|  |  |  |  |
| --- | --- | --- | --- |
| Title | **Be a Local Hero** | | |
| Challenge Question | What does it mean to be an everyday hero and volunteer in your community? | Estimated Challenge Time |  |
| All outcomes in the [CTF Program of Studies](https://education.alberta.ca/media/3272955/ctf-program-of-studies-revised-sept-1.pdf) should be addressed in each CTF course. | | | |

|  |  |
| --- | --- |
| ChallengeDescription | **Identify Volunteer Opportunities**  Students identify volunteer opportunities in the community. Students develop a plan that provides an understanding of the different opportunities to volunteer and an overall picture of how volunteers support the community. This can involve contacting local volunteer groups and community organizations or identifying areas where volunteers can provide support. Identifying volunteer opportunities will help students choose a suitable volunteer activity that will enhance their interests and abilities. Volunteering opportunities should be part of the school day.  **Develop a Volunteer Plan**  As part of their volunteer plan, students develop a personal volunteer philosophy or vision. They describe their ideal volunteer opportunity in terms of where they want to volunteer, what they would like to do and learn and what they hope to achieve. They set goals for volunteering. Students could use a SMART goal approach. Goals need to be specific, measurable, agreed upon, realistic and time-based. As part of developing goals, students identify their motivation, reason or personal connection for volunteering. Students identify skills they have and the skills they want to develop through volunteering. They determine their time commitment. They identify and explore possible career pathways through their volunteer opportunity.  **Design an Evaluation**  Students design criteria for evaluating their performance as a volunteer. The evaluation should be based on the volunteer plan. This allows students to look for success and measure how well they did.  Volunteer placements could be involved with developing the evaluation.  **Presentation/Program Support**  Students create a presentation or program support based on their volunteering experience. A presentation could include   * background information on the organization (funding, organizational chart, how money is distributed, what matters for the organization, history) * research about the organization * description of the volunteer activity * self-reflection on the experience (successes, challenges, growth, learnings, things to do differently or change next time, changes in perception of volunteering, changes in personal volunteer philosophy, personal performance as a volunteer, personal rewards of volunteering, potential effect on future generations, or how the opportunity benefitted the community)   A program support could be created to assist the volunteer opportunity in which the student participated. This might include   * an information pamphlet * a marketing plan to attract volunteers * a volunteer guide   **Note:** Involving volunteer placements from the start contributes to an authentic and engaging challenge. Students can work with potential volunteer placements to identify volunteer opportunities, develop goals and develop plans and evaluations. The volunteer placement could be part of the student presentation. It is important to consider the safety, risk and liability factors involved with volunteering. School procedures must be followed for students participating in activities away from school property or for having guests visit the school. Some considerations are field trip forms and costs. Options for a final product, performance or service can vary in consultation with the volunteer group or organization. |
| Scenario | In every community, there are people who volunteer. Volunteering is about giving. It is about wanting to help others, the environment, animals, or causes that are important to you. It is about finding a cause that is important enough to support. You do not get paid, but you do get the chance to gain valuable experience and grow as a person while giving back to the community. This experience comes from using your talents, working with people and learning new skills. The best part about volunteering is the chance you have to make a difference in the lives of others and your own life. Volunteering may include shoveling snow from a neighbour’s sidewalk, helping at a seniors’ home, fundraising, working at a local foodbank, helping at a hospital or a vet clinic, running a homework club, collecting supplies for the homeless, launching a donation centre, reading to others, keeping the neighbourhood clean, supporting animals or the environment. Volunteering gives you the chance to make an impact on the world around you. You have the chance to be an everyday hero. How will you be a hero? |

|  |  |  |  |
| --- | --- | --- | --- |
| Occupational  Areas (Select at least two to explore.)  [*CTF Occupational Areas and Possible Occupations*](https://education.alberta.ca/media/3114910/ctf-occupational-areas-and-possible-occupations-final.pdf) | **BUSINESS**  Computing Science  Enterprise & Innovation | Financial Management  Information Processing | Management & Marketing  Networking |
| **COMMUNICATION**  Communication Technology | Design Studies | Fashion Studies |
| **HUMAN SERVICES**  Community Care Services  Cosmetology  Esthetics | Foods  Health Care Services  Human & Social Services | Legal Studies  Recreation Leadership  Tourism |
| **RESOURCES**  Agriculture  Environmental Stewardship | Forestry  Primary Resources | Wildlife |
| **TECHNOLOGY**  Construction  Electro-Technologies | Fabrication  Logistics | Mechanics |
| Skills, Knowledge and Technologies Related to the Occupational Areas [*CTF Occupational Area Skills, Knowledge and Technologies Lists*](https://education.alberta.ca/media/3114907/ctf-occupational-area-skills-knowledge-and-technologies-lists.pdf) | Through the CTF learning outcome “I use occupational area skills, knowledge and technologies,” students explore skills, knowledge and technologies used by professionals working in occupational areas. Possible skills, knowledge and technologies that could be explored in this CTF challenge include the following.  **Community Care Services**  Experience volunteering and developing skills for community-based services in a variety of settings.   * essential characteristics of a volunteer * confidentiality/ethics * attendance/punctuality * resource/time management * adherence to rules and regulations * safety * enthusiasm/sense of humour * personal rewards from volunteering * benefits of volunteers in a community * personal rewards available by volunteering (e.g., self-esteem, self-fulfillment, career awareness, employability, enhanced community awareness, health and wellness) * community volunteer opportunities or placements * responsibilities of volunteers and clients * personal performance in a volunteer activity or placement   **Human and Social Services**  Learn about occupations related to wellness, human development, family support and professional standards and ethics.   * strategies for developing citizenship involving opportunities to volunteer * personal philosophy development * strategies for achieving goals * SMART goals development * effective communication | | |
| Safety and/or Environmental Considerations | * Consider personal safety related to volunteering. * Understand appropriate and inappropriate levels of self-disclosure. * Know the impact of “high risk” responses (e.g., giving orders, giving advice, moralizing, condescending, sarcasm, criticizing, threatening and debating). * Develop conflict-management strategies. * Describe considerations for personal safety related to volunteering.   **Remember to follow your school’s and/or district’s safety and privacy of information requirements at all times.** | | |
| Grade Level | 5  6  7  8  9 | | |
| InterdisciplinaryLearning Opportunities | **[SUBJECTS](https://education.alberta.ca/programs-of-study/)**  English Language Arts  Fine Arts  French Language Arts  French Second Language | Health and Life Skills  Mathematics  Outdoor Education  Physical Education | Religious Education  Science  Social Studies  Other |

The challenge is provided as a service to who may be interested in developing their own CTF challenges. The responsibility to evaluate this resource rests with the user. **Note:** Website addresses are listed for reference only and were confirmed as accurate at the time of publication. They are subject to change. Teachers are advised to review them for appropriateness prior to using them with students.