

## **General Knowledge: Military Knowledge and Customs**

PO. 2, EO.2a-b & EO.3a

### **Introduction**

Introduce the lesson by briefly explaining the Young Marines' connection to the Marine Corps. Explain that because we are associated with military institutions, some of the military terms and customs are also used in our organization. Explain the importance of knowing our history, connections to other military organizations, and the customs and jargon used within the program. Finally, briefly explain what they'll be learning today: major points of Young Marines history and half of the military terms they'll be expected to know. Make it clear to the recruits that they will continue to learn about our history and more military terms as they progress through the program. They are not expected to learn it all during recruit training.

### **Direct Instruction**

This lesson will also contain two parts of direct instruction to address both pieces of the lesson. The first part will be composed of guided notes while the second part will contain the military jargon instruction and guided practice.

First, you will use the PowerPoint provided to go over key points in Young Marines history. Before you begin, make sure to hand out a timeline worksheet to each recruit. They will use this timeline to fill in the important dates in Young Marines history as you go through the PowerPoint. There are only two dates that the recruits need to know and add to their timeline, so explain to them that they need to keep this handout for the next phase of their training as they will add more to it once they are in the Basic Guidebook (you may want to keep the handouts with other unit documents so that the recruits don't lose them). You should still ask questions about the importance of these two events. Discuss why it is important to remember these dates and to learn the history of the program. Before wrapping up this portion, remind the recruits to study these dates carefully as they will be on their Quiz and their Final Test to pass Recruit Training.

The second portion of the lesson will involve going over the military terms the recruits will be expected to know. In the PowerPoint you will find a slide with the term and its meaning as well as slides using the terms. As you go through the terms, take turns showing the definitions and pictures to the recruits and showing the recruits the words and having them use the words in sentences for practice. Be sure to ask different Recruits and to offer them enough time to come up with a sentence. A good way to do this is to have them Pair/Share before answering aloud: they will turn to a neighbor or partner to brainstorm a sentence together, then you will ask for volunteers amongst the pairs. You do not have to do this for every term, but it is a good way to keep them engaged and on task as some of the pictures are humorous and may derail their attention. Once you've gone through all the terms, introduce the activities that will follow.

### **Independent/Group Practice**

#### **Flashcards**

One option for an activity is to have the recruits create flashcards with the military term on one side and its meaning on the other. It may also be helpful to have them draw pictures to help them to remember the terms. This is up to the recruits themselves as not everyone learns well from pictures. Be sure to provide them with index cards, word lists and definitions, scissors, glue, and crayons or markers if they desire. The flashcards can then be used as a study tool and to play matching games for practice. Once they are finished with the flashcards, have the recruits choose five or six of the terms they are most unfamiliar with to use in sentences. Have everyone share one of their sentences in a Round Robin activity. The recruits will go in order,

one after the other, and choose one sentence to read aloud until everyone has shared. If anyone wants to read an additional one, make sure to give them the opportunity to do so. Ask for two or three additional volunteers after the Round Robin in case anyone wrote a sentence using a word that hadn't been used yet.

### **Kahoot!**

Another activity option is a Kahoot! game. Make sure to use the link in the PowerPoint and lesson plan so that you and the Recruits are directed to the correct link. Have students go to the website provided in the PowerPoint and type in the game PIN before beginning. Each recruit will need their own device (cell phone, tablet, laptop, etc.). recruits can also work in teams if you do not have enough devices. The game will show them either a military term, its definition, or an image using the term, and recruits will have to choose the coordinating term or definition. The game tracks points based on how quickly correct answers are chosen. A winner is named at the end of the game.

### **Evaluation**

The final evaluation for these terms will be the quiz and final test for Recruit Training. For this lesson though, the evaluation is as follows:

Have the recruits work in their teams to create a short story or skit using as many of the words as possible. You can offer a small prize to the team who uses the most words correctly. It may also be good to set a minimum requirement for the amount of words that must be used. Allow recruits fifteen to twenty minutes to create their story or skit. Make sure to monitor them as they are working, offering assistance to groups who seem stuck, ensuring groups stay on task, and monitoring their progress to see if more or less time is needed for the activity. Once all of the groups have finished, ask for volunteers to share their story or perform their skit. Have the adults or Senior or Advanced Young Marines vote on a winner if you choose to do so.

As the recruits are presenting, make note of any terms that they seem to misunderstand. Misunderstanding were likely cleared up during the writing process as the instructors circulated the room, but some may have slipped past notice. If there were any misconceptions, clear them up at the end by going over the missed words and having the recruits correct them in their stories or skits.

### **Reflection**

After volunteers have presented, have the recruits reflect on the importance of understanding military jargon. Additionally, you could also have them place the words in order by most to least used and discuss amongst each other why they think certain words will be used more often than others.

Wrap up with the lesson by reminding the recruits to continue studying their words for their quiz and their test at the end. If they have not made flashcards, suggest that they do so. There is also a Quizlet available to them if they prefer online information. The link is in the lesson plan.