



**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 1

EO M104.01 – DESCRIBE PHYSICAL ACTIVITY AND SEDENTARY BEHAVIOUR GUIDELINES

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the *Canadian Physical Activity Guidelines* located at Attachment A and the *Canadian Sedentary Behaviour Guidelines* located at Attachment B for each cadet.

Cut out the physical activities and sedentary behaviours located at Attachment B and place them into an opaque container or bag for the activity in TP 3.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to orient the cadets to the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines* and generate interest.

An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest in physical activity among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to describe the time guidelines for physical activity outlined in the *Canadian Physical Activity Guidelines*, and describe the time limitations for sedentary behaviour outlined in the *Canadian Sedentary Behaviour Guidelines*.

IMPORTANCE

It is important for cadets to know the guidelines related to physical activity and sedentary behaviour so they can incorporate these guidelines into daily life, strive to become more physically active, and avoid long-term health issues related to inactivity.

Teaching Point 1

Introduce the *Canadian Physical Activity Guidelines*, focusing on the recommended daily time for physical activities.

Time: 5 min

Method: Interactive Lecture



Ask the cadets to estimate how many minutes per day each currently spends engaging in physical activity.

Physical Activity Guidelines

The *Canadian Physical Activity Guidelines* specify that youth aged 12–17 years should get at least 60 minutes of moderate- to vigorous-intensity physical activity daily.



Moderate- to Vigorous-intensity Physical Activity (MVPA). Activities that increase the heart rate enough to make teens sweat and breath harder, such as swimming, jogging, and skipping rope.



Being active for at least 60 minutes per day can help teens improve their health, do better in school, grow stronger, feel happier, and improve their self-confidence.



Distribute the *Canadian Physical Activity Guidelines* located at Attachment A to each cadet.



Conduct a brainstorming session on how the cadets can incorporate 60 minutes of physical activity into each day.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS:**

Q1. What is the minimum amount of time youth should be physically active each day?

ANTICIPATED ANSWERS:

A1. Youth aged 12–17 years should be physically active a minimum of 60 minutes each day.

Teaching Point 2

Introduce the *Canadian Sedentary Behaviour Guidelines*, focusing on the recommended daily limit for recreational screen time.

Time: 5 min

Method: Interactive Lecture



Ask the cadets to estimate how many hours per day each currently spends engaging in recreational screen time.

Sedentary Behaviour Guidelines

The *Canadian Sedentary Behaviour Guidelines* state that youth aged 12–17 years should limit recreational screen time to no more than two hours per day.



Sedentary behaviour can include sitting for long periods of time, watching television, playing passive video games, playing on the computer, and using motorized transportation (such as the bus or a car).



Limiting recreational screen time to no more than two hours per day is associated with additional health benefits such as maintaining a healthy body weight.



Distribute the *Canadian Sedentary Behaviour Guidelines* located at Attachment B to each cadet.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What is the recommended daily limit for recreational screen time for youth aged 12–17 years?

ANTICIPATED ANSWERS:

A1. Youth aged 12–17 years should limit their recreational screen time to two hours per day or less.

Teaching Point 3

Conduct an activity where the cadets will become familiar with the *Canadian Physical Activity Guidelines* and the *Canadian Sedentary Behaviour Guidelines*.

Time: 15 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is for the cadets to become familiar with the *Canadian Physical Activity Guidelines* and the *Canadian Sedentary Behaviour Guidelines*.

RESOURCES

Physical activities and sedentary behaviours located at Attachment C.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two teams.
2. Have one cadet from each team randomly choose a physical activity / sedentary behaviour from the container / bag.
3. Have the cadets silently act out the physical activity / sedentary behaviour and give their teams a time limit (eg, 30 seconds) to guess what behaviour they are mimicking.
4. Reinforce how each physical activity / sedentary behaviour relates to the *Canadian Physical Activity Guidelines* and the *Canadian Sedentary Behaviour Guidelines*.
5. Repeat Steps 2–5 until all of the physical activities / sedentary behaviours have been guessed.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION**QUESTIONS:**

- Q1. What is the minimum amount of time youth should be physically active each day?
- Q2. What is the recommended daily limit for recreational screen time for youth aged 12–17 years?

ANTICIPATED ANSWERS:

- A1. Youth aged 12–17 years should be physically active a minimum of 60 minutes each day.
- A2. Youth aged 12–17 years should limit their recreational screen time to two hours per day or less.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Meeting the minimum requirements outlined in the *Canadian Physical Activity Guidelines* and the *Canadian Sedentary Behaviour Guidelines* can help you:

- improve your health;
- do better in school;
- improve your fitness;
- grow stronger;
- have fun being active with friends;
- feel happier;
- maintain a healthy body weight;
- improve your self-confidence; and
- learn new skills.

INSTRUCTOR NOTES / REMARKS

Colour copies of the *Canadian Physical Activity Guidelines* and the *Canadian Sedentary Behaviour Guidelines* can be accessed and printed at www.csep.ca/guidelines

REFERENCES

C0-508 Canadian Society for Exercise Physiology. (2011). *Canadian Sedentary Behaviour Guidelines*. Retrieved May 1, 2011, from <http://www.csep.ca>

C0-509 Health Canada. (2011). *Physical activity*. Retrieved May 1, 2011 from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

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

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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!



www.csep.ca/guidelines

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Skating

Running

Rollerblading

Bike Riding

Walking

Skateboarding

Cross-Country Skiing

Basketball

Tennis

Snowboarding

Laying on the Couch

Sitting on a Bus

Watching Television

Playing Passive Video Games

Reading a Book

Playing Card Games

Playing on the Computer

Sitting in Class

Taking a Nap

Sitting and Chatting with Friends



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SECTION 2

EO M104.02 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy two copies of the Physical Activity Tracker located at Attachment A for each cadet.

