5 First Aid 274

- What Is First Aid? 274
- How to Recognize and Treat Common Emergencies 278
- When Minutes Count: Severe Emergencies 285
- LESSON 5 REVIEW 293**

CHAPTER 4 Making Safe, Drug-Free Decisions 294

LESSON 1 Medicines and Drugs 296

- How Medicines Differ From Drugs 296
- Drug Misuse and Abuse 303
- Help for Drug Users 316
- Living Drug Free 319
- LESSON 1 REVIEW 320**

LESSON 2 Tobacco 322

- History of Tobacco Use 322
- Harmful Substances in Tobacco 326
- The Costs of Tobacco to Society 332
- How to Avoid Tobacco Use 335
- LESSON 2 REVIEW 338**

 **LESSON 3 Alcohol 340**


Alcohol: A Threat to Everyone	340
Alcoholism	347
Why Some Teens Drink Alcohol	352
LESSON 3 REVIEW	355

 **LESSON 4 Environmental Health 356**

The Effects Pollution Has on Health	356
Methods for Reducing and Preventing Pollution	373
LESSON 4 REVIEW	378

CHAPTER 5 The Foundations of United States Citizenship 380 **LESSON 1 The American Flag and Other National Symbols 382**

History of the American Flag	382
Courtesies Rendered to the Flag of the United States	386
Courtesies Rendered to the National Anthem, Pledge of Allegiance, and American's Creed	396
The Great Seal of the United States and the Military Services' Seals	401
LESSON 1 REVIEW	409

 **LESSON 2 Civics 410**

Civics	410
The Need for Government	411
Citizenship and the Naturalization Process	419
Duties and Responsibilities of Citizenship, Including Volunteerism	422
LESSON 2 REVIEW	434



LESSON 3 The Constitution of the United States 436

- The Constitution of the United States—A Remarkable Document 436
- The Process of Amending the Constitution 457
- How the Constitution Is Interpreted 471
- LESSON 3 REVIEW 473**



LESSON 4 Interpreting the Bill of Rights and Other Amendments 474

- Why We Have the Bill of Rights and Other Amendments 474
- Protections of Individual Freedoms 474
- Protecting the Rights of the Accused 481
- Protecting Other Rights 485
- Protecting All Americans 488
- LESSON 4 REVIEW 498**



LESSON 5 US National Government 500

- The Legislative Branch 500
- The Executive Branch 513
- The Judicial Branch 519
- LESSON 5 REVIEW 530**

References 531

Glossary 545

Index 565

Preface

Leadership Education 100: Traditions, Wellness, and Foundations of Citizenship is the first component of Junior Reserve Officers Training Corps (JROTC) leadership education. It is intended for students who are entering the JROTC program and beginning their high school studies. This textbook, and the course it has been designed for, will help prepare you for success as a member of JROTC and a high school student.

You will be introduced to the history, organization, mission, goals, and objectives of JROTC for the Air Force, Army, Navy, Marine Corps, and Coast Guard. You will learn how the military uniform embodies a tradition of proper grooming and uniform wear for today's male and female cadets. You'll look at key military customs and courtesies, and learn how to project the positive attitude and discipline expected of cadets and leaders by examining the principles and practice of ethics, values, and morals.

You'll also learn study skills and note taking, as tools for academic success. You will learn how to be emotionally, mentally, and physically healthy. Avoiding and preventing violence in today's society will also be covered, including how to recognize types of bullying and how to be an advocate for preventing violence. You will learn about healthy living, physical fitness, and making safe, drug-free, and responsible decisions. By examining the negative effects of air and water pollution, you'll learn what you can do to keep our environment safe.

You will be introduced to civics and our national government, including a historical understanding of the American flag and other important national symbols. You will learn how the Constitution protects our rights and freedom as American citizens.

All chapters and lessons contain full-color diagrams and other visual information. Each lesson includes a "Quick Write" exercise at the start of each lesson. A "Learn About" box tells you what you should take away from the lesson. A vocabulary list ensures that students will understand the terms they encounter throughout the text.

At selected points in each lesson, "Keys to Leadership" and other learning aids highlight useful information, including stories from people who have been successful applying these keys. Each lesson is followed by "Checkpoints" to allow cadets to review what they have learned. An "Applying Your Learning" section at each lesson's end presents one or more discussion questions to further reinforce what students have learned.

The text has five chapters, each divided into multiple lessons.

Chapter 1: Introduction to JROTC Programs explains the purpose and structure of the nation's JROTC programs. In this chapter, you will discuss the history and current organization of each JROTC program, including the lines of responsibility and authority. You will learn about the military uniform, including how to properly wear the uniform and meet the appearance and grooming standards expected of a cadet.

You'll also learn to recognize the different US military ranks and grades. You'll learn military customs and courtesies such as saluting, many based on historic practices, which distinguish the JROTC as an important part of our nation's traditions.

Through understanding JROTC as an environment that builds leadership and good citizenship through respect for others, you'll learn how to project a positive attitude and self-discipline. You will consider how to apply ethical and moral concepts, including those of the military services and various cultures. The chapter's final lesson will help build your social skills through proper behavior, personal hygiene, and grooming. You'll learn how to plan and participate in military functions, especially Military Balls, Dining-Ins, and Dining-Outs.

Chapter 2: Personal Behavior focuses on success in school, personal life, and community. You'll learn effective methods for taking notes and studying. You'll also learn to manage stress in school and elsewhere by recognizing its main causes, positive versus negative stress, and stress' effects on the body. Stress-handling strategies, including time management, can make you more productive in all aspects of your life. The chapter then covers how to make positive decisions on your behavior through goal setting and effective communications—important for success and leadership in today's high-tech environment.

You will find out how to recognize emotional problems, and how to seek professional mental health care for yourself and others. You'll then learn about factors that contribute to teen violence in our society, from bullying and cyberbullying to gangs and drug use. You'll identify ways to deal with violence in schools and elsewhere, including ways of preventing bullying, rape, and other sexual violence.

Chapter 3: Be Health Smart first examines your body systems by identifying the key components of the human body. You will explore the functions of the skeletal, muscular, circulatory and respiratory systems, as well as those of the nervous, digestive, and waste systems. Applying this knowledge, you'll learn how to make healthful dietary decisions. You will then consider the importance of physical fitness and the benefits of an active lifestyle. You will also consider how body image, eating, and physical activity affect health. To reduce risks of physical injury during exercise, you will identify safety concerns for participating in sports, and consider the risks of performance-enhancing drugs (PEDs).

This chapter also covers first aid for treating yourself or others in a medical emergency. You'll learn how to recognize and treat common emergencies, from sprains, choking, and shock to heat-related illnesses. You'll also learn how cardiopulmonary resuscitation (CPR) and the Automated External Defibrillator (AED) can save lives.

Chapter 4: Making Safe, Drug-Free Decisions focuses on staying mentally and physically fit by avoiding illegal drugs. Understanding how medicines differ from drugs will help you see how substances can be used for good or harm. You will compare drug misuse with drug abuse, and learn the effects and dangers of popular drugs. Cadets will study the history of tobacco, the harmful substances it contains, and its terrible costs to society. You'll learn how to avoid tobacco use, and proven ways to quit the habit.

You'll also study alcohol's effects, and why it can be harmful. You'll consider why some teens drink alcohol, examining how what teens may say can be different from the truth about drinking. Finally, you'll learn refusal techniques to overcome peer pressure to drink, and review the healthy alternatives to drinking alcohol.

The chapter's final lesson considers how the environment relates to your health. You'll study different types of pollution, including air, water, land, and other forms. You'll examine aspects of the greenhouse effect, and learn about methods of preventing and reducing pollution, including laws and community actions, as well as things you can do individually to make the environment healthier.

Chapter 5: Foundations of United States Citizenship opens with a history of the American flag, and discusses the courtesies rendered to the flag, the National Anthem, the Pledge of Allegiance, and the American's Creed. You'll learn about the Great Seal of the United States and the military services' seals. You will consider the role of civics in society and the need for effective government. You will study the nature of citizenship and how the naturalization process grants this lifelong privilege to those who were not born citizens. The lesson will then cover the duties and responsibilities of citizenship.

You will then learn about the fundamental document of our government, the United States Constitution, by studying its parts and what they mean. You will also cover the process of amending the Constitution and be able to explain how the Constitution is interpreted. You will look at each amendment to identify ways the Bill of Rights and other amendments to the Constitution protect the rights of all Americans, in all possible situations.

The final lesson of this chapter covers the three branches of the national government. By analyzing the functions of the legislative, executive, and judicial branches, you will understand the concept of checks and balances. By looking at the political system in operation in the House of Representatives and the Senate, you will be able to see how Congress works to meet the nation's needs and interests.

At the end of the textbook, you will find a glossary defining all the vocabulary words and telling you which page each term appears on. You'll also find an index organized by subject at the end of the text, as well as a list of references.

This textbook will increase your awareness of the knowledge, skills, and attitudes you'll need to succeed in your high school career and beyond. Here at the beginning of your high school career, recognize that you are one of our nation's most treasured assets: a citizen of character and a future leader. Through applying the knowledge and skills you will learn as a student and cadet over the next four years, you'll make the future a brighter one for you, your friends, your community, and your nation. Every one of us involved in the production of this book wishes you the best throughout your time in high school, and in JROTC.

LEADERSHIP EDUCATION 100

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Acknowledgments

The AFJROTC mission is to develop citizens of character dedicated to serving their nation and communities. This new edition of *Leadership Education 100: Traditions, Wellness, and Foundations of Citizenship* was developed to meet the needs of students beginning their high school studies and their roles as JROTC cadets. Revision of this textbook is based in part on suggestions from JROTC instructors, who are responsible for implementing this curriculum.

The Jeanne M. Holm Center for Officer Accessions and Citizen Development (Holm Center) Curriculum Directorate team involved in the production effort was under the direction of Dr. Charles Nath III, EdD, Director of Curriculum for the Holm Center at Maxwell Air Force Base, Alabama and Ms. Vickie Helms, MEd, Chief, AFJROTC Curriculum. Special thanks to Ms. Linda Sackie, MACI, instructional systems specialist, who was the primary Air Force editor and reviewer for the LE 100 instructor guide and companion website. A special acknowledgment goes to Mr. Michael Wetzel, MEd, an instructional systems specialist and Academic Credit Liaison for the Holm Center Curriculum, who was the primary Air Force contributor, researcher, editor, and reviewer for the LE 100 textbook. We commend Michael for his persistent efforts, commitment, and thorough review in producing the best academic materials possible for JROTC cadets worldwide.

We are deeply indebted to Master Sergeant Larry Smith, USAF (Ret), Lieutenant Colonel Gary Essray, USAF (Ret), and the cadets of AFJROTC unit AL-951, Prattville High School, Prattville, Alabama; Master Sergeant William Poe, USAF (Ret), and the cadets of AFJROTC unit WV-20021, Jefferson High School, Shenandoah, West Virginia. Because of their support and contributions, this revision will benefit all JROTC programs.

We would also like to express our gratitude to the Pearson publishing team, including Jacquelyn Hodgman and Rich Gomes for project and production management; Mia Saunders, of Gamut+Hue, for design and art direction; John Seely and Seth Morgan for digital media coordination; and Abe Chang and Kathryn Bass for account management. Thanks also to the Deerpath authoring team, led by Dr. W. Dees Stallings, PhD and principal writer-researcher Bill Noxon, for all their hard work on this textbook revision. Our appreciation also goes to Erin Kelmereit, chief developer of the Instructor Guide.

