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-701/PG-001, *Royal Canadian Army Cadets, Green Star 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 Green Star cadet),
- *Canadian Sedentary Behaviour Guidelines* located at Annex D, Appendix 2 (one copy per Green Star 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 Red Star team),
- Chairs (one per Silver Star cadet),
- Flipchart paper (one sheet per Silver Star team),
- Pens / pencils,
- Markers (one per Silver Star team),
- Healthy Lifestyle Tool Belt handout located at Annex G, Appendix 1 (one copy per Gold Star cadet), and
- Physical Activity Tracker located at Annex H (one per cadet).

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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.

INTRODUCTION

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

BACKGROUND KNOWLEDGE

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.

ACTIVITY

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

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.

Teaching point 3 **Explain Physical Activity Tracker requirements.**

Time: 5 min Method: Interactive Lecture



Distribute the Physical Activity Tracker located at Annex H.

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.

Teaching point 4 **Conduct an activity on strategies to improve participation in physical activities.**

Time: 5 min Method: In-Class Activity

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.

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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.

CONCLUSION

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).

REFERENCES

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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

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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.

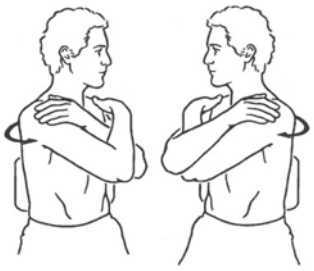
1.  **Jumping Jacks**	**2.**  **Butt Kicks**	**3.**  **High Knee Grab**
4.  **Hip Rotations**	**5.**  **Jumping Squats**	**6.**  **Trunk Rotations**
7.  **Shoulder Rotations**	**8.**  **Wrist Rotations**	**9.**  **Ankle Rotations**

Figure A-1 Instructor Guide

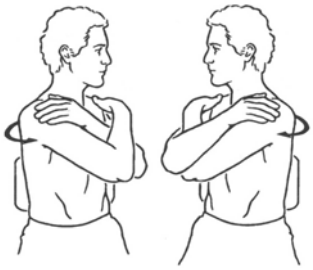
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 Figure A1-1 Jumping Jacks	Stand with your hands by your sides. Jump up, swing your arms up to meet above your head while spreading your feet shoulder width apart and landing softly back on the ground. Jump back into the starting position. Repeat the alternating jumps continuously.
 Figure A1-2 Butt Kicks	Jog in place while trying to touch your buttocks with your heels.
 Figure A1-3 High Knee Grab	Keeping your body straight, bring one knee up to your chest, holding it in place with your hands for 5 seconds. Return to the standing position, and repeat with the other knee. Continue alternating between both knees.

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 Figure A1-4 Hip Rotations	Keep your shoulders square and centered over your feet, with feet planted on the floor. Place your hands on your hips and rotate your hips in a clockwise direction in large circles. Change direction after 15 seconds.
 Figure A1-5 Jumping Squats	Bend you 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.

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 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.

