

Future Leaders Program



Student Handbook

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FLP Program Information

Program Introduction

The Future Leaders Program is specifically designed to serve the students of West Virginia; to educate, inspire, and cultivate West Virginia's future leaders. This handbook contains valuable information for students in developing and enhancing leadership and life skills. Familiarization of this handbook is the first step toward becoming a future leader and role model to your friends, classmates, and community.

Adjutant General Message

"The West Virginia National Guard's Future Leaders Program builds long-term success for those who take part. The goal of FLP is to help students succeed in all aspects of life – whether at school, at home, as a part of their community and in the future. FLP students have garnered success both in and out of the classroom thanks to this tremendous program."

Brigadier General William E. Crane
The Adjutant General
West Virginia National Guard

Mission

The Future Leaders Program mission is to provide West Virginia schools and students with a quality educational program emphasizing leadership, citizenship, and life skills while connecting students to their communities through service and mentorship opportunities.

Goal

Help students succeed in high school and *beyond*.

Objectives

The Future Leaders Program is a school-based leadership program using proven military techniques to facilitate education. It focuses on identifying and enhancing leadership qualities, teaching important life skills, promoting citizenship, and providing outreach opportunities while utilizing hands-on learning techniques to engage students.

The FLP core objectives are:

Develop Leadership Skills

Foster Academic Excellence

Build Good Citizenship

Teach basic Military Knowledge and History

Promote Health, Fitness, and Physical and Mental Wellness

Student Creed

I am a Future Leader.

I am a contributing member of society.

I will always serve my community, my state, and my country.

I always accept responsibility for my actions.

I lead others by example and hold myself to a higher standard.

I proudly do what is right, even in the face of adversity.

I am a Future Leader.

Student Motto

Ducimus (*"We Lead!"*)

Student Honor Code

I will not lie, cheat, steal, or tolerate those who do. I will speak for myself, not for others.
I will take responsibility for my actions and I will not make excuses.

Core Values (LEADERSHIP)

Loyalty
Education
Ambition
Duty
Encouragement
Respect
Selfless-Service
Honor
Integrity
Personal Courage

Loyalty: FLP members bear true faith and allegiance to the United States Constitution, the State of West Virginia, and the Future Leaders Program's mission. Those who exhibit loyalty demonstrate patriotic spirit and take pride in the American way of life and the freedoms guaranteed by the United States Constitution.

Education: FLP Members do their best at school, follow the rules, and maintain awareness about current events happening in their community, state, and nation. They do their best to learn as much as they can about what makes a good FLP member and a good citizen. They understand the importance of education and pursuing a satisfying career, not just having a job. This means graduating high school, acquiring a trade, attending college, or pursuing military service.

Ambition: FLP members strive to earn promotions and achieve accolades. They set high goals for themselves and set long-term goals for employment, learning (college or trade school), and community service.

Duty: FLP members fulfill their obligations. They are dependable, trustworthy, and hardworking. They take assignments seriously, follow instructions, obey the laws of their state and country, and understand that people depend on them to do what they say they will do.

Encouragement: FLP members strive to encourage others to serve their communities and state by the example they set. Students are positive and lead others to do what is right morally, while always striving to be the best they can be while helping others do the same. They understand that when difficult times arise they are to remain steadfast and encourage others to never give up, never surrender.

Respect: FLP members live by "The Golden Rule" and treat others the way they want to be treated. They are good sports on and off the athletic field, appreciative of the contributions made by the diverse people in our society, and behave in a courteous manner towards all, regardless of color, ethnicity, or creed. They are friendly and tactful in all situations because they understand that they are a reflection on their family, friends, community, and state. They respect themselves and others.

Selfless-Service: FLP members give of themselves selflessly and with no expectation of reward. They give their time, talents, and other resources freely, especially to the less fortunate. They are willing and eager to participate regularly in meaningful service to their peers, schools, and communities. They lead by example and encourage others to give of themselves in the aid of others, to remain positive, and to be grateful.

Honor: Honor is a code one lives by, even when alone. Honor involves having a high level of respect and self-esteem for self and others. It is a matter of living by a set of defined values. For the FLP student, those values include respect, duty, loyalty, selfless service, integrity and personal courage.

Integrity: FLP members do what is right, both legally and morally. They strive to be clean-minded, take pride in setting a good example for others, and make every effort to make the right decision despite outside influences. They understand right from wrong. They do not lie, steal, or cheat and they do not tolerate those who do. FLP members place a high value on honesty, as it is the foundation of trust, reliability, and leadership.

Personal Courage: FLP members face physical and moral danger with confidence. This does not mean that FLP members do not feel afraid, but rather it means that they face their fears and display heroic behaviors in situations of physical and moral danger. They remain faithful to their values in situations requiring moral courage. They know when to say “no” to something that they know is wrong and they respect themselves and others enough to not lead them into wrongdoing. They understand that doing what is right is not always easy, yet choose to do right anyway.

Student Uniforms

Future Leaders Program students receive FLP uniform(s) free of charge for routine wear. There are different uniforms available for wear during inspections, physical training, and special events. The full FLP uniform is a utility uniform similar to first responders. Students may find the uniform useful for other activities such as job interviews. Uniform items are accountable, meaning students are responsible for maintaining and keeping them safe throughout the year. The program requires students to return specific uniform items at the end of the school year (or semester for schools on the Block Schedule). Students completing the program may keep parts of the uniform for personal use and when returning to the program in following years. **Students may be obligated to pay for items lost or destroyed due to negligence.**

Accountability and Accountable Items

FLP students are held accountable for their actions and inactions. The definition of “accountable” is “required or expected to justify actions or decisions.” Another word for accountable is “responsible.” FLP students sign a hand receipt acknowledging receipt of FLP issued items. Reasons such as “my dog ate it,” “my brother borrowed it,” or

“someone stole it” does not relieve students from responsibility. **It is the student’s responsibility to ensure all issued clothing, equipment, and handbooks are kept safe and secure at all times.**

Accountable Items

FLP students are accountable for the following items (when issued):

- FLP Student Handbook
- FLP clothing
- Class-specific equipment (when issued), such as lensatic compass, maps, first aid equipment, or other items used for class instruction or practical exercises.
- Equipment used for special events like Color Guard detail (i.e. flags, staff, rifle).
- **Important:** Students who do drop out or no longer participate must return **all** items, including running shoes, socks, and undergarments.

Uniform Issue

FLP issues clothing in “packages.” Not all items may be available at all times and in all schools. Clothing issue is based on funding, availability, and student’s FLP year.

1. FLP Basic Uniform Package: Consists of a FLP logo collared (polo) shirt.
2. FLP Full Uniform Package: Consists of a FLP logo collared (polo) shirt, black undershirt, khaki cargo pants, black belt, socks, boots, blousing bands (for pant legs), and FLP logo baseball hat.
3. FLP Physical Training Uniform Package: Consists of a FLP logo t-shirt, shorts, socks, and running shoes.
4. FLP Winter Uniform Package: Consists of a FLP logo hoodie. The hoodie may not be available due to funding and/or supply shortages.

Uniform Wear

1. **Full Uniform:** Shirts are tucked into the pants, collar down, with the bottom one – two buttons fastened. The shirt should be clean, wrinkle and dirt free without stains. Pants are worn bloused (tucked into the boots or bloused (tucked under) with blousing bands). The instructor will demonstrate the proper method of blousing pant legs. Students should wear the FLP issued socks so as to create uniformed appearance if/when the pant leg separates from the boot. Students should wear boots that are free of mud and dirt with the laces tucked inside the boot. Students are permitted to wrap the laces around the top of the boot before tucking them into the boot. Hats are for outside wear only or indoor when performing FLP duties, such as color guard. Do not wear hats or hoodie tops inside of buildings.

2. **Physical Training Uniform:** T-shirts are tucked into the shorts. Students should wear the FLP issued socks and shoes so as to create a uniformed appearance.
3. **Winter Uniform** (when issued): Worn over any shirt. The hoodie should not cover the head while indoors.
4. **Rank:** FLP rank is worn on FLP collared (polo) shirts and FLP t-shirts when not performing physical fitness activities. Students wear rank centered on, and just above, the northern panhandle of the FLP logo.

FLP Students are encouraged to wear any part of the uniform during and after school hours. Remember that the uniform items must last all year. If the student engages in activities that makes a uniform item unserviceable (i.e. torn, large permanent stains) they may be responsible for purchasing a replacement.

Return of Items

Students who quit participating in the program or who are removed due to disciplinary and/or ethical reasons will return all FLP-issued items to the instructor. This include items not normally returned, such as undershirts, socks, and running shoes. If a student successfully completes one FLP class, the program authorizes students to keep the physical training uniform. The program requires returning students to exchange previous uniform items for a larger size when required.



Graduation Honor Cord

FLP awards black and gold honor cords to FLP students meeting program standards and whose school has authorized the cord for wear at graduation. Cord criteria is:

- Two years participation for traditional schools and for modified block schools like Monongalia County, or two semesters for block schools like Putnam County.

- Minimum school GPA: 2.5
- Minimum FLP GPA: 3.0
- An average of 10 hours of community service for each FLP class completed. Example: a student taking three FLP classes could earn 6 hours during the first class, 18 hours during the second class, and 9 hours for the third class with an average of 11 hours per class.
- Requires instructor recommendation. “Instructor recommendation” includes
 - Display FLP values and characteristics per FLP student handbook
 - No in-school suspension since joining FLP
 - No out-of-school suspension since joining FLP
 - No more than 2 unexcused absences per year (or semester for block scheduled schools)

Community Service

FLP requires 10 hours of community service per year. Program leadership encourages students to create class community service projects and discuss ideas with their instructors for approval. Community service hours may be from FLP sponsored events or from other organizations, like school clubs, scouting programs, churches, and civic organizations. Community service must be done without pay or reward (otherwise it's not community service). Receiving inexpensive items to continue work (i.e. water, sports drink) or as a token of appreciation (i.e. lunch) is acceptable.

Community Service Ideas

- Assist a charity walk or run or run to raise money
- Volunteer at a local nonprofit or animal shelter
- Participate in a clothing drive, food drive, or work at a food bank
- Host a fundraising event and donate the money
- Clean headstones at a local cemetery (seek permission from the church or caretaker)
- Place flags on veteran's graves for Memorial Day (reserve a date to collect them in two-three weeks)
- Help a local government (i.e. check Christmas lights, paint, make minor repairs.)
- Beautification project: Pick up trash, clean local parks or playgrounds, plant trees, flowers, or other plants, remove graffiti
- Write and send letters to deployed service members
- Visit veterans in veteran homes
- Adopt a stretch of highway; clean it regularly
- Restock lakes/rivers (work with the county or state Department of Natural Resources)
- Join a group like Big Brothers or Big Sisters
- Donate stuffed animals to kids in hospitals

- Visit nursing homes or deliver cards to residents
- Tutor classmates
- Mow the lawn or do minor repairs for the elderly or disabled
- Assist at school sporting events such as setting up, collecting tickets, working concessions, help with parking, or cleaning up afterwards.

Community Service Tracker

Activity	Date	Hours	Contact Information

**Do Not Write on This Page; use
Supplemental Book**

Leadership

Definition of Leadership

Leadership is the process of influencing people by providing purpose, direction, and motivation to accomplish a mission and improve the organization. A leader, by virtue of assumed role or assigned responsibility, inspires and influences people to accomplish organizational goals. Leaders motivate people to pursue actions, focus thinking, and shape decisions for the greater good of the organization. Good leaders look out for the health and welfare of those they lead.

FLP Leadership Positions and Responsibilities

The following are a list of leadership positions the program offers. The positions used are at the discretion of the instructor and may not be used at each school. Usually the leadership position is associated with a FLP rank. **Note:** FLP instructors may modify leadership positions, ranks, and responsibilities.

1. **Class Leader:** This position calls the room to attention at the start of class, leads in reciting the Student Creed and Motto, and ensures students are ready for instruction. The class leader is responsible for reporting the number of students present for instruction and who is absent. The class leader has oversight of the class if the instructor leaves the room. This position rotates based on the instructor's guidance.
2. **Physical Training (PT) Leader:** This position leads the PT formation during PT days. The leader is responsible for warm-up exercises or calls on other students to assist. They may also lead other physical fitness activities or serve as a referee and/or judge. This position rotates based on the instructor's guidance.
3. **Administrative Assistant (S1/A1):** This position assists the instructor in paperwork-related jobs. Examples include taking roll, collecting paperwork (i.e. assignments, tests), checking for accurate data on submitted assignments (i.e. first and last name, class period, date), passing out papers, and other duties as required. The class leader may overlap with the Administrative Assistant duties, particularly when it comes to student accountability. This position rotates based on the instructor's guidance.
4. **Logistics (S4/A4):** This position assists the instructor in logistical coordination and supplies needed for classroom instruction. Examples include directing students to activities outside of the class (i.e. library or gym), helping with uniform

issue, handing out and collecting curriculum-specific supplies (items needed for class instruction like compasses, protractors, flags), addressing supply needs for special events, and other duties as required. This position rotates based on the instructor's guidance.

FLP Leadership Ranks and Responsibilities

The follow are a list of ranks (leadership positions) used by the program. The ranks used are determined by FLP program size and used at the discretion of the instructor. Ranks may not be used at each school. **Note:** FLP instructors may modify leadership positions, ranks, and responsibilities.

1. **Student Captain** (utilizing the Army Captain Rank): The top student leaders in each school. Takes charge of the students during special events (i.e. parades, sporting events, school assemblies). Assists the class instructor, delegates assignments, supervises and assists other positions and ranks. Acts as the equivalent of a company commander as the situation warrants. Only one Student Captain authorized per school. Usually an upper classman in his/her third or fourth year of the program. The Student Captain may change each semester.
2. **Student Lieutenant** (utilizing Army Second Lieutenant Rank): Assists the Student Captain in organizing and carrying out group/school activities. Provides advice to the Student Captain and takes charge in their absence. Responsible for mentoring younger students. One Student Lieutenant authorized per two FLP classes or fraction thereof. Usually an upper classman in his/her third or fourth year of the program serves in this position. The Student Lieutenant may change each semester.
3. **Student Sergeant** (utilizes Army Sergeant First Class Rank): This rank usually serves as the class leader during daily activities and during group formations and functions. Assists the class instructor, help teaches class (if needed), delegates assignments, supervises and assists other positions. In charge of accountability, especially if the class moves to a new location. Acts as the equivalent of a platoon sergeant as the situation warrants. One Student Sergeant authorized per class. Usually a sophomore or higher in his/her second to fourth year of the program. The Student Sergeant may change each semester.
4. **Student Squad Leader** (utilizes Army Sergeant Rank): Takes charge of small student groups. Assists the class instructor, provide "first line" corrections and/or suggestions to students in his/her group. Acts as the equivalent of a squad leader as the situation warrants. One Student Squad leader recommended per five - six students, although the instructor may adjust this number at his/her discretion. Usually a sophomore or higher in his/her second to fourth year of the program.

