

CHAPTER 4
PO 204 – UPDATE PERSONAL ACTIVITY PLAN



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M204.01 – PERFORM THE PACER

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. Review the PACER information located on Test Admin Manual DVD. The CD/tape for the PACER can be found in The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics. Information on the PACER can be found in The Cooper Institute, *Fitnessgram/Activitygram Test Administration Manual*, Human Kinetics, pp. 27 to 29.

Set up the training area for the PACER.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 and TP2 to present basic information on heart rate/pulse and cardiovascular endurance.

A practical activity was chosen for TP3, TP5, and TP6 as it is an interactive way to introduce cadets to cardiovascular activities in a safe and controlled environment. This activity contributes to the development of cardiovascular endurance in a fun and challenging setting.

Demonstration and performance was chosen for TP4 as it allows the instructor to explain and demonstrate how to perform the PACER while providing an opportunity for the cadets to practice the PACER under supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have performed the PACER.

IMPORTANCE

It is important for cadets to increase their physical fitness levels, beginning with their cardiovascular fitness. Performing the PACER for the first time will give each cadet an indication of where they currently are in relation to cardiovascular fitness and how they would like to improve.

Teaching Point 1

Describe Heart Rate/Pulse

Time: 5 min

Method: Interactive Lecture

DETERMINING HEART RATE/PULSE

An individual's heart rate/pulse may be taken in two locations. It can be taken at the radial artery and the carotid artery. To find the heart rate/pulse, count the number of beats in a 30-second time frame and multiply that number by two.

Radial Pulse

The first is the radial pulse, which is the pulse found on the inside of the wrist just below the base of the thumb. This pulse is taken by placing the tips of the index and middle fingers gently at the radial artery.



RCMP Recruiting – Physical Abilities Requirement Evaluation (PARE). Retrieved 21 March 2007, from http://www.rcmp-grc.gc.ca/recruiting/pare_partb_e.htm

Figure 4-1-1 Radial Pulse

Carotid Pulse

The second is the carotid pulse, which is found on both sides in the groove of the neck. This pulse is taken by placing the tips of the index and middle fingers gently at the carotid artery in the groove of the neck.



RCMP Recruiting – Physical Abilities Requirement Evaluation (PARE). Retrieved 21 March 2007, from http://www.rcmp-grc.gc.ca/recruiting/pare_partb_e.htm

Figure 4-1-2 Carotid Pulse



The thumb should never be used to take a pulse as the thumb has its own pulse.



Have the cadets find their radial or carotid pulse and practice taking their heart rate/pulse.

NORMAL RANGE FOR RESTING HEART RATE

Resting heart rate is the heart rate of an individual when they are at rest and are relaxed. The normal range for an adult (in this case an adult is considered anyone over the age of eight) is between 60 and 80 beats per minute.

TARGET HEART RATE

The target heart rate is the optimum heart rate at which an individual should train in order to get an effective workout. To calculate an individual's target heart rate, the maximum heart rate (MHR) must first be determined. The MHR is the maximum number of times that the heart is designed to beat in one minute. This is calculated by subtracting an individual's age from 220. The MHR is then multiplied by 0.6 to get the lower exercise range and by 0.8 to get the higher exercise range. The target heart rate for training should fall within this range.

$$220 - \text{Age} = \text{MHR}$$

$$\text{MHR} \times 0.6 = \text{Lower Exercise Range}$$

$$\text{MHR} \times 0.8 = \text{Higher Exercise Range}$$

Example for a 12 year old:

$$220 - 12 = 208$$

$$208 \times 0.6 = 125$$

$$208 \times 0.8 = 166$$

The following table lists the exercise ranges for 12 to 18 year olds.

Age	Lower Exercise Range	Higher Exercise Range
12	125	166
13	124	166
14	124	165
15	123	164
16	122	163
17	122	162
18	121	162

D Cdts 3, 2007, Ottawa, ON: Department of National Defence

Figure 4-1-3 Target Heart Rate

Those individuals who are just beginning to work out, should work within the lower end of the exercise range and build up. As an individual increases their level of fitness, they can work within the higher end of the exercise range.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are the two locations that can be used to take heart rate/pulse?
- Q2. What is the normal range for an adult's resting heart rate?
- Q3. What is Maximum Heart Rate (MHR)?

ANTICIPATED ANSWERS

- A1. Radial pulse and carotid pulse.
- A2. Between 60 and 80 beats per minute.
- A3. The maximum number of beats the heart is designed to beat in one minute.

Teaching Point 2**Introduce Methods to Increase Cardiovascular Endurance**

Time: 5 min

Method: Interactive Lecture

PACING

Proper pacing is essential to every runner. Pacing is the speed that should be run in order to cover the distance. Knowing a runner's pacing speed is essential to understanding their personal level of fitness. Each individual should pace themselves based on the signs felt from the body and the environmental conditions. Not everyone will be able to run as fast or as long as everyone else in the group. An individual who cannot speak as they are running is considered to be running too fast or too long. This will prevent an individual from being able to run as long as runners who pace themselves correctly.



The "talk test" can be used to determine if someone is running at a proper pace for their level of fitness. An individual who is not able to maintain a conversation is running too fast.

RUNNING FORM

Having a proper running form can make running easier on the body and can increase individual performance. Many of the strategies will come with practice. Basic strategies to help an individual become more efficient include:

- standing upright with the head, shoulders, and hips lined up over the feet;
- keeping the head up and focusing on something ahead of you;
- keeping the chest out in a position that will allow the lungs to gain maximum breathing efficiency;
- keeping the hips slightly forward in a natural alignment;
- allowing the arms to move to the front with the elbows in and the arms coming up in a straight motion; and
- planting the feet directly under the body at the centre of gravity.

PROGRESSION

Progression is the ability to increase the pace and distance that can be run in a specific amount of time. This will increase endurance over time. Participating in any cardiovascular activity will help increase the level of cardiovascular endurance in an individual.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Why is pacing important?
- Q2. What are some basic strategies to improve an individual's running form?
- Q3. How can you build up cardiovascular endurance?

ANTICIPATED ANSWERS

- A1. A well-paced runner will be able to run for a longer amount of time than someone who is running too fast for their level of fitness.
- A2. Basic strategies are:
- standing upright with the head, shoulders, and hips lined up over the feet;
 - keeping the head up and focusing on something ahead of you;
 - keeping the chest out in a position that will allow the lungs to gain maximum breathing efficiency;
 - keeping the hips slightly forward in a natural alignment;
 - allowing the arms to move to the front with the elbows in and the arms coming up in a straight motion; and
 - planting the feet directly under the body at the centre of gravity.
- A3. Cardiovascular endurance can be built up by participating regularly in cardiovascular activities.

Teaching Point 3

Conduct a Warm-up Session Composed of Light Cardiovascular Exercises

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the warm-up activity.

PURPOSE OF A WARM-UP

A warm-up is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- gradually increase respiratory action and heart rate;

- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise the muscle temperature to facilitate reactions in muscle tissue.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10 to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.
- Static stretching, which is stretching a muscle and holding it in position without discomfort for 10 to 30 seconds, is considered the safest method.
- Stretching helps to relax the muscles and improve flexibility, which is the range of motion in the joints.
- As a guide, allow 10 minutes to warm-up for every hour of physical activity.



The stretches chosen should focus on the areas of the body that will be used the most during the sports activity.

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

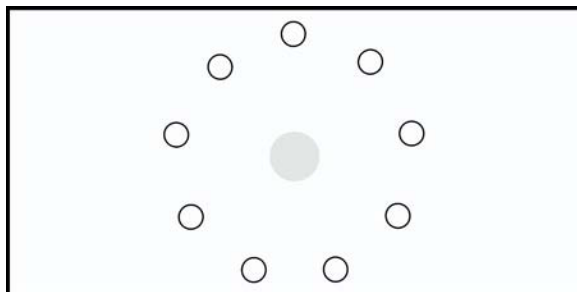
N/A.

ACTIVITY LAYOUT

N/A.

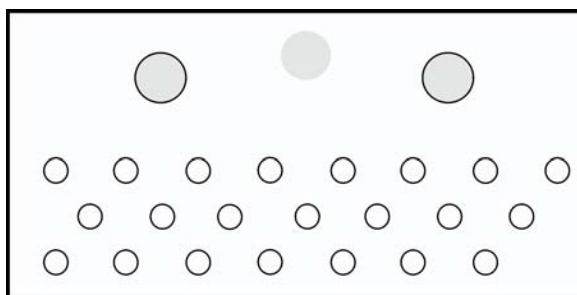
ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 4-1-4](#) and [4-1-5](#)).



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-1-4 Instructor in the Centre of a Warm-up Circle



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-1-5 Instructor at the Front With Two Assistant Instructors

- Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
- Assistant instructors can help demonstrate the exercises and ensure the cadets are performing them correctly.
- Have cadets perform each stretch/light cardiovascular exercise.



Light cardiovascular exercises should be done to warm-up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretches located at [Annex A](#).

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the warm-up will serve as the confirmation of this TP.

