**Operations Plan**

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**Drug Demand Reduction Classroom Outreach**

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# General Information

## Outreach Overview:

The DDR Outreach Operations Plan was designed to assist squadrons in conducting a successful outreach visit to a local school in their area educating youth on the negative side effects of drugs and alcohol. Specifically, the Operations Plan for this activity provides squadrons with all resources necessary to obtain positive results from their outreach visit. Resources included in this Operations Plan are goals for the activity, eligibility requirements for cadets, an organizational chart for the activity, and a lesson plan. Forms for receiving feedback from both students and activity staff following the activity are also included.

## Outreach Goals:

* Provide local youth aged elementary through high school with a thorough understanding of the dangers of drug and alcohol use as well as the negative effects of drinking and driving.
* The information presented during the outreach visit resonates deeply with the students as to prevent them from partaking in either drugs or alcohol in their futures.
* Students are able to experience what vision impairment looks like after drugs and alcohol through the use of the Fatal Vision Goggles or the alternate activity.

## Activity Director:

Please direct all comments, questions, or concerns to the activity director:

Cadet Rylee J. Schmuck, CAP

[rylee.schmuck@inwg.cap.gov](mailto:rylee.schmuck@inwg.cap.gov)

## Recommended Location For Outreach:

Interested squadrons should reach out to the principal of a local elementary school, middle school, or high school and begin working with the school faculty to set up a visit. In the message to the principal, specify which grade level you would like to present to. Additionally, squadrons should refrain from setting up visits that are not local, as the participating members would then have to travel to the school. This would be a major inconvenience to all members that are participating.

## Scheduling a Date:

Upon establishing a contact with a local school, squadrons should work with the school’s faculty to set up a date for the squadron members to conduct the outreach. Request the contact information for the teachers of the grade level your squadron will be presenting to. Work with the teachers to set up a date that is convenient for all members involved.

# Operations:

## Cadet Eligibility Requirements:

Cadets interested in participating in their squadron’s outreach MUST meet the following requirements. Exceptions can be authorized by the squadron commander.

* Be a C/SSgt (Wright Brothers Award) or higher
* Have a full set of ABUs
* Demonstrate consistent proper wear of the ABU uniform
* Submit a letter of intent and a completed CAPF 31 to the squadron commander

## Required Staff Positions:

Senior Supervisor: Supervises cadets throughout outreach to ensure cadet safety. Must be a senior member to fill this position.

Outreach Leader: Coordinates the activity with the school, is the primary leader during the presentation of the lesson and the activity, and assists cadets as needed throughout the visit. This position can be filled by either a senior member or a cadet that is at least a C/2d Lt.

Cadets: A minimum of two cadets must be in attendance during the outreach for CPP. If one of the two cadets is the outreach leader, only one other cadet is needed.

Note: Variations of these staff positions may be added, however CPP must be maintained throughout the entire outreach.

## Cadet Selection Process:

All submissions should be reviewed and approved by the squadron commander. Squadron commanders should use their background knowledge about the cadet to make their decision on the cadet’s participation. No cadet interviews are required, but can be used if deemed necessary by the squadron commander.

a.) For C/SSgt: If the cadet meets the rank and uniform requirements, submits all paperwork mentioned above, and demonstrates responsibility, professionalism, and leadership skills at weekly squadron meetings, they are permitted to participate in the outreach activity.

b.) For cadets that do not meet rank requirements: Cadets that rank lower than C/SSgt are not to be completely excluded from participating in the outreach. However, special permission from the squadron commander is required. The cadet must demonstrate strong responsibility, leadership, and professionalism qualities weekly. The squadron commander should use their judgement about the cadet to best determine if the cadet has the capability to contribute to a successful outreach visit.

c.) Cadets interested in the Outreach Leader position: Cadets must be a C/2d Lt or higher and note interest in this position in their letter of intent. To qualify for this position as a cadet, one must demonstrate exemplary public speaking and leadership skills. Additionally, the cadet must have experience commanding a squadron or flight and be able to articulate the goals of the outreach to the members participating. The squadron commander must grant permission for this position to be filled by the interested cadet.

## Identifying Outreach Success:

It can be concluded that the outreach was successful when:

* Students ask questions throughout the presentation or at the end- signifies that they grasped on to the material and want to learn more
* Students are actively engaging in the lesson- signifies the squadron has presented the material in an interactive way and did not make the material sound like a lecture.

## Student Feedback:

Following your visit, click on the link below. The link will make a copy of the student feedback form for you. Send the link of the copied document to the teacher of the class your squadron visited. In the form, the students will be able to share their experiences with your visit. They can share what they believe could be improved, topics they didn’t feel like they fully understood, something new they learned, and other topics of that nature. Let the teacher know that they are also welcome to fill out the form.

