

**COMMON TRAINING**

**PROFICIENCY LEVEL FIVE**

**INSTRUCTIONAL GUIDE**

**SECTION 4**

**EO C507.03 – REFLECT UPON THE CADET EXPERIENCE**

Total Time: 90 min

## PREPARATION

### PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self-study package are listed in the lesson specification located in A-CR-CCP-805/PG-001, *Proficiency Level Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self-study package within the section for which they are required.

Self-study packages are intended to be completed by the cadet independently. More information about self-study packages can be found in the foreword and preface.

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

Photocopy the self-study package located at Attachment A for the cadet.

### PRE-LESSON ASSIGNMENT

Nil.

### APPROACH

A self study was chosen for this lesson as it allows the cadet to reflect upon how their cadet experience can be used to make a successful transition to adulthood at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

## INTRODUCTION

### REVIEW

Nil.

### OBJECTIVES

By the end of this lesson the cadet shall have reflected upon the cadet experience.

### IMPORTANCE

It is important for cadets to reflect upon the cadet experience because it enables them to pass on their experience and knowledge to the cadets they will be leading and instructing. By having cadets reflect on how the



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Cadet Program has influenced them, they apply lessons learned to future cadet experiences. Also, a reflection of the cadet experience helps to prepare the cadets as they transition out of adolescence by providing them an opportunity to develop an action plan that utilizes the transferable skills developed while participating in the Cadet Program.



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## SELF-STUDY PACKAGE INSTRUCTIONS

### OBJECTIVE

The objective of this self-study package is to have the cadet reflect upon the cadet experience.

### RESOURCES

- Self-study package, and
- Pen / pencil.

### ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self-study package.

### ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self-study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self-study package.
3. Provide assistance as required to the cadet.
4. Collect the self-study package once the cadet has finished.
5. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
6. Return the completed self-study package to the cadet for their future reference.
7. Record the result in the cadet's logbook and Cadet Training Record.

### SAFETY

Nil.

## END OF LESSON CONFIRMATION

The cadet's completion of the self-study package will serve as the confirmation of this lesson.

## CONCLUSION

### HOMEWORK / READING / PRACTICE

Nil.

### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

Reflecting upon the cadet experience enables you to pass on your experience and knowledge to the cadets you will be leading and instructing. Reflecting on how the Cadet Program has influenced you, enables you to apply lessons learned to future cadet experiences. Also, a reflection of the cadet experience helps to prepare



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you as you transition out of adolescence by providing you an opportunity to develop an action plan that utilizes the skills you have developed while participating in the Cadet Program.

**INSTRUCTOR NOTES / REMARKS**

Nil.

**REFERENCES**

C0-447 Furstenberg, F. F., Kennedy, S., McCloyd, V. C., Rumbaut, R. G., and Settersen, R. A. (2003). *Between adolescence and adulthood: Expectations about the timing of adulthood*. Retrieved October 28, 2009, from http://www.transad.pop.upenn.edu/downloads/between.pdf

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C0-449 Arnett, J. J. (2004). *Emerging adulthood: The winding road from the late teens through the twenties (Chapter 1)*. Retrieved October 28, 2009, from http://www.jeffreyarnett.com/EmerAdul.chap1.pdf

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C0-451 Grossman, L. (2009). *Grow up? Not so fast*. Retrieved October 28, 2009, from http://www.time.com/time/magazine/article/0,9171,1018089,00.html



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# REFLECT

# UPON THE CADET EXPERIENCE

**SECTION 1: REFLECT UPON THE CADET EXPERIENCE**

**SECTION 2: THE CADET EXPERIENCE AND ADULTHOOD**

**SECTION 3: DEVELOP AN ACTION PLAN**



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## SECTION 1

## REFLECT UPON THE CADET EXPERIENCE

Circle the number on the scale for each statement below which best describes you. For example, if you are more likely to act toward the statement on the left, then the circled number would be placed closer to the left.

