

**CHAPTER 4**

**PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES**





**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
PERSONAL FITNESS  
AND HEALTHY LIVING**



**SECTION 1**

**EO MX04.01 – PARTICIPATE IN 60 MINUTES OF MODERATE- TO VIGOROUS-INTENSITY  
PHYSICAL ACTIVITY (MVPA) AND TRACK PARTICIPATION IN PHYSICAL ACTIVITIES**

Total Time:

One session (3 periods) = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity [MVPA] and Track Participation in Physical Activities) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

Review the warm-up and cool-down located at Annexes A and B.

Select a Cardio Activity for TP 1 as per Annex C.

Assign instructors for Learning Stations 1, 2, 3, and 4 located at Annexes D, E, F and G respectively.

Photocopy the Physical Activity Tracker located at Annex H for each cadet.

Gather the required resources:

- Activity posters / tape / whistle or Instructor Guide / stopwatch as per selected cardio activity,
- Music and music player,
- *Canadian Physical Activity Guidelines for Youth* located at Annex D, Appendix 1 (one copy per Proficiency Level One cadet),
- *Canadian Sedentary Behaviour Guidelines* located at Annex D, Appendix 2 (one copy per Proficiency Level One cadet),
- The Three Components of Physical Fitness located at Annex D, Appendix 3 (one copy),
- *Eating Well with Canada's Food Guide* (one copy per Proficiency Level Two team),
- Chairs (one per Proficiency Level Three cadet),
- Flipchart paper (one sheet per Proficiency Level Three team),
- Pens / pencils,
- Markers (one per Proficiency Level Three team),
- Healthy Lifestyle Tool Belt handout located at Annex G, Appendix 1 (one copy per Proficiency Level Four cadet), and
- Physical Activity Tracker located at Annex H (one per cadet).

Cut out the Three Components of Physical Fitness, so the three components are separated.

Create the Jeopardy Game Board for Learning Station 2.

### **PRE-LESSON ASSIGNMENT**

Nil.

### **APPROACH**

A practical activity was chosen for TP 1 as it is a fun and interactive way to stimulate interest in physical activities.

An in-class activity was chosen for TPs 2 and 4 as it is a fun and interactive way to stimulate interest in personal fitness and healthy living and in ways to improve participation in physical activity.

An interactive lecture was chosen for TP 3 to orient the cadets to the Physical Activity Tracker requirements.

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## **INTRODUCTION**

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### **REVIEW**

Nil.

### **OBJECTIVES**

By the end of this session the cadets shall have participated in 60 minutes of MVPA, have participated in a personal fitness and healthy living learning station, and have learned the requirements for tracking MVPA time over a four-week period.

### **IMPORTANCE**

It is important for cadets to participate in this lesson as it will give them tools to be more active and to track their participation in physical activity. Tracking participation in physical activities will make them aware of how much time they spend being physically active. Becoming more physically active and less sedentary will help cadets avoid long-term health issues related to inactivity.

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### **Teaching Point 1**

**Have the cadets participate in 60 minutes of MVPA.**

Time: 60 min

Method: Practical Activity

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## **BACKGROUND KNOWLEDGE**

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### **THE WARM-UP**

#### **Purpose of a Warm-Up**

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

- gradually increase respiratory action and heart rate;
- raise the muscle temperature to facilitate reactions in muscle tissue; and
- stretch the muscles.



The warm-up prepares the cardiovascular system for the physical activity. It is composed of activities such as brisk walking, light jogging, or simple games that elevate the heart rate. As a guide, allow 10 minutes to warm up for every hour of physical activity.

## THE COOL-DOWN

### Purpose of a Cool-Down

A cool-down is composed of light cardiovascular exercises and stretches 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.

### Guidelines for Stretching

The following guidelines should be followed while stretching:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.

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## ACTIVITY

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1. Conduct a warm-up as per Annex A.
2. Conduct the selected Cardio Activity for all cadets in Training Levels 1–4 as per Annex C.
3. Conduct the cool-down as per Annex B.

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### Teaching Point 2

**Have the cadets participate in learning stations.**

Time: 20 min

Method: In-Class Activity

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1. Divide the cadets into their training levels.
2. Conduct the four learning stations concurrently, as per Annexes D, E, F, and G:
  - (a) Phase One / Green Star / Proficiency Level One: *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*,
  - (b) Phase Two / Red Star / Proficiency Level Two: Nutrition,
  - (c) Phase Three / Silver Star / Proficiency Level Three: Stress, and
  - (d) Phase Four / Gold Star / Proficiency Level Four: Healthy Lifestyle Tool Belt.

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**Teaching Point 3**

**Explain Physical Activity Tracker requirements.**

Time: 5 min

Method: Interactive Lecture

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Distribute the Physical Activity Tracker located at Annex H.

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**PHYSICAL ACTIVITY TRACKER REQUIREMENTS**

- Phases One and Two / Green and Red Stars / Proficiency Levels One and Two: Track participation in MVPA over a period of four consecutive weeks;
- Phase Three / Silver Star / Proficiency Level Three: achieve a minimum of 60 minutes of MVPA daily for at least 16 days over four consecutive weeks;
- Phase Four / Gold Star / Proficiency Level Four: achieve a minimum of 60 minutes of MVPA daily for at least 20 days over four consecutive weeks; and
- Phase Five / Master Cadet / Proficiency Level Five: achieve a minimum of 60 minutes of MVPA daily for at least 24 days over four consecutive weeks.

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**Teaching Point 4**

**Conduct an activity on strategies to improve participation in physical activities.**

Time: 5 min

Method: In-Class Activity

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**ACTIVITY**

1. Ask the cadets: What strategies can you use to improve participation in physical activity?
2. Allow two minutes for cadets to individually list as many strategies as they can.
3. Ask the cadets to share items they have listed and explain why they are strategies for them.



Examples of strategies to improve participation in physical activities include:

- identifying enjoyable activities;
- finding an activity partner;
- tracking progress;
- joining a community or school recreational program;
- setting goals;
- trying a new physical activity;
- building physical activity into daily routine; and
- planning for physical activity.

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**CONCLUSION**

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**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

It is important for cadets to participate in moderate- to vigorous-intensity physical activity as it will help them meet the *Canadian Physical Activity Guidelines*. Additionally, participating in personal fitness and healthy living learning stations will help them gain knowledge and skills that they can use throughout their lives.

**INSTRUCTOR NOTES / REMARKS**

There are numerous potential leadership opportunities for cadets when conducting these learning stations:

- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the learning stations activity as a leadership project IAW PO 503 (Lead Cadet Activities); and
- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Level Five cadets may complete leadership assignments, such as leading or supervising individual learning stations, IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities).

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**REFERENCES**

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Canadian Society for Exercise Physiology. (2013). *Guidelines*. Retrieved from: <http://www.csep.ca>

Health Canada. (2013). *Physical Activity*. Retrieved from: <http://www.hc-sc.gc.ca/hl-vs/physactiv/index-eng.php>

ParticipACTION. (2011). *Get moving*. Retrieved from: [www.participaction.com/en-us/Get-Moving/Easy-Ways-To-Start.aspx](http://www.participaction.com/en-us/Get-Moving/Easy-Ways-To-Start.aspx)

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## WARM-UP

### WARM-UP MOVEMENTS

1. Have the cadets get into a formation (eg, circle or half-circle) so they can all see the instructor.
2. Demonstrate and have the cadets complete the movements below for 30 seconds each.



Focus more on full range of motion of joints and muscles (and less on stretching).

3. Have the cadets complete continuous cardiovascular movements (eg, jogging, fast walking or skipping) for five minutes.










<p>1.</p>  <p style="text-align: center;"><b>Jumping Jacks</b></p>	<p>2.</p>  <p style="text-align: center;"><b>Butt Kicks</b></p>	<p>3.</p>  <p style="text-align: center;"><b>High Knee Grab</b></p>
<p>4.</p>  <p style="text-align: center;"><b>Hip Rotations</b></p>	<p>5.</p>  <p style="text-align: center;"><b>Jumping Squats</b></p>	<p>6.</p>  <p style="text-align: center;"><b>Trunk Rotations</b></p>
<p>7.</p>  <p style="text-align: center;"><b>Shoulder Rotations</b></p>	<p>8.</p>  <p style="text-align: center;"><b>Wrist Rotations</b></p>	<p>9.</p>  <p style="text-align: center;"><b>Ankle Rotations</b></p>

Figure A-1 Instructor Guide

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 <p>Figure A1-1 Jumping Jacks</p>	<p>Stand with your hands by your sides. Jump up, swing your arms up to meet above your head while spreading your feet shoulder width apart and landing softly back on the ground.</p> <p>Jump back into the starting position.</p> <p>Repeat the alternating jumps continuously.</p>
 <p>Figure A1-2 Butt Kicks</p>	<p>Jog in place while trying to touch your buttocks with your heels.</p>
 <p>Figure A1-3 High Knee Grab</p>	<p>Keeping your body straight, bring one knee up to your chest, holding it in place with your hands for 5 seconds.</p> <p>Return to the standing position, and repeat with the other knee.</p> <p>Continue alternating between both knees.</p>
 <p>Figure A1-4 Hip Rotations</p>	<p>Keep your shoulders square and centered over your feet, with feet planted on the floor.</p> <p>Place your hands on your hips and rotate your hips in a clockwise direction in large circles. Change direction after 15 seconds.</p>



Figure A1-5 Jumping Squats

Bend your knees to a sitting position (don't let your knees go past your toes), then jump up. Land lightly on the balls of your feet.  
Keep your back straight throughout the exercise.

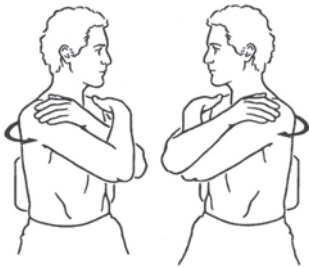


Figure A1-6 Trunk Rotations

Cross your arms over your chest and rotate slowly in one direction until you feel the stretch.  
Be careful not to over extend this movement.

Alternate between both sides.



Figure A1-7 Shoulder Rotations

Slowly swing your arms forward in small circles, gradually getting larger.

Repeat in the other direction.



Figure A1-8 Wrist Rotations

Rotate both hands in circular motions at the wrist.

Rotate in both directions.





Figure A1-9 Ankle Rotations

Keeping your foot off the floor, rotate your foot in one direction, and then the opposite direction.

Switch and repeat on the opposite side.

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## COOL-DOWN

### ACTIVITY INSTRUCTIONS

1. Have the cadets get into a formation (eg, circle, half-circle) so they can all see the instructor.
2. Have the cadets complete the following movements. Supervise and correct technique as required.

1.  <b>NECK ROLLS</b>	2.  <b>SHOULDER PUSH</b>	3.  <b>SHOULDER SHRUG</b>
4.  <b>ARM CIRCLES</b>	5.  <b>SHOULDER STRETCH</b>	6.  <b>WRIST ROTATIONS</b>
7.  <b>TRICEP STRETCH</b>	8.  <b>FOREARM STRETCH</b>	9.  <b>CHEST STRETCH</b>
10.  <b>SIDE STRETCH</b>	11.  <b>LOWER BACK STRETCH</b>	12.  <b>UPPER BACK STRETCH</b>
13.  <b>HAMSTRING STRETCH</b>	14.  <b>INNER THIGH STRETCH</b>	15.  <b>HIP FLEXOR</b>
16.  <b>ANKLE ROTATIONS</b>	17.  <b>CALF STRETCH</b>	18.  <b>QUADRICEPS STRETCH</b>

Figure B1-1 Instructor Guide

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## SAMPLE STRETCHES

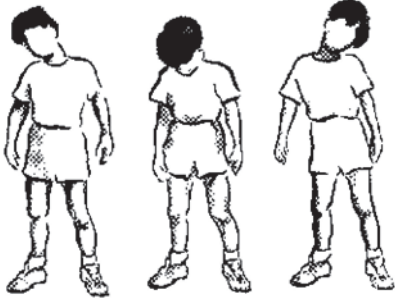


Figure B1-1 Neck Stretch

Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.



Figure B1-2 Shoulder Push

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.



Figure B1-3 Shoulder Shrug

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.



Figure B1-4 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.



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 lightly on the elbow 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.

Figure B1-5 Shoulder Stretch



Rotate your hands in circular motions at the wrist.

Change direction and repeat on both sides.

Figure B1-6 Wrist Rotations



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.

Figure B1-7 Triceps Stretch



In a kneeling position, place your hands on the floor in front of you turned so that your fingers are pointing toward your knees, and your thumbs are pointing out. Keeping your hands flat on the floor, lean back.

Hold this position for a minimum of 10 seconds.

Figure B1-8 Forearm 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.

Figure B1-9 Chest Stretch



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

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

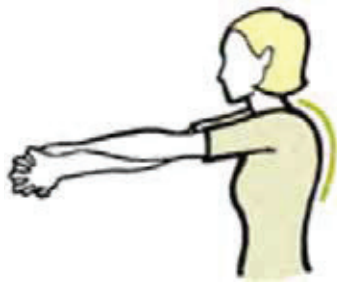
Figure B1-10 Side Stretch



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.

Figure B1-11 Lower 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.

Figure B1-12 Upper Back Stretch



Figure B1-13 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.



Figure B1-14 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.



Figure B1-15 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.



Figure B1-16 Ankle Rotations

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

Switch and repeat on the opposite side.





Figure B1-17 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.



Figure B1-18 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.

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## CARDIO ACTIVITY OPTION 1: CIRCUIT TRAINING

**OBJECTIVE:** This activity is designed to raise awareness of exercises that can be used to achieve sustained moderate- to vigorous-intensity physical activity.

**TIME:** 40 min

**TRAINING LEVEL:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- Select 10 stations from the ones provided at Appendix 1.



Suggested circuits include:

- Stations 1–10;
- Stations 11–20; or
- Stations 21–30.

- Review the selected stations' descriptions located at Appendix 2.
- Assign an instructor and a demonstrator to this activity.
- Gather the required resources:
  - Activity posters for each of the selected stations located at Appendix 1,
  - Tape,
  - Stopwatch,
  - Whistle, and
  - Music.
- Prepare the circuit layout by taping activity posters in numerical order on the wall, at intervals, in a clockwise direction.
- Prepare the demonstrator by reviewing the activity stations and ensuring the demonstrator is using proper technique.

**ACTIVITY INSTRUCTIONS:**

1. Complete a “walk about” of the 10 stations, explaining the activity at each station to the cadets and highlighting the importance of proper technique while the demonstrator demonstrates the activity. Depending on the size of the corps / squadron this can be done as:
  - (a) one group with one instructor and one demonstrator,
  - (b) five groups with five instructors and five demonstrators, or
  - (c) ten groups with ten instructors and ten demonstrators.
2. Divide the cadets into 10 equal groups.

3. Give the cadets the following instructions:
  - (a) each station is 45 seconds with the start and stop time indicated by a whistle blow,
  - (b) 15 seconds to get to the next station,
  - (c) circuit will be done three times, and
  - (d) one minute rest and rehydration after the first and second completion of the circuit.
4. Supervise the cadets as they participate in the activity, correcting technique and providing encouragement.