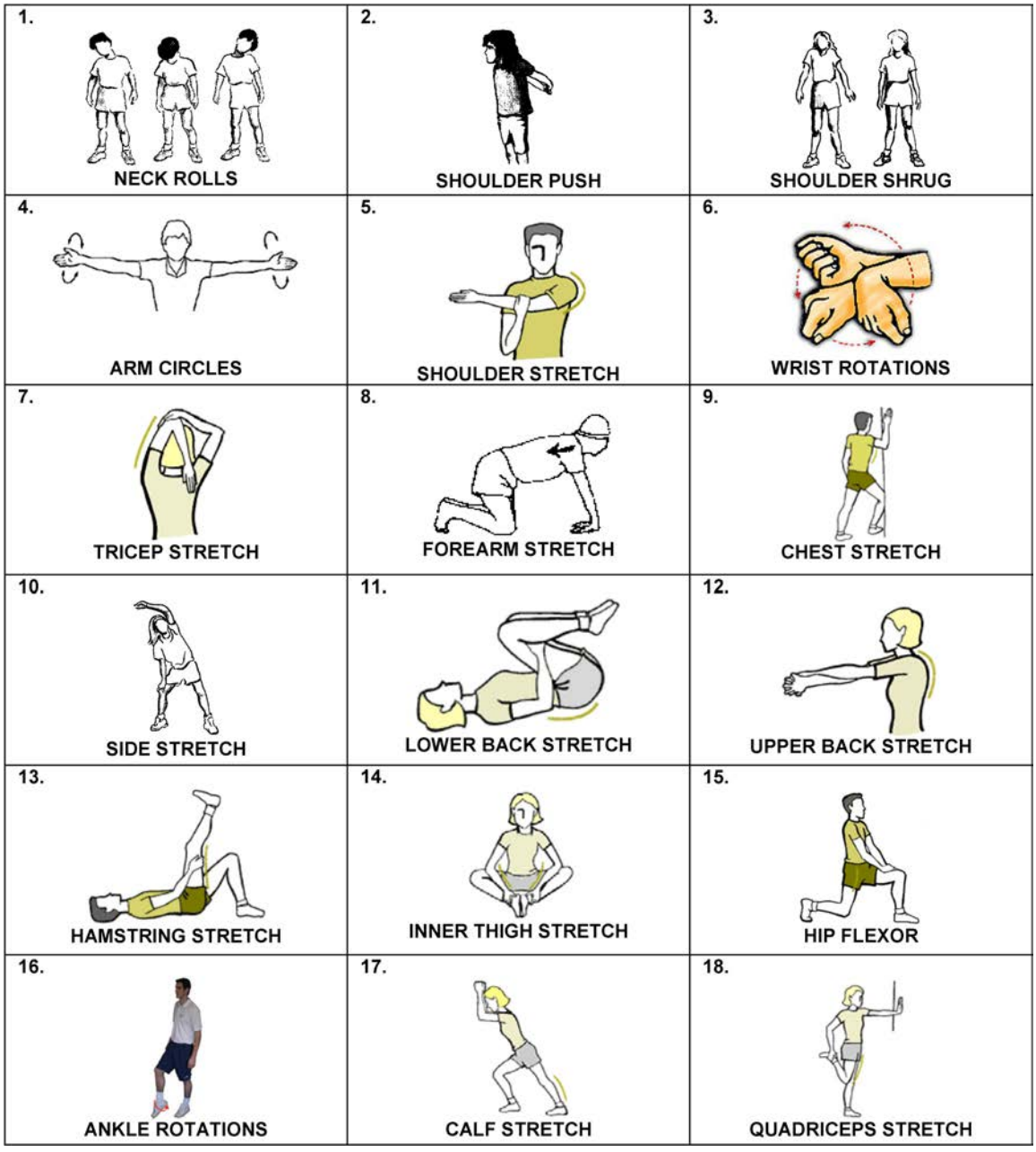


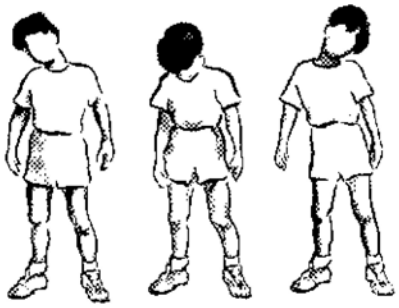
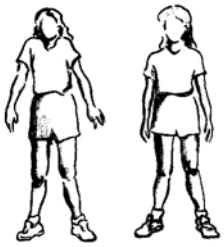
Figure B-1 Instructor Guide

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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.

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 Figure B1-5 Shoulder Stretch	Either standing or sitting, take your right arm in your left hand and bring it across your chest, supporting the joint by holding it behind the elbow. Pull 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 B1-6 Wrist Rotations	Rotate your hands in circular motions at the wrist. Change direction and repeat on both sides.
 Figure B1-7 Triceps Stretch	Stand and bring your right arm over your head, bent at the elbow. Use your left hand to gently pull your arm down. Hold this position for a minimum of 10 seconds and repeat on the opposite side.
 Figure B1-8 Forearm 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.

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 Figure B1-9 Chest Stretch	Stand facing a wall. With your right arm bent and your elbow at shoulder height, place your palm against the wall. Turn your body away from your right arm. You should feel the stretch on the front side of your armpit and across the front of your chest. Hold this position for a minimum of 10 seconds and repeat on the opposite side.
 Figure B1-10 Side 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 B1-11 Lower Back Stretch	Lie on your back and bring your knees toward your chest. Grasp the back of your knees. Hold this position for a minimum of 10 seconds.
 Figure B1-12 Upper Back Stretch	Extend your arms straight in front of you at shoulder height crossing one arm over the other. With the palms facing each other, intertwine your fingers and press out through your arms. Let your chin fall to your chest as you exhale. You should feel the stretch in the upper back. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

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 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.

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 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.

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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.

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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:

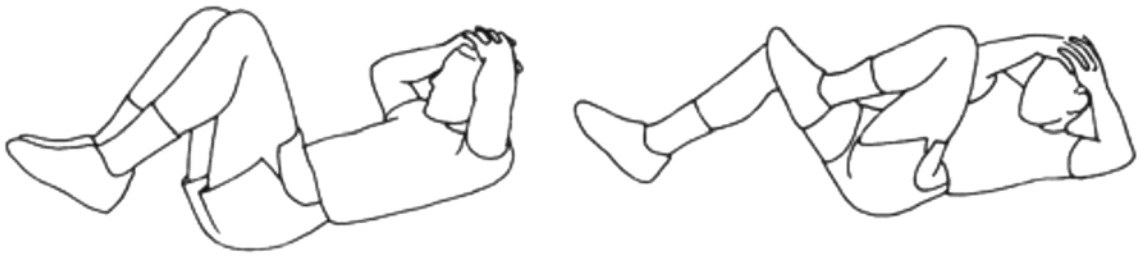
1. Have the cadets spread out so that they have room to move.
2. Using the Instructor Guide, lead the cadets through the list of 12 physical activities, as per selected option above.
3. Provide water breaks and rest breaks between rounds, or as required.
4. Supervise, correct technique and provide encouragement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

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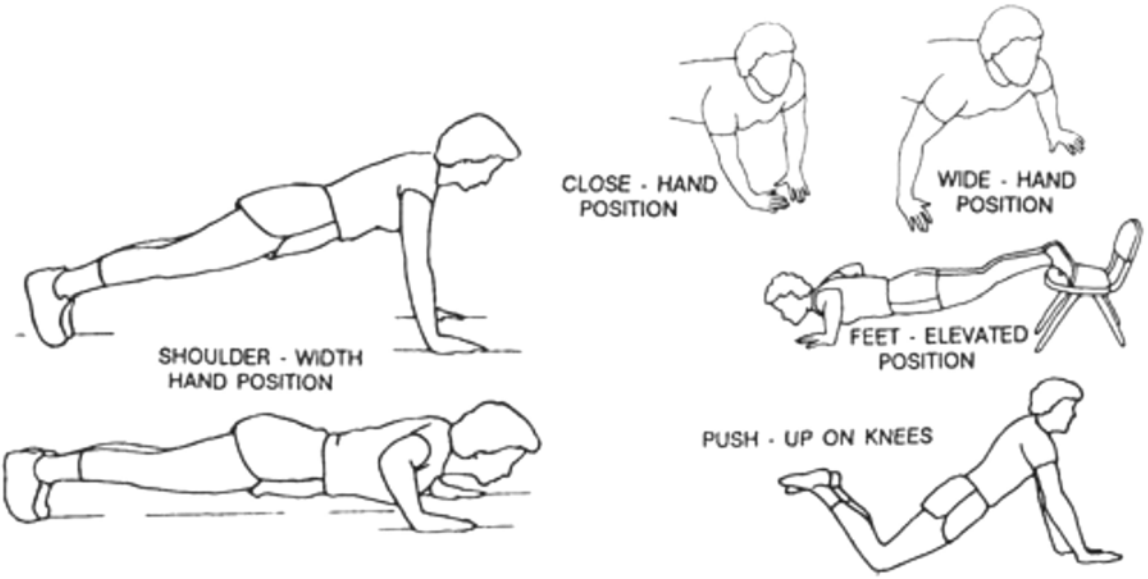
STATION 1: BICYCLE LEGS



