



**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 1

EO M102.01 – PERFORM COMMUNITY SERVICE

Total Time:

270 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.

Read and prepare to conduct the Five Stages of Service Learning located at Attachment A.

Photocopy Attachments B–I for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

Practical activity was chosen for this lesson as it allows the cadets to interact with their peers while providing a service to the community.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have performed community service.

IMPORTANCE

It is important for cadets to perform community service as it contributes directly to supporting part of the aim of the Cadet Program—to develop attributes of good citizenship. Through participating in all five stages of service learning, cadets recognize how participation and the ability to respond to authentic needs improves the quality of life in the community, which leads to a lifelong ethic of service and civic participation.

Teaching Point 1**Perform community service.**

Time: 270 min

Method: Practical Activity

BACKGROUND KNOWLEDGE**COMMUNITY SERVICE**

Cadet Program Mission. The mission of the Cadet Program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.



Cadet Program Vision. A relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well-organized and safe activities.

The Cadet Program is a community-based program. Community service is a way to build upon and strengthen relationships within the community. Community service is a dynamic opportunity for cadets to become involved with their community in fun and challenging ways, and helps them become more aware of their role within the community. This is a key aspect of developing youth for the transition into adulthood.

One part of the aim of the Cadet Program is to develop in youth the attributes of good citizenship. This can be further defined as developing an understanding of and appreciation for community membership and involvement within cadet, local, regional, provincial, national and global communities. Through their active involvement, cadets have a positive impact on local communities, contributing to community strength and vibrancy.

THE FIVE STAGES OF SERVICE LEARNING

Cadets will perform community service by completing the five stages of service learning:

1. inventory and investigation,
2. preparation and planning,
3. action,
4. reflection, and
5. demonstration.

Through participation in all five stages of service learning, cadets will meet significant age-appropriate challenges with tasks that require thinking, initiative, problem solving, and responsibility in an environment safe enough for them to make mistakes and to succeed.



The details of the five stages of service learning are located at Attachment A.



For more information about the philosophy behind and execution of service learning, refer to *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action* by Cathryn Berger Kaye, M.A.

DEVELOPING YOUTH INITIATIVE

Community service is a vehicle for developing youth initiative. Youth initiative means youth involvement. When cadets play a key role in choosing and defining their community service, their commitment and satisfaction are intensified. They become more confident in their actions and better able to recognize their impact on the community. If cadets are truly to grow as individuals and leaders through the Cadet Program, they must take this step.



Launching a community service experience that has evolved through cadet brainstorming and planning may seem risky. Certainly, it can involve a greater sense of the unknown. Your role is still the same—to remain a steadfast guide and mentor. Your role includes providing an overall framework, setting boundaries, and giving encouragement.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets perform community service.

RESOURCES

- The Five Stages of Service Learning located at Attachment A,
- Personal Inventory located at Attachment B,
- Gathering Information About a Community Need located at Attachment C,
- Preparation and Planning located at Attachment D,
- Community Service Proposal located at Attachment E,
- Progress Monitoring located at Attachment F,
- Four Square Reflection Tool located at Attachment G,
- Once You Know It, Show It! located at Attachment H, and
- Community Service Checklist located at Attachment I.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS



See Examples of Community Service located at Attachment J to get an idea of what community service using the five stages of service learning might look like.

1. Divide the cadets into pairs and have them complete the Personal Inventory located at Attachment B by interviewing each other.
2. Identify a community need to address by:
 - a. identifying an existing program or activity that is addressing a community need;
 - b. starting with a cadet-identified need; or
 - c. starting with a community-identified need.
3. Have the cadets investigate the underlying problem using Gathering Information About a Community Need located at Attachment C as a guide.
4. Using Preparation and Planning located at Attachment D and Community Service Proposal located at Attachment E as guides, have the cadets assist in the preparation and planning of community service, to include:
 - a. collaborating with community partners;
 - b. defining the goal of the community service;
 - c. describing anticipated results;
 - d. identifying how to measure the effects;
 - e. identifying how progress will be monitored;
 - f. defining roles and responsibilities of all involved;
 - g. creating a timeline for all tasks; and
 - h. identifying required resources.
5. Have the cadets perform community service that provides a direct benefit to the community and monitor their progress using Progress Monitoring located at Attachment F as a guide.
6. Using the Four Square Reflection Tool located at Attachment G as a guide, have the cadets reflect on the community service, to include:
 - a. describing what happened;
 - b. examining the difference made;
 - c. discussing thoughts and feelings;
 - d. considering activity improvements;
 - e. generating ideas; and
 - f. identifying questions.

