

**CHAPTER 2**  
**PO 102 – PERFORM COMMUNITY SERVICE**





## COMMON TRAINING INSTRUCTIONAL GUIDE



### SECTION 1

#### EO M102.01 – PERFORM COMMUNITY SERVICE

Total Time:

270 min

### INTRODUCTION

#### PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with material prior to delivery of this lesson.

The choice of activity to be left to the discretion of the squadron Commanding Officer (CO).

This activity should be conducted in one day session (270 minutes) or over three separate sessions of three periods (90 minutes) each.

The use of a guest speaker would provide an opportunity for the cadets to meet and hear from a representative of a service group. Using a guest speaker as a Subject Matter Expert (SME) will provide an experienced view on, and promote interest in, the topic. The guest speaker should be briefed on the main teaching points of the lesson, so as to keep the briefing on topic. If a guest speaker is unavailable, the instructor should attempt to procure as much information as possible on the selected activity from the service group.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Debriefing of the activity must be done as soon as possible following the activity.

#### PRE-LESSON ASSIGNMENT

N/A.

#### APPROACH

This lesson will be presented using the experiential method. The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

#### REVIEW

N/A.

## OBJECTIVES

By the end of this lesson the cadet shall experience the benefits of volunteerism, and the impact volunteerism has on the cadet and the community.

## IMPORTANCE

One of the aims of the CCM is to develop in youth the “attributes of good citizenship”. To that end, good citizenship is defined as “actively and purposely participating in your community”.

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## BACKGROUND KNOWLEDGE

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### COMMUNITY SERVICE DEFINED:

Work, especially voluntary and unpaid, or stipulated by a community service order in the community (*The Concise Oxford Dictionary – ninth edition*).

**Voluntary** Done, acting, or able to act on one’s own free will, not constrained or compulsory (*The Concise Oxford Dictionary – ninth edition*).

**Cadet Definition.** Actively and purposefully participating in the community.

### SERVICE GROUPS:

#### THE ROYAL CANADIAN LEGION

By the end of WWI there were a total of 15 veterans’ groups and a number of regimental associations representing former service members in Canada. Despite their common goal of helping returned servicemen in need, their efforts were fragmented and largely unsuccessful. In 1925, an appeal for unity leads to the formation of the Dominion Veterans Alliance, out of which evolved The Canadian Legion of the British Empire Services League the following year.

WWII brought an influx of new demands. The Legion provided canteens, entertainment and reading material for those serving abroad and at home, as well as correspondence courses to help them out on their return to civilian life. But most importantly, from the onset of war, the Legion began to prepare for the returning troops. Financial compensation, clothing allowances, pensions, medical treatment, preference in the civil service, vocational training and land settlements were all routinely arranged and provided. To this day the Legion maintains a nation-wide network of professionals helping veterans, ex-service members and their families to secure the pensions and benefits to which they are entitled.

Although the Legion was founded to advance the cause of veterans, its grass-roots structure led naturally to community service. Almost every Legion branch in Canada is involved in one or more youth programs. It may be sponsoring a local hockey team, a cadet squadron or a scout troop. It may be sponsoring youth leadership training or other programs that meet the needs of youth in the community. The Legion wants Canadian youth to know that the freedoms they enjoy did not come without a price. The Legion supports the cadet movement in Canada to promote leadership, fitness and the spirit of patriotism. It also supports the Legion Medal of Excellence, which many branches and commands provide to honour outstanding cadets.

Today, with over 450 000 members, The Royal Canadian Legion is the largest veterans-based community service organization in the country, contributing millions of dollars and voluntary hours to help Canadians, particularly veterans, seniors and youth. Most Canadians associate the Legion with remembrance ceremonies and activities perpetuating the memory of those who died in the two world wars and the Korean War. Probably the most widely known activity is the National Poppy Remembrance Campaign in which Legion members, friends and cadets distribute poppy emblems for donations to raise money for needy veterans, ex-service members and their families.

## **LIONS CLUB**

Since 1917, Lions have served the world's population through hard work and commitment to make a difference in the lives of people everywhere. With 1 436 487 members serving in more than 44 500 clubs in over 180 countries and areas, Lions Clubs International is the world's largest service club organization. Canada alone has over 1900 clubs and over 49 000 members. Lions are recognized worldwide for their service to the blind and visually impaired. The club motto is "We Serve."