Teaching Point 4**Demonstrate and Have the Cadets Practice Performing the PACER**

Time: 10 min

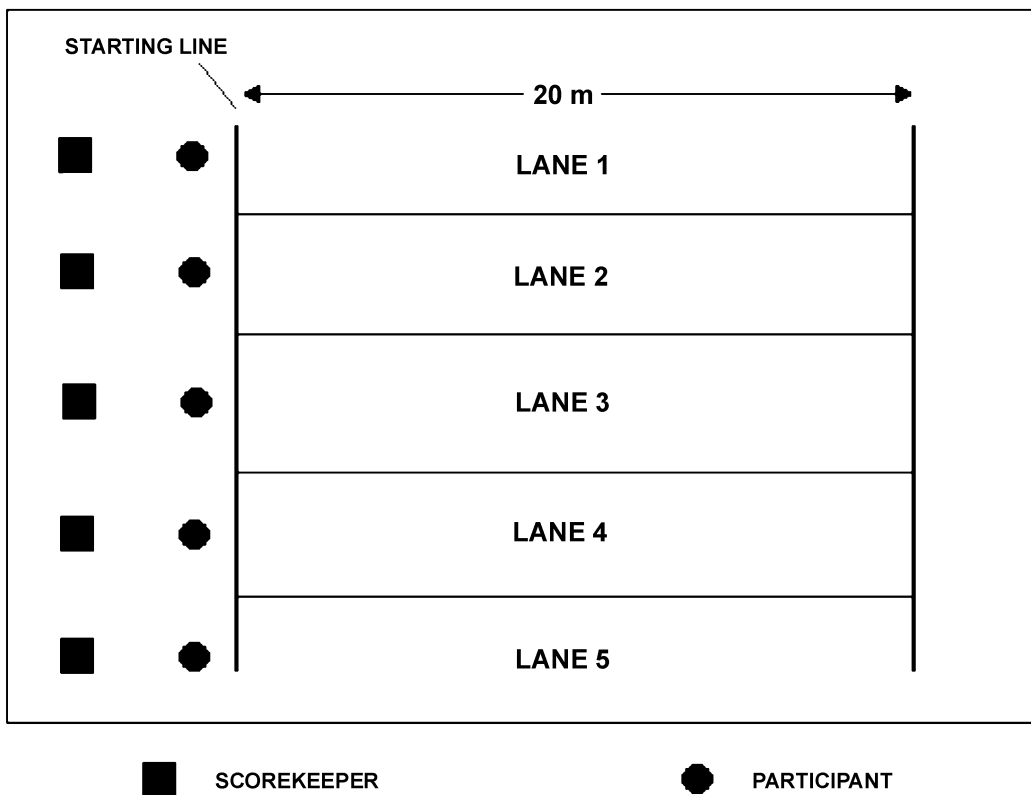
Method: Demonstration and Performance

OBJECTIVE

The objective of this activity is to run the PACER. The PACER consists of running back and forth a distance of 20 m, at a specified pace that increases each minute. Each cadet will be expected to continue as long as possible.

PACER LAYOUT

The PACER will be set up with two lines (pylons) a distance of 20 m apart. A number of 40 to 60 inch lanes will be set up for the run, as illustrated in [Figure 4-1-6](#).



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-1-6 PACER Layout

RESPONDING TO THE BEEPS

When running the PACER, cadets will begin after the five-second countdown when the initial beep sounds. The cadets must then run to the opposite line and touch the line by the time the beep sounds. At the sound of the single beep they must turn around and then run back to the opposite line. This continues with the sound of each beep. Every minute, a triple beep will sound that alerts the cadets the pace will increase. If a cadet reaches the line before the beep, they must wait at the line for the next beep to sound before continuing in the other direction. If a cadet does not reach the line before the beep, they must turn around where they are and

return to the other line to get back on pace. The second time a cadet does not cross the opposite line before the beep, the cadet has completed the run.



At this time, play the audio CD/cassette and demonstrate how the PACER is to be conducted.

RECORDING THE RESULTS

The results will be recorded on the PACER *Individual Score Sheet A* located in The Cooper Institute, *Fitnessgram/Activitygram Test Administration Manual*, Human Kinetics, Appendix B. Cadets will be divided into pairs for the PACER. One cadet will run while their partner records their results. Once the first group has finished running, the groups will switch.



Allow cadets to do a practice run of a couple lengths with the audio CD/cassette.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in practicing the PACER will serve as the confirmation of this TP.

Teaching Point 5

Supervise While the Cadets Perform the PACER

Time: 25 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to perform the PACER.

RESOURCES

- The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics,
- Pylons (four or more),
- Measuring tape,
- Cassette/CD player,
- Photocopies of the *PACER Individual Score Sheet A*,
- Pens/pencils, and
- First aid kit.

ACTIVITY LAYOUT

- Set up the training area with 40 to 60 inch lanes, and

- Mark a 20 m course with pylons at the ends of each lane.



This activity may be conducted outside.

ACTIVITY INSTRUCTIONS

1. Divide cadets into pairs.
2. Distribute photocopies of the PACER Individual Score Sheet A and pens/pencils to one cadet from each pair.
3. Have the cadets with the score sheet write their partner's name on the score sheet and sit behind the starting line ready to record results.
4. Have the cadets running the PACER line up in their respective lanes at the starting line and wait for instructions to begin.
5. Play the audio CD/cassette.
6. The PACER is complete when all cadets have not reached the line before the beep for the second time.
7. Once completed, have the cadets who ran the PACER become the scorekeepers and the scorekeepers become the participants.
8. Distribute photocopies of the PACER *Individual Score Sheet A* and pens/pencils to the second cadet from each pair.
9. Have cadets with the score sheet write their partner's name on the score sheet and sit behind the starting line ready to record results.
10. Have cadets running the PACER line up in their respective lanes at the starting line and wait for instructions to begin.
11. Play the audio CD/cassette.
12. The PACER is complete when all cadets have not reached the line before the beep for the second time.

SAFETY

- Ensure a designated first aider and first aid kit are available.
- Ensure water is available for the cadets after they complete the PACER.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the PACER will serve as the confirmation of this TP.

Teaching Point 6**Conduct a Cool-down Session Composed of Light Cardiovascular Exercises**

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the cool-down activity.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



The stretches chosen should focus on the areas of the body that were used the most during the sports activity.

ACTIVITY

OBJECTIVE

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 4-1-4](#) and [4-1-5](#)).
- Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
- Assistant instructors can help demonstrate the movements and ensure the cadets are performing them correctly.
- Have cadets perform each stretch/light cardiovascular exercise.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.

- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP3.

CONFIRMATION OF TEACHING POINT 6

The cadets' participation in the cool-down will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the PACER will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

The results of the PACER are not to be used for evaluation of the cadets. The results are for each cadet to track their own progress in cardiovascular fitness when they perform the PACER again in M204.05 (Perform the PACER) and in C204.01 (Perform the PACER), for those squadrons that choose to conduct this EO.

CLOSING STATEMENT

Assessing cardiovascular fitness will allow you to identify your present level of fitness and how you can strive to increase it.

INSTRUCTOR NOTES/REMARKS

Assistant instructors may be used for extra supervision or to record the results of cadets.

REFERENCES

- C0-002 (ISBN 0-88962-630-8) LeBlanc, J. & Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- C0-058 Webb Physiotherapists Inc. *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.
- C0-059 Webb Physiotherapists Inc. *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.
- C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- C0-061 City of Saskatoon, Community Services Department. *Stretch Your Limits: A Smart Guide to Stretching for Fitness*. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>.
- C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20th Anniversary*. (Rev. Ed.) Bolinas, CA: Shelter Publications, Inc.

- C0-095 (ISBN 0-7360-5962-8) The Cooper Institute. (ND). *Fitnessgram/Activitygram Test Administration Kit: Fitnessgram 8.0 Stand-Alone Test Kit*. Windsor, ON: Human Kinetics.
- C0-096 Kaleida Health Cardiovascular Services. *Target Heart Rate*. Retrieved 20 February 2007, from <http://www.cardiovascularservices.org/HeartRate.html>.
- C0-097 Government of Ontario. (2006). *Target Heart Rate Chart*. Retrieved 20 February 2007, from http://www.active2010.ca/index.cfm?fa=english_tools.target.
- C0-098 (ISBN 0-7360-0212-X) Bompa, T.O. (2000). *Total Training for Young Champions: Proven Conditioning Programs for Athletes Ages 6 to 18*. Windsor, ON: Human Kinetics.
- C0-099 Manitoba Marathon. Manitoba Marathon: *Training-Easy Run Pacing*. Retrieved 20 February 2007, from http://www.manitobamarathon.mb.ca/training_pacing.aspx.
- C0-102 (ISBN 0-662-69515-1) St. John Ambulance. (2006). *First on the Scene: Student Reference Guide*. Ottawa, ON: Her Majesty the Queen of Right of Canada.
- C0-136 RCMP Recruiting. *RCMP Recruiting-Physical Abilities Requirement Evaluation (PARE)*. Retrieved 21 March 2007, from http://www.rcmp-grc.ca/recruiting/pare_partb_e.htm.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO M204.02 – IDENTIFY HEALTHY FOOD CHOICES

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

Ensure there are sufficient copies of Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, for each cadet.

Photocopy handouts located at [Annex B](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 and TP2 to introduce Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada.

An in-class activity was chosen for TP3 as it is an interactive way to provoke thought and stimulate interest in healthy eating among cadets.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify healthy food choices.

IMPORTANCE

It is important for cadets to identify healthy food choices because it is a significant component of living a healthy lifestyle. Choosing healthy foods may help the body to grow strong and help to prevent illnesses.

Teaching Point 1**Introduce *Canada's Food Guide***

Time: 10 min

Method: Interactive Lecture



Distribute a copy of Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, to each cadet so they may follow along during the lesson.

