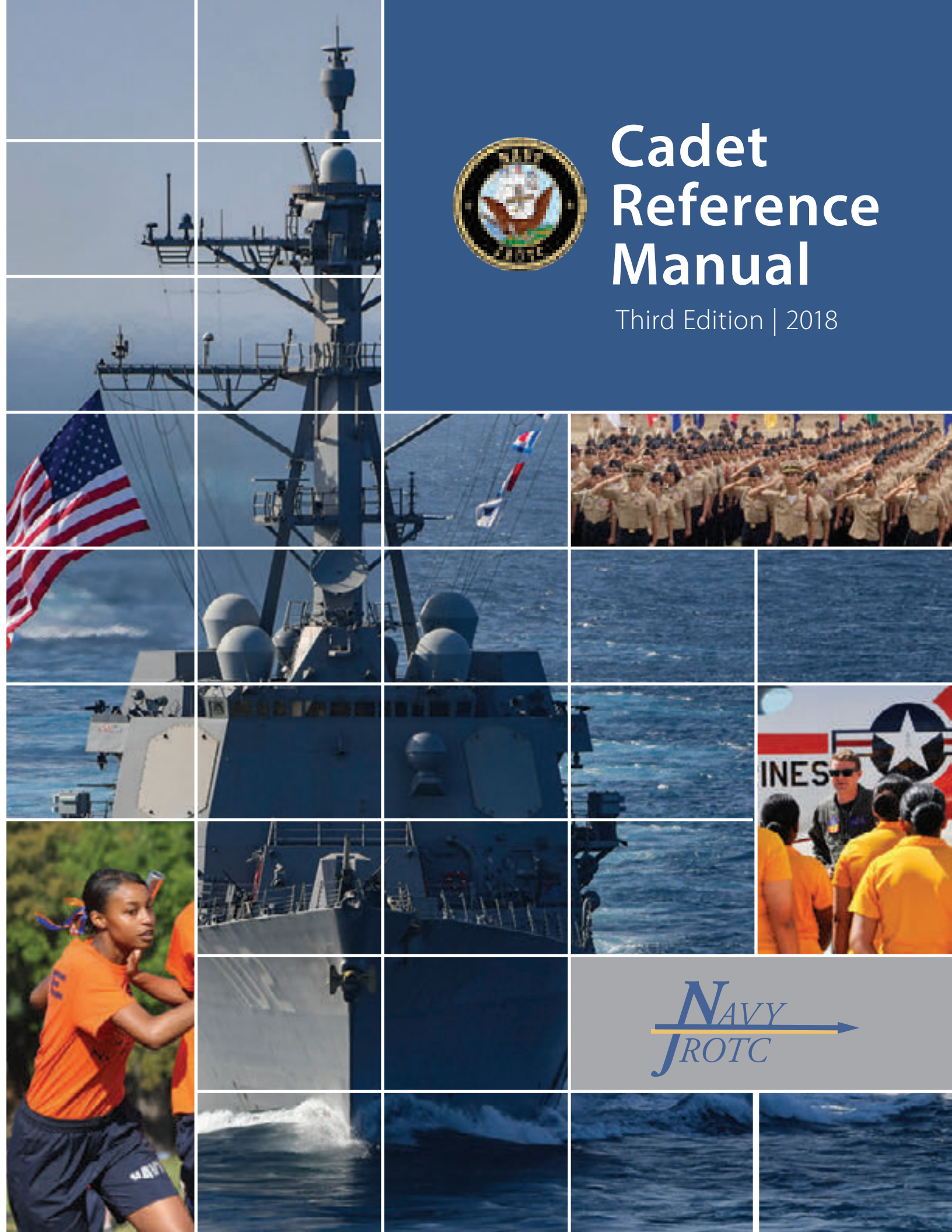




Cadet Reference Manual

Third Edition | 2018



NAVY
JROTC

**Back side of
FRONT COVER**



**Cadet Reference Manual
Third Edition
2018**



Honor | Courage | Commitment

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INTRODUCTION

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

YOU WILL LEARN TO:

- **Appreciate the ethical values that underlie good citizenship.** Citizenship, taught through a study of history and government, demonstrates the importance of commitment and strengthens your character and resolve as you grow. You will learn to make ethical decisions based on core values.
- **Develop leadership potential and learn to live and work cooperatively with others.** Teamwork and leadership, within teams and groups, are essential to the smooth operation of any organization. You will learn leadership to increase your skills, not only to lead, but to also work as a member of a team. Service, drills, challenges, and other competitions make learning teamwork and leadership challenging and fun.
- **Think logically and communicate effectively both orally and in writing.** You will learn important skills in writing, reading, and test taking that will help you excel in your classes outside JROTC. You will learn basic problem solving, financial planning, and other life skills that will help you live in the modern world.
- **Appreciate the importance of physical fitness in maintaining good health.** Fitness, wellness, and good nutrition are necessary to perform as a citizen and a leader. JROTC will teach you what to do to become fit and to maintain that fitness. Instruction will be provided on how your brain functions, how you can maximize your learning and effectiveness, and how to avoid pitfalls such as substance abuse.
- **Understand ways to resist negative peer pressure and support others.** It is one thing to know how to make better choices for yourself; it is another to teach others to do the same. Through service learning, you will be able to help others to develop the positive strategies you have learned that will enhance their quality of life.
- **Develop mental management abilities.** You will be able to assess your skills and learn to make more logical, positive decisions. You will learn how to set goals and develop an action plan that will help you achieve those goals. As you become a better citizen, a better leader, and a better team member your self-esteem will fly. Your “Can Do” attitude will show beyond JROTC.
- **Become familiar with military history as it relates to America’s culture and with the history, purpose, and structure of the military services.** You will learn not only about important events in our history, but also about their effect on our society; you will discover the role the military services play in supporting the nation.
- **Understand the importance of high school graduation to a successful future.** You will develop the means and motivation to graduate from high school and to pursue a meaningful life.
- **Navigate college and other advanced educational and employment opportunities and develop the skills necessary to work effectively as a member of a team.** You will learn about the many opportunities available to you upon graduation. The foundation and competency skills required to work effectively are ingrained throughout the NJROTC curriculum.

UNITED STATES NAVY CORE VALUES



Throughout its history, the Navy has successfully met all its challenges. America's naval service began during the American Revolution. On October 13, 1775, the Continental Congress authorized a few small ships creating the Continental Navy. Esek Hopkins was appointed commander in chief and 22 officers were commissioned, including John Paul Jones.

From those early days of naval service, certain bedrock principles or core values have carried on to today. They consist of three basic principles.

HONOR: *"I will bear true faith and allegiance ..."*

Accordingly, we will: Conduct ourselves in the highest ethical manner in all relationships with peers, superiors and subordinates; Be honest and truthful in our dealings with each other, and with those outside the Navy; Be willing to make honest recommendations and accept those of junior personnel; Encourage new ideas and deliver the bad news, even when it is unpopular; Abide by an uncompromising code of integrity, taking responsibility for our actions and keeping our word; Fulfill or exceed our legal and ethical responsibilities in our public and personal lives twenty-four hours a day. Illegal or improper behavior or even the appearance of such behavior will not be tolerated. We are accountable for our professional and personal behavior. We will be mindful of the privilege to serve our fellow Americans.

COURAGE: *"I will support and defend ..."*

Accordingly, we will have: Courage to meet the demands of our profession and the mission when it is hazardous, demanding, or otherwise difficult; Make decisions in the best interest of the navy and the nation, without regard to personal consequences; Meet these challenges while adhering to a higher standard of personal conduct and decency; Be loyal to our nation, ensuring the resources entrusted to us are used in an honest, careful, and efficient way. Courage is the value that gives us the moral and mental strength to do what is right, even in the face of personal or professional adversity.

COMMITMENT: *“I will obey the orders ...”*

Accordingly, we will: Demand respect up and down the chain of command; Care for the safety, professional, personal, and spiritual well-being of our people; Show respect toward all people without regard to race, religion, or gender; Treat each individual with human dignity; Be committed to positive change and constant improvement; Exhibit the highest degree of moral character, technical excellence, quality, and competence in what we have been trained to do. The day-to-day duty of every Navy man and woman is to work together as a team to improve the quality of our work, our people, and ourselves.

The Chief of Naval Operations directed all commands to reflect on the concepts that define the Navy’s Sailor and his/her approach to the role of defending the United States. The Commander, Pacific Fleet, sent out the following as a part of that process.

WE DEMONSTRATE WHAT WE STAND FOR THROUGH:

NAVY CORE VALUES of

Honor, Courage,
Commitment

NAVY ETHOS of

Integrity, Discipline,
Teamwork

NAVY CORE ATTRIBUTES

Integrity, Accountability,
Initiative, Toughness

WE LIVE OUR VALUES THROUGH OUR SIGNATURE BEHAVIORS:

1. Treat every person with **respect**
2. Take **responsibility** for my actions
3. Hold others **accountable** for their actions
4. **Intervene** when necessary
5. Be a **leader** and encourage **leadership** in others
6. **Grow personally** and **professionally** every day
7. Embrace the **diversity** of ideas, experiences, and backgrounds of individuals
8. Uphold the highest degree of **integrity** in professional and personal life
9. Exercise **discipline** in conduct and performance
10. Contribute to **team** success through actions and attitudes



U.S. DOCUMENTS

PLEDGE OF ALLEGIANCE

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

THE STAR-SPANGLED BANNER

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

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

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

THE PREAMBLE TO THE UNITED STATES CONSTITUTION

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



THE DECLARATION OF INDEPENDENCE

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

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



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

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

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

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

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

HE has refused for a long Time, after such Dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of the Annihilation, have returned to the People at large for their exercise; the State remaining in the meantime exposed to all the Dangers of Invasion from without, and the Convulsions within.

HE has endeavoured to prevent the Population of these States; for that Purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their Migrations hither, and raising the Conditions of new Appropriations of Lands.

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

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

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

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

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

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

FOR quartering large Bodies of Armed Troops among us;

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

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

FOR imposing Taxes on us without our Consent:

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

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

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

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

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

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

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

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

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

HE has excited domestic Insurrections amongst us, and has endeavoured to bring on the Inhabitants of our Frontiers,

the merciless Indian Savages, whose known Rule of Warfare, is an undistinguished Destruction, of all Ages, Sexes and Conditions.

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

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

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

John Hancock.

GEORGIA, Button Gwinnett, Lyman Hall, Geo. Walton.

NORTH-CAROLINA, Wm. Hooper, Joseph Hewes, John Penn.

SOUTH-CAROLINA, Edward Rutledge, Thos Heyward, junr., Thomas Lynch, junr., Arthur Middleton.

MARYLAND, Samuel Chase, Wm. Paca, Thos. Stone, Charles Carroll, of Carrollton.

VIRGINIA, George Wythe, Richard Henry Lee, Ths. Jefferson, Benja. Harrison, Thos. Nelson, jr., Francis Lightfoot Lee, Carter Braxton.

PENNSYLVANIA, Robt. Morris, Benjamin Rush, Benja. Franklin, John Morton, Geo. Clymer, Jas. Smith, Geo. Taylor, James Wilson, Geo. Ross.

DELAWARE, Caesar Rodney, Geo. Read.

NEW-YORK, Wm. Floyd, Phil. Livingston, Frank Lewis, Lewis Morris.

NEW-JERSEY, Richd. Stockton, Jno. Witherspoon, Fras. Hopkinson, John Hart, Abra. Clark.

NEW-HAMPSHIRE, Josiah Bartlett, Wm. Whipple, Matthew Thornton.

MASSACHUSETTS-BAY, Saml. Adams, John Adams, Robt. Treat Paine, Elbridge Gerry.

RHODE-ISLAND AND PROVIDENCE, C. Step. Hopkins, William Ellery.

CONNECTICUT, Roger Sherman, Saml. Huntington, Wm. Williams, Oliver Wolcott.

IN CONGRESS, JANUARY 18, 1777.

U.S. GOVERNMENT



THREE BRANCHES OF GOVERNMENT

Constitution

The Founding Fathers, the framers of the Constitution, wanted to form a government that did not allow one person or branch to have too much control. With this in mind, they wrote the Constitution to provide for a separation of powers, or three separate branches of government. The three branches are the legislative branch, the executive branch and the judicial branch.