All the people identified above came together on this project and combined their efforts to form one great team, providing 21st-century learning materials to all our schools. We believe this curriculum will continue the precedent of providing world-class curriculum materials. Our goal is to create materials that provide a solid foundation for educating future members of society to be productive and responsible citizens.

CHAPTER

1



Introduction to JROTC Programs

Chapter Outline

LESSON 1

Organization of the JROTC

LESSON 2

The Military Uniform and Appearance Standards

LESSON 3

Customs and Courtesies for Junior ROTC

LESSON 4

Attitude, Discipline, and Respect

LESSON 5

Ethics, Values, and Morals

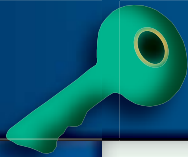
LESSON 6

Social Etiquette and Dining-In, Dining-Out

“Ask not what your country can do for you—ask what you can do for your country.”

President John F. Kennedy

LESSON 1



Organization of the JROTC



Quick Write

Describe two things that you have done that have helped you become a better citizen, and have helped prepare you for success in life and service to others.



Learn About

- the history of the nation's Junior ROTC programs
- the organization of Junior ROTC programs
- the lines of responsibility and authority in Junior ROTC programs

"Being involved in AFJROTC made high school so much fun and enjoyable for me. It's interesting to look back at myself in 9th grade and see how much I've changed, grown, and developed after graduating—all because of joining JROTC."

Lindsey Clem, freshman Air Force ROTC cadet at West Virginia University

Reflections of a Recent AFJROTC Cadet

JOINING AFJROTC my freshman year in high school was one of the best decisions I've made in my lifetime. I had experiences and made friends that will last a lifetime. I had the best instructors I could have ever asked for, and the unit became a second family to me pretty quickly.

AFJROTC helped me get out of my comfort zone, become a leader, and open my eyes to new things. Throughout those four years, I experienced things that I never would have experienced on my own, and I'm so glad I got the opportunities that I did.

AFJROTC and my instructors are one reason I'm the person that I am today. I learned so many skills that I have used repeatedly since graduating and moving out into the real world. AFJROTC helped me learn how to hold myself to a higher standard than most people. If I could go back, there wouldn't be one thing that I would do differently.

Being involved in AFJROTC made high school so much fun and enjoyable for me. It's interesting to look back at myself in 9th grade and see how much I've changed, grown, and developed after graduating—all because of joining JROTC. I became someone my family was



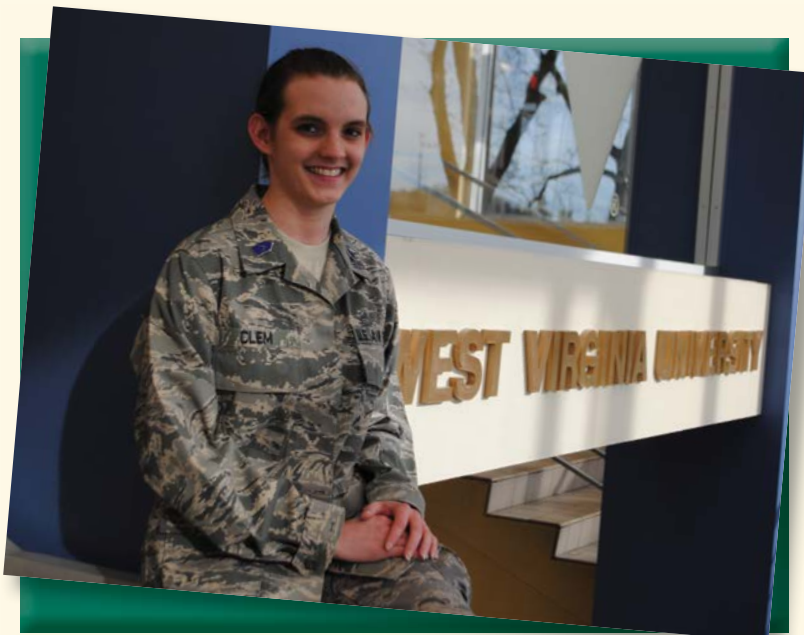
Vocabulary

- organization
- organizational chart

proud of. I love the person that I am, and AFJROTC taught me to always strive to be better than the person you were yesterday.

I'm now a freshman Air Force ROTC cadet at West Virginia University Detachment 915, majoring in Criminology. Because of my major, I didn't get a scholarship right out of high school. However, taking AFROTC as an elective at college and working towards an in-college AFROTC scholarship is a great way to go.

On one of my first days in AFROTC at college, they sat us down and said "Look at the person to your right and look at the person to your left. These people will more than likely become your best friends over the course of the next four to five years." When I heard that, my mind automatically went back to high school because my best friends were people I was in AFJROTC with.



Lindsey Clem is a recent Air Force JROTC cadet, now attending West Virginia University.

Courtesy of Lindsey Clem

The History of the Nation's Junior ROTC Programs

As a cadet in the Junior Reserve Officer Training Corps (JROTC), you are part of an honored national tradition. You are among those valued young people who are being prepared to be tomorrow's leaders. By joining JROTC, you will gain tremendous insight into a citizenship program that will give you a unique educational experience. It will also make you aware of your rights, duties, and privileges as a citizen.

Through JROTC, you will develop self-discipline and self-confidence. The leadership skills you learn will allow you to meet the challenges of adulthood successfully. Your instructors will be experienced retired officers or enlisted personnel from the Air Force, Army, Navy, Marine Corps, and Coast Guard.

Today's JROTC has evolved and grown over almost 200 years. As the timeline shows, the concept of building citizenship, character, and service to our nation and communities evolved first at colleges, and then at high schools, into today's JROTC programs.

Important Events in the Growth of the Junior ROTC

- 1820** **Norwich, Vermont. First purely technical and military school** in the United States for training students in citizen soldiery, named the American Literary, Scientific, and Military Academy. Today, it is known as Norwich University. The school still combines military and civilian studies to produce educated citizens.
Founder: Army Captain Alden Partridge.
Goal: To educate students in both academic subjects and the art of war.
- 1911** **Cheyenne, Wyoming. First JROTC program**, established as a merger of high school education with noncompulsory military training.
Founder: Army Lieutenant Edgar R. Steevers, first to organize a JROTC program, who believed that military training could help create better citizens.
Goal: To teach young men the advantages of a strong body and a clean mind, self-control and restraint, and civic duties and responsibilities.
- 1916** **The US Army formally adopts JROTC** in response to the National Defense Act of 1916.
Goal: To authorize a junior course for non-college military schools, high schools, and non-preparatory schools.
- 1917** **Leavenworth, Kansas. The first officially established JROTC unit** under the 1916 National Defense Act is organized at Leavenworth High School.
- 1964** **The Reserve Officer Training Corps Vitalization Act** allows JROTC to be expanded to all branches of the military.
Goal: To direct the secretaries of each military branch to establish and maintain JROTC units at public and private secondary schools across the nation.

The 1964 ROTC Vitalization Act set the national criteria for schools to begin JROTC programs. It established goals and policies based on earlier successes at individual schools. It focused especially on building good citizenship. The basic requirement was that schools applying for a JROTC program had to agree to provide at least three years of military-supported instruction. For a program to be approved, the law required a minimum enrollment of 100 physically fit students, or 10 percent of the student body, whichever was less.

Since then, the military services have applied some of their own criteria to meet the needs of different high schools and their students. Generally, schools interested in a JROTC program must apply and meet criteria set by each military service. Schools are chosen to ensure fair and equitable coverage nationwide. Students must be US citizens and enrolled in the ninth grade or higher. The law also authorizes the services to provide equipment and uniforms.

The Organization of Junior ROTC Programs

All JROTC programs develop cadets' citizenship, character, leadership traits, and responsibility. Cadets participate in community service, drill and ceremonies, and traditional educational programs. They have uniform inspections. They study military history and customs, and take part in fitness training. Today, more than 3,000 high schools nationwide and overseas offer Air Force, Army, Navy, Marine Corps, and Coast Guard JROTC classes. All JROTC instructors are certified by their training commands. They serve as teachers and mentors to the young cadets.

While in the program, you will learn a wide range of life skills for success in school, work, and family. You will participate in social events, drill competition, field trips, and other special activities. You will wear the uniform as directed by your service instructor. Most importantly, you will learn to be a productive and valued citizen in your community.

JROTC Programs—By Service

Below are summaries of the individual JROTC programs. Each program offers an academically sound curriculum combined with extracurricular activities suited to the culture of each service.

Air Force JROTC (AFJROTC)

Mission. To develop citizens of character dedicated to serving their nation and communities.

History. The AFJROTC began in 1966 with just 20 units. It has since grown to almost 900 units worldwide. More than 120,000 cadets are now enrolled in the program, taught and mentored by some 1,900 instructors.



Courtesy of the US Air Force Junior ROTC

In the beginning, only young men were allowed as cadets. However, that changed in 1972 when young women were allowed to enroll in the program. Since then, the number of women in AFJROTC has increased dramatically, from 9 percent to over 40 percent of the cadet corps.

Objectives. The objectives of the AFJROTC are to:

- Educate and prepare high school cadets in citizenship and life skills
- Promote community service
- Instill a sense of responsibility
- Develop character and self-discipline through education and instruction in air and space fundamentals—supporting the Air Force’s core values of “Integrity First, Service Before Self, and Excellence in All We Do”

The overall goals of AFJROTC are to instill the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.

Curriculum. The AFJROTC’s curriculum is a three- or four-year program offered to high school students in grades 9–12. The curriculum includes aerospace science, leadership education, and wellness components.

While focusing on the practice of good citizenship and service to the community and nation, AFJROTC cadets can attend the most advanced courses in aerospace science in high schools today. Subjects include aviation history, the science of flight, and exploring space. Also covered are development of aerospace power, aerospace vehicles, rocketry, space programs, space technology, and the aerospace industry.

Leadership education includes Air Force heritage and traditions, military customs and courtesies, civics and citizenship, and the principles of management.

Students also cover a wide variety of practical subjects. These include study skills, personal responsibility, communication, individual and group behavior, and management. Health and fitness courses include first aid, wellness, and principles for healthy living. Lessons in personal financial literacy, college and career planning, and human relations help prepare cadets for life after high school.

Instructors. All AFJROTC instructors are retired Air Force commissioned and noncommissioned officers (NCOs). They serve as full-time employees of the host school. The Senior Aerospace Science Instructor (SASI) both teaches and has overall responsibility for the AFJROTC program at a school. The Aerospace Science Instructor (ASI) works for the SASI and teaches leadership education, for the most part. Both are trained in the latest instructional techniques and technologies through the AFJROTC Initial Instructor Course. The SASI and ASI supervise, teach, mentor, coach, and motivate cadets in all their courses and other activities.

Army JROTC (AJROTC)

Mission. To motivate young people to be better citizens.

History. The AJROTC came into being in 1916. Six units in high schools started operating with military equipment loaned from the federal government. Active duty soldiers were instructors. In 1964, the ROTC Vitalization Act opened JROTC up to the other services and replaced most of the active duty instructors with retirees who work for and are cost-shared by the schools.