| | | | | | | |
|---|---|---|---|---|---|---|
| Make your own decisions? | **5** | **4** | **3** | **2** | **1** | Let others make decisions for you? |
| Look for answers to problems? | **5** | **4** | **3** | **2** | **1** | Let problems defeat you? |
| Take risks? | **5** | **4** | **3** | **2** | **1** | Play it safe? |
| Control your moods and thoughts? | **5** | **4** | **3** | **2** | **1** | Let someone else's bad mood get you down? |
| Feel exhilarated when you work hard? | **5** | **4** | **3** | **2** | **1** | Feel as if you have not accomplished anything, when you work hard? |
| Accept responsibility? | **5** | **4** | **3** | **2** | **1** | Make excuses, find fault, lay blame? |
| Measure yourself against your own standards? | **5** | **4** | **3** | **2** | **1** | Measure yourself against other's standards? |
| Speak up, set limits and voice your thoughts honestly? | **5** | **4** | **3** | **2** | **1** | Swallow your opinions, thoughts, and wishes? |
| Stand up straight and look people in the eye? | **5** | **4** | **3** | **2** | **1** | Slouch, with downcast eyes, looking sideways at people? |
| Respond flexibly to changing circumstances? | **5** | **4** | **3** | **2** | **1** | Hold on to what you have always done and thought because it is easy and comfortable? |
| Feel self-confident and self-assured? | **5** | **4** | **3** | **2** | **1** | Feel shy, nervous and awkward? |

The survey you just completed is very similar to a self-esteem survey completed in year one as part of EO M103.02 (Map Personal Goals for the Training Year). Now that you have several years of cadet training and several more years of life experience, do you think your answers have changed?



Did you think your answers shifted to the left or to the right? What factors do you think contributed to this shift?



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The left side of the survey contains statements that would be made by someone who exhibits a high level of self-esteem. Self-esteem is defined as having a good opinion of one's own character and abilities. There are many factors which contribute to one's self-esteem. Thinking back on the cadet experience you have had, do you think that the Cadet Program has contributed to any changes in your self-esteem?



What factors has the Cadet Program contributed to change your self-esteem?

**THE CADET EXPERIENCE**

The aim of the Cadet Program can be broken down into three parts:

- develop in youth the attributes of good citizenship and leadership;
- promote physical fitness; and
- stimulate the interest of youth in the sea, land, and air activities of the Canadian Forces.

These three aspects of the aim of the Cadet Program have been used a lot to validate the function of the youth program but what do they really mean? Examine the parts of the aim in further detail.

**Citizenship.** According to CATO 11-03, *Cadet Program Mandate*, citizenship can be defined as when cadets develop an understanding of and appreciation for community membership and involvement within cadet, local, regional, provincial, national and global communities. Inherent in this membership is an acceptance of, and respect for, multiculturalism within Canada and the world. Through their active involvement, cadets will have a positive impact on local communities, contributing to the community strength and vibrancy.



How has the Cadet Program helped you to meet the aim of citizenship? Brainstorm a list of activities in which you have taken part as part of the Cadet Program to meet this aim.

_____ _____
_____ _____
_____ _____
_____ _____

**Leadership.** According to CATO 11-03, *Cadet Program Mandate*, in the peer-led Cadet Program, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches that conduct themselves in an ethical and socially responsible way.



How has the Cadet Program helped you to meet the aim of leadership? Brainstorm a list of activities that you have taken part in as part of the Cadet Program to meet this aim.

_____ _____
_____ _____
_____ _____
_____ _____

**Physical fitness.** According to CATO 11-03, *Cadet Program Mandate*, the Cadet Program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This



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understanding combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviors that build resiliency within cadets and enable them to meet challenges.



How has the Cadet Program helped you to meet the aim of physical fitness? Brainstorm a list of activities that you have taken part in as part of the Cadet Program to meet this aim.

_____ _____
_____ _____
_____ _____
_____ _____

**Stimulate the interest of youth in the sea, land and air activities of the Canadian Forces.** According to CATO 11-03, *Cadet Program Mandate*, by exposing youth to the sea, land, and air activities of the Canadian Forces they develop elemental skills through introduction to, and interaction with, their respective CF communities. To maximize the elemental experience, the Cadet Program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of Sea, Army and Air Cadet Organizations, distinguishing each from the other, and the Cadet Program as a whole from other youth development programs.