Note: Class leadership positions in FLP Foundations (Year 1) do not have a recommended experience level since all students are taking the course for the first time. Usually the positions start with upper classmen due to maturity level, and then rotates at the discretion of the instructor.

Principles of Leadership

1. Know your strengths and weaknesses and strive for self-improvement.
2. Look out for the welfare of your peers and those who work for you at all times.
3. Set a good example for others.
4. Insure that tasks are understood, supervised, and accomplished.
5. Always encourage others to work efficiently as a team.
6. Make decisions to the best of your ability and in a timely manner.
7. Take responsibility for your actions.
8. Do not make excuses.

Quotes on Leadership

Many of the individuals below are well known; some are not. The authors come from a diverse background, covering multiple career fields, living more than 2,000 years apart. All these individuals had insight into leadership. As you read each quote, analyze and reflect on what it means. Use the quotes to start a classroom conversation. How can you use the wisdom spoken to improve *your* leadership skills?

"He who cannot be a good follower cannot be a good leader." – *Aristotle, Greek Philosopher*

"Leadership is the art of getting someone else to do something you want done because he wants to do it." – *Dwight D. Eisenhower, US President & Army General*

"There are no office hours for leaders." – *Cardinal J. Gibbons, Catholic Church*

"Leaders think and talk about the solutions. Followers think and talk about the problems." – *Brian Tracy, Motivational Speaker*

"Earn your leadership every day." – *Michael Jordan, Basketball Star & Businessman*

"What you do has far greater impact than what you say." – *Stephen Covey, Author & Educator*

"It takes 20 years to build a reputation and five minutes to ruin it. If you think about that, you'll do things differently." – *Warren Buffett, Businessman & Investor*

"You don't have to hold a position in order to be a leader." – *Henry Ford, Founder of the Ford Motor Company*

"The supreme quality of leadership is integrity." – *Dwight D. Eisenhower, US President & Army General*

"I am not afraid of an army of lions led by a sheep; I am afraid of an army of sheep led by a lion." – *Alexander the Great, King of Macedonia*

"The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails." – *John Maxwell, Author & Pastor*

"Leadership is unlocking people's potential to become better." – *Bill Bradley, US Senator, Basketball star*

"Only a fool learns from his own mistakes. The wise man learns from the mistakes of others." – *Otto von Bismarck, Chancellor of Germany*

Your Favorite Leadership Quote(s)

Citizenship

Introduction

Citizenship is “the position or status of being a citizen of a particular country.” FLP promotes good citizenship, which is defined as “participating in society (community, state, and nation), using factual knowledge, and exercising sound judgement.”

FLP has carefully selected civics-related topics to learn, review, and discuss. Understanding these topics are essential if you plan to contribute positively to society. The range of topics is broad, including important political documents, government types, economic systems, civic duties and responsibilities, national symbols, national treasures, and flag etiquette.

People often say “I don’t like politics” or “I avoid politics.” Whether we like it or not, politics affects our daily lives. The amount of taxes governments take from our paychecks, restricting how we use our land (zoning laws), being patted down by police officers (Terry frisk), giving illegal immigrants public monies (your taxes) as welfare benefits, and the taking away of private property using eminent domain, all involves politics. “You may not like politics, but politics likes you.”

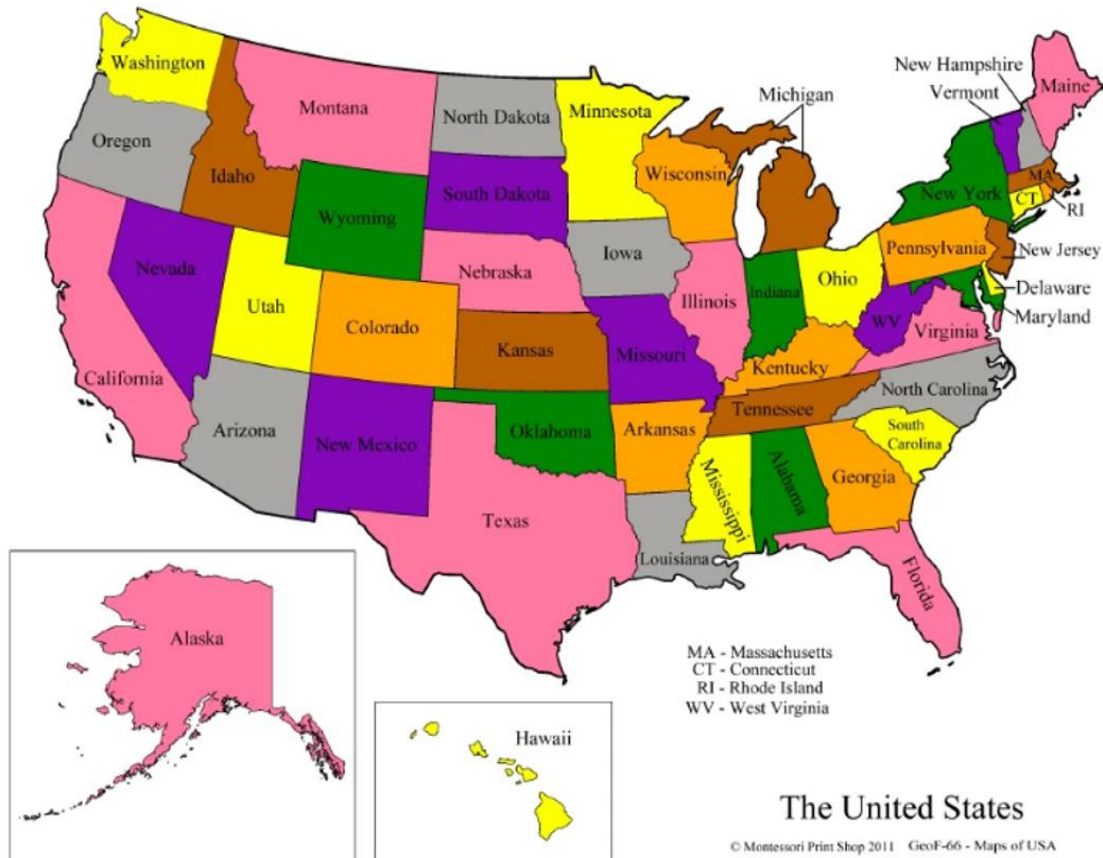
Politicians and major news outlets often tell us what the U.S. Constitution says, what the founding fathers intended, or how we should adopt this or that economic system. Should we take them at their word? Or should we learn for ourselves from reliable sources? FLP teaches students the *why*. When it comes to voting and making decisions, be the lion and learn for yourself using reliable sources. Don’t be a sheep, as Alexander the Great stated, and accept what others say without question.

No matter what side of the political aisle we lean, make decisions based on facts and not on someone’s opinions or feelings. For example, before advocating we change the United States government from a representative democracy to communism, we should study communism and its implementation throughout the world. Maybe ask “Why have communist nations declined to just four countries?” Maybe talk to, or read about, people who lived in a communist country before advocating change.

***** FLP is not a political science class nor does it seek to promote a specific political party. The program does anticipate political discussions and teaches critical thinking skills. It is not enough to “feel” about a subject; a citizen should make and defend his position with facts and logic. *****

United States Maps and Symbols

Map of the United States of America



Major and Minor U.S. Territories (insular areas)

In the U.S., a territory is any extent of region under the sovereign jurisdiction of the federal government. The people living in these areas are U.S. citizens, enjoy the protection of the Constitution, but can not vote in presidential elections (they have no Electoral College representatives) and do not pay U.S. federal income taxes (but do pay other federal taxes, like import tax and social security). The United States currently claims 16 territories as “insular areas.”

The five major areas (islands) are:

- The Commonwealth of Puerto Rico (Caribbean Ocean)
- The U.S. Virgin Islands (Caribbean Ocean)
- Guam (Pacific Ocean)
- American Samoa (Pacific Ocean)
- Northern Mariana Islands (Pacific Ocean) .

The eleven Minor Outlying Islands are (All Pacific Ocean)

- Bajo Nuevo Bank
- Baker Island
- Howland Island
- Jarvis Island
- Johnston Atoll
- Kingman Reef
- Midway Islands
- Navassa Island
- Palmyra Atoll
- Serranilla Bank
- Wake Island



The National Mottos

- "In God We Trust." The current U.S. motto. Required on all U.S. currency. Adopted in 1956.
- "E pluribus unum," The former U.S. motto. Latin for "Out of many, one." A reference to "the many" (thirteen original colonies) and the one" (the United States). Used from 1776 – 1956.

Symbolism of the United States Flag



- As a general rule, whenever you see thirteen of something associated with the United States, those thirteen items either represent, or pay tribute to, the original thirteen states.
- The stripes represent the original 13 Colonies, while the stars represent the current 50 states of the Union.
- The colors red symbolizes hardiness and valor, white symbolizes purity and innocence, and blue represents vigilance, perseverance and justice.
- Originally Congress added one star and one stripe to the flag with the addition of each new state. After the addition of five more states (and stripes), the flag started to look awkward.
- In 1818 Congress enacted a resolution requiring the number of stripes remain at 13 to honor the original 13 colonies, and the number of stars should match the number of states.
- New stars are added on the July 4th following a state's admission.

Symbolism of the Great Seal of the United States



Congress approved the Great Seal on June 20, 1782. The symbols reflect the beliefs and values that the Founding Fathers wanted to pass on to future Americans.

Obverse Side (Front)

- Eagle (the national bird): Centered, holding a scroll in its beak inscribed with nation's original national motto: "E Pluribus Unum," which is Latin for "one from many" or "one from many parts" (one nation created from 13 colonies). The eagle grasps an olive branch in its right talon and a bundle of thirteen arrows in its left. The olive branch and arrows are symbols for the power of peace and war.
- Shield: A shield with thirteen red and white stripes covers the eagle's breast. The shield is supported solely by the American eagle as a symbol that Americans rely on their own virtue.
- The red and white stripes of the shield represent the states united under and supporting the blue, which represents the President and Congress. The color white is a symbol of purity and innocence; red represents hardiness and valor; and blue signifies vigilance, perseverance, and justice.
- Cloud: Above the eagle's head is a cloud surrounding a blue field containing thirteen stars which form a constellation. The constellation denotes that a new State is taking its place among other nations.

Reverse Side (Back)

- Pyramid: The seal's reverse side contains a 13-step pyramid with the year 1776 in Roman numerals at the base (the year independence was declared).
- Eye: At the top of the pyramid is the Eye of Providence with the Latin motto "Annuit Coeptis" in the sky above - meaning "It [the Eye of Providence] is favorable to our undertakings" or "He favors our undertakings."
- Scroll: Below the pyramid a scroll reads "Novus Ordo Seclorum" - Latin for "New Order of the Ages." which refers to 1776 as the beginning of the American era.

National Animals and Plants

National Bird: Bald Eagle



National Mammal: Bison (Buffalo)



National Tree: Oak



National Flower: Rose



United States Elected and Appointed Leaders

President _____

Vice President _____

Speaker of the House _____

Senate Majority Leader _____

Chief Justice _____

Secretary of State _____

Secretary of Defense _____

Secretary of Education _____

Dept. of Homeland Security _____

**Do Not Write on This Page; use
Supplemental Book**

Important U.S. Documents (“founding” documents)

1. **Declaration of Independence:** Drafted in 1776 by a committee appointed by the Continental Congress. Thomas Jefferson of Virginia was the primary author. The other committee members included Benjamin Franklin of Pennsylvania, Roger Sherman of Connecticut, Robert R. Livingston of New York, and John Adams of Massachusetts. The document stated the reasons for colonial independence from Great Britain.
2. **Articles of Confederation:** The first constitution of the United States, adopted by the Continental Congress on November 15, 1777. Ratification of the Articles by all thirteen states did not occur until March 1, 1781. The Articles were the first constitution of the United States and provided for a unicameral (one) legislature with a president elected by its members. The Congressional president was a ceremonial position and served primarily as a moderator among members. This document provided for a weak central government, leaving most of the political power to state governments. It was effective from 1781 – 1789 until replaced by the U.S. Constitution as a result of the constitutional convention called in 1787.
3. **U.S. Constitution:** The Constitution of the United States established America's current national government and fundamental laws, and guaranteed certain rights for citizens. This document replaced the Articles of Confederation. The Constitutional Convention in Philadelphia publicly presented the document on September 17, 1787. It took effect when the ninth state (New Hampshire) ratified it on June 21, 1788. The Confederation Congress established March 4, 1789, as the date to begin operating under the new constitution. It has seven articles describing how the government is organized and operates. Had the three remaining states (New York, North Carolina, and Rhode Island) not ratified the constitution, they would have become independent nations.
4. **Bill of Rights:** These are first 10 amendments to the Constitution which guarantees certain civil rights and liberties to the people, such as freedom of speech (press), right to own weapons (bear arms), right against unreasonable search and seizure, and that a person cannot be tried twice for the same offense (“double jeopardy”). Congress added the first ten amendments to the Constitution as a condition for ratification. As a matter of practice, most people distinguish between the first ten amendments (always referred to as the Bill of Rights) and all subsequent amendments.
5. **Amendments:** These are changes to the U.S. Constitution, which include the first ten amendments (Bill of Rights). As of March 2020 there are twenty-seven amendments to the U.S. Constitution. Congress (with a two-thirds majority vote in both the House of Representatives and the Senate) or state legislatures (if two-thirds of the states call for a constitutional convention) may propose a constitutional amendment. All amendments except one were the result of

Congress and not constitutional convention. Because the first constitutional convention did away with the existing form of government under the Articles of Confederation and created a new form of government (under the Constitution), both Congress and the states are hesitant to call another convention.

The U.S. National Anthem (The Star Spangled Banner)

Francis Scott Key wrote a poem he called the “The Defense of Fort McHenry” on September 14, 1814. He did so while detained on a British warship in Baltimore Harbor. Key was aboard the warship to negotiate the release of a friend held prisoner. He saw the fleet preparing to attack Fort McHenry, so the British detained Keys to prevent him from warning the fort’s garrison. At daybreak, after an all-night bombardment, Key was inspired by the lone U.S. flag still flying over Fort McHenry. His vision is reflected in the words “And the rocket’s red glare, the bombs bursting in air, Gave proof through the night that our flag was still there.”

Newspapers printed the poem and it became very popular. Eventually John Stafford Smith set the poem to a popular English drinking tune called “To Anacreon in Heaven.” People began referring to the song as “The Star-Spangled Banner” and in 1916 President Woodrow Wilson announced the song should be played at all official events. On March 3, 1931 Congress adopted it as the national anthem.

Key was born in Frederick County (now Carroll County), Maryland. He became a successful lawyer in Maryland and Washington, D.C., and later appointed U.S. attorney for the District of Columbia.

The Star Spangled Banner Lyrics (first stanza)

Oh, 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 rocket’s red glare,
the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say, does that Star-Spangled Banner yet wave
O’er the land of the free and the home of the brave?

The Pledge of Allegiance

Francis Bellamy (1855-1931), a socialist minister, wrote the initial Pledge of Allegiance in August 1892. Bellamy hoped that citizens from countries around the world would use the pledge. The original pledge read:

"I pledge allegiance to my Flag and the Republic for which it stands, one nation, indivisible, with liberty and justice for all."