7. Have the cadets prepare and plan a public demonstration of their community service and the effect it has had on them and the community using Once You Know It, Show It! located at Attachment H as a guide.
8. Have the cadets conduct their demonstration by:
 - a. giving a public presentation;
 - b. writing an article;
 - c. publishing on a website or in another publication;
 - d. creating a work of art; or
 - e. completing another appropriate demonstration.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Community service not only has a positive impact on others in your community—it has a positive impact on you by developing critical thinking and problem-solving skills; growing your understanding of diverse cultures and communities; providing an opportunity to learn more about social issues and their root causes; and developing your communication, collaboration, and leadership skills. Seek out opportunities to be a good citizen by positively contributing to your community.

INSTRUCTOR NOTES / REMARKS

The aim of this lesson is for cadets to participate in meaningful community service that:

1. has value, purpose, and meaning;
2. uses previously learned and newly acquired skills and knowledge;
3. offers unique learning experiences;

4. has real consequences; and
5. offers a safe environment to learn, to make mistakes, and to succeed.

Youth voice is key to developing cadets as leaders. Cadets need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results. Community service enables cadets to take initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened.

Community service shall be conducted using the five stages of service learning, to include:

1. inventory and investigation,
2. preparation and planning,
3. action,
4. reflection, and
5. demonstration.

More than one community service activity may be chosen to complete the required training time.

If additional time is required to complete all five stages of service learning, periods from C102.01 (Perform Community Service) may be used.

The community service activity shall not have any partisan political association or support any single religious denomination or belief system.

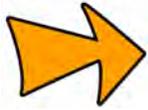
The community service activity shall not directly benefit the squadron or the sponsor.

REFERENCES

C0-522 Kaye, Cathryn B. (2010). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, & social action*. Minneapolis, MN: Free Spirit Publishing Inc.

The Five Stages of Service Learning

STAGE 1: INVENTORY AND INVESTIGATION



“Nothing has such power to broaden the mind as the ability to investigate systematically and truly all that comes under thy observation in life.”

-Marcus Aurelius, Roman Emperor

Using interviewing and other means of social analysis, cadets:

- catalogue the interests, skills, and talents of / their peers and partners;
- identify a need;
- analyze the underlying problem; and
- begin to accumulate partners.

Complete Personal Inventory

Using the Personal Inventory form located at Attachment B, each cadet creates a list of their interests, skills, and talents. The cadets consolidate these lists into one large list or spreadsheet that keeps track of each cadet's interests, skills, and talents.

The Personal Inventory may identify cadets who:

- have a strong knowledge of computers;
- have experience dealing with people who have mental or physical disabilities;
- like to write;
- have an interest in the political process;
- show an interest in the environment or animal welfare;
- are strong speakers;
- have relatives that are currently serving or have served in the military; or
- work with or know others who work with community service groups.

The intent of the personal inventory is to establish the resources available within the group participating in the community service activity.

Identify a Community Need to Address

A community need may be identified in one of the following three ways:

1. **Identify an existing program or activity that is addressing a community need, and transform it into authentic service learning.** For example, every year cadets participate in the annual community food drive. Two weeks before the food drive they do a tour of the Food Bank and learn more about this need, such as how many families are fed by donations every day and which foods are needed the most. One week before the food drive, the cadets help with the advertising of it by creating posters that highlight some of the key facts they learned during the tour. They demonstrate their efforts through a display at the Annual Ceremonial Review.

2. **Start with a cadet-identified need.** For example, after completing their personal inventory, cadets discuss some of the needs they see in their community and are interested in restoring a public park that has become derelict. With guidance from their supervising officer, the cadets make contact with the municipal government to get the required permissions, team up with a local landscaping business, learn what they need to know about park design, raise funds for supplies, and help organize and conduct the restoration. The cadets demonstrate what they have accomplished at a grand re-opening of the park.
3. **Start with a community-identified need.** For example, the local chapter of Ducks Unlimited Canada requests the cadets' assistance in cleaning up a watershed. The cadets investigate watershed conservation and attend a presentation by Ducks Unlimited Canada about the organization and how it helps. Several months after helping with the watershed clean-up, the cadets do a follow-up visit to observe the effects of their work. In cooperation with Ducks Unlimited Canada, the cadets submit photos and a written article about the project to the local newspaper.