Lions International objectives:

- To create and foster a spirit of understanding among the peoples of the world.
- To promote the principle of good government and good citizenship.
- To take an active interest in the civic, cultural, social and moral welfare of the community.
- To unite the clubs in the bonds of friendship, good fellowship and mutual understanding.
- To provide a forum for the open discussion of all matters of public interest; provided, however, that club members should not debate partisan politics and sectarian religion.
- To encourage service-minded people to serve their community without personal financial reward, and to encourage efficiency and promote high ethical standards in commerce, industry, professions, public works and private endeavours.

## **ROTARY CLUB**

Founded in 1905, by Chicago Lawyer Paul Harris and three business acquaintances, Rotary International is a worldwide organization of more than 1.2 million members, in more than 29 400 clubs in 160 nations. The objective of the Rotary Club is to encourage and foster the ideal of service as a basis of worthy enterprise and, in particular, to encourage and foster:

- the development of acquaintances as an opportunity for service;
- high ethical standards of business and profession; the recognition of the worthiness of all useful occupations; and the dignifying by each Rotarian of their occupation as an opportunity to serve society;
- the application of the ideal of service by every Rotarian to their personal business and community life; and
- the advancement of international understanding, goodwill and peace, through a world fellowship of business and professional persons united in the ideal of service.

A good example of Rotary's work is their partnership with the World Health Organization and the United Nations to immunize all the children of the world against poliomyelitis – the wild poliovirus. To date, a million volunteers mobilized by Rotary have immunized a billion children throughout the developing world. The goal of the Polio Plus campaign was to certify the eradication of polio by the year 2005 – Rotary's 100<sup>th</sup> anniversary. In 2005, Rotarians and partners celebrated the tremendous progress made towards polio eradication.

## **KIWANIS CLUB**

The first Kiwanis club was organized in Detroit, Michigan, USA on January 21, 1915. A year later the Kiwanis Club of Hamilton, Ontario, Canada, was chartered, and Kiwanis International grew rapidly into a leading service club in these two founding nations. In 1962, worldwide expansion was approved, and today Kiwanis clubs are active in every part of the world. The club motto is "We Build." There are more than 8500 Kiwanis clubs with more than 315 000 members in 82 nations and geographic areas.

Kiwanis' continuing service emphasis is called "Young Children: Priority One," which focuses on the special needs of children from prenatal development to age 5. Projects conducted as part of the "Young Children: Priority One" service emphasis involved \$14.3 million and 1.3 million volunteer hours.

In 1994, Kiwanis launched its first Worldwide Service Project, a \$75 million campaign in partnership with UNICEF to eliminate Iodine Deficiency Disorders (IDDs) by the year 2000. IDD is rare in areas where iodized salt is used, but in other parts of the world, IDD is the leading cause of preventable mental and physical retardation. As many as 1.5 billion people are at risk, especially young children. In 2000, \$62 million was raised, and the goal of \$75 was surpassed in 2001.

### **THE UNITED WAY**

The United Way is a non-profit organization that works in partnership with community agencies and organizations. By bringing groups together to share experience and expertise, the United Way is working with others to improve community life. Each year the United Way collects millions of dollars needed for essential health and social services and programs. The money is carefully distributed to meet the greatest need in our community and a rigorous review process ensures that the money is spent effectively.

### **BOYS AND GIRLS CLUB**

The boys and girls club enhances the quality of life for children and youth by providing a safe and welcoming environment. It offers supervised activities, support and counselling for young people aged 6 to 18 years old. They also provide a social service for "at risk youth," and youth with special needs.

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## **ACTIVITY**

Time: 270 min

Method: Experiential

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### **OBJECTIVE**

The group being assisted will define the objective of the activity.

### **RESOURCES**

There is no specific resource support for this activity. The local group being assisted should provide the necessary materials.