## CARDIO ACTIVITY OPTION 2: INSTRUCTOR-LED TRAINING

**OBJECTIVE:** This activity is designed to raise awareness of exercises that can be used to achieve sustained moderate- to vigorous-intensity physical activity.

**TIME:** 40 min

**TRAINING LEVEL:** 1–4

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity. The instructor must be capable of leading a physical activity session. Recommended: Basic Fitness and Sports Course or Fitness and Sports Instructor Course cadet.
- Select one of the following options:
  - 1 round of (12 exercises x 3 min each) = 36 min
  - 2 rounds of (12 exercises x 1.5 min each) = 36 min
  - 3 rounds of (12 exercises x 1 min each) = 36 min
  - A combination of timings per exercise that totals 36 min
- Select one of the suggested Instructor Guide located at Appendix 3.
- Review the selected stations' descriptions located at Appendix 2.
- Gather the required resources:
  - Selected Instructor Guide located at Appendix 3,
  - Stopwatch, and
  - Music.


### ACTIVITY INSTRUCTIONS:

1. Have the cadets spread out so that they have room to move.
2. Using the Instructor Guide, lead the cadets through the list of 12 physical activities, as per selected option above.
3. Provide water breaks and rest breaks between rounds, or as required.
4. Supervise, correct technique and provide encouragement throughout.

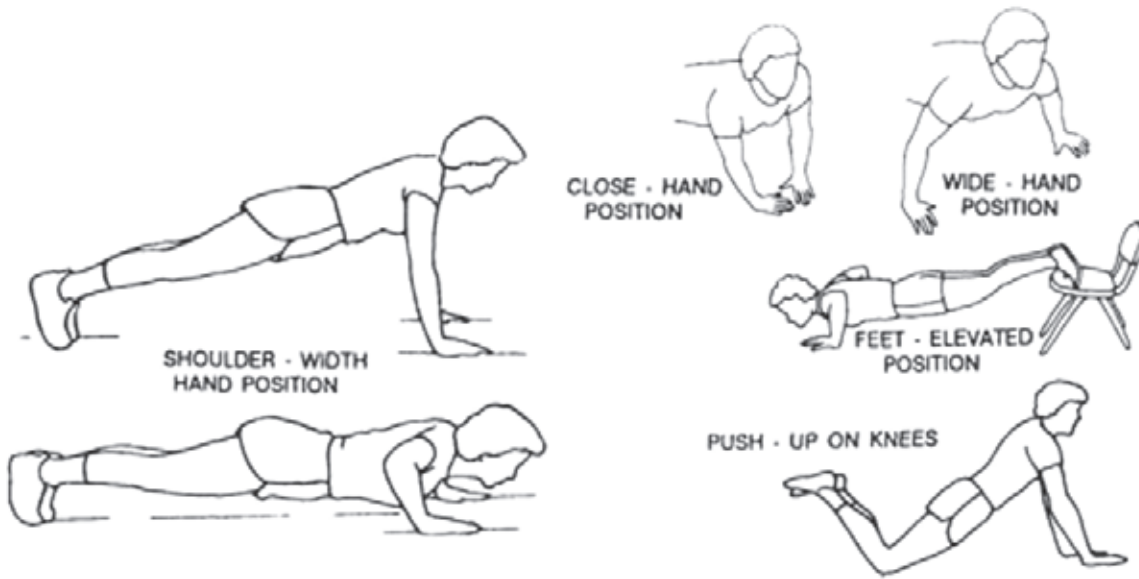
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## STATION 1: BICYCLE LEGS



	<p>Keep core tight to protect your back. Do not pull on your head with your hands.</p>
<p>↓ challenge</p>	<p>Place your hands on the floor beside your hips to help balance.</p>

## STATION 2: PUSH-UPS



Keep your body in a straight line.

↓ challenge

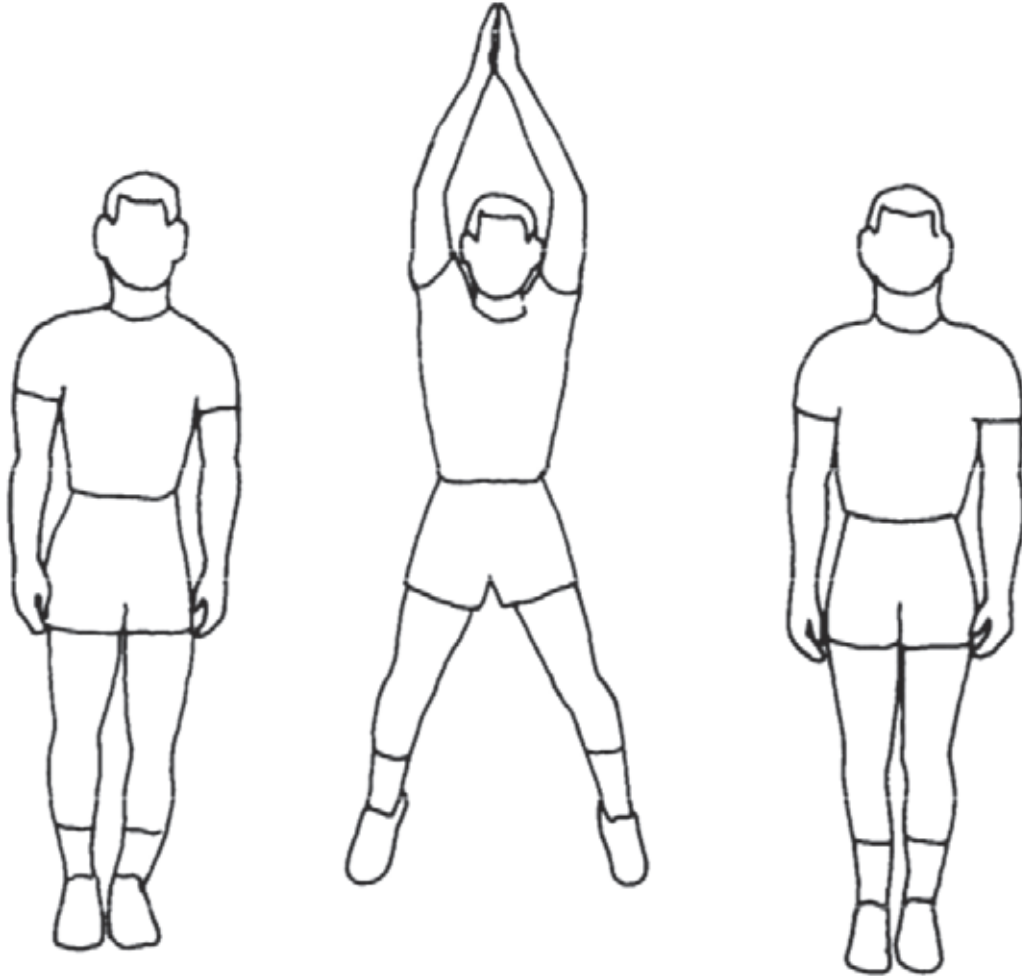
Place your knees on the floor.


↑ challenge

Move your hands closer together.

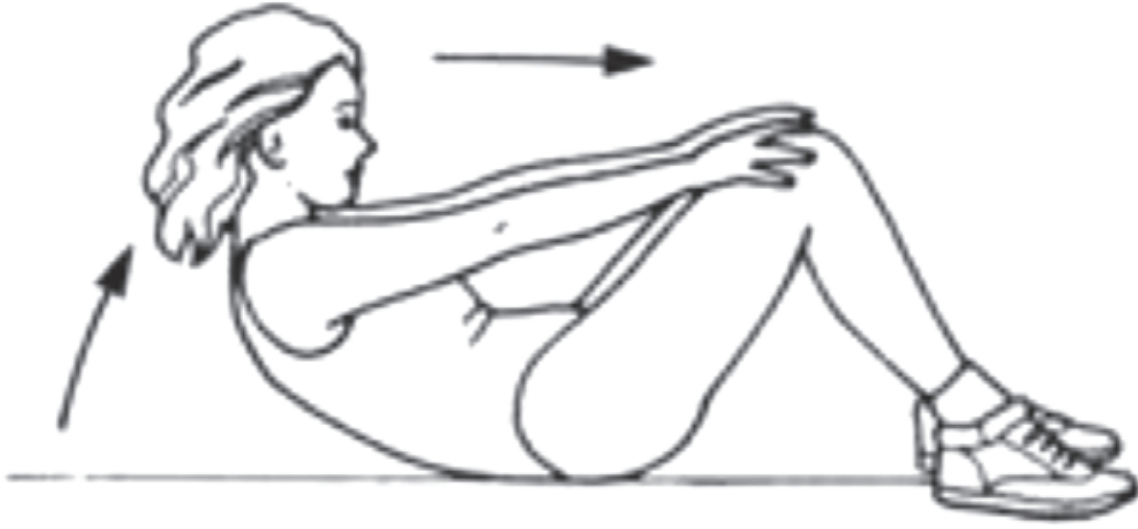



## STATION 3: STAR JUMPS



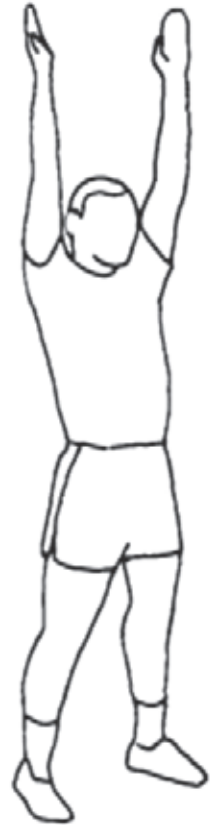
	Land with your knees slightly bent.
↓ challenge	Step between movements instead of jumping.


## STATION 4: CURL-UPS



	Keep lower back and feet on the floor.
↓ challenge	Move your feet closer to your buttocks.
↑ challenge	Move your feet away from your buttocks.

# STATION 5: FROG JUMPS



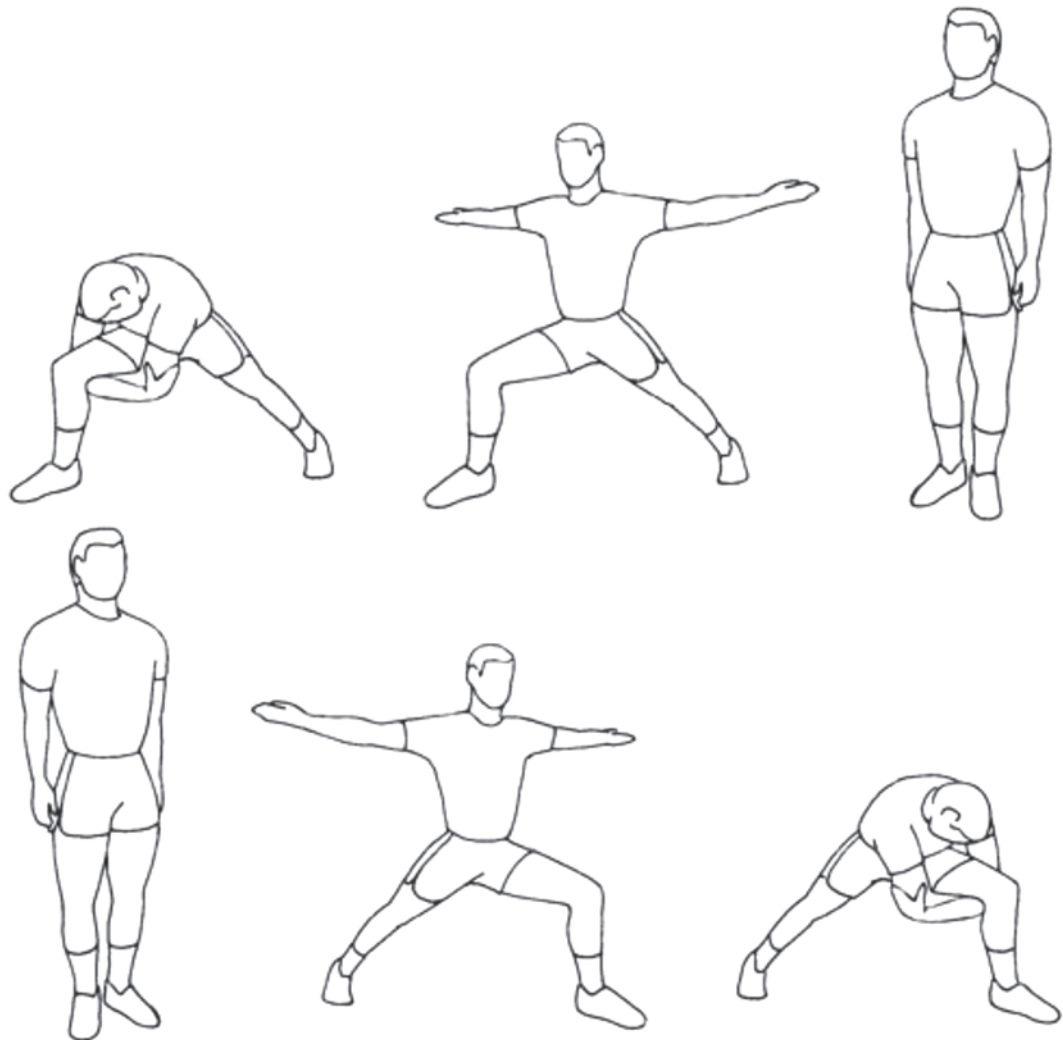
	Keep knees slightly over toes and feet shoulder width apart for balance. Land lightly.
↓ challenge	Remove the jump.
↑ challenge	Increase the height of your jump.


## STATION 6: SWIMMER



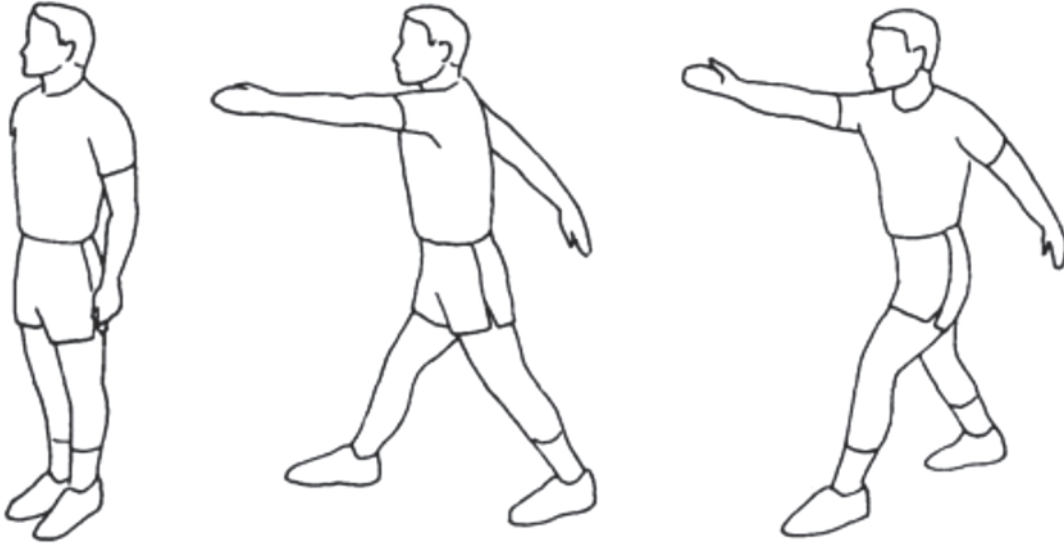
Keep your core tight to protect your back.