Photocopy a scenario located at Attachment B for each pair of cadets.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets to the Physical Activity Tracker and generate interest.

An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest in tracking physical activity among cadets.

INTRODUCTION

REVIEW

QUESTIONS:

- Q1. What is the minimum amount of time youth should be physically active each day?
- Q2. What is the recommended daily limit for recreational screen time for youth aged 12–17 years?

ANTICIPATED ANSWERS:

- A1. Youth aged 12–17 years should be physically active a minimum of 60 minutes each day.
- A2. Youth aged 12–17 years should limit their recreational screen time to two hours per day or less.

OBJECTIVES

By the end of this lesson the cadet shall be expected to track participation in physical activities.

IMPORTANCE

It is important for cadets to track participation in physical activities to become aware of how much time they spend being physically active. Cadets can then compare their results with the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*, identify areas for improvement, and identify strategies for becoming more physically active and less sedentary. Becoming more physically active and less sedentary will help cadets avoid long-term health issues related to inactivity.

Teaching Point 1**Explain how to use the Physical Activity Tracker.**

Time: 5 min

Method: Interactive Lecture



Distribute two copies of the Physical Activity Tracker located at Attachment A to each cadet.



Cadets will be expected to use the Physical Activity Tracker to track their daily physical activity for four weeks.

PHYSICAL ACTIVITY TRACKER

The purpose of the Physical Activity Tracker is to help track participation in moderate- to vigorous-intensity physical activities (MVPA) so cadets become aware of how much time they spend being physically active. Cadets can then compare their results with the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*, identify areas for improvement, and identify strategies for becoming more physically active and less sedentary. Becoming more physically active and less sedentary will help cadets avoid long-term health issues related to inactivity.



Moderate- to Vigorous-intensity Physical Activity (MVPA). Activities that increase the heart rate enough to make teens sweat and breath harder, such as swimming, jogging, and skipping rope.

Physical Activity Time

Check off or colour in the circle (time) that is closest to the amount of time spent doing MVPA.

Physical Activity List

List the physical activities participated in that day.

Recreational Screen Time

The bottom box refers to recreational screen time. Check off or colour the happy face if less than two hours were spent participating in recreational screen time, or the sad face if more than two hours were spent participating in recreational screen time.



Recreational screen time does not include playing active video games or doing homework on a computer.

Signature Blocks

The cadet and supervisor are to formally verify that the information recorded on the Physical Activity Tracker is correct at the end of the first two weeks and again at the end of the last two weeks. By signing the signature block the cadet and supervisor are testifying that the information is accurate and complete to the best of their knowledge.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What is the purpose of the Physical Activity Tracker?
- Q2. What information is entered in the Physical Activity List box?
- Q3. When can the happy face be checked off or coloured in the Recreational Screen Time box?

ANTICIPATED ANSWERS:

- A1. To help track participation in physical activities, and to try to meet the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*.
- A2. The physical activities participated in.
- A3. When less than two hours were spent participating in recreational screen time.

Teaching Point 2

Conduct an activity where the cadets will, in pairs, practice completing the Physical Activity Tracker.

Time: 20 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets practice using the Physical Activity Tracker.

RESOURCES

- Physical Activity Tracker located at Attachment A, and
- Scenarios located at Attachment B.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs.
2. Distribute a scenario to each pair.
3. Have the cadets complete Week 1 on the Physical Activity Tracker using the scenario.
4. Review the results on the Physical Activity Trackers with the cadets.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

The cadets' participation in using the Physical Activity Tracker will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Have the cadets track their participation in MVPA using the Physical Activity Tracker for the next four weeks.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important to be conscious of the time spent participating in physical activities, and to try to meet the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*. Being physically active will help to prevent long-term health issues related to inactivity.

INSTRUCTOR NOTES / REMARKS

Over the next four weeks, check in with the cadets regularly, reminding them to track their participation in physical activities and assisting them with any difficulties they encounter.

REFERENCES

C0-508 Canadian Society for Exercise Physiology. (2011). *Guidelines*. Retrieved May 1, 2011, from <http://www.csep.ca>

C0-509 Health Canada. (2011). *Physical activity*. Retrieved May 1, 2011 from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