AJROTC has evolved over the years into a character and leadership development program. It emphasizes citizenship, personal responsibility, lifelong learning, and individual success. AJROTC today has programs in 1,731 schools. Units are in every state in the nation and in American schools overseas. Cadet numbers have grown to 300,000. A minimum of 100 cadets, or 10 percent of the school's students in grades 9–12, are organized into a chain of command that makes up an AJROTC unit.



Courtesy of the US Army Junior ROTC

Objectives. The AJROTC program is designed to:

- Promote citizenship
- Develop leadership
- Develop critical and creative thinking skills
- Improve communications skills
- Improve health and physical fitness
- Strengthen positive self-motivation
- Provide a global awareness, including a historical perspective of military service
- Facilitate high school graduation

AJROTC cadets train to work as team members with common goals. The program encourages students to seek higher learning and to pursue careers in science, technology, engineering, and math.

Curriculum. The AJROTC core curriculum is divided into six major units: citizenship; leadership theory and application; foundation for success; wellness, fitness, and first aid; geography, map skills, and environmental awareness; and civics. These courses help prepare young men and women for adulthood and supplement what they learn in their regular high school classes.

In addition, students develop work and personal finance skills, and learn how to be strong writers and communicators.

The AJROTC curriculum is based on national standards, including performance-based, learner-centered education. Every classroom is equipped with leading edge technologies to teach, assess, and report student progress. Teachers are trained to use the technologies to develop students' academic, social, and emotional skills.

AJROTC learning extends beyond the classroom to include opportunities to solve problems that matter to cadets in their school, community, or society at large. Each lesson typically requires cadets to:

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

Instructors. There are approximately 4,000 instructors in AJROTC classrooms. Two instructors, usually one retired officer and one noncommissioned officer, teach the curriculum. The Senior Army Instructor (SAI) is the officer in charge of the AJROTC Program. An NCO serves as the Army Instructor (AI). The SAI and/or AI supervise, mentor, coach, and motivate cadets in all their activities. Besides having state-of-the-art instructional techniques, AJROTC instructors serve as role models for maturing teenagers.



Courtesy of the US Navy Junior ROTC

Navy JROTC (NJROTC)

Mission. To instill in students the value of citizenship, service to the nation, personal responsibility, and a sense of accomplishment.

History. The Navy's first JROTC programs began in 1966. There are now almost 600 programs nationwide. There are more than 89,000 students enrolled, about 40 percent of them women. The NJROTC program is directed by the Naval Service Training Command, Citizenship Development Department, headquartered at Naval Air Station (NAS) Pensacola, Florida.

Objectives. The NJROTC seeks to:

- Promote patriotism
- Develop informed and responsible citizens
- Promote habits of orderliness and precision
- Develop a high degree of personal honor, self-reliance, individual discipline, and leadership

- Promote an understanding of the basic elements of and need for national security
- Develop respect for and an understanding of the need for authority in a democratic society
- Promote community service
- Provide incentives to live healthy and drug free
- Develop leadership potential
- Provide an alternative to destructive behavior and activities, such as gang involvement
- Promote high school completion
- Promote continuing education
- Provide information on the military services as a possible career

NJROTC emphasizes staying in school, graduating, and becoming responsible citizens. Cadets are urged to consider higher education, and to take part in community service. Other goals include promoting patriotism and understanding the need for national security.

Curriculum. The NJROTC's curriculum emphasizes developing citizenship and leadership. Leadership courses include theory and practice. An NJROTC unit is run by the cadets as a leadership laboratory where cadets rotate positions of leadership to accomplish a mission as a team.

There are Navy-specific courses in maritime heritage and naval history, as well as a look into military and international law, the significance of sea power, and fundamentals of naval operations. Cadets learn basic seamanship, navigation, shipboard organization, and weapons systems. They learn about the sciences that affect the naval service. These include meteorology, oceanography, astronomy, fundamentals of flight, radar, sound propagation in water, and electronics.

Cadets participate throughout the year in many hours of community service. There are also air rifle, academic, athletic, drill, and orienteering competitions. Cadets visit naval bases and engage in other activities. They also practice marksmanship and train in physical fitness. They also conduct close order drill, color guard, and parade ceremonies during school and community events.

Instructors. The almost 1,300 instructors in NJROTC are retired officers and NCOs. They come from the Navy, Marine Corps, and Coast Guard. The officer who is the head of a high school NJROTC program is called the Senior Naval Science Instructor (SNSI). They are assisted by Naval Science Instructors (NSIs) who are normally senior enlisted first class or chief petty officers (E-6 through E-9) or their equivalents in the Marine Corps. They assist the SNSI in carrying out all facets of the program.



Courtesy of the US Marine Corps Junior ROTC

Marine Corps JROTC (MCJROTC)

Mission. The MCJROTC Program's intent is to develop character in high school students—allowing them to become informed citizens prepared to willingly accept their responsibilities as citizens. The program stresses the learning of leadership skills that will enhance the lives of the young adults who participate.

History. The Marine Corps JROTC program began in 1964 after the ROTC Revitalization Act was signed into law.

Objectives. The Marine Corps Junior ROTC program develops:

- Informed and responsible citizens
- Leadership skills
- Strong moral character

The program also promotes an understanding of the need for national security. It instills a sense of pride and personal discipline. It also emphasizes respect for authority.

Curriculum. The MJROTC curriculum covers five categories. They include:

- Leadership
- Citizenship
- Personal growth
- Public service and careers
- General military subjects

Cadet character development focuses on discipline, loyalty, and a sense of responsibility.

The curriculum progresses by year, with cadets being introduced first to leadership and citizenship. They also learn techniques of personal growth and responsibility. There is an introduction to military structure and tradition.

Cadets later move into the study of general military subjects, including marksmanship and land navigation using maps and compasses.

As cadets advance, they apply their leadership training in positions of increased authority and responsibility. They also learn skills for life beyond high school, including personal finances.

Senior cadets conduct formations and inspections, as well as supervise training events with younger cadets. Seniors also conduct research projects.

Instructors. Retired Marine officers serve as Senior Marine Instructors (SMIs). Retired NCOs serve as Marine Instructors. The senior instructors serve as regular faculty members. They have the same responsibilities as department heads. Marine Instructors are also faculty members. They work for the Senior Marine Instructor. They work with the SMI, other school officials, and faculty members. Both work with community leaders and parents to keep making improvements in the program.

US Coast Guard Junior Leadership Program (USCGJLP)

History and Mission. The US Coast Guard is the newest of the programs, and is modeled after those of the other military services. The US Coast Guard JLP operates out of two high schools in Florida and North Carolina. They are overseen by the Office of Inclusion and Diversity at the US Coast Guard Academy in New London, Connecticut.

The first US Coast Guard JLP was created in 1989. It is located at the Maritime and Science Technology Academy (MAST) in Miami, Florida. MAST has about 500 students. Of those, about 160 students are enrolled in the US Coast Guard JLP program. MAST is competitive, focusing on academic success, career preparation, and appreciation of the sea and the environment. MAST started as a trade school, but has become a nationally recognized high school.



Courtesy of the US Coast Guard

The newest US Coast Guard JLP unit is in Camden County, North Carolina. It was created in 2010. The Camden County High School Junior Leadership Program (JLP) lasts two semesters; each participating student takes JLP classes for one semester per school year. During their off semesters, students participate in physical training, drill, and other program-related activities.

Objectives and Curriculum. Both programs' objectives include instruction and experiences that develop leadership, teamwork, personal responsibility, self-confidence, and devotion to school, community, and country. Through living by the Coast Guard's core values of Honor, Respect, and Devotion to Duty, cadets learn how to be better students and citizens who proudly represent Coast Guard traditions while serving their school and community. The JLP programs also focus on science, technology, engineering, and math (STEM). Cadets are engaged in rich and rigorous 21st-century learning that helps prepare them for success in college and careers, and encourages the pursuit of advanced STEM careers.

JROTC and Community Service

All JROTC programs encourage cadets to get involved in their local communities. As a cadet, you will become better informed and helpful as a citizen. Your unit will perform as a team. You will be asked to help coordinate and participate in activities from car washes to candy sales for your unit. You may organize Jog-A-Thons and paper drives. Some JROTC units donate aluminum cans for recycling programs. Proceeds from these fund-raisers benefit the respective units.

Cadets also volunteer their time to support local non-profit groups like the March of Dimes and the Muscular Dystrophy Association. Many join with Adopt-a-Highway Programs and the Special Olympics. Cadets have worked to clean and refurbish cemeteries. They rebuild parks and sponsor little league teams. They also work with the physically and mentally impaired, and assist veterans and the elderly.

keys to LEADERSHIP

No matter which JROTC program you participate in, it will be steeped in tradition and service to your local community and the nation. By participating, you will gain valuable leadership and life skills. You will develop character traits and citizenship that will serve you well in your adult life.

Your unit may find itself involved in building and cleaning projects, food drives, and acquiring toys for toddlers. You may help the Salvation Army deliver holiday gifts and food baskets to the needy. You may assist flood relief victims. You may also participate in Adopt-a-Family activities and community tree planting.

One unit organized a volunteer team to help a paralyzed boy walk again by assisting with his physical therapy. Another unit worked with Multiple Sclerosis Swimming Therapy Sessions. Yet another unit helped distribute clothing and food for homeless Native Americans.



Cadets are encouraged to get involved in their local communities by volunteering.

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JROTC cadets also tutor fellow students. They provide color guards for community functions and high school sporting events. They also host and participate in summer leadership encampments and other activities.

The Lines of Responsibility and Authority in Junior ROTC Programs

An **organization** is *two or more people combining their efforts to do a job*. In the US Armed Forces, hundreds of thousands of men and women combine their efforts to carry out a mission essential to national security. They are able to do their jobs because they are organized to keep our nation safe.

Every Junior ROTC unit is organized to carry out its own specific mission. The main jobs for individual cadets are normally shown on an **organizational chart**. This is *a graphic description of positions and lines of authority and responsibility in an organization or unit*. Written job descriptions explain duties in the unit in detail, while the charts provide a quick view of the parts of the unit.

In Figures 1.1 through 1.5, you can see how the various military services organize their JROTC units.

You should notice that when organizing any operation, it is necessary to do three things:

1. Identify skills needed.
2. Set up a working structure.
3. Assign available resources within the structure to carry out the mission successfully.

Organizational Structures and Charts

As you review the displayed sample JROTC programs, note some of the differences between each of the services. This will give you a basic understanding of how each of the Armed Forces would conduct its portion of our nation's security mission. A JROTC unit's organization normally reflects that which exists within its parent military service.

The senior JROTC instructors are responsible for the overall function and management of units. They appoint cadets for the top command and staff positions within their units. The various staff positions closely mirror those found in the staffs of their respective services.



While building your individual knowledge and skills as a 21st-century citizen and future leader, you also develop as a member of a team supporting the community's and nation's needs. Recognizing yourself as part of this team will make you a more successful cadet and citizen.