Once the students have filled out the form, review the feedback with the members that participated in the outreach.

Student feedback form: <https://forms.office.com/Pages/ShareFormPage.aspx?id=p6pAxo3nL0CG_NTCPG8I_KRoeXhv2gJAjNKMfj7AtcpUNEpQMzhWTTZRVUg5Q1BBSERISklNNDhWNi4u&sharetoken=ca8YO8MAdAEhQ1g2Usfy>

## After Action Review:

Please fill out the After Action Review form to note the accomplishments and challenges encountered during your outreach visit. The outreach leader is responsible for completing this form. Your squadron’s response will be submitted to the Activity Director, Cadet Rylee Schmuck, to review.

Link to Post Outreach Report: <https://forms.office.com/Pages/ResponsePage.aspx?id=p6pAxo3nL0CG_NTCPG8I_KRoeXhv2gJAjNKMfj7AtcpURVpONjNBOUEyQjM2RlU0TktaTTdLN1hSMy4u>

# Curriculum:

## Preparing For Lesson:

After reviewing the materials list, you may realize that you are not equipped with some of the materials that are needed for some of the activities. The DDR goggles would be a great example of this; not every squadron has a set. If your squadron has attempted to borrow a pair of goggles but was unsuccessful, try out the alternative activity that is listed under **“Activity”** in the lesson outline below.

Prior to arriving at the location of your outreach, there are some preparatory measures you must do:

* Gather all materials that you will need: Double check the materials list before your visit to make sure you have everything you need to make for an outstanding and successful visit.
* Watch the entire video- If you plan on showing the Human Relations Media video, watch it all the way through and determine which areas of the video you wish to show to the students. Keep in mind that some parts of the video are more graphic and could be considered inappropriate depending on the age of your audience.
* Print out the poster contest sheet- Evaluate how many students your squadron will be presenting to and make copies accordingly.
* Be individually ready- All participating members should practice their presentation, decide which members are in charge of each activity, and most importantly, members should arrive with a positive attitude.

## Objectives:

* Students will understand the effects of drugs and alcohol on the human mind and body
* Students will identify what they can do to prevent drinking and driving in both themselves and their peers
* Students will identify BAC levels and describe the typical side effects that occur at each level
* Students will experience what impaired vision looks like through experimenting with the DDR goggles or participating in the alternate activity
* Students will hear first-hand accounts of the effects of drinking and driving through the short film that is shown

## Outreach Materials Needed:

* DDR presentation:



* Human Relations Media video (optional)
* Copies of the poster contest sheet
  + Poster Contest Sheet:



* Fatal vision goggles or any materials necessary for the alternative activity
* Choose a desired number of activities from the “Fatal Vision Goggles Activity Guide” and collect all materials you will need for those activities
  + Link to Guide:



* Sanitizing wipes (to clean off the goggles between each student)

## Lesson Outline:

**Length of Lesson: 60-90 minutes (relatively)**

1. **Arrival**

* Arrive at your local classroom
* Introduce your squadron and briefly introduce Civil Air Patrol. Remember that your mission is not to recruit members, but to educate the youth about the dangers of drugs and alcohol

1. **Play the Human Relations Media Video (optional)**

* Once the video is over, discuss some of the main points with the students:
  + Does a drunk driver only affect themselves or are there other people that they harm along with themselves?
  + Why do you think drugs and alcohol limit a person’s ability to operate a vehicle safely?
  + What are some things that you could do for yourself to prevent accidents like the one you saw in the video from occurring?

1. **Present**

* Pull up the “DDR Outreach Presentation” and make sure it is visible to the students.
* Use the presentation to guide your discussion
* Point out and describe images that are on the slides
* Elaborate thoroughly on the bullet points listed on each slide; Don’t just read the slide
* Make sure that those presenting are engaging with the students and speaking on their level. If you use verbiage that isn’t simplistic, you will lose the attention of the students.

1. **Poster Contest**

* Explain the rules of the poster contest to the students (located on Slide 20 of the presentation)
* Pass out the poster paper to each of the students and tell them to flip the paper over to where the front of the paper is face down. Instruct the students to write their name, their grade, the name of their parent or legal guardian, and the email address of their parent or legal guardian.
* Have them set the paper aside to where it’s out of their way; they will not need it for the next activity.

1. **Activity**

If your squadron has a set of Fatal Vision Goggles, reference section **“a”** for instruction on the activity portion of your visit. If your squadron does not have a set of Fatal Vision Goggles, reference section **“b”** for an alternate activity.