CANADA'S FOOD GUIDE

Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, describes how much of each type of food is required as part of a healthy eating pattern. There are four food groups in the guide; vegetables and fruit, grain products, milk and alternatives, and meat and alternatives. The front page of the guide shows a rainbow with samples of the type of foods that fit in these four categories. The size of the arcs in the rainbow represents the proportion of each food group that makes up a healthy eating pattern.

Vegetables and Fruit

Consuming plenty of vegetables and fruit may help reduce the risk of cardiovascular disease and certain types of cancer. This food group provides nutrients such as carbohydrates, vitamin A, vitamin C, potassium, magnesium, and B vitamins. Vegetables and fruit are the most prominent food group in the guide because of the important role these foods play in healthy eating. Examples of foods from the vegetable and fruit group include:

- fresh vegetables/fruit,
- frozen vegetables/fruit,
- canned vegetables/fruit,
- dried vegetables/fruit, and
- vegetables/fruit juices.

Grain Products

Consuming the required amount of grain products may help to reduce the risk of cardiovascular disease. Grain products, particularly whole grains, are a source of fibre and are usually low in fat. Whole grains contain all three edible layers of the grain seed or kernel, which provides a greater combination of nutrients. This food group provides nutrients such as carbohydrates, B vitamins (e.g. thiamin, riboflavin, niacin and folate), iron, zinc, and magnesium. The grain products food group is the second most prominent food group in the guide. Examples of foods from the grain products group include:

- grain,
- cereal,
- pasta,
- rice, and
- products made with grain flour (including corn flour).

Milk and Alternatives

Consuming the required amount of milk and alternatives may help to develop strong bones and reduce the risk of osteoporosis. This food group provides nutrients such as calcium, vitamin A, vitamin D, vitamin B12, riboflavin, zinc, magnesium, potassium, protein and fat. Examples of foods from the milk and alternatives group include:

- milk products, such as:
 - canned milk (evaporated milk),
 - powdered milk,
 - cheese, and
 - yogurt; and
- alternative milk products, such as fortified soy beverage.

Meat and Alternatives

Consuming the required amount of meat and alternatives food group provides nutrients such as iron, zinc, magnesium, B vitamins (e.g. thiamin, riboflavin, niacin, vitamin B6, and vitamin B12), protein, and fat. Examples of foods from the meat and alternatives group include:

- meat products, such as:
 - eggs,
 - fish,
 - meat,
 - poultry, and
 - shellfish; and
- alternative meat products, such as:
 - legumes (e.g. chick peas),
 - kidney beans,
 - lentils, nuts/seeds, and
 - tofu.

FOOD GUIDE SERVINGS

A food guide serving is a specified quantity of food from each of the food groups. It is used to help people understand how much food is recommended every day from each of these groups. This is generally close to what a person would eat in one sitting (e.g. one apple). When eating out, food portions are often large and contain more than one serving of a food group. It is important to recognize the food groups that make up a meal and how much food is on the plate, in order to count the food guide servings in a meal.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are the four food groups described in Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada?
- Q2. What are three foods that fit in the grain products group?
- Q3. What is a food guide serving?

ANTICIPATED ANSWERS

- A1. The four food groups are vegetables and fruit, grain products, milk and alternatives, and meat and alternatives.
- A2. Foods that fit in the grain products group are grains, cereals, pasta, rice, and products made with grain flour (including corn flour).
- A3. A food guide serving is a specified quantity of each type of food, used for measuring how much food is recommended for every day.

Teaching Point 2

Introduce the Recommended Daily Intake

Time: 5 min

Method: Interactive Lecture

RECOMMENDED DAILY INTAKE

The recommended daily intake outlined in Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada (p. 2), describes what amount of food people should eat based on age and gender. The recommended number of servings a child (male and female) between the ages of 9 to 13 should eat in one day is as follows

- six servings of vegetables and fruit,
- six servings of grain products,
- three to four servings of milk and alternatives, and
- one to two servings of meat and alternatives.

Following the recommended daily intake in Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, will help people to:

- take in the required vitamins, minerals and other nutrients;
- reduce the risk of obesity, type two diabetes, heart disease, certain types of cancer and osteoporosis; and
- achieve overall health and vitality.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What does the recommended daily intake describe?
- Q2. How many daily servings of grain products are recommended for a child between the ages of 9 to 13?

Q3. What is one benefit of following the recommended daily intake?

ANTICIPATED ANSWERS

A1. The amount of food people should eat daily based on age and gender.

A2. Six.

A3. Following the recommended daily intake in Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, will help people to:

- take in the required vitamins, minerals and other nutrients;
- reduce the risk of obesity, type two diabetes, heart disease, certain types of cancer, and osteoporosis; and
- achieve overall health and vitality.

Teaching Point 3

Conduct an Activity Using *Canada's Food Guide*

Time: 10 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets identify healthy food choices.

RESOURCES

- Pens/pencils,
- Scissors, and
- Glue/tape.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute the handout (located at [Annex B](#)) to each cadet.
2. Allow approximately five minutes for cadets to choose the food items that they would pack in their lunch bag to create a meal that includes at least one serving from each food group. Have cadets complete the food guide servings table on the last page of [Annex B](#).
3. Discuss the choices that the cadets have made, whether they are healthy, and in which food group they belong.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Choosing healthy foods may help the body to grow strong and help to prevent illnesses. This knowledge may also assist in preparing nutritious meals. Identifying healthy food choices is important to choosing a healthy lifestyle.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-057 Martha Jefferson Hospital. (2001). *Warm-Ups*. Retrieved 26 October 2006, from <http://www.marthajeffeson.org/warmup.php>.
- C0-058 Webb Physiotherapists Inc. *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.
- C0-059 Webb Physiotherapists Inc. *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.
- C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- C0-061 City of Saskatoon, Community Services Department. *Stretch Your Limits: A Smart Guide to Stretching for Fitness*. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>.
- C0-100 (ISBN 0-662-44467-1) Health Canada. (2007). *Canada's Food Guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-101 (ISBN 0-662-44470-1) Health Canada. (2007). *Eating Well With Canada's Food Guide: A Resource for Educators and Communicators*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

C0-138 WP Clipart. *Food Section*. Retrieved 29 March 2007, from <http://www.wpclipart.com/food/index.html>.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO M204.03 – IDENTIFY THE BENEFITS OF A HEALTHY LIFESTYLE

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A group discussion was chosen for this lesson as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about the benefits of a healthy lifestyle.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the benefits of a healthy lifestyle.

IMPORTANCE

It is important for cadets to identify the benefits of a healthy lifestyle because it is key to becoming physically fit, which is one of the aims of the Cadet Program.

Teaching Point 1

Discuss Personal Decisions That Can Be Made to Achieve a Healthy Lifestyle

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

SMOKING

Known facts about smoking include:

- adolescence is the usual time a person will start smoking;
- youth in grades six and seven are considered to be at the critical stage for deciding whether to experiment with smoking; and
- cigarette smoking is more addictive and harder to quit than some other substances such as heroin and cocaine.

Known physical effects of smoking include:

- dry skin and premature wrinkling;
- a longer healing time for a smoker's acne;
- hair loss in some teenagers;
- yellow teeth and tooth decay; and
- an increased occurrence of oral cancer in some people.

Statistics about smoking:

- It is estimated that 55% of young men and 51% of young women who start smoking by the age of 15 will die before age 70 if they continue to smoke.
- Tobacco kills more than 40 000 Canadians every year.

Consequences of smoking may include:

- cancer of the lungs, mouth, sinuses, throat, brain, breast, uterus, bladder, kidney, thyroid, lymph glands, and blood;
- serious ailments such as bronchitis, pneumonia, emphysema, strokes, heart attacks, ulcers, cataracts, gum disease, tooth decay, ear infections, dry skin, early aging, and impotence;
- respiratory problems such as increased coughing, phlegm, wheezing, chest colds, and shortness of breath;
- asthma attacks or increased asthma symptoms;
- cold fingers and toes due to poor circulation; and

- a dulled sense of smell and taste.

NUTRITION CHOICES

Following Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, will ensure a person eats the amount and type of food that is recommended to help achieve a healthy lifestyle. Eating the amount and type of food recommended and following the tips in Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, will help:

- meet the body's needs for vitamins, minerals, and other nutrients;
- reduce the risk of obesity, type 2 diabetes, heart disease, certain types of cancer, and osteoporosis; and
- contribute to overall health and vitality.

Just as important as eating the right amount of food is eating the right types of foods. People should be encouraged to eat foods that are lower in fat, sugar, and salt.

The benefits of eating well include:

- better overall health,
- lower risk of disease,
- healthy body weight,
- feeling and looking better,
- more energy, and
- stronger muscles and bones.

REGULAR PHYSICAL ACTIVITY

Benefits of regular physical activity contribute to the following:

- overall health,
- improved fitness,
- better posture and balance,
- weight control,
- stronger bones and muscles,
- energy level, and
- an increase in relaxation and reduction in stress.

Health risks that may result from inactivity include:

- premature death,
- heart disease,
- obesity,
- high blood pressure,
- adult-onset diabetes (type 2),

- osteoporosis,
- stroke,
- depression, and
- various forms of cancer.



63% of Canadians are not active enough to get the health benefits they need from physical activity.