# STATION 7: REACHING LUNGES



	Keep your posture straight to protect your back.
↓ challenge	Remove reach movement.
↑ challenge	Replace with alternating jump lunges.

## STATION 8: CROSS COUNTRY SKIER




Land lightly between jumps.

↓ challenge

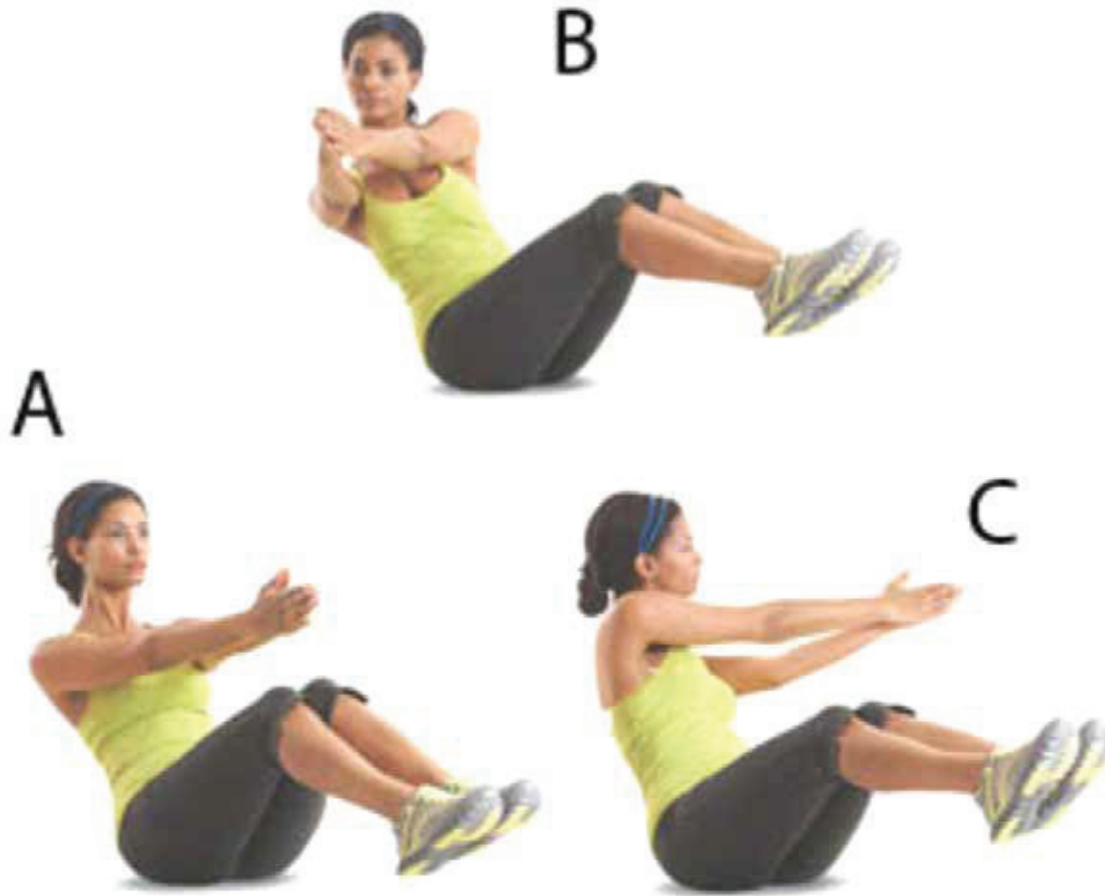
Step instead of jumping in between positions.


# STATION 9: BURPEES



	Keep core tight in plank position to protect your back.
↓ challenge	Stand up instead of jumping. Walk your feet to and from the plank position.
↑ challenge	Add a push-up from the plank position.

## STATION 10: SEATED TWISTS




	Keep shoulders and posture straight to protect your back.
↓ challenge	Place feet on the floor for balance.
↑ challenge	Straighten arms and legs.




# STATION 11: MOUNTAIN CLIMBER



	Keep head up for safety.
↓ challenge	Step movements instead of jumping. Lower tempo.


## STATION 12: ALTERNATING TS



	Keep core tight to protect your back.
↓ challenge	Balance on bent forearm and one knee.
↑ challenge	Lift top leg up and hold.

## STATION 13: SPIDERMAN PUSH-UPS



	Keep straight line from head to knees.
↓ challenge	Regular push-ups.

## STATION 14: LATERAL JUMPS



Land lightly.




challenge

Step instead of jumping.

## STATION 15: FRONT KICK LUNGES



	Keep knees slightly bent while kicking.
↓ challenge	Touch knee instead of toes.

## STATION 16: ALTERNATING CANOE STROKES



Keep core tight to protect your back.

## STATION 17: JUMPING HIGH KNEES



Keep posture straight to protect your back.

## STATION 18: OVER THE TOP



Keep shoulders square, and back straight.


↑ challenge

Lift foot high off the floor with straightened leg.



# STATION 19: SQUAT JUMPS



	Keep back straight. Land lightly.
↓ challenge	Remove the jump.


## STATION 20: DONKEY KICKS



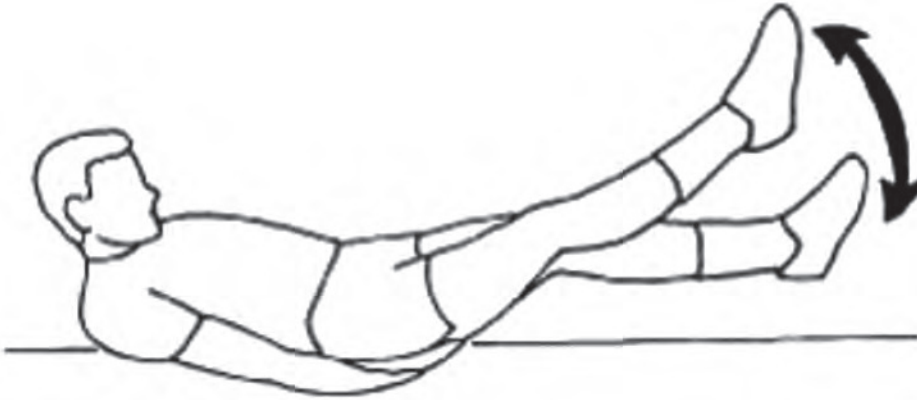
Keep core tight.

## STATION 21: ALTERNATING JUMP LUNGES



	Keep back straight.
↓ challenge	Step instead of jumping.


## STATION 22: FLUTTER KICK



Keep lower back on the floor.

## STATION 23: HIGH KNEE BRIDGE



	Keep head and shoulders against the floor.
↓ challenge	Remain in bridge position.

## STATION 24: ALTERNATING BRIDGE



Keep straight line from head to knees.




challenge

Place knees on the floor. Continue the exercise.

## STATION 25: WINDMILL JUMPING LUNGES



	Land lightly. Keep front knee behind the toes.
↓ challenge	Hands to knee.



## STATION 26: HIGH KNEE SMASH



Keep your back straight.

↓ challenge

Hand to knee instead.



## STATION 27: ALTERNATING LEG REACH



Keep back straight and hips square.  
Keep supporting knee slightly bent.

## STATION 28: LEG SWOOP



Control your movement at all times.

## STATION 29: SKATER'S CRUNCH

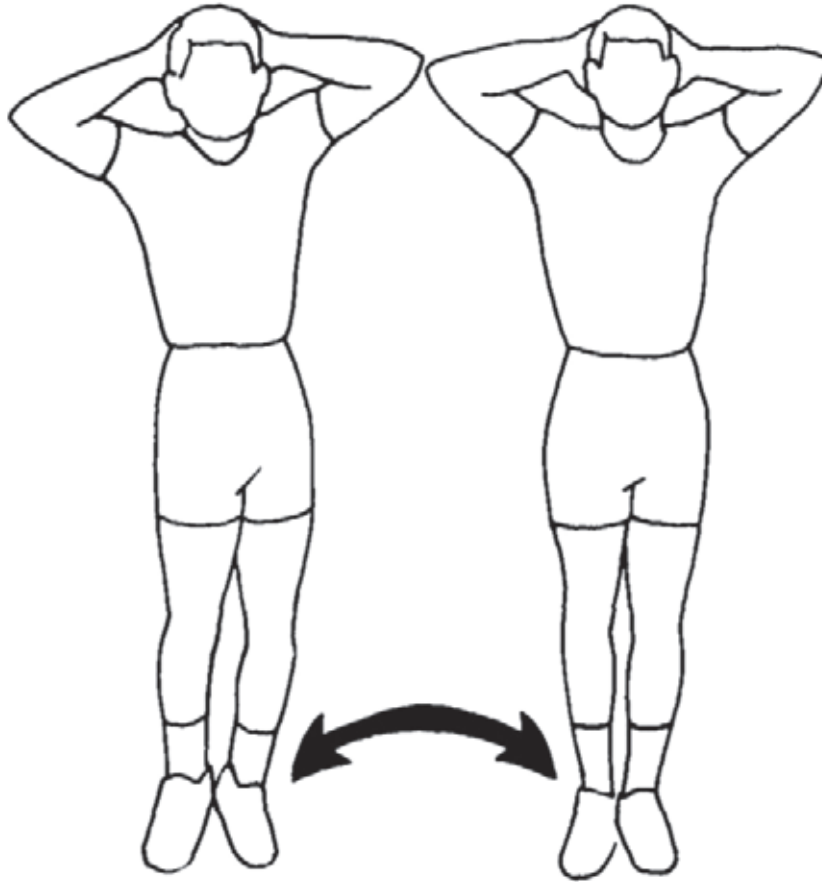


Keep core tight.

↓ challenge

Step instead of jumping.

## STATION 30: SLALOM JUMPS



Keep your back straight.  
Land lightly.

↓ challenge

Step between movements instead of jumping.

↑ challenge

Increase the tempo.

Stations	Instructions
Station 1: Bicycle Legs	Lie on your back. Lift your legs off the floor and put your hands on your head. Alternate bringing your left knee to your right elbow, and your right knee to your left elbow.
Station 2: Push-ups	As per CATO 14-18, Cadet Fitness Assessment and Incentive Program.
Station 3: Star Jumps	Stand with your feet together and your arms by your side. In one motion, jump up while attempting to touch your hands above your head and splitting your legs apart, and then bring your body back to the original position before landing on the ground.
Station 4: Curl-ups	As per CATO 14-18, Cadet Fitness Assessment and Incentive Program, or with your hands on your knees.
Station 5: Frog Jumps	Feet shoulder-width apart, squat as low as you feel comfortable. (This may mean as far as having your buttocks close to the ground.) While in the squat position, touch the ground with your fingers. Then, explode upwards and reach your hands into the air. Land lightly and repeat.
Station 6: Swimmer	Lie on your stomach. Lift straight arms and legs in the air and alternate lifting left arm / right leg, and right arm / left leg. Keep your head close to the ground during the exercise.
Station 7: Reaching lunges	From the standing position, lunge to the right with your right leg, with your arms out straight at shoulder level, and your back straight. Ensure your right knee remains behind your toes as you get into position. Then, grab your right thigh with your arms. Release, and come back to the initial position. Repeat on the left side. Alternate between both sides.
Station 8: Cross country skier	Jump up so that your left foot and right arm are in front of your body. Switch your feet and arms. Repeat. Land lightly between jumps.
Station 9: Burpees	From the standing position, kneel and put your hands on the ground. Explode into the push-up position. Explode back into the kneeling position. Jump up in the air, with your arms up. Repeat.
Station 10: Seated Twists	Sit on the ground, and get into a V position. Lift your feet off the floor and then extend your arms in front of you, so that they are at a 90 degree angle with your body. Keeping your arms straight, alternate pointing your hands to the left and to the right. The speed of the movement should be slow and controlled. Keep your core tight.
Station 11: Mountain Climber	Get into a push-up position. Bring the left foot up, so your left knee is by your chest. In one movement, bring your left foot to the back while moving your right foot to the front. Keep alternating between movements. Keep your back straight and your buttocks down.
Station 12: Alternating Ts	Balance your body with your right arm and the outside of your right foot. Lift your right arm straight into the air. Then, smoothly move into a plank position, and keep turning until you balance on the left arm and the outside of the left foot. Repeat from one side to the other.

Stations	Instructions
Station 13: Spiderman push-ups	Get into a push-up position. As you are going down into the push-up, bring one leg up, on the outside, so that the knee of that leg lifts up towards the elbow. On the way up, bring the leg back into place. Alternate between legs.
Station 14: Lateral jumps	Stand on one leg, with the knee slightly bent. Using your arms for momentum, jump in the air, and land on the other leg. Repeat from side to side.
Station 15: Front kick lunges	Move your right foot back, to get into a lunge position. Ensure that the knee that is in front stays behind your toes. Touch your right fingers on the floor by your front toes. When you get up, kick forward with the foot that was behind. Keep kicking with the same foot for half of the time. Then repeat with the other leg for the remainder of the time.
Station 16: Alternating Canoe Strokes	Stand with your legs slightly wider than your shoulders, feet pointing towards the outside. Put your hands together, and in a smooth motion, move them from left to right, as if you were canoeing. The speed of the movement should be slow and controlled. Specific attention should be placed on keeping the core tight.
Station 17: Jumping High Knees	With your arms up, fists in front of your shoulders, run on the spot, while bringing your knees up. Land lightly between movements.
Station 18: Over the Top	Stand with your legs wider than your shoulders, knees bent, and feet pointing towards the outside. Put your hands together by your hips. In a quick motion straighten your legs and extend your arms (still linked at the hands) above your head. Come back to the original position, and alternate with the other side.
Station 19: Squat Jumps	Feet shoulder-width apart, squat down. Ensure your knees remain behind your toes as you squat. From that position, jump up in the air. Land lightly and repeat.
Station 20: Donkey Kicks	Get into the table position, on your hands and knees. Lift one knee off the floor, and while keeping it bent at a 90-degree angle, lift it up so your thigh becomes in-line with your back, and then bring it back to the other knee. Don't let it rest on the floor. Keep kicking with the same leg for half of the time. Then repeat with the other leg for the remainder of the time.
Station 21: Alternating Jump Lunges	From the standing position, jump into the lunge position. Ensure that the knee that is in front stays behind your toes. Then jump into the lunge position with your opposite leg in front. Keep alternating.
Station 22: Flutter Kick	Lie on your back. Lift your shoulders off the floor and place your hands under your buttocks. Lift your legs 10 cm off the floor. Keeping your legs straight, alternate moving your feet up and down without touching the floor.
Station 23: High Knee Bridge	Lie on your back. Place your hands by your sides and bring your feet close to your buttocks, so you can lift the bottom of your body on your heels. Get into the bridge position (knees at a 90-degree angle), and from there, alternate lifting the left and the right knees.
Station 24: Alternating Bridge	Get into the plank position. Simultaneously, lift your right arm and your left leg. Get back into the original position, and then lift your left arm and your right leg. Keep alternating.