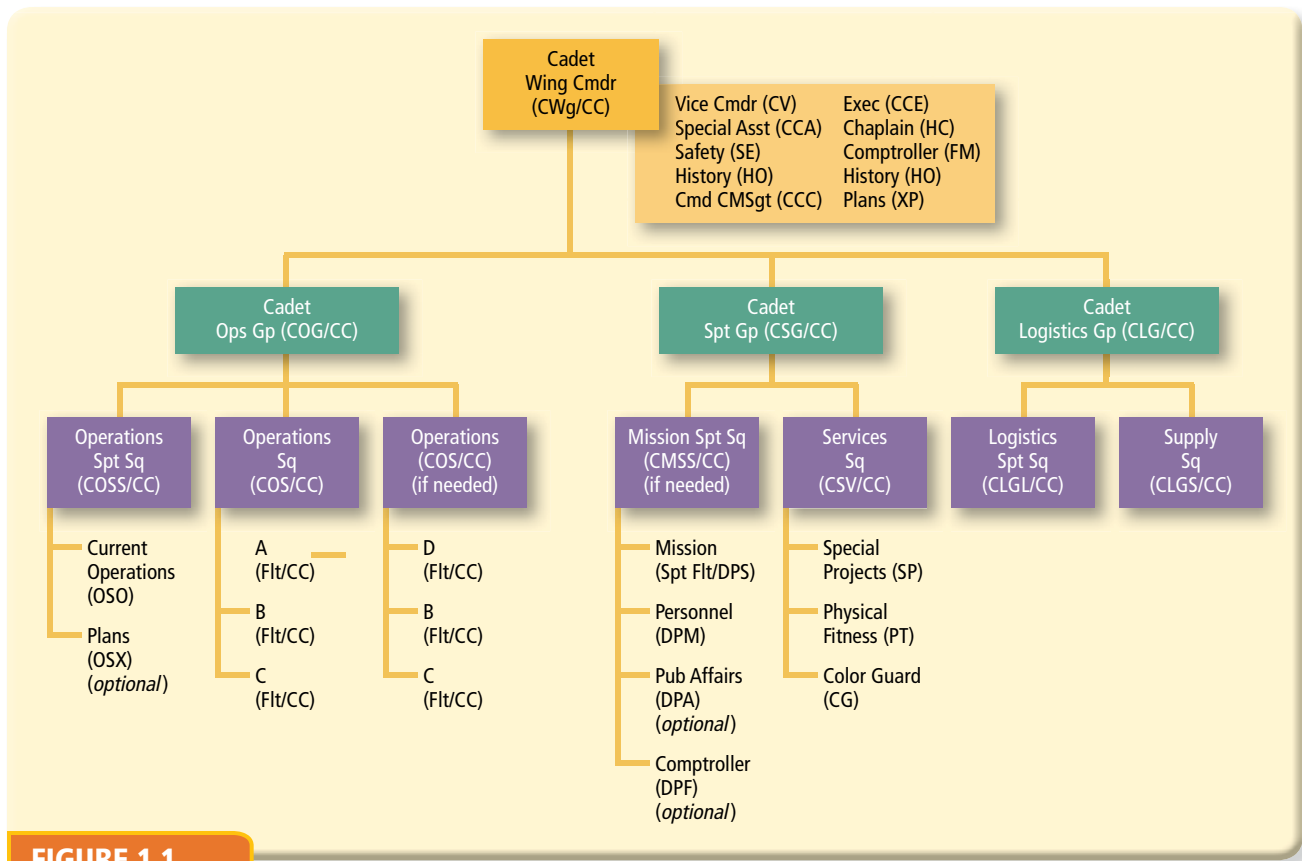
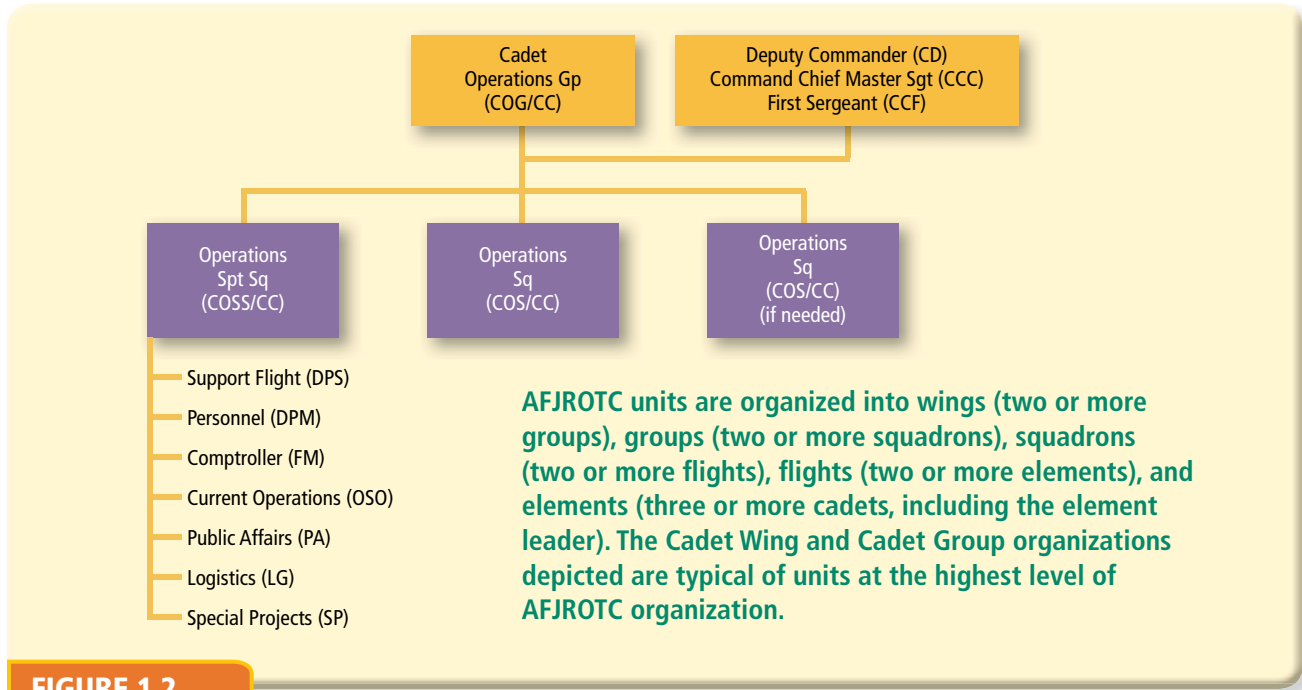


FIGURE 1.1

US Air Force JROTC Organizational Chart for a Typical Cadet Wing (251 or more cadets)

Courtesy of the US Air Force JROTC

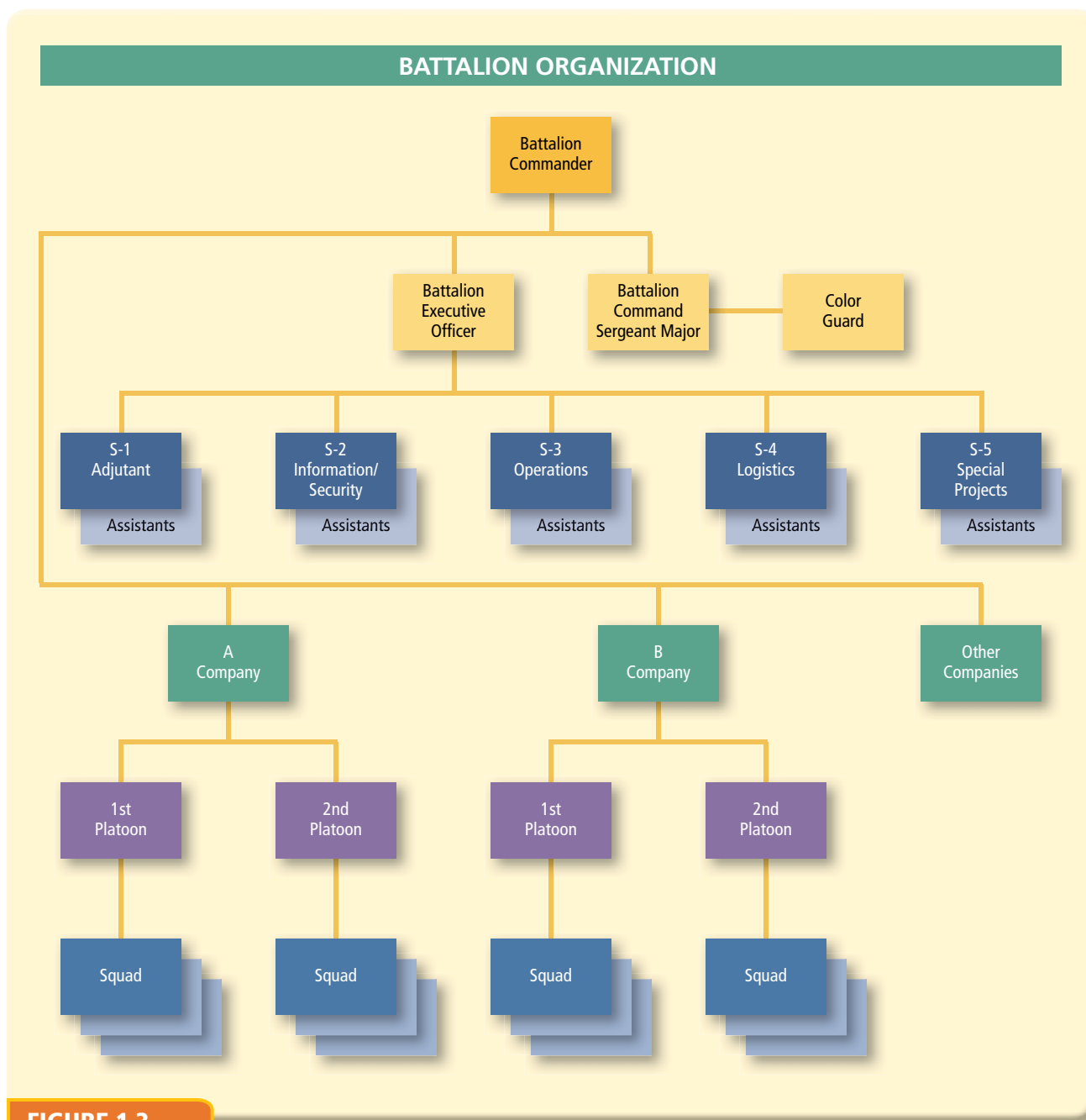


AFJROTC units are organized into wings (two or more groups), groups (two or more squadrons), squadrons (two or more flights), flights (two or more elements), and elements (three or more cadets, including the element leader). The Cadet Wing and Cadet Group organizations depicted are typical of units at the highest level of AFJROTC organization.