In 1923 the words, "the Flag of the United States of America" were added. In 1954, as a response to the threat of communism, President Eisenhower encouraged Congress to add the words "under God" despite Bellamy's daughter objecting to this addition. Today's Pledge of Allegiance reads:

"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."

Flag Etiquette



Guidelines for Flag Display

- The place of honor is always to the right, or first, or higher (as applicable).
- Display flag to the speaker's right.
- Display the canton (stars) to the speaker's right when hanging vertically.
- Half-staff: always start and end at full staff.
- Never fly the flag in inclement weather.
- When flying at night, you should illuminate the flag.



Flag "no-no's"

- Treat with disrespect
- Fly lower than other flags
- "Dip" to anyone or anything
- Fly after dark unless lit
- Fly soiled or tattered
- Fly in inclement weather unless made of all-weather material
- Touch the ground
- Fly with stars down except as a call for help
- Use as clothing, costume, bedding, handkerchiefs, towels, pants, etc....
- Use on items like napkins, trash cans, chairs, etc.

Guidelines for Raising and Lowering a Flag

- Raise flag quickly
- Lower flag slowly
- Raise flag faster than other flags
- Lower flag slower than other flags
- When raising to half-staff, raise to the top first, then lower. Return flag to the top before lowering it for the day.
- Check to make sure it's not upside down!

Folding the Flag

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



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



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



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



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



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



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



Retiring a Flag (Guidance)

At the most basic level, a flag is a piece of cloth. But at the intrinsic level, a flag symbolizes something: a family, a corporation, an organization, a nation. A flag symbolizes the beliefs and values held by the people it represents.

Title 4 (U.S. Code), Chapter 1, § 8 (Respect for flag), section (k) states: “The flag, when it is in such condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning.” There is no official ceremony for retiring a flag. As a guideline, dispose of a flag in the same way you would an admired comrade or family member: with dignity and respect. The two acceptable methods are

1. Funeral pyre (fire)
2. Burial

There are two common techniques for burning (retiring) a flag:

1. Disassemble the flag first, then add each piece to the fire **or**
2. Use two people to open the flag apart, then gently lay it on a fire. Ensure all parts are fully destroyed by fire.

Remember, burning a flag is often done as a sign of protest and disrespect. To prevent misinterpretation by others, FLP recommends disassembling the flag prior to adding it to the fire. To disassemble a flag, leave no symbolism intact. Remove blue canton; cut into two unproportioned pieces. Cut stripes horizontally (long ways); no piece should have 13 stripes. What remains are cloths of blue with some stars, and pieces of red and white stripes. There is nothing symbolically to indicate that it was a U.S. flag.

Federal Holidays

Federal holidays recognize important events or people. On these days non-essential federal offices are closed, stock market trading suspends, and every federal employee

is paid for the holiday. Not all federal holidays are observed by state and local governments, and states reserve the right to create their own holidays. Two common West Virginia holidays are “West Virginia Day (June 20th) and state elections. Most states and companies observe the “Big Six” holidays, which are New Years, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas. Even though the day after Thanksgiving is not a federal holiday, the U.S. President and governors usually give employees paid leave.

The following Federal holidays are established by law (5 U.S.C. 6103):

- New Year's Day (January 1)
- Birthday of Martin Luther King, Jr. (3rd Monday in January)
- Washington's Birthday (3rd Monday in February)
- Memorial Day (Last Monday in May)
- Juneteenth (June 19)
- Independence Day (July 4)
- Labor Day (1st Monday in September)
- Columbus Day (2nd Monday in October)
- Veterans Day (November 11)
- Thanksgiving Day (4th Thursday in November)
- Christmas Day (December 25)

West Virginia Maps and Symbols

Introduction

West Virginia is the 35th state to enter the Union, doing so on June 20, 1863. West Virginia is located in the eastern United States, nestled in the Appalachian Mountains. The state is famous for the town of Harpers Ferry, where the Shenandoah River meets the Potomac River. The town played a significant role in the American Civil War; today much of the town and surrounding area is a national historical park and looks the way it did in the 19th century. It serves as a living-history museum.

Coal has been an important part of West Virginia's economy for more than a century. Settlers first reported coal in the early 1700s, and large-scale mining began in the mid-1800s. Today WV still mines a lot of coal but is not the top coal producing state; that honor goes to Wyoming which mines 40% of the nation's coal. Since the early 2000s, WV has become a state for chemical manufacturing, some biotech industries, and takes advantage of its natural beauty by vigorously promoting tourism.

West Virginia Counties



West Virginia State Flag



State Seal of West Virginia



Symbolism of the West Virginia Flag

- The West Virginia flag consists of a pure white field bordered on four sides by a stripe of blue.
- The white field symbolizes purity, while the blue border represents the Union.
- The center of the state flag is emblazoned with the state's Coat of Arms, very similar to the Great Seal of West Virginia.
- The lower half of the state flag is wreathed by two tethered swags of *Rhododendron maximum*, the state flower of West Virginia.
- Across the top of the flag is an unfurled red ribbon with designation "State of West Virginia", and across the bottom of the flag is a tied red ribbon with the state's Latin motto *Montani Semper Liberi* ("Mountaineers are always free")

Symbolism of the Great Seal of West Virginia (Obverse, or Front)

- A large boulder is in the center, meant to symbolize the strength, steadfastness and stability of the state and its citizens. Etched in the stone is the date "June 20, 1863" and in front of the boulder are two hunter's rifles with a Phrygian cap, or cap of liberty, resting at the cross of the rifles.
- The two men on either side of the boulder. A farmer (promoting agriculture) stands with his ax and plow before a cornstalk and a sheaf of wheat. A miner (personifying industry) shoulders his pickax before an anvil, sledgehammer, and two barrels.
- Bordering the Great Seal are the words "State of West Virginia" and the state's motto "Montani Semper Liberi" (Latin for "Mountaineers Always Free") which expresses the independent spirit inherent in all West Virginians

State Symbols

State Bird: The Northern Cardinal



State Mammal: Black Bear



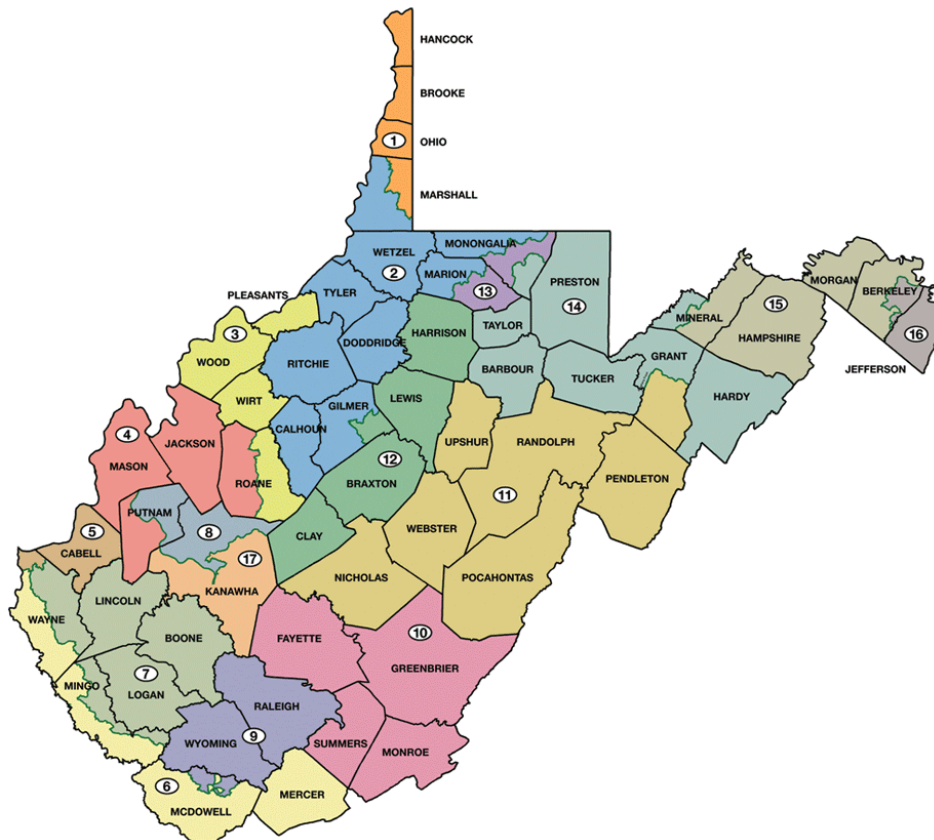
State Tree: Sugar Maple



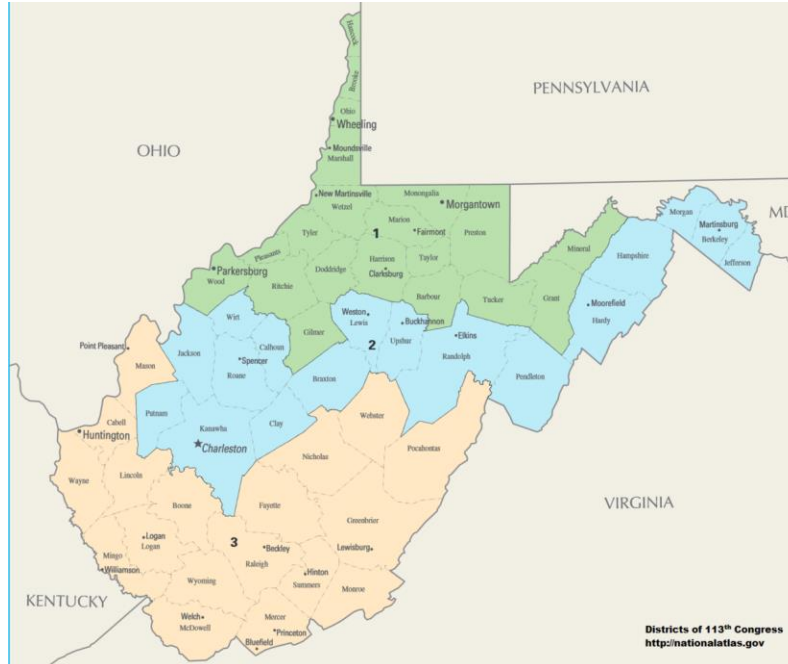
State Flower: Rhododendron



West Virginia State Legislative Districts



West Virginia **Federal** Congressional Districts



Note: The 2020 United States Census reassigned one of West Virginia's congressional representative to another state. A decline in West Virginia's population was the reason.

The U.S. Constitution calls for a national census every ten years. The 435 members of the House of Representatives are reassigned based on a state's population compared to other states. It's possible for a state to increase in population but still lose a Congressional Representative if other states have a greater increase in population. This is one reason why controlling illegal immigration is important; they settle disproportionately in certain states like California, Arizona, and New Mexico, thus giving those states greater populations even though the immigrants are illegal and can not vote.

West Virginia Elected State Leaders

Governor: _____

Lt. Governor _____

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Senate President _____

Attorney General _____

Adjutant General _____

US Senator _____

US Representative _____

**Do Not Write on This Page; use
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State Representative _____

Department of Education Superintendent _____

Noteworthy West Virginians

What makes a state great? Natural resources, industries, geographic location, climate, and natural beauty are just some of the factors that make a state “great.” But it’s the people that really makes, or breaks, a state.

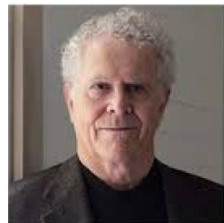
Each person has a talent or skill awaiting discovery; sometimes that skill is known early, but often a person must search and develop it. Now is the time for you to learn, train, and develop the skills that will give you options after you graduate. Waiting until you’ve joined “the real world” will put you at a disadvantage. As with any state or society, there’s much to be proud of in West Virginia’s history and people. No matter where you’re from in West Virginia, resources are available for you to be successful in life. You have to know where to go, what to do, and ask for help when needed. Your instructor should provide information, guidance, and mentorship. We’ve include a partial list of famous West Virginians who have “done good” with the hope that you will learn more about them and draw inspiration as you plan your future.



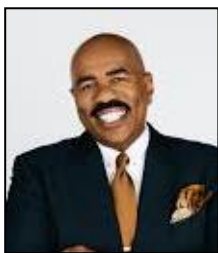
Bernie Case was born in one of West Virginia's smallest towns: Wyco. Case was an American actor, poet, and professional football player. Although born in Wyco, he graduated from East High School in Columbus, Ohio and became a record-breaking track and field athlete for Bowling Green State University, OH. He played eight years in the National Football League (San Francisco 49ers and the Los Angeles Rams) before changing careers to acting. Some of his notable movies include *"Guns of the Magnificent Seven"*, the James Bond film *Never Say Never Again*, *Spies Like Us*, *Under Siege*, and many guest appearances on popular television shows like *Deep Space Nine*, *Babylon 5*, and *SeaQuest 2032*.



Bradford Claude Dourif is an American actor born in Huntington, WV. He grew up out of state but returned to Huntington to work in the local theater while attending Marshall University. He left Marshall to pursue acting full time and eventually nominated for an Oscar and won a Golden Globe and BAFTA Awards for his supporting role as Billy Bibbit in the film *"One Flew Over the Cuckoo's Nest."* He is known as the voice of the evil doll Chucky and also as Wormtongue in the *"Lord of the Rings"* trilogy. Many of his *Lord of the Rings* co-stars were under the impression that Dourif was English because of the accent he used as Wormtongue throughout filming, even when the camera wasn't rolling. As a method actor, Dourif kept the accent even when he was not filming. Upon completion of the film, when he reverted back to his normal voice, fellow actors were shocked to hear him speak. One of his co-workers commented that Dourif was speaking in the worst American accent he "had ever heard in his life."



Homer Hadley Hickam Jr. is an American author, Vietnam combat veteran, and a former NASA engineer who trained the first Japanese astronauts. Best known for his 1998 memoir *Rocket Boys* (a New York Times Best Seller and the basis for the 1999 film *October Sky*), his "day job" was an engineer for varying U.S. government agencies. He graduated from Big Creek High School in 1960 and from the Virginia Polytechnic Institute (Virginia Tech) in 1964 with a BS degree in Industrial Engineering. Hickam started writing in 1969 after his return from Vietnam. The book *"The Coalwood Way"* (2000) is a memoir of Hickam's hometown of Coalwood, WV.



Broderick Steven Harvey was born in Welch, West Virginia. He's a comedian, actor, author, and television and radio personality who gained fame initially as a comedian, then later known for his self-help advice, until switching to television shows like the *Steve Harvey Morning Show*, *Family Feud*, *Celebrity Family Feud*, and hosting the *Miss Universe* competition. Prior to his "big break," Harvey was homeless for a while and living out of his car.



Creola Katherine Johnson, of White Sulphur Springs, was an American mathematician whose calculations of orbital mechanics as a NASA employee were critical to the success of the first and subsequent U.S. crewed spaceflights, to include putting a man on the moon (the Apollo 11 Mission). Johnson loved math so much that early in her career she was often called a “computer.” She helped NASA put an astronaut into orbit around Earth. Johnson worked for NASA for more than 30 years before retiring in 1986. She died on Feb. 24, 2020 at the age of 101 years.