Stations	Instructions
Station 25: Windmill Jumping Lunges	Take a side step on the right with the right leg and bend down to touch your right toes with your left hand. Jump up into the same position on the left side. Bend down to touch your left toes with your right hand. Repeat. Keep your back straight throughout the exercise.
Station 26: High Knee Smash	Stand up with your right arm up. In a quick motion, bring your left knee up to meet with your right elbow. Bring the knee back down and repeat for half of the time. Then repeat with the other leg for the remainder of the time.
Station 27: Alternating Leg Reach	From the standing position, lean forward with your hands forward and lift one leg up. Get back into the original position and repeat with the other leg. The speed of the movement should be slow and controlled. Keep the core tight.
Station 28: Leg Swoop	From the push-up position, extend one leg to its opposite side. Get back into the original position. Repeat with the other leg. Keep alternating.
Station 29: Skater's Crunch	With your arms up, fists in front of your shoulders, put your weight on your left leg. Simultaneously, bring your right leg behind, extending past your body on the left side. Jump into the same position on the right side. Keep alternating.
Station 30: Slalom jumps	Stand up and put your hands behind your head. Keeping your feet together, jump from one side to the other.

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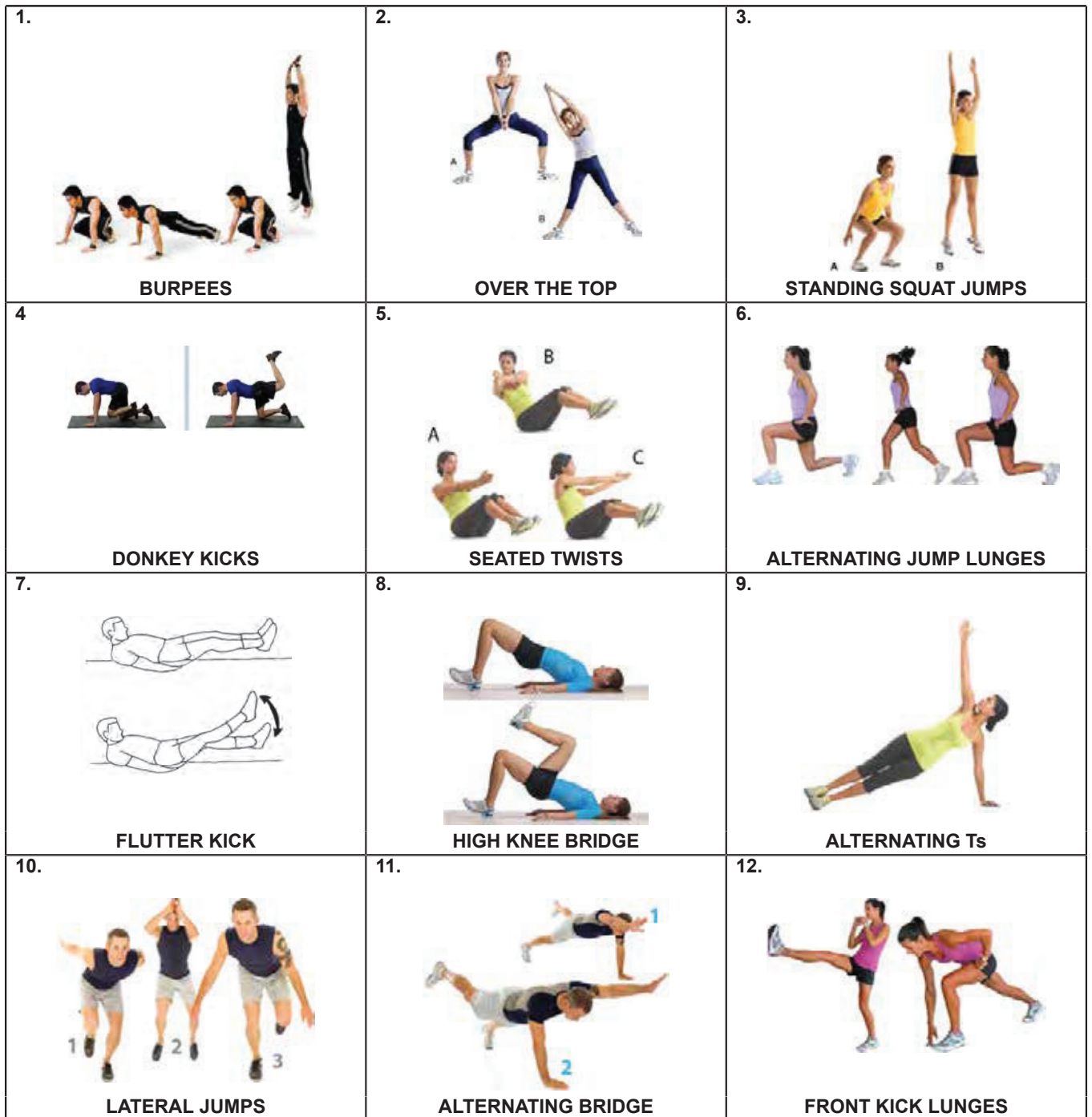


Figure C3-1 Instructor Guide, Option 1

<p>1.</p>  <p><b>MOUNTAIN CLIMBER</b></p>	<p>2.</p>  <p><b>BICYCLE LEGS</b></p>	<p>3.</p>  <p><b>SQUAT JUMPS</b></p>
<p>4.</p>  <p><b>WINDMILL JUMPING SIDE LUNGES</b></p>	<p>5.</p>  <p><b>STAR JUMPS</b></p>	<p>6.</p>  <p><b>HIGH KNEE SMASH</b></p>
<p>7.</p>  <p><b>ALTERNATING LEG REACH</b></p>	<p>8.</p>  <p><b>LEG SWOOP</b></p>	<p>9.</p>  <p><b>SPIDERMAN PUSH-UPS</b></p>
<p>10.</p>  <p><b>SKATER'S CRUNCH</b></p>	<p>11.</p>  <p><b>SLALOM JUMPS</b></p>	<p>12.</p>  <p><b>FRONT KICK LUNGES</b></p>

Figure C3-1 Instructor Guide, Option 2

**LEARNING STATION 1: CANADIAN PHYSICAL ACTIVITY GUIDELINES  
AND CANADIAN SEDENTARY BEHAVIOUR GUIDELINES**

**OBJECTIVE:** This activity is designed to raise awareness of the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines for Youth*, moderate-to-vigorous-intensity activities, and the three components of fitness.

**TIME:** 20 min

**TRAINING LEVEL:** 1

**PRE-ACTIVITY INSTRUCTIONS:**

- Assign an instructor to this activity.
- Gather the required resources:
  - *Canadian Physical Activity Guidelines for Youth* located at Appendix 1 (one copy per cadet), and
  - *Canadian Sedentary Behaviour Guidelines for Youth* located at Appendix 2 (one copy per cadet).
- Cut out the Three Components of Physical Fitness located at Appendix 3 and post on the wall.

**ACTIVITY INSTRUCTIONS:**

1. Distribute one copy of the *Canadian Physical Activity Guidelines for Youth* to each cadet.
2. Give the cadets three minutes to review the *Canadian Physical Activity Guidelines for Youth*. Ask cadets the following questions:
  - (a) How much moderate- to-vigorous-intensity physical activity should you do daily? (60 min)
  - (b) How often should you do vigorous-intensity activity per week? (3 times)
  - (c) How often in a week should you do activities that strengthen muscles and bones? (3 days per week)
  - (d) What activities can help strengthen muscles and bones? (Examples include planks, curl ups, sit ups, push ups, chin ups, lunges)
3. Explain the difference between moderate and vigorous intensity activity:
  - (a) Moderate-intensity activity will cause you to sweat a bit and breathe harder.
  - (b) Vigorous-intensity activity will cause you to sweat and be out of breath.
4. Point out the three cut-outs on the wall and ask the cadets to identify what they are. (They are the three components of physical fitness.) Explain that a balance of these is important to being physically fit.
5. Advise the cadets that they are now going to try three different activities so that they can feel the difference between moderate- and vigorous-intensity physical activity.
6. Tell the cadets that during the activity they should note when they are doing moderate-intensity activity and when it changes to vigorous-intensity activity. Tell the cadets the change in activity intensity will be different for each individual based on their current level of physical fitness.
7. Have the cadets participate in a six-minute period of activity (2 minutes of walking on the spot, 2 minutes of running on the spot, 2 minutes of jumping jacks).

8. Have the cadets reflect on the activity they have just completed. Suggested questions include:
  - (a) Could you tell when your activity intensity changed? How?
  - (b) Were you surprised at how soon the intensity changed?
  - (c) How often are you supposed to do vigorous-intensity activity?
9. Distribute a copy of the *Canadian Sedentary Behaviour Guidelines for Youth*.
10. Give the cadets three minutes to review the *Canadian Sedentary Behaviour Guidelines for Youth*. Ask the cadets the following questions:
  - (a) What is sedentary behaviour? (A time when you are doing very little activity.)
  - (b) What are the guidelines for youth for sedentary behaviour? (Minimize the time spent being sedentary each day. Limit recreational screen time to no more than 2 hours per day.)
  - (c) What are some alternatives to sedentary behaviours? (Answers may vary. See table below.)

Some examples of alternatives to sedentary behaviour include:



- taking the stairs instead of taking the elevators;
- walking to someone's room and socializing instead of texting them;
- playing sports instead of watching them on television; or
- walking to school or riding a bicycle instead of taking the bus.

# Canadian Physical Activity Guidelines

FOR YOUTH - 12 – 17 YEARS

## Guidelines



For health benefits, youth aged 12-17 years should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily. This should include:



Vigorous-intensity activities at least 3 days per week.



Activities that strengthen muscle and bone at least 3 days per week.



More daily physical activity provides greater health benefits.

### Let's Talk Intensity!

Moderate-intensity physical activities will cause teens to sweat a little and to breathe harder. Activities like:

- Skating
- Bike riding

Vigorous-intensity physical activities will cause teens to sweat and be 'out of breath'. Activities like:

- Running
- Rollerblading

### Being active for at least 60 minutes daily can help teens:

- Improve their health
- Do better in school
- Improve their fitness
- Grow stronger
- Have fun playing with friends
- Feel happier
- Maintain a healthy body weight
- Improve their self-confidence
- Learn new skills

### Parents and caregivers can help to plan their teen's daily activity. Teens can:

- Walk, bike, rollerblade or skateboard to school.
- Go to a gym on the weekend.
- Do a fitness class after school.
- Get the neighbours together for a game of pick-up basketball, or hockey after dinner.
- Play a sport such as basketball, hockey, soccer, martial arts, swimming, tennis, golf, skiing, snowboarding...

***Now is the time. 60 minutes a day can make a difference.***



[www.csep.ca/guidelines](http://www.csep.ca/guidelines)

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# Canadian Sedentary Behaviour Guidelines

FOR YOUTH - 12 – 17 YEARS

## Guidelines

For health benefits, youth aged 12–17 years should minimize the time they spend being sedentary each day. This may be achieved by



Limiting recreational screen time to no more than 2 hours per day; lower levels are associated with additional health benefits.



Limiting sedentary (motorized) transport, extended sitting and time spent indoors throughout the day.

### The lowdown on the slowdown: what counts as being sedentary?

*Sedentary behaviour* is time when teens are doing very little physical movement. Some examples are:

- Sitting for long periods
- Using motorized transportation (such as a bus or a car)
- Watching television
- Playing passive video games
- Playing on the computer

### Spending less time being sedentary can help teens:

- Maintain a healthy body weight
- Improve their self-confidence
- Do better in school
- Improve their fitness
- Have more fun with their friends
- Have more time to learn new skills

Cutting down on sitting down. Help teens swap sedentary time with active time!



**Now is the time for teens to get  
up and get moving!**

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**CARDIOVASCULAR  
ENDURANCE**

**MUSCULAR STRENGTH  
& ENDURANCE**

**FLEXIBILITY**

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## LEARNING STATION 2: NUTRITION JEOPARDY

**OBJECTIVE:** This activity is designed to raise awareness of proper portion amounts, daily recommended serving sizes, and how to use *Eating Well With Canada's Food Guide*.

**TIME:** 20 min

**TRAINING LEVEL:** 2

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Create the Jeopardy Game Board, as shown in Appendix 1.
- Make copies of *Eating Well With Canada's Food Guide* (one per four cadets) located at Appendix 3.

### ACTIVITY INSTRUCTIONS:

1. Divide the cadets into teams of four.
2. Distribute a copy of *Eating Well With Canada's Food Guide* to each team.
3. Explain to the cadets that:
  - (a) The objective of the game is to answer questions correctly and accumulate money.
  - (b) The team that provides the correct answer can select the next question; questions are for all teams to try to answer.
  - (c) *Eating Well With Canada's Food Guide* may be used to find answers.
  - (d) When a team believes they have a correct answer, a cadet from their team must stand up.
  - (e) The first cadet to stand will attempt to answer the question. A correct answer will earn that team the amount of money allocated to that question. For an incorrect answer, that amount will be withdrawn from that team's total.
4. Start the game by reading any of the \$10 questions.
5. When a correct answer is given, read the explanation on the bottom of the question.
6. When all questions on the board have been answered, determine a winning team.
7. As time allows, have the cadets discuss what they have learned through participating in this activity.