FIGURE 1.2

US Air Force JROTC Organizational Chart for a Typical Cadet Group (250 or fewer cadets)

Courtesy of the US Air Force JROTC

**FIGURE 1.3****US Army JROTC Organizational Chart***Courtesy of US Army JROTC*

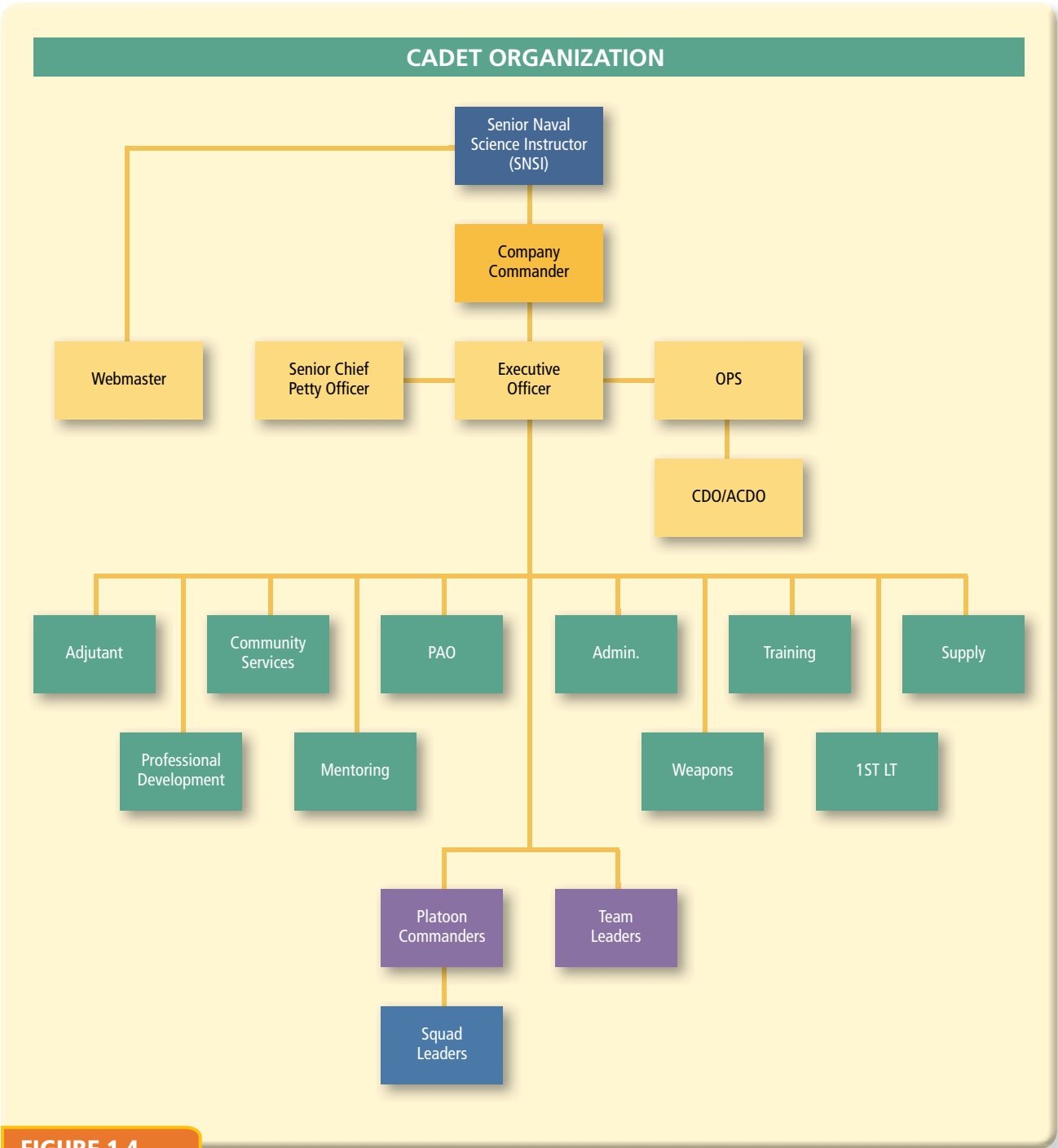


FIGURE 1.4

US Navy JROTC Organizational Chart

Courtesy of US Navy JROTC

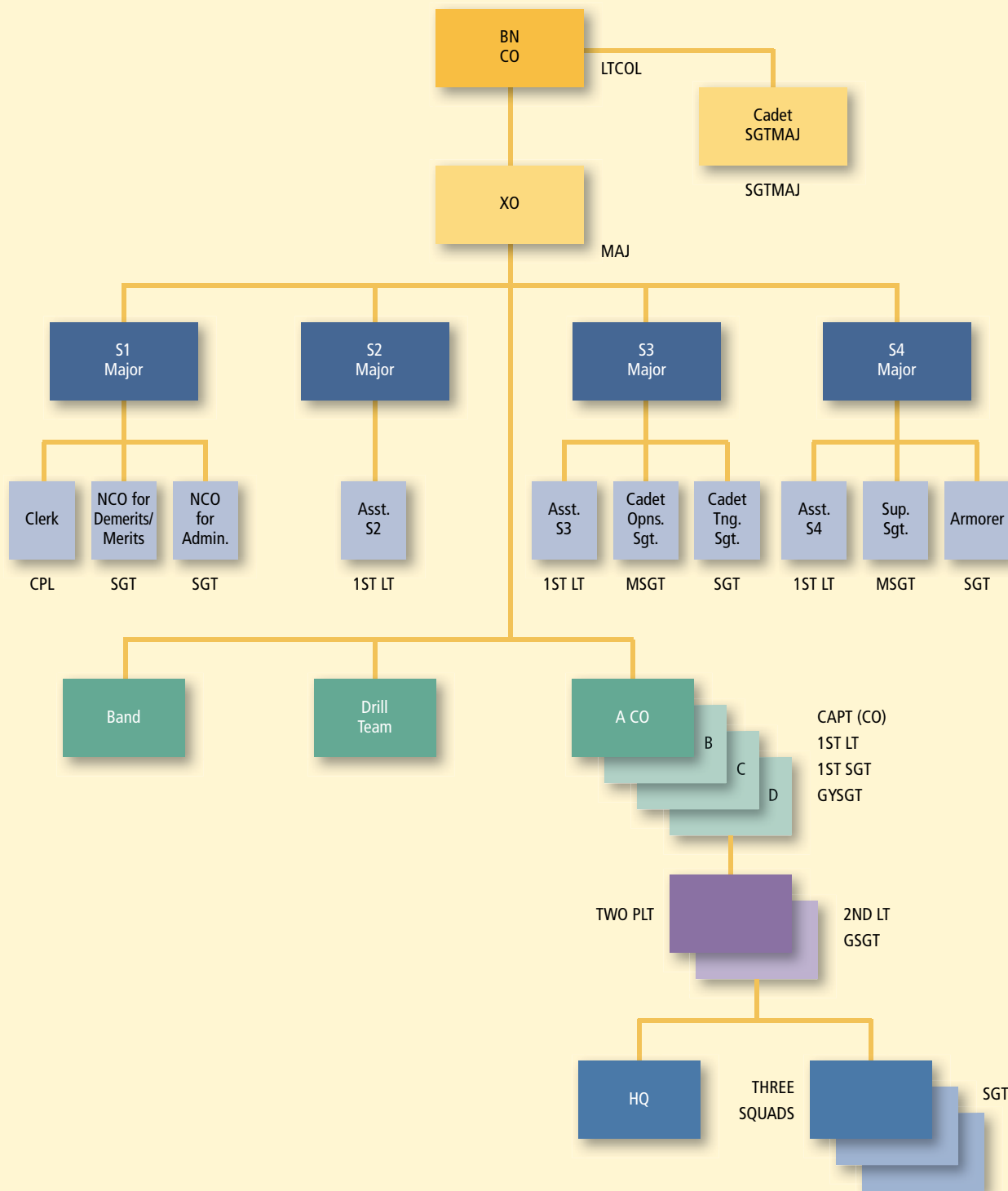


FIGURE 1.5

US Marine Corps JROTC Organizational Chart

Courtesy of US Marine Corps JROTC

Cadet Appointment and Rotation

Based on how a unit is organized, the senior JROTC instructors are the final authority for appointing cadet corps commanders, subordinate commanders, and staff members, according to the written policy on appointments and rotation. When assigning cadets to positions, they consider both strengths and areas for improvement. This helps ensure cadets are assigned to positions where they will gain the most benefits.

All cadets receive permanent grades based on the number of years they have satisfactorily completed JROTC. Cadets may receive this permanent grade the second semester of each year, providing they have made satisfactory progress that year.

Satisfactory performance and behavior—as determined by the JROTC instructors—are the keys to retaining permanent grades in any cadet corps. Sometimes cadets are assigned to a position with a higher grade. As a result, the cadet may receive a temporary grade. Once the cadet has completed the duties assigned to that position, his or her grade may revert to a permanent grade. However, if the cadet is a graduating senior or third-year cadet in a three-year program, the cadet may retain the higher grade. Temporary permanent grades are an administrative option to rotate responsibility, and to avoid major imbalances in grade structure.

The rank structure provides room for continued promotions. For example, when a cadet is initially assigned to a command or staff position, the cadet does not receive the highest rank possible within those positions. This allows the cadet to assume greater responsibility and grow within that position and to be promoted based on his or her actual performance. Permanent officer status will be awarded to cadets holding officer positions for two or more grading periods.

Instructors may authorize top NCO positions to outstanding second-year cadets in three- to four-year programs. Upper class cadets in four-year programs normally outrank lower class cadets. With the exception of temporary grade assignments, cadets only hold a grade that corresponds to their current position.

Instructors may also award flight commanders with one higher grade as a motivational device to promote highly qualified and deserving cadets.

A flight commander should never outrank a squadron commander (time-in-grade or promotion line numbers should be used as a management tool when equal grades are involved). Ordinarily, a cadet serving in a staff position will be a senior NCO or officer. Promotions from cadet second lieutenant to higher grades should recognize and reward ability and effort. AFJROTC cadet rank descriptions will be discussed in the next lesson.

 **CHECKPOINTS**

Lesson 1 Review

Using complete sentences, answer the following questions on a sheet of paper.

1. Who was Lieutenant Edgar R. Steevers, and what did he do?
2. What did the ROTC Vitalization Act of 1964 authorize?
3. What are the four things common to all JROTC programs related to cadets' development?
4. Based on your reading, what are three main objectives of your Junior ROTC program? (*Note: Cadets should answer for their chosen JROTC program.*)
5. Who is responsible for the overall function and management of a Junior ROTC unit?
6. What are three things needed when organizing any JROTC operation?
7. What are the two keys to retaining permanent grades in any cadet corps?
8. When assigning cadets to staff positions, what should the instructor consider?

APPLYING YOUR LEARNING

9. Describe why cadets who are appointed as Flight Commanders should not hold a rank higher than a Squadron Commander.

LESSON 2



The Military Uniform and Appearance Standards



Quick Write

List the first three things you think of when you see a person in a uniform.



Learn About

- uniform wear and history
- uniform wear, restrictions, and standards
- uniforms used within special teams
- cadet appearance and grooming standards
- military pay grades and rank insignia

"Everybody can be great, because anybody can serve."

Dr. Martin Luther King, Jr., civil rights leader

Uniform Wear and History

People wear uniforms to show they belong to an organization. Members of sports teams, marching bands, and people in a variety of jobs—from the ambulance driver and the doctor to the termite inspector and the airline pilot—wear distinctive garb to show they are part of a team, a profession, or an organization.

When we see someone in uniform, we identify that person with an organization and its reason for being—its mission. The ambulance driver and the doctor represent health care; the termite inspector makes us think of pest control; the airline pilot signifies travel by air.

Every organization has **standards**, or *widely recognized and expected levels of value or measurement* that we expect from people in uniform, whether they are involved in sports, medicine, or transport. We expect our doctor to treat our ills competently, and the airline pilot to get us to our destination on time and safely.

As a cadet, your uniform represents standards and values that have evolved over many centuries.