How has the Cadet Program helped you to meet the aim of stimulating the interest of youth in the sea, land and air activities of the Canadian Forces? Brainstorm a list of activities in which you have taken part as part of the Cadet Program to meet this aim.

_____ _____
_____ _____
_____ _____
_____ _____

By the end of your participation in the Cadet Program, it is expected that you will have met five participant outcomes. These outcomes are meant to be measurable and are defined within CATO 11-03, *Cadet Program Mandate*.

**Emotional and physical well-being.** The cadet will:

- optimize the functioning of the body through attitudes and behaviours; and
- understand that physical wellness is not a state of perfection, but rather, a lifelong process of healthy mind and body development.

**Social competence.** The manner in which a cadet:

- consistently responds to other individuals;
- expects other individuals to respond; and
- interacts with members of groups.

**Cognitive competence.** The cadet will exhibit intellectual development and integrate information into operational functions.

**Proactive citizenship.** The cadet will positively impact on and build strong communities.



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**Understanding the Canadian Forces.** The cadet will:

- gain an understanding of the Canadian Forces through:
  - an introduction of the sea, land, or air elements of the Canadian Forces, and
  - an exposure to the sea, land, or air elements of the Canadian Forces; and
- develop a unique identity in each of the cadet organizations.

To demonstrate that a cadet has achieved an outcome of the Cadet Program, underlying competencies were developed. The competencies were specific tasks that a cadet should be able to perform that demonstrated an acceptable level of achievement in the outcome. The 14 competencies of the Cadet Program are detailed in CATO 11-03, *Cadet Program Mandate*.



**Competency.** An area in which a person is adequately qualified or capable.

The following chart details the 14 competencies of the Cadet Program. Using the scale provided, rate yourself on your ability to complete each task. The higher the number, the more capable you believe you are at completing the task. There are no right or wrong answers but try to be as honest as possible during your self-assessment.

| Participant Outcome | Competency | Scale | | | | |
|---|---|---|---|---|---|---|
| Emotional and Physical Well-Being | Display positive self-esteem and personal qualities. | 1 | 2 | 3 | 4 | 5 |
| | Meet physical challenges by living a healthy and active lifestyle. | 1 | 2 | 3 | 4 | 5 |
| Social Competence | Contribute as an effective team member. | 1 | 2 | 3 | 4 | 5 |
| | Accept personal accountability for actions and choices. | 1 | 2 | 3 | 4 | 5 |
| | Exercise sound judgment. | 1 | 2 | 3 | 4 | 5 |
| | Demonstrate effective interpersonal communication skills. | 1 | 2 | 3 | 4 | 5 |
| Cognitive Competence | Solve problems. | 1 | 2 | 3 | 4 | 5 |
| | Think creatively and critically. | 1 | 2 | 3 | 4 | 5 |
| | Display a positive attitude toward learning. | 1 | 2 | 3 | 4 | 5 |
| Proactive Citizenship | Exemplify positive values. | 1 | 2 | 3 | 4 | 5 |
| | Participate actively as a valued member of a community. | 1 | 2 | 3 | 4 | 5 |
| | Commitment to community. | 1 | 2 | 3 | 4 | 5 |
| Understanding the Canadian Forces | Knowledge of the history of the Canadian Forces. | 1 | 2 | 3 | 4 | 5 |



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| Participant Outcome | Competency | Scale | | | | |
|---|---|---|---|---|---|---|
| | Knowledge of the Canadian Forces' contributions as a national institution. | 1 | 2 | 3 | 4 | 5 |



Of the 14 competencies listed, what do you feel are the most important ones for cadets? Make a list of your top five competencies.

1.
2.
3.
4.
5.

Although the Cadet Program has created a specific list of competencies, there are many other competencies that a cadet develops while in the program. These competencies are the hands-on skills and leadership skills that a cadet develops while in the program.



***Did You Know?***

Hands-on skills are sometimes referred to as hard skills. This is because they usually result in a project or a measurable effect. Hard skills include things like sailing a boat, lighting a stove, or piloting a glider.