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**JEOPARDY GAME BOARD**

<b>VEGETABLES AND FRUIT</b>	<b>GRAIN PRODUCTS</b>	<b>MILK AND ALTERNATIVES</b>	<b>MEAT AND ALTERNATIVES</b>	<b>VARIOUS</b>
<b>\$10</b>	<b>\$10</b>	<b>\$10</b>	<b>\$10</b>	<b>\$10</b>
<b>\$20</b>	<b>\$20</b>	<b>\$20</b>	<b>\$20</b>	<b>\$20</b>
<b>\$30</b>	<b>\$30</b>	<b>\$30</b>	<b>\$30</b>	<b>\$30</b>
<b>\$40</b>	<b>\$40</b>	<b>\$40</b>	<b>\$40</b>	<b>\$40</b>
<b>\$50</b>	<b>\$50</b>	<b>\$50</b>	<b>\$50</b>	<b>\$50</b>

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Vegetables and Fruit

<p><b>Q: How many daily servings of vegetables and fruit do teens 14–18 require?</b></p>	<b>\$10</b>
<p>A: They require 6–8 servings of vegetables and fruit.</p> <p><b>Explanation.</b> Females require seven daily servings, while males require eight. Servings may be fresh, canned, frozen, dried, or even pureed.</p>	
<p><b>Q: How many millilitres are in one serving of fruit juice?</b></p>	<b>\$20</b>
<p>A: In one fruit juice serving, there are 125 ml. That is equivalent to ½ cup.</p>	
<p><b>Q: When eating canned vegetables, what is one portion?</b></p>	<b>\$30</b>
<p>A: One portion of canned vegetables is 125 ml. That is equivalent to ½ cup.</p> <p><b>Explanation.</b> This amount also applies to fresh and frozen vegetables, cooked leafy vegetables, fresh, frozen, or canned fruits, as well as 100% juice.</p>	
<p><b>Q: What two colours of vegetables should you eat each day?</b></p>	<b>\$40</b>
<p>A: You should eat at least one dark green and one orange vegetable each day.</p>	
<p><b>Q: What methods of cooking vegetables are recommended instead of deep fried?</b></p>	<b>\$50</b>
<p>A: Enjoy vegetables steamed, baked or stir-fried instead of deep fried.</p>	

Grain Products

<p><b>Q: How many daily servings of grain products do teens 14–18 require?</b></p>	<b>\$10</b>
<p>A: They require 6–7 servings of grain products every day. <b>Explanation.</b> Females require six daily servings, while males require seven.</p>	
<p><b>Q: How many slices of bread make up one serving of grain products?</b></p>	<b>\$20</b>
<p>A: One slice of bread represents one serving of grain products.</p>	
<p><b>Q: What percentage of your daily grain intake should be from whole grain?</b></p>	<b>\$30</b>
<p>A: At least half of your grain products should be from whole grain each day.</p>	
<p><b>Q: One cup of brown rice represents how many portions of grain products?</b></p>	<b>\$40</b>
<p>A: One cup of rice is two portions of Grain Products.</p>	
<p><b>Q: How much pasta can you eat if you have to consume 3 portions of Grain Products?</b></p>	<b>\$50</b>
<p>A: You could consume 1 ½ cups of <b>cooked</b> pasta. <b>Explanation.</b> Each ½ cup of pasta is one portion of grain products. The same applies to couscous, cooked rice, bulgur and quinoa.</p>	



Milk and Alternatives

<p><b>Q: How many daily servings of milk and alternatives do teens 14–18 require?</b></p> <p>A: They require 3–4 servings of milk and alternatives each day.</p> <p><b>Explanation.</b> In this case, both females and males require the same amount daily.</p>	<p><b>\$10</b></p>
<p><b>Q: How much milk can you drink to fulfill one serving of milk and alternatives?</b></p> <p>A: One cup of milk (250 mL) is one portion of milk and alternatives.</p>	<p><b>\$20</b></p>
<p><b>Q: What percentage of milk is recommended for consumption?</b></p> <p>A: The recommendation is to drink skim, 1%, or 2% milk.</p>	<p><b>\$30</b></p>
<p><b>Q: To get adequate vitamin D, how many cups of milk are recommended daily?</b></p> <p>A: The recommendation is 500 mL (2 cups) of milk every day.</p>	<p><b>\$40</b></p>
<p><b>Q: How much yogurt can be consumed for one serving of milk and alternatives?</b></p> <p>A: One portion of yogurt is 175g. That is equivalent to <math>\frac{3}{4}</math> cup.</p>	<p><b>\$50</b></p>

Meat and Alternatives

<p><b>Q: How many daily servings of meat and alternatives do teens 14–18 require?</b></p> <p>A: They require 2–3 servings of meat and alternatives each day.</p> <p><b>Explanation.</b> Females require two daily servings, while males require three.</p>	<p><b>\$10</b></p>
<p><b>Q: How many servings of fish are recommended each week?</b></p> <p>A: At least 2 servings of fish are recommended every week.</p>	<p><b>\$20</b></p>
<p><b>Q: How many eggs make up one serving of meat and alternatives?</b></p> <p>A: Two eggs make one serving of meat and alternatives.</p>	<p><b>\$30</b></p>
<p><b>Q: What cooking methods are recommended for meat and alternatives?</b></p> <p>A: The recommendation is to use cooking methods such as roasting, baking or poaching that require little or no added fat.</p>	<p><b>\$40</b></p>
<p><b>Q: What are some examples of legumes?</b></p> <p>A: Beans and lentils are examples of legumes.</p>	<p><b>\$50</b></p>

Miscellaneous

<p><b>Q: What vegetable oils are recommended for use?</b></p> <p>A: Vegetable oils, such as canola, olive, and soybean are recommended.</p>	<p><b>\$10</b></p>
<p><b>Q: What tool can be used to help compare food products?</b></p> <p>A: The Nutrition Facts table can be used to make wiser choices. <b>Explanation.</b> For example, when selecting cheese or yogurts, the Nutrition facts table can help select a lower fat product.</p>	<p><b>\$20</b></p>
<p><b>Q: What should be done with the skin on poultry?</b></p> <p>A: Skin on poultry should be removed. Visible fat from meat should also be trimmed.</p>	<p><b>\$30</b></p>
<p><b>Q: What Food Group would you benefit from having at each meal and snacks?</b></p> <p>A: You would benefit from eating vegetables and fruit at all meals and as snacks.</p>	<p><b>\$40</b></p>
<p><b>Q: What are the benefits of following <i>Canada's Food Guide</i>?</b></p> <p>A: Meeting your needs in vitamins, minerals, and other nutrients; reducing the risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis; and contributing to your overall health and vitality.</p>	<p><b>\$50</b></p>

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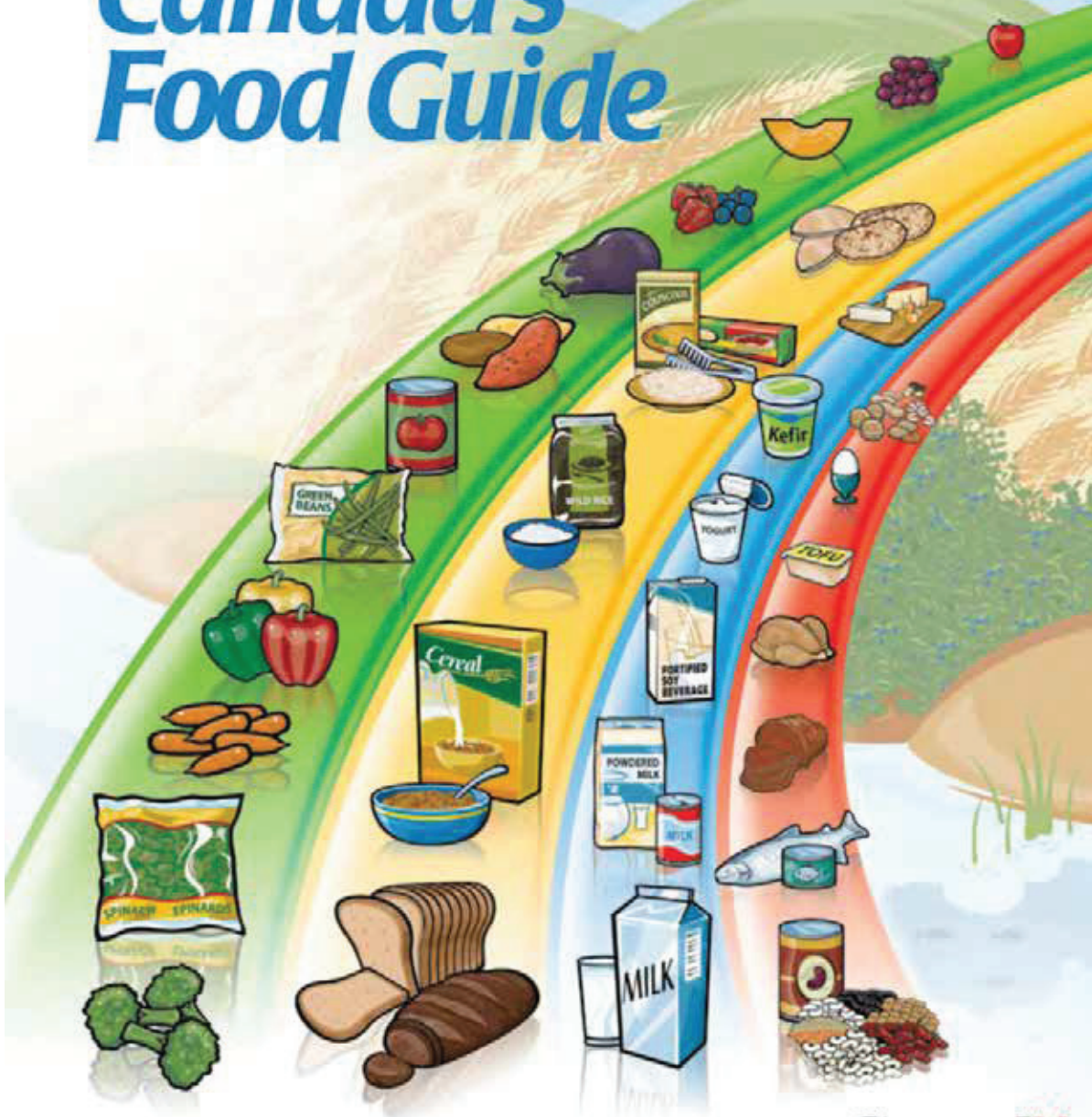


Health Canada Santé Canada

Your health and safety... our priority.

Votre santé et votre sécurité... notre priorité.

# Eating Well with Canada's Food Guide



Canada

## Recommended Number of Food Guide Servings per Day

Age In Years Sex	Children			Teens		Adults			
	2-3	4-8	9-13	14-18		19-50		51+	
	Girls and Boys			Females	Males	Females	Males	Females	Males
<b>Vegetables and Fruit</b>	4	5	6	7	8	7-8	8-10	7	7
<b>Grain Products</b>	3	4	6	6	7	6-7	8	6	7
<b>Milk and Alternatives</b>	2	2	3-4	3-4	3-4	2	2	3	3
<b>Meat and Alternatives</b>	1	1	1-2	2	3	2	3	2	3

The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.



## What is One Food Guide Serving? Look at the examples below.

 <p><b>Fresh, frozen or canned vegetables</b> 125 mL (½ cup)</p>		 <p><b>Leafy vegetables</b> Cooked: 125 mL (½ cup) Raw: 250 mL (1 cup)</p>		 <p><b>Fresh, frozen or canned fruits</b> 1 fruit or 125 mL (½ cup)</p>		 <p><b>100% Juice</b> 125 mL (½ cup)</p>					
 <p><b>Bread</b> 1 slice (35g)</p>		 <p><b>Bagel</b> ½ bagel (45 g)</p>		 <p><b>Flat breads</b> ½ pita or ½ tortilla (35 g)</p>		 <p><b>Cooked rice, bulgur or quinoa</b> 125 mL (½ cup)</p>		 <p><b>Cereal</b> Cold: 30 g Hot: 175 mL (¾ cup)</p>		 <p><b>Cooked pasta or couscous</b> 125 mL (½ cup)</p>	
 <p><b>Milk or powdered milk (reconstituted)</b> 250 mL (1 cup)</p>		 <p><b>Canned milk (evaporated)</b> 125 mL (½ cup)</p>		 <p><b>Fortified soy beverage</b> 250 mL (1 cup)</p>		 <p><b>Yogurt</b> 175 g (¾ cup)</p>		 <p><b>Kefir</b> 175 g (¾ cup)</p>		 <p><b>Cheese</b> 50 g (1 ½ oz.)</p>	
 <p><b>Cooked fish, shellfish, poultry, lean meat</b> 75 g (2 ½ oz.)/125 mL (½ cup)</p>		 <p><b>Cooked legumes</b> 175 mL (¾ cup)</p>		 <p><b>Tofu</b> 150 g or 175 mL (¾ cup)</p>		 <p><b>Eggs</b> 2 eggs</p>		 <p><b>Peanut or nut butters</b> 30 mL (2 Tbsp)</p>		 <p><b>Shelled nuts and seeds</b> 60 mL (¼ cup)</p>	

### Oils and Fats

- Include a small amount – 30 to 45 mL (2 to 3 Tbsp) – of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine and mayonnaise.
- Use vegetable oils such as canola, olive and soybean.
- Choose soft margarines that are low in saturated and trans fats.
- Limit butter, hard margarine, lard and shortening.

***Make each Food Guide Serving count...***  
***wherever you are – at home, at school, at work or when eating out!***

▶ **Eat at least one dark green and one orange vegetable each day.**

- Go for dark green vegetables such as broccoli, romaine lettuce and spinach.
- Go for orange vegetables such as carrots, sweet potatoes and winter squash.

▶ **Choose vegetables and fruit prepared with little or no added fat, sugar or salt.**

- Enjoy vegetables steamed, baked or stir-fried instead of deep-fried.

▶ **Have vegetables and fruit more often than juice.**

▶ **Make at least half of your grain products whole grain each day.**

- Eat a variety of whole grains such as barley, brown rice, oats, quinoa and wild rice.
- Enjoy whole grain breads, oatmeal or whole wheat pasta.

▶ **Choose grain products that are lower in fat, sugar or salt.**

- Compare the Nutrition Facts table on labels to make wise choices.
- Enjoy the true taste of grain products. When adding sauces or spreads, use small amounts.

▶ **Drink skim, 1%, or 2% milk each day.**

- Have 500 mL (2 cups) of milk every day for adequate vitamin D.
- Drink fortified soy beverages if you do not drink milk.

▶ **Select lower fat milk alternatives.**

- Compare the Nutrition Facts table on yogurts or cheeses to make wise choices.

▶ **Have meat alternatives such as beans, lentils and tofu often.**

▶ **Eat at least two Food Guide Servings of fish each week.\***

- Choose fish such as char, herring, mackerel, salmon, sardines and trout.

▶ **Select lean meat and alternatives prepared with little or no added fat or salt.**

- Trim the visible fat from meats. Remove the skin on poultry.
- Use cooking methods such as roasting, baking or poaching that require little or no added fat.
- If you eat luncheon meats, sausages or prepackaged meats, choose those lower in salt (sodium) and fat.



\* Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to [www.healthcanada.gc.ca](http://www.healthcanada.gc.ca) for the latest information.



## Advice for different ages and stages...

### Children

Following *Canada's Food Guide* helps children grow and thrive.

Young children have small appetites and need calories for growth and development.

- Serve small nutritious meals and snacks each day.
- Do not restrict nutritious foods because of their fat content. Offer a variety of foods from the four food groups.
- Most of all... be a good role model.



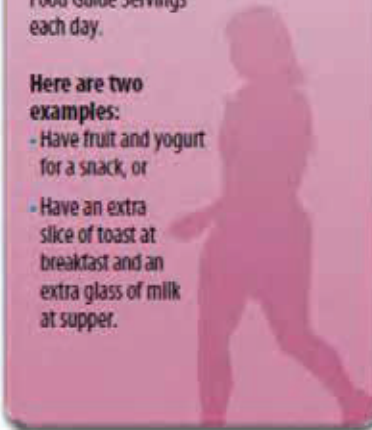
### Women of childbearing age

All women who could become pregnant and those who are pregnant or breastfeeding need a multivitamin containing **follic acid** every day. Pregnant women need to ensure that their multivitamin also contains **iron**. A health care professional can help you find the multivitamin that's right for you.

Pregnant and breastfeeding women need more calories. Include an extra 2 to 3 Food Guide Servings each day.

Here are two examples:

- Have fruit and yogurt for a snack, or
- Have an extra slice of toast at breakfast and an extra glass of milk at supper.



### Men and women over 50

The need for **vitamin D** increases after the age of 50.

In addition to following *Canada's Food Guide*, everyone over the age of 50 should take a daily vitamin D supplement of 10 µg (400 IU).



## How do I count Food Guide Servings in a meal?



Here is an example:

### Vegetable and beef stir-fry with rice, a glass of milk and an apple for dessert

250 mL (1 cup) mixed broccoli, carrot and sweet red pepper	=	2 Vegetables and Fruit Food Guide Servings
75 g (2 1/2 oz.) lean beef	=	1 Meat and Alternatives Food Guide Serving
250 mL (1 cup) brown rice	=	2 Grain Products Food Guide Servings
5 mL (1 tsp) canola oil	=	part of your Oils and Fats intake for the day
250 mL (1 cup) 1% milk	=	1 Milk and Alternatives Food Guide Serving
1 apple	=	1 Vegetables and Fruit Food Guide Serving

## Eat well and be active today and every day!

### The benefits of eating well and being active include:

- Better overall health.
- Lower risk of disease.
- A healthy body weight.
- Feeling and looking better.
- More energy.
- Stronger muscles and bones.