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PHYSICAL ACTIVITY TRACKER



		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1	Physical Activity Time							
	<input type="checkbox"/> 15 <input type="checkbox"/> 30 <input type="checkbox"/> 45 <input type="checkbox"/> 60 <input type="checkbox"/> 75 <input type="checkbox"/> 90	<input type="checkbox"/> 15 <input type="checkbox"/> 30 <input type="checkbox"/> 45 <input type="checkbox"/> 60 <input type="checkbox"/> 75 <input type="checkbox"/> 90	<input type="checkbox"/> 15 <input type="checkbox"/> 30 <input type="checkbox"/> 45 <input type="checkbox"/> 60 <input type="checkbox"/> 75 <input type="checkbox"/> 90	<input type="checkbox"/> 15 <input type="checkbox"/> 30 <input type="checkbox"/> 45 <input type="checkbox"/> 60 <input type="checkbox"/> 75 <input type="checkbox"/> 90	<input type="checkbox"/> 15 <input type="checkbox"/> 30 <input type="checkbox"/> 45 <input type="checkbox"/> 60 <input type="checkbox"/> 75 <input type="checkbox"/> 90	<input type="checkbox"/> 15 <input type="checkbox"/> 30 <input type="checkbox"/> 45 <input type="checkbox"/> 60 <input type="checkbox"/> 75 <input type="checkbox"/> 90	<input type="checkbox"/> 15 <input type="checkbox"/> 30 <input type="checkbox"/> 45 <input type="checkbox"/> 60 <input type="checkbox"/> 75 <input type="checkbox"/> 90	<input type="checkbox"/> 15 <input type="checkbox"/> 30 <input type="checkbox"/> 45 <input type="checkbox"/> 60 <input type="checkbox"/> 75 <input type="checkbox"/> 90
	Physical Activity List							
	Less than 2 hours of recreational screen time <input type="checkbox"/> <input type="checkbox"/>	Less than 2 hours of recreational screen time <input type="checkbox"/> <input type="checkbox"/>	Less than 2 hours of recreational screen time <input type="checkbox"/> <input type="checkbox"/>	Less than 2 hours of recreational screen time <input type="checkbox"/> <input type="checkbox"/>	Less than 2 hours of recreational screen time <input type="checkbox"/> <input type="checkbox"/>	Less than 2 hours of recreational screen time <input type="checkbox"/> <input type="checkbox"/>	Less than 2 hours of recreational screen time <input type="checkbox"/> <input type="checkbox"/>	Less than 2 hours of recreational screen time <input type="checkbox"/> <input type="checkbox"/>
Week 2	Physical Activity Time							
	<input type="checkbox"/> 15 <input type="checkbox"/> 30 <input type="checkbox"/> 45 <input type="checkbox"/> 60 <input type="checkbox"/> 75 <input type="checkbox"/> 90	<input type="checkbox"/> 15 <input type="checkbox"/> 30 <input type="checkbox"/> 45 <input type="checkbox"/> 60 <input type="checkbox"/> 75 <input type="checkbox"/> 90	<input type="checkbox"/> 15 <input type="checkbox"/> 30 <input type="checkbox"/> 45 <input type="checkbox"/> 60 <input type="checkbox"/> 75 <input type="checkbox"/> 90	<input type="checkbox"/> 15 <input type="checkbox"/> 30 <input type="checkbox"/> 45 <input type="checkbox"/> 60 <input type="checkbox"/> 75 <input type="checkbox"/> 90	<input type="checkbox"/> 15 <input type="checkbox"/> 30 <input type="checkbox"/> 45 <input type="checkbox"/> 60 <input type="checkbox"/> 75 <input type="checkbox"/> 90	<input type="checkbox"/> 15 <input type="checkbox"/> 30 <input type="checkbox"/> 45 <input type="checkbox"/> 60 <input type="checkbox"/> 75 <input type="checkbox"/> 90	<input type="checkbox"/> 15 <input type="checkbox"/> 30 <input type="checkbox"/> 45 <input type="checkbox"/> 60 <input type="checkbox"/> 75 <input type="checkbox"/> 90	<input type="checkbox"/> 15 <input type="checkbox"/> 30 <input type="checkbox"/> 45 <input type="checkbox"/> 60 <input type="checkbox"/> 75 <input type="checkbox"/> 90
	Physical Activity List							
	Less than 2 hours of recreational screen time <input type="checkbox"/> <input type="checkbox"/>	Less than 2 hours of recreational screen time <input type="checkbox"/> <input type="checkbox"/>	Less than 2 hours of recreational screen time <input type="checkbox"/> <input type="checkbox"/>	Less than 2 hours of recreational screen time <input type="checkbox"/> <input type="checkbox"/>	Less than 2 hours of recreational screen time <input type="checkbox"/> <input type="checkbox"/>	Less than 2 hours of recreational screen time <input type="checkbox"/> <input type="checkbox"/>	Less than 2 hours of recreational screen time <input type="checkbox"/> <input type="checkbox"/>	Less than 2 hours of recreational screen time <input type="checkbox"/> <input type="checkbox"/>
Cadet's Signature: _____		Date: _____		Supervisor's Signature: _____		Date: _____		



PHYSICAL ACTIVITY TRACKER



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

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

ACTIVITY SCENARIOS

Scenario 1

Cadet Johnston is a fairly active year one cadet. He enjoys riding his bike and playing outside with his friends.

On Monday, he rode his bike for 45 minutes. He played games on the computer for one hour before having supper.

On Tuesday, he had baseball practice for two hours that evening. He did not have time for TV or computer games because he was busy at baseball practice.

On Wednesday, he played soccer with his friends for one hour, and jogged to and from school, which is approximately 15 minutes each way. He watched three of his favourite TV shows, which took 1.5 hours.

On Thursday, he only walked to and from school. After school he played computer games for one hour and watched TV for two hours.

On Friday, he jogged to and from school again. He played an active video game after school for two hours, and then watched one hour of TV.

On Saturday, Cadet Johnston had a baseball tournament that lasted 4 hours. He fell asleep almost immediately after returning home from the tournament.

On Sunday, he watched movies and played computer games all afternoon. After supper he spent two hours doing homework.

Scenario 2

Cadet Smith likes to spend her free time reading and chatting with her friends on the computer.

On Monday, she played basketball in gym class for 30 minutes. After school she read for an hour and then spent the rest of the evening on the computer chatting with friends.

On Tuesday, she went jogging with the dog for about 15 minutes. When she returned she got on the computer to chat with her friends, which lasted approximately one hour.

On Wednesday, she walked to the bus stop and back. After school she read for an hour and then met up with her friends at the mall.

On Thursday, she played volleyball after school as part of an intramural team for one hour. When she got home, she retreated to her bedroom and curled up with her book for a couple of hours.