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

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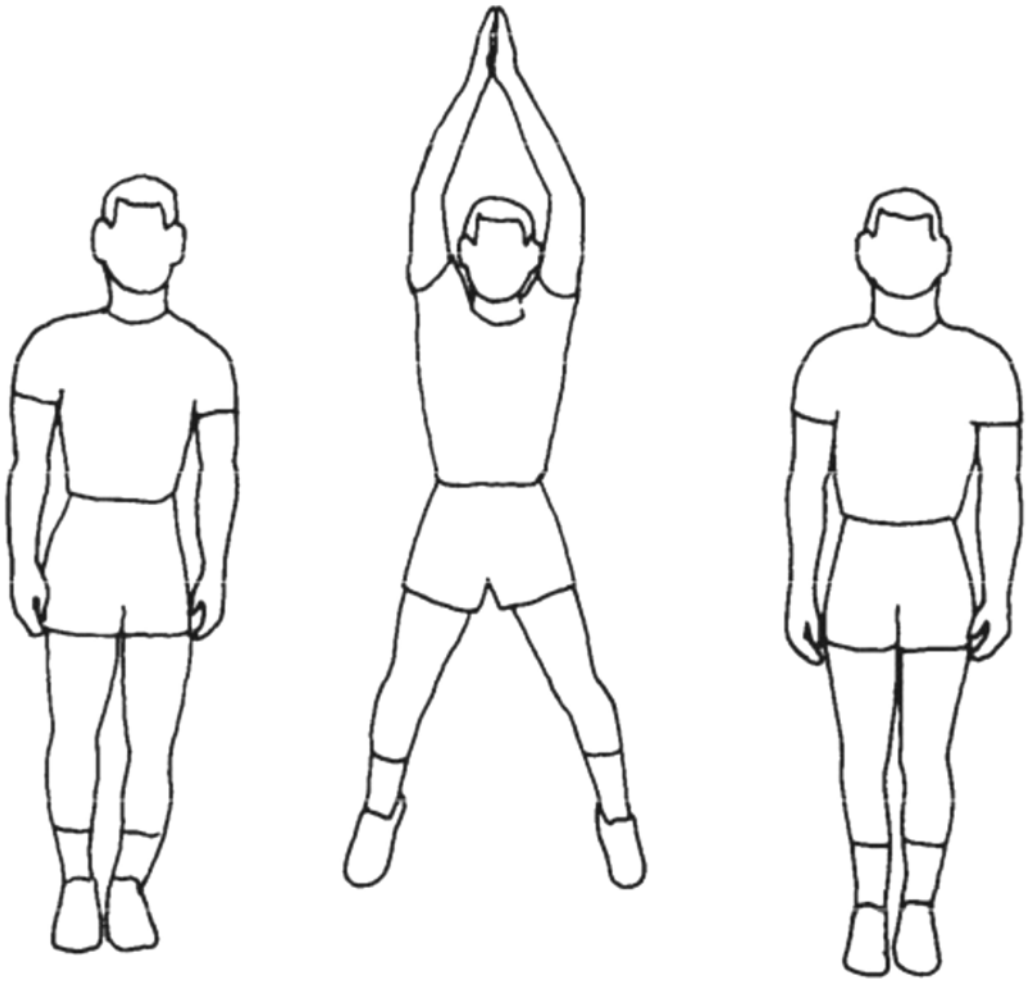
STATION 2: PUSH-UPS



	Keep your body in a straight line.
↓ challenge	Place your knees on the floor.
↑ challenge	Move your hands closer together.

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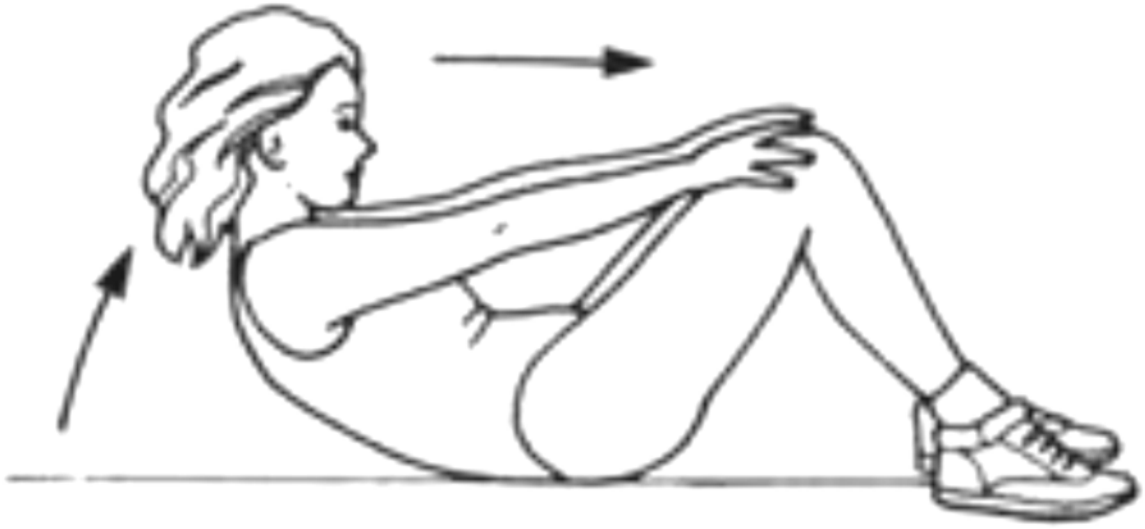
STATION 3: STAR JUMPS



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

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STATION 4: CURL-UPS

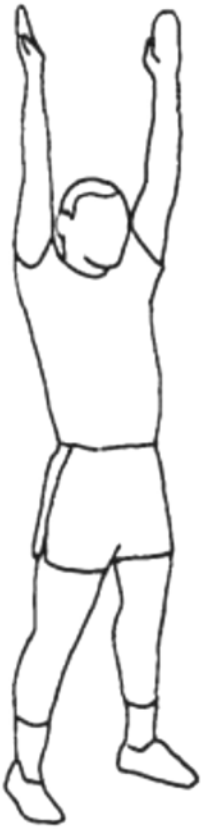


	Keep lower back and feet on the floor.
↓ challenge	Move your feet closer to your buttocks.
↑ challenge	Move your feet away from your buttocks.