### Be active

To be active every day is a step towards better health and a healthy body weight.

It is recommended that adults accumulate at least 2 ½ hours of moderate to vigorous physical activity each week and that children and youth accumulate at least 60 minutes per day. You don't have to do it all at once. Choose a variety of activities spread throughout the week.

*Start slowly and build up.*

### Eat well

Another important step towards better health and a healthy body weight is to follow *Canada's Food Guide* by:

- Eating the recommended amount and type of food each day.
- Limiting foods and beverages high in calories, fat, sugar or salt (sodium) such as cakes and pastries, chocolate and candies, cookies and granola bars, doughnuts and muffins, ice cream and frozen desserts, french fries, potato chips, nachos and other salty snacks, alcohol, fruit flavoured drinks, soft drinks, sports and energy drinks, and sweetened hot or cold drinks.

### Read the label

- Compare the Nutrition Facts table on food labels to choose products that contain less fat, saturated fat, trans fat, sugar and sodium.
- Keep in mind that the calories and nutrients listed are for the amount of food found at the top of the Nutrition Facts table.

Nutrition Facts	
Per 0 mL (0 g)	
Amount	% Daily Value
<b>Calories</b> 0	
<b>Fat</b> 0 g	0 %
Saturated 0 g	0 %
+ Trans 0 g	
<b>Cholesterol</b> 0 mg	
<b>Sodium</b> 0 mg	0 %
<b>Carbohydrate</b> 0 g	0 %
Fibre 0 g	0 %
Sugars 0 g	
<b>Protein</b> 0 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 0 %	Iron 0 %

### Limit trans fat

When a Nutrition Facts table is not available, ask for nutrition information to choose foods lower in trans and saturated fats.

### Take a step today...

- ✓ Have breakfast every day. It may help control your hunger later in the day.
- ✓ Walk wherever you can – get off the bus early, use the stairs.
- ✓ Benefit from eating vegetables and fruit at all meals and as snacks.
- ✓ Spend less time being inactive such as watching TV or playing computer games.
- ✓ Request nutrition information about menu items when eating out to help you make healthier choices.
- ✓ Enjoy eating with family and friends!
- ✓ Take time to eat and savour every bite!

For more information, interactive tools, or additional copies visit *Canada's Food Guide on-line at:*  
[www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide)

### or contact:

Publications  
Health Canada  
Ottawa, Ontario K1A 0K9  
E-Mail: [publications@hc-sc.gc.ca](mailto:publications@hc-sc.gc.ca)  
Tel.: 1-866-225-0709  
Fax: (613) 941-5366  
TTY: 1-800-267-1245

Également disponible en français sous le titre :  
Bien manger avec le Guide alimentaire canadien

This publication can be made available on request on diskette, large print, audio-cassette and braille.

### LEARNING STATION 3 : STRESS

**OBJECTIVE:** This activity is designed to raise awareness of stress, eustress and distress and to give cadets tools to deal with stress.

**TIME:** 20 min

**TRAINING LEVEL:** 3

**PRE-ACTIVITY INSTRUCTIONS:**

- Assign an instructor to this activity.
- Set up the four stations, one per relaxation exercise.
- Gather the required resources:
  - Chairs,
  - Flipchart paper,
  - Pens / pencils, and
  - Markers.

**ACTIVITY INSTRUCTIONS:**

1. Ask the cadets the following questions:
  - (a) What is stress? (Stress is the body's reaction to a demanding situation.)
  - (b) What is the difference between eustress and distress? (Eustress is described as good stress. This type of stress pushes a person to do better and reach goals. Distress is described as bad stress. This type of stress causes worry, sorrow, anger or pain.)
2. Divide the cadets into groups of three or four.
3. Distribute flipchart paper, pens / pencils and markers to each group.
4. Allow five minutes for cadets to brainstorm ways to overcome bad stress (distress).
5. Allow each group to share one item on their list and share why it is there.

Possible answers:

- |                                       |   |
|---------------------------------------|---|
| • going for a walk or a run;          | • laughing;                               |
| • going to the gym / playing a sport; | • practicing yoga or meditations;         |
| • listening to music;                 | • playing with a pet (dog, cat, etc.);    |
| • talking to someone about the issue; | • using time wisely; and                  |
| • watching a movie;                   | • writing down your problem in a journal. |

6. Demonstrate the first relaxation exercise located at Appendix 1.
7. Allow two minutes for the cadets to perform the exercise.
8. Repeat the process with the other exercises.

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## **RAG DOLL**

1. Sit in a chair (or stand) with feet apart.
2. Stretch the arms and trunk upward and inhale.
3. Exhale and drop the body forward. Let the trunk, head and arms dangle between the legs, keeping the muscles relaxed (as illustrated in Figure F1-1).
4. Remain in this position for 10–15 seconds.
5. Slowly roll up, one vertebrae at a time.



Figure F1-1 Rag Doll



## NECK ROLL

1. Sit in a chair or on the floor with legs crossed.
2. Keeping the head and chin tucked, inhale and slowly turn the head as far left as possible (as illustrated in Figure F1-2).
3. Exhale and turn the head to the centre.
4. Repeat Steps 2 and 3 for the right side.
5. Repeat Steps 2–4 three times, trying to turn further each time to feel the stretch in the neck.
6. Drop the chin to the chest and inhale while slowly rolling the head in a semicircle to the left shoulder and exhale while slowly rolling the head back to the centre.
7. Repeat Step 6 for the right side.



Do not roll the head backward or in a full circle.



Figure F1-2 Neck Roll

## BODY BOARD

1. Lie on the right side with arms over the head (as illustrated in Figure F1-3).
2. Inhale and stiffen the body like a wooden board.
3. Exhale and relax the muscles.
4. Let the body fall without trying to control the direction (as illustrated in Figure F1-4).
5. Lie still for ten seconds.
6. Repeat Steps 1–5 for the left side.



Figure F1-3 Body Board Start Position



Figure F1-4 Body Board Finish Position

## **JAW STRETCH**

1. Sit in a chair or on the floor with head up and arms and shoulders relaxed.
2. Open mouth as wide as possible and inhale.
3. Relax and exhale slowly.
4. Shift the jaw to the right as far as possible and hold for three seconds (as illustrated in Figure F1-5).
5. Repeat Step 4 for the left side.
6. Repeat Steps 4 and 5 ten times.



Figure F1-5 Jaw Stretch



## LEARNING STATION 4: HEALTHY LIFESTYLE TOOL BELT

**OBJECTIVE:** This activity is designed to provide an awareness of activities that can be added to enhance healthy living.

**TIME:** 20 min

**TRAINING LEVEL:** 4

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Gather required resources:
  - Healthy Lifestyle Tool Belt handout, located Appendix 1, for each cadet,
  - Mats, and
  - Pens / pencils.

### ACTIVITY INSTRUCTIONS:

1. Distribute the Healthy Lifestyle Tool Belt handout to each cadet.
2. Explain that they will be completing five quick activities to develop an awareness of behaviours that can be used to promote a healthier lifestyle.
3. Ask for a volunteer to read the following information:

“The commitments we make to ourselves and to others, and our integrity to those commitments, is the essence and clearest manifestation of our proactivity.”

*S. Covey, The 7 Habits of Highly Effective People.*

Facts:

- Commitments are things we agree to do, whether for ourselves or for someone else.
- To develop integrity we have to stop making so many commitments and check to see, before taking on or making new commitments, if we will actually follow through, for sure.

4. Give the cadets one minute to identify their current commitments in Block 1 of the handout.
5. Have the cadets make a commitment to themselves related to healthy eating in Block 2 of the handout.
6. Ask for a volunteer to read the following information:

“Research unequivocally shows that simple meditation practices for as little as 12–15 minutes per day can have HUGE positive results for us. As we close our eyes, breathe deeply and allow our minds to chillax, we go from active thinking to mellow chill-axing while triggering what Herbert Benson (the preeminent Harvard/MD researcher) calls ‘The Relaxation Response’.”

*B. Johnson, A Philosopher’s Notes*

7. Have the cadets assume the Child’s Pose– Balasana or Corpse Pose– Savasana. Allow the cadets to remain in the position for 2 minutes: tell the cadets to breathe calmly, let their bodies relax and their minds unclutter.



Figure J-1 Child's Pose – Balasana



Figure J-2 Corpse Pose – Savasana

8. Ask the cadets how they felt during the exercise.
9. Ask for a volunteer to read the following information:

Author Eckhart Tolle tells us that although it is “important that we accept ourselves and our emotions”, it’s also really important to notice what thoughts and behaviours consistently lead to negative outcomes and to stop doing those things and thinking those thoughts.

E. Tolle, *The Power of Now*

10. Have the cadets identify behaviours that they have that consistently lead to negative outcomes in Block 5 of the handout. Examples: slamming the car door, having thoughts that you need to be the best at everything.
11. Have the cadets identify positive behaviours they would like to continue in Block 6 of the handout.
12. Ask for a volunteer to read the following information:

Robin Sharma is a Canadian author whose studies on greatness have found that “all great people have a passionate consistency for their fundamentals”—whether the specific manifestation of one’s greatness is being an extraordinary athlete, political leader, entrepreneur, artist or musician. Every day, they attend to their fundamentals—it could be meditating, exercising every day, giving joy, appreciating someone, writing in a journal, practicing music, studying.

R. Sharma, *The Greatness Guide 2*

13. Tell the cadets that fundamentals are basic values or tasks that a person completes as part of their daily regimen and have them identify their current fundamentals in Block 7 of the handout.
14. Have the cadets circle the fundamentals they hope to continue for the rest of their life.
15. Ask for a volunteer to read the following information:



In the book *Spark*, author Dr. John Ratey demonstrates how and why physical activity is crucial to the way we think and feel.

“A notable experiment in 2007 showed that cognitive flexibility improves after just one 35-minute treadmill session at either 60 percent or 70 percent of maximum heart rate. The 40 adults in the study (aged 50–64) were asked to rattle off alternative uses for common objects like a newspaper—it’s meant for reading, but it can be used to wrap fish, line a birdcage, pack dishes and so forth. Half of them watched a movie and the other half exercised, and they were tested before the session, immediately after and again 20 minutes later. The movie watchers showed no change, but the runners improved their processing speed and cognitive flexibility after just one workout. Cognitive flexibility is an important executive function that reflects our ability to shift thinking and to produce a steady flow of creative thoughts and answers as opposed to a regurgitation of the usual responses. So if you have an important afternoon brainstorming session scheduled, going for a short, intense run during lunchtime is a smart idea.”

J. Ratey, *Spark: The Revolutionary New Science of Exercise and the Brain*

16. Have the cadets identify activities they think they could be better prepared to perform if they did a short intense period of physical exercise prior to the activity in block 8 of the handout.

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<b>HEALTHY LIFESTYLE TOOL BELT</b>	
<p><b>1. My current commitments are:</b></p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p><b>2. My commitment to myself related to healthy eating:</b></p> <p><input type="checkbox"/> eat no chocolate bars at the cadet canteen</p> <p><input type="checkbox"/> drink water with each meal</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
<p><b>3.</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;">Figure J1-1 Child's Pose – Balasana</p>	<p><b>4.</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;">Figure J1-2 Corpse Pose – Savasana</p>
<p><b>5. My current behaviours that lead to negative outcomes are:</b></p> <p><input type="checkbox"/> late for timings</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p><b>6. Positive behaviours I want to continue:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>7. My current fundamentals, the things I attend to every day, are:</b></p> <p><input type="checkbox"/> meditate for ____minutes</p> <p><input type="checkbox"/> offer thanks to another person</p> <p><input type="checkbox"/> offer praise to another person</p> <p><input type="checkbox"/> exercise ____minutes</p> <p><input type="checkbox"/> write in a journal</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p><b>8. My brain will be better prepared to perform if I engage in short periods of intense physical exercise before the following activities:</b></p> <p><input type="checkbox"/> studying</p> <p><input type="checkbox"/> writing an exam</p> <p><input type="checkbox"/> attending a meeting</p> <p><input type="checkbox"/> giving a speech</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
<p><b>“You must be the change you want to see in the world” - Mahatma Gandhi</b></p>	

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# PHYSICAL ACTIVITY TRACKER



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Week 1</b>	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List
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<b>Week 2</b>	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List
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Cadet's Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_





# PHYSICAL ACTIVITY TRACKER



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Week 3</b>	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List
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<b>Week 4</b>	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List	Physical Activity Time 15 30 45 60 75 90 Physical Activity List
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Cadet's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_





**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
PERSONAL FITNESS  
AND HEALTHY LIVING**



**SECTION 2**

**EO MX04.02 – IDENTIFY STRATEGIES TO IMPROVE PARTICIPATION IN  
PHYSICAL ACTIVITIES AND PARTICIPATE IN THE CADET FITNESS ASSESSMENT**

Total Time:

One session (3 periods) = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX04.02 (Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

Review CATO 14-18, *Cadet Fitness Assessment and Incentive Program* and become familiar with the material prior to delivering the lesson.

Photocopy the *Individual Score Sheet for the 20-m Shuttle Run Test* located at CATO 14-18, Annex A, Appendix 1 for each cadet.

Photocopy the *Cadet Fitness Assessment and Incentive Level Results* located at CATO 14-18, Annex B, Appendix 3 for each cadet.

Photocopy Introduction to Goal Setting located at Annex A for one assistant instructor and Review of Goal Setting located at Annex A for the other.

Photocopy the SMART Goals Guide located at Annex A, Appendix 1 for each cadet.

Refer to the warm-up and the cool-down located at Annexes A and B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities) for TP 3.

Assistant instructors are required for this lesson.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TP 1 as it is a fun and interactive way for cadets to compare their physical activity to the *Canadian Physical Activity Guidelines for Youth* and the *Canadian Sedentary Behaviour Guidelines for Youth*.

A practical activity was chosen for TPs 2 and 3 as it is a fun and interactive way to build on the cadets' knowledge of personal fitness and healthy living.

---

## INTRODUCTION

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### REVIEW

Nil.

### OBJECTIVES

By the end of this lesson the cadet shall have compared their participation in physical activity to the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth*, have participated in the CFA, and set goals to improve their participation in physical activity.

### IMPORTANCE

Meeting the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth* allows individuals to lead more active, healthy lives. Participating in the CFA will give cadets a tool to evaluate their physical fitness, which will allow them to set personal goals for improvement. Setting SMART goals is another great tool that cadets can use to maintain a healthier lifestyle.

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#### Teaching Point 1

**Conduct an activity where cadets compare their participation in physical activities to the *Canadian Physical Activity Guidelines for Youth* and the *Canadian Sedentary Behaviour Guidelines for Youth*.**

Time: 15 min

Method: In-Class Activity

---

## ACTIVITY

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### OBJECTIVE

The objective of this activity is to have the cadets compare their participation in physical activities to the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth*.

### RESOURCES

- Completed Physical Activity Tracker,
- *Canadian Physical Activity Guidelines for Youth*, and
- *Canadian Sedentary Behaviour Guidelines for Youth*.