### **ACTIVITY LAYOUT**

- The cadets are to receive a briefing prior to the start of the activity, which may be given by a guest speaker from the community group being assisted, to include an explanation of:
  - the objectives of the activity;
  - resources required;
  - set-up of the activity; and
  - safety guidelines while performing the activity (as required).
- Cadets will participate in the activity, under supervision (activity to be determined by the CO).
- The cadets are to be debriefed on their participation in the activity immediately following the activity.

### **SAFETY**

At this point the instructor shall brief the cadets on any safety rules or regulations regarding the activity.

## INSTRUCTIONAL GUIDELINES

During the activity the instructor should make observations on the cadets to include:

- How did the cadets react to the activity?
- What area did they appear to enjoy most/least?



Observation of the activity is important so that proper questions can be developed for the reflective stage.

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## REFLECTION

Time: 30 min

Method: Group Discussion

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### GROUP DISCUSSION



The instructor shall ensure that all lesson objectives are covered toward the end of the reflection stage.



### TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

### SUGGESTED QUESTIONS

- Q1. How did they feel about the activity?
- Q2. What did they feel they accomplished?
- Q3. What benefit did the community received from their participation?
- Q4. In what other ways can a cadet be a more active citizen based on this activity?



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

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## CONCLUSION

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### REVIEW

Upon completion of the discussion, the instructor will conclude by summarizing the aim of participating in the activity and allow cadets to reflect upon it. The instructor must also take this opportunity to explain how the cadet could apply this knowledge and/or skill in the future.

### MAIN TEACHING POINTS

N/A.

### HOMEWORK/READING/PRACTICE

N/A.

### METHOD OF EVALUATION

There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material prior to beginning the actual activity, and immediately afterwards, by means of a debrief.

### CLOSING STATEMENT

The Canadian Cadet Movement strives to develop in youth the attributes of good citizenship. Actively participating in the community provides a cadet with the chance to assist members of the community, thus demonstrating those same attributes. Cadets are encouraged to seek out additional, more personal, ways to be assist in the community.

### INSTRUCTOR NOTES/REMARKS

N/A.

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## REFERENCES

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- C0-014 The Royal Canadian Legion. (2002). *The Royal Canadian Legion: Responding to the Needs of Canadian Communities*. Retrieved 25 May 2006, from [http://www.legion.ca/asp/docs/about/community\\_e.asp](http://www.legion.ca/asp/docs/about/community_e.asp).
- C0-015 Kiwanis International. (2006). *About Kiwanis*. Retrieved 25 May 2006, from <http://www.kiwanis.org/about>.
- C0-016 Lions Club International. (2006). *Lions Clubs International History*. Retrieved 25 May 2006, from [http://www.lionsclubs.org/en/content/lions\\_history.shtml](http://www.lionsclubs.org/en/content/lions_history.shtml).
- C0-017 Rotary International. (2005). *About Rotary*. Retrieved 25 May 2006, from <http://www.rotary.org/aboutrotary/index.html>.
- C0-044 UNESCO. (2006). *Canadian Commission for UNESCO*. Retrieved 16 August 2006, from <http://www.unesco.ca>.





## COMMON TRAINING INSTRUCTIONAL GUIDE



### SECTION 2

#### EO C102.01 – PARTICIPATE IN A CEREMONIAL PARADE

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Total Time:

90 min

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#### INTRODUCTION

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##### PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

##### PRE-LESSON ASSIGNMENT

N/A.

##### APPROACH

This lesson will be presented using the experiential method. The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

##### REVIEW

N/A.

##### OBJECTIVES

By the end of the lesson, the cadet shall be expected to participate in a ceremonial parade.

##### IMPORTANCE

It is important to participate in ceremonial parades to promote an interest in the Canadian Forces (CF), while simultaneously serving a role in the community. Ceremonial parades are a large part of Canada's military past, and provide a direct link to the community. It is important for cadets to fully appreciate the relationships between the squadron and the community in which they live.

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## BACKGROUND KNOWLEDGE

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Instructors should familiarize themselves with the appropriate background information for the parades in which they will participate.

### REMEMBRANCE DAY OBSERVANCES

Every 11<sup>th</sup> of November Remembrance Day is held to commemorate Canadians who died in the First and Second World Wars and the Korean War. The first Remembrance Day, originally called Armistice Day, was conducted throughout the Commonwealth in 1919. The day commemorated the end of the First World War, on Monday, November 11, 1918 at 11 a.m., the eleventh hour of the eleventh day of the eleventh month. The symbol of Remembrance Day is the poppy, popularized by LCol John McCrae's poem *In Flanders Fields*.