On Friday it was raining and Cadet Smith's mother was kind enough to drive her to school. After school, she chatted with her friends on the computer for most of the evening.

On Saturday, she went skating with her friends for approximately two hours. When she returned she warmed up by curling up with her book for a couple of hours.

On Sunday, she stayed home and finished her book.

Scenario 3

Cadet Buckley loves sports. He plays intramurals and is a member of the basketball and hockey teams at his school.

On Monday, he took the bus to and from school. At lunch time he played intramural soccer, which lasted about 45 minutes. After school he had basketball practice for two hours. When he got home, he was tired so he played video games for an hour and then watched two hour-long television shows.

On Tuesday, he took the bus to and from school. After school he had hockey practice for about one hour. When he got home he watched an hour of television and then decided to play an active video game for approximately one and a half hours.

On Wednesday, he took the bus to and from school. That day he had a hockey tournament, where he spent approximately four hours playing hockey. When he got home he spent the evening on the computer writing a paper for school.

On Thursday, he took the bus to and from school. At lunch time he played intramural floor hockey, which lasted about 45 minutes. After school he had to spend the evening finishing a paper he had been writing, which was due on Friday.

On Friday, he took the bus to and from school. After school he played an active video game for an hour. Later that evening he went to see a 2.5-hour movie with his friends.

On Saturday morning, Cadet Buckley was up early to head to hockey practice for two hours. After hockey practice he played video games for an hour. He then headed out to meet up at a friend's house to hang out for the afternoon.

On Sunday, he was tired and slept in for most of the morning. That afternoon he headed to the local rink to go skating with friends for a couple of hours. Following this he got caught up with his friends on a social network on his computer for a couple of hours before getting to his homework.

Scenario 4

Cadet Shutter is a shy first year cadet. She enjoys spending time with her friends.

On Monday, she took the bus to and from school. She had band practice for an hour after school. When she was finished band practice, she met up with her friends at the mall where they wandered around for a couple of hours before going home. When she returned home she spent an hour on the computer doing her homework.

On Tuesday, she took the bus to and from school. After school she went swimming at the local recreation centre with her friends for an hour. When she returned home, she browsed the internet for a couple of hours.

On Wednesday, she took the bus to and from school. After school she spent the evening working on an assignment for school that was due on Thursday.

On Thursday, she missed the bus and didn't have a way to get to school that day. She spent the day reading a book and watching television.

On Friday, she was on time and took the bus to and from school. After school she had one of her friends over for a sleep-over and they played an active video game for a couple of hours.

On Saturday, she went to the library to do some research for an upcoming school project. Following this, she met her friends at the mall and wandered around for the afternoon. That evening, she went for a walk with her mom.

On Sunday, she went to visit her grandparents, where she spent the day baking cookies for an upcoming bake sale that her grandmother was participating in.

Scenario 5

Cadet Rule is a rambunctious first year cadet. He loves to be active and takes advantage of every opportunity to play games and sports.

On Monday, he rode his bike to and from school, which took approximately one hour. At lunch he played a game of basketball with his friends. After school, he headed to the local park to play Frisbee with his friends for about two hours. When he got home, he played an active video game for an hour before doing his homework and heading to bed.

On Tuesday, he rode his bike to and from school. At lunch he played intramural soccer for about 45 minutes. After school he had track-and-field practice for about one hour. When he returned home, he played his favourite computer game for an hour.

On Wednesday, he rode his bike to and from school. At lunch he played a game of tag with his friends in the school yard for approximately 45 minutes. After school he headed to the recreation centre to play basketball for about one hour. When he returned home, he spent an hour on his homework before watching his favourite television show, which is an hour long.

On Thursday, he rode his bike to and from school. At lunch he played intramural floor hockey for about 45 minutes. After school he had soccer practice for about one hour. When he returned home he played video games for three hours before heading to bed.

On Friday, he rode his bike to and from school. At lunch he played a game of tag with his friends in the school yard for approximately 45 minutes. After school, he rode his bike with his friends for approximately one hour before supper. After supper he played video games for two hours before heading to bed.

On Saturday, Cadet Rule headed to his squadron to participate in a difficult day hike on a local trail. He spent approximately six hours hiking, with two fifteen-minute rest breaks and a one-hour lunch break. When he returned home, he spent the evening watching television.

On Sunday, he slept in and spent the morning watching television in his pyjamas. That afternoon he received a phone call from one of his friends asking if he wanted to go to his house to play video games. Cadet Rule headed to his friend's house and spent three hours playing video games, one of those hours being spent playing an active sport video game.

Scenario 6

Cadet Cove enjoys the outdoors. He particularly loves to snowboard.

On Monday, he took the bus to and from school, which picked him up outside his front door. After school he headed to the gym where he completed 30 minutes on a stationary bike. When he returned home he spent an hour on the computer chatting with friends; then he finished a paper for school that he had been working on.

On Tuesday, he took the bus to and from school. After school, he headed home and spent one hour playing a video game. Following this he spent an hour preparing his snowboard equipment for an upcoming trip.

On Wednesday, he took the bus to and from school. After school he headed to the gym for a workout, where he spent 30 minutes on a treadmill and 30 minutes on the rowing machine. When he returned home, he spent two hours playing an active video game. The rest of his night was spent completing his homework.

On Thursday, he took the bus to and from school. After school, he headed to a local outdoor rink to play hockey with a bunch of his friends for two hours. When he returned home, he spent two hours on the internet, and then watched two hours of television before heading to bed.

On Friday, he took the bus to and from school. After school, he headed home to pack for a weekend snowboarding trip. He spent a couple of hours watching television and headed to bed early to prepare for his early morning.