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STATION 5: FROG JUMPS

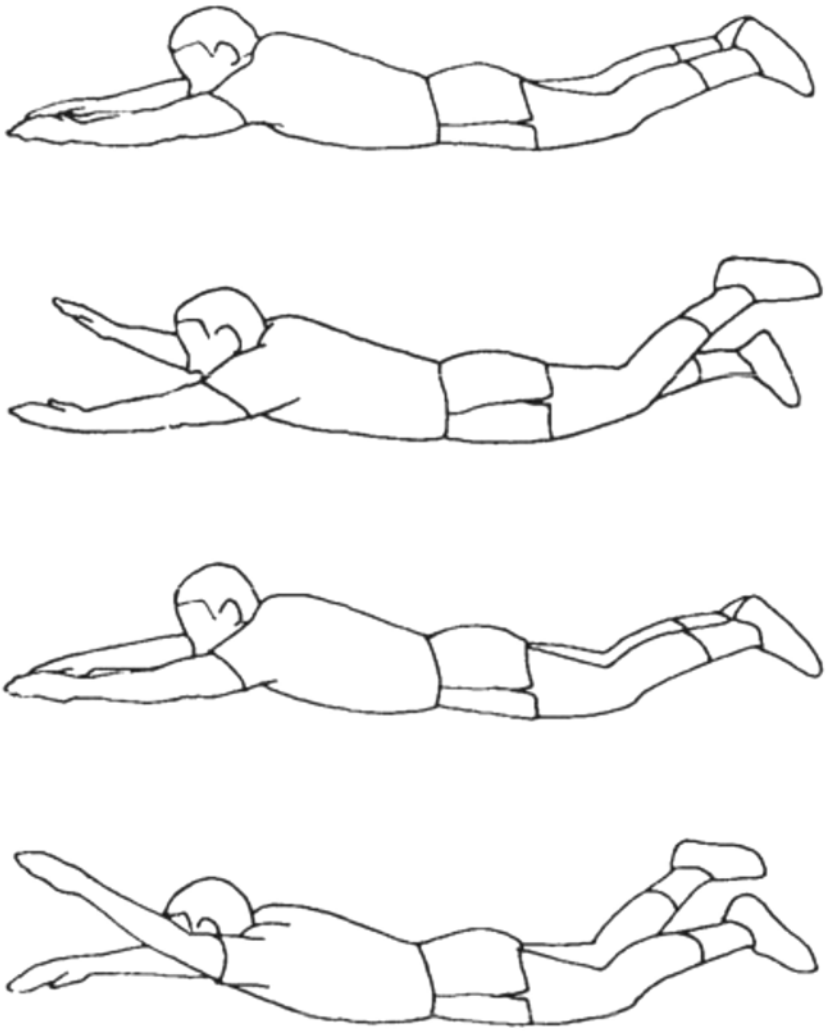




	Keep knees slightly over toes and feet shoulder width apart for balance. Land lightly.
↓ challenge	Remove the jump.
↑ challenge	Increase the height of your jump.

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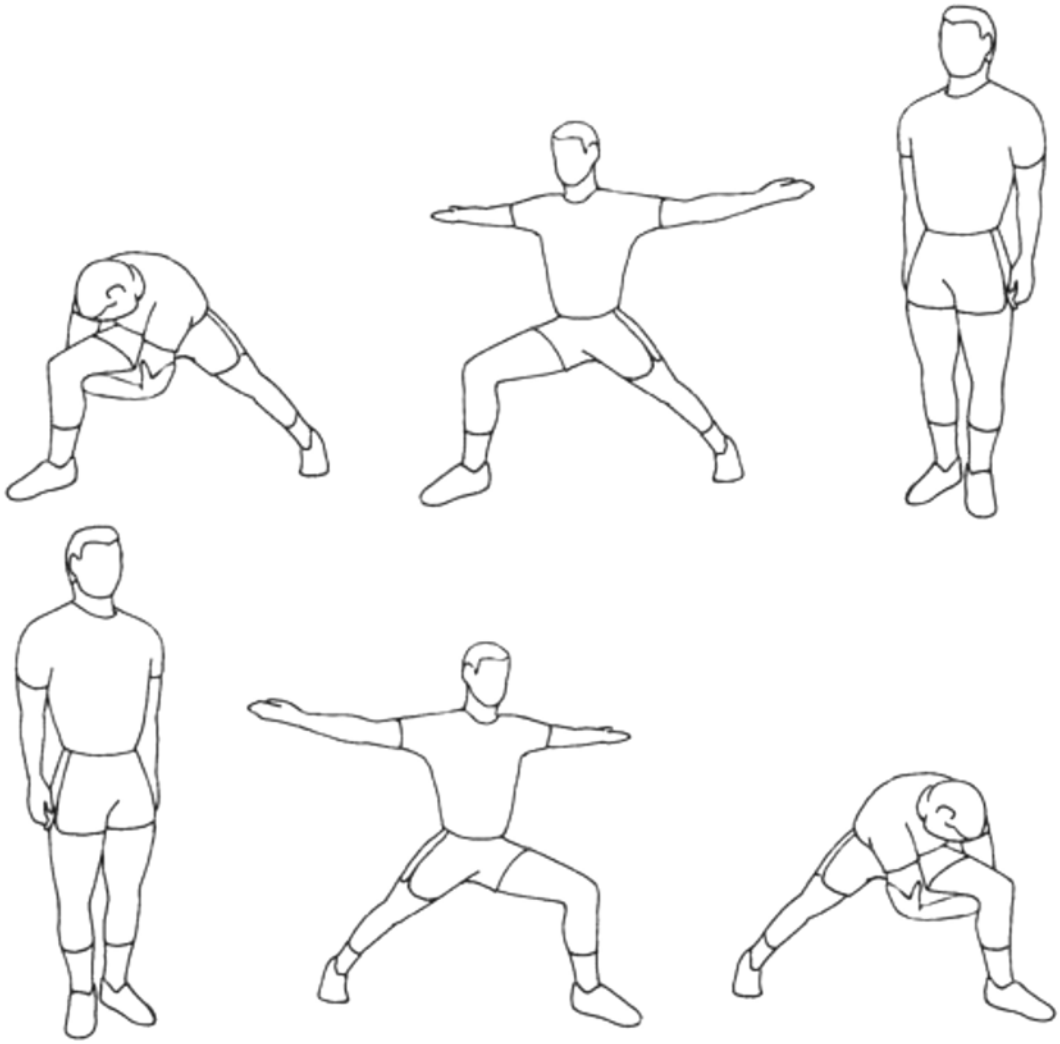
STATION 6: SWIMMER



	Keep your core tight to protect your back.