Youth require 60 to 90 minutes of physical activity every day.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

- Q1. What do you think is a healthy lifestyle? What are some of the choices you can make in your daily life to help you achieve a healthy lifestyle?
- Q2. What are some of the benefits of choosing not to smoke? What are the greatest factors that would influence your decision?
- Q3. How can nutrition choices affect your overall health?
- Q4. What are some benefits you can get from being physically active in your daily life? What can you do to improve your level of daily physical activity?



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



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

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Discuss the Physical Benefits of a Healthy Lifestyle

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

PHYSICAL BENEFITS OF A HEALTHY LIFESTYLE



The best way to keep the body physically healthy is to combine three types of activities in a daily routine: endurance, flexibility, and strength activities.

Healthy Growth and Development

Studies, in recent years, have shown that over half of young people are not active enough for healthy growth and development. According to the Canadian Community Health Survey in 2000-2001, 56% of Canadian's aged 12 to 19 were physically inactive and as many as 82% may not have been active enough to meet international guidelines for optimal growth and development.

Healthy Heart

Eating more nutritious foods, not smoking, and being physically active can help maintain a healthy heart. A healthy body weight, for example, can help to lower risk factors for heart disease by decreasing blood cholesterol, fat levels, and high blood pressure. Cardiovascular disease, such as heart disease, stroke, and atherosclerosis (ather-o-skleh-ro-sis) – hardening and narrowing of the arteries, is the number one cause of premature death in Canada.

Stronger Bones and Muscles

Physical activity, especially strength activities, can contribute to the maintenance of bone mass through adulthood, by helping develop the bony and muscular tissue during childhood. Daily physical activity in adolescence and early adulthood is positively correlated to mineral density and the skeleton's bone density. This development of mineral density and bone mass may help reduce the risk of osteoporosis later in life. Strength activities will lead to stronger muscles and help them stay strong over time. Stronger bones and muscles can also lead to better posture and balance among people of all ages.

Weight Control

Physical activity affects body composition and helps weight loss. Active individuals are at less risk of becoming overweight. Having a healthy body means maintaining a healthy body weight. Having a healthy weight does not necessarily mean being extremely slim and having a low body weight. A healthy body weight should encourage physical, social, and psychological well-being. In 1988, Health and Welfare Canada introduced the "healthy weights strategy". This strategy promotes healthy eating opposed to dieting and regular physical activity versus intense exercise. For adults, healthy body weight can be determined by the Body Mass Index (BMI) and the waist-hip ratio (WHR).



The BMI is intended for individuals 18 years of age and older. As individuals under 18 years of age are still developing, they should not rely solely on the BMI to determine if they have a healthy body weight.



Information on BMI can be found at http://www.hc-sc.gc.ca/fn-an/nutrition/weights-poids/guide-ld-adult/bmi_chart_java-graph_imc_java_e.html.

BMI and WHR calculators can be found at www.preventdisease.com/healthtools/tools.html#bmi.

According to the World Health Organization (WHO) in 2002, there were approximately one billion people in the world who were overweight or obese and only 800 million who were hungry/starving or underweight. According to the Canadian Community Health Survey conducted in 2004, obesity rates in adolescents aged 12 to 17 have tripled from 3% to 9% in the past 25 years.

Being inactive and/or overweight increases the risk of heart disease, osteoarthritis, diabetes, various cancers, and back injuries.

Lower Health Risks

Regular participation in at least 30 minutes of moderate physical activity can help prevent some chronic conditions, such as:

- **Cardiovascular Disease (CVD).** Regular physical activity can reduce the risk of heart disease by as much as 50%.
- **Osteoporosis.** In Canada, about one out of four women and one out of eight men over 50 years of age, develops osteoporosis. The risk of osteoporosis may be reduced through regular physical activity during childhood and adolescence.
- **Cancer.** Regular physical activity can help in the prevention of certain types of cancer, such as breast and colon cancer. Research shows that overall 30% to 35% of all cancers can be prevented by eating well, maintaining a healthy weight, and by including physical activity into one's lifestyle.

- **Type 2 Diabetes.** Physical activity, together with decreased fat intake, can help in the prevention of type 2 diabetes by as much as 58%.



Studies have shown that females are less active than males. In 2000, only 30% of females and 40% of males were considered active enough to meet the minimum requirements of daily physical activity. This dropped to 12% for females and 24% for males by 2002.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

- Q1. What are some physical benefits to living a healthy lifestyle? What can you do individually to achieve these benefits?
- Q2. How does living a healthy lifestyle affect a person's ability to grow and develop? What healthy lifestyle choices can you make to ensure this?
- Q3. What does it mean to have a healthy body weight? How can this be achieved? What are the best determinants of a healthy body weight for a fully grown adult?
- Q4. What types of chronic conditions/illnesses could you avoid by living a healthy lifestyle? What can you do to avoid these conditions/illnesses later in life?



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



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

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Discuss the Psychological Benefits of a Healthy Lifestyle

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

PSYCHOLOGICAL BENEFITS OF A HEALTHY LIFESTYLE

Positive Self-esteem

Positive self-esteem requires a person to have a good opinion of their own character and abilities. Self-esteem can be measured by how worthy individuals feel in various social, physical, and academic situations. Individuals with high self-esteem generally view themselves in a positive manner and can appreciate their abilities, as well as their potential and limitations. Those with low self-esteem generally tend to be more passive and dependent in reacting to stress and demands and are more likely to conform to social pressures, while also being pessimistic about their abilities.

Making new friends is easier when a youth participates in activities involving other youth. For example, if an individual participates in a sports team or a recreational club, there are more opportunities to meet new people. As well, an individual who is living a healthy lifestyle, is often more self-confident, making it easier to meet new people and make friends. According to the Canadian Fitness and Lifestyle Research Institute, physical activity appears to have a positive influence on youth's social lives and the number of same-gender and opposite-gender friends they have.

Positive Self/Body Image

Self/body image is how an individual perceives their own physical characteristics and how they evaluate themselves based on this perception of self. This is then formulated into a self/body image as an individual perceives their own body, how it looks to them, and how they think it looks to others. Having a positive self/body image comes with the idea that a wider range of body weights, shapes, and sizes are healthy and normal. The reality of genetics encompasses the fact that not all people can be the same shape and size and that not everyone can or should meet the body type seen often in the media.

Higher Energy

Nutrition choices have a direct effect on the amount of energy the body produces. Although the body requires foods from all four food groups, Health Canada recommends that 55% of calories should come from carbohydrates, which should be in the form of starches and natural sugars. These starches and sugars are digested and changed into glucose and are burned during regular physical activity.

Physical activity can also lead to high energy as it determines the amount of energy expended and therefore leads to energy balance (the amount of energy ingested in the forms of carbohydrates, fat, protein and alcohol, should equal the amount expended). Physical activity increases oxygen throughout the body. Endorphins are also increased, therefore, leading to higher levels of energy. Many studies show that physically active youth tend to sleep and eat better than those who are more sedentary or less active.

Reduced Stress/Increased Relaxation

Regular physical activity appears to be associated with better self-esteem and a decrease in anxiety and depression symptoms in normal situations. Flexibility activities are especially effective in ensuring the muscles are relaxed. Individuals who are more physically active and eat balanced, nutritious meals are more likely to have positive self-esteem and self/body image, leading to a reduction in anxiety and negative feelings about their sense of self.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

- Q1. What is self-esteem? How can self-esteem be improved by living a healthy lifestyle?
- Q2. How does making healthy food choices and maintaining an active lifestyle affect an individual's self-esteem?
- Q3. What is self/body image? How can you strive to maintain a positive self/body image?

Q4. Has anyone ever noticed that after doing a physical activity you feel energized? Why do you think this happens?

Q5. What are some ways you can reduce stress and increase your level of relaxation?



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



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

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' participation in the group discussions will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

The handout located at [Annex C](#) may be given to the cadets to be completed for their personal use.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

It is important to learn the methods to achieve a healthy lifestyle as choices made regarding health during youth will have an effect into adulthood. Making healthy food choices and participating in regular physical activity will increase energy, prevent diseases, increase strength, and in many cases, lead to a healthier lifestyle.

INSTRUCTOR NOTES/REMARKS

Points that arise from the group discussions in TP1 to TP4 should be placed on a whiteboard/flipchart/OHP to be referenced during the conclusion of the lesson.

The handout located at [Annex C](#) is not to be used by the instructor. It is a personal resource for each cadet.

REFERENCES

C0-100 (ISBN 0-662-44467-1) Health Canada. (2007). *Canada's Food Guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

- C0-104 (ISBN 0-662-26628-5) Public Health Agency of Canada. (ND). *Handbook for Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada.
- C0-105 (ISBN 0-662-32897-3) Public Health Agency of Canada. (2002). *Teacher's Guide to Physical Activity for Youth 10-14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-108 (ISBN 0-662-28677-4) Health Canada. (2000). *The Vitality Approach: A Guide for Leaders*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-126 (ISBN 0-9687739-3-1) The Lung Association. (2000). *Lungs for Life: Grade 7*. Ontario, Canada: The Lung Association.
- C0-127 Winnipeg in Motion. *In Motion: Prevention of...* Retrieved 12 March 2007, from <http://www.winnipeginmotion.ca/prevention/>.
- C0-127 Winnipeg in Motion. *In Motion: Children and Youth*. Retrieved 12 March 2007, from <http://www.winnipeginmotion.ca/youths/facts.php>.
- C0-128 CAHPERD Advocacy Action Centre. (1996–2006). *Facts and Stats*. Retrieved March, 12, 2007, from http://www.cahperd.ca/eng/advocacy/facts/facts_stats.cfm.
- C0-129 Canadian Sugar Institute. (2005). *Clips on Sugars: For Up-to-Date Information on Sugars in Healthy Eating*. Retrieved 12 March 2007, from <http://www.sugar.ca>.
- C0-130 (ISBN 2-550-360-427-7) Thibault, G. (2000). *Physical Activity, a Determinant of Health in Youth: Advisory Option of the Kino-Québec Scientific Committee*. Quebec: Government of Quebec.
- C0-133 (ISBN 1-895724-51-1) Cragg, S. & Cameron, C. (2006). *Physical Activity of Canadian Youth – An Analysis of 2002 Health Behaviour in School-aged Children Data*. Ottawa, ON: Canadian Fitness and Lifestyle Research Institute.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 4

EO M204.04 – UPDATE PERSONAL ACTIVITY PLAN

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. Photocopy the cadets' personal activity plans from Proficiency Level One and [Annex D](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to reinforce the importance of goal setting within a personal activity plan.