On Saturday, Cadet Cove got up early to go with his family and friends to the resort. Upon arrival, he hurried to get ready and headed to the hill as quickly as possible. He spent four hours snowboarding and took a one-hour lunch break. That evening he hung out with his friends at the resort.

On Sunday, he snowboarded for two hours before having to head home. When he returned home he spent three hours watching television and one hour completing his homework.

Scenario 7

Cadet Boule is a first-year cadet who loves being a member of the squadron band. She is a little uncoordinated and finds sports and gym class intimidating.

On Monday, she biked to and from school, which took a total of 20 minutes. After school she had band practice for one hour. When she returned home she read her book for two hours and chatted with her friends on the computer for one hour.

On Tuesday, she biked to and from school. After school she practiced her music for an hour before completing her homework. Later, she took her dog for a walk.

On Wednesday, she biked to and from school. After school she headed home to prepare for a squadron fitness night, where she participated in tabloid sports for 2 hours. When she returned home from the squadron she was exhausted and headed directly to bed.

On Thursday, she biked to and from school. After school she ran around playing a game of catch-and-chase with the dog for one hour. Cadet Boule then spent two hours trying to master a piece of music that she had been assigned for her school band.

On Friday, she biked to and from school. After school, one of her friends convinced her to go for a bike ride for approximately an hour and a half. When she returned home, she helped her mother make supper, then watched television with her family for an hour.

On Saturday, she headed to her squadron for band practice, which lasted approximately two hours. After band practice she headed to her friend's house for a sleep-over.

On Sunday, she returned home and spent three hours on the computer completing a paper for school. She then ran around playing games with the dog for an hour before supper. After supper she spent three hours getting caught up on her favourite television show.

Scenario 8

Cadet Hunt is a first-year cadet who absolutely loves soccer. He plays on his school team as well as a local community team.

On Monday, his mother drove him to and from school. After school, he spent three hours at the local park playing soccer with his friends. When he returned home he played video games for one hour and then spent the rest of the evening completing his homework.

On Tuesday, his mother drove him to and from school. At lunch he played a quick game of soccer in the school yard with his friends for approximately 45 minutes. After school he had soccer practice for his school team for about one hour. When he returned home, he spent two hours watching television and then headed to his room for the remainder of the evening.

On Wednesday, his mother drove him to and from school. After school he rode his bike for an hour before heading out to see a 90-minute movie with his friends.

On Thursday, his mother drove him to and from school. At lunch he participated in an intramural soccer game, which lasted approximately 45 minutes. After school he watched television for two hours and played video games for one hour.

On Friday, his mother drove him to and from school. After school, he had a practice for his community soccer team, which lasted about two hours. When he returned home, he spent two hours on the computer before heading to his room for the evening.

On Saturday, Cadet Hunt had a soccer tournament where he played soccer for about five hours. Following the tournament, he spent the night at a friend's house where they played an active video game all evening (about four hours).

On Sunday, he slept in for the morning. When he returned home from his friend's house he went for a one-hour bike ride. He spent the evening chatting with his friends online.



**COMMON TRAINING
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SECTION 3

EO M104.03 – IDENTIFY STRATEGIES TO IMPROVE PARTICIPATION IN PHYSICAL ACTIVITIES

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the handout located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Have the cadets bring their completed four-week Physical Activity Tracker to this lesson.

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest in improving participation in physical activities among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify strategies to improve participation in physical activities.

IMPORTANCE

It is important for cadets to identify strategies to improve participation in physical activities so they have the skills and knowledge they need to help them follow the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*, and lead a healthy active lifestyle.

Teaching Point 1

Conduct an activity where the cadets will identify strategies to improve participation in physical activities.

Time: 25 min

Method: In-Class Activity

BACKGROUND KNOWLEDGE

STRATEGIES TO IMPROVE PARTICIPATION IN PHYSICAL ACTIVITIES**Identify More Enjoyable Activities**

One of the easiest ways to improve participation in physical activities is to find activities that are enjoyable. Different people enjoy different physical activities. Examples of physical activities some people may enjoy include:

- walking the dog;
- doing physical yard work, such as raking leaves, mowing the lawn or shovelling snow;
- playing music and dancing to it;
- running, walking or biking to a friend's house or to the mall; and
- exercising at a gym.

Find an Activity Partner

Physical activities can be more fun when they are done with others. Having a partner can help a person stay motivated. It is more difficult to avoid doing physical activity when another person is counting on you.

Join a Community or School Recreational Program

Community or school recreational programs are a fun way to get active, as they are social and provide structured, scheduled physical activity.

Try a New Physical Activity

Sometimes trying a new activity is a good way to spark an interest and improve participation in physical activities.

Build Physical Activity Into Daily Routine

One easy method of improving participation in physical activities is to build it into daily routine. Take the stairs instead of an elevator or escalator, use a lunch break to be active, or walk / bike to school instead of driving.

Plan for Physical Activity

Planning for physical activity requires a level of commitment to complete that activity, and ensures that time has been set aside for physical activity.

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets identify strategies to improve participation in physical activities.