Each has its own responsibilities and at the same time, they work together to make the country run smoothly and to ensure that the rights of citizens are not ignored or disallowed. This is done through checks and balances. A branch may use its powers to check the powers of the other two to maintain a balance of power among the three branches of government. Each branch of government can change acts of the other branches.

- The President can veto laws passed by Congress.
- Congress confirms or rejects the President’s appointments and can remove the President from office in exceptional circumstances.
- The Justices of the Supreme Court, who can overturn unconstitutional laws, are appointed by the President and confirmed by the Senate.

Legislative - Makes Laws

Congress is composed of two bodies: the Senate and the House of Representatives.

- **Senate** - The Senate has 100 elected senators total; two senators per state. Each senator serves a 6-year term.
- **House of Representatives** - The House has 435 voting representatives; the number of representatives from each state is based on the state's population. Each representative serves a 2-year term and may be re-elected.

Executive - Carries Out Laws

The executive branch is composed of the President, Vice President, and Cabinet members.

- **President** - The President is the head of state, head of the U.S. government, and the commander-in-chief of the U.S. military.
- **Vice President** - The Vice President not only supports the President, but also acts as the presiding officer of the Senate.
- **Cabinet** - The Cabinet members are nominated by the President and must be approved by the Senate (with at least 51 votes). They serve as the President's advisors and heads of various departments and agencies.

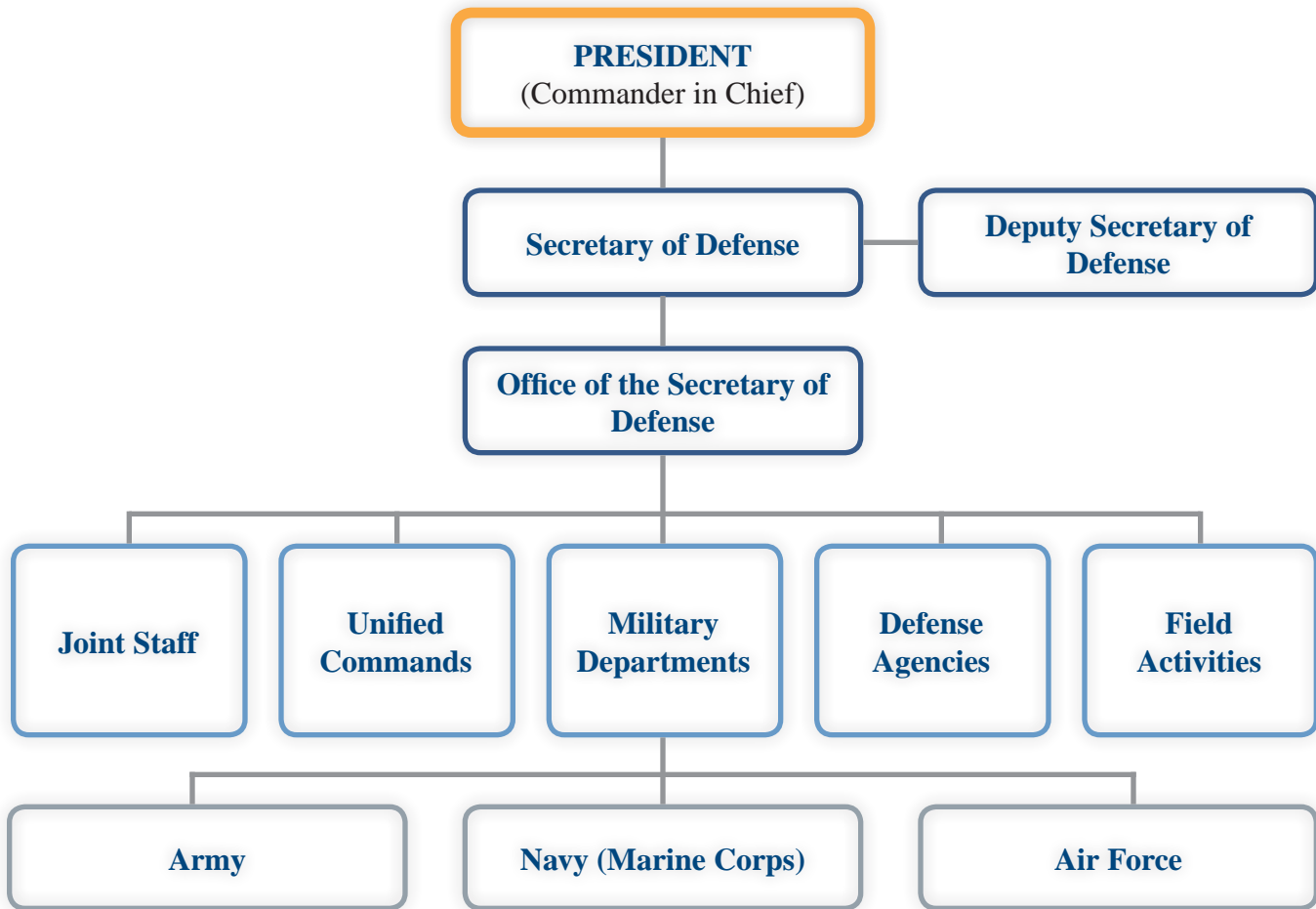
Judicial - Evaluates Laws

The judicial branch of government is made up of the court system.

- **Supreme Court** - The Supreme Court is the highest court in the country. The nine justices are nominated by the President and must be approved by the Senate (with at least 51 votes).
- **Other Federal Courts** - There are lower Federal courts but they were not created by the Constitution. Congress established them around the country to handle Federal business as the country grew, using power granted by the Constitution.



DEPARTMENT OF DEFENSE (DOD) CHAIN OF COMMAND



Write the names for each position.

President _____



Secretary of the Navy _____



Chief of Naval Operations _____



Naval Education and Training Command _____



Naval Service Training Command _____



NJROTC Area Manager _____

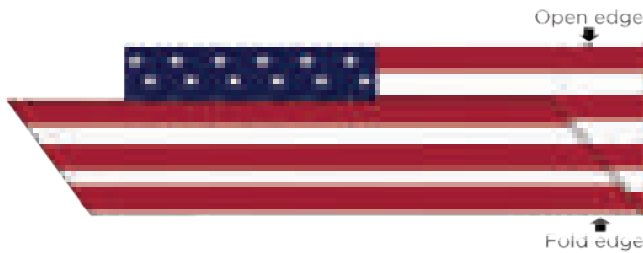
ABOARD SHIP

HOW TO FOLD THE FLAG



STEP 1

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



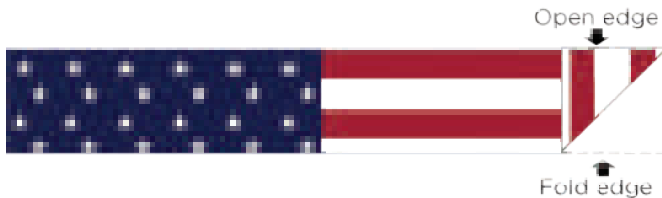
STEP 2

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



STEP 3

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



STEP 4

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



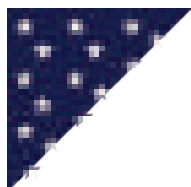
STEP 5

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



STEP 6

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



STEP 7

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

PROPER NAVY FORMS OF ADDRESS

Using the proper forms of address demonstrates your level of knowledge, maturity, and respect.

In general, when speaking to a military member, you should use the person’s abbreviated rank and last name; such as “Admiral Smith,” but when speaking about a military member, you should use the person’s entire rank and first and last names (e.g., Vice Admiral John Smith). Since civilians have no rank, they are addressed instead by their titles and names just as with military members. For example, Senator Jones or Senator Robert Jones. “The Honorable” should only be used when announcing a person’s presence (as at a ceremony, for example: “With us today is the Honorable Robert M. Baker, Secretary of the Navy.”). For more information, see OPNAVINST 1710.7, The Navy Social Usage and Protocol Handbook.

The correct way to answer questions on the chain of command is shown here.

| TITLE | How to Address: When speaking to them | How to Address: When speaking about them |
|-------------------------------------|---|--|
| OFFICERS | | |
| Admiral | Admiral _____ | Admiral _____ |
| Vice Admiral | Admiral _____ | Admiral _____ |
| Rear Admiral | Admiral _____ | Admiral _____ |
| Captain | Captain _____ | Captain _____ |
| Commander | Commander _____ | Commander _____ |
| Lieutenant Commander | Commander _____ | Lieutenant Commander _____ |
| Lieutenant | Lieutenant _____ | Lieutenant _____ |
| Lieutenant Junior Grade | Lieutenant _____ | Lieutenant (JG) _____ |
| Ensign | Ensign _____ | Ensign _____ |
| Chief Warrant Officer | Chief Warrant Officer _____ | Chief Warrant Officer _____ |
| Warrant Officer | Warrant Officer _____ | Warrant Officer _____ |
| Midshipman (male or female) | Midshipman _____ | Midshipman _____ |
| ENLISTED | | |
| Master Chief Petty Officer | Master Chief _____ | Master Chief Petty Officer _____ |
| Senior Chief Petty Officer | Senior Chief _____ | Senior Chief Petty Officer _____ |
| Chief Petty Officer | Chief _____ | Chief Petty Officer _____ |
| Petty Officer First Class | Petty Officer _____ | Petty Officer First Class _____ |
| Petty Officer Second Class | Petty Officer _____ | Petty Officer Second Class _____ |
| Petty Officer Third Class | Petty Officer _____ | Petty Officer Third Class _____ |
| Airman | Airman _____ | Airman _____ |
| Constructionman | Constructionman _____ | Constructionman _____ |
| Fireman | Fireman _____ | Fireman _____ |
| Hospitalman | Hospitalman _____ | Hospitalman _____ |
| Seaman | Seaman _____ | Seaman _____ |
| CIVILIAN | | |
| President of the United States | Mr/Madam President* _____ | President _____ |
| Vice President of the United States | Mr/Madam Vice President* _____ | Vice President _____ |
| Secretary of Defense | Mr/Madam Secretary _____ | Secretary _____ |
| Secretary of the Navy | Mr/Madam Secretary _____ | Secretary _____ |
| Senator | Senator _____ | Senator _____ |
| Congressman | Congressman/woman _____ | Congressman/woman _____ |

* The President and Vice President are never addressed personally by name in their presence; they are always spoken to as “Mr. President” or “Mr. Vice President.”

ORDERS OF THE SENTRIES



1. Take charge of this post and all government property in view.
2. Walk my post in a military manner, keeping always on the alert, and observing everything that takes place within sight or hearing.
3. Report all violations of orders I am instructed to enforce.
4. Repeat all calls from any post more distant from the guardhouse* (quarterdeck) than my own.
*Spoken as: "...guardhouse or quarterdeck..."
5. Quit my post only when properly relieved.
6. Receive, obey, and pass on to the sentry who relieves me all orders from the commanding officer, command duty officer, officer of the deck, and officers and petty officers of the watch only.
7. Talk to no one except in the line of duty.
8. Give the alarm in case of fire or disorder.
9. Call the officer of the deck in any case not covered by instructions.
10. Salute all officers and all colors and standards not cased.
11. Be especially watchful at night, and during the time for challenging, challenge all persons on or near my post and allow no one to pass without proper authority.

NOTE: All NJROTC cadets will sound off in a loud, clear voice when asked for a particular order as shown in the following example:

Inspecting officer: "Cadet, what is the 5th order of the sentries?"

Cadet: "Sir/Ma'am, the 5th order of the sentries is: Quit my post only when properly relieved."











Sentries in the Marine Corps and watchstanders in the Navy sometimes are posted alone in places away from the main body of troops. The Orders of the Sentries are standing orders that all persons on watch can fall back on to help determine what to do in most emerging situations. Cadets, when given the task of standing a watch, must be aware that they also have responsibilities to uphold. Knowing and understanding the Orders of the Sentries is an important part of that process.









