



**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 1

EO M101.01 – PERFORM INDIVIDUAL ACTS THAT BETTER THE COMMUNITY

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the Good Citizen Images located at Attachment A.

Write the characteristics located at Attachment B on individual self-stick notes.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest among cadets about how they can better their community.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be able to perform individual acts that better the community.

IMPORTANCE

It is important for cadets to be able to identify characteristics of a good citizen and what individual acts they can perform to better their community. It leads to the development of responsible and caring citizens, and develops attributes of good citizenship, an essential part of the Cadet Program aim.

Teaching Point 1**Have the cadets identify characteristics of a good citizen.**

Time: 10 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets identify characteristics of a good citizen.

RESOURCES

- Good Citizen Images located at Attachment A, and
- Characteristics located at Attachment B written on self-stick notes.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Post the Good Citizen Images on the board.
2. Have the cadets identify characteristics of the people in the images on the board.
3. Move the images to one side of the board.
4. Create two categories on the board: one category titled “Good Citizen Characteristics” and the other titled “Bad Citizen Characteristics.”
5. Distribute one self-stick note with a characteristic on it to each cadet.
6. Have the cadets place their characteristic in the appropriate category.
7. Review the cadets’ categorization of the characteristics. Identify and discuss any characteristics that may have been categorized incorrectly.
8. Ask the cadets if they can think of any characteristics they would like to add to either list.



TP 2 will answer the question: “How can we display the characteristics of a good citizen in everyday life?”

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

The cadets’ participation in the activity will serve as the confirmation of this TP.

Teaching Point 2**Have the cadets identify simple individual acts they can perform in everyday life that better the community.**

Time: 15 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets identify simple individual acts they can perform in everyday life that better the community.

RESOURCES

- Flip chart paper, and
- Flip chart markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of two or three.
2. Distribute a flip chart paper and flip chart marker to each group.
3. Have each group brainstorm simple individual acts they can perform in everyday life that better the community.
4. Have each group present their list of individual acts to the rest of the groups.
5. Have any cadets who have performed any of the acts presented relate their experience to the rest of the group. Have the cadets comment on:
 - a. How did they help?
 - b. How did it make them feel?
 - c. Do they think it made a difference? How?
6. Have each cadet select an individual act they will perform in the next week.



Examples of individual acts may include:

- opening a door for someone;
- writing a note to someone who has had a positive effect on you;
- helping someone with their homework;
- teaching a skill to others;
- sharing a snack with someone who forgot theirs; or
- donating clothes / books / money / etc. to a charity.



Being a good citizen does not need to be complicated. Simple things we do on a day-to-day basis to help each other out go a long way to creating happy, productive, and safe communities.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the activity will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the activities will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

An essential aim of the Cadet Program is to develop the attributes of good citizenship. By performing simple acts that make a difference in the lives of others in your community, you are demonstrating the characteristics of a good citizen.

INSTRUCTOR NOTES / REMARKS

Challenge the cadets to perform an individual act that betters the community within the next week.

REFERENCES

C0-523 Learn to Give. (2012). *Characterizing philanthropic people*. Retrieved February 22, 2012, from <http://www.learningtogive.org/lessons/npd/6-8-%20-%20NPD%20Lesson.pdf>

C0-524 Corporation for National and Community Service. (2012). *Generating a list of 100 ways teens can serve their communities*. Retrieved February 22, 2012, from <http://www.nationalserviceresources.org/practices/17441>



Figure A-1 Nelson Mandela

Note. From The Nobel Prize. *The Nobel Peace Prize 1993* (2012)
Retrieved March 1, 2012 from http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/



Figure A-2 Mother Teresa

Note. From The Nobel Prize. *The Nobel Peace Prize 1979* (2012)
Retrieved March 1, 2012 from http://www.nobelprize.org/nobel_prizes/peace/laureates/1979/



Figure A-3 Tenzin Gyatso (14th Dalai Lama)

Note. From The Nobel Prize. *The Nobel Peace Prize 1989* (2012)
Retrieved March 1, 2012 from http://www.nobelprize.org/nobel_prizes/peace/laureates/1989/



Figure A-4 Bill Gates

Note. From Microsoft. *Bill Gates* (2012)
Retrieved March 1, 2012 from <http://www.microsoft.com/presspass/exec/billg/>



Figure A-5 Romeo Dallaire

Note. From *Canadians.ca Romeo Dallaire* (2000)

Retrieved March 1, 2012 from http://www.canadians.ca/more/profiles/d/d_romeo_dallaire.htm



Figure A-6 Terry Fox

Note. From *Terry Fox Featured Photos* (2000)
Retrieved March 1, 2012 from http://www.terryfox.org/cgi/page.cgi/featured_photo.html



Figure A-7 Oprah Winfrey

Note. From CBC *Oprah Winfrey* (2012)
Retrieved March 1, 2012 from <http://www.cbc.ca/q/oprah.jpg>

THIS PAGE INTENTIONALLY LEFT BLANK

CARING	SERVING
CONCERNED	VOLUNTEER
GIVING	SUPPORTIVE
HELPFUL	CHARITABLE
KIND	UNDERSTANDING

SELFISH	UNCARING
GREEDY	EGOCENTRIC
BULLY	MEAN
CONCEITED	DISRESPECTFUL
IRRESPONSIBLE	VAIN



**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 2

EO C101.01 – TOUR A COMMUNITY INSTITUTION

Total Time:

90 min

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 3

EO C101.02 – PARTICIPATE IN A PRESENTATION GIVEN BY A COMMUNITY ORGANIZATION

Total Time:

60 min

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO

THIS PAGE INTENTIONALLY LEFT BLANK