Don Knotts was an actor best known as Deputy Barney Fife (the Andy Griffith Show), earning five Emmy Awards in his career. He played Ralph Furley for six years on the highly rated sitcom Three's Company. Known for his comedic roles, one of his most famous movies is “The Ghost and Mr. Chicken.” Knotts served in World War II entertaining troops before going to college to earn a bachelor's degree in education with a minor in speech from West Virginia University in 1948. He was born in Morgantown WV and has a star on Hollywood’s Walk of Fame. There’s a statue of Knotts on High

Street, Morgantown WV that is full of symbolism from his career.



Jon Andrew McBride is a retired naval Captain, fighter pilot, test pilot, aeronautical engineer, and former NASA astronaut. He logged more than 8,800 flying hours, including 4,700 hours in jet aircraft. In 1988 McBride was named to command the crew of the STS-35 (ASTRO-1) space mission, scheduled for the March 1990 launch. He is a member of the Veterans of Foreign Wars, the American Legion, and the Society of Experimental Test Pilots. He was born in Charleston and graduated from Woodrow Wilson High School in Beckley, WV before attending West Virginia University (1960-1964).



Mary Lou Retton is from Fairmont, West Virginia. She was the first American woman to win an individual Olympic gold medal in gymnastics, earning the medal at the summer Olympic Games for the women's all-around event. Retton was the first female gymnast outside of Eastern Europe to win that event. She won two silver and two bronze medals in individual and team competitions. Retton’s “wholesome exuberance” won her many commercial endorsements. She retired from gymnastics in 1985 after winning her third American Cup title and is in the International Gymnastics Hall of Fame since

1997.



Hershel Woodrow "Woody" Williams is a retired United States Marine Corps warrant officer and United States Department of Veterans Affairs veterans service representative. He received the United States military's highest decoration for valor, the Medal of Honor, for heroism above and beyond the call of duty during the Battle of Iwo Jima during World War II. He is the only living Medal of Honor recipient from World War II. He was born in Quiet Dell, WV, and is a tireless advocate for helping veterans receive treatment for Post-Traumatic Stress Syndrome (PTSD) and routinely speaks to youth about the values that make America great.



Charles Elwood "Chuck" Yeager was a retired Air Force general and a World War II fighter pilot ace. He became the first person to break the sound barrier, flying at 700 mph in October 1947. Yeager later trained military pilots to become astronauts while serving in the Air Force until 1975. His 1979 book, *The Right Stuff*, was adapted to film in 1983. Yeager became a well-known celebrity endorser and was awarded the Presidential Medal of Freedom in 1985. He was born in Myra (Lincoln County), WV. The Charleston, West Virginia airport is named in his honor.

Life Skills

Introduction

Of all the Future Leaders Program topics taught, “life skills” is the most important. FLP defines the term as “the skills necessary or desired for full participation in everyday life.” Another way to define the term is “the skills and abilities for adaptive and positive behavior that enable people to deal effectively with the demands and challenges of life.” The term is very broad, covering such topics as resiliency, healthy lifestyle (i.e. nutrition, physical fitness), substance abuse, study habits, time management, stress management, first aid, resume writing, job interviews, emergency preparedness, and career interests and aptitudes, to name a few.

FLP focuses on life skills that benefit students while in high school *and* have practical application for years to come. Many of these skills (i.e., resiliency, communication) are considered “common” but anecdotal evidence and an increasing number of studies show that these skills are no longer common. Some skills, like road map reading, are considered obsoleted due to technology. But as anyone who drives through West Virginia knows, relying on cell phone service to find your way can be problematic. If you learn the FLP life skills and practice them often, you should master them and find yourself reaping benefits.

FLP recognizes that adolescence is one of the most challenging times in a person’s life. This is the time when intellectual, physical, social, and emotional aspects of a person are in the stage of development. Many adolescents are unable to realize their full potential. Young adults face ongoing issues such as poverty, suicide, alcoholism, drug abuse, sexual abuse, smoking, delinquency, anti-social acts, and other activities that have an adverse effect upon them and others.

FLP teach students how to live life better by following the instruction they receive in the program. Over 50% of the curriculum is “life skills.” Life skills strengthen an individual’s ability to function smartly in society and helps in dealing with challenges. Students participate in hands on practical skills such as public speaking, leadership roles, interview techniques, and many other tasks that set students up for success. Life skills are important building blocks for a productive citizen capable of coping with future challenges, thriving in future endeavors, while developing social, emotional and critical thinking skills.

Physical Fitness

Physical Fitness is an individual responsibility. While no one benefits more from physical fitness than the individual, a person’s lack of fitness may have significant

impacts on those around him/her as extra time and effort is needed to care for out-of-shape individuals; individuals in poor shape and health have increased medical needs and require daily monitoring. Staying healthy is not easy in adulthood; the time needed for fitness competes with the job, family (particularly children), home chores, vehicle maintenance, educational requirements (academic or technical), time spent with friends, and life's other requirements and desires.

While most people equate "fitness" with weight, the two are not the same. Look at a professional football lineman: they're very strong but overweight. Another example is the scrawny-looking farm boy. He may be skinny, but in everyday applications he has muscle "density." Ideally your exercise regimen will keep your body weight at a healthy level. But even if it doesn't, regular exercise benefits you by reducing physical and mental stress, improving the cardiovascular system and blood flow, maintaining flexibility, preventing (or slowing down) muscle loss, and maintaining bone density (it combats osteoporosis). Routine exercise also improves one's self-image and mental health. Therefore it is essential that young adults "get ahead in the game" by establishing a healthy lifestyle early in life so when the demands of life interfere with a healthy lifestyle routine, they'll be in better condition.

Does this mean you should visit the gym two hours a day, five days a week? Absolutely not. There are many options for staying fit: gym use (not just gym membership), home exercise, bicycling, hiking, backpacking, recreational sports league, and activities with friends and/or co-workers. FLP offers a class called "Strength, Conditioning and Recreational Sports" during an advanced FLP class. As the name implies, this class provides alternatives to exercising in the gym. Remember, a healthy lifestyle should be a lifestyle, not an occasional event.

U.S. Army Physical Fitness Test

For decades the Army's physical fitness test (APFT) consisted of just three events: push-ups, sit-ups, and a two-mile run (or 2.5-mile walk for those unable to run). A major benefit of this test is that no special or outside equipment is needed other than a watch and a two-mile course. The APFT is a simple test anyone may take themselves and is an easy way to monitor fitness. The Army conducted this test for record twice a year.

In October 2020 the Army discontinued the APFT and started using the Army Combat Fitness Test (ACFT) as a better predictor of readiness and the ability to meet the physical demands of combat. The Army expects the ACFT to reduce the number of injuries caused by physical fitness tests. There are six events in the ACFT: the dead lift, the standing power throw, the hand-release push up, the sprint-drag-and-carry, the leg tuck, and the 2-mile run.

U.S. Marine Corps Fitness Test

The Marine Corps conducts two tests a year: the Marine Physical Fitness Test (MPFT) and the Marine Combat Fitness Test (MCFT). The MPFT is a standard test that

measures the battle-readiness of each Marine once a year, with a focus on stamina and physical conditioning. Marines are assessed on a points system across three categories and must receive a high enough score to pass the MCPFT. The test includes three events: Pull-ups or push-ups, Crunches or plank pose, Three-mile run.

The MCFT consists of three events: run 880 yards at max speed to simulate Movement to Contact in battle dress uniform, lift a 30-pound ammunition can overhead from shoulder height for max reps for two minutes, and perform a maneuver-under-fire simulated event consisting of a timed 300-yard shuttle run in which Marines are paired up by size and perform the following tasks: sprints, agility course, high crawl, low crawl, body drag, fireman carry, ammo can carry, push-ups and grenade throw.

FLP Physical Fitness Test

FLP uses the West Virginia Department of Education Physical Fitness Standards to measure physical fitness and improvement. This is the same test you take in Gym and Health class. Some FLP schools may opt to also use a military service physical fitness test. All FLP schools use the “1-1-1 Drill” event as a simple way to track improvement over the course of a school year. This event requires students to record the number of push-ups performed in one minute, the number of sit-ups performed in one minute, and a timed one-mile run. A tracking chart allows you to record your progress. The instructor may opt to administer this test bi-monthly, monthly, or quarterly. The program recommends a monthly test as it allows time for growth and improvement in-between assessments.

FLP Physical Fitness Award (Patch)



FLP has a physical fitness award (the Physical Fitness Excellence patch) for students who meet or exceed the FLP physical fitness requirements. The patch is intended for wear on the FLP PT shirt, upper left breast. Place the bottom of the patch ½ inch above the FLP logo using the top of the WV panhandle as a starting point. Students may sew or use fabric adhesive to affix the patch. This is a yearly award, valid for wear until the next test for record. Students returning to FLP the following year may continue to wear the Physical Fitness Excellence patch until the first record fitness test. They continue to wear the badge if they meet or exceed the physical fitness requirements. Physical fitness tests for record are administered once or twice a year at the instructor's discretion.

West Virginia Department of Education Physical Fitness Standards

The 2005 Healthy Lifestyles Act (House Bill 2816) established physical fitness standards for students. The standards measure cardiovascular fitness, muscular strength and endurance, flexibility and body composition. West Virginia Code §18-2-7(a) requires schools to administer the FitnessGram® to all students in grades 4 – 8

and in the required high school fitness course. The following fitness areas are tested by FitnessGram® :

- **Aerobic Capacity:** PACER (Progressive Aerobic Cardiovascular Endurance Run), One-Mile Run
- **Upper Body Strength and Endurance:** Push-Up, Modified Pull-Up, Flexed Arm Hang,
- **Abdominal Strength and Endurance:** Curl-Up
- **Flexibility:** Trunk Lift, Back-Saver Sit and Reach, Shoulder Stretch
- **Body Composition:** Body Mass Index, Bioelectric Impedance Analyzer

West Virginia Department of Education Physical Fitness Standards – Females

Girls West Virginia Standards for Healthy Fitness Zone							
Age	One-mile run min:sec.	20 Meter Pacer #laps	15 Meter Pacer #laps	Walk test & VO Max ml/kg/min	Percent Fat	Body Mass Index	Curl-up #complete
9	Time standard not recommended	Lap count standards not recommended	Lap count standards not recommended	Not recommended	32-17	23-13.5	9-22
10	12:30-9:30	15-41	19-54	40-48	32-17	23.5-16.6	12-26
11	12:00-9:00	15-41	19-54	39-47	32-17	24-16.9	15-29
12	12:00-9:00	23-41	19-54	38-46	32-17	24.5-16.9	18-32
13	11:30-9:00	23-41	30-67	37-45	32-17	24.5-17.5	18-32
14	11:00-8:30	23-41	30-67	36-44	32-17	25-17.5	18-32
15	10:30-8:00	23-41	42-67	35-43	32-17	25-17.5	18-35
16	10:00-8:00	32-61	42-80	35-43	32-17	25-17.5	18-35
17	10:00-8:00	32-61	54-80	35-43	32-17	26-17.5	18-35
17+	10:00-8:00	32-61	54-94	35-43	32-17	27.3-18.0	18-35

Girls West Virginia Standards for Healthy Fitness Zone						
Age	Trunk Lift Inches	Push-up #complete	Modified Pull- up #complete	Flexed arm hang Seconds	Back saver Sit & reach** inches	Shoulder Stretch
9	6-12	6-12	4-11	4-10	9	Passing = Touching Fingertips Together Behind The Back
10	9-12	7-15	4-13	4-10	10	
11	9-12	7-15	4-13	6-12	10	
12	9-12	7-15	4-13	7-12	10	
13	9-12	7-15	4-13	8-12	10	
14	9-12	7-15	4-13	8-12	12	
15	9-12	7-15	4-13	8-12	12	
16	9-12	7-15	4-13	8-12	12	
17	9-12	7-15	4-13	8-12	12	
17+	9-12	7-15	4-13	8-12	12	

West Virginia Department of Education Physical Fitness Standards – Males

Boys West Virginia Standards for Healthy Fitness Zone							
Age	One-mile run min:sec.	20 Meter Pacer #laps	15 Meter Pacer #laps	Walk test & VO Max ml/kg/min	Percent Fat	Body Mass Index	Curl up #complete
9	Time standard not recommended	Lap count standards not recommended	Lap count standards not recommended	Not recommended	25-10	20-13.7	9-24
10	11:30-9:00	23-61	30-80	42-52	25-10	21-15.3	12-24
11	11:00-8:30	23-72	30-80	42-52	25-10	21-15.8	15-28
12	10:30-8:00	32-72	42-94	42-52	25-10	22-16.0	18-36
13	10:00-7:30	41-72	54-108	42-52	25-10	23-16.6	21-40
14	9:30-7:00	41-83	54-108	42-52	25-10	24.5-17.5	24-45
15	9:00-7:00	51-94	67-123	42-52	25-10	25-18.1	24-47
16	8:30-7:00	61-94	80-123	42-52	25-10	26.5-18.5	24-47
17	8:30-7:00	61-94	80-138	42-52	25-10	27-18.8	24-47
17+	8:30-7:00	61-94	94-138	42-52	25-10	27.8-19.0	24-47

Boys West Virginia Standards for Healthy Fitness Zone						
Age	Trunk Lift Inches	Push-up #complete	Modified Pull- up #complete	Flexed arm hang Seconds	Back saver Sit & reach** inches	Shoulder Stretch
9	6-12	6-15	5-11	4-10	8	Passing = Touching Fingertips Together Behind The Back
10	9-12	7-20	5-15	4-10	8	
11	9-12	8-20	6-17	6-13	8	
12	9-12	10-20	7-20	6-13	8	
13	9-12	12-25	8-22	12-17	8	
14	9-12	14-30	9-25	15-20	8	
15	9-12	16-35	10-27	15-20	8	
16	9-12	18-35	12-30	15-20	8	
17	9-12	18-35	14-30	15-20	8	
17+	9-12	18-35	14-30	15-20	8	

The “1-1-1” Drill (Physical Fitness Tracker)

Record the number of push-ups and sit-ups performed correctly in one minute for each. Record your one mile run. Recommend recording progress monthly.