**a.) Fatal Vision Goggles**

* Remind the students that we just talked about how vision is one of the many side effects to doing drugs or consuming alcohol. Ask them if they fully know what the impaired vision we keep referring to actually looks like. None of them should know, so ask them if they could describe what they think vision impairment might look like through the eyes of an intoxicated person. Allow a few students to give answers.
* Tell the students that they are actually going to get to experience what impaired vision looks like during your visit today. Before beginning the activity, explain the rules:
* Each member of the group will get a turn, but you can only have one group member going at once. They are not allowed to switch goggles mid-turn due to the current health risks.
* When wearing the goggles, that person will listen to the leader of the activity and follow directions carefully.
* Running around is not permitted while you are wearing the goggles.
* Each set of goggles MUST be wiped down in between each student
* Divide the students into equal groups and give each group a pair of Fatal Vision Goggles. Have one member from each group read off the information listed on the goggles (the BAC and the time of day). Repeat what each student says to the class and briefly explain the conditions. Ex: “Linda’s group has the pair of goggles that shows what your vision would look like with a BAC of 0.15 at nighttime.”
* Explain and demonstrate what you will be having the students do before they put the goggles on. After the explanation, instruct the groups to select one member that will wear the goggles first. Once each person has their goggles on, begin the first activity. Direct the students to remove the goggles, following the activity, and have them wipe down the goggles thoroughly using a sanitizing wipe. Continue this process until every member of the group has gotten a chance to participate in the activity.
* If you had a second activity prepared for the students to do with the Fatal Vision Goggles, repeat the same process as before and complete the second activity.

**b.) Alternate Activity**

* Remind the students of when we discussed loss of balance and vision impairment as a side effect of alcohol and drug consumption. Tell the students that they are going to experience a sensation similar to what an average person would experience when they’re under the influence. They will be doing two short activities. One is related to balance and the other is related to vision impairment. The rules to the balance activity are as follows:

1. Go around the classroom and give hand sanitizer to each student
2. Divide the class into small groups and give each group a ball.
3. Instruct them to toss the ball across the circle from each other. Allow them to do this for a couple minutes before stopping them. Ask the students if tossing the ball was a simple task. Yes should be the response.
4. Now tell the students that, when the leader of the activity says “go” they are to spin around in circles until they hear “stop”. Once they hear stop, they should immediately resume tossing the ball back and forth like they were previously. Allow them to attempt this for 1-2 minutes before stopping them.
5. Once everyone has recollected their balance, have the students return to their seats and await instruction for the second activity.

* The second activity will demonstrate vision impairment. The instructions for this activity are as follows:

1. Select a volunteer to come up to the chalkboard, or any writing surface. Have them write a sentence onto the board
2. Then, have them spin around 10 times and write the same sentence immediately after they’ve completed spinning. The student will directly experience a form of vision impairment and the rest of the class will see how the student’s vision was affected.
3. Select a second volunteer and repeat these steps. You can continue choosing students to come up and try the activity for as long as you have time for.
4. **Summarization**

* Instruct the students to take their seats. Ask for a volunteer to explain what the Fatal Vision Goggles/balance and vision activity simulated. (impaired vision after consuming either drugs or alcohol) Ask the students to explain why it may be difficult to drive when their vision is impaired. (you can’t see very well, which makes driving unsafe for yourself as well as those around you) Ask them to explain why they were struggling to complete such simple tasks when they had the goggles on/were participating in the activity. (it was harder to concentrate, more difficult to see clearly, etc.) Ask the students if they think they’d be able to drive safely with the goggles on/when their vision is impaired. (when they say no, explain to them that vision impairment is only one of the many side effects of alcohol and drugs. Have them imagine what it would be like to have impaired vision, trouble concentrating, and decreased alertness.) Lastly, allow several students to talk about anything new that they learned during your visit.

1. **Closing**

* Remind the students about the poster contest and when you’ll be back to pick them up
* Ask the students if they have any questions about anything at all

# Logistics:

## Arrival and Departure Transportation:

Transportation to and from the outreach location will be necessary, especially if the outreach isn’t being conducted at the cadets’ school. How cadets and senior members will get to and from the school will be decided by the Outreach Leader. It is recommended that transportation occurs by doing one of the following:

a.) All members transport individually: The squadron members will meet at the school, meaning each member will be responsible for getting themselves to and from the location.

b.) All members transport to the school together: The squadron members meet at an alternate location and drive together to the event using the squadron vehicle.

## Communications Plan / Organizational Chart:

This phone tree shall additionally act as the chain of command for the duration of the outreach. At the top of the chain should be the Outreach Leader and their phone number. The Senior Supervisor and their information should be listed directly below the Outreach Leader. The Senior Supervisor is responsible for contacting two outreach participants (in the event the phone tree is activated). The top two outreach participants should be the highest ranking out of the outreach participants and the remainder of the phone tree/chain of command should follow suit, with the lowest ranking members at the bottom of the chain. There MUST be a phone number or other form of contact under each participant’s name.