Leadership skills are sometimes referred to as soft skills. This is because they result in things which are harder to define. Soft skills include things like communication, teamwork or the ability to adapt.



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Create an inventory of the skills you have developed while in the Cadet Program. List as many hard skill and soft skills as you can.

Use the list in the following chart to add any skills you may have missed.

| Skills Chart | | |
|---|---|---|
| Tying knots | Performing seamanship | Flying |
| Writing concisely | Sailing | Racing skills |
| Trekking | Physics | Lighting campfires |
| Fitness | Meeting goals | Wilderness survival |
| Canoeing | Instruction | Managing conflict |
| Kayaking | Performing drill | Enlisting help |
| Accepting responsibility | Discipline | Supervising others |
| Marksmanship | Playing a music instrument | Teamwork |
| Abseiling | Piping boatswain's calls | Co-operating |
| Stress management | Sight-reading music | Gathering information |
| Applying and enforcing policies | Dress and deportment | Defining needs |
| Critical thinking | Leadership | Mentoring |
| Delegating responsibility | Decision making | Organizing |



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| Skills Chart | | |
|---|---|---|
| Being flexible | Professionalism | Reading |
| Setting goals | Writing music harmony | Gliding |
| Time management | Biathlon | Sewing |
| Managing groups | Reporting information | Meteorology |
| Planning | Posture | Fibreglassing |
| Anatomy | Respect | Patience |
| Being responsible | Map and compass | Punctual |
| Caring | Identifying problems | Prioritizing |
| Fieldcraft | Motivating others | Self control |
| Scheduling | Identifying resources | Applying logic |
| First aid | Iron | Nutrition |
| Navigation | Cycling | Filing |
| Public speaking | Use of the chain of command | Understanding music theory |
| Being service orientated | Teambuilding | Listening attentively |
| Networking | Situational management | Efficient |
| Being creative | Dedicated | Consistent |
| Small craft operations | Coaching | Radio procedure |
| Taking initiative | Tuning boats | Harassment awareness |
| Understanding air law | Expressing ideas | Multi-tasking |
| Conducting an ensemble | Using firefighting equipment | Providing appropriate feedback |



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## SECTION 2

## THE CADET EXPERIENCE AND ADULTHOOD

What does it mean to be an adult? The answer is not as easy as you might think. The definition of what it means to be an adult has changed over the last 20 years. The criteria that your parents or grandparents used to establish adulthood is a lot different than the criteria you face as you enter adulthood.

### THE FACTORS OF ADULTHOOD

What are the factors to consider when classifying someone as being an adult?

- Completed education?
- Leaving parents' home?
- Being financially independent?
- Being married?
- Having children?
- Having a career?

The importance of each of these factors, and how they are met by youth in the transition of adulthood, has changed dramatically over the last few decades. A comparison can be made of each factor's affect on adulthood —then and now.

#### Completed Education

**Then.** Education was usually completed with high school. It was during employment that training was given to the employee to help them advance in their career. It was usually only individuals from high income or privileged families who would attend university or college. In addition, it was only professionals (eg, doctors, lawyers, etc) who were required to gain degrees for employment. Most individuals completed their education at the age of 17 or 18.

**Now.** Today, more than half of the population attends college or university. Many employers expect potential employees to be well prepared for employment before they are hired. The demand for higher education has increased from only the privileged, to include middle and low income individuals. Individuals are also taking longer to complete their education. Although most universities offer four-year degree programs, many individuals are taking five or more years to complete them. Often times the extension of further education is to accommodate part-time studies so that students can work as they study. This means most individuals now complete their education in their mid-twenties.

#### Leaving the Parents' Home

**Then.** In most cases, individuals left home when they got married. Marriage happened at a much earlier age then it does now, so most individuals were only living with their parents one or two years after completing school. Males may have left the home sooner but females would normally have only moved out to move in with their husbands.