Date	# Push Ups	# Sit Ups	1 Mile Run	Weight

**Do Not Write on This Page; use
Supplemental Book**

Skills for Academic Success (Study Habits and Time Management)

Study Habits

The life of a high school student can be very busy. Learning to juggle school work, family life, school and social activities, a part-time job, and relationships. Unfortunately, it doesn't get any better after high school graduation. Most people eventually find themselves totally dependent on themselves financially. Learning and practicing good study habits will improve your grades, increase retention of material, and provide more free time for other activities. Having a good education provides you options for the future. Good study habit tips include:

- Get Organized
- Know the Expectations
- Designate a Study Area
- Develop a Study Plan
- Think Positively
- Create a Study Group
- Practice Active Listening
- Review Test-Taking Strategies

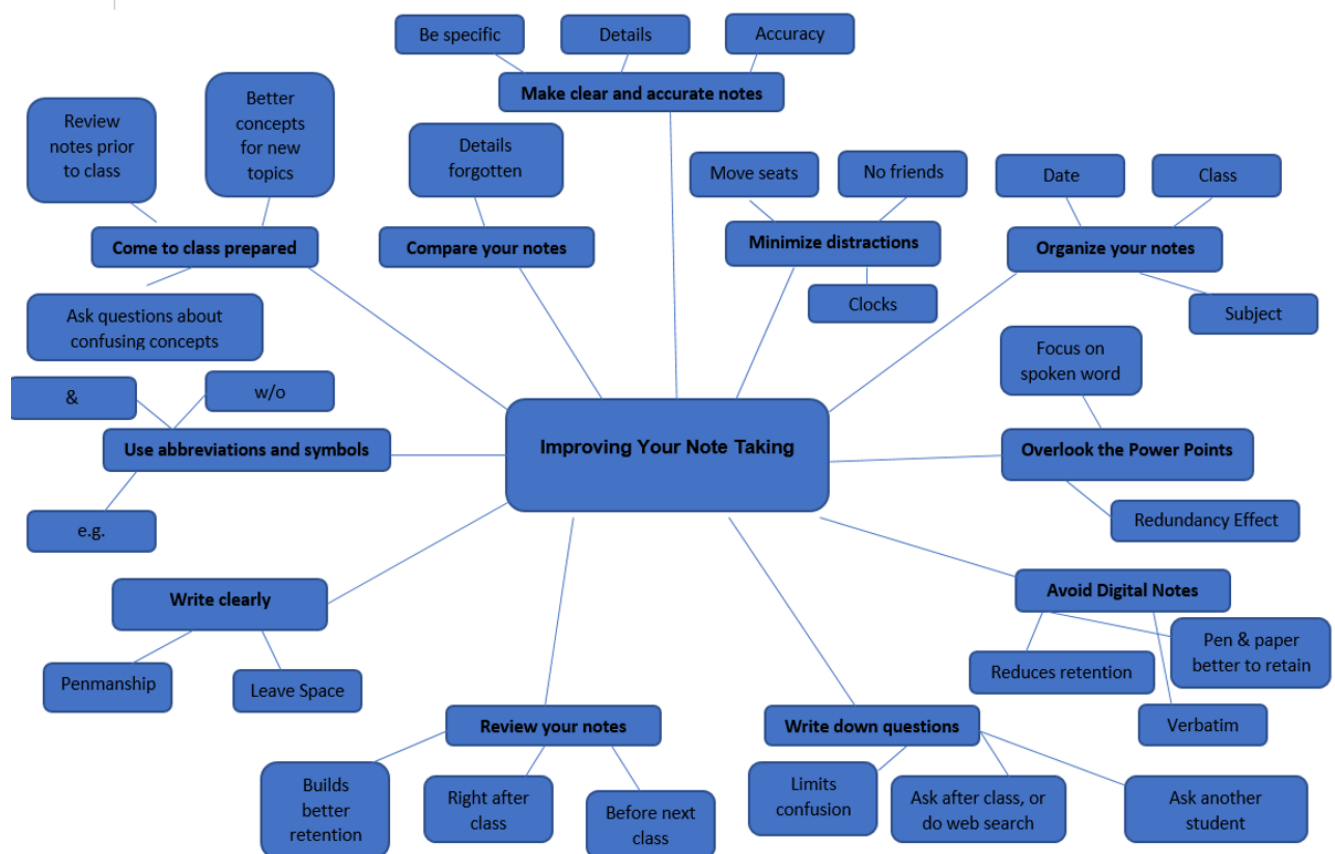
Following these additional study tips should help in your studies.

1. **Time Management.** There are just 24 hours in each day. What you do with that time makes all the difference. While high-school students average 35 hours per week of class time, college students log an average of 15 to 18 hours per week of *class time*. Getting "free" time under control now will prepare you for managing that extra 20 hours a week come freshman year of college (or tech school), when you'll need to prepare and study but will want to socialize more than ever. Use a daily planner! It sounds old fashion, but it works. Planners may be a datebook or a phone app. It's easy to over-schedule or "double-book" if not careful. *Manage your time wisely* and you'll get the most out of each day.
2. **Develop Good Study Habits.** Easier said than done. Like anything else, it takes practice to get better. Good study habits include these basics:
 - Always be prepared for class and attend classes regularly. No cutting!
 - Complete assignments thoroughly and in a timely manner.
 - Review your notes daily rather than cram for tests the night before.
 - Set aside quiet time each day for study, even if you don't have homework or a test the next day!
3. **Set Attainable Goals.** It's important to set goals as long as they're attainable. Setting unreasonably high goals is a set-up for failure; you'll be frustrated, disappointed, and may give up.
4. **Concentration.** Listen to the teacher and stay focused. Be sure you understand the lesson. If you don't understand something, **ask!** You've heard it before, "the

only dumb question is the one you don't ask" is absolutely true. If you pay attention, it won't be a dumb question.

5. **Good Note-Taking.** You can't write down everything the teacher says, but you should write down the important items. Be sure to validate yourself after a test by going back over your notes to see if your notes contained the answers to questions asked on the test. If not, you should ask to see a classmate's notes or check with the teacher for help on improving your note-taking. Studying with a partner is also a good idea if you actually study!
6. **Choose the right note taking style for you.** Note-taking should be in a format that's most helpful to you. If you're a visual person, write on different colored index cards. Music is also a good memory aid as long as you don't find it distracting. Re-writing your notes daily is another strategy. If you have a problem with note-taking, ask your teacher if you can tape-record daily lessons.

Note Taking – A Visual Guide



Time Management

Once lost, you can't get time back! The good news is, you get a fresh batch of time every 24 hours, so make the most of it. It's very easy to become distracted in today's environment. Television, streaming movies, video games, phone apps, YouTube, Instagram, Twitter, TikTok, and Snapchat are just some of the technology that's constantly begging for your attention. Remember, technology is a tool. You should choose who is master and who is servant. Choose wisely!

Following the guidelines below should improve your time management skills:

1. **Make a Schedule – and Stick to It.** Start improving your time management skills by organizing your days and *weeks* in advance; yes, weeks! There will always be surprises, but you should have an idea of the tasks and responsibilities you have every day for the next 3-4 weeks. As a general rule, the longer out you plan, the better.
2. **Prioritize.** Learn how to prioritize! To efficiently execute any project (or your time) you should decide which parts of the project are most important to you and the impact of each in the short, medium, and long terms. In other words, you should figure out which tasks or activities will deliver the best returns. You can prioritize these over less important tasks.
3. **Set Some Boundaries.** If you want your friends and family to let you work in peace, you should let them know when you're not available. People can't read your mind, so it's up to you to set boundaries when necessary. You don't want to sound rude, so be sure to communicate your limits in a polite – but direct – manner. You **must** turn off your phone (or silence it) and *place it out of sight!* It's not enough to turn the volume down or the screen face down. You will still see the screen light and hear the vibrations. Just as the One Ring called to Frodo Baggins in the movie *Lord of the Rings*, your phone will call you. Place it out of sight. It will still be there when you return.
4. **Account for Good Distractions.** No matter how hard you try, you will get distracted. That's a fact of life. No one can work for hours on end; we all require breaks to stay productive. The best thing to do is to accept that distractions will happen and try to incorporate time into your schedule for them.
5. **Stay Away from Bad Distractions.** If there is a good side to distractions, there is also a bad side. If a distraction takes up too much of your time, you will find yourself greatly behind on work. Get to know which distractions drain too much of your time – and then make every effort to avoid these distractions.
6. **Never Procrastinate.** If it can be done today, do it today! This rule should be your motto if you want to make the most of your time. Take it a step further: If something in your schedule changes, and you have extra time before the end

of the day, start on the next day's tasks. It's better to finish your week earlier on Friday than it is to get stuck working on a last-minute project on Saturday and Sunday. Remember, rushed projects are sloppy projects!

7. **Completion of Assignments.** Teachers assign homework for a reason. While it may seem like "busywork" at times, it has a purpose. Put your homework to good use. Remember, you'll only get out of it what you put into it! You wouldn't expect to get stronger without exercising, so don't expect to get smarter without studying, or improve your reading level without lots of reading, or improve your handwriting without practicing.
8. **Review of Daily Notes.** Don't wait until the night before the test to review your notes. Go over your notes each day while the information is still fresh in your mind. Add any missing pieces of information. Compare your notes with a classmate's notes. This isn't cheating and it may even be mutually beneficial. Review your notes each day to reinforce your learning.
9. **Organizational Skills.** Keeping yourself organized will save your valuable time and allow you to do everything you need to do. Remember: "A place for everything and everything in its place." Keep all your study materials (calculator, planner, books, notebooks, laptop, etc.) in one convenient location.
10. **Motivation.** You should to be motivated to learn and work hard, whether or not you like a specific subject or teacher. Self-motivation can be extremely important when you aren't excited about a class. If you must, view it as an obstacle you must overcome. Then, set your mind to it and do it - no excuses. Success is up to you!
11. **Commitment.** You've started it, now you should to complete it. Do the best that you can and get the most out of it! Few people are given success. Successful and happy people work hard for it. Your commitment will pay off in the end.

Stress Management

Stress Management Tips

- Keep a positive attitude.
- Accept that there are events that you cannot control.
- Be assertive instead of aggressive. Assert your feelings, opinions, or beliefs instead of becoming angry, defensive, or passive.
- Learn and practice relaxation techniques; try meditation, yoga, or tai-chi for stress management.
- Exercise regularly. Your body can fight stress better when it is fit.
- Eat healthy, well-balanced meals.

- Learn to manage your time more effectively.
- Set limits appropriately and learn to say no to requests that would create excessive stress in your life.
- Make time for hobbies, interests, and relaxation.
- **Get enough rest and sleep.** Your body needs time to recover from stressful events. Teenagers need 8 – 10 hours of sleep *every night* (not every week). Most teenagers get 6 ½ - 7 ½ hours sleep per night. Chronic sleep loss (deprivation) may lead to lethargy (lack of energy), obesity, depression, immunity impairment, and when older high blood pressure, diabetes, heart attack, heart failure, stroke, and lower sex drive. Chronic sleep loss even affects appearance (you look older and “haggard”).
- Don't rely on alcohol, drugs (legal or illegal), or compulsive behaviors to reduce stress.
- Seek out social support. Spend enough time with those you enjoy.
- Seek treatment with a psychologist or other mental health professional trained in stress management or biofeedback techniques to learn healthy ways of dealing with the stress in your life.

Emotional symptoms of stress include:

- Becoming easily agitated, frustrated, and moody
- Feeling overwhelmed, like you are losing control or need to take control
- Having difficulty relaxing and quieting your mind
- Feeling bad about yourself (low self-esteem), lonely, worthless, and depressed
- Avoiding others

Physical symptoms of stress include:

- Low energy
- Headaches
- Upset stomach, including diarrhea, constipation, and nausea
- Aches, pains, and tense muscles
- Chest pain and rapid heartbeat
- Insomnia
- Frequent colds and infections
- Loss of sexual desire and/or ability
- Nervousness and shaking, ringing in the ear, cold or sweaty hands and feet
- Dry mouth and difficulty swallowing
- Clenched jaw and grinding teeth

Cognitive symptoms of stress include:

- Constant worrying
- Racing thoughts
- Forgetfulness and disorganization
- Inability to focus
- Poor judgment
- Being pessimistic or seeing only the negative side

Resiliency

Resilience describes a person's capacity to cope with changes and challenges, and to bounce back during difficult times. It is the quality of being able to deal with the ups and downs of life. Resilience is a key factor in protecting and promoting good mental health. Building resiliency is critical in the life of teens, especially in today's societal environment. The good news is that teens have an innate ability to demonstrate resiliency as they build these skills. Resilient people adapt successfully under adverse circumstances such as poverty, homelessness, mental illness, disasters, terrorism, physical or psychological trauma, parents' divorce, parent's job loss, financial problems, unstable home life, family member incarceration, and the loss of a loved one.

Resiliency can be thought of as a skill that allows you to:

- Manage life's challenges, stresses, changes, and pressures effectively.
- Bounce back to a balanced state after facing a major disruption in life or career planning.
- Cope with and adapt successfully to adversity.
- Withstand grief and accept loss

Research indicates that resiliency can be developed over time by:

- Enhancing communication
- Developing an optimistic outlook
- Building a greater sense of control
- Creating a more realistic sense of self
- Learning how to effectively deal with change

Resilience doesn't develop in isolation. Many other qualities impact on and affect resilience - the main ones are:

1. **Self-Esteem:** being accepted by people whose relationship you value and from completing tasks you value.
2. **Self-Efficacy:** Having the qualities of optimism; 'stickability' and believing that one's own efforts can make a difference
3. **Trust:** Experience people as reliable, value them, and expect them not to betray your confidence.
4. **Attachment:** A secure relationship creates a base from which a young person feels safe to explore the world.

5. **Secure Base:** The provision of a consistent and stable place to live and continuity of wider relationships which then allow the maintenance or development of attachment relationships.
6. **Meaningful Roles:** Provide a sense of positive identity and a source of self-esteem as well as a source of enjoyment and distraction.
7. **Autonomy:** Make decisions and know that it is OK to make mistakes and that you can learn from mistakes.
8. **Identity:** Young people should to know and understand who they are, where they belong, and to whom they are important.
9. **Insight:** Helps people to take appropriate actions and make appropriate choices. It is therefore linked to self-efficacy and to initiative
10. **Humor:** Can help people to distance themselves from, and therefore reduce emotional pain. It can also help make and sustain relationships.

Factors negatively affecting resiliency

FAMILY	INDIVIDUAL	PEER	SCHOOL	COMMUNITY
<p>Absence of warm and healthy attachments between a child and parent</p> <p>Low connectedness to family and it's members</p> <p>Violence, abuse or neglect</p> <p>Family dysfunction</p> <p>Moving away from family / friends</p>	<p>Difficult temperament.</p> <p>Risky behaviour.</p> <p>Drug / alcohol misuse. Criminal involvement.</p> <p>Psychological problems</p>	<p>Lacking friendships</p> <p>Insufficient relationships with peers</p> <p>Association with delinquent / high risk young people</p> <p>Relationship break ups</p>	<p>Low achievement</p> <p>Poor attendance</p> <p>Low connectedness to school</p> <p>Transition from primary to secondary, college / university</p>	<p>Poverty</p> <p>Instability of accommodation</p> <p>Low connectedness to community</p>

Peer Pressure

Peer pressure is the direct influence on people by peers. It's often used in a negative manner, although peer pressure can be good if it encourages a person to strive to do

better. Peer pressure is most often associated with young adults (teenagers – early twenties), but peer pressure exists among those in their thirties, forties, and beyond. The ability to properly respond to peer pressure (good and bad pressure) is tied directly to one's self-confidence and support structure (family and friends).

