COMMON TRAINING

PHASE FIVE

INSTRUCTIONAL GUIDE

EO M502.01 – PERFORM 45 HOURS OF INDIVIDUAL COMMUNITY SERVICE

Total Time: One session = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO M502.01 (Perform 45 Hour of Individual Community Service) located in A-CR-CCP-605/PG-001, *Royal Canadian Sea Cadets Phase Five Qualification Standard and Plan*, Chapter 4.

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

Gather the required resources:

- One copy of the case study “Flight Sergeant Kaye and Green Narrows Park” located at Annex A for each cadet,
- One copy of the Personal Inventory Handout located at Annex B for each cadet,
- One copy of the Investigation Plan handout located at Annex C for each cadet,
- One copy of the Community Service Checklist located at Annex E for each cadet,
- Pen / pencil and eraser for each cadet, and
- Whiteboard or flipchart and markers.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to orient the cadets to the requirements of PO 502 (Perform Community Service), introduce cadets to the stages of service learning and generate interest.

A case study was chosen for TP 3 to illustrate the application of the community service model and to stimulate thought about the different options available under the model.

A practical activity was chosen for TPs 4 and 6 as it is an interactive way to introduce cadets to the first stages of service learning.

An in-class activity was chosen for TP 5 as it is an interactive way to stimulate thought on needs in the community and introduce cadets to ideas they may not have otherwise considered.

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INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have an understanding of the requirements for 502 PC (Perform Community Service) and the stages of service learning. They will also have begun the first stage of service learning, as required to complete PO 502 (Perform 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 completing the stages of service learning, cadets can ensure community service is meaningful and successful.

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Teaching point 1 **Review the requirements of PO 502 (Perform Community Service).**

Time: 10 min Method: Interactive Lecture

A requirement of Phase Five / Master Cadet / Proficiency Level Five is the completion of 45 hours of community service. These hours will be tracked by cadets in the Phase Five / Master Cadet / Proficiency Level Five logbook.

The 45 hours of community service shall not consist of activities that directly benefit the corps / squadron or the sponsor, such as fundraising. However, community service activities that the corps / squadron participates in (such as supporting the Royal Canadian Legion Poppy Campaign) may be used to satisfy the 45-hour requirement.

At least one community service activity must be completed using the “community service learning model,” a five-stage process that ensures that the community service has value, purpose, and meaning, offers learning experiences, and uses previously acquired skills and knowledge.

The model’s steps, which are explained thoroughly in the next TP, consist of:

- inventory and investigation,
- preparation and planning,
- action,
- reflection, and
- demonstration.

As part of the PC for PO 502 (Perform Community Service), cadets’ demonstrations of community service (the last stage of the model) will be evaluated. Cadets will showcase one or more community service activity and demonstrate one to three major learning outcomes from the community service.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. How many hours of community service must cadets complete in order to successfully complete PO 502 (Perform Community Service)?

Q2. Why will activities benefiting the corps / squadron not be counted towards the requirements of PO 502 (Perform Community Service)?

Q3. What is the final stage of the service learning model and what must be done to successfully complete it?

ANTICIPATED ANSWERS:

A1. 45 hours.

A2. Cadet community service is intended to be outward focused, benefiting the community rather than the corps / squadron itself. Genuine community service is focused on improving the situation of the community, rather than one’s own situation.

A3. Demonstration. Cadets must showcase one or more of their community service activities and demonstrate one to three learning outcomes from the service.

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Teaching point 2 **Explain the five stages of service learning.**

Time: 20 min Method: Interactive Lecture



Conduct the interactive lecture using a dynamic method that allows for the engagement of the cadets, such as:

- having the cadets review a handout covering the material, highlighting key points, marking a question mark beside points needing clarification, and making other notes as needed; or
- assigning a stage to each cadet, or pairs of cadets, to read and review and present to the other cadets.

STAGE 1: INVENTORY AND INVESTIGATION

Objective

The aim of the first stage of service learning is to identify a genuine opportunity for meaningful community service.

Process

A genuine opportunity for meaningful community service is found by identifying a verified need in the community which appeals to the individual's interests and which their skills and knowledge will allow them to fill.

This stage is completed in two steps:

First, a personal inventory is created, identifying the skills, knowledge, and strengths of the volunteer. This simple list will serve as a tool to identify the optimal manner in which the individual 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 volunteer then investigates the problem and validates the need. The observable need or issue is the manifestation or symptom of the 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 volunteer 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.

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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 volunteer 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 volunteer to complete the service by developing a plan.

Process

The volunteer completes a plan for performing the community service. The plan should draw upon the skills and knowledge identified during the inventory and directly address the need and problem found during the investigation. Collaboration with community organizations, such as government agencies and non-profit organizations, will almost definitely play a prominent role in the plan. If the plan involves multiple volunteers, roles and responsibilities for those involved must be identified. Finally, realistic parameters and objectives will be defined, working off the benchmarks identified in the first stage.