INTRODUCTION

REVIEW

Review the following information on goal-setting from EO M104.02 (Develop a Personal Activity Plan).

Definition of a Goal

A goal is an aim an individual or group works toward; an object of ambition/effort.

Short-term and Long-term Goals


Short-term goals are those that can be met in a short period of time and are often set to achieve long-term goals. For example, if an individual strives to run five kilometres by the end of the year, their short-term goal could be to run two kilometres within two months. By setting achievable short-term goals, individuals can measure their progress in the pursuit of their long-term goals.

Individual Goals

The purpose of setting individual goals is to experience personal levels of achievement. Individual goals should be based on personal performance and not on the performance of others. They should be designed to increase personal skill, ability, or physical condition.

Developing Goals

Goals should be set with a specific purpose in mind. They should be achievable and measurable, allowing individuals to track progress. A goal should be something an individual can be motivated toward achieving.



Use the mnemonic “SMART” to remember the factors involved in the setting of goals.

When developing short-term and long-term goals, ensure they have the following characteristics:

Specific: Ensure the aim of the goal is clearly set out and defined.

Measurable: Ensure the goal has defined standards to work toward that are measurable.

Achievable: Ensure the goal is realistic and can be met.

Relevant: Ensure the goal is worthwhile.

Timed: Ensure there is a set time frame in which to achieve the goal.

OBJECTIVES

By the end of this lesson the cadet shall be expected to update their personal activity plan (from Proficiency Level One) for the training year.

IMPORTANCE

In order to help achieve success in physical fitness, it is important to know how to set personal fitness goals and to create an activity plan that will help to achieve those goals. This is important as physical fitness is one of the aims of the Cadet Program.

Teaching Point 1

Have Cadets Adjust Their Personal Activity Plan (From Proficiency Level One) for the Training Year

Time: 25 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for cadets to adjust their personal activity plan (from Proficiency Level One) for the training year.

RESOURCES

- Each cadet’s personal activity plan from Proficiency Level One,
- Pens/pencils, and
- Handout of blank personal activity plan found at [Annex D](#).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

- Distribute the cadets’ personal activity plans from Proficiency Level One.

- Have the cadets review their personal activity plans to see if they were “SMART” and if they accomplished their goals.
- Discuss the PACER and how the results should fit into adjusting their goals.
- Distribute blank personal activity plans from [Annex D](#).
- Give cadets time to adjust and update their personal activity plans for the Proficiency Level Two training year.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

The cadets’ participation in the activity will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets’ participation in the activity in TP1 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

One of the aims of the Cadet Program is physical fitness. In order to help you achieve success in physical fitness, it is important to know how to set personal fitness goals and create an activity plan that will help to achieve those goals.

INSTRUCTOR NOTES/REMARKS

Ensure a copy of each cadet’s personal activity plan is photocopied and placed in their training folder for further training purposes. The plans are not to be used as a method of evaluation.

Resources such as: *Canada’s Physical Activity Guide for Youth, Let’s Get Active! Magazine for Youth 10-14 Years of Age and Family Guide to Physical Activity for Youth 10-14 Years of Age* can be ordered from www.paguide.com through the Public Health Agency of Canada to be given as a handout to each cadet.

REFERENCES

- C0-019 (ISBN 0-7894-7147-7) Eaton, J. & Johnson, R. (2001). *Coaching Successfully*. New York: Dorling, Kindersley.
- C0-024 (ISBN 0-19-541731-3) Barber, K. (Ed.). (2001). *The Canadian Oxford Dictionary*. Don Mills, ON: Oxford University Press.

- C0-104 (ISBN 0-662-26628-5) Public Health Agency of Canada. (ND). *Handbook for Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada.
- C0-105 (ISBN 0-662-32897-3) Public Health Agency of Canada. (2002). *Teacher's Guide to Physical Activity for Youth 10-14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-106 (ISBN 0-662-32899-X) Public Health Agency of Canada. (2002). *Let's Get Active! Magazine for Youth 10-14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 5

EO M204.05 – PERFORM THE PACER

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. Review PACER information located on Test Admin Manual DVD. The CD/cassette for the PACER can be found in The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics. Information on the PACER can be found in The Cooper Institute, *Fitnessgram/Activitygram Test Administration Manual*, Human Kinetics, pp. 27 to 29.

Set up the training area for the PACER.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

Practical activity was chosen for this lesson as it is an interactive way to allow the cadets to track their progress in cardiovascular endurance. This activity contributes to the development of cardiovascular endurance in a fun and challenging setting.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have performed the PACER.

IMPORTANCE

It is important for cadets to increase their physical fitness level, beginning with their cardiovascular fitness. Performing the PACER for the second (third if squadrons opted to conduct EO C204.01 [Perform the PACER]) time will give each cadet an indication of how their cardiovascular endurance has improved over the course

of the training year. This is also an opportunity for cadets to update their personal activity plan in an effort to achieve personal fitness goals.

Teaching Point 1**Conduct a Warm-up Session Composed of Light Cardiovascular Exercises**

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the warm-up activity.

PURPOSE OF A WARM-UP

A warm-up is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- gradually increase respiratory action and heart rate;
- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise the muscle temperature to facilitate reactions in muscle tissue.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10 to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.
- Static stretching, which is stretching a muscle and holding it in position without discomfort for 10 to 30 seconds, is considered the safest method.
- Stretching helps to relax the muscles and improve flexibility, which is the range of motion in the joints.
- As a guide, allow 10 minutes to warm-up for every hour of physical activity.



The stretches chosen should focus on the areas of the body that will be used the most during the sports activity.

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

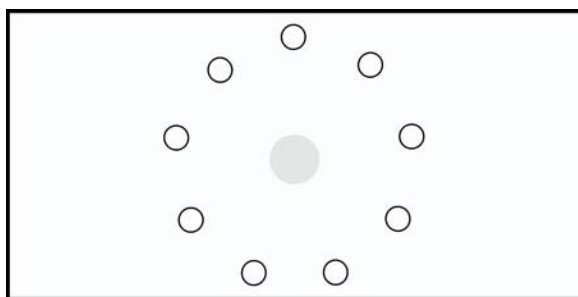
N/A.

ACTIVITY LAYOUT

N/A.

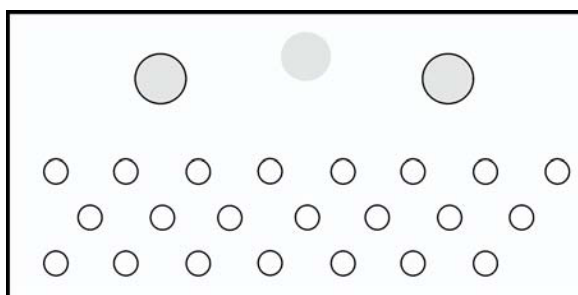
ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 4-5-1](#) and [4-5-2](#)).



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-5-1 Instructor in the Centre of a Warm-up Circle



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-5-2 Instructor at the Front With Two Assistant Instructors

- Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
- Assistant instructors can help demonstrate the exercises and ensure the cadets are performing them correctly.
- Have cadets perform each stretch/light cardiovascular exercise.



Light cardiovascular exercises should be done to warm-up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretches located at [Annex A](#).

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the warm-up will serve as the confirmation of this TP.

Teaching Point 2

Supervise While the Cadets Perform the PACER

Time: 15 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to perform the PACER.

RESOURCES

- The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics,
- Pylons (four or more),
- Measuring tape,
- CD/cassette player,
- Photocopies of the *PACER Individual Score Sheet A*,
- Pens/pencils, and
- First aid kit.

ACTIVITY LAYOUT

- Set up the training area with 40 to 60 inch lanes, and
- Mark a 20 m course with pylons at the ends of each lane.



This activity may be conducted outside.

ACTIVITY INSTRUCTIONS

1. Divide cadets into pairs.
2. Distribute photocopies of the *PACER Individual Score Sheet A* and pens/pencils to one cadet from each pair.
3. Have the cadets with the score sheet write their partner's name on the score sheet and sit behind the starting line ready to record results.
4. Have the cadets running the PACER line up in their respective lanes at the starting line and wait for instructions to begin.
5. Play the audio CD/cassette.
6. The PACER is complete when all cadets have not reached the line before the beep for the second time.
7. Once completed, have the cadets who ran the PACER become the scorekeepers and the scorekeepers become the participants.
8. Distribute photocopies of the *PACER Individual Score Sheet A* and pens/pencils to the second cadet from each pair.
9. Have cadets with the score sheet write their partner's name on the score sheet and sit behind the starting line ready to record results.
10. Have cadets running the PACER line up in their respective lanes at the starting line and wait for instructions to begin.
11. Play the audio CD/cassette.
12. The PACER is complete when all cadets have not reached the line before the beep for the second time.