U.S. NAVY SIGNAL FLAGS

| FLAG | NAME | PHONETIC PRONUNCIATION | NAVY MEANING | INTERNATIONAL MEANING |
|---|---------|------------------------|---|-----------------------------------|
|  | Alfa | AL-fah | I have a diver down; keep well clear at slow speed. | |
|  | Bravo | BRAH-voh | I am taking in, discharging, or carrying dangerous cargo. | |
|  | Charlie | CHAR-lee | "Yes" or "affirmative." | |
|  | Delta | DELL-tah | I am maneuvering with difficulty; keep clear. | |
|  | Echo | ECK-oh | I am directing my course to starboard. | |
|  | Foxtrot | FOKS-trot | I am disabled; communicate with me. On aircraft carriers: Flight operations underway | |
|  | Golf | GOLF | I require a pilot. | |
|  | Hotel | hoh-TELL | I have a pilot on board. | |
|  | India | IN-dee-ah | Coming alongside. | I am directing my course to port. |
|  | Juliet | JEW-lee-ett | I am on fire and have dangerous cargo; keep clear. | |

| FLAG | NAME | PHONETIC PRONUNCIATION | NAVY MEANING | INTERNATIONAL MEANING |
|---|----------|------------------------|---|---|
|  | Kilo | KEY-loh | I wish to communicate with you. | |
|  | Lima | LEE-mah | You should stop your vessel immediately. | |
|  | Mike | MIKE | My vessel is stopped; making no way. | |
|  | November | no-VEM-bur | No or negative. | |
|  | Oscar | OSS-kur | Man overboard. | |
|  | Papa | pah-PAH | All personnel return to ship; proceeding to sea (in port). | |
|  | Quebec | kay-BECK | Boat recall; all boats return to ship. | Ship meets health regulations; request clearance into port. |
|  | Romeo | ROH-me-oh | Preparing to replenish (at sea). Ready duty ship (in port). | None. |
|  | Sierra | see-AIR-ah | Conducting flag hoist drill. | Moving astern. |
|  | Tango | TANG-go | Do not pass ahead of me. | Keep clear; engaged in trawling. |

| FLAG | NAME | PHONETIC PRONUNCIATION | NAVY MEANING | INTERNATIONAL MEANING |
|---|-------------------|------------------------|--|---|
|  | Uniform | YOU-nee-form | You are running into danger. | |
|  | Victor | VIK-tah | I require assistance. | |
|  | Whiskey | WISS-kee | I require medical assistance. | |
|  | Xray | ECKS-ray | Stop carrying out your intentions and watch for my signals. | |
|  | Yankee | YANG-kee | Ship has visual communications duty. | I am dragging anchor. |
|  | Zulu | ZOO-loo | I require a tug. | |
| | | | | |
|  | Code/Answer | Code or Answer | Flag that follows is from the International Code of Signals. | Message is understood. Also, numeric decimal point. |
|  | First substitute | First sub | Absence of flag officer or unit commander (in port). | Substitute for the first flag in this hoist. |
|  | Second substitute | Second sub | Absence of chief of staff (in port). | Substitute for the second flag in this hoist. |
|  | Third substitute | Third sub | Absence of commanding officer (in port). | Substitute for the third flag in this hoist. |
|  | Fourth substitute | Fourth sub | Absence of civil or military official whose flag is flying on this ship. | Substitute for the fourth flag in this hoist. |

| FLAG | NAME | PHONETIC PRONUNCIATION | NAVY MEANING | INTERNATIONAL MEANING |
|---|-------|------------------------|----------------|-----------------------|
|  | One | WUN | Numeral one. | None. |
|  | Two | TOO | Numeral two. | None. |
|  | Three | TREE | Numeral three. | None. |
|  | Four | FOW-er | Numeral four. | None. |
|  | Five | FIFE | Numeral five. | None. |
|  | Six | SICKS | Numeral six. | None. |
|  | Seven | SEV-en | Numeral seven. | None. |
|  | Eight | AIT | Numeral eight. | None. |
|  | Nine | NIN-er | Numeral nine. | None. |
|  | Zero | ZEE-roh | Numeral zero. | None. |

| FLAG | NAME | PHONETIC PRONUNCIATION | NAVY MEANING | INTERNATIONAL MEANING |
|---|---------------|------------------------|----------------|-----------------------|
|  | Pennant one | PEN-ant WUN | Pennant one. | Numeral one. |
|  | Pennant two | PEN-ant TOO | Pennant two. | Numeral two. |
|  | Pennant three | PEN-ant TREE | Pennant three. | Numeral three. |
|  | Pennant four | PEN-ant FOW-er | Pennant four. | Numeral four. |
|  | Pennant five | PEN-ant FIFE | Pennant five. | Numeral five. |
|  | Pennant six | PEN-ant SICKS | Pennant six. | Numeral six. |
|  | Pennant seven | PEN-ant SEV-en | Pennant seven. | Numeral seven. |
|  | Pennant eight | PEN-ant AIT | Pennant eight. | Numeral eight. |
|  | Pennant nine | PEN-ant NIN-er | Pennant nine. | Numeral nine. |
|  | Pennant zero | PEN-ant ZEE-roh | Pennant zero. | Numeral zero. |

24-HOUR CLOCK

To avoid confusion with times of various events and times mentioned in written messages and orders, the military uses the 24-hour clock. More information can be found in the Naval Science 3 textbook, but the basic times are shown here. (NOTE: the Navy does not use the term “hours” after the time, such as “Zero Five Thirty Hours.” In Naval parlance, that would be “Zero Five Thirty.”)

| MORNING | |
|-------------------|------|
| 1 A.M. | 0100 |
| 2 A.M. | 0200 |
| 3 A.M. | 0300 |
| 4 A.M. | 0400 |
| 5 A.M. | 0500 |
| 6 A.M. | 0600 |
| 7 A.M. | 0700 |
| 8 A.M. | 0800 |
| 9 A.M. | 0900 |
| 10 A.M. | 1000 |
| 11 A.M. | 1100 |
| 12 A.M. (noon) | 1200 |



| AFTERNOON | |
|-----------------------|-----------|
| 1 P.M. | 1300 |
| 2 P.M. | 1400 |
| 3 P.M. | 1500 |
| 4 P.M. | 1600 |
| 5 P.M. | 1700 |
| 6 P.M. | 1800 |
| 7 P.M. | 1900 |
| 8 P.M. | 2000 |
| 9 P.M. | 2100 |
| 10 P.M. | 2200 |
| 11 P.M. | 2300 |
| 12 P.M. (midnight) | 2400/0000 |

SHIP’S BELL TIME



















Aboard ship, passage of time on watch is noted by ringing of the ship’s bell. The custom derives from the early days of sailing ships without accurate ship chronometers (clocks). Instead they used a half-hour glass, turning it over each half hour for a 4-hour watch; and with each turn, another bell was rung. The bells are sounded in couplets with about a 1-second pause between couplets. Odd numbered bells are sounded at the end. For example, 0530 would be sounded: “ding-ding, pause, ding.”



























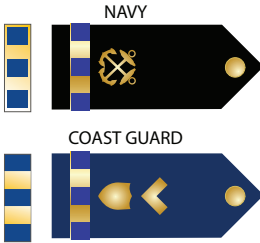


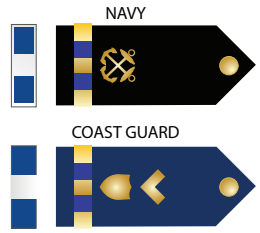


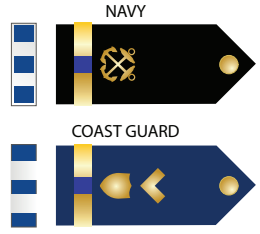




| MID-WATCH | | MORNING WATCH | | FORENOON WATCH | | AFTERNOON WATCH | | EVENING WATCH | | NIGHT WATCH | |
|-----------|-------|---------------|-------|----------------|-------|-----------------|-------|---------------|-------|-------------|-------|
| Time | Bells | Time | Bells | Time | Bells | Time | Bells | Time | Bells | Time | Bells |
| 0030 | 1 | 0430 | 1 | 0830 | 1 | 1230 | 1 | 1630 | 1 | 2030 | 1 |
| 0100 | 2 | 0500 | 2 | 0900 | 2 | 1300 | 2 | 1700 | 2 | 2100 | 2 |
| 0130 | 3 | 0530 | 3 | 0930 | 3 | 1330 | 3 | 1730 | 3 | 2130 | 3 |
| 0200 | 4 | 0600 | 4 | 1000 | 4 | 1400 | 4 | 1800 | 4 | 2200 | 4 |
| 0230 | 5 | 0630 | 5 | 1030 | 5 | 1430 | 5 | 1830 | 5 | 2230 | 5 |
| 0300 | 6 | 0700 | 6 | 1100 | 6 | 1500 | 6 | 1900 | 6 | 2300 | 6 |
| 0330 | 7 | 0730 | 7 | 1130 | 7 | 1530 | 7 | 1930 | 7 | 2330 | 7 |
| 0400 | 8 | 0800 | 8 | 1200 | 8 | 1600 | 8 | 2000 | 8 | 2400 | 8 |


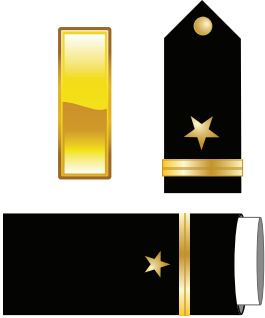







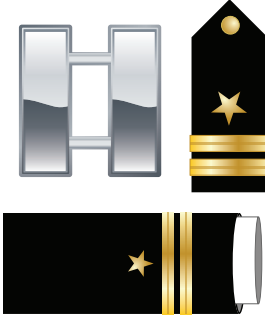






NAVY LEADERSHIP

















U.S. ARMED FORCES RANK AND STRUCTURE












| RANK | ARMY | NAVY/COAST GUARD | MARINES | AIR FORCE |
|-----------------|--|--|--|---|
| ENLISTED | | | | |
| E1 | <i>No Insignia</i> | <i>No Insignia for Navy</i>  <i>Coast Guard</i> | <i>No Insignia</i> | <i>No Insignia</i> |
| | Private E-1 (PV1) | Seaman Recruit (SR) | Private (Pvt) | Airman Basic (AB) |
| E2 |  |  |  |  |
| | Private E-2 (PV2) | Seaman Recruit (SR) | Private (Pvt) | Airman Basic (AB) |
| E3 |  |  |  |  |
| | Private First Class (PFC) | Seaman (SN) | Lance Corporal (LCpl) | Airman First Class (A1C) |
| E4 |   |  |  |  |
| | Corporal (CPL) Specialist (SPC) | Petty Officer Third Class (PO3) | Corporal (Cpl) | Senior Airman (SrA) |
| E5 |  |  |  |  |
| | Sergeant (SGT) | Petty Officer Second Class (PO2) | Sergeant (Sgt) | Staff Sergeant (SSgt) |

| RANK | ARMY | NAVY/COAST GUARD | MARINES | AIR FORCE |
|---|--|--|--|--|
| Senior Enlisted Advisor |  |  |  |  |
| | Staff Sergeant (SSG) | Petty Officer First Class (PO1) | Staff Sergeant (SSgt) | Technical Sergeant (TSgt) |
| |  |  |  |  |
| | Sergeant First Class (SFC) | Chief Petty Officer (CPO) | Gunnery Sergeant (GySgt) | Master Sergeant (Msgt) First Sergeant |
| |  |  |  |  |
| Master Sergeant (MSG) First Sergeant (1SG) | Senior Chief Petty Officer (SCPO) | Master Sergeant (MSGt) First Sergeant | Senior Master Sergeant (SMSgt) First Sergeant | |
|  |  |  |  | |
| LEFT: Sergeant Major (SGM) RIGHT: Command Sergeant Major (CSM) | LEFT: Master Chief Petty Officer (MCPO) RIGHT: Fleet/Command Master Chief Petty Officer | LEFT: Master Gunnery Sergeant (MGySgt) RIGHT: Sergeant Major (SgtMaj) | TOP, LEFT to RIGHT: Chief Master Sergeant (CMSgt), First Sergeant, Command Chief Master Sergeant | |
|  |  |  |  | |
| Sergeant Major of the Army (SMA) | Master Chief Petty Officer of the Navy (MCPON) and Coast Guard (MCPOCG) | Sergeant Major of the Marine Corps (SgtMajMC) | Chief Master Sergeant of the Air Force (CMSAF) | |