**Now.** Leaving the parents' home takes two different branches in current times. The first branch involves the majority of individuals. These individuals move out of their parents' home as soon as possible. Often they have multiple roommates and move many times. Often times they do not establish a more permanent living situation until after they have completed their education, established a career, or established a family (either with or without marriage). These individuals also have a high likelihood of moving back in with their parents at some point.



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The second branch involves the minority of individuals. These individuals stay at home with their parents far longer. Often times they do not move out on their own until after they have completed their education, established a career, or established a family (either with or without marriage). These individuals may live at home with their parents until their late twenties.

**Being Married**

**Then.** Marriages occurred earlier in life; often women would be married by the age of 20 and men by the age of 23. Marriage was a big stepping stone on the road to adulthood. Individuals were encouraged to marry so that they could start raising families, or even later, depending on cultural norms.

**Now.** Marriage is often one of the last steps taken in the progression into adulthood. Many individuals are waiting until they have completed their education or established a career before getting married. For many, the idea of marriage is not considered until they are in their late-twenties or early-thirties. Added to this is the idea that marriage is not seen as mandatory as it once was. It is becoming increasingly normal for individuals live and raise a family together without being married.



***Did You Know?***

The concept of marriage has different outcomes depending on socio-economic class, geography, or even cultural differences.

Individuals who come from lower socio-economic backgrounds are more likely to marry at a younger age. Also, the average age of marriage varies from country to country. The following chart details the median marriage age of females in selected countries.

| Industrial Countries | Age | Developing Countries | Age |
|---|---|---|---|
| United States | 25 | Nigeria | 17 |
| Australia | 26 | Egypt | 19 |
| Canada | 26 | Ghana | 19 |
| France | 26 | Indonesia | 19 |
| Germany | 26 | India | 20 |
| Italy | 26 | Morocco | 20 |
| Japan | 27 | Brazil | 21 |

*Note. From Emerging Adulthood. Retrieved October 27, 2009, from http://www.Parenthood.com/article-topics/emerging_adulthood.html*

Figure A-1 Median Marriage Age of Females in Selected Countries



Which of the countries listed have the highest and lowest median age for marriage? Why do you think this is the case?

_____

_____

_____

_____

_____

**Having Children**

**Then.** After marriage, having children was the next major stepping stone in becoming an adult. In many cases, newly-married couples had a child within one year of being married. The role of the woman was more home-



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based; fewer woman had careers outside of the home. This often made it possible for couples to have larger families. The age for couples to have children was usually between the early-twenties and the mid-twenties.

**Now.** Having children has dropped from the forefront of adulthood. Again, most individuals are more concerned with completing their education and establishing a career before they have a family. Because many couples are dual working families, it is often more difficult for them to support families. As a result, families are having fewer children than they have had in the past. The age for couples to have children has risen to the late-twenties and the early-thirties.

**Being Financially Independent**

**Then.** When an individual moved out of their parent's home, they were expected to be financially independent. Support from parents was usually only expected for adult-establishing events, such as weddings and birth of children. Often times, sacrifices were made (eg, housing, vehicles, etc) so that an individual could live within their means. Most individuals did not start off their adult life with large debt loads.

**Now.** Parents are often expected to support their children well into their transition into adulthood; individuals remain living at home longer and / or need help paying for additional education and / or getting established on their own (eg, housing, vehicles). Even if an individual moves out of their parents' home, they are more likely to return at some point because they are unable to establish their own household. When parents are unable to financially support their children, the children are often forced to acquire large debts in order to pay for further education or to get established on their own. Individuals are often not able to become financially independent until after they have completed further education; as a result, the milestone of being financially independent is currently one of the top indications of adulthood.

**Having a Career**

**Then.** Individuals often entered a career path earlier in life. Often times, an individual would spend twenty or thirty years in the same career (often at the same company). Employers often trained an individual and provided them with avenues of progression. The career was the means to support the family; the concept of a career being enjoyable was not often a major consideration.

**Now.** There is far more time spent in preparing for a career. That being said, a career has become more than a means to support a family; many individuals look to enjoy their career. In fact, many individuals tie their self-identity very closely to their livelihood. As a result of this, many individuals change jobs within their career field many times. The idea of having a successful career is very important and often other aspects of being an adult are put on hold to establish a successful career.