Developing the plan may involve more research using the methods discussed earlier or other methods.

STAGE 3: ACTION

Objective

In this stage, the community service is conducted.

Process

While conducting the community service, it is important that the volunteer 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 volunteer, the community, and the global community.

Process

Reflection is not simply a process for reviewing the events that have occurred. Rather, it is a method by which the volunteer examines the events within the context of themself and the community.

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Questions that may be answered through reflection include:

- What did I learn from this experience?
- What will I take away from this experience?
- How did I feel when conducting the service? Why?
- Five years from now, how will I remember this service?
- If I could share one message with the community as a result of this service activity, what would it be?
- What would I do differently?

To reflect, volunteers could complete:

- the four square reflection tool located at Annex D,
- a journal, blog, or video blog,
- an analysis of a “day in the life” of those benefiting from the service. How has it changed? How might they feel differently?
- a piece of art that represents the community service activity, or
- another activity that provides a structured avenue to viewing the community service.

STAGE 5: DEMONSTRATION

Objective

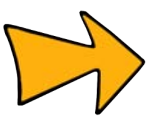
The aim of the final stage of the service learning model is to showcase what the volunteer has done and the effect it has had on the volunteer and the community.

Process

Examples of demonstrations include:

- a report to peers, staff, parents / community members,
- an article or letter to a local newspaper,
- a publication or website,
- a video or photo essay,
- a presentation or performance, and
- a public display of art.

Demonstrations share what the volunteer has discovered and learned and may inspire others to become involved.



Consider the volunteer at the beginning of the service learning process, in Stage 1: Inventory and Investigation or Stage 2: Preparation and Planning: a demonstration would be extremely helpful to them as they consider getting involved in the community.

By inspiring and informing other volunteers, demonstrations can leverage one individual’s involvement into the involvement of many and contribute to building a culture of community service.

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CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. While conducting the community service, it is important to continually monitor progress and make modifications to the plan as necessary. What types of modifications to the plan might be made?

Q2. Why create a personal inventory of interests, skills, and knowledge?

Q3. Where might needs be observed in the community?

Q4. What may be achieved through the demonstration phase?

ANTICIPATED ANSWERS:

A1. Extension or shortening of timelines, modification of objectives, involvement of more or fewer volunteers, etc.

A2. Meaningful service opportunities will put a person's skills to good use. Service will be more enjoyable if it aligns with skills and interests.

A3. Daily life. The press. City council minutes. Academic reports.

A4. Inform other individual's plans for community service. Inspire others to perform community service. Raise awareness for the need or issue.

Teaching point 3 **Have the cadets identify the stages of service learning in a case study.**

Time: 25 min Method: Case Study

Have the cadets review the case study located at Annex A.

Conduct a discussion on the stages of the service learning model seen in the case study to identify alternative methods of completing the five stages.

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TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet.
- This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1. How did FSgt Kaye find the underlying problem in Green Narrows? How else could she have researched it?

Q2. How well did FSgt Kaye's plan reflect her interests, skills, and knowledge?

Q3. Would you have conducted the community service differently? If so, how?

Q4. How did FSgt Kaye reflect on her community service? How else could she have reflected?

Q5. Do you think FSgt Kaye's method of demonstration was a good one? Why or why not?



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the group discussion will serve as the confirmation for this TP.

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Teaching point 4 **Have the cadets complete a personal inventory of skills, talents, and interests.**

Time: 10 min Method: Practical Activity

OBJECTIVE

The objective of this activity is to provide cadets with the opportunity to identify their skills, talents and interests, beginning the first stage of the service learning model.

RESOURCES

- A copy of the Personal Inventory handout located at Annex B for each cadet, and
- A pen or pencil and eraser for each cadet.

ACTIVITY LAYOUT

Quiet area with table space.

ACTIVITY INSTRUCTIONS

1. Distribute the Personal Inventory handout located at Annex B to each cadet.
2. Provide 10 minutes to complete.
3. Provide assistance as necessary.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

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

Teaching point 5 **Have the cadets brainstorm needs in their community.**

Time: 10 min Method: In-Class Activity

OBJECTIVE

The objective of the brainstorming activity is to stimulate thought about needs in the cadets' communities that they may address through community service.

RESOURCES

Whiteboard or flipchart and markers.

ACTIVITY LAYOUT

Classroom with seating arranged in a semi-circle.

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ACTIVITY INSTRUCTIONS

1. Have cadets brainstorm different communities (eg, geographic, interest, and cultural) in their area and write them in a list.

2. Have cadets brainstorm different needs within those communities and write them in a list.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the in-class activity will serve as the confirmation for this TP.

Teaching point 6 **Have the cadets complete an initial plan for the investigation process.**

Time: 15 Method: Practical Activity

OBJECTIVE

The objective of this activity is to provide cadets with the opportunity to create a plan for an investigative process, continuing the first stage of the service learning model.