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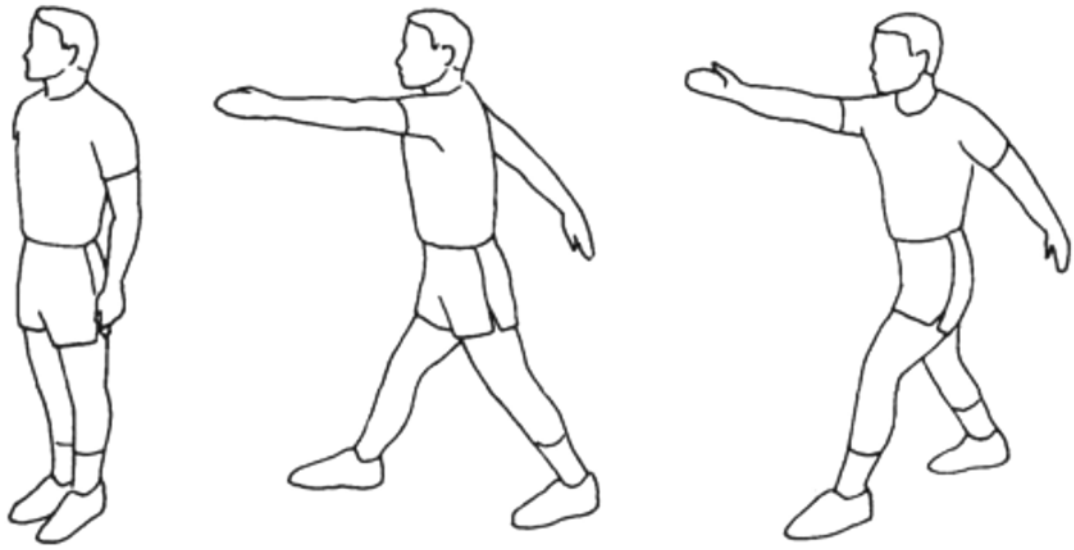
STATION 7: REACHING LUNGES



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

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STATION 8: CROSS COUNTRY SKIER



	Land lightly between jumps.
↓ challenge	Step instead of jumping in between positions.

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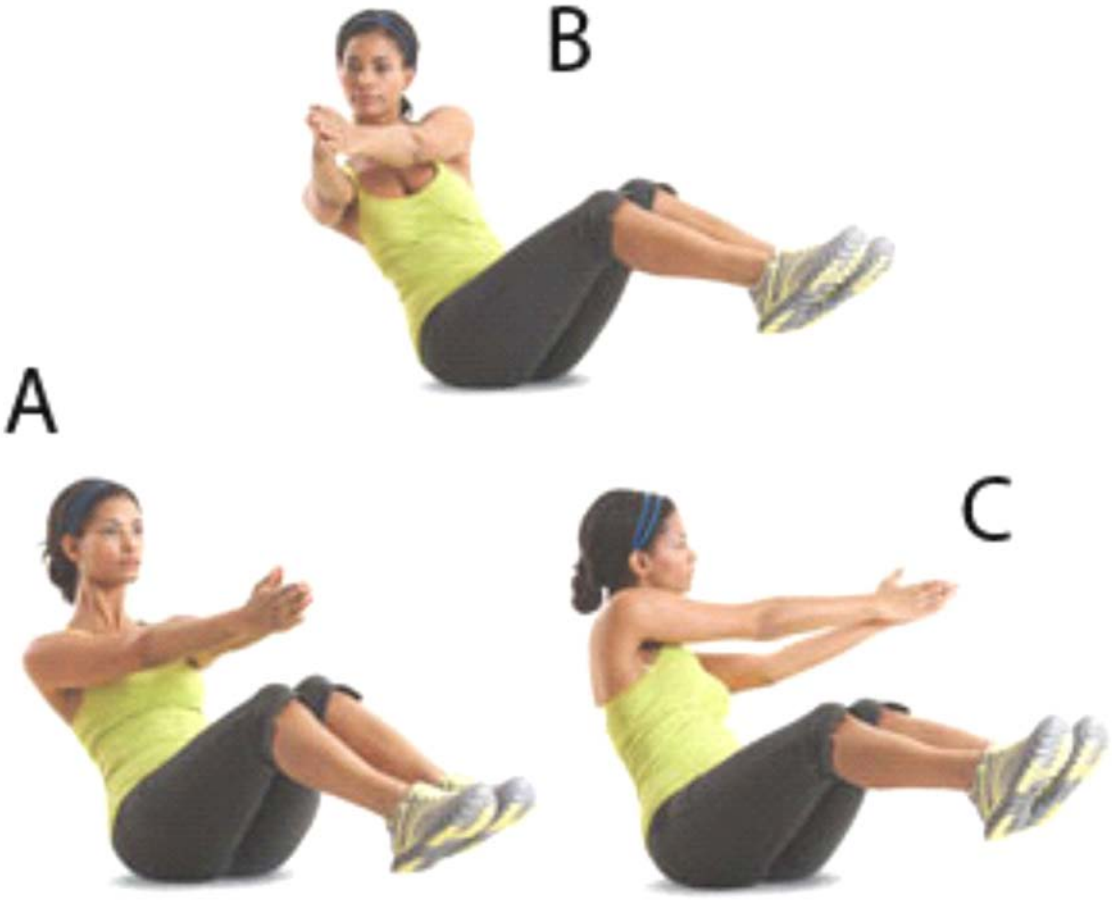
STATION 9: BURPEES



	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.

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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.

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STATION 11: MOUNTAIN CLIMBER



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

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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.

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STATION 13: SPIDERMAN PUSH-UPS



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

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STATION 14: LATERAL JUMPS



	Land lightly.
↓ challenge	Step instead of jumping.

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STATION 15: FRONT KICK LUNGES



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

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STATION 16: ALTERNATING CANOE STROKES



	Keep core tight to protect your back.

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STATION 17: JUMPING HIGH KNEES



	Keep posture straight to protect your back.

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STATION 18: OVER THE TOP



	Keep shoulders square, and back straight.
↑ challenge	Lift foot high off the floor with straightened leg.

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STATION 19: SQUAT JUMPS



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

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STATION 20: DONKEY KICKS





	Keep core tight.