Used as a negative, peer pressure encourages people to change their attitudes, values or behaviors and to conform to a person or group. For example, trying marijuana or other drugs because “everyone else is doing it.” Giving in to peer pressure makes people feel guilty, weak, or disappointed in themselves for going against their beliefs or values. **Peer pressure can be a powerful force.** It's important for people to recognize it and deal with it positively. People at all ages, not just teens, experience peer pressure.

Negative Activities Involving Peer Pressure (examples):

- Acting or dressing a certain way.
- Cheating or copying work.
- Excluding certain people from social activities.
- Ostracizing (ignoring) people.
- Take dangerous risks (especially when driving).
- Using drugs or alcohol.
- Shoplifting or stealing.
- Engaging in sexual activity.
- Engaging in bullying or cyberbullying.
- Projecting a misleading/false image on social media.
- Dangerous behavior
- Disruptive behavior
- Violating the law
- Damaging/vandalizing
- Acting mean or vindictive

Strategies for handling negative peer pressure

- Pay attention to how you feel; if it doesn't feel right, it probably isn't.
- Plan ahead for how you would react or what you would say in different situations. The military refers to this as “war gaming” or “rehearsal.”
- Talk to the person who is pressuring you; tell him/her “no” and end the conversation.
- Give an excuse. Having a reason makes it easier to say “no.” It could be a medical reason such (i.e. asthma) or stating your parents need you home.
- Be assertive. Stick with your answer and use your body language to reinforce it.
- Have a secret code or word to communicate with a trusted adult. Something you can say or text that lets them know you need out of a situation. They can call or text to say you need to come home.
- Hang around friends with similar values and beliefs. Saying “no” together makes it easier for the both of you.
- Use the “delay” tactic; tell the person(s) pressuring you that you'll think about it.

- Get support from a trusted adult (parent, relative, teacher, or school counselor).

Relationships: Personal, Professional, Societal

Personal Relationships

Despite what people may say outwardly, humans are social animals and need both social and close relations to be healthy and well-adjusted. Everyone experiences rejection in their lifetime; some more than others. Rejection hurts, and it usually feels personal, which leads to other negative thoughts or feelings about ourselves. The good news is that the negative feelings associated with rejection go away with time if dealt with properly; you can minimize the hurt and “recovery” time with the right strategies.

Before Rejections.

- **Prepare for it.** Why do you want things? What it means when you can’t have them? Recognize the small rejections and disappointments happening in everyday life, like missing a movie, not getting a job, losing a game, or failing a test. Recognizing and accepting smaller rejections and disappointments make dealing with bigger rejections and disappointments easier.
- **Learn from taking risks.** Take risk with low importance items first; rejection and failure help you learn how rejection feels and gives you experience handling it.
- **Avoid putting all your eggs in one basket.** If all of your time, energy, and efforts are put toward one item, then not getting or achieving that item will hurt even more.
- **Talk to other people.** Learning from the experiences of others may provide you with new coping skills. It also helps to know that others have gone through something similar to you.

During Rejection

- **Recognize** that rejection can happen in many ways: in person, by text, online, by phone, through others, and yes, even by letter.
- **Take time** to cool off. Rejection often leads to anger. Back off, stay away, and think before you do something embarrassing or worse. Outbursts may make you feel a little better at the moment, but usually makes you feel worse over time.
- **Sort** through all of your feelings; analyze how you feel. Most people experience multiple feelings: disappointment, sadness, anger, heartache.
- **Surround yourself** with supportive people. Being with people who care about you and make you feel good is very helpful.
- **Engage** in fun activities. Do things that you enjoy, or even things you used to enjoy prior to your recent relationship.

- **Take time** to be alone. It's ok to spend some time alone. Reassess and reaffirm yourself. But don't spend too much time alone. Use family and friends to help the recovery process.
- **Remember** to take care of yourself. Exercise, each right, get into a routine. But don't forget to treat yourself or do something fun.
- **Build** your self-esteem. A relationship that ends can make you feel like a failure; don't let it. Make a list of your accomplishments and things that are going well. Do you have food? Shelter? Clothing? Good health? Family members? Friends? Teachers you like? Perhaps a FLP instructor.
- **Talk** to a trusted adult or professional. Having an older confidant to share your thoughts will help. Remember, on average adults will have 2-4 times the life experience as you. That's the difference between a junior varsity freshman and a varsity senior.

After Rejection

- **Healing takes time.** It varies based on the person, his/her experience, resiliency, and how "hard" the rejection was.
- **Rejections feel personal.** Just because one person doesn't like or appreciate something doesn't mean that other people won't.
- **Reflect on the experience.** Every experience can teach us something. Reflection can help you grow and prepare for the next time.
- **Keep taking risks.** Withdrawing is ok if for a little while. But don't be afraid of venturing out and taking risks. As the old saying goes, "get back on the horse...." Sooner is better.

Remember, young people are growing and learning. Often relationships end not because of any one particular event or action, but because each person is still growing. Don't take an unsuccessful relationship personally or as an attack on you. If it helps, think of dating as practice for marriage. What kind of spouse are you looking for? How well did you consider the other person's feelings, wants, and needs? How did you behave in the relationship? If/when it ends, how did you act? With grace and dignity, or with rage and ignominy?

Societal Relationships

People are social creatures. They crave social interactions, some more than others. To isolate yourself from others is not good. And you'll never know when you might need help. Many of the recommendations for work apply equally to the society around you: neighbors, grocery store workers, the postal worker, maybe your in-laws, just to name a few examples. It's ironic that despite the proliferation of social media sites and their use, people seem to be more unsocial. Following a few simple suggestions can improve your quality of life by reducing conflict, and increasing connections,

- **Be nice.** A smile and a hand wave goes a long way.

- **Don't be afraid of confrontation.** That annoying neighbor with the loud radio? Maybe he doesn't realize how loud it is. Talk to him before you call the police.
- **Be tolerant, be patient.** That guy down the street who does that irritating thing? Chances are you do something that irritates others.
- **Be considerate.** Simple things like keeping your yard tidy, picking up after your pet, and parking "right" are easy to do and builds good will.
- **Talk to people!** Yes, actually talk to people. The more you talk, the more you get to know someone. The more you know someone, the more tolerant and understanding you'll be. And the process works both ways.
- **Visit.** You should at least know your immediate neighbors and important things about them: are they married? Have kids? What's their line of work? This might come in handy if you need advice or help.
- **Build community.** Participate in local events. You'll get to know the community and the people better, and vice-versa.
- **Overcome the inertia.** The biggest challenge people have to the above is overcoming the initial reluctance. Once you start talking, or visiting, or being nice, or participating, you'll soon find yourself enjoying these items as they become second nature.

Professional Relationships

Many students have part-time jobs. Many can't wait to become independent and start earning "real money." But remember, while work does provide stability, daily structure, a sense of worth or contribution, and of course a paycheck, it should not define who you are. Losing a job should not be the end of the world. The average person changes careers 5-7 times during their working life according to statistics. One study suggests that 30% of the workforce will change careers or jobs every 12 months, in part due to increasing numbers of career choices. A recent Gallup report on the millennial generation reveals that 21% of millennials say they've changed jobs within the past year, which is more than three times the number of non-millennials who report the same. Results from another study showed that 43% of millennials plan to leave their current jobs within two years, and only 28% of them have plans to stay beyond five years.

If you find yourself unhappy with a current job, create a plan. Start looking for the next, better job so you can leave on your terms, not the company's terms. It's also easier to make the transition to a new job if it's your decision. As the old saying goes, "it's always easier to find a job, if you have a job." A few things to remember when at the work place:

- **Have a good work ethic;** do quality work. "A day's work for a day's wage."
- **Be reliable.** That means arrive early, stay late (if needed), and be where you're supposed to be when you're supposed to be there.
- **Be honest.** Do not share confidential or privileged information and don't tolerate or justify dishonest conduct by others. Report conflicts of interest.

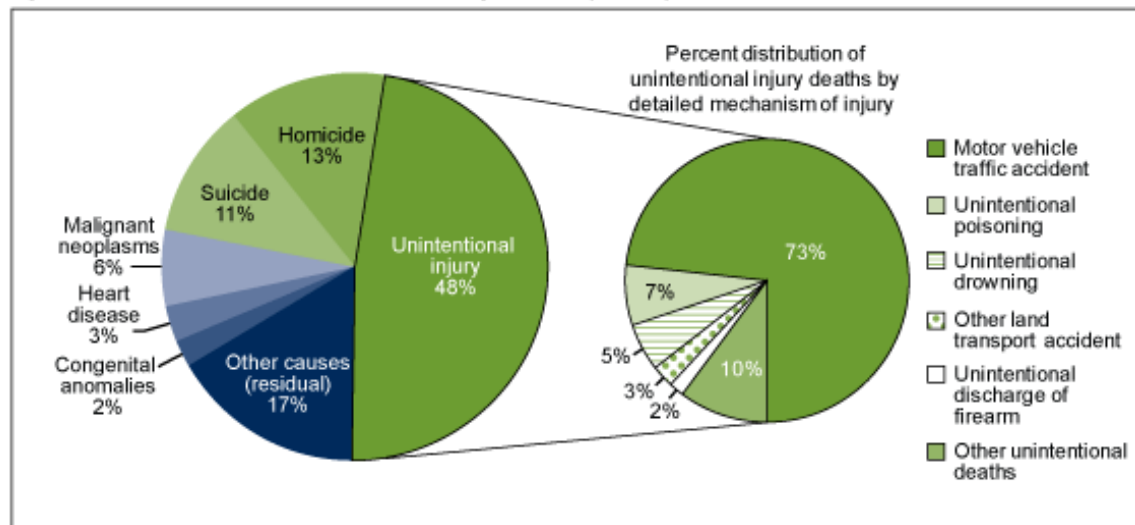
- **Maintain a respectful** attitude to others. Treat them with dignity and respect, even if you don't like them.
- **Communicate clearly** and precisely. Remember, your body and your eyes can speak louder than your mouth.
- **Manage your time wisely**; don't abuse lunch or break times.
- **Have integrity**; act ethically and do the right thing at all times.
- **Be safety minded**. This requires constant vigilance in many jobs.
- **Help achieve corporate goals**. But first you need to know what they are.
- **Dress appropriately**. Avoid flashy, revealing, provocative, or distracting dress. This includes insinuating pictures, vulgar words, "sexy" outfits, and overt political statements.
- **Take responsibility** for your work and your actions.
- **Be a team player**. Help people who need it, even if it's not your job.
- **Get along with others**. People spend 9-10 hours at work, so why be miserable? If you don't like someone, be civil and limit your interactions with them.
- **Listen to the boss** or supervisor; that person is in the position for a reason. If he/she happens to be a moron, don't worry. His (or her) boss will figure it out.
- **Don't get angry!** Easier said than done, especially if you feel wronged. But even if you're right, outbursts will only hurt your cause and your reputation.
- **Exit gracefully**. When you leave a job (or get fired), do so gracefully. You may want to return to the job later or use those supervisors and co-workers as a reference. Life is full of stories of people leaving a job only to find a better one. Let that be your story.

Suicide Awareness and Prevention

According to the Centers for Disease Control and Prevention (CDC) *WISQARS Leading Causes of Death Reports* (2017), suicide is the third leading cause of death among teenagers in the United States, behind accidents (unintentional injuries) and homicides. Even among adults, suicide ranked as the tenth leading cause of death overall, claiming over 47,000 lives. What makes suicides really tragic, besides the immediate loss of life, is that: suicides are preventable, and suicides have a profound impact on the family and friends of the deceased.

It is written in an ancient text that "there is no new thing under the sun." Despite the changing technology, individual personalities, and small details, the situation you find yourself in has been experienced by thousands, perhaps millions, of other people over history. What makes these situations different is that it may be the first time for *you*. During rough times, rely on the resiliency and suicide prevention tips provided by FLP. Rely on family and friends. Rely on your minister (spiritual leader). Rely on your instructor. Believe it or not, there are people that care about your well-being and will help. You just need to **ask** in case they don't notice.

Figure 2. Percent distribution of all deaths to teenagers 12–19 years, by cause of death: United States, 1999–2006



Suicide: Youth Warning Signs

- Making Statements about hopelessness, helplessness, or worthlessness.
- Not tolerating praise or rewards
- Actually talking about suicide or a plan
- Exhibiting impulsivity such as violent actions, rebellious behavior, or running away.
- Using social media to convey messages.

***** 4 out of 5 teen suicide attempts have been preceded by clear warning signs.*****

The ACE Card (Ask – Care – Escort)

National Suicide Prevention Lifeline:
1-800-273-8255 (TALK)

A

Ask your buddy

- Have the courage to ask the question, but stay calm
- Ask the question directly: Are you thinking of killing yourself?

C

Care for your buddy

- Calmly control the situation; do not use force; be safe
- Actively listen to show understanding and produce relief
- Remove any means that could be used for self-injury

E

Escort your buddy

- Never leave your buddy alone
- Escort to chain of command, Chaplain, behavioral health professional, or primary care provider
- Call the National Suicide Prevention Lifeline

USAPHC
<http://phc.amedd.army.mil/>

TA - 095 - 0510

Suicide Warning Signs & Risk Factors

Risk Factors:

Risk factors are those things that increase the probability that difficulties could result in serious adverse behavioral or physical health. The risk factors only raise the risk of an individual being suicidal it does not mean they are suicidal.

The risk factors often associated with suicidal behavior include:

- Relationship problems (loss of girlfriend/boyfriend, divorce, etc.).
- History of previous suicide attempts.
- Substance abuse.
- History of depression or other mental illness.
- Family history of suicide or violence.
- Work related problems.
- Transitions (retirement, PCS, discharge, etc.).
- A serious medical problem.
- Significant loss (death of loved one, loss due to natural disasters, etc.).
- Current/pending disciplinary or legal action.
- Setbacks (academic, career, or personal).
- Severe, prolonged, and/or perceived unmanageable stress.
- A sense of powerlessness, helplessness, and/or hopelessness.

Suicidal Risk Highest When:

- The person sees **no way out** and fears things may get worse.
- The predominant emotions are **hopelessness and helplessness**.
- **Thinking is constricted** with a tendency to perceive his or her situation as all bad.
- Judgment is impaired by use of **alcohol or other substances**.

Suicide Prevention: Warning Signs & Risk Factors

Warning Signs:

When a Soldier presents with any combination of the following, the buddy or chain of command should be more vigilant. It is advised that help should be secured for the Soldier.

- Talk of suicide or killing someone else
- Giving away property or disregard for what happens to one's property
- Withdrawal from friends and activities
- Problems with girlfriend (boyfriend) or spouse
- Acting bizarre or unusual (based on your knowledge of the person)
- Soldiers in trouble for misconduct (Art-15, UCMJ, etc.)
- Soldiers experiencing financial problems
- Soldiers who have lost their job at home (reservists)
- Those soldiers leaving the service (retirements, ETSS, etc.)

When a Soldier presents with any one of these concerns, the Soldier should be seen immediately by a helping provider.