| RANK | ARMY | NAVY/COAST GUARD | MARINES | AIR FORCE |
|-------------------------|---|---|--|------------|
| WARRANT OFFICERS | | | | |
| W1 |  |  |  | No Warrant |
| | Warrant Officer 1 (WO1) | Warrant Officer 1 (WO1) | Warrant Officer 1 (WO) | |
| W2 |  |  |  | No Warrant |
| | Chief Warrant Officer 2 (CW2) | NAVY COAST GUARD Chief Warrant Officer 2 (CWO2) | Chief Warrant Officer 2 (CWO2) | |
| W3 |  |  |  | No Warrant |
| | Chief Warrant Officer 3 (CW3) | NAVY COAST GUARD Chief Warrant Officer 3 (CWO3) | Chief Warrant Officer 3 (CWO3) | |
| W4 |  |  |  | No Warrant |
| | Chief Warrant Officer 4 (CW4) | NAVY COAST GUARD Chief Warrant Officer 4 (CWO4) | Chief Warrant Officer 4 (CWO4) | |
| W5 |  |  |  | No Warrant |
| | Chief Warrant Officer 5 (CW5) | Chief Warrant Officer 5 (CWO5) | Chief Warrant Officer 5 (CWO5) | |

| RANK | ARMY | NAVY/COAST GUARD | MARINES | AIR FORCE |
|-----------------|---|---|---|---|
| OFFICERS | | | | |
| O1 |  Second Lieutenant (2LT) |  Ensign (ENS) |  Second Lieutenant (2ndLt) |  Second Lieutenant (2d Lt) |
| O2 |  First Lieutenant (1LT) |  Lieutenant Junior Grade (LTJG) |  First Lieutenant (1stLt) |  First Lieutenant (1stLt) |
| O3 |  Captain (CPT) |  Lieutenant (LT) |  Captain (Capt) |  Captain (Capt) |
| O4 |  Major (MAJ) |  Lieutenant Commander (LCDR) |  Major (Maj) |  Major (Maj) |

| RANK | ARMY | NAVY/COAST GUARD | MARINES | AIR FORCE |
|--------------------------------|---|---|--|---|
| O5 |  |  |  |  |
| | Lieutenant Colonel (LTC) | Commander (CDR) | Lieutenant Colonel (LtCol) | Lieutenant Colonel (Lt Col) |
| O6 |  |  |  |  |
| | Colonel (COL) | Captain (CAPT) | Colonel (Col) | Colonel (Col) |
| FLAG / GENERAL OFFICERS | | | | |
| O7 |  |  |  |  |
| | Brigadier General (BG) | Rear Admiral Lower Half (RDML) | Brigadier General (BGen) | Brigadier General (Brig Gen) |
| O8 |  |  |  |  |
| | Major General (MG) | Rear Admiral Upper Half (RADM) | Major General (MajGen) | Major General (Maj Gen) |

| RANK | ARMY | NAVY/COAST GUARD | MARINES | AIR FORCE |
|---------|---|---|--|---|
| O9 |  |  |  |  |
| | Lieutenant General (LTG) | Vice Admiral (VADM) | Lieutenant General (LtGen) | Lieutenant General (Lt Gen) |
| O10 |  |  |  |  |
| | General (GEN) Army Chief of Staff | Admiral (ADM) Chief of Naval Operations and Commandant of the Coast Guard | General (Gen) Commandant of the Marine Corp | General (Gen) Air Force Chief of Staff |
| Wartime |  |  | N/A |  |
| | General of the Army (Reserved for wartime only) | Fleet Admiral (Reserved for wartime only) | | General of the Air Force (Reserved for wartime only) |



JROTC CADET RANK AND STRUCTURE

| | | | | | |
|-----------------------|---|---|---|---|---|
| CADET OFFICERS |  |  |  | | |
| | Cadet Ensign | Cadet Lieutenant JG (Junior Grade) | Cadet Lieutenant | | |
| |  |  | | | |
| | Cadet Lieutenant Commander | Cadet Commander | | | |
| | | | | | |
| CADET ENLISTED |  |  |  |  |  |
| | Cadet Seaman Apprentice | Cadet Seaman | Cadet Petty Officer 3rd Class | Cadet Petty Officer 2nd Class | Cadet Petty Officer 1st Class |
| |  |  |  | | |
| | Cadet Chief Petty Officer | Cadet Senior Chief Petty Officer | Cadet Master Chief Petty Officer | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

THE 11 PRINCIPLES OF LEADERSHIP

To help you be, know, and do, follow these 11 principles of leadership taught to every member of our Armed Forces:

1. Know yourself and seek self-improvement –

To know yourself, you have to understand your be, know, and do, attributes. Seeking self-improvement means continually strengthening your attributes. This can be accomplished through self-study, formal classes, reflection, and interacting with others.

2. Be technically proficient –

As a leader, you must know your job and have a solid familiarity with your employees' tasks.

3. Seek responsibility and take responsibility for your actions –

Search for ways to guide your organization to new heights. And when things go wrong—they always do sooner or later—do not blame others. Analyze the situation, take corrective action, and move on to the next challenge.

4. Make sound and timely decisions –

Use good problem solving, decision making, and planning tools.

5. Set the example –

Be a good role model for your employees. They must not only hear what they are expected to do, but also see. "We must become the change we want to see." Mahatma Gandhi

6. Know your people and look out for their well-being –

Know human nature and the importance of sincerely caring for your workers.

7. Keep your workers informed –

Know how to communicate with not only them, but also seniors and other key people.

8. Develop a sense of responsibility in your workers –

Help develop good character traits that will help them carry out their professional responsibilities.

9. Ensure that tasks are understood, supervised, and accomplished –

Communication is the key to this responsibility.

10. Train as a team –

Although many so-called leaders call their organization, department, section, etc., a team, they are not really teams... they are just a group of people doing their jobs.

11. Use the full capabilities of your organization –

By developing a team spirit, you will be able to employ your organization, department, section, etc., to its fullest capabilities.

RIBBONS AND AWARDS

Navy Junior ROTC Ribbons



1. MERITORIOUS ACHIEVEMENT



2. DISTINGUISHED UNIT



3. DISTINGUISHED CADET



4. HONOR CADET



5. CADET ACHIEVEMENT



6. UNIT ACHIEVEMENT



7. APTITUDE



8. NS IV OUTSTANDING CADET



9. NS III OUTSTANDING CADET



10. NS II OUTSTANDING CADET



11. NS I OUTSTANDING CADET



12. EXEMPLARY CONDUCT



13. EXEMPLARY PERSONAL APPEARANCE



14. PHYSICAL FITNESS



15. PARTICIPATION



16. UNIT SERVICE



17. COMMUNITY SERVICE



18. ACADEMIC TEAM



19. DRILL TEAM



20. COLOR GUARD



21. MARKSMANSHIP TEAM



22. ORIENTEERING TEAM



23. INTER-SERVICE COMPETITION



24. RECRUITING



25. LEADERSHIP TRAINING



26. SEA CRUISE



LAMP - BRONZE



LAMP - SILVER



LAMP - GOLD



ANCHOR - GOLD



STAR - BRONZE



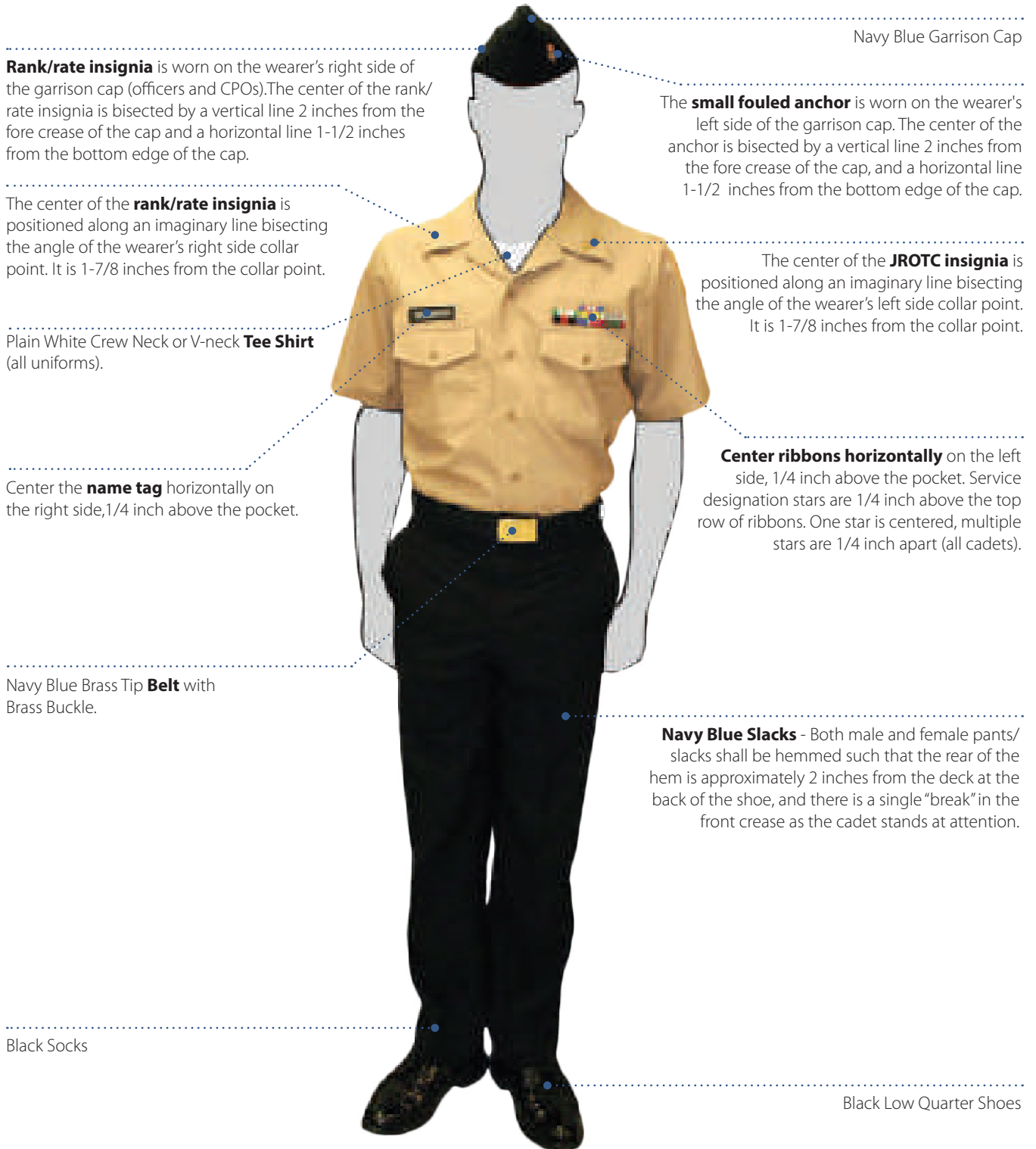
STAR - SILVER



STAR - GOLD

NAVY JROTC UNIFORM

Navy Service Uniform



Navy Blue Garrison Cap

Rank/rate insignia is worn on the wearer's right side of the garrison cap (officers and CPOs). The center of the rank/rate insignia is bisected by a vertical line 2 inches from the fore crease of the cap and a horizontal line 1-1/2 inches from the bottom edge of the cap.

The **small fouled anchor** is worn on the wearer's left side of the garrison cap. The center of the anchor is bisected by a vertical line 2 inches from the fore crease of the cap, and a horizontal line 1-1/2 inches from the bottom edge of the cap.

The center of the **rank/rate insignia** is positioned along an imaginary line bisecting the angle of the wearer's right side collar point. It is 1-7/8 inches from the collar point.

The center of the **JROTC insignia** is positioned along an imaginary line bisecting the angle of the wearer's left side collar point. It is 1-7/8 inches from the collar point.

Plain White Crew Neck or V-neck **Tee Shirt** (all uniforms).

Center ribbons horizontally on the left side, 1/4 inch above the pocket. Service designation stars are 1/4 inch above the top row of ribbons. One star is centered, multiple stars are 1/4 inch apart (all cadets).

Center the **name tag** horizontally on the right side, 1/4 inch above the pocket.