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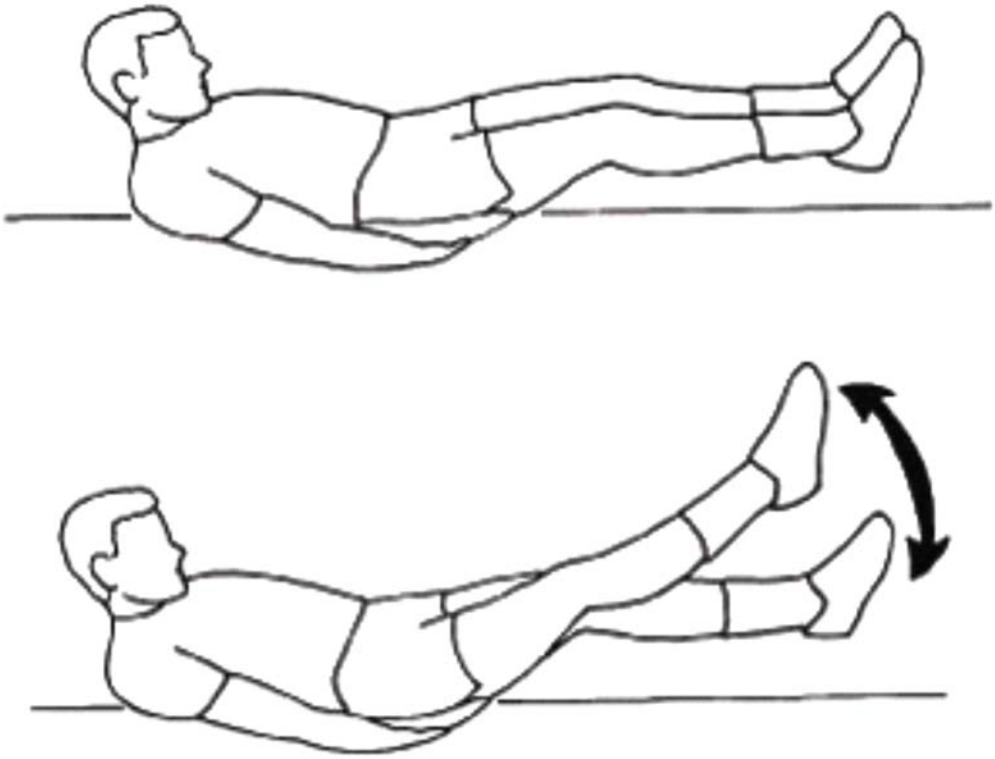
STATION 21: ALTERNATING JUMP LUNGES



	Keep back straight.
↓ challenge	Step instead of jumping.

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STATION 22: FLUTTER KICK



	Keep lower back on the floor.

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STATION 23: HIGH KNEE BRIDGE





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

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STATION 24: ALTERNATING BRIDGE



	Keep straight line from head to knees.
↓ challenge	Place knees on the floor. Continue the exercise.

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STATION 25: WINDMILL JUMPING LUNGES



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

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STATION 26: HIGH KNEE SMASH



	Keep your back straight.
↓ challenge	Hand to knee instead.

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STATION 27: ALTERNATING LEG REACH



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

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STATION 28: LEG SWOOP



	Control your movement at all times.

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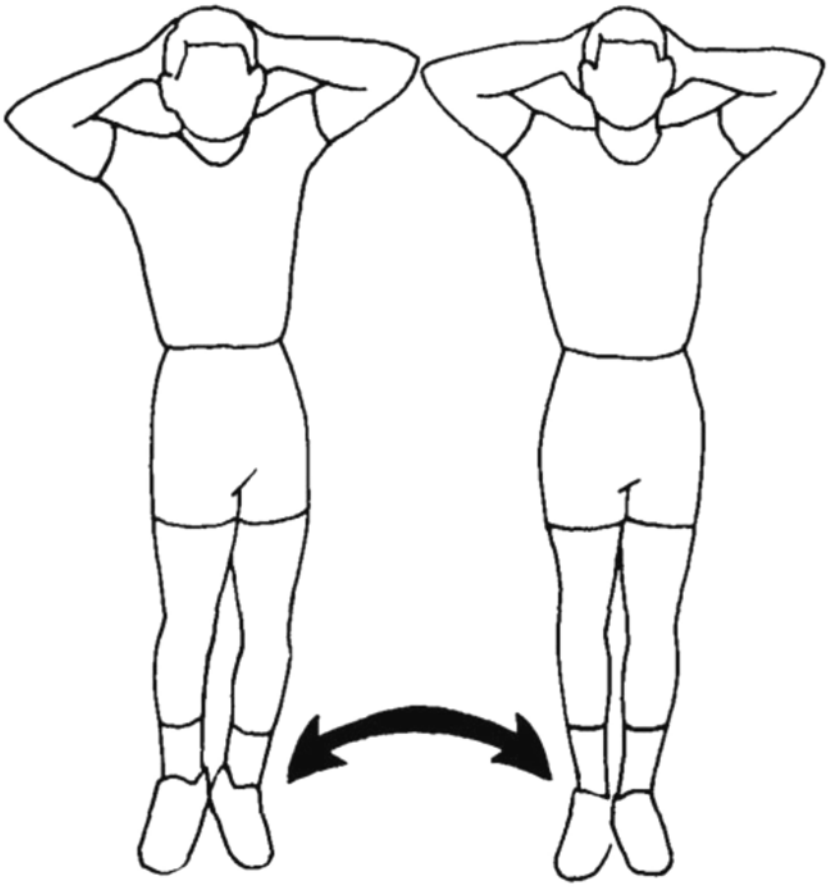
STATION 29: SKATER'S CRUNCH



	Keep core tight.
↓ challenge	Step instead of jumping.

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STATION 30: SLALOM JUMPS



	Keep your back straight. Land lightly.
↓ challenge	Step between movements instead of jumping.
↑ challenge	Increase the tempo.

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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.
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.

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Stations	Instructions
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.
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.