- Talking or hinting about suicide
- Formulating a plan to include acquiring the means to kill oneself
- Having a desire to die
- Obsession with death (music, poetry, artwork)
- Themes of death in letters and notes
- Finalizing personal affairs
- Giving away personal possessions

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Emergency Preparedness

Emergencies don't usually announce themselves several days in advance to allow you to prepare; hurricanes are the exceptions. Car accidents, floods, tornadoes, health crisis usually show up unannounced and often with a vengeance. By taking a few, simple steps you can reduce the stress and hardship you, your family, and friends when an emergency arrives. Some simple emergency preparedness tips include:

- **Plan Ahead.** Don't wait for an emergency; have a plan ready.
- **Alerts & Warnings.** Know where you will get your information and how officials/people will communicate alerts and warnings (i.e. radio, text, outside alarms).
- **Basic Needs.** Ensure you have a stock of basic food, water, and medical needs on hand. As a rule of thumb, have one gallon of water, per person, per day for three days, plus a three-day supply of non-perishable foods.
- **Shelter Plan.** Know if you will shelter in place or move to an appropriate shelter.
- **Evacuation Plan.** Plan how you will leave and where you will go if you evacuate.
- **Communication Plan.** Create a list of contact information for your family and other important people, offices, facilities, service providers, etc.
- **Special Needs.** Consider all special needs of family members as well as pets.
- **Practice.** Practice, practice, practice. Practice your plan with your entire household if possible, to ensure everyone understands the plan.

The military has a saying that's been popularized by movies and television: "No battle plan survives first contact with the enemy." While an emergency may not be "the enemy," it certainly isn't your friend. By practicing your plan, you can reduce the impact for when things go wrong and will make your life easier. Have a basic sanitation kit.

Sanitation Kit

- | | |
|-----------------------------|---------------------------------|
| • Toilet paper | • Spare change of undergarments |
| • Soap | • Plastic garbage bags & ties |
| • Hand sanitizer | • Plastic bucket with tight lid |
| • Feminine supplies | • Chlorine bleach |
| • Toothbrush and toothpaste | • Clorox wipes |
| • Wash cloth/towels | • Supplies for pet waste |

First Aid

You won't always have access to medical care, especially in an emergency. Knowing first aid gives you the power to save a life. Whether it's a hunting accident, falling off a roof, or seeing a vehicle accident, knowing the basics of first aid is a good idea. Five critical lifesaving steps are:

1. **Do not move the person.** Do not move unless they're in danger (i.e. in a burning car). Moving someone with a neck or back injury could cause paralysis.
2. **Start the breathing.** Begin CPR (Cardiopulmonary Resuscitation). Give 2 breaths after 30 chest compressions until the person starts breathing or emergency medical services arrive. If you're unable to give breaths, the compressions will still circulate some air into the lungs. Training is available for basic CPR training. Check with your school nurse, the fire department, or the American Red Cross.
3. **Stop the bleeding.** Apply **direct** pressure on the cut or wound with a clean cloth, tissue, or piece of gauze until bleeding stops. A dirty cloth will also work, but have medical staff clean the wounds thoroughly to reduce infections.
4. **Protect the wound.** Apply antibiotic cream (if available) to reduce risk of infection and cover with a sterile bandage.
5. **Treat for shock.** Lay the person down if possible. Elevate the feet about 12 inches unless the head, neck, or back is injured or you suspect broken hip or leg bones. Keep warm and comfortable. Engage in "idle" talk to distract the person and to keep them awake.

"Triage" simply means prioritizing what medical actions to take first. Stop serious (heavy) bleeding first! A person can "bleed out" in two minutes or less if the wound is severe enough. It takes four minutes without oxygen before brain damage occurs. When triaging, remember **HABC** (HAB-C).

- H = Hemorrhage
- A = Airway
- B = Breathing
- C = Circulation

Treating Burns:

- Flush burned area with cool running water for several minutes. Do not use ice.
- Apply a dry sterile bandage loosely on the burn
- Do not apply ointments, butter, or oily remedies to the burn.
- Take ibuprofen or acetaminophen for pain relief (under medical supervision).
- Do not break any blisters that may have formed.

Treating Fractures.

- Don't try to straighten the broken bone.
- Stabilize the limb using a splint and padding to keep it immobile.

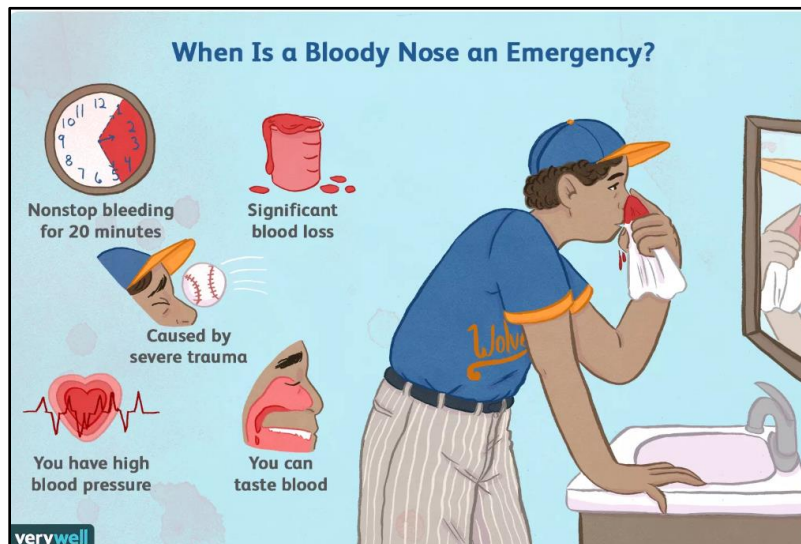
- Put a cold pack on the injury to slow swelling, avoiding placing ice directly on the skin.
- Elevate the extremity.
- Give anti-inflammatory drugs like ibuprofen or naproxen (under medical supervision).

Treating Sprains:

- The symptoms of a sprain are almost exactly the same as a broken bone.
- When in doubt, treat as a broken bone.
- Immobilize the limb, apply a cold pack, elevate it, and take anti-inflammatory drugs (under medical supervision).
- Remember to use the acronym “**RICE**” (Rest, Ice, Compression, Elevation)

Treating Nosebleeds:

- Lean forward, not back. This avoids blood running down your throat and into your stomach.
- Pinch the nose below the bridge. Avoid pinching nostrils (“pinch high, not low”).
- In five minutes check to see if bleeding has stopped. If not, continue pinching; check after an additional 10 minutes.
- You can also apply a cold pack to the bridge of the nose while pinching.
- Most nose bleeds last 20 minutes or less unless you have a bleeding disorder. If bleeding does not stop, seek medical attention.



Basic First Aid Items:

- Sterile gloves
- Sterile dressings

- Soap and antibiotic towelettes
- Antibiotic ointment
- Adhesive bandages in a variety of sizes
- Eye wash solution
- Thermometer
- Prescription medications you take every day
- Prescribed medical equipment
- First Aid book
- Non-prescription pain relievers (aspirin or non-aspirin)
- “Intestinal” drugs: anti-diarrhea, antacid, laxatives

Career Direction

In the ideal world, everyone will be good at what they like to do. But our interests (what we like) do not always match our skills (what we’re good doing). That doesn’t mean you give up on your interests or passion, but it means that you may not earn a living doing it. That’s what weekends are for! The FLP advanced classes spends a lot of time discussing careers and having students figure out their interests and their aptitudes. Students have time to research two – three careers they’re interested in to learn potential salary, education or certifications required, and availability of work in West Virginia. Before you can practice the job of your dreams, you must first be hired. That’s another FLP “life skill”: resume building and job interviewing.

Resumes

Resume Content

Resume’s should be no more than two pages in length and highlight your strongest qualities: why should the boss hire you over someone else. Try to include as much of the following information as possible on your resume. Some items may not apply to you; you may have to leave out other items if it causes your resume to exceed two pages.

- Contact Information (phone or e-mail; home address not needed) .
- Work History.
- Education.
- Soft Skills and Technical Skills.
- Certifications and Professional Memberships.
- Achievements and Awards.
- Additional Sections (Community Involvement, Volunteering, etc.) if room is available.
- Create a professional email address. “HotStud@yahoo” does not invoke confidence
- Remember to keep the resume professional. Use spell and grammar check.

Resume Omissions.

Items you should leave off of your resume include:

- Objective statement. **Note:** some websites may suggest an objective statement. If used, make it short and to the point; 1 -2 lines.
- Personal information like pictures, height, weight, birth date, age, sex, religion, political affiliation, or place of birth. Employers can't use these as hiring requirement anyway.
- Hobbies (unless they directly relate to the job)
- Irrelevant work experience
- Vague descriptions
- List of specific tasks from a previous job (i.e. tying trash bag, putting trash bag in trash bin, placing new trash bag in waste basket)
- Too much education information
- References. "Reference available upon request" is acceptable
- Do not use personal pronouns. Definitely no "I"
- Lies or "stretching the truth"

Resume Format Recommendations

- Two pages maximum
- Arial or Times New Roman font
- 11 or 12 point font
- Clean paper
- Name and contact information (professional email or phone number) at the top
- Use spell and grammar check!

Resume Types

There are several resume types. The most common is the "chronological" resume where the person lists their jobs in chronological order, most recent to least recent. Other resume types include the Balanced and Functional.

Job Interviews

Job Interviews

Rarely does a person receive a job offer without an interview. Unless you work for a family business or have such a great work ethic that you're famous both far and wide, you'll have to interview for a job. There's an old saying, "Your resume gets you the interview; your interview gets you the job." Therefore it's important to make a good first impression when you go for an interview and show the interviewer that you are the best person for the job.

The most expensive part of running any business is the personnel cost. The most problematic part of running any business is also personnel. Managers and owners want dependable workers who are responsible, hardworking, honest, and require minimum supervision. They prefer minimum turnover because it takes time, effort, and money to search for a new employee, train him (or her), and wait until they become proficient on the job (usually six months). Therefore employers are always looking for “the right person” unless they just absolutely need a body.

Job Interviewing Tips:

- Research the company.
- Re-read the job description.
- If you have questions about the company or position, write them prior to the interview and refer to them.
- Plan your interview attire the night before.
- Dress nice and practice good manners and respect.
- Smile! It's contagious.
- List 3-4 reasons why the company should hire you over someone else (your “selling points.”)
- Prepare for common interview questions.
- Be ready for “behavior-based” interviews”. Examples include: “talk about a time when you made an unpopular decision” or “give an example of a decision you made under time pressure.”
- Anticipate the interviewer's concerns and reservations. Prepare an answer.
- Bring a copy of your resume to every interview.
- Arrive ten-fifteen minutes early.
- Bring a portfolio or small notebook with a few notes if needed.
- If possible, sit next to or beside the interviewer and not across the table.
- Think positive. Be mindful not to complain, whine, or say anything negative.
- Close on a positive note.
- Make the most of the “Tell me about yourself” question. Prepare in advance so you don't ramble on. Keep it short. 30-45 seconds (remember the “30 Second Elevator Speech” you've practiced in FLP?)
- **Practice, practice, practice.**

How to Dress and Act for a Job Interview:

- Dress nicely. When in doubt, overdress.
- Be courteous. It's ok to say “yes sir, no ma'am.”
- Make eye contact. Give a firm handshake.
- Speak clearly, and loud enough (don't speak softly).
- Have good posture.
- Don't wear perfume or cologne! There are enough aromas in the workplace.

You may not believe there's anything wrong with the way you dress, talk or present yourself. But remember, you are not the one hiring. Employers are less tolerant and forgiving than family and friends.

Work Dress Definitions

Casual Dress Code: Usually means employees are permitted to dress in comfortable, informal clothing. For men, a casual button-down shirt is always a good choice, or a collared shirt. Ties are not worn in a casual workplace. Women have a number of top options, though it is important to avoid shirts that are low cut or revealing. *Warning:* casual does not mean “loungewear.” When in doubt, dress up.

Business Casual: Business casual is an ambiguously defined Western dress code that is generally considered casual wear but with smart components of a proper lounge suit from traditional informal wear, adopted for white-collar workplaces. Appropriate business casual dress typically includes slacks or khakis, dress shirt or blouse, open-collar or polo shirt, optional tie or seasonal sport coat, a dress or skirt at knee-length or below, a tailored blazer, knit shirt or sweater, and loafers or dress shoes that cover all or most of the foot.

Business Professional: In most industries, professional dress means wearing a suit – slacks or skirt, button shirt, and a matching jacket. Men should wear a tie and dress shoes, and women should wear stockings and closed-toe shoes. Suits should be in neutral colors such as grey, navy, brown or black. Business professional is similar to business formal, but does not necessarily mean you have to break out your best shoes and suit. Women can wear a skirt or pants suit with heels while men may wear a blazer or suit jacket, button down shirt, suit pants, a tie and dress shoes.

Work/Skills Attire (Blue Collar): A blue collar worker refers to someone whose profession requires them to perform a good amount of manual labor. You should wear clothing appropriate to the occasion. Clean, pressed clothes are a must, as is good personal grooming and hygiene. Remember to wear or bring outerwear appropriate for the weather – showing up to an interview soaking wet or cold will make it more difficult to come across as comfortable and confident. For interviews, “business casual” is appropriate and can help you feel more confident. Business casual is neat and crisp. While it's less formal than a suit, it should be “dressy” enough to make you feel appropriately dressed even if you bump into the company's CEO in the elevator.

Business Casual Examples

- Pants or skirts. For men and women, khaki or dark slacks or pants work well. Women may wear skirts in similar colors, which should fall at or below the knee.
- Tops. Long-sleeved, button-up dress shirts are appropriate for men and women. A woman may choose to wear a sweater or cardigan; business-appropriate

sweaters should cover any cleavage. If the business has a particularly casual culture or is in a very hot climate, polo shirts may be appropriate.

- Footwear. Shoes should be clean and polished. Choose “dress” shoes over “athletic” shoes. For women, a flat or a low heel is appropriate.
- Accessories. Belts should be low-key and fit correctly. Women may wear simple jewelry, like small earrings or a necklace; less is more when it comes to business casual accessories. Apart from wedding or class rings, men generally do not wear jewelry in business-casual settings; it’s wise to avoid it in an interview unless you know the particular interviewer or company accepts it.

Friday Morning versus Friday Night: As a general rule, what looks good going out on the town Friday night does not look good going to work Friday morning (and the other workdays). Women are more susceptible than men in this regard. Today’s casual culture has blurred the distinction between “party” clothes and work clothes. Avoid wearing “sexy” or party clothes for an interview. Many people may only have evening wear. But it’s a good idea to have at least one business casual outfit to wear to interviews and meetings. What the older generation may refer to as “church clothes.”