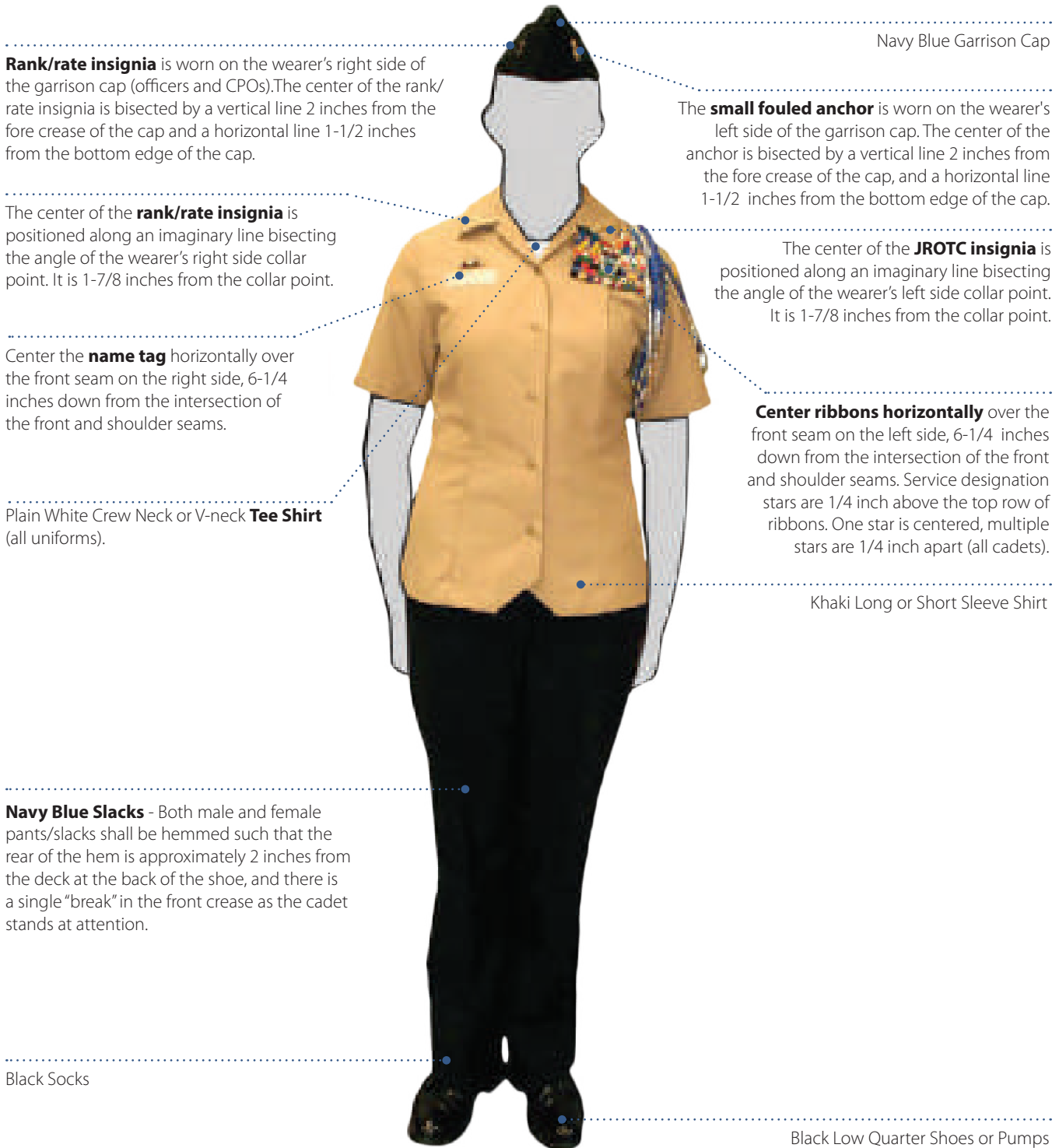
Navy Blue Brass Tip **Belt** with Brass Buckle.

Navy Blue Slacks - Both male and female pants/slacks shall be hemmed such that the rear of the hem is approximately 2 inches from the deck at the back of the shoe, and there is a single "break" in the front crease as the cadet stands at attention.

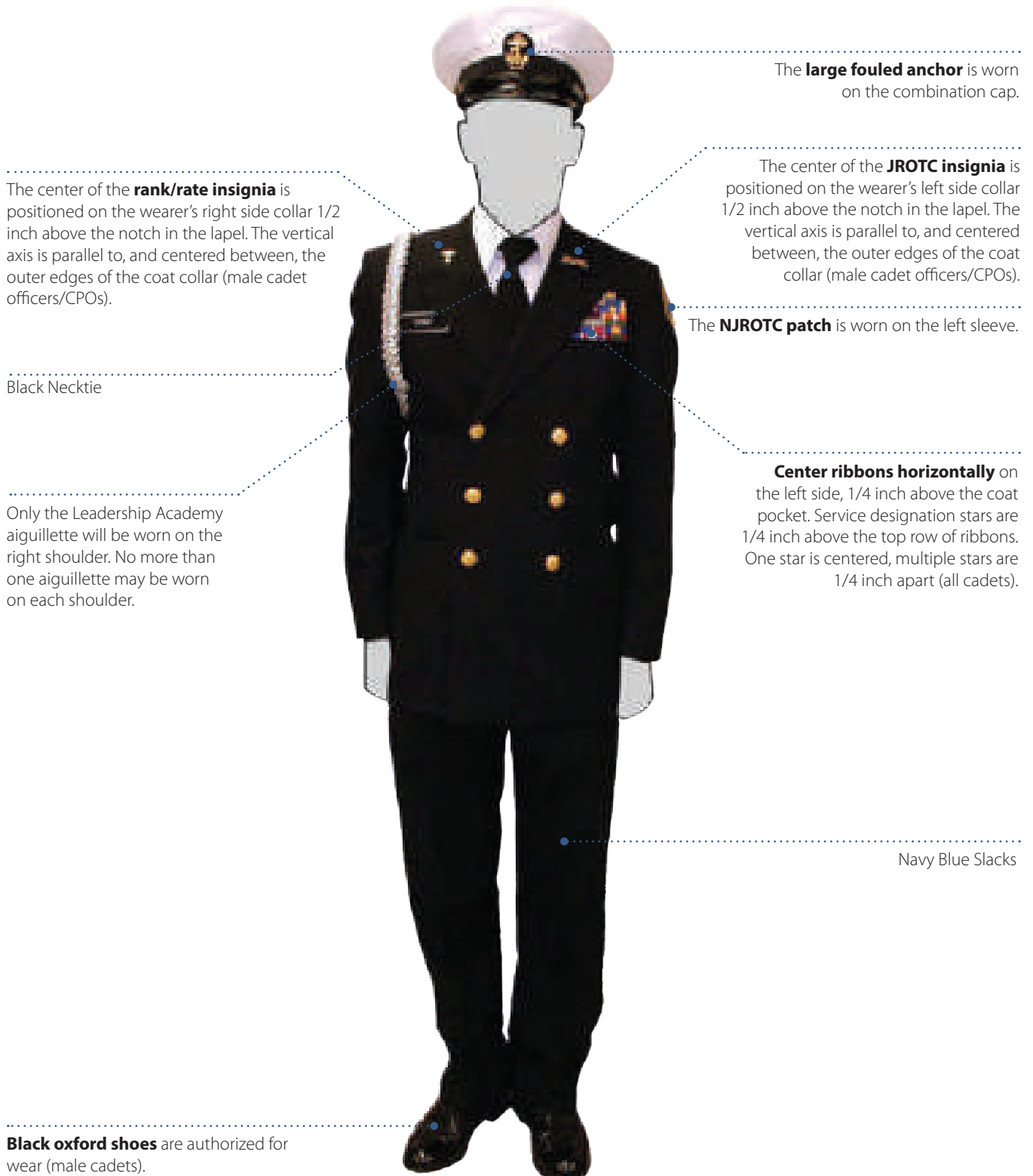
Black Socks

Black Low Quarter Shoes

Navy Service Uniform



Service Dress Blue Uniform



The **large fouled anchor** is worn on the combination cap.

The center of the **rank/rate insignia** is positioned on the wearer's right side collar 1/2 inch above the notch in the lapel. The vertical axis is parallel to, and centered between, the outer edges of the coat collar (male cadet officers/CPOs).

The center of the **JROTC insignia** is positioned on the wearer's left side collar 1/2 inch above the notch in the lapel. The vertical axis is parallel to, and centered between, the outer edges of the coat collar (male cadet officers/CPOs).

The **NJROTC patch** is worn on the left sleeve.

Black Necktie

Only the Leadership Academy aiguillette will be worn on the right shoulder. No more than one aiguillette may be worn on each shoulder.

Center ribbons horizontally on the left side, 1/4 inch above the coat pocket. Service designation stars are 1/4 inch above the top row of ribbons. One star is centered, multiple stars are 1/4 inch apart (all cadets).

Navy Blue Slacks

Black oxford shoes are authorized for wear (male cadets).

Service Dress Blue Uniform



The **large fouled anchor** is worn on the combination cap.

The **rank/rate insignia** is positioned on the wearer's right side on the rounded end of the coat collar with the vertical axis of the insignia parallel to, and centered between, the outer rounded edges of the collar (female cadet officers/CPOs).

The **JROTC insignia** is positioned on the wearer's left side on the rounded end of the coat collar with the vertical axis of the insignia parallel to, and centered between, the outer rounded edges of the collar (female cadet officers/CPOs).

Black Neck Tab

The **NJROTC patch** is worn on the left sleeve.

Only the Leadership Academy aiguillette will be worn on the right shoulder. No more than one aiguillette may be worn on each shoulder.

Center ribbons horizontally on the left side, 1/4 inch above the coat pocket. Service designation stars are 1/4 inch above the top row of ribbons. One star is centered, multiple stars are 1/4 inch apart (all cadets).

Navy Blue Skirt - female skirt length may range from 1-1/2 inches above to 1-1/2 inches below the crease behind the knee. Wear skirts with the zipper centered in the back.

Nylon hosiery similar in color to skin tone.

Black oxford shoes or service pumps may be worn. The pump will be plain, with closed toe and heel. The sole will be no thicker than 1/4 inch. The heel will be between 5/8 inch and 2-5/8 inches high, and no wider than 1-3/4 inches at the base (all female cadets).

PRESENTING YOURSELF

SAMPLE RESUME

Norma L. Cadet

394 N. Anywhere St. • Any Town, FL 24509 • (123) 456-7890 • cadet@anytown.com

OBJECTIVE

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

EDUCATION

Sandy Beach High School, Cape Coral, FL

- Graduated in May 2017 with emphasis in art and business
- Courses included: Computers, Typing, Navy Junior ROTC, Marketing, Public Speaking
- Honors Student, GPA: 3.5 on a 4.0 scale

EXPERIENCE

2015-2017 PRINT WORKS STATIONARY Any Town, FL

Sales Representative

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

2013-2015 GOLF and BEACH RESORT Any Town, FL

Lifeguard, Gift Shop Sales

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

SKILLS

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

ACTIVITIES/SERVICE

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

References available upon request.

SOCIAL SKILLS AND ETIQUETTE

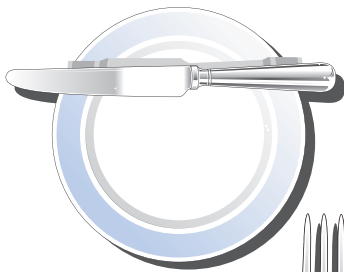
As a JROTC cadet, you will have the opportunity to participate in many ceremonies, functions, and social events. All events and ceremonies have rules, much like an athletic contest or event. Etiquette refers to the manners and rules that are established and acceptable for social behavior at professional or official functions.

JROTC cadets are expected to know and adhere to the etiquette of the military services. The social highlight of the year for many JROTC cadets is the Military Ball. It is normally a semi-formal event featuring a receiving line, dinner, and dance. In addition, the Military Ball may also have unique ceremonies, including posting of the colors, a POW/MIA ceremony, toasts, an honor guard, and a guest speaker.

Cadets should comport themselves in a manner that reflects an understanding of social etiquette, including proper table manners. You should familiarize yourself with the basics of military protocol and etiquette.

