COMMON TRAINING

ALL TRAINING LEVELS

INSTRUCTIONAL GUIDE
COMMUNITY SERVICE

SECTION 1

EO MX02.01 – PERFORM COMMUNITY SERVICE

Total Time:	3 sessions (9 periods) = 270 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO MX02.01 (Perform Community Service) located in A-CR-CCP-701/PG-001, *Royal Canadian Army Cadets Green Star Qualification Standard and Plan*, Chapter 4.

Read and prepare to conduct The Five Stages of Service Learning located at Annex A.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A 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 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.

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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.

ACTIVITY



Refer to The Five Stages of Service Learning located at Annex A for more details on each stage.



Youth voice and youth choice are essential for cadet buy-in and ownership over the service learning process. To the greatest extent possible, the community service should be cadet-led.

1. Have the cadets complete Stage 1 of Service Leaning (Inventory and Investigation) by:
   a. developing a list or spreadsheet of cadet interests, skills, and talents through an activity such as:
      (1) having cadets complete a personal inventory worksheet, such as the one located at Annex B;
      (2) conducting a survey with the cadets; or
      (3) interviewing cadets;
   b. selecting a need in the community by:
      (1) identifying an existing program or activity that is addressing a community need;
      (2) identifying a need in the community that has been observed; or
      (3) receiving a request from the community for assistance in meeting a need; and
   c. investigating the underlying problem and validating the need by having the cadets:
      (1) examine media, such as books, magazines, or newspapers;
      (2) conduct interviews with people who have expertise in the subject matter;
      (3) review past experiences;
      (4) observe relevant situations (eg, investigating homelessness by visiting a local shelter); or
      (5) conduct a survey with people who may have knowledge about the subject matter.

2. Have the cadets complete Stage 2 of Service Learning (Preparation and Planning) by developing a plan that uses the identified skills and knowledge to address, as much as possible, the underlying problem behind the community need. The Community Service Proposal at Annex C may be used to help develop the plan. The plan should:
   a. describe the involvement of community partners;
   b. define the goal of the community service;

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c. describe anticipated results;

d. identify how to measure the effects;

e. identify how progress will be monitored;

f. define roles and responsibilities of all involved;

g. include a timeline for all tasks; and

h. identify required resources.

3. Have the cadets complete Stage 3 of Service Learning (Action) by completing the community service while monitoring progress using the indicators identified in Stage 2: Preparation and Planning and adapting the plan as necessary.

4. Have the cadets complete Stage 4 of Service Learning (Reflection) by completing an activity that places the community service within the context of themselves personally, the community directly served, and greater communities (eg, national or global), such as:

a. the four square reflection tool located at Annex D,

b. a journal, blog, or video blog,

c. an analysis of a “day in the life” of those benefiting from the service. How has it changed? How might they feel differently?

d. a piece of art that represents the community service activity, or

e. another activity that provides a structured avenue for reflecting on the community service.

5. Have the cadets complete Stage 5 of Service Learning (Demonstration) by completing an activity that showcases what they have done and the effect it has had on themselves (such as new skills, knowledge, or understandings) and the community, such as:

a. a video or photo essay,

b. a letter to the editor,

c. an article for local or corps / squadron media,

d. a presentation or performance, or

e. a public display of art.



A checklist is located at Annex E to guide cadets through the stages of Service Learning.

END OF LESSON CONFIRMATION

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

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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

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.

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 corps / squadron or the sponsor.

REFERENCES

Kaye, Cathryn B. *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, 2010.

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THE FIVE STAGES OF SERVICE LEARNING

STAGE 1: INVENTORY AND INVESTIGATION

Objective

The aim of the first stage of service learning is to select a genuine opportunity for meaningful community service by identifying a verified need in the community that appeals to the cadets' interests and which their skills and knowledge will allow them to fill.

Process

First, a personal inventory is created, identifying the skills, knowledge, and strengths of the cadets. This simple list will serve as a tool to identify the optimal manner in which the cadets can address a community need.

Second, a need in the community is identified. This may be done by:

- identifying an existing program or activity that is addressing a community need;
- observing a need in the community; and / or
- receiving a request from the community for assistance in meeting a need.

The cadets then investigate the problem and validate the need. The observable need or issue may be the manifestation or symptom of a larger problem. Where possible, the underlying problem should be the target of the community service rather than the visible need. For example, to address the need posed by litter in a park, the cadets could arrange for the installation of additional garbage cans rather than organizing patrols. This would address the underlying problem, a lack of places to put garbage, rather than the observable issue (the presence of trash).



Even if a need is identified through a request from a community member or organization, an investigation is still conducted to document, authenticate, and understand the underlying problem behind the need.

Research methods that may be used to investigate underlying problems and validate needs include:

- examining the media, such as books, magazines, and newspapers;
- conducting interviews with people who have expertise in the subject matter;
- reviewing past experiences;
- observing relevant situations (eg, investigating homelessness by visiting a local shelter); and
- conducting a survey with people who may have knowledge about the subject matter.

When the investigation is completed, the cadets will understand the extent of the need and have developed a baseline from which they may monitor progress.

STAGE 2: PREPARATION AND PLANNING

Objective

The aim of the second stage of the service learning process is to prepare the cadets to complete the service by developing a plan.

Process

With guidance and support from their supervisor, cadets:

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- 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.



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

Objective

In this stage, the community service is conducted.

Process

While conducting the community service, it is important that the cadets monitor progress towards the objectives, conduct more research as needed, and alter the plan as required.

STAGE 4: REFLECTION



Stage 4: Reflection may occur both during and after implementation of the community service activity. Reflection during the activity may reveal better ways to complete the community service or a new focus.

Objective

The aim of the fourth stage is to place the service learning experience in the context of the cadets, the community, and the global community.

Process

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.

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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.



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 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?

STAGE 5: DEMONSTRATION

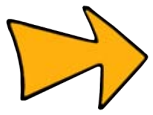
Objective

The aim of the final stage of the service learning model is to showcase what the cadets have done and the effect it has had on them and the community.

Process

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.

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.



Demonstrations need 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.

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PERSONAL INVENTORY

Interests are what you like to 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?

I like to learn and think about . . .

Skills 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 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?

I can . . .

Knowledge sets are what you know and understand well. Do you have a favourite subject in school? What do you like to read about in your spare time?

I know about . . .

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COMMUNITY SERVICE PROPOSAL

By: _____

Supervisor:_____ Corps / Squadron:_____

Corps / Sqn 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:
- 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):

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FOUR SQUARE REFLECTION TOOL

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

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COMMUNITY SERVICE CHECKLIST

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

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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.

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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.

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