Casual



WOMENSWEAR

- Knee length skirt/dress
(Can wear fun colors & prints)
- Jeans with a nice blouse or button-up shirt
- Bigger, colorful accessories are appropriate
- Shoes can be open toe (stay away from flip flops)

MENSWEAR

- Jeans or khaki pants
(Clean, no tears)
- Button-up shirt or polo
- No need for a tie
- Casual, but clean shoes



Business Casual



WOMENSWEAR

- Dress pants or knee length skirt/dress
- Blouse or button-up shirt
- Appropriate accessories (not too big or colorful)
- Close-toed heels or flats

MENSWEAR

- Dress slacks
- Button-up shirt or polo
- Belt and sometimes a tie
- Dress shoes



Business Professional



MENSWEAR

- Black or Grey Suit (matching pants and jacket)
- Button-up shirt in neutral color
- Belt and a tie
- Dress shoes

WOMENSWEAR

- Skirt or pants suit or knee-length dress
- Blouse or button-up shirt in neutral color
- Minimal accessories (not too big or colorful)
- Close-toed heels

PRIORITY
STAFFING GROUP

You begin making a first impression before you even speak.

What is your interview attire saying about you?

Interview Attire Do's

Arrive 10 minutes early for the interview. This will allow you time to complete your interview paperwork, and will demonstrate that you are prompt!



Grooming
Arrive at the interview well rested, showered, and with your teeth brushed. Hair should be clean and styled conservatively. Men should be clean-shaven, or have neat and well-maintained facial hair.

Posture
Display proper posture (sit up straight with hands on lap and feet together) and remember to smile.

Hands
Begin and end the interview with a handshake. Nails should be well-groomed and clean. Women should wear light nail polish or a clear coat.

Stockings
Women should wear skin-colored hosiery (no tans). Men should have dark socks color coordinated with their suit.

Shoes
Shoes should be clean and polished. Women should wear a conservative heel, and black business shoes are best for men.

Clothing
Wear a conservatively-colored, well-fitted, tailored two-piece suit. Navy blue or black is best. Men should wear a tie with a conservative pattern.

These guidelines can be relaxed slightly to allow for individual expression (especially when looking for a creative position), but if you think clothing might be too relaxed, it probably is.

Jewelry
Wear minimal, simple, understated jewelry.

Manners
Be polite and courteous to everyone you encounter while at the interview. Some of the people you meet may be involved in making the final decision to hire you.

Bags
Carry a professional portfolio or briefcase that includes copies of your resume, references, work samples, and your personal calendar to schedule interviews.

Interview Attire Don'ts

Don't be late for your interview! Turn off your cell phone, or better yet, leave it in the car. If you smoke, don't have a cigarette prior to your interview.



Grooming
Sandy and messy hair styles make a poor impression. Hair accessories should be kept to a minimum, unless used to be hair back. For women, makeup should be minimal and not noticeable. Wear only a little cologne or perfume. If you must wear any at all.

Posture
Don't slouch! Be conscious of the image your body language is projecting. Don't cross your legs during the interview.

Hands
Brightly colored nail polish will not make a good first impression. On each hand is the most you should wear.

Stockings
Bare legs are inappropriate. Men should wear white or brightly colored socks.

Shoes
Don't wear spilt heels, open-toed or sandals, shoes or sandals, and definitely not mules.

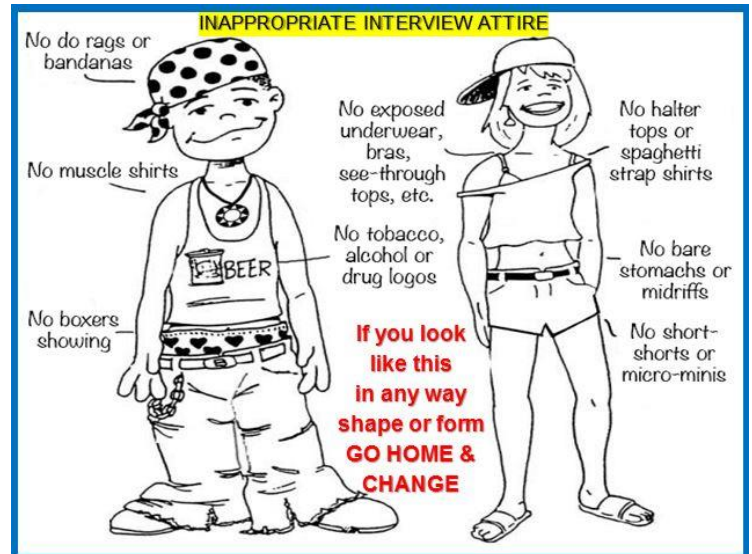
Clothing
Don't wear brightly colored outfits and large patterns. Leather is a poor appropriate interview attire for women, except leather, low-cut necklines and short skirts are inappropriate.

Jewelry
Jangling and distracting jewelry is unprofessional. Don't display visible body piercings, except simple pierced earrings.

Manners
Don't show gum or candy during your interview. Avoid using slang language.

Bags
Trendy, large purses and bags are unprofessional. Portfolios for creative positions should be clean, well-organized and show off your work.

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Final Thoughts

Do you really want the job? Chances are there's several qualified people interviewing for the job, especially if it is entry level. Interviewers often don't hire the "best" qualified candidate. As long as the candidate is qualified and reasonably close to the skills needed, the interviewer will hire the person he (or she) thinks is "the best fit." What does that mean? Hire the person the interviewer likes the most and believes will get along well with others. Considering that people spend more awake time during the week at work than with their family, it's understandable that companies hire the person they feel would fit into the organization best. After all, who wants to deal with work drama? Showing that you are the "best fit" starts with first contact. From asking for an application, to talking to the manager on the phone, to walking *into* the interview room. So make a good impression and remember the tips FLP teaches.

Military Science

Introduction

Military Science is “the study of military processes, institutions, and behavior, along with the study of warfare, and the theory and application of organized coercive force.” In the United States, military science at the academic, military, and political level is focused on theory, methods, and practices of producing military capability in a manner that is consistent with national defense policies. The Future Leaders Program defines Military Science as “familiarity with the United States Armed Forces, understanding the need of the militia system (“citizen-soldiers”) to maintain a democratic nation, and the study of military-related practices that have civilian applications.”

As of In 2017, less than .075% (3/4s of 1 percent) of the American population serves in some capacity in the armed forces, either as an Active Duty member, a National Guardsman, or a Reservist. That percentage has decreased significantly from a high of 11% of the American population serving at the end of World War II (the summer of 1945). As fewer and fewer Americans serve in the military, society becomes more and more detached from those military members. As a percentage, West Virginia have a higher number of veterans than most states.

Unlike wars of past, when it took months to prepare and transport an army for an invasion, today’s technology (i.e. intercontinental missiles, bombers) allows for attacks within days or even hours. Understanding military service and the need for a strong militia system is the first step in defending a democracy.

The purpose of teaching some military science in FLP is not to recruit for the armed forces but to learn military-related practices and techniques that have practical applications to everyday life and civilian careers. Understanding military science makes for better educated citizens who contribute positively to political discussions and make better informed decisions at the ballot box. Without factual knowledge and experiences about a subject, people default to making decisions based on “feelings” and the (uninformed?) opinions of others.

As you learn military science, ask yourself “what application could this have in my life or my career?” For example, you will never need to perform drill and ceremony (D&C) in a civilian job. But practicing D&C provides practical experience in leadership and followership, teaches pride, members learn to give and follow instructions, and demonstrates what can be accomplished through teamwork.

Military Service Flags

US Army



US Marines



US Navy



US Air Force



Space Force



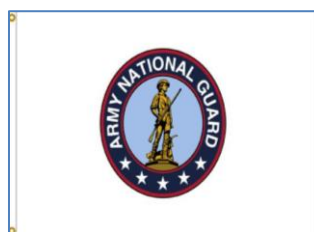
US Coast Guard



National Guard Bureau



Army National Guard



Air National Guard



Military Service Seals

US Army



US Marines



US Navy



US Air Force



US Space Force



US Coast Guard



National Guard Bureau



Army National Guard



Air National Guard



National Guard Chain of Command (CoC)

Federal












1. U.S. President
2. Secretary of Defense
3. Service Secretary (Army or Air)
4. Chief, National Guard Bureau
5. The Adjutant General (TAG)
Senior Enlisted Advisor (not in CoC)

State

1. Governor
2. Adjutant General
Senior Enlisted Advisor (not in CoC)
3. Military Commanders

Civilian Ranks (WV State Police)

Many civilian agencies use ranks derived from the military services. First responders, particularly law enforcement and fire departments, use military insignia and names to designate hierarchy within their organizations. The WV State Police uses the following ranks:

Title (rank)	Insignia
Colonel (Superintendent)	
Lieutenant Colonel	
Major	
Captain	
First Lieutenant	
Second Lieutenant	
First Sergeant	
Sergeant	
Corporal	
Trooper First Class	
Senior Trooper	
Trooper	None

Military Ranks

Military organizations are hierarchical organizations. Most civilian organizations are hierarchical, meaning there are different levels of people in charge. You'll find them in large corporations, small businesses, even in high schools. Sometimes the hierarchy is











formal, like law enforcement; sometimes the hierarchy is very informal like in high tech companies such as Apple. What makes the military different from civilian organizations is that the military hierarchy is very formal, and it's very obvious as denoted by ranks.







As a simplification, think of the U.S. military as dividing its workforce into three, broad categories: Officers (middle and upper management), Warrant Officers (middle management that are technical experts), and enlisted ("worker bees," which also include lower and middle management). Roughly 18% of the military workforce are officers, the other 82% are enlisted.




Several military customs and traditions are tied directly to military rank. While most students will seldom see military rank on a regular basis, understanding rank is important when learning about the military, especially when it comes to national foreign policy. As previously stated, it does not matter if you like politics or not, politics affect our lives. And an important part of national politics involves the military.

Military Commissioned Officer Ranks

The first chart shows the symbols used by the Army, Marine Corps, Air Force, and Space Force. The Navy uses these symbols for one type of uniform, however given their unique sea-faring history, the Navy uses different titles and have additional symbols; one located on the shoulder (shoulder boards) and one for the sleeve (sleeve stripes, or hashes).

	0-1	0-2	0-3	0-4	0-5	0-6
Company and Field Grade Officer						
	2 nd Lieutenant	1 st Lieutenant	Captain	Major	Lieutenant Colonel	Colonel
	0-7	0-8	0-9	0-10		
General Officer						
	Brigadier General	Major General	Lieutenant General	General		

Rank	Abbreviation	Collar	Shoulder	Sleeve
Ensign	ENS			
Lieutenant Junior Grade	LTJG			

Lieutenant	LT			
Lieutenant Commander	LCDR			
Commander	CDR			

Captain	CAPT			
Rear Admiral (lower half)	RADM			

Warrant Officer Ranks – Army and Marine Corps

W-1	W-2	W-3	W-4	W-5
Warrant Officer-1	Chief Warrant Officer-2	Chief Warrant Officer-3	Chief Warrant Officer-4	Chief Warrant Officer-5

W-1	W-2	W-3	W-4	W-5
Warrant Officer 1 WO1 WO-1	Chief Warrant Officer 2 CW2 WO-2	Chief Warrant Officer 3 CW3 WO-3	Chief Warrant Officer 4 CW4 WO-4	Chief Warrant Officer 5 CW5 WO-5

Warrant Officer Ranks – Navy, Air Force, and Space Force

W-2	W-3	W-4	W-5
Chief Warrant Officer - 2	Chief Warrant Officer - 3	Chief Warrant Officer - 4	Chief Warrant Officer - 5

Note: The Air Force discontinued Warrant Officers in 1980. The Space Force has no plans to initiate Warrant Officers.


Enlisted Ranks – Army and Marine Corps














E-1	E-2	E-3	E-4	E-5	E-6
	Private	Private 1 st Class	Corporal	Specialist	Sergeant
E-7	E-8	E-9	E-9	E-9	E-9
Sergeant 1 st Class	Master Sergeant	1 st Sergeant	Sergeant Major	Command Sergeant Major	Sergeant Major of the Army

E-1	E-2	E-3	E-4	E-5	E-6
	Private First Class	Lance Corporal	Corporal	Sergeant	Staff Sergeant
E-7	E-8	E-9	E-9	E-9	E-9
Gunnery Sergeant	Master Sergeant	First Sergeant	Master Gunnery Sergeant	Sergeant Major	Sergeant Major of the M.C.

Note: the rank for an E1 in the Army and Marine Corps is “Private”; there are no rank insignias for these two ranks.

Enlisted Ranks – Navy and Air Force

E-2	E-3	E-4	E-5	E-6
				
Seaman Apprentice	Seaman	Petty Officer Third Class	Petty Officer Second Class	Petty Officer First Class
E-7	E-8	E-9		
				
Chief Petty Officer	Senior Chief Petty Officer	Master Chief Petty Officer	Fleet Master Chief Petty Officer	Master Chief Petty Officer of the Navy

E-1	E-2	E-3	E-4	E-5	E-6	E-7
						
Airman Basic	Airman	Airman First Class	Senior Airman	Staff Sergeant	Technical Sergeant	Master Sergeant
E-8			E-9			
						
Senior Master Sergeant	First Sergeant	Chief Master Sergeant	First Sergeant	Command Chief Master Sergeant	Chief Master Sergeant of the AF	

Note: The Space Force uses the Air Force rank structure. The service is in the process of creating their own structure, which will likely be very similar to the Air Force.

Phonetics

Alphabet and Numbers

The military uses phonetics to better understand radio conversations. While today's technology is much better in terms of quality and reliability, "back in the day" radio transmissions were of poor quality, often included a lot of static, plus there was the potential for a lot of background noises such as trucks, tanks, gunfire, and explosions.

In everyday life people listen in stereo (left ear, right ear). That dual reception, plus distance and body language, helps us better understand when listening to people. When listening to a phone, a radio, or television, we don't have these added cues to help us understand. When listening with these devices, regardless of the quality of reception, a person is still only hearing from one source: a speaker. In short phonetics helps a person receiving the message understand better. For example, the numbers "fifteen" and "fifty" sound similar.

How may this military way of communicating help you in everyday life? When you place an order on the phone, or call 911, you may need to use some form of phonetics to help the other person understand what you are saying.

Phonetic Alphabet

A	B	C	D	E
Alpha	Bravo	Charlie	Delta	Echo

F	G	H	I	J
Foxtrot	Golf	Hotel	India	Juliet

K	L	M	N	O
Kilo	Lima	Mike	November	Oscar

P	Q	R	S	T
Papa	Quebec	Romeo	Sierra	Tango

U	V	W	X	Y
Uniform	Victor	Whiskey	X-ray	Yankee

Z				
Zulu				

Phonetic Numbers

#	Word	Pronounce
0	Zero	ZEE-RO
1	One	WUN
2	Two	TOO
3	Three	TREE
4	Four	FOW-ER
5	Five	FIFE
6	Six	SIX
7	Seven	SEV-EN
8	Eight	AIT
9	Nine	NIN-ER
100	Hundred	HUN-DRED
1000	Thousand	TOU-SAND

Student Creed

I am a Future Leader.

I am a contributing member of society.

I will always serve my community, my state, and my country.

I always accept responsibility for my actions.

I lead others by example and hold myself to a higher standard.

I proudly do what is right, even in the face of adversity.

I am a Future Leader.

Future Leaders Program Student Handbook

Fourth Iteration