PROPER PLACE SETTING

Bread Plate and Butter Knife

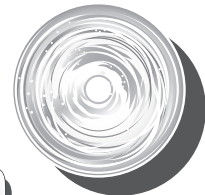


Dessert Spoon



Dessert Fork

Water Goblet



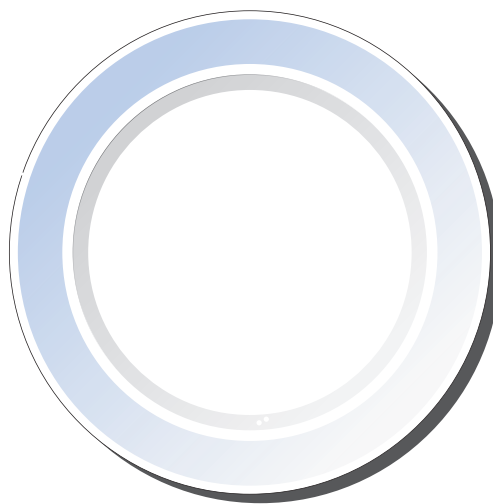
Napkin



Salad Fork



Dinner Fork



Dinner Plate



Dinner Knife



Soup Spoon

POW/MIA TABLE

At military balls and in messes throughout the fleet, there will often be a small table set as a reminder of our missing comrades. It is a memorial reminder, not a shrine, and is often referred to and explained during the formal toasts during the event. It is a small table with a complete place setting, often with a Purple Heart pinned to the napkin and crossed swords at the top of the place setting. Sometimes an officer's cover will be placed with the swords. In a joint event, there may be a place setting for each of the services represented. The meanings of the items are usually explained during the toast. OPNAVINST 1710.7A explains them as follows:

The small table at the front of the mess has been placed there to honor our POW/MIAs.

The items on the table represent various aspects of the courageous men and women still missing.

The table can be set for one or four – Army, Navy, Marine Corps, Air Force – with or without covers.

***The table is smaller than the others**, symbolizing the frailty of one prisoner alone against oppressors.*

***The white tablecloth** represents the purity of their response to our country's call to arms.*

***The empty chair** depicts an unknown face, representing no specific Soldier, Sailor, Marine, or Airman but all who are not here with us.*

***The table is round** to show that our concern for them is never ending.*

***The Bible** represents faith in a higher power and the pledge to our country, founded as one nation under God.*

***The black napkin** stands for the emptiness these warriors have left in the hearts of their families and friends.*

***The single red rose** reminds us of their families and loved ones; and the red ribbon represents the love of our country, which inspired them to answer the nation's call.*

***The yellow candle and its yellow ribbon** symbolize the everlasting hope for a joyous reunion with those yet unaccounted for.*

***The slice of lemon on the bread plate** reminds us of their bitter fate.*

***The salt upon the bread plate** represents the tears of their families.*

***The wine glass turned upside down** reminds us that our distinguished comrades cannot be with us to drink a toast or join in the festivities this evening.*



SOCIAL MEDIA COMMUNICATIONS AND CONNECTIONS

Any discussion of the use and cautions associated with social media runs the risk of being discounted for a variety of reasons. Primary among them is the falsehood that we know everything already, and any bad stuff will happen to someone else! This is further compounded by the fact that students and adults use social networks differently, which can affect events such as job searches, hiring decisions, and predatory situations.

Unfortunately, things that seem humorous or inconsequential to students in high school will end up getting people arrested when they are used in the workplace. The important thing to remember is that to get along with one another in this world, we must learn to treat everyone with dignity and respect.

Many methods and applications comprise the world of social media, and that list is growing every day. People around the world can communicate by many means and on many platforms. It is almost impossible to isolate oneself completely. Technology changes rapidly, so we have to anticipate other media that doesn't currently exist. Content such as text, videos, audio, and photographic images can be shared through such platforms such as Facebook, KiK, and Google, to name a few.

The very thing that makes social networks effective tools for interaction also allows for their misuse. They can be communications tools for planning and coordinating activities, and they can be used to express thoughts and opinions in a semi-anonymous way to the world. The problems are well known:

- Social media accounts can easily be hacked or compromised;
- Once an idea is committed to the electronic universe, it never truly disappears;
- It is human nature that when people see something in writing, they give it automatic credibility.

The pitfalls of social media include:

- **Cyber Bullying** – The use of electronic media, especially the anonymity it pretends to offer, to embarrass or hurt another person or group of people.
- **Invasion of Privacy** – Personal information is the most important asset that cadets have. You must work hard to protect it. Its loss can lead to emotional problems, economic destruction, future loss of access to education and livelihood, and social isolation and depressive actions.
- **Scams** – There is no oversight on what is posted online. No one has a job that reviews social media posts to determine if they are true or contain factual information. Despite the existence of sites such as Snopes or This is True, they offer a free service that must be paid for somehow.
- **Information Permanence** – What appears online can stay there forever; it can affect public perception and can't be controlled.
- **Security** – Particularly in a military setting, social media represents an almost uncontrollable means of providing unauthorized information and even classified information to those who do not have access or need to know.
- **The Principle of Unintended Consequence** – When we think in the moment and don't consider all the consequences to an action, we often miss the effect on others down the line from the initial audience. The so-called domino effect of the consequences of our actions is real. We must consider all the people an action could affect, who could get hurt, and how ugly or dangerous a situation can get.

All major social networks, including Facebook, Twitter, and Google+, offer resource guides for families and parents that include explanations of the services, descriptions of how to use key features, and specific discussion topics for adults and kids. For example, the Facebook Family Safety Center - Facebook safety page features broad overviews, as well as detailed categories for teachers, teens, parents, and law enforcement.

Social media is not inherently evil; indeed, it provides a powerful tool for connecting people that was unimaginable just a few short years ago. But like so many other things, misuse of social media has tainted its public view and caused problems such as cyber bullying, harassment, widespread rumors, character assassination, public embarrassment, and cybercrime. Just as your dollar can buy you something worthwhile, it can also buy you something bad for you—it's all in how you use it.

The NJROTC program is focused on the development of citizens of character, which can be reflected in a person's use of instruments such as social media. A responsible citizen will respect the rights of others and not use these tools for malicious outcomes.

Proposed discussion questions:

1. How do people commonly use social media, and what are some best practices when doing so?
2. Why do some online companies (Facebook, Snapchat, Twitter, etc.) offer their services free? How can they afford to do so? How do the answers to those questions affect us?
3. What is cyber bullying? What to do when you encounter inappropriate behavior online? How can you make yourself less susceptible to this sort of targeting?
4. How can you spot fraudulent content on social network services, and what are some of the potential consequences of falling prey to these schemes?
5. What are some advantages of social media? What are some disadvantages of social media?
6. How much information do you think is appropriate to put on social media?
7. Can your use of social media affect your business or work?



HOW TO HOLD A STAFF MEETING

A STAFF meeting isn't just a review of the calendar; it needs to be meaningful to each individual on the STAFF and in the unit.

Everyone assumes that they know how to hold a meeting because it's a natural thing, like getting together with friends and talking. However, subtle differences may exist. For example, at a staff meeting you may not all be friends or even know everyone. In addition, the conversation in a meeting has a specific purpose such as planning an event, unlike conversations at a party. Otherwise, having a meeting is easy. You get everyone together and get it done!

Unfortunately, like so many other “easy” things, this isn't true!

Staff meetings in NJROTC units are necessary and can be difficult to facilitate. They are necessary because the unit is supposed to be run by the cadets. Therefore, cadets must learn to plan, work, and execute as a team. Another challenge is that cadets may have not yet developed the requisite skills to lead their peers. Make no mistake—there is almost no other leadership problem more difficult than leading one's peers. Your classmates do not automatically recognize your rank or position in the unit structure, causing the lines between friendship and followership to blur.

Why am I Here?

Meetings can be problematic when cadets do not fully understand their role in a meeting. People recognize that they come to a meeting to provide their opinions and possibly vote on issues. However, they may NOT understand that their primary role is as a representative for the groups for which they speak.

Put another way, many people look at their membership on a staff as a benefit of their position. They take part to the extent that they want to, learn what's going on, remember what they are interested in, and walk away, keeping that knowledge to themselves. Therein lies the problem. They are NOT just members of a staff! They are representatives to a leadership body and, as such, required to do something with that knowledge.

The concept of representation at a staff meeting is important and widely misunderstood. It is a two-way street where the representative involved stands in the middle directing traffic. Unfortunately, many view meeting attendance as part of their job and NOT as a member of a group they have a responsibility to represent. For example, a drill team commander must bring the ideas and concerns of the team to the staff and THEN report back to the team the ideas, concerns, and decisions of the staff.



Start on Time – End on Time

The first thing to keep in mind is that beginning and ending meetings on time is a sign of respect. Let's put this in perspective... What if you, as the cadet company commander (CC), are having a conversation with someone and end up getting to the meeting place 5 minutes late? No big deal, right? Not necessarily! From the perspective of the 20 cadets waiting for you, that adds up to a waste of approximately 2 man-hours! On the flip side, if your meeting runs over by 20 minutes with the same staff, you just used over 6 man-hours. It adds up quickly!

One final example: if a 1-hour staff meeting devolves into a conversation with no accomplishment, you have essentially wasted 20 man-hours! Since the modern day work week is 40 hours, you have wasted the equivalent of half a work week.

We Shall Hold No Meeting Unless We Actually Need a Meeting

Each meeting **MUST** have a purpose! That purpose will, of course, vary from unit to unit and meeting to meeting, **BUT** avoid the temptation to hold a meeting just for the sake of having a meeting. It is a waste of everyone's time and shows a lack of respect toward your people.

Start on time – End on Time – Accomplish your Purpose!

That leads us to the crux of the matter: getting your meeting to accomplish its purpose. We've already established that you need a purpose. That purpose may be specific or general, but unless you've thought about it beforehand, you can't truthfully say that you have one.

Make an Agenda - Use an Agenda!

"I don't need to write out an agenda. Meetings are always the same." "Everyone knows what we're going to talk about." "I don't have the time." These statements are rationalizations or excuses. They are a way of trying to place yourself in a good light by justifying or explaining your actions or inaction in a seemingly rational or logical manner to avoid the true explanation. In this case, the true explanation is, "You're too lazy to make an agenda!"

Leaders should prepare an agenda to help them focus on the meeting's purpose and use time effectively. An agenda is a written outline for the meeting. The presiding officer prepares it or oversees another person in preparing it. It is not a trivial exercise! Ask for input from instructors, CCs, XO and department heads/team leaders. You may also solicit input from the unit if necessary. A sample agenda is included here. Adjust it to your needs but write it out and, if possible, provide a copy to each attendee for taking notes.



Suggested Agenda

Date: _____

_____ High School NJROTC Staff Meeting

| | |
|---|--|
| 1. Call to Order, Roll Call | Including a list of everyone that should attend on the agenda provides a good place to check off names of those present. |
| 2. Approval of Minutes from Previous Meeting | Have someone designated to take the official minutes and type them onto the form. They should also keep them on file for reference. |
| 3. Calendar Updates | Time spent on calendaring and other administrative business should be minimal. |
| 4. Committee/Team Reports a. Operations Officer b. Admin Officer c. Supply Officer d. First Lieutenant e. Community Services Officer f. Team Commanders | Add your unit organizational officers here, so everyone gets a chance to BRIEFLY report what's going on in his/her area. |
| 5. Unfinished Business a. b. c. d. | This may be a continuation of planning from a unit event/ meet/trip or other reports from areas not covered in the Committee/Team Reports earlier. List items you know about on the prepared agenda. |
| 6. New Business a. b. c. | This is the place to work on upcoming events or activities. |
| 7. Next Scheduled Meeting Date: | Fill in the date to keep people informed. |
| 8. Adjournment | |

Additional Issues to Consider

Outside updating the calendar and preparation for competitions and inspections, there are overarching topics that a staff should discuss. These include:

- Assessing the needs of members in the unit
- Evaluating the unit's progress in accomplishing its purpose
- Making plans and setting goals for achievement
- Determining how to include new or less active members in activities
- Reviewing member progress
- Reviewing budget needs, expenditures, and fundraising

We Often Hear the Most When We Stop Talking

Every meeting will involve discussion of topics. As the leader running the meeting, it is your job to get the most you can out of the meeting. This involves some tact, forethought, and restraint. Your task is to start discussions, keep them on track (not let them devolve into storytelling or tangential debates), and end them when they are not productive.

- Facilitate (but do not lead!) the discussion.
- Avoid the temptation to talk about your own experiences.
- Reserve judgment about what the cadets say to avoid criticizing them.
- Get the discussion going, and then let the cadets take over with limited guidance from you.
- If you describe what you saw, be sure that your comments don't stop the participants from adding their own thoughts.
- Above all, be positive and have fun.