### ACTIVITY LAYOUT

Nil.

### ACTIVITY INSTRUCTIONS

1. Have the cadets think individually about the following questions:
  - (a) Did you meet the minimum requirements of the *Canadian Physical Activity Guidelines for Youth*? (60 minutes of activity daily)
  - (b) Did you meet the requirements of the *Canadian Sedentary Behaviour Guidelines for Youth*? (Limit recreational screen time to no more than 2 hours per day, and limit sedentary (motorized) transport, extended sitting time as well as time spent indoors throughout the day)

- (c) What are some of your personal barriers to physical activity? How can you overcome these barriers? (See table below)
- (d) What are some ways to improve your participation in physical activity? (See table below)

Possible barriers to being physically active	Strategies to overcome barriers
No time, energy or motivation. Programs, facilities, transportation are too expensive. No friend / family member to exercise with. The fitness facility isn't nearby or it's on a road that's too busy for safe walking or cycling. Not enough support from family / friends. No confidence or the right clothing. Bad weather. The fitness facility doesn't make me feel welcome or comfortable.	Schedule some time throughout your weekly schedule to commit to be fit! Ask a family member, friend, teacher, officer, or fellow cadet for help. Convince yourself that physical activity will increase your energy level. Make activities that you already do more active (eg, clean your room while listening to upbeat music). Set goals. Track your progress. Get more sleep. Do a self assessment.

2. Divide cadets into pairs and allow five minutes for cadets to discuss questions a–d above.
3. As a large group, allow five minutes for cadets to share what they have learned from their discussions. Emphasize strategies to overcome barriers to being physically active.

### SAFETY

Nil.

---

### Teaching Point 2

**Have the cadets set a SMART goal to improve their participation in physical activities.**

Time: 15 min

Method: Practical Activity

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### ACTIVITY

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### OBJECTIVE

The objective of this activity is to have the cadets set a SMART goal to improve their participation in physical activities.

### RESOURCES

- SMART Goals Guide located at Appendix 1 for each cadet, and
- Pens / pencils.

### ACTIVITY LAYOUT

Nil.

## ACTIVITY INSTRUCTIONS

1. Divide cadets into two groups: Year 1, and Years 2–4.
2. Assign each group an assistant instructor.
3. Conduct the following activities as per Annex A:
  - (a) Introduction to Goal Setting for Year 1 cadets; and
  - (b) Review of Goal Setting for Years 2–4, as per Annex A.

## SAFETY

Nil.

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### Teaching Point 3

**Supervise while the cadets participate in the Cadet Fitness Assessment.**

Time: 60 min

Method: Practical Activity

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## ACTIVITY

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The Cadet Fitness Assessment shall be conducted IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*.

## OBJECTIVE

The objective of this activity is to have the cadets participate in the Cadet Fitness Assessment.

## RESOURCES

- CATO 14-18, *Cadet Fitness Assessment and Incentive Program*,
- Leger 20-m Shuttle Run Test CD,
- Measuring tape,
- CD player,
- Pylons,
- Gym mats,
- 12-cm measuring strips,
- Stopwatches,
- Paper,
- Pens / pencils,
- Metre sticks,
- *Back-saver sit and reach* test apparatuses, and
- *Individual Score Sheet for the 20-m Shuttle Run Test*.

**ACTIVITY LAYOUT**

Set up the activity IAW CATO 14-18.

**ACTIVITY INSTRUCTIONS**

1. Have the cadets participate in a warm-up session as per Annex A of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).
2. Have the cadets perform and score the Cadet Fitness Assessment IAW CATO 14-18.



Have the cadets complete the Cadet Fitness Assessment in pairs. Conduct the 20-m Shuttle Run Test first; conduct the remaining stations as a circuit.

3. Have the cadets participate in a cool-down session as per Annex B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

**SAFETY**

- Ensure a designated first-aider and first aid kit are available.
- Ensure water is available for the cadets throughout this activity.

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**CONFIRMATION OF TEACHING POINT 2**


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The cadets' participation in the Cadet Fitness Assessment will serve as the confirmation of this TP.

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**END OF LESSON CONFIRMATION**


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

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**CONCLUSION**


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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Participating in the Cadet Fitness Assessment will indicate which of the three components of fitness (cardiovascular endurance, muscular strength and endurance, and muscular flexibility) you need to improve the most. Knowing this will help you set personal goals to improve your physical fitness.

## **INSTRUCTOR NOTES / REMARKS**

The purpose of the Cadet Fitness Assessment is to have cadets measure their personal fitness to help them set individual goals for improvement. Each of the three components of fitness (cardiovascular, muscular strength, and muscular flexibility) are measured, and cadets are assessed using criterion-referenced standards as to whether they are in the healthy fitness zone (HFZ) within each of these components.

The HFZ is the level of fitness needed for good health. Cadets who do not fall within the HFZ for certain components should be coached and encouraged to set goals that will help them improve towards achieving the HFZ in the future.

The Cadet Fitness Assessment shall be set up prior to conducting this EO.

Assistant instructors will be required for this lesson.

The Cadet Fitness Assessment shall be conducted IAW CATO 14-18.

Retain cadets' CFA results for use in EO MX04.03 (Participate in the Cadet Fitness Assessment and identify Strategies for Improving Personal Fitness).

---

## **REFERENCES**

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Canadian Society for Exercise Physiology. (2013). *Guidelines*. Retrieved from: <http://www.csep.ca>

CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.

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## INTRODUCTION TO GOAL SETTING

**OBJECTIVE:** This activity is designed to introduce cadets to goal setting.

**TIME:** 15 min

**TRAINING LEVEL:** 1

### PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- SMART Goals Guide located at Appendix 1 for each cadet, and
- Pens / pencils.

### ACTIVITY INSTRUCTIONS:

1. Explain SMART goals to the cadets.

## SMART GOALS

**Specific.** What specific activity can you do to help you reach your goal? Your goal should be concise and focused on one specific outcome (your goal cannot be too vague).

**Measurable.** How will you measure the achievement of the goal?

**Achievable.** What might hinder you as you progress towards the goal? What resources can you call upon?

**Relevant.** What will you get out of this?

**Timed.** When will you achieve this goal? What will be your first step?

2. Ask the cadets to determine if the following scenario reflects a SMART goal.  
**Scenario:** Cadet Smith and Cadet Trudeau have recently teamed up to motivate each other to become more physically active. They want to get closer to achieving 60 minutes of activity each day. They set a goal to each walk 150 km over the next 30 days, by walking 5 km per day.  
**Answer:** This is a SMART goal. Here is why:
  - **Specific:** The cadets plan to walk 5 kilometres per day for the next 30 days.
  - **Measureable:** They can track the distance spent walking.
  - **Achievable:** It is realistic for each of them to walk 5 km per day. They can reach their goal by working together, providing motivation and support for one another.
  - **Relevant:** Their goal focuses on the aspect of being more physically active. Once they reach their goal, they will experience a sense of accomplishment for completing the task.
  - **Timed:** They have 30 days to reach their goal.
3. Distribute a copy of the SMART Goals Guide located at Appendix 1 to each cadet.
4. Supervise as the cadets set SMART goals linked to meeting the requirements of the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth*.
5. As time permits, have the cadets, who wish to, share their SMART goals with the group.

## REVIEW OF GOAL SETTING

**OBJECTIVE:** This activity is designed to review to goal setting.

**TIME:** 15 min

**TRAINING LEVEL:** 2–4

**PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

- SMART Goals Guide located at Appendix 1 for each cadet, and
- Pens / pencils.

**ACTIVITY INSTRUCTIONS:**

1. Review SMART Goals with the cadets.

### SMART GOALS

**Specific.** What specific activity can you do to help you reach your goal? Your goal should be concise and focused on one specific outcome (your goal cannot be too vague).

**Measurable.** How will you measure the achievement of the goal?

**Achievable.** What might hinder you as you progress towards the goal? What resources can you call upon?

**Relevant.** What will you get out of this?

**Timed.** When will you achieve this goal? What will be your first step?

2. Give each cadet a copy of the SMART Goals Guide located at Appendix 1.
3. Allow five minutes for cadets to individually complete the handout. Supervise as cadets set SMART goals linked to meeting the requirements of the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth*.
4. Divide the cadets into pairs.
5. Supervise as cadets discuss their SMART goals with their partner.
6. As time permits, have the cadets, who wish to, share their SMART goals with the group.





### SMART GOALS GUIDE

Rank:	Last Name:
First Name:	Date:

1. Write down your SMART physical fitness goal.

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2. Provide a description of how the goal is SMART.

Specific: \_\_\_\_\_

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Measurable: \_\_\_\_\_

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Achievable: \_\_\_\_\_

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Relevant: \_\_\_\_\_

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Timed: \_\_\_\_\_

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3. List some steps that you can take to achieve your goal.

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**SECTION 3**

**EO MX04.03 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT AND  
IDENTIFY STRATEGIES FOR IMPROVING PERSONAL PHYSICAL FITNESS**

Total Time:

One session (3 periods) = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX04.03 (Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

Review CATO 14-18, *Cadet Fitness Assessment and Incentive Program* and become familiar with the material prior to delivering the lesson.

Photocopy the *Individual Score Sheet for the 20-m Shuttle Run Test* located at CATO 14-18, Annex A, Appendix 1 for each cadet.

Photocopy the *Cadet Fitness Assessment and Incentive Level Results* located at CATO 14-18, Annex B, Appendix 3 for each cadet.

Photocopy the Strategies to Improve my Personal Physical Fitness handout located at Annex A for each cadet.

Photocopy Annex B for each assistant instructor.

Refer to the warm-up and the cool-down located at Annexes A and B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities) for TP 1.

Gather cadets' CFA results from EO MX04.02 (Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment) for use in TP 2.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A practical activity was chosen for this lesson as it allows the cadets to participate in the CFA in a safe and controlled environment.

---

## INTRODUCTION

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### REVIEW

Nil.

### OBJECTIVES

By the end of this lesson the cadet shall have participated in the CFA, identified which component of fitness needs the most improvement, identified strategies to improve that component of physical fitness, and set a SMART goal to help improve their personal physical fitness.

### IMPORTANCE

It is important for the cadets to participate in the Cadet Fitness Assessment to measure their personal fitness as this will allow them to identify their strengths and their weaknesses. That information will allow cadets to identify strategies and set goals that will guide them towards a healthier lifestyle.

---

### Teaching Point 1

**Supervise while the cadets participate in the Cadet Fitness Assessment.**

Time: 60 min

Method: Practical Activity

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## ACTIVITY

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The Cadet Fitness Assessment shall be conducted IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*.

### OBJECTIVE

The objective of this activity is to have the cadets participate in the Cadet Fitness Assessment.

### RESOURCES

- CATO 14-18, *Cadet Fitness Assessment and Incentive Program*,
- Leger 20-m Shuttle Run Test CD,
- Measuring tape,
- CD player,
- Pylons,
- Gym mats,
- 12-cm measuring strips,
- Stopwatches,
- Paper,
- Pens / pencils,
- Metre sticks,

- *Back-saver sit and reach* test apparatuses, and
- *Individual Score Sheet for the 20-m Shuttle Run Test*.

### ACTIVITY LAYOUT

Set up the activity IAW CATO 14-18.

### ACTIVITY INSTRUCTIONS

1. Have the cadets participate in a warm-up session as per Annex A of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).
2. Have the cadets perform and score the Cadet Fitness Assessment IAW CATO 14-18.



Have the cadets complete the Cadet Fitness Assessment in pairs. Conduct the 20-m Shuttle Run Test first; conduct the remaining stations as a circuit.

3. Have the cadets participate in a cool-down session as per Annex B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

### SAFETY

- Ensure a designated first-aider and first aid kit are available.
- Ensure water is available for the cadets throughout this activity.

---

### CONFIRMATION OF TEACHING POINT 1

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The cadets' participation in the Cadet Fitness Assessment will serve as the confirmation of this TP.

---

### Teaching Point 2

**Conduct an activity where the cadets identify how to improve their personal physical fitness.**

Time: 30 min

Method: Practical Activity

---

### ACTIVITY

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### OBJECTIVE

The objective of this activity is to have the cadets identify how to improve their personal physical fitness.

### RESOURCES

- Cadet Fitness Assessment and Incentive Level Results from EO MX04.02 (Identify Strategies to Improve Participation in Physical Activities and Participate in the CFA), and
- Strategies to Improve My Personal Fitness handout located at Annex A.

## ACTIVITY LAYOUT

Nil.

## ACTIVITY INSTRUCTIONS

1. Distribute the Strategies to Improve My Personal Fitness handout located at Annex A to each cadet.
2. Have each cadet review their Cadet Fitness Assessment and Incentive Level Results and complete the Strategies to Improve My Personal Fitness handout.
3. With the help of assistant instructors, discuss each cadet's individual results with them and assist them with completing the handout.



A list of example physical activities cadets can do to improve their personal fitness is located at Annex B.

## SAFETY

Nil.

---

### CONFIRMATION OF TEACHING POINT 2

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

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### END OF LESSON CONFIRMATION

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

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### CONCLUSION

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## HOMEWORK / READING / PRACTICE

Nil.

## METHOD OF EVALUATION

Nil.

## CLOSING STATEMENT

The Cadet Fitness Assessment is a great tool that can help you determine how physically fit you are in the three components of physical fitness (cardiovascular endurance, muscular strength, and muscular flexibility). Knowing where you need to improve will help you target your efforts.

## INSTRUCTOR NOTES / REMARKS

The purpose of the Cadet Fitness Assessment is to have cadets measure their personal fitness to help them set individual goals for improvement. Each of the three components of fitness (cardiovascular, muscular strength, and muscular flexibility) are measured, and cadets are assessed using criterion-referenced standards as to whether they are in the healthy fitness zone (HFZ) within each of these components.

The HFZ is the level of fitness needed for good health. Cadets who do not fall within the HFZ for certain components should be coached and encouraged to set goals that will help them improve towards achieving the HFZ in the future.

The Cadet Fitness Assessment shall be set up prior to conducting this EO.

Assistant instructors will be required for this lesson.

The Cadet Fitness Assessment shall be conducted IAW CATO 14-18.

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## REFERENCES

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CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.

Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual (3rd ed.)*. Windsor, ON: Human Kinetics.

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## STRATEGIES TO IMPROVE MY PERSONAL PHYSICAL FITNESS

1. Based on CFA results, which component of fitness do I need to improve the most?

Cardiovascular Endurance?

Muscular Strength?

Muscular Flexibility?

2. What physical activities could I do on a regular basis to help me improve that component of fitness?

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3. Set a SMART goal to help improve that component of fitness.

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## **PHYSICAL ACTIVITIES CADETS CAN DO TO IMPROVE THEIR PERSONAL FITNESS**

Examples of physical activities that can help to improve the **cardiovascular endurance component**:

- aerobics,
- basketball,
- cross-country skiing,
- dancing,
- floor hockey,
- hiking,
- ice skating,
- lacrosse,
- orienteering,
- ringette,
- rollerblading,
- running,
- skipping rope,
- snowshoeing,
- soccer, and
- ultimate Frisbee.

Examples of physical activities that can help improve the **muscular strength component**:

- balance ball exercises,
- Pilates,
- resistance exercises using bands,
- resistance exercises using the body,
- weighted ball exercises,
- weighted bar exercises, and
- yoga.