RESOURCES

Completed Physical Activity Tracker, and
Strategies to Improve Participation in Physical Activities handout located at Attachment A.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets, in pairs, review their Physical Activity Tracker and compare it to the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*.
2. Have the cadets identify areas for improvement pertaining to time spent participating in physical activities and record it on the handout.
3. Have the cadets identify strategies to improve participation in physical activities and record them on the handout.
4. Have the cadets share their strategies with the class and write them on the board or flip chart.
5. Review the strategies identified by the cadets and explain how each strategy can help keep cadets motivated and interested in participating in physical activities daily.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

The cadets' participation in identifying strategies to improve participation in physical activities will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Identifying strategies to improve participation in physical activities will assist with meeting the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*, and help to build a lifelong commitment to physical fitness.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-508 Canadian Society for Exercise Physiology. (2011). *Guidelines*. Retrieved May 1, 2011, from <http://www.csep.ca>

C0-509 Health Canada. (2011). *Physical activity*. Retrieved May 1, 2011 from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

C0-511 ParticipACTION. (2011). *Get moving*. Retrieved November 28, 2011 from www.participaction.com/en-us/Get-Moving/Easy-Ways-To-Start.aspx



STRATEGIES TO IMPROVE PARTICIPATION IN PHYSICAL ACTIVITIES

When did I not meet the daily recommended 60 minutes of physical activity and why?

1. _____

2. _____

3. _____

What can I do to increase my time participating in physical activities and decrease my time participating in sedentary behaviours?

1. _____
2. _____
3. _____

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**COMMON TRAINING
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INSTRUCTIONAL GUIDE**



SECTION 4

EO C104.01 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT

Total Time:	90 min
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PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Review 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 if the 20-m shuttle run test is selected.

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 Fitness handout located at Attachment B for each cadet.

Photocopy Attachment C for each assistant instructor.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participated in the Cadet Fitness Assessment.

IMPORTANCE

It is important for the cadets to participate in the Cadet Fitness Assessment to measure their personal fitness and help them set personal goals for improvement.

Teaching Point 1**Supervise while the cadets participate in the Cadet Fitness Assessment**

Time: 80 min

Method: Practical Activity

BACKGROUND KNOWLEDGE



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

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.

General Warm-Up

This part of the warm-up prepares the cardiovascular system for the physical activity. This part of the warm-up is composed of light cardiovascular activities such as brisk walking, light jogging, or simple games that elevate the heart rate such as tag.

Guidelines for Stretching

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

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

The stretches chosen should focus on the areas of the body that will be used the most during the physical activity. Additional information on stretching is located at Attachment A.

THE COOL-DOWN

Purpose of a Cool-Down

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

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

The stretches chosen should focus on the areas of the body that were used the most during the sports activity. Additional information on stretching is located at Attachment A.

ACTIVITY

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,
- Metre sticks,
- Coins,
- Back-saver sit and reach test apparatuses,
- Individual Score Sheet for the 20-m Shuttle Run Test,
- Individual Score Sheet for the 1600-m Run Test,
- Cadet Fitness Assessment and Incentive Level Results, and
- Strategies to Improve My Personal Fitness handout located at Attachment B.

ACTIVITY LAYOUT

Set up the activity IAW CATO 14-18, Annex A.

ACTIVITY INSTRUCTIONS

1. Have the cadets participate in a warm-up session, composed of light cardiovascular exercises and stretches, meant to:
 - a. gradually increase respiratory action and heart rate;
 - b. expand the muscles' capillaries to accommodate the increase in blood circulation;
 - c. raise muscle temperature to facilitate reactions in muscle tissue; and
 - d. stretch the muscles.
2. Have the cadets perform and score the Cadet Fitness Assessment IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*.



Have the cadets complete the Cadet Fitness Assessment in pairs. Conduct the 20-m Shuttle Run Test or the 1600-m run first; conduct the remaining stations as a circuit.

3. Have the cadets participate in a cool-down session, composed of light cardiovascular exercises and stretches, meant to:
 - a. allow the body to slowly recover from physical activity and help to prevent injury;
 - b. prepare the respiratory and cardiovascular systems to return to their normal state; and
 - c. stretch the muscles.
4. Distribute the Strategies to Improve My Personal Fitness handout located at Attachment B to each cadet.
5. Have each cadet review their Cadet Fitness Assessment and Incentive Level Results and complete the Strategies to Improve My Personal Fitness handout.
6. 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 Attachment C.

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

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

END OF LESSON CONFIRMATION

The cadets' participation in the Cadet Fitness Assessment 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, muscular strength, 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, *Cadet Fitness Assessment and Incentive Program*.

REFERENCES

A0-191 CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.

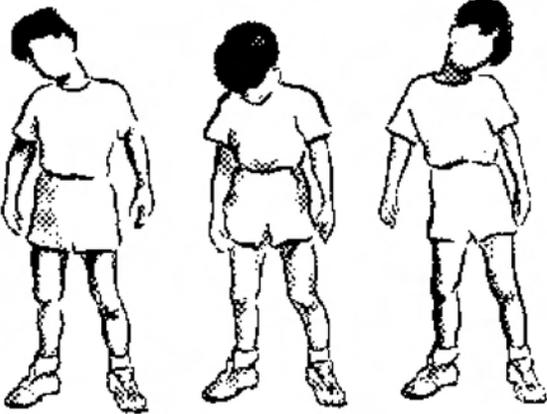
C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.

C0-095 ISBN 0-7360-5962-8 The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.

C0-167 ISBN 0-7360-5866-4 Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual (3rd ed.)*. Windsor, ON: Human Kinetics.

SAMPLE STRETCHES

a. Neck:

 <p data-bbox="363 827 678 856">Figure A-1 Neck Stretch</p> <p data-bbox="245 875 797 974"><i>Note.</i> From <i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions</i>, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#11</p>	<p data-bbox="989 617 1403 716">Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.</p>
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b. Shoulders:



Figure A-2 Shoulder Push

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

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 A-3 Shoulder Shrug

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

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 A-4 Arm Circles

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

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



Figure A-5 Shoulder Stretch

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

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.

c. Arms:



Figure A-6 Wrist Rotations

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

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



Figure A-7 Triceps Stretch

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

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 A-8 Forearm Stretch

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

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.

d. Chest and Abdominals:



Figure A-9 Chest Stretch

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

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 A-10 Side Stretch

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

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.

e. Back:



Figure A-11 Lower Back Stretch

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

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.