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Stations	Instructions
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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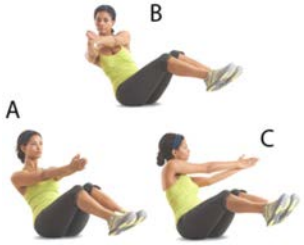
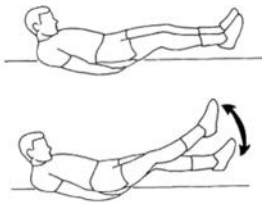
1.  **BURPEES**	2.  **OVER THE TOP**	3.  **STANDING SQUAT JUMPS**
4  **DONKEY KICKS**	5.  **SEATED TWISTS**	6.  **ALTERNATING JUMP LUNGES**
7.  **FLUTTER KICK**	8.  **HIGH KNEE BRIDGE**	9.  **ALTERNATING Ts**
10.  **LATERAL JUMPS**	11.  **ALTERNATING BRIDGE**	12.  **REACHING KICK LUNGES**

Figure C3-1 Instructor Guide, Option 1

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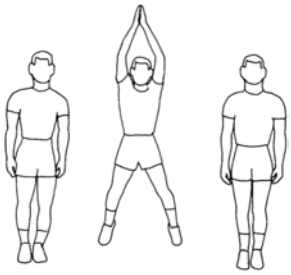
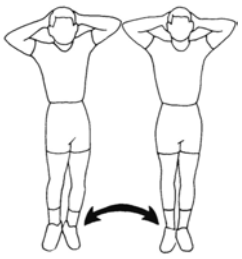
1.  **MOUNTAIN CLIMBER**	**2.**  **BICYCLE LEGS**	**3.**  **SQUAT JUMPS**
4  **WINDMILL JUMPING SIDE LUNGES**	**5.**  **STAR JUMPS**	**6.**  **HIGH KNEE SMASH**
7.  **ALTERNATING LEG REACH**	**8.**  **LEG SWOOP**	**9.**  **SPIDERMAN PUSH-UPS**
10.  **SKATER'S CRUNCH**	**11.**  **SLALOM JUMPS**	**12.**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

Figure C3-2 Instructor Guide, Option 2

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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?

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(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.

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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.

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THE GOLD STANDARD IN EXERCISE SCIENCE AND PERSONAL TRAINING
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

VEGETABLES AND FRUIT	GRAIN PRODUCTS	MILK AND ALTERNATIVES	MEAT AND ALTERNATIVES	VARIOUS
$10	$10	$10	$10	$10
$20	$20	$20	$20	$20
$30	$30	$30	$30	$30
$40	$40	$40	$40	$40
$50	$50	$50	$50	$50

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Vegetables and Fruit

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

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Grain Products

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

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Milk and Alternatives

Q: How many daily servings of milk and alternatives do teens 14–18 require? A: They require 3–4 servings of milk and alternatives each day. **Explanation.** In this case, both females and males require the same amount daily.	**$10**
Q: How much milk can you drink to fulfill one serving of milk and alternatives? A: One cup of milk (250 mL) is one portion of milk and alternatives.	**$20**
Q: What percentage of milk is recommended for consumption? A: The recommendation is to drink skim, 1%, or 2% milk.	**$30**
Q: To get adequate vitamin D, how many cups of milk are recommended daily? A: The recommendation is 500 mL (2 cups) of milk every day.	**$40**
Q: How much yogurt can be consumed for one serving of milk and alternatives? A: One portion of yogurt is 175g. That is equivalent to ¾ cup.	**$50**

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Meat and Alternatives

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

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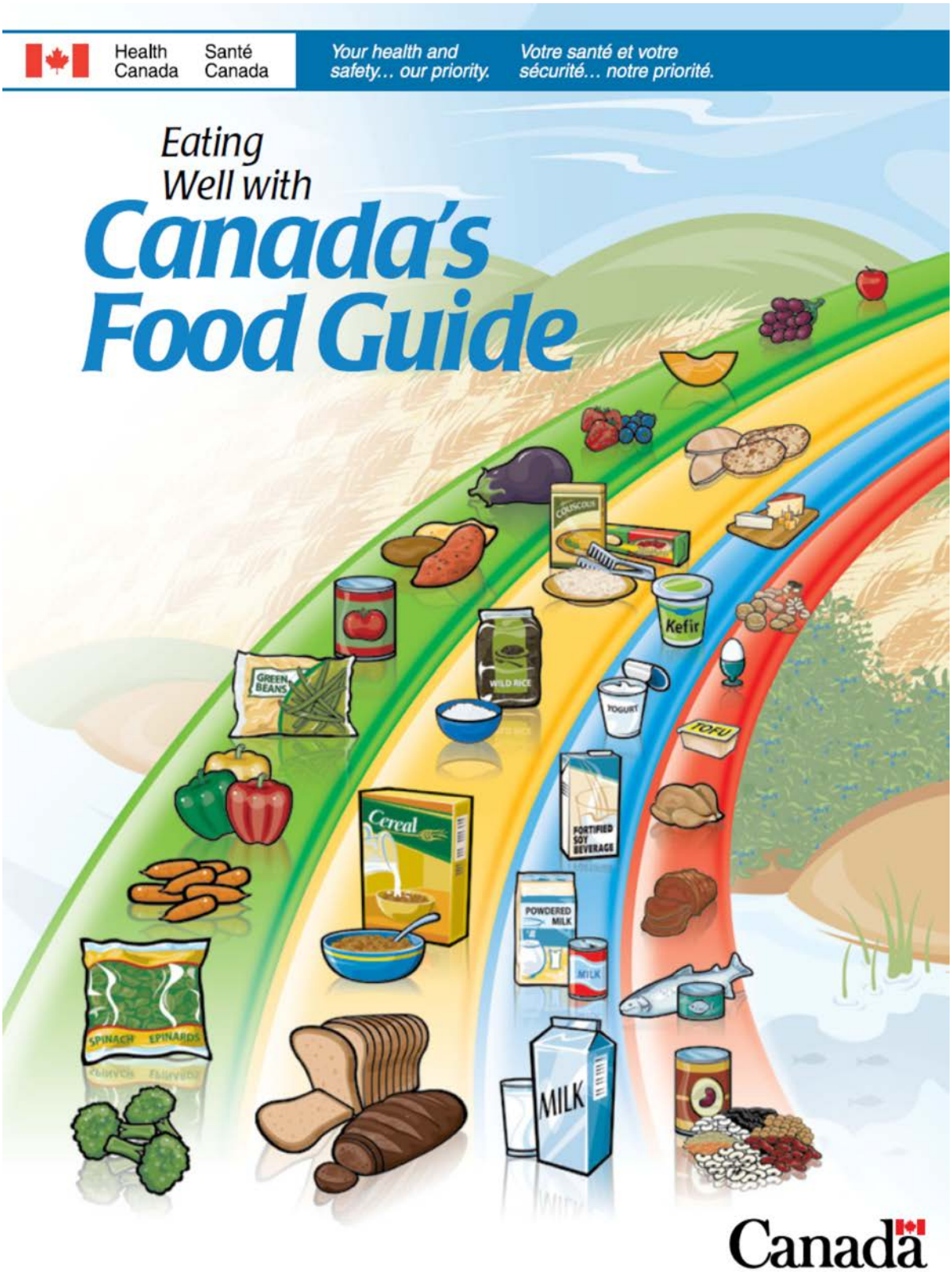
Miscellaneous