Youth VOICE and youth CHOICE are essential for cadet buy-in and ownership over their program.

Investigate the Underlying Problem

Using the Gathering Information About a Community Need form located at Attachment C and one or more of the four research methods listed below, cadets further investigate the community need to get to the root of the issue.

1. **Media.** Includes books, Internet, radio, film, magazines, newspapers; informs the public about issues of common interest and educates about what is needed.
2. **Interviews.** Usually with a person who has expertise in the subject matter through experience or study. Asking questions of a person with information, skills, or resources informs us about what is needed; this can also be done with small groups of people in what is commonly called a "focus group."
3. **Experience and Observation.** Experience is usually what we bring from our past and observation is our deliberate noticing. For example, cadets may investigate homelessness by visiting a local shelter and soup kitchen. Cadets usually gravitate toward this form of research quite naturally since it's active and draws on many of the multiple intelligences.
4. **Survey.** Gathering responses from groups of people who may have varying degrees of knowledge about the subject. Cadets create a form with a series of questions to find out collective knowledge or opinion. This information is then compiled and turned into statistics or narratives of what is going on.



If a community partner identifies the need, cadets still investigate to authenticate and document this need.

STAGE 2: PREPARATION AND PLANNING



"I cannot predict the wind but I can have my sail ready."

-E. F. Schumacher, Author

With guidance and support from their supervisor, cadets:

- draw upon previously acquired skills and knowledge;
- acquire new information through varied, engaging means and methods;
- collaborate with community partners;
- develop a plan;
- become ready to provide meaningful community service;
- articulate roles and responsibilities of all involved; and
- define realistic parameters for implementation.

Using the Taking Action form located at Attachment D, cadets clarify what they know about the community need they have chosen to address, determine how to find out more, and create a plan of action.



Throughout the Preparation and Planning stage, cadets will require supervisor and peer guidance and support to accomplish the required tasks. For example, if the cadets identify a requirement to contact the local government, they may require their supervisor to make contact on their behalf. Alternatively, the supervisor could have the cadets create a script that one of the cadets will use as a guide for making contact.

Using the Service Learning Proposal form located at Attachment E, cadets communicate the action they propose to take, the purpose of the action, the roles of various partners, the anticipated results, the budget for supplies or transportation, the ways in which the effects of their effort will be measured and their progress monitored, and a timeline for the process.

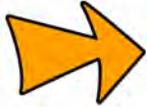
While the plans described in the proposal often change during implementation, the document provides an overview and direction as cadets move forward. The complete document can also be submitted to the CO for approval, to partners to confirm their participation, and to funding sources if monies or supplies are needed. Cadets can make changes as required and at the end can use the document during their reflection and demonstration.

Cadets may work in teams to perform their designated tasks. Cadets should refer to the Personal Inventory when deciding who will complete each task.



Communicating with stakeholders (those who will be affected by the community service activity) and building partnerships with other community organizations (governments, businesses, community groups, etc.) are key to the success of the community service activity. For example, if cadets are interested in beautifying a local park, they will need to make contacts with the municipality and park users.

STAGE 3: ACTION



"If you need a helping hand, you will find one at the end of your arm."

-Yiddish proverb

While participating in community service, cadets take action that:

- has value, purpose, and meaning;
- uses previously learned and newly acquired skills and knowledge;
- offers unique learning experiences;
- has real consequences; and
- offers a safe environment to learn, to make mistakes, and to succeed.

Using the Progress Monitoring form located at Attachment F, cadets capture observations, statements, and statistics and ultimately draw conclusions about what has stayed the same, what has changed in the short term, and what might be construed as long-term systemic change. For community service activities that are completed in one session, cadets can use this form at the end to guide them in their reflection.

STAGE 4: REFLECTION



“To look backward for a while is to refresh the eye, to restore it, and to render it more fit for its prime function of looking forward.”

-Margaret Fairless Barber, author

Through reflection activities such as discussion, journaling, and worksheets, cadets:

- describe what happened;
- examine the difference made;
- discuss thoughts and feelings;
- consider project improvements;
- generate ideas and identify questions; and
- receive feedback.