During a General Social Survey, conducted in March 2002, participants were asked how important they felt each of the factors of adulthood was. The percentage of respondents who answered that the factor of adulthood was somewhat important, or higher, is charted below.



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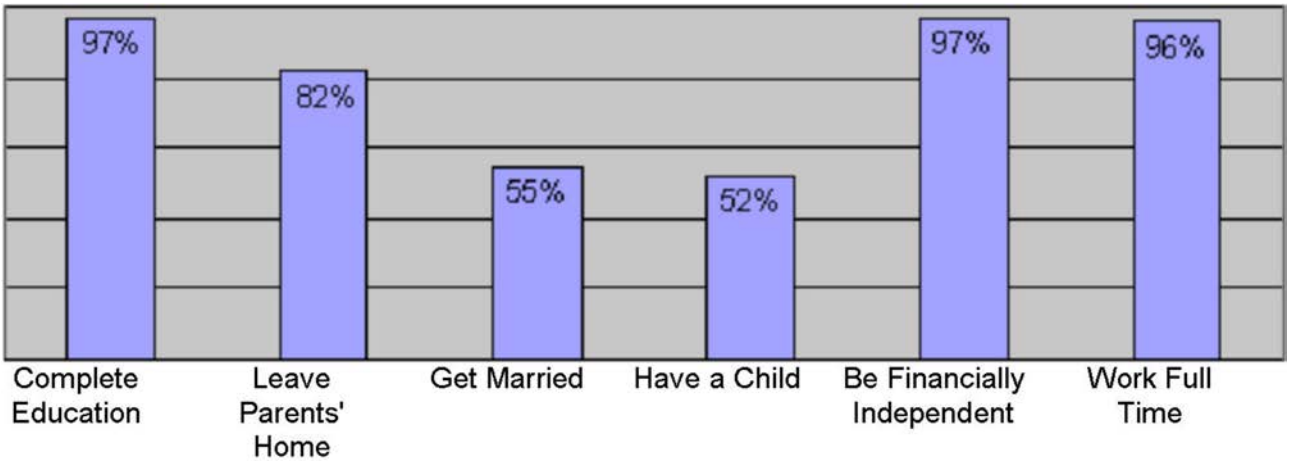


*Note. From Between Adolescence and Adulthood: Expectations About the Timing of Adulthood. Retrieved October 28, 2009, from http://www.transad.pop.upenn.edu/downloads/between.pdf*

Figure A-2 Percentage Who Feel Event Important for Adulthood

As you can see, completing an education, working full time, and being financially independent were rated as the most critical factors of adulthood; each of these relates directly to having a career. For youth today, the idea of having a career is one of the most important factors of adulthood.



In your opinion, are the most important factors of adulthood discussed? List the factors of adulthood in order of importance to you.

1.
2.
3.
4.
5.
6.



Are there any other factors of adulthood which you think are important?

**PREPARING FOR ADULTHOOD**



CATO 11-03, *Cadet Program Mandate*, states:

"The mission of the Cadet Program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program."

It is the mission of the Cadet Program to prepare youth for the transition to adulthood. It has been already detailed that the transition to adulthood is more complicated today then it has been in the past. A fundamental



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way that the Cadet Program prepares youth for the transition to adulthood is through the skills that youth develop while participating in the program.

Skills can be catalogued into two categories: transferable skills and non-transferable skills.

**Transferable skills.** These skills can be applied to many areas of adult life. These skills are also highly marketable to employers.



***Did You Know?***

Sometimes it is necessary to further catalogue transferable skills. Some possible categories of transferable skills are:

**Communication.** These are the skills of expression, transmission of knowledge, interpretation of knowledge, and the conveying of ideas.

**Research and planning.** These are the skills of searching for specific knowledge and the ability to conceptualize future needs and solutions for meeting those needs.

**Human relations.** These are the interpersonal skills for resolving conflict, relating to and helping people.

**Organization, management, and leadership.** These are the skills to supervise, direct and guide individuals and groups in the completion of tasks and fulfillment of goals.