Uniform Wear

What is the first image that flashes into your mind when you think of someone in the military? Like most people, you probably pictured a person in uniform. The military uniform is more than just clothes. It is the public symbol of the nation's defense forces. It represents a long and honorable tradition of devotion to duty in the service of one's country. Therefore, the uniform should be worn proudly and—equally important—it should be worn properly.



Vocabulary

- standards
- uniform
- citizenship
- bulk
- insignia

How you wear the uniform reflects upon the nation's military—the Air Force, Army, Navy, Marines, and Coast Guard. As a Junior ROTC (JROTC) cadet, you will often be in the public eye. This means that you and your fellow cadets must maintain a high standard of dress and personal appearance while wearing the uniform. The key elements are neatness, cleanliness, safety, and military image.

History of the Military Uniform

The English word *uniform* comes from a combination of two Latin words, *unus* and *forma*, which means “one form.” The word **uniform** means *a distinctive mode of dress*. In ancient times, the Roman togas provided a unique dress code. The toga is a loose outer garment worn by Romans appearing in public to show their status as citizens. **Citizenship** is *the status of a person loyal to a nation, entitled to its rights and protection, while also assuming some responsibilities for service to the nation*.

The toga came in several styles. The *toga candida* was a white garment worn only by candidates for public office. The *toga palmata* was a fancy toga worn to ceremonial affairs. The *toga praetexta*, a white toga with a purple border, was worn only by emperors. The *toga sordida* was worn by mourners. Those who were not citizens typically wore a shorter garment, the *tunic*.

Military dress in ancient times acquired a certain degree of sameness, but in a much different sense from modern military uniforms. In Greece, Athenian and Spartan soldiers dressed according to their position in military formations during the Peloponnesian War in the 5th century B.C. The Greek heavy infantryman wore a helmet, breastplate, and armor covering his legs below the knee. He also carried a shield and sword. The light-foot soldier wore no armor and carried a lighter shield and a spear. These were military uniforms in the sense that all soldiers looked alike. To this extent, therefore, we assign the origin of the military uniform to an early date in Western civilization.



The toga, worn here by a Roman, served as a badge of coveted Roman citizenship.

Copyright © Zadiraka/Fotolia.com



In ancient Greece, uniforms varied based on a soldier's position in military formations.

Copyright © Morphart/Fotolia.com

During the 15th and 16th centuries in Europe, national armies, wearing standardized uniforms, came into being. In the 17th century, during the Great Rebellion in England (1642–1646), the English Parliament decided to raise and support an army. The English uniform was red, with different colored facings for different regiments. These regiments were named by their facing's colors: blue, red, orange, etc.

The uniform styles were really just a version of civilian dress. The uniform had an ample coat, waistcoat, knickers, stockings, and shoes or, in the case of cavalry, boots. Colors and standards were used to identify units. Wealthy leaders dressed the troops who served under them in distinctive and colorful uniforms.



Early European uniform style and civilian dress.

Copyright © Erica Guilane-Nachez/Fotolia.com

From this start, the military uniform evolved. During this gradual process, uniforms ranged from very ornamented to very drab. Some claim that the more colorful the uniform, the more uncomfortable the soldier. High, tight collars, tight trousers, and boots that restricted knee action looked fancy, but they weren't good in action.

Uniform Wear, Restrictions, and Standards

JROTC cadets generally wear the same uniform—the standard Air Force, Army, Navy, Marine Corps, or Coast Guard service uniform—as that worn by their parent military service. Cadets are expected to honor the uniform—to wear it properly and with pride. The uniform is an important and distinctive aspect of JROTC. Whenever you wear the uniform—during indoor and outdoor training periods, at cadet social functions, and during base visits—you represent the corps. How you wear the uniform exposes you to praise or criticism from fellow cadets, fellow students, and society at large.

Restrictions

Certain restrictions apply to wearing the military uniform. For example, cadets may *not* wear the uniform while hitchhiking, in student demonstrations, for crowd control, political events, or for any other inappropriate activity. (However, JROTC cadets may wear the uniform while acting as ushers, parking lot attendants, runners, etc., at the discretion of the instructor staff.)

Federal law bars military personnel from engaging in any form of public political activity—such as attending rallies and political speeches or passing out political flyers—while in uniform. In addition, military personnel are prohibited from publicly supporting a particular candidate, party, or political issue when it is clear to others that they are members of the US military. The intent of the law is to avoid the perception that any military official supports one political cause, candidate, or party over another.

The role of the military requires absolute obedience to direction from elected civilian leaders, so public perception regarding the allegiance of military members is critical.

Nevertheless, members of the military are also citizens who are actively encouraged to vote and participate in the processes of the governing of a democratic nation. They are allowed to place political bumper stickers on their own vehicles and/or signs on their private property. They can participate in political events as long as they are *not* in uniform and do *not* identify themselves as military members. Since JROTC cadets wear a form of the US Air Force, Army, Navy, Marine Corps, or Coast Guard uniform, they should also follow this standard while in uniform.



Cadets in standard service uniforms.

Clockwise, from top left: Courtesy of US Air Force photo/Greg L. Davis/Defense Video & Imagery Distribution System; Chief Petty Officer Rudy Patten/Defense Video & Imagery Distribution System; US Air Force photo/Greg L. Davis/Defense Video & Imagery Distribution System; Michael Wetzell/US Air Force JROTC; Lance Cpl. Nana Danssaappiah/Defense Video & Imagery Distribution System

Federal laws also forbid those in military uniform from participating in other public demonstrations where it might be implied that the military service supports a particular cause. Engaging in an activity that might imply endorsement by one of the services of a commercial interest or engaging in private employment while in uniform is also banned.

In addition, no item of the JROTC uniform may be worn by members of groups that sponsor a JROTC program. Cadet auxiliary societies, for example, may not create a special uniform that includes any item of the JROTC uniform. This includes school faculty, parent support groups, and sponsors other than JROTC instructors.

Dos and Don'ts for Wearing the Various Service Uniforms

Here are a few general dos and don'ts about wearing the JROTC uniform.

Dos

- Wear the standard service uniform properly and with pride.
- Wear the uniform on the day established by the instructor staff.
- Wear the uniform at other times specified by the instructor staff.
- Wear the uniform when you fly on military aircraft.
- Wear the uniform when you participate in a color guard or on a drill team.
- Keep your shoes polished and shined, including the heels and edges of soles.
- Make sure your shoes are appropriate for the activity as specified by each service JROTC unit. Safety is the major concern.
- Ensure that badges, insignia, belt buckles, and other metallic devices are clean and free of scratches and corrosion.
- Keep ribbons clean and replace them when they become worn, frayed, or faded.
- If your JROTC unit is at a military academy, wear the distinctive uniform required by the school for special occasions or ceremonies.

Don'ts

- Do not wear the uniform with other clothing.
- Do not lend your uniform to anyone who is not a member of the JROTC program.
- Do not allow articles such as wallets, pencils, pens, watch/wallet chains, checkbooks, handkerchiefs, and combs to be visible. You may allow parts of pens and pencils to be exposed when you carry them in the left shirt pocket or pen pocket of the Airman Battle Uniform (ABU).
- Do not wear earphones or headphones while in uniform, unless required.
- Do not carry pagers or cell phones, unless required. (If required, they must be clipped to the waistband or purse or be carried in the left hand when not in use.)

Uniform Standards

All JROTC programs have the same general uniform standards. Most JROTC units have published information on the cadet uniform and how to wear it, based on directives, handbooks, instructions, or regulations issued by a particular service. In this section, we explain the uniform standards that apply to Air Force Junior ROTC (AFJROTC) cadets.

For the AFJROTC, the standards for the uniform are in three instructions: AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel*; Air Force Junior ROTC Instruction (AFJROTCI) 36-2001, *Air Force Junior ROTC Operations*; and the *AFJROTC Operational Supplement*. These three publications provide complete details on fitting standards and wearing instructions for the uniform and personal grooming requirements for AFJROTC cadets. The *AFJROTC Operational Supplement* and AFJROTCI 36-2001 include diagrams of uniforms for both female and male cadets. AFJROTC cadets can find all three of these publications online at the AFJROTC website. You can download or copy them for unit use.

It is your responsibility to maintain all uniform items in a clean and orderly condition during the school year and when you turn your uniform in. Just as the person on active duty, you are also obligated to wear the uniform properly and proudly. In doing so, you uphold the dignity of the Air Force, Army, Navy, Marine Corps, or Coast Guard, your unit, your fellow cadets, and yourself.

With practice and attention to detail, all the dos and don'ts about the proper wear and care of the uniform and personal appearance will become almost automatic. You should be proud of the uniform and the way it looks. A smart appearance is important, not only in drill practice, but also in performing various school activities and attending military functions.



Male and female Air Force cadets in standard service dress uniforms.

Courtesy of Michael Wetzell/US Air Force JROTC

Standard Cadet Uniform

The AFJROTC male service dress uniform consists of the dark blue service coat and trousers, light blue long sleeve shirt, and dark blue tie. The female service dress uniform consists of the dark blue service coat with slacks or skirt, light blue blouse, and tie tab. In both cases, the coat will be form fitted, meaning that it must not be tight in the shoulders, chest, and underarms. The sleeve length should extend to one-quarter inch from the heel of the thumb when the arms are hanging naturally at the sides. The bottom of the coat should extend 3 to 3¹/₂ inches below the top of the thigh.

The trousers for males must be trim-fitted with no bunching at the waist or bagging at the seat. Slacks for female cadets should fit naturally over the hips, with no bunching, sagging, or bagging at the seat. The trousers or slacks should rest on the top of the shoe with a slight break in the crease. The backs of the trousers or slacks should be seven-eighths inch longer than the front. The proper length of the trousers or slacks can be determined while standing at attention.



The cadet uniform identifies you as a future leader in your community and the nation. By being active in your unit's community projects and other activities, you'll find that it will open doors to new opportunities, new friends, and new self-confidence.

Uniforms Used Within Special Teams

With the appropriate approval, color guards, honor guards, sabre teams, and drill teams may wear additional uniform items or wear distinctive, yet conservative, uniform of military style. Greater latitude will be permitted in the design of open competition drill team uniforms where the intent is to allow maximum flexibility and freedom of movement in executing complex drill routines; however, these uniforms must reflect the proper military image. Units using this style of uniform may be expected to have their regulation uniform or a second, more conservative military style uniform for the inspection and regulation drill requirements found in most drill meets. Ascots are authorized for wear at the discretion of the instructor staff.

Except for shoulder cords, these items or uniforms are worn only when performing as a member of a specialized group. AFJROTCI 36-2001 provides procedures for obtaining and controlling cadet uniforms.



If your uniform does not fit properly, talk to your instructor staff. Do not wait until someone else calls attention to it. Check the appearance of your uniform in a mirror. Remember that how you look influences others.

Cadet Appearance and Grooming Standards

When you wear the uniform, you are responsible for presenting a neat, clean, and professional military image. Appearance and grooming standards help cadets present the image of disciplined individuals who can be relied upon to do the job they are called on to do. A professional military image has no room for the extreme, the unusual, or the faddish. The standards for wearing the uniform consist of four elements: neatness, cleanliness, safety, and military image. The first three are absolute, objective criteria for the efficiency, health, and well-being of the force. The fourth standard, military image, is also a very important aspect of military appearance. People, both military and civilian, draw conclusions as to the military effectiveness of the Air Force by how they perceive those in uniform.