Reflection is integral to service learning. During the reflection stage, cadets link learning and experience with personal growth and awareness. When cadets reflect on their experiences during community service activities, they consider how the knowledge, experience and skills gained relate to their own lives and communities and begin to understand the purpose of their engagement.

Since people naturally reflect in different ways, more cadets will be engaged by allowing a variety of reflection methods. Examples of reflection activities include art, music, role play, journals, sculpture, drama, worksheets, photographs, and discussion.

The Four Square Reflection Tool is located at Attachment G as a potential reflection activity.



BEWARE! Reflection through group discussion can have its drawbacks as cadets can be influenced by the comments of others, causing the conversation to go in circles. Have cadets write down responses to reflection questions in brief notes before the group discussion so they can refer to their written thoughts in conversation. This simple act preserves the integrity of each cadet’s experience before it can be influenced by others’ impressions and assures that everyone has something to contribute.

Regardless of the reflection activity chosen, some questions that can be posed to the cadets to assist them with reflection include:

- What was special about this activity today?
- What did the experience remind you of?
- What did you learn that you didn’t know before?
- How did you feel being at the service site? How did your feelings change from when you first arrived to when you left?

- How did you make a difference today?
- Five years from now, what do you think you will remember about this experience?
- What can we all do to make our time and efforts have a bigger impact?

Reflection can occur at any point during community service. As cadets reflect during the community service activity, they may find better ways to complete tasks or find a new focus for their community service.

STAGE 5: DEMONSTRATION



“The job of an educator is to teach students to see the vitality in themselves.”

-Joseph Campbell, author

Demonstration is the stage of the Community Service Model where cadets showcase what they have done and the effect it has had on them and the community. Cadets may:

- report to peers, staff, parents, and / or community members;
- write articles or letters to local newspapers regarding issues of public concern;
- create a publication or website that helps others learn from the cadets' experiences;
- make presentations and performances; and
- create displays of public art with murals or photography.

Presenting what they have learned allows cadets to teach others while also identifying and acknowledging to themselves what they have learned and how they learned it. When cadets tell others about what they have done and the impact of their actions, it re-enforces the intrinsic value of community service.

Demonstration needs to be cadet-led with supervisor guidance and support to be effective. If cadets do not feel they are in control of the product they are creating, they will not apply their full efforts to complete it. In addition, demonstrations can be group projects or individual efforts. Cadets are full of ideas. With the right encouragement, they can create amazing demonstrations of their work. The Once You Know It, Show It! form is located at Attachment H to assist cadets with planning their demonstrations.

One of the challenges of the demonstration can be finding a time to present it. Some opportunities may include:

- Commanding Officer's parade,
- Annual Ceremonial Review,
- Town council meeting,
- cadet recruiting events,
- community news opportunities, or
- community service awards ceremony.

When cadets are required to demonstrate their involvement in the service, they communicate to others the affect of the community service on themselves, and on the community as a whole. Demonstrations help to encourage continued participation in community service and may inspire others to become involved.

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Personal Inventory

Interests, skills, and talents—we all have them. What are they?

Interests are what you think about and what you would like to know more about—for example, outer space, popular music, or a historical event like a world war. Are you interested in animals, movies, mysteries, or visiting faraway places? Do you collect anything?

Skills and talents have to do with things you like to do or that you do easily or well. Do you have an activity you especially like? Do you have a favourite subject in school? Do you sing, play the saxophone, or study ballet? Do you know more than one language? Can you cook? Do you have a garden? Do you prefer to paint pictures or play soccer? Do you have any special computer abilities?

Interests: I like to learn and think about . . .

Skills and talents: I can . . .

Being helpful: Describe a time when you helped someone.

Receiving help: Describe a time when someone helped you.

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Gathering Information About a Community Need

What does your community need? Use the questions in the following four categories as guides for finding out more about a community need. Form small groups, with each group focusing on one category and gathering information in a different way.

Finding out about _____

MEDIA

What media (newspapers, TV stations, radio, etc.) in your community might have helpful information? List ways you can work with different media to learn about this need in your community.

INTERVIEWS

Think of a person who is knowledgeable about this topic in your area—perhaps someone in a local organization or government office. Write four questions you would ask this person in an interview.

An interview with _____

Questions:

1.

2.

3.

4.

SURVEY

A survey can help you find out what people know or think about a topic and get ideas for helping. Who could you survey—cadets, family members, neighbours? How many surveys would you want completed? Write three survey questions.