Examples of physical activities that can help improve the **muscular flexibility component**:

- stretching,
- tai chi, and
- yoga.

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**SECTION 4**

**EO CX04.01 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT AND  
IDENTIFY STRATEGIES FOR IMPROVING PERSONAL PHYSICAL FITNESS**

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Total Time:

One session (3 periods) = 90 min

---

**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE  
INSTRUCTIONAL GUIDE FOR EO MX04.03 (PARTICIPATE IN THE CADET FITNESS  
ASSESSMENT AND IDENTIFY STRATEGIES FOR IMPROVING PERSONAL PHYSICAL FITNESS).**

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**SECTION 5**

**EO CX04.02 – PARTICIPATE IN ACTIVITIES THAT REINFORCE  
THE THREE COMPONENTS OF PHYSICAL FITNESS**

Total Time:

One session (3 periods) = 90 min

---

**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

This IG supports EO CX04.02 (Participate in Activities that Reinforce the Three Components of Physical Fitness) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

Select one or two muscular flexibility activities from Annex A, one or two cardiovascular endurance activities from Annex B, and one or two muscular strength activities from Annex C.

Gather the required equipment as per the selected activities.

Print the documents required to conduct the activities.

Refer to the warm-up and the cool-down located at Annexes A and B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

Ensure a designated first-aider and first aid kit are available.

Ensure water is available for the cadets throughout this activity.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A practical activity was chosen for this lesson as a fun and interactive way to stimulate interest in the three components of physical fitness.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

## OBJECTIVES

By the end of this activity the cadet shall have participated in activities that reinforce the three components of physical fitness.

## IMPORTANCE

It is important for cadets to participate in physical activities that reinforce the three components of physical fitness to help them follow the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth* and lead a healthy active lifestyle.

---

## ACTIVITY

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1. Have the cadets participate in a warm-up session as per of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).
2. Conduct the selected activities from Annexes A, B and C.



### The Three Components of Physical Fitness

**Cardiovascular Endurance.** The ability of the body's cardiovascular and respiratory systems to supply oxygen and blood during sustained physical activity (eg, the ability to run a long distance).

**Muscular Strength.** The ability of a muscle or muscle group to contract many times without tiring (eg, rowing a boat).

**Muscular Flexibility.** The range of motion of joints or a group of joints. It also refers to the freedom and efficiency in which a joint moves. (eg, the shoulder flexibility required to scratch your back.)

3. Have the cadets participate in a cool-down session as per Annex B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

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## CONCLUSION

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## METHOD OF EVALUATION

Nil.

## CLOSING STATEMENT

Finding activities that are enjoyable is a great way to follow the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*, and to lead a healthy active lifestyle.

## INSTRUCTOR NOTES / REMARKS

Nil.

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## REFERENCES

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**FLEXIBILITY ACTIVITY 1:  
THE ARTISTS**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular flexibility.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

- Four images (eg, a provincial / territorial flag, image from a colouring book, famous person)
- Paper,
- Pen / pencil, and
- Masking Tape.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into groups of two or three.
2. Have each group tape a piece of paper to the floor.
3. Explain to the cadets that:
  - (a) The aim of the activity is to draw the best possible picture, as a group.
  - (b) Legs and arms must remain as straight as possible.
  - (c) The pen or pencil must be held by all team members.
  - (d) Each group will have to draw the image provided.
4. Supervise as the cadets participate in the activity.
5. As time allows, have cadets repeat the activity, with a different image, in different groups.

**FLEXIBILITY ACTIVITY 2:  
CIRCLE THE CIRCLE**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular flexibility.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

Gather hula hoops (one per team).

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into equal teams of four or more cadets.
2. Have the cadets in each team stand in a circle and grasp each other's forearms.
3. Explain to the cadets that they will have to pass a hula hoop around the circle without letting go of each other's arms.
4. Give the signal to start and supervise as the cadets participate in the activity. Allow the cadets to repeat the activity so they can improve their performance.
5. Divide the cadets into different teams. Repeat the activity.
6. As time allows, have the cadets perform the activity as one large team with multiple hula hoops going around the circle.

**FLEXIBILITY ACTIVITY 3:  
BEAR SOCCER**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular flexibility.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) Two goals (eg, hockey nets, pylons, taped outline on a wall, books, etc.),
  - (b) Boundary markers (eg, pylons, tape, etc.),
  - (c) Light ball (eg, soccer, nerf, dodge, tennis, beach, etc.), and
  - (d) Whistle.
2. Set up a goal on each side of the playing area and identify the centre of the field.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into two teams.
2. Explain to the cadets that :
  - (a) The objective is to score more goals than the opposite team.
  - (b) To move around players must assume the bear position: hands and feet on the floor with their buttocks in the air.
  - (c) Only feet (no hands!) can be used to stop or move the ball.
  - (d) Play is stopped for a goal or an infraction (indicated with a whistle blow). In this case, possession of the ball is switched to the other team. Players of both teams retreat to their side of the playing field and the ball is placed in the centre of the playing field. All players must be on their side of the field until the ball is touched. The team in possession of the ball must be given 10 feet of room until the ball is touched.
  - (e) Infractions include: touching the ball with the hands, kicking the ball out of bounds, standing up, or poor conduct.
3. Start the game and supervise as the cadets participate in the activity.

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**CARDIOVASCULAR ENDURANCE ACTIVITY 1:  
STRIKEFORCE TAG**

**OBJECTIVE:** This activity is designed to help cadets improve their cardiovascular fitness.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

Nil.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into groups of at least four.
2. Explain to the cadets that :
  - (a) The goal of this activity is to avoid being tagged by “STRIKEFORCE”.
  - (b) A cadet is designated “STRIKEFORCE” and the remaining cadets join hands and form a small circle.
  - (c) One of the cadets in the circle is identified as the target of “STRIKEFORCE”. Cadets in the circle must work together to keep the target cadet from being tagged by “STRIKEFORCE”.
  - (d) Once the target is tagged, that cadet becomes the new “STRIKEFORCE”. The cadet that was “STRIKEFORCE” joins the circle of cadets. A new cadet becomes the target (not the cadet who was just “STRIKEFORCE”).
3. Ask for a volunteer to be “STRIKEFORCE”.
4. Start the game and supervise as the cadets participate in the activity.

**CARDIOVASCULAR ENDURANCE ACTIVITY 2:  
OVER UNDER RELAY**

**OBJECTIVE:** This activity is designed to help cadets improve their cardiovascular fitness.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) One ball per team (basketball, dodge, volleyball, tennis, medicine, etc), and
  - (b) Whistle.
2. Determine the number of legs / length of the race and playing field size prior to beginning the activity.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into teams of three and issue a ball per team.
2. Explain to the cadets that :
  - (a) The goal of this activity is to be the first team to complete the race.
  - (b) All cadets in a team must stand in line, all facing the direction opposite to where they are headed. The cadet in front must pass the ball over their head to their partner in the back, who passes the ball behind their legs to the partner behind them.
  - (c) As soon as they have passed the ball, cadets must run to the back of the line.
  - (d) This continues until the team travels the distance indicated. (Announce the distance required to complete the race.)
  - (e) Both cadets must touch the ball for a proper pass (it cannot be thrown or tossed).
3. Start the race and supervise as the cadets participate in the activity.

**CARDIOVASCULAR ENDURANCE ACTIVITY 3:  
BRITISH BULLDOG**

**OBJECTIVE:** This activity is designed to help cadets improve their cardiovascular fitness.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) Boundary markers (tape, pylons, rope, etc), and
  - (b) Whistle.
2. Set up the boundaries: A large rectangle of the open space.

**ACTIVITY INSTRUCTIONS:**

1. Explain to the cadets that:
  - (a) One cadet is designated as the bulldog; they stand in the center of the open space.
  - (b) The remainder of the cadets line up at one end of the playing area.
  - (c) The blowing of a whistle signals the cadets to run across the area to the other line.
  - (d) The bulldog(s) tries to tag as many cadets as possible.
  - (e) Any of the cadets tagged also become bulldogs.
  - (f) If someone runs out of bounds, they become a bulldog. (Point out the boundaries of the activity).
  - (g) The game continues until only one cadet remains untagged. This cadet is declared the winner.
2. Identify one cadet as the bulldog.
3. Have the cadets line up at one end of the playing area.
4. Start the activity and supervise as the cadets participate in the activity.

**CARDIOVASCULAR ENDURANCE ACTIVITY 4:  
MONEY GRAB**

**OBJECTIVE:** This activity is designed to help cadets improve their cardiovascular fitness.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) Hula hoops (one per team),
  - (b) Monopoly money, and
  - (c) Whistle.
2. Prepare the activity area, by spreading hula hoops on the playing area evenly.
3. Deposit \$1000 in each hula hoop using different denominations (\$100x6, \$50x4, \$20x5, \$10x10).

**ACTIVITY INSTRUCTIONS:**

1. Divide cadets into equal teams.
2. Explain to the cadets that:
  - (a) Each team of cadets has a hula hoop: it is called the bank.
  - (b) The aim is to be the team who ends up with the most money in their bank.
  - (c) Cadets can withdraw money from the other teams' bank and deposit it in their own.
  - (d) A cadet can only hold one bill at a time.
  - (e) This continues until time runs out.
3. Start the game and supervise as the cadets participate in the activity.
4. When time has run out, ask each team to count the money in their bank and announce a winning team.



**CARDIOVASCULAR ENDURANCE ACTIVITY 5:  
RUBBER CHICKEN BASEBALL**

**OBJECTIVE:** This activity is designed to help cadets improve their cardiovascular fitness.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) Rubber chicken (or suitable substitute),
  - (b) Boundary markers (tape, pylons, rope, etc), and
  - (c) Whistle.
2. Identify the playing field boundaries: A large open space.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into two equal teams.
2. Explain to the cadets that:
  - (a) There are two teams: HOME and AWAY.
  - (b) The HOME team begins the game by throwing the chicken within the playing area.
  - (c) The AWAY team begins Fielding the Chicken first.
  - (d) The AWAY team runs up to the chicken and forms a single file, facing the chicken.
  - (e) The AWAY team passes the chicken over under through their file. The first cadet passes the chicken between their legs to the cadet behind them, who passes it over their head to the next cadet in line, and so on.
  - (f) Once the chicken has passed through the entire team, the last cadet crows like a rooster.
  - (g) During that time the HOME team forms a line and races around the AWAY team. Each complete lap around the AWAY team before they crow is scored a run.
  - (h) After the rooster crows, the rooster throws the chicken anywhere in the playing area and the roles are reversed; the AWAY team becomes the HOME team and vice versa.
  - (i) If the chicken is thrown out-of-bounds, that team has to pass the chicken through their line again.
  - (j) The team with the most runs wins.
3. Randomly designate one team of cadets HOME, and the other team AWAY.
4. Start the game and supervise as the cadets participate in the activity.

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**MUSCULAR STRENGTH AND ENDURANCE ACTIVITY 1:  
WHEELBARROW RELAY**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular strength and endurance.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) Items to be carried (eg, balls, books, shoes), and
  - (b) Whistle.
2. Set up the boundaries of the race area.
3. Set up the items to be carried for each team. Note: Each item in the pile means that one cadet will have to carry it across the race area.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into pairs.
2. Explain to the cadets that:
  - (a) All items in the pile need to be delivered to the other side of the field.
  - (b) Items can only be delivered via the back of a cadet in the wheelbarrow position.
  - (c) Only one item may be brought at a time.
  - (d) Cadets must alternate positions (wheelbarrow and holder), until all items have been brought to the other side of the field.
  - (e) When an item is dropped midway, it must be brought back to the start.
3. Start the game and supervise as the cadets participate in the activity.

**MUSCULAR STRENGTH AND ENDURANCE ACTIVITY 2:  
SOUP CAN PYRAMID**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular strength and endurance.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

- A minimum of three cans (eg, soup, vegetables, etc.) per cadet,
- Whistle.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into pairs.
2. Explain to the cadets that:
  - (a) Cadets must use their feet to move cans together.
  - (b) Legs must remain straight.
  - (c) The team must create a line of cans and then stack them until they form a pyramid.
  - (d) Only one can be moved at a time.
  - (e) Cadets must dismantle their pyramid before continuing to their next appendage.
  - (f) Cadets must then build a pyramid using their other foot.
  - (g) The activity can be repeated with cadets using their hands while lying on their stomach.
3. Have the cadets lay down on their backs on the floor.
4. Have each cadet place the bottoms of their feet against their partner's feet.
5. On either side of the legs of each team of cadets, place a collection of cans.
6. Blow the whistle to start the game.
7. Supervise as the cadets participate in the activity.



Canned food could be donated to the local food bank.

**MUSCULAR STRENGTH AND ENDURANCE ACTIVITY 3:  
YURT CIRCLES**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular strength and endurance.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

Nil.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into two teams of at least three cadets each.
2. Have the teams form circles.
3. Explain to the cadets that:
  - (a) All cadets in one team will perform a leg squat at the same time, while holding arms. Cadets will raise one leg while performing the squat and then the other leg.
  - (b) Each team will attempt the same thing while holding hands or forearms.
  - (c) Then, both teams will squat to see which team can hold the squat the longest.
  - (d) As time allows, have the cadets attempt the activity again as one large group or in different teams.
4. Supervise as the cadets participate in the activity.

**MUSCULAR STRENGTH AND ENDURANCE ACTIVITY 4:  
CRAB SOCCER**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular strength and endurance.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) Two goals (eg, hockey nets, pylons, taped outline on a wall, books, etc.),
  - (b) Boundary markers (eg, pylons, tape, etc.),
  - (c) Light ball (eg, soccer, nerf, dodge, tennis, beach, etc.), and
  - (d) Whistle.
2. Set up a goal on each side of the playing area and identify the centre of the field.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into two teams.
2. Explain to the cadets that:
  - (a) The objective is to score more goals than the opposing team.
  - (b) To move around players must assume the table position: hands (behind the back) and feet on the floor with the torso up.
  - (c) Only feet (no hands!) can be used to stop or move the ball.
  - (d) Play is stopped for a goal or an infraction (indicated with a whistle blow). In this case, possession of the ball is switched to the other team. Players of both teams retreat to their side of the playing field and the ball is placed in the centre of the playing field. All players must be on their side of the field until the ball is touched. The team in possession of the ball must be given 10 feet of room until the ball is touched.
  - (e) Infractions include: touching the ball with the hands, kicking the ball out of bounds, standing up, or poor conduct.
3. Start the game and supervise as the cadets participate in the activity.



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**SECTION 6**

**EO CX04.03 – PARTICIPATE IN A COOKING CLASS**

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Total Time:

One session (3 periods) = 90 min

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**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-801/PG-001, ROYAL CANADIAN AIR CADETS PROFICIENCY LEVEL ONE QUALIFICATION STANDARD AND PLAN.**

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**SECTION 7**

**EO CX04.04 – ATTEND A PERSONAL FITNESS AND HEALTHY LIVING PRESENTATION**

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Total Time:

One session (3 periods) = 90 min

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**SECTION 8**

**EO CX04.05 – ATTEND A LOCAL AMATEUR SPORTING EVENT**

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Total Time:

One session (3 periods) = 90 min

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