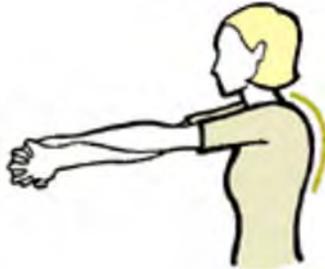


Figure A-12 Upper Back Stretch

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

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.

f. Legs:



Figure A-13 Hamstring Stretch

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

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 A-14 Inner Thigh Stretch

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

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 A-15 Hip Flexor

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

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.

f. Legs Continued:



Figure A-16 Ankle Rotations

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

From a sitting position, rotate your foot in a clockwise, and then a counter-clockwise, direction. Switch and repeat on the opposite side.



Figure A-17 Calf Stretch

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

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 A-18 Quadriceps Stretch

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

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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STRATEGIES TO IMPROVE MY PERSONAL FITNESS



1. Which component(s) of fitness do I need to improve the most?

Cardiovascular Endurance?

Muscular Strength?

Muscular Flexibility?

2. What physical activities will I do on a regular basis to help me improve that (those) component(s) of fitness?

3. When will I do these physical activities over the next month?

WEEK	ACTIVITY PLAN	COMPLETE?
Week 1		<input type="checkbox"/>
		<input type="checkbox"/>
Week 2		<input type="checkbox"/>
		<input type="checkbox"/>
Week 3		<input type="checkbox"/>
		<input type="checkbox"/>
Week 4		<input type="checkbox"/>
		<input type="checkbox"/>
Example	I will ride my bike to and from school every day.	<input type="checkbox"/>
22-28 Apr	I will do stretches for 15 minutes on Monday and Friday.	<input type="checkbox"/>

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PHYSICAL ACTIVITIES CADETS CAN DO TO IMPROVE THEIR PERSONAL FITNESS

- Q1. Which physical activities can cadets do to help them improve the **cardiovascular endurance component** of fitness?
- A1. Examples include:
- aerobics,
 - basketball,
 - cross-country skiing,
 - dancing,
 - floor hockey,
 - hiking,
 - ice skating,
 - lacrosse,
 - orienteering,
 - ringette,
 - rollerblading,
 - running,
 - skipping rope,
 - snowshoeing,
 - soccer, and
 - ultimate Frisbee.
- Q2. Which physical activities can cadets do to help them improve the **muscular strength component** of fitness?
- A2. Examples include:
- balance ball exercises,
 - Pilates,
 - resistance exercises using bands,
 - resistance exercises using the body,
 - weighted ball exercises,
 - weighted bar exercises, and
 - yoga.
- Q3. Which physical activities can cadets do to help them improve the **muscular flexibility component** of fitness?
- A3. Examples include:
- stretching,
 - tai chi, and
 - yoga.

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SECTION 5

EO C104.02 – IDENTIFY METHODS TO MANAGE STRESS

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about stress. A group discussion helps the cadets improve their listening skills and develop as members of a team.

An interactive lecture was chosen for TP 2 to orient the cadets to methods to manage stress.

A demonstration and performance was chosen for TP 3 as it allows the instructor to demonstrate relaxation exercises while providing an opportunity for the cadets to practice under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified methods to manage stress and performed relaxation exercises for managing stress.

IMPORTANCE

It is important for the cadets to be able to understand and identify methods to manage their personal stress. There are many stressors in the lives of youth; the tools contained within this lesson can help the cadets to better manage stress.

Teaching Point 1

Conduct a group discussion on the definition of stress.

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



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

Stress. The body's reaction to a demanding situation.

There are two types of stress:

Eustress

Eustress is described as good stress. This type of stress pushes a person to do better and reach goals. Situations that might produce eustress include:

- riding a roller coaster;
- successfully completing an activity; or
- passing a test.



A physical form of eustress is when a person participates in physical activity. This activity puts small amounts of stress on our muscles, heart and lungs, which results in them growing stronger.



The prefix 'eu' in the word eustress is taken from the word euphoria, which means a feeling of well-being.



In the 1980s, the U.S. Department of Energy (DOE) conducted a study on the health effects of long-term exposure to low levels of radiation. The study found that the workers who were exposed to low levels of radiation had a 24 percent lower mortality rate than their peers who were not exposed.

The toxins that the workers were exposed to were making these workers stronger. Instead of killing cells and causing disease such as cancer, this low-level exposure made them stronger.

This is another example of how stress on the body can be helpful, not harmful.

Note. From *Spark: The Revolutionary New Science of Exercise and the Brain* (pp. 60-61). By J. Ratey, MD, 2008, New York, NY: Little, Brown and Company.

Distress

Distress is described as bad stress. This type of stress causes worry, sorrow, anger or pain. Situations that might produce distress include:

- lack of sleep,
- accidents, or
- negative relationships with others.



Stress affects individuals differently. A situation that causes eustress for one person might cause distress for another.



Cadets do not need to know the terms for the types of stress, just that there are positive and negative effects of stress.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. What is stress?
- Q2. How does stress affect you?

Q3. Is stress always negative?

Q4. What are some positive effects of stress?



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



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

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Describe methods to manage stress.

Time: 10 min

Method: Interactive Lecture



Have the cadets describe some of the methods they use to manage negative stress. After answers are given, describe the following methods to manage stress.