SAFETY

- Ensure a designated first aider and first aid kit are available.
- Ensure water is available for the cadets after they complete the PACER.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the PACER will serve as the confirmation of this TP.

Teaching Point 3**Conduct a Cool-down Session Composed of Light Cardiovascular Exercises**

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the cool-down activity.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



The stretches chosen should focus on the areas of the body that were used the most during the sports activity.

ACTIVITY

OBJECTIVE

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 4-5-1](#) and [4-5-2](#)).
- Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
- Assistant instructors can help demonstrate the movements and ensure the cadets are performing them correctly.
- Have cadets perform each stretch/light cardiovascular exercise.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP1.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the cool-down will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the PACER will serve as the confirmation of this lesson.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

The results of the PACER are not to be used for evaluation of the cadets. The results are for each cadet to track their own progress in cardiovascular fitness from when they performed the PACER in M204.01 (Perform the PACER) and in C204.01 (Perform the PACER), for those squadrons that choose to conduct this EO.

CLOSING STATEMENT

Assessing cardiovascular fitness will allow you to identify your present level of fitness and how you can strive to increase it. This is also an opportunity for you to update your personal activity plan in an effort to achieve personal fitness goals.

INSTRUCTOR NOTES/REMARKS

The PACER is an individual assessment of cardiovascular fitness. Results from this assessment are not to be used for competition or classification among cadets.

The results of the second PACER should be compared to the results of the first PACER to determine the cadets' individual progress in cardiovascular endurance.

REFERENCES

- C0-002 (ISBN 0-88962-630-8) LeBlanc, J. & Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-057 Martha Jefferson Hospital. (2001). *Warm-Ups*. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.
- C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.
- C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch Your Limits: A Smart Guide to Stretching for Fitness*. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>.
- C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20th Anniversary (Rev. ed.)*. Bolinas, CA: Shelter Publications, Inc.
- C0-095 (ISBN 0-7360-5962-8) The Cooper Institute. (ND). *Fitnessgram/Activitygram Test Administration Kit: Fitnessgram 8.0 Stand-Alone Test Kit*. Windsor, ON: Human Kinetics.
- C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#11>.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 6

EO C204.01 – PERFORM THE PACER

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. Review the information located on Test Admin Manual DVD. The CD/cassette for the PACER can be found in The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics. Information on the PACER can be found in The Cooper Institute, *Fitnessgram/Activitygram Test Administration Manual*, Human Kinetics, pp. 27 to 29.

Set up the training area for the PACER.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

Practical activity was chosen for this lesson as it is an interactive way to allow the cadets to track their progress in cardiovascular endurance. This activity contributes to the development of cardiovascular endurance in a fun and challenging setting.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have performed the PACER.

IMPORTANCE

It is important for cadets to increase their physical fitness level, beginning with their cardiovascular fitness. Performing the PACER a second time will give cadets an indication of how their cardiovascular endurance has improved. This is also an opportunity for cadets to update their personal activity plan in an effort to achieve their personal fitness goals.

Teaching Point 1

Conduct a Warm-up Session Composed of Light Cardiovascular Exercises

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the warm-up activity.

PURPOSE OF A WARM-UP

A warm-up is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- gradually increase respiratory action and heart rate;
- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise the muscle temperature to facilitate reactions in muscle tissue.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10 to 30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.
- Static stretching, which is stretching a muscle and holding it in position without discomfort for 10 to 30 seconds, is considered the safest method.
- Stretching helps to relax the muscles and improve flexibility, which is the range of motion in the joints.
- As a guide, allow 10 minutes to warm-up for every hour of physical activity.



The stretches chosen should focus on the areas of the body that will be used the most during the sports activity.

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

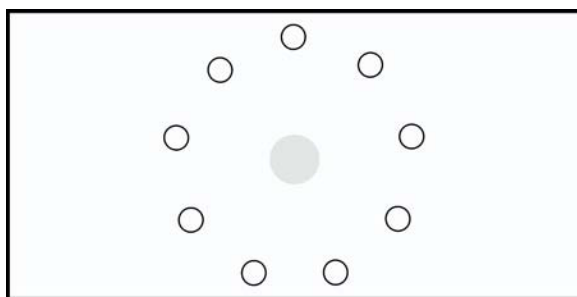
N/A.

ACTIVITY LAYOUT

N/A.

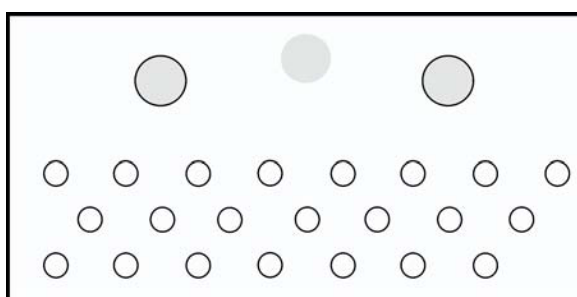
ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 4-6-1](#) and [4-6-2](#)).



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-6-1 Instructor in the Centre of a Warm-up Circle



D Cdts 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-6-2 Instructor at the Front With Two Assistant Instructors

- Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
- Assistant instructors can help demonstrate the exercises and ensure the cadets are performing them correctly.
- Have cadets perform each stretch/light cardiovascular exercise.



Light cardiovascular exercises should be done to warm-up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretches located at [Annex A](#).

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the warm-up will serve as the confirmation of this TP.

Teaching Point 2

Supervise While the Cadets Perform the PACER

Time: 15 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to perform the PACER.

RESOURCES

- The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics,
- Pylons (four or more),
- Measuring tape,
- CD/cassette player,
- Photocopies of the *PACER Individual Score Sheet A*,
- Pens/pencils, and
- First aid kit.

ACTIVITY LAYOUT

- Set up the training area with 40 to 60 inch lanes, and
- Mark a 20 m course with pylons at the ends of each lane.



This activity may be conducted outside.

ACTIVITY INSTRUCTIONS

1. Divide cadets into pairs.
2. Distribute photocopies of the *PACER Individual Score Sheet A* and pens/pencils to one cadet from each pair.
3. Have the cadets with the score sheet write their partner's name on the score sheet and sit behind the starting line ready to record results.
4. Have the cadets running the PACER line up in their respective lanes at the starting line and wait for instructions to begin.
5. Play the audio CD/cassette.
6. The PACER is complete when all cadets have not reached the line before the beep for the second time.
7. Once completed, have the cadets who ran the PACER become the scorekeepers and the scorekeepers become the participants.
8. Distribute photocopies of the *PACER Individual Score Sheet A* and pens/pencils to the second cadet from each pair.
9. Have cadets with the score sheet write their partner's name on the score sheet and sit behind the starting line ready to record results.
10. Have cadets running the PACER line up in their respective lanes at the starting line and wait for instructions to begin.
11. Play the audio CD/cassette.
12. The PACER is complete when all cadets have not reached the line before the beep for the second time.

SAFETY

- Ensure a designated first aider and first aid kit are available.
- Ensure water is available for the cadets after they complete the PACER.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the PACER will serve as the confirmation of this TP.

Teaching Point 3**Conduct a Cool-down Session Composed of Light Cardiovascular Exercises**

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the cool-down activity.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



The stretches chosen should focus on the areas of the body that were used the most during the sports activity.

ACTIVITY

OBJECTIVE

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Arrange the cadets in either a warm-up circle or in rows (as illustrated in [Figures 4-6-1](#) and [4-6-2](#)).
2. Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.
3. Assistant instructors can help demonstrate the movements and ensure the cadets are performing them correctly.
4. Have cadets perform each stretch/light cardiovascular exercise.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a manner that is safe, following the guidelines for stretching listed in TP1.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the cool-down will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the PACER will serve as the confirmation of this lesson.

CONCLUSION

HOMework/READING/PRACTICE

N/A.

METHOD OF EVALUATION

The results of the PACER are not to be used for evaluation of the cadets. The results are for each cadet to track their own progress in cardiovascular fitness from when they performed the PACER in M204.01 (Perform the PACER) and when they perform the PACER again in M204.05 (Perform the PACER).

CLOSING STATEMENT

Assessing cardiovascular fitness will allow you to identify your present level of fitness and how you can strive to increase it. This is also an opportunity for you to update your personal activity plan in an effort to achieve your personal fitness goals.

INSTRUCTOR NOTES/REMARKS

The PACER is an individual assessment of cardiovascular fitness. Results from this assessment are not to be used for competition or classification amongst cadets.

This EO gives the cadet the opportunity to run the PACER a third time in the middle of the training year allowing them to better track their progress in cardiovascular endurance.

REFERENCES

- C0-002 (ISBN 0-88962-630-8) LeBlanc, J. & Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.
- C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.
- C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch Your Limits: A Smart Guide to Stretching for Fitness*. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>.
- C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20th Anniversary (Rev. ed.)*. Bolinas, CA: Shelter Publications, Inc.
- C0-095 (ISBN 0-7360-5962-8) The Cooper Institute. (ND). *Fitnessgram/Activitygram Test Administration Kit: Fitnessgram 8.0 Stand-Alone Test Kit*. Windsor, ON: Human Kinetics.
- C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#11>.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 7

EO C204.02 – DEVELOP A PERSONAL NUTRITION PLAN

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

Ensure there are sufficient copies of Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, for each cadet.