**Work survival.** These are day-to-day skills that assist in promoting effective production and work satisfaction.

**Non-transferable skills.** These are often task-specific skills and as a result, do not often transfer from one aspect of adult life to another.



Non-transferable skills may still be highly employable skills. For example, trade skills are non-transferable skills (eg, woodworking, welding, plumbing). These skills are often in high demand.

Refer back to the list of skills you created in the previous section of the self-study package. Catalogue the list of skills you created into transferable and non-transferable skill lists.



Can you think of any skills you may have learned outside of the Cadet Program? Add them to the list above, cataloguing them as transferable and non-transferable skills.



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| Transferable Skills | Non-Transferable Skills |
| --- | --- |
| | |



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## SECTION 3

## DEVELOP AN ACTION PLAN

Adulthood has become harder to define. The path to adulthood is much longer than it used to be. Those in transition to adulthood, often take many different paths to reach the end goal. Sometimes, an individual takes multiple paths, starting fresh each time. For many, the transition to adulthood is a phase of self-exploration; more emphasis is placed on determining who they are before they solidify any path to adulthood.

It is important to take time to try and develop an action plan for the future. An action plan has several important aspects:

- an end goal;
- criteria to meet that goal;
- a set of actions to meet the criteria; and
- what skills you possess that will assist you in accomplishing the action.

**End goal.** The end goal is what you want to achieve. This could relate to a career, education, family, etc. The end goal should be realistic and achievable. For example, in 10 years you might be able to become a doctor but it is unlikely that you will be able to be Prime Minister that soon.

**Criteria to meet that goal.** The criteria to meet the goal could be a mixture of items. Perhaps the end goal has educational requirements or perhaps it has financial requirements. Some of the criteria will be large in scale and some will be small in scale (eg, graduate university versus getting your driver's license.)

**A set of actions to meet the criteria.** The actions required to meet the criteria. For example, if one of your criteria was to graduate post-secondary, a set of actions that may be required are:

1. graduate high school,
2. apply and get accepted to post-secondary education,
3. register for classes,
4. apply for and receive financial aid,
5. find a part-time job, and
6. study and do well in school.

**The skills you possess that will assist you in accomplishing the action.** What transferable and non-transferable skills you already have to help you reach your goal.

An action plan helps to give guidance as you transition into adulthood. That being said, it is very likely that the goals you set in this activity plan will change as you move toward adulthood. As you mature into adulthood and have increased opportunities to explore your interests, your goals may shift or become irrelevant.

Complete the action plan provided. Use this as a tool to help you prepare for your transition into adulthood.



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| ACTION PLAN | |
|---|---|
| NAME: | DATE: |
| RANK: | POSITION: |

A. Brainstorm a list of possible goals for your future:

From your brainstorm list, select three goals and list them in priority to you.

1. _____
_____
_____
_____

2. _____
_____
_____
_____

3. _____
_____
_____
_____



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| ACTION PLAN | | |
|---|---|---|
| B. Brainstorm a list of criteria needed to meet each goal. | | |
| Goal Number One | Goal Number Two | Goal Number Three |
| | | |
| C. Create a set of actions needed in order to meet the criteria. | | |
| Goal Number One | Goal Number Two | Goal Number Three |
| | | |



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| ACTION PLAN | | |
|---|---|---|
| D. Using your list of transferable and non-transferable skills from the previous section, list the skills that you already have that will help to reach your goal. | | |
| Goal Number One | Goal Number Two | Goal Number Three |
| | | |



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## CONCLUSION

Reflecting on the cadet experience enables you to pass on your experience and knowledge to the cadets you will be leading and instructing. Reflect on how the Cadet Program has influenced you, enables you to apply lessons learned to future cadet experiences. Also, a reflection of the cadet experience helps to prepare you as you transition out of adolescence by providing you an opportunity to develop an action plan that uses the skills the Cadet Program has given them.



Congratulations, you have completed your self-study package on reflection on the cadet experience. Complete the action plan and then hand the completed package to the Proficiency Level Officer who will record your completion in your Proficiency Level Five logbook.



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