Q: What vegetable oils are recommended for use? A: Vegetable oils, such as canola, olive, and soybean are recommended.	**$10**
Q: What tool can be used to help compare food products? A: The Nutrition Facts table can be used to make wiser choices. **Explanation.** For example, when selecting cheese or yogurts, the Nutrition facts table can help select a lower fat product.	**$20**
Q: What should be done with the skin on poultry? A: Skin on poultry should be removed. Visible fat from meat should also be trimmed.	**$30**
Q: What Food Group would you benefit from having at each meal and snacks? A: You would benefit from eating vegetables and fruit at all meals and as snacks.	**$40**
Q: What are the benefits of following *Canada's Food Guide*? 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.	**$50**

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Recommended Number of Food Guide Servings per Day

	Children			Teens		Adults			
Age in Years	2-3	4-8	9-13	14-18		19-50		51+	
Sex	Girls and Boys			Females	Males	Females	Males	Females	Males
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Milk and Alternatives	2	2	3-4	3-4	3-4	2	2	3	3
Meat and Alternatives	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.**

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What is One Food Guide Serving?

Look at the examples below.



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.



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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.



Enjoy a variety of foods from the four food groups.



Satisfy your thirst with water!

Drink water regularly. It's a calorie-free way to quench your thirst. Drink more water in hot weather or when you are very active.

* Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to www.healthcanada.gc.ca for the latest information.

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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 **folic 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 ½ 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

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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
Calories 0		
Fat 0 g		**0** %
Saturated 0 g		**0** %
+ Trans 0 g		
Cholesterol 0 mg		
Sodium 0 mg		**0** %
Carbohydrate 0 g		**0** %
Fibre 0 g		**0** %
Sugars 0 g		
Protein 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

or contact:

Publications
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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.

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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

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).

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

5. Demonstrate the first relaxation exercise located at Appendix 1.

6. Allow two minutes for the cadets to perform the exercise.

7. 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

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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

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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.

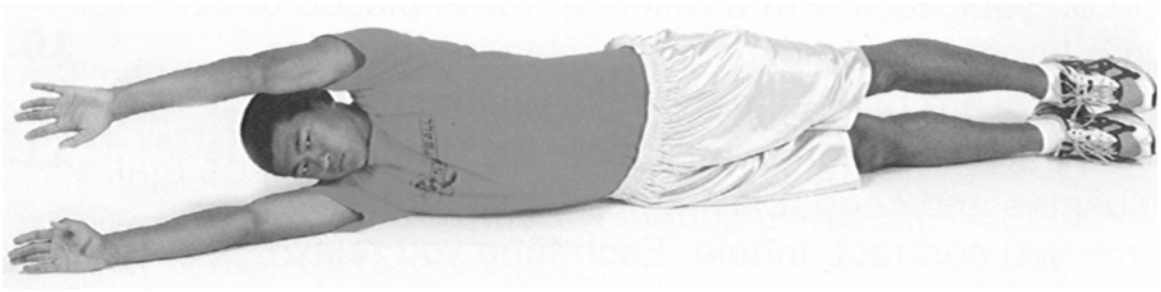


Figure F1-3 Body Board Start Position



Figure F1-4 Body Board Finish Position

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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.

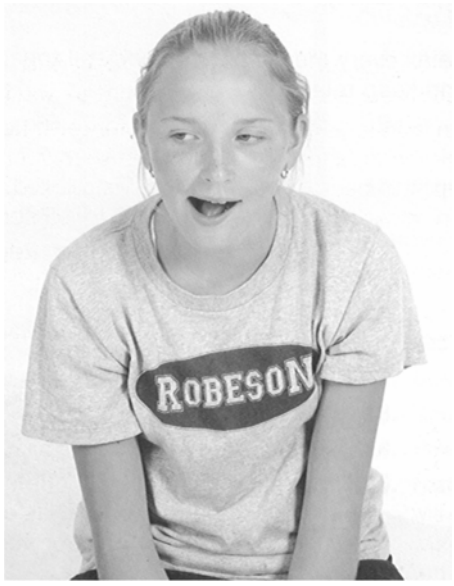


Figure F1-5 Jaw Stretch

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LEARNING STATION 4: HEALTHY LIFESTYLE TOOL BELT

OBJECTIVE: his 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*

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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.

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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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HEALTHY LIFESTYLE TOOL BELT

1. My current commitments are:

□ _____
□ _____
□ _____
□ _____
□ _____

2. My commitment to myself related to healthy eating:

□ eat no chocolate bars at the cadet canteen
□ drink water with each meal
□ _____
□ _____
□ _____

3.



Figure J1-1 Child's Pose – Balasana

4.



Figure J1-2 Corpse Pose – Savasana

5. My current behaviours that lead to negative outcomes are:

□ late for timings
□ _____
□ _____
□ _____

6. Positive behaviours I want to continue:

_____
_____
_____
_____
_____

7. My current fundamentals, the things I attend to every day, are:

□ meditate for ____minutes
□ offer thanks to another person
□ offer praise to another person
□ exercise ____minutes
□ write in a journal
□ _____
□ _____
□ _____

8. My brain will be better prepared to perform if I engage in short periods of intense physical exercise before the following activities:

□ studying
□ writing an exam
□ attending a meeting
□ giving a speech
□ _____
□ _____
□ _____

"You must be the change you want to see in the world" - Mahatma Ghandi

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PHYSICAL ACTIVITY TRACKER

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List
	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹
Week 2	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List
	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹

Cadet's Signature: _____ Date: _____ Supervisor's Signature: _____ Date: _____

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PHYSICAL ACTIVITY TRACKER

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 3	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List
	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹
Week 4	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List
	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹	Less than 2 hours of recreational screen time ☺ ☹

Cadet's Signature: _____ Date: _____ Supervisor's Signature: _____ Date: _____

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