The uniform standards in AFI 36-2903 are influenced to some extent by military tradition, and they reflect the image the Air Force desires to project to the civilian community. The basic concept of the Air Force uniform is a plain but distinctive dress, with an absolute minimum number of badges, insignia, and devices authorized for wear.

Additional Uniform and Appearance Rules

Here are some additional guidelines about uniform and appearance.

Jewelry

While in uniform, you may wear a wristwatch and rings, but no more than three rings total for both hands at any one time. You may wear one wrist bracelet if it is neat and conservative; however, ankle bracelets are not allowed. Furthermore, the bracelet must not detract from the military image, must not be wider than $\frac{1}{2}$ inch, may be gold or silver, and must not subject anyone to potential injury. Bracelets supporting a cause, philosophy, individual, or group are not allowed. You may not wear ornaments on your head or around your neck that are visible while in uniform.

Female cadets in uniform may wear earrings if the earrings are conservative and kept within sensible limits. For example, you may wear one small spherical (diamond, gold, white pearl, or silver) pierced or clip earring on each earlobe. The earring worn in each earlobe must match. Earrings should fit tightly without extending below the earlobes, unless they are clip earrings.

Male cadets in uniform may not wear earrings.

Eyeglasses or Sunglasses

If you wear glasses, they must not have any ornaments on the frames or lenses. Eyeglass lenses that are conservative, clear, slightly tinted, or have photosensitive lenses may be worn in uniform while indoors or while in military formation. When outdoors and in uniform, sunglasses and eyeglasses must have lenses and frames that are conservative; faddish or mirrored lenses are prohibited. Sunglasses are not allowed while in a military formation. Neither eyeglasses nor sunglasses can be worn around the neck or on top of the head while in uniform.

Tattoos or Brands

Whether you are in or out of uniform, tattoos or brands anywhere on the body are not allowed if they are obscene or if they advocate sexual, racial, ethnic, or religious discrimination. Tattoos or brands that might harm good order and discipline or bring discredit upon the Air Force are also barred, whether you are in or out of uniform. Excessive tattoos or brands, even though they do not violate the prohibitions in the above paragraph, will not be exposed or visible (including visible through the uniform) while in uniform. Excessive is defined as any tattoo or brands that exceed one-quarter of the exposed body part, and those above the collarbone and readily visible when wearing an open collar uniform.

Body Piercing and Other Attachments to Body Parts

Cadets in uniform are not allowed to attach or display objects, articles, jewelry, or ornamentation to or through the ear (except as mentioned previously), nose, tongue, or any exposed body part (including anything that might be visible through the uniform).

Specific Female Cadet Guidelines

Here are some specific guidelines for female cadets.

Hair

Hair will end above the bottom of the collar edge and any side of an invisible line drawn parallel to the ground. Your hairstyle must be conservative—no extreme or faddish styles are allowed. Hair color must complement the cadet's skin tone and result in natural, human hair colors such as brown, blonde, brunette, natural red, black, or gray. It should also look professional and allow you to wear uniform headgear in the proper manner, so your hair must not be too full or too high on the head. Bangs will not touch either eyebrow while in uniform. In addition, your hairstyle shouldn't need many grooming aids. If you use pins, combs, barrettes, or similar items, they must be plain, similar in color to your hair, and modest in size. Wigs or hairpieces must also conform to these guidelines.



An example of a proper hair style for a female cadet in uniform.

Courtesy of Michael Wetzell/US Air Force JROTC

Skirts

The length of your skirt may not vary beyond the top and bottom of the kneecap. Your skirt should fit smoothly, hang naturally, and not excessively tight. You must wear hosiery with the skirt. Choose a sheer nylon in a neutral, dark brown, black, off-black, or dark blue shade that complements the uniform and your skin tone.

Specific Male Cadet Guidelines

Here are some specific guidelines for male cadets.

Hair

Keep your hair clean, neat, and trimmed. It must not contain large amounts of grooming aids such as greasy creams, oils, and sprays that remain visible in the hair. When your hair is groomed, it should not touch your ears or eyebrows, and only the closely cut or shaved hair on the back of your neck should touch the collar. Your hair should not exceed 1 and $\frac{1}{4}$ inch in bulk regardless of the length. **Bulk** is the distance that the hair projects from the scalp when groomed (as opposed to length of the hair).

The bulk and length of your hair must not interfere with wearing any Air Force headgear properly, and it must not protrude below the front band of the headgear. Your hair must have a tapered appearance on both sides and back, both with and without headgear. A tapered appearance means that, when viewed from any angle, the outline of the hair on the side and back will generally match the shape of the head, curving inward to the end point.

Your hair may not contain or have attached to it any visible foreign items. If you dye your hair, it must look natural. You may not dye your hair an unusual color or one that contrasts with your natural coloring. You may have sideburns if they are neatly trimmed and tapered in the same manner as your haircut. Sideburns must be straight and of even width (not flared) and end in a clean-shaven horizontal line. They may not extend below the lowest part of the outer ear opening. No extreme or faddish hairstyles are allowed.



A close-up of accouterments placed on a male cadet uniform.

Courtesy of Michael Wetzel/US Air Force JROTC

Military Pay Grades and Rank Insignia

Members of the Air Force perform duties that reflect their skill and pay grade. This also applies to AFJROTC cadets. The higher the rank or grade, the more responsibility cadets are given. In turn, cadets are expected to perform their duties in accordance with this increased responsibility.

An **insignia** is a badge or mark of office or honor. Rank insignia identify the rank of each member of the armed forces. In each of the armed forces, the pay grade system is broken down into two categories: officer grades and enlisted grades. Below, we will first review the Air Force pay grade system and follow with the Air Force JROTC rank insignia. (See Figures 1.6 and 1.7 for military officer and enlisted grade system.)

US Military Insignia of Grade

Officers

Figure 1.6 shows the military pay grade abbreviation for each commissioned officer title. The subdued insignia worn on the ABU is made of cloth. Gold appears as brown and silver appears as dark blue.

Proper methods of address when speaking to officers are:

- “Lieutenant” for a second lieutenant and a first lieutenant.
- “Colonel” for either a lieutenant colonel or a colonel.
- “General” for all general officers.

Use full titles for official written correspondence.

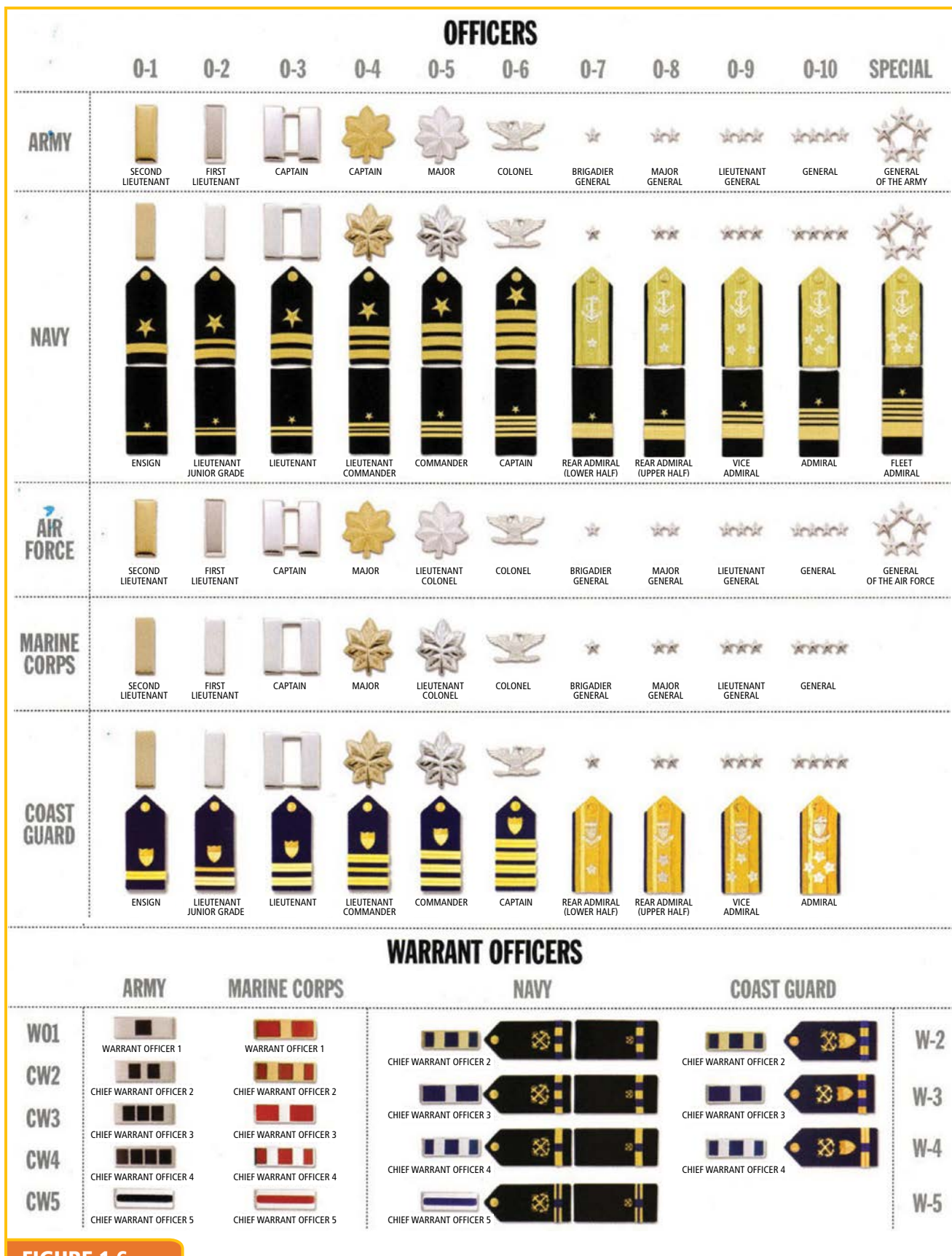


FIGURE 1.6

US Military Officer Grades and Ranks

Enlisted

Enlisted ranks are subdivided into two categories: noncommissioned officer (NCO) and Airman ranks. NCOs are Airmen serving in the ranks of staff sergeant through chief master sergeant. NCOs play such an important role in enlisted leadership that there are five distinct military rank insignia to identify them. (See Figure 1.7.)

Noncommissioned Officers. The NCO chevron has changed a great deal since the Continental Army, when a brightly colored ribbon tied around the arm identified NCOs. Through the years, the American NCO's chevron has varied in design and has been worn in different locations. It has been worn not only above the elbow, as it is today, but also below the elbow. The inverted and curved chevron of today's Air Force is distinct from that of the NCOs and petty officers of other branches of the US Armed Forces.

The background of AF chevrons for NCOs is blue, and the stripes are silver with a silver star in the center. The subdued insignia worn on the ABU uniform consists of dark blue stripes on a green background with a dark blue star. (The pay grade is always one number higher than the number of stripes worn.)

First sergeants wear a diamond device above the star on their chevrons. The diamond device stands for a job position only. First sergeants may hold the rank of master sergeant, senior master sergeant, or chief master sergeant.

These top senior NCOs hold a position of trust and responsibility as the link between the commander and unit personnel. As this vital link, the first sergeant must make sure all enlisted personnel know their commander's policies. He or she also represents the interests of enlisted personnel to the commander. The first sergeant promotes the welfare, morale, and health of enlisted personnel by working with base agencies on special issues. The first sergeant helps the commander maintain discipline and standards of conduct. He or she also provides professional guidance on matters of leadership, military justice, and customs and courtesies.