Conduct the Meeting

There are many ways to organize and conduct a staff meeting. Let's discuss some of them:

- **The instructor conducts.** If you choose this model, you have basically created another class period and the staff experiences little or nothing about how to lead.
- **The instructor is present but allows the CC to conduct.** This is better but can tend to make a relatively inactive cadet leader a puppet, constantly depending on the instructor for approval.
- **The instructor is present but makes the CC conduct.** This is the quickest way to develop the cadet company commander into a leader. The CC must take charge and produce, or the unit fails to progress. This doesn't necessarily mean that the instructor cannot be present or participate, but he is not the focus of discussions. His presence provides a safety net without taking initiative away from the cadet leader.
- **The CC presides and has someone else (XO/Ops/ Adjutant) conduct.** This provides leadership experience to other staff members and can reinforce the position of the CC by allowing others to walk in his/her shoes.

Regardless of which model you choose for your unit, in a successful staff operation, the presiding officer outlines the matters being discussed and then invites ideas and suggestions from others. The CC helps others participate fully in discussions, decisions, and plans, and then considers their suggestions carefully in making plans and giving assignments. Time spent on calendaring and other administrative business should be kept as short as possible. **Meetings should focus on accomplishing the mission of the unit and planning how to strengthen individual members and groups.**

Staff members should be encouraged to speak openly and honestly, both from their experience and from their perspective as leaders of their groups and teams. All members should feel that their comments are valued.

Decision Making by Committee -or- Brainstorming Made Easy

Your planning will sometimes involve trying to get solutions from a group for a new or difficult problem. While it has been said that "A camel is a horse designed by a committee," you will occasionally need the staff to come to a consensus during planning. Brainstorming is an essential part of good planning and is critical in arriving at good decisions.

How does brainstorming help you think better and make better decisions? First, it gives you and your staff the opportunity to discuss and bring out new ideas. Second, it fosters creativity; it encourages people to see new possibilities. Brainstorming causes you to stretch instead of stopping at the first thing that comes to your mind. Third, it encourages everyone in a group to participate.

Brainstorming serves many functions, like coming up with ideas for developing the yearly program calendar. It involves listing ideas from the group, prioritizing them, and editing or eliminating them until a workable plan emerges. Here are some suggestions for the leader to help set the stage.

Individual Suggestions

Following are some suggestions to help each individual get in the mindset to brainstorm. They should be discussed as a part of the leader's preparatory remarks:

- **Relax.** Let pictures freely come to your mind.
- **Concentrate on what you're brainstorming about.** Try to get everything else off your mind and focus on the subject at hand.
- **Don't criticize or judge your own ideas internally.** If you do, you'll start hesitating and won't share as freely.
- **Take creative risks;** there are no limits (no such thing as a bad idea).
- **Believe in and use your own experiences as a springboard for ideas.** Each person has all the experiences needed for brainstorming.

Group Guidelines

Now that the individual is ready, the next step is to help create the right environment for the group to brainstorm together. You contribute to this kind of environment when you:

- Encourage as many ideas as possible.
- Don't judge ideas (as good or bad) during brainstorming. That comes later.
- Don't look ahead to making decisions; stay totally in the brainstorming mindset.
- Build on one another's ideas.
- Encourage participation from everyone in the group.
- Don't worry about the words you're using to express an idea. Simply try to describe the picture you're seeing.
- Keep a list of the ideas that your group comes up with so that you can refer back to them.

Attendees Have Responsibilities, Too

Although we addressed this aspect of meetings earlier, it bears repeating. Those who attend staff meetings have two responsibilities of which they must be constantly aware. First, they have a responsibility to the staff to provide their best ideas and support to address the needs and concerns of the unit. Second, they have a responsibility to the portion of the unit that they represent. Remember the two-way street analogy. On the one hand, the subordinate members only have a voice through their representative. On the other, the decisions of the staff must be relayed to the subordinates for them to understand and execute the actions and decisions of the staff.

Ending the Meeting

Leaders, don't be mistaken! This is not a minor detail! Anything over an hour is too much time for one meeting; hold additional meetings on the big topic alone or split the agenda. If you find yourself going past an hour, address matters that have a deadline before your next meeting and end the meeting. You can always pick up where you left off the next time in unfinished business.

Finally, if you accomplish the meeting's purpose early, don't be afraid to end the meeting before the prescribed time. There is no reason to stretch 40 minutes of information into an hour!

In conclusion, go, meet, plan and function as a staff! And once you get the process down, invite the principal and other school department heads over and teach them how to do it.



The Special Staff Meeting—Annual Program Planning

It doesn't take a genius to figure out what keeps cadets in the program. Cadets like to have fun, do cool and challenging activities, go places, and learn things (even though they might not want to admit it). That is why it's called a program, and programs don't just happen by chance. It takes planning and preparation, starting with the annual program planning conference. Annual program planning helps unit officers map out weekly and monthly activities. Having a specified outcome in mind supports the weekly and monthly activities that lead to that end. Having a yearly plan is vital, plus it can be a lot of fun to put together!

The yearly or annual plan is important for a variety of reasons.

- It enables the unit leadership to achieve the unit's vision. If there is a major event planned, leaders can build goals for training and preparation into the annual plan.
- An annual plan allows cadets and instructors to mark their individual calendars. You will find participation in the unit's activities increases when people know what to expect.
- An annual plan enables the senior staff to start assigning cadets responsibilities to make detailed plans for leading each trip or activity the unit plans to take during the year.
- The plan ultimately determines what the unit will be doing throughout the year.
- By planning ahead, you can ensure the unit will have activities that match the unit members' interests.
- A defined planning process creates clear lines of responsibility and areas for the instructor to support the unit's company commander and staff officers in the planning and implementation process.

Let us start with the obvious. The senior instructor can simply dictate a plan, fill in the calendar, and that's it; the process is simple. The downside to this method is that cadets tend to take less ownership of the plan and may not work to execute it.

However, conducting a unit planning conference gives the unit direction and provides new staff with a jump-start in leadership for the upcoming year. This also tends to get more cadets involved with the plan and therefore more interested in seeing it succeed. The preferred time to complete this conference is before the start of the school year.

Sample Annual Unit Program Planning Conference Agenda

(Note: No time limits were placed on the agenda, but working sessions should last no longer than 45 minutes without a break. It is best to plan breaks for activities that are time controlled and stress cooperative solutions. You may find that “letting everyone go for 10 minutes” will result in spending an additional 15 minutes trying to get people focused again.)

I. CONDUCT OPENING ACTIVITY

Instructor

Conduct a Getting to Know You or other team-building type of activity. This helps foster a spirit of working together to solve a common problem.

II. REVIEW CONFERENCE GROUND RULES

Cadet Company Commander

- A. Write down the conference objectives.
 - 1. To decide on unit goals for the coming year.
 - 2. To develop a program that represents ideas from the entire unit.
- B. Set ground rules at the outset while discussing ideas at your conference. Add your own rules if you wish.
 - 1. The company commander presides.
 - 2. Vote on each event and program. The majority rules.
 - 3. It is important to respect the views of each other. Listen and don't interrupt.
 - 4. Keep focused on the task of planning your annual program. Don't get sidetracked.
 - 5. Write out your ideas so everyone can see them.
 - 6. Come to an agreement.

III. DEVELOP UNIT GOALS

Instructor

- A. The instructor leads a discussion on goals for the coming year. These could deal with such topics as advancement, service, or unit money earning.
 - (Use the end-of-year report as a template. Compare last year's actual report with what you would like to accomplish this year.)
- B. Write the goals on the board or on a flip chart.
- C. The staff votes to approve the goals.

IV. CONSIDER MAJOR EVENTS

Company Commander

- A. Share a draft printed calendar with all the dates of which you are already aware. This will include input from your instructors' summer area in-service meetings, the school calendar, and any competition invitations received thus far. Ask if anyone has any other dates to add.
- B. Take a few minutes to discuss these dates and events. Once you feel comfortable with this stage of the calendar, you might even take a vote to approve the dates you have so far.

C. Add other important dates such as:

1. Competitions (drill, rifle, orienteering, field meets, etc.), including regional, area, and nationals
2. Unit open house, new cadet orientation, basic leadership training camps/leadership academies
3. Service projects
4. Orientation trips/visits
5. Middle school recruiting trips
6. Any other dates/invitations already planned this far in advance

D. Vote on events (delete from the calendar any activities the unit will not participate in).

E. Backdate necessary preparation time for each event.

V. DISCUSS CADET SUGGESTIONS FOR PROGRAM FEATURES **Company Commander**

A. Share updates from staff members about what cadets want to do.

- Again, as you agree on a feature or program item, write it on a flip chart or board and take a vote.
- Designate someone to write all this in a master calendar and take good notes!

B. Discuss the program features suggested for the coming year, including team practices.

- Are there conflicts in the schedules of various team members?
- Should you adjust practice times to accommodate attendance or instructor availability?

C. Will proposed suggestions meet the goals of the unit?

D. Decide where program features best fit into the calendar.

E. Vote on the final list of program features.

F. Insert the approved features into the unit calendar.

VI. FINALIZE THE PLAN

At this point you should have a complete annual plan, a calendar, and a set of unit goals. Hold a final discussion on the plan, calendar, and goals, and then take a vote for approval.

To make this plan a truly valuable tool, it must be shared with each cadet family, the unit booster club, your school, and all other interested parties. This is a must! Your plan will be a living, breathing document. For this plan to have any real value, you must:

1. Follow it,
2. Share it with everyone, and
3. Review it regularly to see if modifications have to be made.



FITNESS



CADET CHALLENGE

1. **Curl-ups:** Conduct this event on a flat, clean surface, preferably with a mat. Start cadets in a lying position on their backs with their knees up so their feet are flat on the floor and about 12 inches from their buttocks. Cadets should have their arms crossed with their hands placed on opposite shoulders and their elbows held close to the chest throughout the exercise. The feet are to be held by a partner at the instep. At the command “ready, go,” cadets raise the trunks of their bodies, curling up to touch the elbows to the thighs. They must then lower their backs so that their shoulder blades touch the floor/mat. This constitutes one repetition of a curl-up. During each repetition, bouncing off the floor/mat is not allowed and the fingers must touch the shoulders at all times. Cadets have two minutes to complete curl-ups.
2. **Right Angle Push-ups:** The cadet lies face down on the mat in push-up position with hands under shoulders, fingers straight, and legs straight, parallel, and slightly apart, with the toes supporting the feet. The cadet straightens the arms, keeping the back and knees straight, then lowers the body until there is a 90-degree angle at the elbows, with the upper arms parallel to the floor. A partner may hold his/her hand at the point of 90-degree angle so that the cadet being tested goes down only until his/her shoulder touches the partner’s hand. Cadets have two minutes to complete push-ups.
3. **One-Mile Run/Walk:** Conduct this event on a flat area that has a known measured distance of 1 mile with a designated start and finish line. (Note: Giving the cadets a lightweight numbered device to carry or wear in any manner that will not slow them down while running makes it possible to have many cadets run at one time. A good practice would be to have them pair off before the start of the event, then have one cadet from each pair run while the other cadets keep track of the number of laps their partners complete as well as listening for their times as they cross the finish line.) Start cadets at the standing position. At the command “ready, go,” the cadets start running the 1-mile distance. Although walking is permitted, encourage cadets to cover the distance in the shortest time possible. Scoring should be to the nearest second.

AWARDS FOR COMPLETING THE CADET CHALLENGE

The NJROTC Physical Fitness Ribbon will be awarded to cadets who attain satisfactory or better in each of the three Cadet Challenge events (curl-ups, push-ups and the one mile run/walk). Additional recognition of a gold, silver or bronze lamp is determined by overall point score. The most recent PRT cycle determines which device, if any, is worn by the cadet.