Photocopy handouts located at [Annexes E](#) and [F](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for TP1 and TP3 as it is an interactive way to provoke thought and stimulate an interest in healthy eating among cadets.

A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about healthy eating.

INTRODUCTION

REVIEW

Review EO M204.02 (Identify Healthy Food Choices), to include:

- food groups,
- food guide servings, and
- recommended daily intake.

OBJECTIVES

By the end of this lesson the cadet shall be expected to develop a personal nutrition plan.

IMPORTANCE

It is important for cadets to develop a personal nutrition plan as it is a good method of applying knowledge of healthy food choices. Choosing healthy foods may help the body to grow strong and help to prevent illnesses.

Teaching Point 1

Have the Cadets Complete a Food Journal of What They Ate That Day

Time: 10 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to complete a food journal.

RESOURCES

- Food journal handout located at [Annex E](#), and
- Pens/pencils.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute handout (located at [Annex E](#)) to each cadet.
2. Allow 10 minutes for the cadets to complete the food journal, listing what they ate that day and calculating the number of servings from each food group at the bottom of the table.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Discuss How the Cadets' Food Choices Compare With *Canada's Food Guide*

Time: 10 min

Method: Group Discussion



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

BACKGROUND KNOWLEDGE



Background information for this discussion is found in Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

- Q1. What types of healthy foods did you eat today?
- Q2. From which food group did you eat the most?
- Q3. From which food group should you have eaten more?
- Q4. What unhealthy foods did you eat today?



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



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

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Have the Cadets Develop a Personal Nutrition Plan for One Week

Time: 30 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to develop a personal nutrition plan for one week.

RESOURCES

- Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada,
- Personal nutrition plan handout located at [Annex F](#), and
- Pens/pencils.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute handout (located at [Annex F](#)) to each cadet.
2. Allow 30 minutes for the cadets to complete the personal nutrition plan, outlining what they would eat for one week. Encourage the cadets to make healthy food choices and to strive to meet the recommended daily intake outlined in Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada (e.g. six servings of vegetables and fruit in one day).



Ensure cadets use Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, when completing their nutrition plan.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' development of a personal nutrition plan will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Choosing healthy foods may help the body to grow strong and help to prevent illnesses. Meal planning meals ensures that healthier foods are chosen instead of convenient, unhealthy options. Eating healthy foods is important to choosing a healthy lifestyle.

INSTRUCTOR NOTES/REMARKS

The personal nutrition plan is not to be used as a measurement tool. It should be developed solely for the cadets' use to understand healthy food choices.

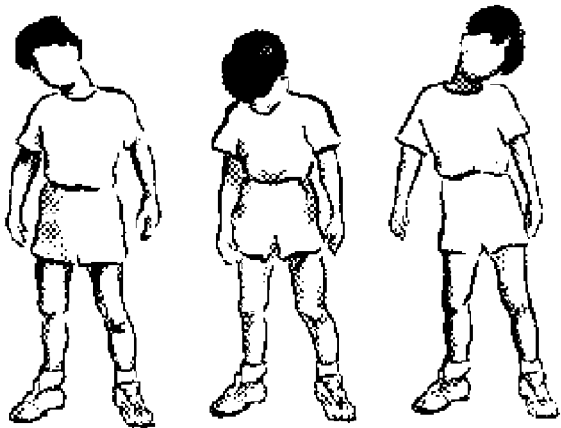
REFERENCES

- C0-100 (ISBN 0-662-44467-1) Health Canada. (2007). *Canada's Food Guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-101 (ISBN 0-662-44470-1) Health Canada. (2007). *Eating Well With Canada's Food Guide: A Resource for Educators and Communicators*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-107 Health Canada. (2007). *Canada's Food Guide: My Food Guide*. Retrieved 20 February 2007, from http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/myguide-monguide/index_e.html.


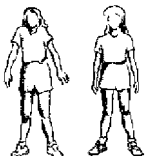
THIS PAGE INTENTIONALLY LEFT BLANK

SAMPLE STRETCHES

NECK

 <p><i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved 26 October 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i></p> <p>Figure 4A-1 Neck Stretch</p>	<p>Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.</p>
--	--

SHOULDERS

 <p><i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved 26 October 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i></p> <p>Figure 4A-2 Shoulder Push</p>	<p>Stand and extend your arms behind you, interlocking your fingers. Push up and back with your shoulders. Hold this position for a minimum of 10 seconds.</p>
 <p><i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved 26 October 2006, from http://www.lin.ca/resource/html/dn3.htm#1</i></p> <p>Figure 4A-3 Shoulder Shrug</p>	<p>Stand and raise your shoulders as high as possible and then lower your shoulders, stretching your neck up. Pull your shoulders back as far as possible and then round your shoulders forward by pushing your shoulders forward as far as possible. Hold each position for a minimum of 10 seconds.</p>



Warm Ups, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>

Figure 4A-4 Arm Circles

Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size.
Reverse the direction of your circles.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-5 Shoulder Stretch

Either standing or sitting, take your right arm in your left hand and bring it across your chest, supporting the joint by holding it behind the elbow. Pull the elbow lightly towards your chest. You should feel the stretch in your right shoulder.
Hold this position for a minimum of 10 seconds and repeat on the opposite side.

ARMS



Exercises. Copyright 1998 by Impacto Protective Products Inc. Retrieved 26 October 2006, from <http://www.2protect.com/home.htm>

Figure 4A-6 Wrist Rotations

Rotate your hands in circular motions at the wrist.
Change direction and repeat on both sides.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-7 Triceps Stretch

Stand and bring your right arm over your head, bent at the elbow. Use your left hand to gently pull your arm down.
Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Exercise Programme for Squash, Tennis, Softball, Handball. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>

Figure 4A-8 Forearm Stretch

In a kneeling position, place your hands on the floor in front of you with your fingers pointing toward your knees, and your thumbs pointing out. Keeping your hands flat on the floor, lean back. Hold this position for a minimum of 10 seconds.

CHEST AND ABDOMINALS

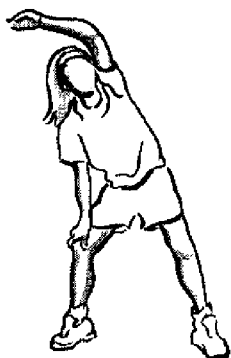


Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-9 Chest Stretch

Stand facing a wall. With your right arm bent and your elbow at shoulder height, place your palm against the wall. Turn your body away from your right arm. You should feel the stretch on the front side of your armpit and across the front of your chest.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved 26 October 2006, from <http://www.lin.ca/resource/html/dn3.htm#1>

Figure 4A-10 Side Stretch

Stand with your left arm up over your head. Bend at the waist towards the right side of your body.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

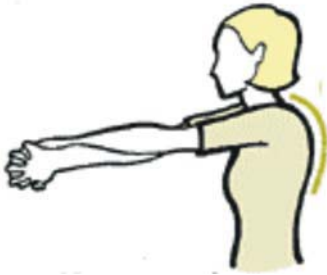
BACK



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-11 Lower Back Stretch

Lie on your back and bring your knees toward your chest. Grasp the back of your knees. Hold this position for a minimum of 10 seconds.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-12 Upper Back Stretch

Extend your arms straight in front of you at shoulder height crossing one arm over the other. With the palms facing each other, intertwine your fingers and press out through your arms. Let your chin fall to your chest as you exhale. You should feel the stretch in the upper back.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

LEGS



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-13 Hamstring Stretch

Lie flat on the floor with your knees bent and your back flat on the floor. Slowly raise and straighten one leg, grasping it behind your thigh with both hands. Hold this position for a minimum of 10 seconds.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-14 Inner Thigh Stretch

Sit on the floor with your knees bent and the soles of your feet together. Grab your toes and pull yourself forward while keeping your back and neck straight.

Hold this position for a minimum of 10 seconds.

Grab your ankles and push your knees down toward the floor with your elbows.

Hold this position for a minimum of 10 seconds.

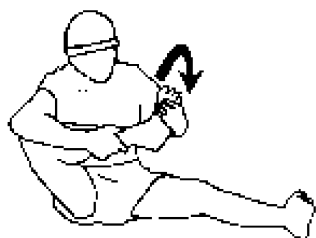


Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-15 Hip Flexor

Kneel on your right knee. Position your left foot in front of you, bending your knee and placing your left hand on that leg for stability. Keep your back straight and abdominal muscles tight. Lean forward, shifting more body weight onto your front leg. You should feel the stretch in the front of your hip and the thigh of the leg you are kneeling on. Cushion your kneecap with a folded towel if necessary.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Running Exercises. Retrieved 26 October 2006, <http://www.physionline.co.za/conditions/article.asp?id=46>

Figure 4A-16 Ankle Rotations

From a sitting position, rotate your foot in a clockwise, and then a counterclockwise, direction.