Who to survey:

How many surveys:

Questions for the survey:

1.

2.

3.

OBSERVATION AND EXPERIENCE

How can you gather information through your own observation and experience? Where would you go? What would you do there? How would you keep track of what you find out?



Next Step: Share your ideas. Make a plan for gathering information using one or more of the four categories. Compile the information you learn, analyze the underlying problem, and begin the preparation and planning stage.

Preparation and Planning

The community need we will address: _____

Step 1: Identify what you know.

- What is the cause?
- Who is helping?
- What are some ways we can help?

Step 2: Find out more.

What do we need to know about this community need and who is helping?

How can we find out?

Step 3: Plan for action.

To help our community, we will:

To make this happen, we will take on these responsibilities:

Who	will do what	by when	Resources needed

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Community Service Proposal

Cadets or level: _____

Supervisor: _____ Squadron: _____

Address: _____

Phone: _____ Fax: _____ Email: _____

Project name: _____

Need—Why this plan is needed:

Purpose—How this plan will help:

Participation—Who will help and what they will do:

- Cadets: _____
- Staff: _____
- Other adults: _____
- Organizations or groups: _____

Outcomes—What we expect to happen as a result of our work:

How we will check outcomes—What evidence we will collect and how we will use it:

Resources—What we need to get the job done, such as supplies (itemize on back):

Signatures:

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Progress Monitoring

What progress monitoring methods will you use?

- Observation
- Data Collection
- Interviews
- Surveys

Other Methods:

Date: _____

Step One: What is the need?

Date: _____

Step Two: What noticeable changes have been made?

Date: _____

Step Three: What other changes have taken place?

Date: _____

Step Four: Describe evidence of your progress.

Date: _____

Step Five: Provide a summary of your findings.

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Four Square Reflection Tool

What happened?	How do I feel?
Ideas?	Questions?

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Once You Know It, Show It!

You've put your plan into action and seen the results. Now it's time for demonstration—the stage where you show others what you've learned about the topic, how you learned it, and what you've contributed to the community. This demonstration of your service learning can take any form you like: letter, article, video, pamphlet, artistic display, performance, or PowerPoint presentation.

To help you make the most of your demonstration, answer these questions:

Who is your audience?

What do you most want to tell about what you've learned?

Are there any community partners who you might like to participate in the demonstration?

What form of demonstration would you like to use?

On a separate sheet of paper, write your plan for demonstration.



Share your ideas for demonstration with the others you're working with. How can you best use each person's talents and skills as part of your demonstration?

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Community Service Checklist

Inventory and Investigation	Complete personal inventory	<input type="checkbox"/>
	Identify a community need to address	<input type="checkbox"/>
	Investigate the underlying problem	<input type="checkbox"/>
	Identify potential community partners	<input type="checkbox"/>
Preparation and Planning	Collaborate with community partners	<input type="checkbox"/>
	Define the goal of the community service	<input type="checkbox"/>
	Describe anticipated results	<input type="checkbox"/>
	Identify how to measure the effects of the community service	<input type="checkbox"/>
	Identify how progress will be monitored	<input type="checkbox"/>
	Define roles and responsibilities of all involved	<input type="checkbox"/>
	Create a timeline for all tasks	<input type="checkbox"/>
	Identify required resources	<input type="checkbox"/>
	Create a budget if required	<input type="checkbox"/>
Action	Monitor progress	<input type="checkbox"/>
Reflection	Describe what happened	<input type="checkbox"/>
	Examine the difference made	<input type="checkbox"/>
	Discuss thoughts and feelings	<input type="checkbox"/>
	Consider activity improvements	<input type="checkbox"/>
	Generate ideas and identify questions	<input type="checkbox"/>
	Receive feedback	<input type="checkbox"/>
Demonstration	Identify an audience	<input type="checkbox"/>
	Identify a time and place to do the demonstration	<input type="checkbox"/>
	Create a demonstration	<input type="checkbox"/>
	Execute the demonstration	<input type="checkbox"/>

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Examples of Community Service

Community Garden. Through a survey of local residents, cadets identify the need for a community garden. The personal inventory reveals a couple of cadets with gardening experience and several more cadets who know people with gardening experience. They contact the municipality to get the required permissions to use an empty lot. Cadets do research into community gardens and form partnerships with those community members interested in having plots in the garden. Cadets plan and build the infrastructure for the community garden, including the creation of plots. They demonstrate their project by giving a joint presentation with their community partners at a municipal council meeting.

