**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-601/PG-001, *Royal Canadian Sea Cadets Phase 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.



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## INTRODUCTION

### 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

### 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)



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

1. Divide cadets into pairs and allow five minutes for cadets to discuss questions a–d above.

2. 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.

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**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.



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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.



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**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 3**

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

**END OF LESSONS CONFIRMATION**

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

**CONCLUSION**

**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.



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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

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.

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

The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.



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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).<br><br>**Measurable.** How will you measure the achievement of the goal?<br><br>**Achievable.** What might hinder you as you progress towards the goal? What resources can you call upon?<br><br>**Relevant.** What will you get out of this?<br><br>**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.



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# 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).<br><br>**Measurable.** How will you measure the achievement of the goal?<br><br>**Achievable.** What might hinder you as you progress towards the goal? What resources can you call upon?<br><br>**Relevant.** What will you get out of this?<br><br>**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.



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# SMART GOALS GUIDE

| | |
|---|---|
| Rank: | Last Name: |
| First Name: | Date: |

1. Write down your SMART physical fitness goal.

_____

_____

_____

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

Specific:_____

_____

Measurable:_____

_____

Achievable:_____

_____

Relevant:_____

_____

Timed:_____

_____

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

_____

_____

_____

_____



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