A chief master sergeant is addressed as "chief." All other sergeants are addressed as "sergeant," and Airmen in the Grades of E-1 through E-4 are addressed as "Airman." Full titles are used in official correspondence.

The highest position held by any enlisted personnel is Chief Master Sergeant of the Air Force (CMSAF). The CMSAF acts as personal advisor to the Air Force Chief of Staff and Secretary of the Air Force, providing information about the welfare, effective use, and progress of the enlisted force. The rank insignia is a chevron of eight stripes with a wreath around the bottom and sides of the star and the Great Seal of the United States of America with two stars in the upper blue field (see Figure 1.7).



Current Chief Master Sergeant of the Air Force, James A. Cody.

Courtesy of the US Air Force

	ARMY	NAVY	AIR FORCE	MARINE CORPS	COAST GUARD
E-1	PRIVATE	AIRMAN/SEAMAN/FIREMAN/RECRUIT	AIRMAN BASIC	PRIVATE	AIRMAN/SEAMAN/FIREMAN/RECRUIT
E-2	 PRIVATE	 AIRMAN/SEAMAN/HOSPITALMAN/ DENTALMAN/CONSTRUCTIONMAN/ FIREMAN APPRENTICE	 AIRMAN	 PRIVATE FIRST CLASS	 AIRMAN/SEAMAN/FIREMAN APPRENTICE
E-3	 PRIVATE FIRST CLASS	 AIRMAN/SEAMAN/HOSPITALMAN/ DENTALMAN/CONSTRUCTIONMAN/ FIREMAN	 AIRMAN FIRST CLASS	 LANCE CORPORAL	 AIRMAN/SEAMAN/FIREMAN
E-4	  SPECIALIST CORPORAL	 PETTY OFFICER THIRD CLASS	 SENIOR AIRMAN	 CORPORAL	 PETTY OFFICER THIRD CLASS
E-5	 SERGEANT	 PETTY OFFICER SECOND CLASS	 STAFF SERGEANT	 SERGEANT	 PETTY OFFICER SECOND CLASS
E-6	 STAFF SERGEANT	 PETTY OFFICER FIRST CLASS	 TECHNICAL SERGEANT	 STAFF SERGEANT	 PETTY OFFICER FIRST CLASS
E-7	 SERGEANT FIRST CLASS	 CHIEF PETTY OFFICER	  MASTER SERGEANT FIRST SERGEANT	 GUNNERY SERGEANT	 CHIEF PETTY OFFICER
E-8	  MASTER SERGEANT FIRST SERGEANT	 SENIOR CHIEF PETTY OFFICER	  SENIOR MASTER SERGEANT FIRST SERGEANT	  MASTER SERGEANT FIRST SERGEANT	 SENIOR CHIEF PETTY OFFICER
E-9	  SERGEANT MAJOR COMMAND SERGEANT MAJOR	 MASTER CHIEF PETTY OFFICER	 CHIEF MASTER SERGEANT	  MASTER GUNNERY SERGEANT SERGEANT MAJOR	 MASTER CHIEF PETTY OFFICER
SPECIAL	 SERGEANT MAJOR OF THE ARMY	 MASTER CHIEF PETTY OFFICER OF THE NAVY	 CHIEF MASTER SERGEANT OF THE AIR FORCE	 SERGEANT MAJOR OF THE MARINE CORPS	 MASTER CHIEF PETTY OFFICER OF THE COAST GUARD

FIGURE 1.7

US Military Enlisted Grades and Ranks

LESSON 2 The Military Uniform and Appearance Standards

The CMSAF position was created to add prestige to the NCO Corps. Air Force Chief of Staff General John P. McConnell announced the creation of this position on October 24, 1966. The first CMSAF was CMSgt Paul W. Airey. He was awarded the unique insignia with the wreath around the star in April 1967. Over the next decade, support for the office grew among both the senior Air Force leadership and the enlisted force. The creation of this office, as well as the appointment of command chief master sergeants and the granting of more responsibility to all senior NCOs, represented the Air Force's concrete recognition of the professionalism of its enlisted force, especially its NCOs.

Airmen. There are four Airman ranks:

1. Airman basic (AB)
2. Airman (Amn)
3. Airman first class (A1C)
4. Senior Airman (SrA)

An Airman basic (AB) doesn't wear any rank insignia. An Airman's rank insignia is a chevron of one silver stripe with a silver star in the middle. An A1C rank insignia is a chevron of two silver stripes with a silver star in the middle. The senior Airman rank insignia is a chevron of three silver stripes with a silver star in the middle. Pay grades for Airmen are: AB (E-1), Amn (E-2), A1C (E-3), and SrA (E-4). (See Figure 1.7 for Airmen military pay grade and rank insignia.)

Air Force JROTC Rank Insignia

Figure 1.8 shows Air Force JROTC cadet rank insignia. Please see your *AFJROTC Operational Supplement* for the insignias of the other military branches.

Officers

Table 1.1 describes the rank insignia for each cadet officer title. Rank insignia for military officers are very different from rank insignia for cadet officers.

Enlisted

A comparison of military insignia (Figure 1.7) and Air Force JROTC cadet rank insignia (Figure 1.8) shows only slight differences between enlisted ranks. The star inside the chevron for active duty personnel is replaced with a torch for cadets, and the chevron is pointed at the bottom. Cadets, like active duty personnel, may wear other insignia and badges, when authorized. Table 1.2 describes the rank insignia for each cadet enlisted title. Figure 1.9 shows other insignia (badges) for Air Force JROTC cadets. For current US Air Force Occupational and Duty Badges please refer to AFI 36-2903.



A close-up of accouterments placed on a female cadet uniform.

Courtesy of Michael Wetzell/US Air Force JROTC

AIR FORCE JROTC INSIGNIA

CADET OFFICER RANK



CADET AIRMEN RANK



FIGURE 1.8

Air Force JROTC Cadet Rank Insignia
 Courtesy of US Air Force JROTC

Table 1.1 Cadet Officer Rank Insignia

Title	Rank Insignia
Cadet Second Lieutenant (c/2d Lt)	Chevron of 1 inverted stripe
Cadet First Lieutenant (c/1st Lt)	Chevron of 2 inverted stripes
Cadet Captain (c/Capt)	Chevron of 3 inverted stripes
Cadet Major (c/Maj)	Chevron of 1 double-wide inverted stripe
Cadet Lieutenant Colonel (c/Lt Col)	Chevron of 2 inverted stripes; 1 double-wide, 1 regular
Cadet Colonel (c/Col)	Chevron of 3 inverted stripes; 1 double-wide, 2 regular

Table 1.2 Cadet Enlisted Rank Insignia

Title	Rank Insignia
Cadet Airman Basic (c/AB)	None
Cadet Airman (c/Amn)	Pointed chevron of 1 stripe, with torch in the middle
Cadet Airman First Class (c/A1C)	Pointed chevron of 2 stripes, with torch in the middle
Cadet Senior Airman (c/SrA)	Pointed chevron of 3 stripes, with torch in the middle
Cadet Staff Sergeant (c/SSgt)	Pointed chevron of 4 stripes, with torch in the middle
Cadet Technical Sergeant (c/TSgt)	Pointed chevron of 5 stripes, with torch in the middle
Cadet Master Sergeant (c/MSgt)	Pointed chevron of 6 stripes, with 1 stripe inverted above the torch in the middle
Cadet Senior Master Sergeant (c/SMSgt)	Pointed chevron of 7 stripes, with 2 stripes inverted above the torch in the middle
Cadet Chief Master Sergeant (c/CMSgt)	Pointed chevron of 8 stripes, with 3 stripes inverted above the torch in the middle

AIR FORCE JROTC BADGES



OFFICER'S FLIGHT CAP AND BERET INSIGNIA



OFFICER'S SERVICE CAP



DISTINGUISHED AFJROTC CADET BADGE



GROUND SCHOOL BADGE



FLIGHT SOLO BADGE



FLIGHT CERTIFICATE BADGE



MODEL ROCKETRY BADGE



AWARENESS PRESENTATION TEAM BADGE



AEF ACADEMIC EXCELLENCE BADGE



ACADEMY OF MODEL AERONAUTICS BADGE



KITTY HAWK AIR SOCIETY BADGE



SHOULDER TABS



MARKSMANSHIP BADGE



EXPERT MARKSMANSHIP BADGE

FIGURE 1.9

US Air Force JROTC Badges

Courtesy of US Air Force JROTC

Ribbons

All ribbons should be in proper order based upon the AFJROTC ribbon chart located in the *AFJROTC Operational Supplement*. If a ribbon is awarded more than once, oak leaf clusters will be used to signify each additional award unless directed otherwise.

Order of Precedence. The lowest ribbon will be worn at the lowest left position, and the highest ribbon will be worn at the top right. Refer to the ribbon chart located in the LE 100 Companion Website for order of precedence and guidance for wearing ribbons.

The AFJROTC Patch

The **yellow arrow**, a timeless design that doesn't limit itself to airplanes or a particular period, is a stylized aircraft. The arrow points to the future, and depicts high technology, supporting the goal of aerospace education and careers in aerospace. Some active-duty units have adopted this design from AFJROTC.

The longstanding tradition of the **lamp**, which represents knowledge, lit with red flame, signifies that knowledge prevents one from traveling life's journeys in ignorance.

The **colors** of the emblem are secondary to the symbolism of the emblem. The colors of the Air Force, ultramarine blue and Air Force yellow, should appear in the design.



Courtesy of US Air Force JROTC

- The **blue** represents “the sky,” which is the primary theatre of Air Force operation.
- The Air Force **yellow** represents “the sun” and the excellence required of Air Force personnel.
- The **white** represents daylight, innocence, perfection, purity, truth, and wisdom.
- The **red** color represents the blood of life, boldness, courage, hardiness, liberty, magnanimity, passion, patriotism, sentiment, strength, valor, and zeal.

The **disc shape** is used because the AFJROTC organization is not a group or higher organization authorized its own flag. Flag-bearing organizations display their coat of arms on a modified heater-shaped shield.

 **CHECKPOINTS**

Lesson 2 Review

Using complete sentences, answer the following questions on a sheet of paper.

1. Why do people wear uniforms?
2. List two professions that you would associate with wearing a uniform.
3. What does wearing the military uniform represent?
4. What did Romans wear to indicate they were candidates for public office?
5. List two things that helped identify military units in the 17th century.
6. List three activities in which wearing the military uniform is not allowed.
7. List two activities where the military uniform is allowed to be worn.
8. How is a cell phone properly carried while in uniform?
9. Describe the special teams uniform.
10. If you wear a bracelet, what restrictions apply while in uniform?
11. When are sunglasses allowed to be worn?
12. Provide two examples of what natural hair coloring should look like.
13. If a ribbon is awarded more than once, what device is attached to the ribbon to indicate this?
14. What is the highest position held by any enlisted personnel in the US Air Force?
15. When wearing ribbons on your uniform, what is the order of precedence?
16. On the AFJROTC patch, what does the lamp represent?

APPLYING YOUR LEARNING

17. Review appearance and grooming standards from this lesson. Explain three standards you think are most important.