Disabled Program. Through the personal inventory one cadet reveals the volunteer work they do for a local disabled program and indicates a need for more volunteers. They talk about some of the things volunteers do for the program, such as organizing activities and entertainment. The cadets express interest in helping out and arrange a visit to become familiar with the program and to meet the participants, staff, and other volunteers. After their visit the cadets brainstorm some activities they can do with the program participants. After planning and executing an evening of fun activities, the cadets reflect on the impact made. Although they are proud of the impact they made for that evening, one cadet points out that the disabled program will still have a shortage of regular volunteers into the future. Cadets then decide to take their community service project one step further by creating an advertising campaign to attract more volunteers to the program.

Food Drive. Cadets decide to get involved with the local food drive. They contact the Food Bank, do a tour of the facility, learn about the food needs of the local community, and spend two hours organizing and sorting non-perishable food items. Cadets help the Food Bank promote the upcoming food drive by creating posters and speaking with local media. Cadets create a sign-up list for parent volunteers to drive, divide themselves into teams of three, and assign each team a geographic area to cover during the food drive. The cadets demonstrate their project by creating an article that they distribute to the local newspaper.

Remembrance Day and Poppy Campaign. Cadets are approached by the Royal Canadian Legion to participate in the annual Poppy Campaign and Remembrance Day ceremony. Cadets research the Royal Canadian Legion and learn about some of the initiatives it leads using the moneys raised during the Poppy Campaign, such as the creation and care of memorials. Cadets also learn the history of the poppy and how it came to be a symbol of remembrance, and invite a veteran to speak about what remembrance means to them. Cadets identify several other ways they can thank and support veterans. They create a demonstration for their Annual Ceremonial Review to make others aware of how they can get involved.

Emergency Health Services. A cadet living in a rural area loses his father to a heart attack. A factor in his father's death was the time it takes for medical assistance to reach his community. Cadets decide to address this problem. After brainstorming, researching, and communicating with local government and medical services, cadets come up with two ways to improve medical assistance in the community. First, they all agree to take first aid training and arrange for a first aid provider to come to the community to deliver that training. Second, they use GPS to create detailed maps of the local community for use by the ambulance services, leading to reduced response times. Some cadets reveal during the reflection activity that they see a potential future career in health services. The cadets demonstrate their accomplishments by doing a first aid display at a CO's Parade.

Recycling Program. Cadets identify the need for a recycling program in their community. Through their research they discover that a recycling program has not been set up in the community because the nearest recycling plant is so far as to make transportation costs prohibitive. The personal inventory indicates several of the cadets have ties to local businesses. Cadets have some discussions with local business owners and realize that the truck that regularly re-stocks the grocery store is empty when it leaves the community. Cadets contact the trucking company and arrange to have the recyclables shipped out regularly. After successfully solving this piece of the puzzle, the cadets enthusiastically go about planning, promoting, and implementing the community's recycling program. To demonstrate the project they give a presentation at a municipal council meeting.

Election. Through their personal inventory, cadets discover a common interest in the upcoming election so they decide to get in touch with election organizers to find out how they can help. The cadets investigate the electoral process and volunteer to register voters and work the polls on election day. During reflection, the cadets discuss what it means to them to be citizens of a democratic country. This leads to discussions about refugees fleeing from countries where they are in danger and oppressed. They decide their next community service activity will be to learn about the stories of local refugees and to host a Citizenship Ceremony.

Animal Humane Society. Upon reviewing their personal inventory, cadets recognize many of them share an interest in the welfare of animals, so they plan a trip to the local animal humane society. After discussing the need to care for pets responsibly, cadets create a brochure called “Taking Care of Your Pet”. The brochure is distributed by the humane society and, after making contacts with administration at several local schools, by the cadets who attend these schools. During the reflection activity, some cadets decide to volunteer to walk the dogs as part of their personal community service. The cadets demonstrate their project by creating a display consisting of photos of each cadet either with their pet or with an animal at the humane society. The display is posted at the humane society.



**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 2

EO C102.01 – PERFORM COMMUNITY SERVICE

Total Time:

18 x 30 min

**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO.
REFER TO THE INSTRUCTIONAL GUIDE FOR EO M102.01 (PERFORM COMMUNITY SERVICE).**

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