JROTC PRT Standards

Curl-Ups (2 min no cadence)



| | FEMALE | | | | | MALE | | | | |
|---------------------|--------|----|----|----|----|------|----|----|----|----|
| | AGE: | 13 | 14 | 15 | 16 | 17 | 13 | 14 | 15 | 16 |
| Outstanding | 73 | 74 | 75 | 76 | 77 | 92 | 93 | 94 | 95 | 96 |
| Excellent | 58 | 59 | 60 | 61 | 62 | 77 | 78 | 79 | 80 | 81 |
| Good | 43 | 44 | 45 | 46 | 47 | 61 | 62 | 63 | 64 | 65 |
| Satisfactory | 29 | 30 | 31 | 32 | 33 | 45 | 46 | 47 | 48 | 49 |



Push-Ups (2 min no cadence)



| | FEMALE | | | | | MALE | | | | |
|---------------------|--------|----|----|----|----|------|----|----|----|----|
| | AGE: | 13 | 14 | 15 | 16 | 17 | 13 | 14 | 15 | 16 |
| Outstanding | 20 | 20 | 20 | 24 | 25 | 39 | 40 | 42 | 44 | 53 |
| Excellent | 17 | 18 | 18 | 21 | 22 | 35 | 37 | 39 | 40 | 47 |
| Good | 14 | 15 | 16 | 18 | 19 | 31 | 34 | 35 | 36 | 42 |
| Satisfactory | 12 | 13 | 14 | 15 | 16 | 27 | 28 | 30 | 32 | 37 |



1-Mile Run/Walk










| | FEMALE | | | | | MALE | | | | |
|---------------------|--------|-------|-------|-------|-------|------|------|------|------|------|
| | AGE: | 13 | 14 | 15 | 16 | 17 | 13 | 14 | 15 | 16 |
| Outstanding | 8:35 | 8:31 | 8:27 | 8:23 | 8:15 | 6:50 | 6:26 | 6:20 | 6:08 | 6:06 |
| Excellent | 9:20 | 9:15 | 9:10 | 9:05 | 9:00 | 7:20 | 7:10 | 7:00 | 6:48 | 6:45 |
| Good | 10:05 | 10:00 | 9:55 | 9:50 | 9:45 | 8:05 | 7:55 | 7:45 | 7:28 | 7:20 |
| Satisfactory | 11:40 | 11:30 | 11:20 | 11:10 | 11:00 | 9:05 | 8:55 | 8:45 | 8:30 | 8:20 |



Steps for Finding Your Physical Fitness Award

Note: You must achieve at least a Satisfactory in all three categories to receive a PRT award.

1. Assign a number to each of the three categories (curl-ups, push-ups, run/walk).
Use: **4** if you scored an **outstanding**,
 3 for **excellent**,
 2 for **good**,
 1 for **satisfactory**.
2. Add the three numbers to find your total points.
3. Find your number in the chart to see your award level.

| TOTAL POINTS | AWARD | | |
|--------------|-------------------------|---|---|
| 12 | Ribbon with Gold lamp |  |  |
| 11 | Ribbon with Gold lamp |  |  |
| 10 | Ribbon with Silver lamp |  |  |
| 9 | Ribbon with Silver lamp |  |  |
| 8 | Ribbon with Bronze lamp |  |  |
| 7 | Ribbon with Bronze lamp |  |  |
| 6 | Ribbon with Bronze lamp |  |  |
| 5 | Ribbon |  | |
| 4 | Ribbon |  | |
| 3 | Ribbon |  | |

Examples:

- Outstanding run/walk (4), Excellent curl-ups is (3), Outstanding push-ups (4). $4+3+4=11$.
Award is Ribbon with Gold Lamp.
- Excellent run/walk (3), Outstanding curl-ups (4), Good push-ups (2). $3+4+2=9$.
Award is Ribbon with Silver lamp.
- Excellent run/walk (3), good curl-ups (2), Satisfactory push-ups (1). $3+2+1=6$.
Award is PRT ribbon with Bronze lamp.
- Satisfactory run/walk (1), Satisfactory curl-ups (1), excellent push-ups (3). $1+1+3=5$.
Award is PRT ribbon.
- Good run/walk (2), Satisfactory curl-ups (1), below Satisfactory push-ups.
No award since you must achieve at least Satisfactory in each category.

SAFETY



OPERATIONAL RISK MANAGEMENT

The naval vision is to develop an environment in which every individual is trained and motivated to personally manage risk in everything they do, thus enabling successful completion of all operations or activities with the minimum amount of risk.

The most common idea of what Operational Risk Management (ORM) is revolves around a simple five-step process that is most frequently used in planning. These five steps are:

1. Identify hazards
2. Assess the hazards
3. Make risk decisions
4. Implement controls
5. Supervise and watch for change

Another level of ORM is **Time Critical Risk Management** which involves a quick, committed-to-memory process and a set of skills that allow our people to manage risk when executing a plan or event. The standard for the Navy might be thought of in simple terms, such as:

- What can go wrong or is changing?
- How can I keep it from affecting the mission without hurting me?
- Act to correct the situation
- Telling the right people if you are unable to take the right action

There are four basic principles that provide the foundation and the framework for implementing the ORM process.

1. **Accept Risk when Benefits Outweigh the Cost.** The process of weighing risks against the benefits and value of the mission or task helps maximize success. Balancing costs and benefits is a subjective process. Therefore, personnel with knowledge and experience of the mission or task must be engaged when making risk decisions.
2. **Accept No Unnecessary Risk.** An unnecessary risk is any risk that, if taken, will not contribute meaningfully to mission or task accomplishment or will needlessly jeopardize personnel or materiel. The acceptance of risk does not equate to the imprudent willingness to gamble. Take only risks that are necessary to accomplish the mission or task.
3. **Anticipate and Manage Risk by Planning.** Integrating risk management into planning at all levels and as early as possible provides the greatest opportunity to make well-informed risk decisions and implement effective risk controls. Thorough planning identifies associated hazards and the steps necessary to complete the task or mission.
4. **Make Risk Decisions at the Right Level.** Anyone can make a risk decision. However, the appropriate level for risk decisions is the person that can make decisions to eliminate or minimize the hazard, implement controls to reduce the risk, or accept the risk. If the commander, leader, or individual responsible for executing the mission or task determines that the controls available to them will not reduce risk to an acceptable level, they must elevate the risk decisions to the next level in the chain of command.

| ORM RISK ASSESSMENT MATRIX | | | PROBABILITY Frequency of Occurrence Over Time | | | |
|--|-----|---|--|---------------|----------|---------------|
| | | | A Likely | B Probable | C May | D Unlikely |
| SEVERITY Effect of Hazard | I | Loss of Mission Capability, Unit Readiness or Asset; Death | 1 | 1 | 2 | 3 |
| | II | Significantly Degraded Mission Capability or Unit Readiness; Severe Injury or Damage | 1 | 2 | 3 | 4 |
| | III | Degraded Mission Capability or Unit Readiness; Minor Injury or Damage | 2 | 3 | 4 | 5 |
| | IV | Little or No Impact to Mission Capability or Unit Readiness; Minimal Injury or Damage | 3 | 4 | 5 | 5 |
| RISK ASSESSMENT CODES 1 - Critical 2 – Serious 3 - Moderate 4 – Minor 5 - Negligible | | | | | | |

More information can be found in the Navy’s Operational Risk Management Manual, OPNAVINST 3500.39 series.

TRAINING TIME OUT (T.T.O.)

CONSULT ANY ADULT PRESENT
BEFORE CALLING 911!!

Any cadet or instructor experiencing apprehension about safety or well-being will immediately call for:

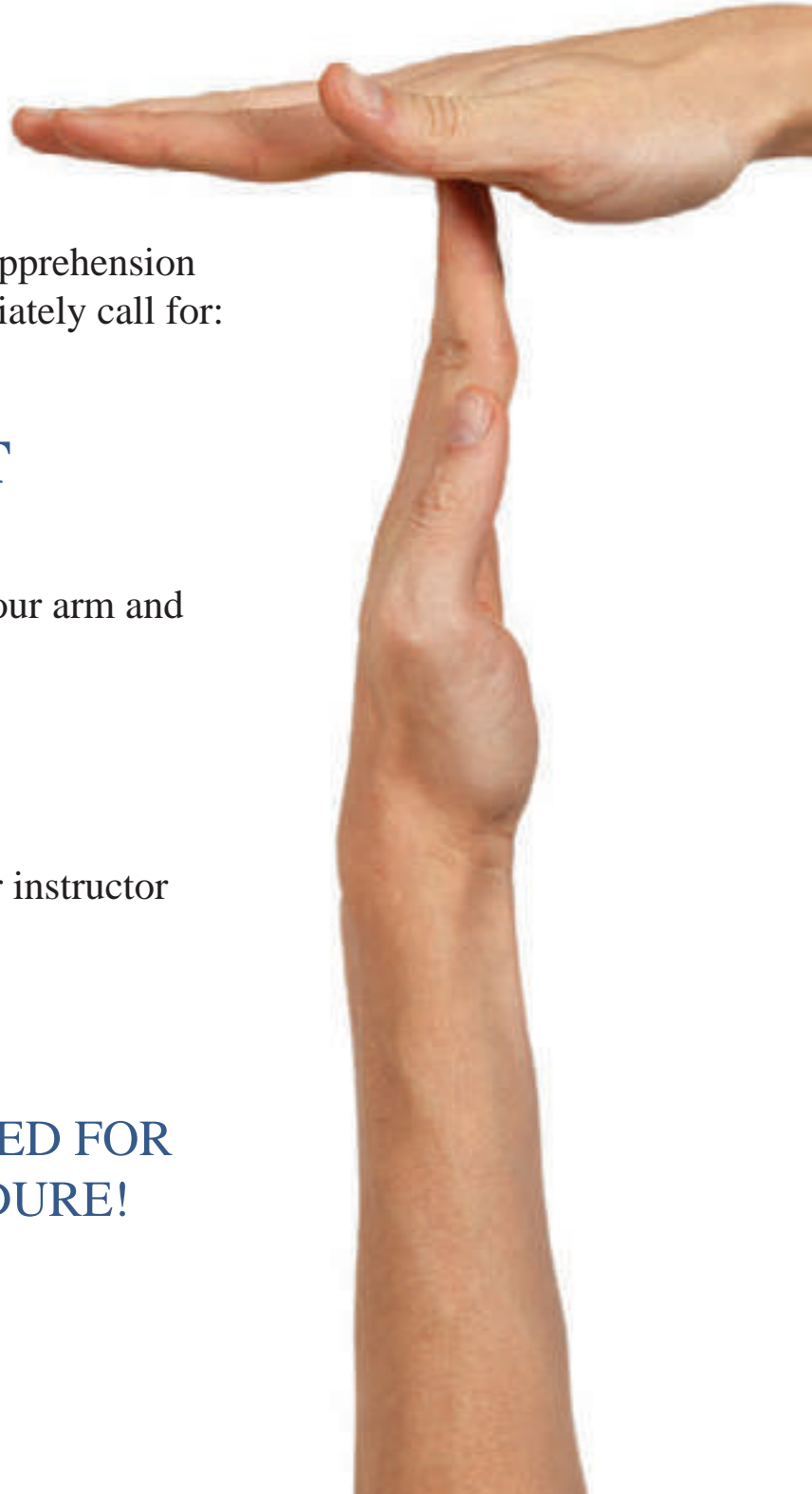
TRAINING TIME OUT

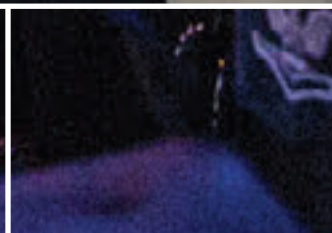
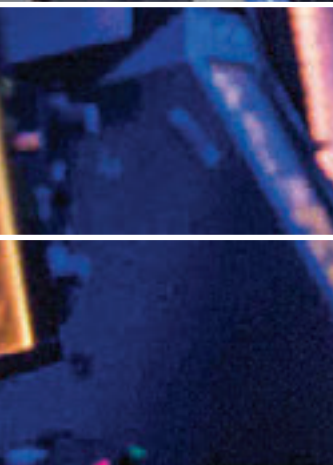
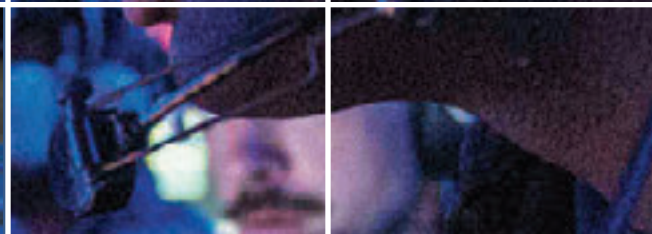
This may be done by simply raising your arm and loudly calling:

“TIME OUT”

The situation will be reviewed by your instructor and proper adjustments will be made.

**CADETS WILL NEVER BE
DISCIPLINED OR PENALIZED FOR
FOLLOWING THIS PROCEDURE!**





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