### BATTLE OF THE ATLANTIC (NAVY)

The Battle of the Atlantic began September 3, 1939 with the sinking of the Montreal-bound passenger ship SS Athenia by a German submarine west of Ireland. One hundred and eighteen passengers and crew were killed, including four Canadians. Escort of merchant ship convoys was the RCN's chief responsibility during the Battle. The first convoy sailed from Halifax on September 16, 1939. The Royal Canadian Navy (RCN) began the war with 13 vessels and 3500 personnel, and ended the war with the third largest navy in the world. Of the 110 000 members at the end of the war, all of whom were volunteers, 6500 were women who served in the Women's Royal Canadian Naval Services. The Battle of the Atlantic was considered to be won by the Allies in 1943, although this battle lasted the duration of the Second World War that, in Europe, ended May 8, 1945. The Battle of the Atlantic is celebrated on the first Sunday in May.

### BATTLE OF BRITAIN (AIR)

The Battle of Britain parade is held in September each year to commemorate the Battle of Britain and honour the members of the Air Force who died in this battle and others. The Battle of Britain was entirely an air battle and was one of the most decisive battles in all history. During the autumn of 1940, the Commonwealth Air Forces defeated the German Luftwaffe. It is believed that Great Britain would have been invaded had the Battle of Britain been lost. The Royal Canadian Air Force is proud of the active part it played in the historic battle.

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## ACTIVITY

Time: 60 min

Method: Experiential

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### OBJECTIVE

Participate in a ceremonial parade.

### RESOURCES

- Properly maintained uniform.
- Ceremonial webbing and accoutrements (as required).
- Any other material required in the execution of the cadets role in the parade.


## ACTIVITY LAYOUT

- Briefing on the activity by the instructor/guest speaker.
- Cadet participation in the activity.
- Cadet debrief.


## SAFETY

- Cadets are to respect all established boundaries.
- Cadets shall travel in groups of no less than two, utilizing the “Buddy System” to ensure a cadet is never alone at any point.
- Cadets shall assemble at previously assigned meeting points, at the times detailed in order to ensure effective headcounts may be carried out, and new information may be relayed.

## INSTRUCTIONAL GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or other guidelines pertaining the activity. Specifics are to be provided by the event organizer and relayed to the cadets by the instructor in a timely fashion.



The instructor or guest speaker shall ensure that the following lesson objectives are covered during the activity:

- An explanation of the objectives of the parade and why it is important.
- An explanation of the sequence of events, and their roles during the event.

The instructor will make sure that all cadets know their role for the parade. The instructor will supervise and advise, providing direction and making corrections as necessary.


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## REFLECTION

Time: 20 min

Method: Group Discussion

## GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

## DISCUSSION QUESTIONS



### TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

Questions will vary based on the ceremonial parade chosen by the squadron and element.

### SUGGESTED QUESTIONS

- Q1. How did you feel about the parade?
- Q2. What do you feel you accomplished?
- Q3. What does your participation in the parade represent?
- Q4. What are some ways that cadets can be more active citizens based on this experience?



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

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## CONCLUSION

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### REVIEW

Upon completion of the group discussion the instructor will conclude by summarizing to ensure that all teaching points have been covered. The instructor must also take this opportunity to explain how the cadet will apply this knowledge and/or skill in the future.

### MAIN TEACHING POINTS

N/A.

### HOMEWORK/READING/PRACTICE

N/A.

### METHOD OF EVALUATION

N/A.

**CLOSING STATEMENT**

Cadets should feel pride in participating in a ceremonial parade and filling the various roles. Ceremonial parades allow the cadets to gain some insight into a formal parade, and to fill a role within the community.

**INSTRUCTOR NOTES/REMARKS**

N/A.