RESOURCES

- A copy of the Investigation Plan handout located at Annex C for each cadet.
- A pen or pencil and eraser for each cadet.

ACTIVITY LAYOUT

Quiet area with table space.

ACTIVITY INSTRUCTIONS

1. Have the cadets select a need identified during TP 5 or another need.

2. Distribute the Investigation Plan handout located at Annex C to each cadet and have them develop a plan to research that need.

3. Provide 15 minutes to complete.

4. Provide assistance as necessary.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 6

The cadets' participation in the in-class activity will serve as the confirmation for this TP.

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END OF LESSON CONFIRMATION

QUESTIONS:

Q1. What are the requirements for successfully completing PO 502 (Perform Community Service)?

Q2. How is community service tracked?

Q3. What are the five stages of service learning? Are you required to use them for completing PO 502 (Perform Community Service)?

ANTICIPATED ANSWERS:

A1. 45 hours of community service that may not directly benefit the corps / squadron or the sponsor. One community service activity must utilize the service learning model.

A2. Through the logbook.

A3. Inventory and Investigation, Preparation and Planning, Action, Reflection, and Demonstration. The stages must be used for at least one community service activity.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW Chapter 3, Annex B, 502 PC.

CLOSING STATEMENT

The service learning model is designed to ensure a complete process whereby cadets participate in genuine, meaningful service.

INSTRUCTOR NOTES / REMARKS

Nil.

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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CASE STUDY: "FLIGHT SERGEANT KAYE AND GREEN NARROWS PARK"

On the way to her parade night, FSgt Kaye passes through Green Narrows Park. She always arrives at cadets a little bit annoyed. The path is littered with wrappers, cans, and chip bags left by students at the nearby school. While FSgt Kaye stops to pick up a few pieces of litter every night, it only makes a small dent in the look of the park. There's always quite a few pieces left.

One night, after she arrived particularly frustrated, 2Lt Hailstone asked her what the matter was. After FSgt Kaye explained, 2Lt Hailstone left FSgt Kaye with a sympathetic nod. "Let me know if you want to do something about it, Flight Sergeant."

FSgt Kaye considered 2Lt Hailstone's suggestion. What could she do? She surveyed the scene around her: FSgt Kaye was a Flight Commander, a leader. She knew how to organize a team, motivate subordinates, and create a plan. A high school student, she was also a good researcher and writer.

One obvious question still needed to be answered: where was this litter coming from? FSgt Kaye decided to visit the park during her school's lunch break to see if she could learn something new. Instead of finding a vacant park, like on her walks to the squadron, the park was filled with teenagers from the middle school across the street. She watched as students finished their lunches and made their way back to the school. When a boy dropped trash right beside her she couldn't stop herself: "you dropped something!" she called out. "Ya, where else should I put it?" the student replied over his shoulder. As FSgt Kaye looked around, she realized that the student had a point. There were no garbage bins to be seen.

On the walk back to school, FSgt Kaye made a plan. Rather than lead her cadets in garbage sweeps of the park, she would tackle the underlying issue: the lack of garbage bins. Other parts of the city had garbage bins —perhaps this park was just missed. She would contact her city councilor. And, to make it easier on the city, she could offer her cadets' help in installing the bins. She bounced the plan off OCdt Patterson, who agreed to edit the letter if FSgt Kaye liked.

A few weeks later, she heard back. The city had indeed forgotten to include garbage bins in its plan for the park. They would arrange for a few to be installed, if only she could suggest where they be placed. The next week she returned to the park with OCdt Patterson and a group of cadets. With the maps from the city in hand, the cadets got to work counting the trash, finding where most of it ended up, and noting the grid references for the best places for garbage bins.

A few weeks later 2Lt Hailstone noticed the difference in FSgt Kaye. Instead of inspecting uniforms with a frown, she was cheerfully greeting cadets as they came in the door. "How's that park looking?" she asked.

"The park?"

"I was just wondering: you said it was your source of frustration but you seem to be in such a good mood this week."

"Oh, that's right! I guess I have been in a different mood lately. My project turned out great, the trash cans seem to be collecting everything and I got a nice note from the City's planning department commending me and the cadets for the accuracy of the gird references and choices of location."

"Good to hear, Flight Sergeant. I knew you would figure it out."

FSgt Kaye saw one more opportunity to make a difference though. When Lt Daley asked for volunteers to put together static displays for the Annual Ceremonial Review, she quickly volunteered. She wanted other cadets to know how easy it was to effect change in their city.

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PERSONAL INVENTORY

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

Skills and talents: I can . . .

Knowledge: I know . . .

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INVESTIGATION PLAN

Use the questions in the following four categories as guides for planning how to find out more about a community need. Not all methods must be used.

Finding out about _____

MEDIA

What media (newspapers, TV stations, radio, etc.) in your community might have helpful information? List ways you can use 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.

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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?

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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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