Switch and repeat on the opposite side.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-17 Calf Stretch

Stand three steps away from and facing a wall. Step in towards the wall with your right leg, bending your right knee and keeping your left leg straight. Extending your arms with your palms forward, reach out to the wall and let your body fall toward the wall. Keep your toes forward and your heels down. Lean your body into the wall with your left leg straight behind your body. You should feel the stretch in your left calf.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Smart Start: A Flexible Way to Get Fit. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Figure 4A-18 Quadriceps Stretch

Stand with your hand against a wall for balance. Lift your left foot off the ground, bending your knee as if you are trying to kick your bottom with your heel. Do not lean forward at the hips. Grab and hold your ankle with your left hand. You should feel the stretch in your left thigh.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

PACK A LUNCH

Name: _____

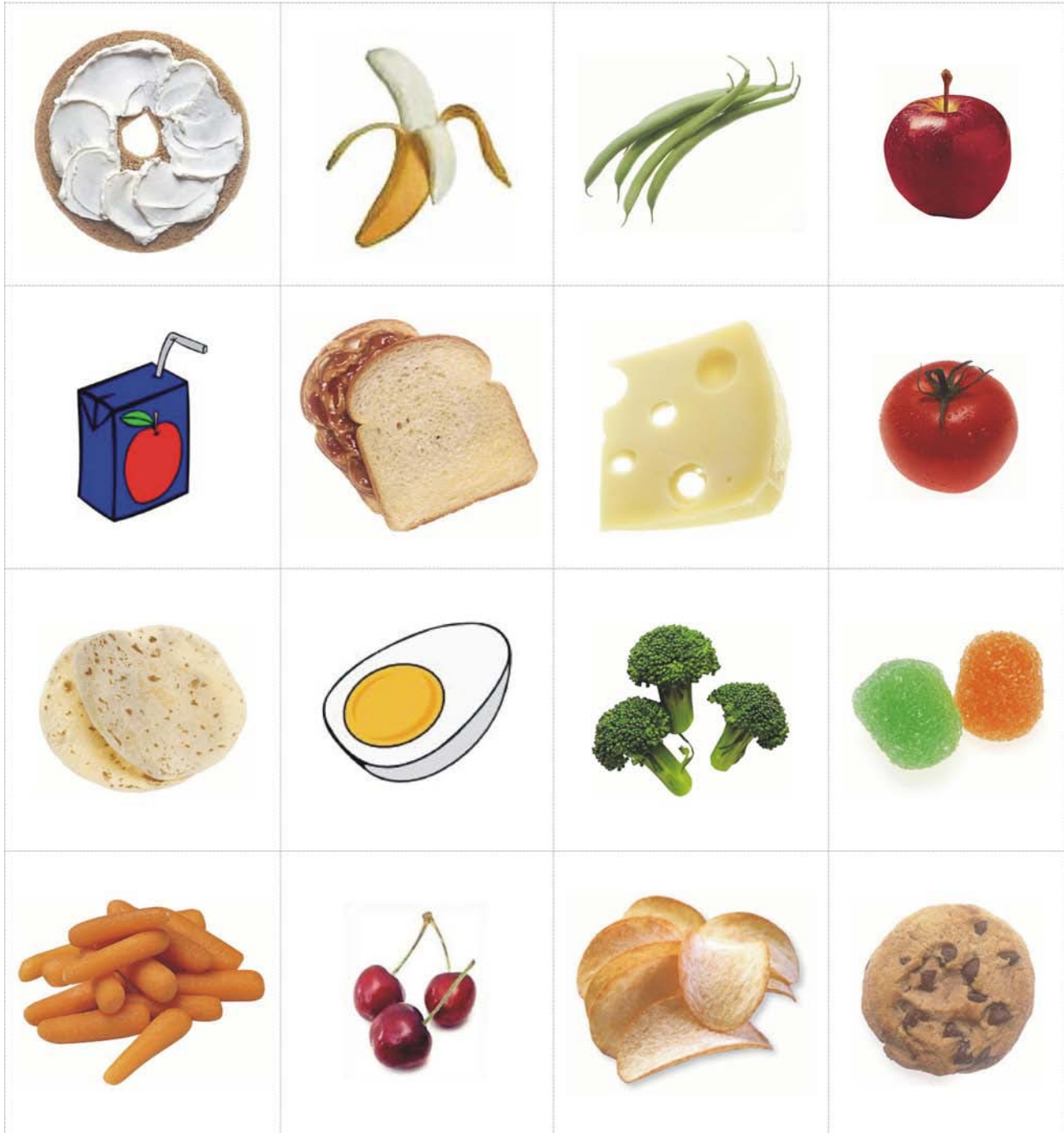
Date: _____

Chose the food items from the following page that you would pack in your lunch and put them into the lunch bag.



"Food Section". WP Clipart. Retrieved 29 March 2007, from <http://www.wpclipart.com/food/index.html>

Figure 4B-1 Lunch Bag



From "Food Section". WP Clipart. Retrieved 29 March 2007, from <http://www.wpclipart.com/food/index.html>

Figure 4B-2 Food Table 1



From "Food Section". WP Clipart. Retrieved 29 March 2007, from <http://www.wpclipart.com/food/index.html>

Figure 4B-3 Food Table 2

For each food item in your lunch bag, identify the food group(s) to which it belongs and how many servings it would be, and enter it into the following table. Total the number of servings at the bottom of the table.

Food Item	Number of Servings				
	Vegetables/ Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives	Other
TOTAL					

WAYS I CAN ACHIEVE A HEALTHY LIFESTYLE

1. List three ways you can make healthy nutritional food choices more enjoyable.

1.	
2.	
3.	

2. List three types of physical activities in which you enjoy participating.

1.	
2.	
3.	

3. List three reasons why you should not start smoking.

1.	
2.	
3.	

4. List three things you like about yourself.

1.	
2.	
3.	

THIS PAGE INTENTIONALLY LEFT BLANK

MY PERSONAL ACTIVITY PLAN FOR PROFICIENCY LEVEL TWO

Name: _____

Date: _____

Developing My Goals

Specific: Ensure the aim of the goal is clearly set out and defined.

Measurable: Ensure the goal has defined standards to work toward that are measurable.

Achievable: Ensure the goal is realistic and can be met.

Relevant: Ensure the goal is worthwhile.

Timed: Ensure there is a set time frame in which to achieve the goal.

My Long-term Goal: _____

Deadline to Achieve by: _____

Steps to Achieve My Goal (Short-term Goals)	Deadline to Achieve by	Date Achieved

THIS PAGE INTENTIONALLY LEFT BLANK

FOOD JOURNAL

Name: _____

Date: _____

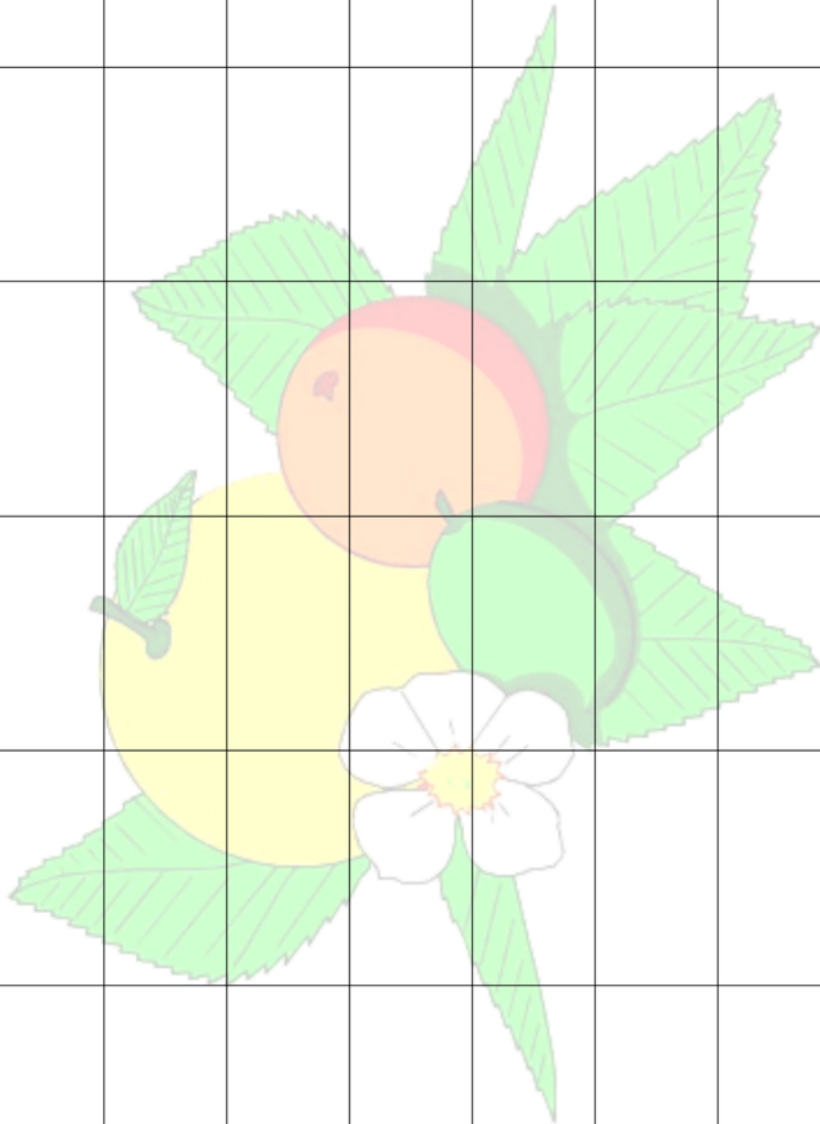
Food Item	Number of Servings				
	Vegetables/ Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives	Other
TOTAL					

THIS PAGE INTENTIONALLY LEFT BLANK

PERSONAL NUTRITION PLAN

Name: _____ For the Week of: _____

Day	Breakfast	Snack	Lunch	Snack	Supper	Snack
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						



THIS PAGE INTENTIONALLY LEFT BLANK