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**REFERENCES**

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- C0-051 Veteran's Affairs Canada. (1999). *VAC Canada Remembers: Facts on Remembrance Day*. Retrieved 25 May 2006, from [http://www.vac\\_acc.gc.ca/remembers/sub.cfm?source=teach\\_resources/remdayfact](http://www.vac_acc.gc.ca/remembers/sub.cfm?source=teach_resources/remdayfact).
- C0-052 Veteran's Affairs Canada. (28 April 2003). *The Battle of the Atlantic*. Retrieved 25 May 2006, from [www.vac-acc.gc.ca/general/sub.cfm?source=history/secondwar/atlantic/atlfact](http://www.vac-acc.gc.ca/general/sub.cfm?source=history/secondwar/atlantic/atlfact).

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## COMMON TRAINING INSTRUCTIONAL GUIDE



### SECTION 3

#### EO C102.02 – PERFORM COMMUNITY SERVICE

Total Time:

270 min

### INTRODUCTION

#### PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The choice of activity is to be left to the discretion of the squadron Commanding Officer (CO).

This activity should be conducted in a day or three sessions of three periods each (270 min).

The use of a guest speaker provides an opportunity for the cadets to meet and hear from a representative of a service group. Using a guest speaker as a Subject Matter Expert (SME) will provide an experienced view on, and promote interest in, the topic. The guest speaker should be briefed on the objectives of the EO, to keep the briefing on topic. If a guest speaker is unavailable, the instructor should attempt to procure as much information as possible on the selected activity from the service group.

Debriefing of the activity must be done as soon as possible following the activity.

#### PRE-LESSON ASSIGNMENT

N/A.

#### APPROACH

This lesson will be presented using the experiential method. The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

#### REVIEW

N/A.

## OBJECTIVES

By the end of this lesson the cadet shall experience the benefits of volunteerism, and the impact volunteerism has on the cadet and the community.

## IMPORTANCE

One of the aims of the CCM is to develop in youth the “attributes of good citizenship”. To that end, good citizenship is defined as “actively and purposely participating in your community.”

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## BACKGROUND KNOWLEDGE

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Background information on community service activities and specific groups can be found in EO M102.01 (Section 1), and may be referenced if required.

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## ACTIVITY

Time: 225 min

Method: Experiential

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## OBJECTIVE

Perform an additional community service activity.

## RESOURCES

There is no resource support for this activity. The local group being assisted should provide any necessary materials.

## ACTIVITY LAYOUT

- The cadets are to receive a briefing prior to the start of the activity, which may be given by a guest speaker from the community group being assisted, to include an explanation of:
  - the objectives of the activity;
  - resources required;
  - set-up of the activity; and
  - safety guidelines while performing the activity (as required).
- Cadets will participate in the activity, under supervision (activity to be determined by the CO).
- The cadets are to be debriefed on their participation in the activity immediately following the activity.

## SAFETY

The instructor shall brief the cadets on any safety rules or regulations regarding the activity being conducted.

## INSTRUCTIONAL GUIDELINES

During the activity the instructor should make the following observations:



- How did the cadets react to the activity?
- What area did they appear to enjoy most?



Observation of the cadets during the conduct of the activity is important so that proper question can be developed for the reflective stage.

## REFLECTION

Time: 30 min

Method: Group Discussion

### GROUP DISCUSSION



The instructor shall ensure that all lesson objectives are covered towards the end of the reflection stage.



### TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

### SUGGESTED QUESTIONS

- Q1. How did you feel about the activity?
- Q2. What do you feel you accomplished through this activity?
- Q3. What benefit did the community received from your participation?
- Q4. In what other ways can a cadet be a more active citizen?



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

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**CONCLUSION**

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**REVIEW**

Upon completion of the group discussion, the instructor will conclude by summarizing objectives to ensure that all there have been covered. The instructor must also take this opportunity to explain how the cadet could apply this knowledge and/or skill in the future.

**MAIN TEACHING POINT**

N/A.

**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material prior to beginning the activity, and immediately afterwards, by means of a debrief.

**CLOSING STATEMENT**

The CCM strives to develop in youth the attributes of good citizenship. Actively participating in the community provides a cadet with the chance to assist members of the community, thus demonstrating those same attributes. Cadets are encouraged to seek out additional, more personal ways to assist in the community.

**INSTRUCTOR NOTES/REMARKS**

N/A.

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**REFERENCES**

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N/A.