Use the editable template below to establish a chain of command and phone tree for the outreach. All participating members should be allowed access to this chart for communication and safety purposes.



## Budget:

It is not necessary for squadrons to buy any materials for conducting their outreach, as all materials that are needed are provided for free within this Operations Plan. However, for squadrons that do not have a set of Fatal Vision Goggles and wish to obtain a pair, use the template linked below to request assistance from an outside organization to cover the cost of the goggles. The set of goggles will cost about $1,100. This and a link to the goggles are both included in the request.

Link to Fatal Vision Goggles set: <https://www.fatalvision.com/product/fatal-vision-alcohol-program-kit/>

Budget request template:



# Safety:

## Identified Risks:

COVID-19 is currently the biggest safety concern for this outreach. Knowing this, the DDR Outreach Program was designed to allow squadrons to safely conduct DDR outreach without putting themselves or the students at risk. Talk through the outreach plan with the selected school’s teachers to ensure everyone will remain safe. One example of this is regarding the activity following the lesson. Many teachers will most likely choose to do the alternate activity rather than the Fatal Vision Goggles because it is safer for the students. In addition to this, CAP participants must follow all national COVID guidelines as if the outreach were a weekly squadron meeting.

Aside from COVID, a teacher may also request a permission form to send home with their students to get parental permission for each student to participate in the lesson. This is a normal and understandable concern due to the nature of the topic being presented. Make edits where necessary to the permission form linked below and email it to the teacher.

Note:

1. The permission form should contain the Outreach Leader’s contact information.
2. Any information on the permission form that does not apply to your squadron should be removed. For example, if the superintendent of schools for your district did not approve the presentation, it shouldn’t be included in the form. Instead, replace it with a phrase similar to: “This presentation has been used at several different schools across the nation and has been approved by Civil Air Patrol’s National Headquarters”.



## Safety Briefings:

Prior to conducting the outreach, the outreach leader must brief all participating members on the following safety topics:

* CAP Covid Guidelines
  + Mask wear
  + Social distancing
  + Sanitization
* Post lesson activity with the students
  + Fatal Vision Goggles: keep an eye on students and make sure they are not doing anything that could potentially injure themselves or others (i.e. running with goggles on, spinning around excessively, roughhousing with other students, etc.)
  + Alternate Activity: ensure students are not spinning into each other or throwing the ball with too much force during the balance impairment activity. When students are spinning during either of the activities, keep an eye on every student and make sure they are not spinning to the extent that they fall over. If this is a concern, the spinning time should be reduced.
* Adequate amount of rest following the activity
  + Members should get a well-deserved rest

## Sleep Requirements:

Prior to arriving at the school to conduct the outreach, participating members must be fully rested with a recommended 8 hours of sleep. Members must also be in a positive state of mind. Negative attitudes do not represent the member’s squadron or Civil Air Patrol well and will not be tolerated. Members are ineffective and do not contribute to the success of the outreach if they are fatigued or in a negative state of mind.

The Outreach Leader, if the position is filled by a senior member, has the authority to send a cadet or other senior member home if they do not meet the sleep or mindset requirements. The Senior Supervisor, not the Outreach Leader, has the authority to send other members home if the Outreach Leader position is held by a cadet.

## Inclement Weather Conditions:

If an unplanned inclement weather condition were to occur and it is deemed unsafe for members to transport to and from the school, the activity should be rescheduled for a different date. The Outreach Leader and Senior Supervisor will make this decision collectively and advise members of the cancellation by utilizing the communications plan.

Following this decision, the Outreach Leader is responsible for informing the school of the change and working with the teacher to reschedule the activity.

# Media:

## Pre-activity Publicity Plan:

The DDR Outreach Website is the website squadrons will use to receive all necessary materials and resources for their outreach. The website will include the lesson presentation, the lesson outline, and other documents that may be beneficial when conducting outreach. The link is publicized by CAP NHQ for the use of all CAP squadrons. The link is not intended for use by non-CAP members.

## Media Relations Goals:

Following your outreach, notify the local media about your accomplishments. Use the press release template below to send to the squadron’s local newspaper. Some things you can address when contacting the media are as follows:

* What was accomplished through your outreach?
* Highlight key points about the DDR Outreach Program
* Identify the overall goal of conducting DDR outreach. You can pull this information from the Outreach Goals section under General Information.

Press release template:



2021 Outreach Results (Mt. Vernon, Indiana)