Methods to Manage Stress

The following methods may be used to help manage stress:

- Participating in physical activity.
- Resting in a quiet place.
- Reducing breathing rate.
- Reducing mental activity.
- Reducing muscle tension.
- Participating in relaxation exercises.
- Identifying the stressor.
- Tackling one thing at a time.
- Trying to solve the problem.
- Managing time effectively.
- Accepting what cannot be changed.

- Thinking positively.
- Not masking problems.
- Trying not to be concerned with little problems.
- Being flexible.



Physical Activity and Stress

Being physically active is the most effective method to manage stress. Cardiovascular activity elevates the heart rate and helps the brain function more effectively, which ultimately alleviates the effects of stress.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. List three methods that may be used to help manage stress.
- Q2. What is one of the most effective methods to manage stress?

ANTICIPATED ANSWERS:

A1. The following methods may be used to help manage stress:

- Participating in physical activity.
- Resting in a quiet place.
- Reducing breathing rate.
- Reducing mental activity.
- Reducing muscle tension.
- Participating in relaxation exercises.
- Identifying the stressor.
- Tackling one thing at a time.
- Trying to solve the problem.
- Managing time effectively.
- Accepting what cannot be changed.
- Thinking positively.
- Not masking problems.
- Trying not to be concerned with little problems.
- Being flexible.

A2. Being physically active.

Teaching Point 3

Demonstrate and have the cadets perform relaxation exercises for managing stress.

Time: 10 min

Method: Demonstration and Performance



Demonstrate and have the cadets perform the following relaxation exercises for managing stress.



The following exercises may be completed at almost any time or place.

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 1).
4. Remain in this position for 10–15 seconds.
5. Slowly roll up, one vertebrae at a time.

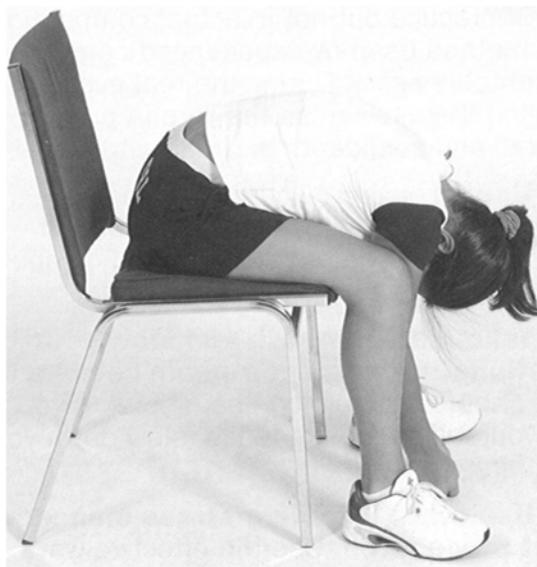


Figure 1 Rag Doll

Note. From *Fitness for Life: Updated Fifth Edition* (p. 300), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

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 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 2 Neck Roll

Note. From *Fitness for Life: Updated Fifth Edition* (p. 300), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

BODY BOARD

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

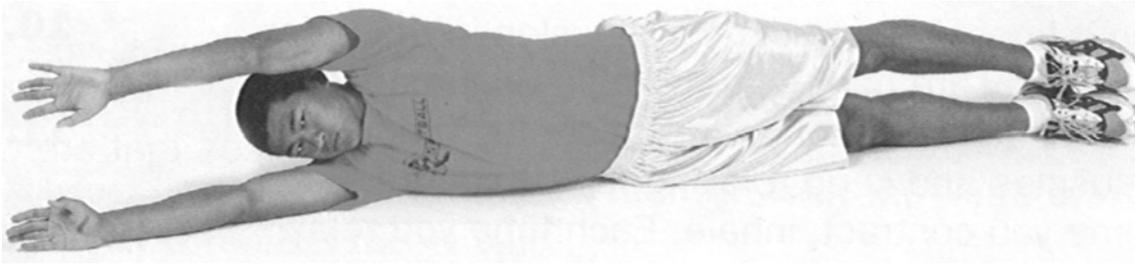


Figure 3 Body Board Start Position

Note. From *Fitness for Life: Updated Fifth Edition* (p. 301), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.



Figure 4 Body Board Finish Position

Note. From *Fitness for Life: Updated Fifth Edition* (p. 301), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

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 5).
5. Repeat Step 4 for the left side.
6. Repeat Steps 4 and 5 ten times.



Figure 5 Jaw Stretch

Note. From Fitness for Life: Updated Fifth Edition (p. 301), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

CONFIRMATION OF TEACHING POINT 3

The cadets' performance of the relaxation exercises will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. What is stress?
- Q2. Is stress always negative?
- Q3. What is the most effective method for managing stress?

ANTICIPATED ANSWERS:

- A1. The body's reaction to a demanding situation.
- A2. No, stress can also have positive effects on a person.
- A3. Physical activity is the most effective method for managing stress.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Understanding stress and identifying methods for managing stress will help alleviate the negative effects of stress, and help to promote emotional and physical well being.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-091 ISBN 978-0-7360-6675-4 Corbin, C., & Lindsey, R. (2007). *Fitness for life: Updated fifth edition*. Windsor, ON: Human Kinetics.

C0-512 ISBN 978-0-316-11350-2 Ratey, J. MD. (2008). *Spark: The revolutionary new science of exercise and the brain*. New York, NY: Little, Brown and Company.



**COMMON TRAINING
PROFICIENCY LEVEL ONE
INSTRUCTIONAL GUIDE**



SECTION 6

EO C104.03 – IDENTIFY THE FOOD GROUPS

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-801/PG-001, *Proficiency Level One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Obtain a copy of *Eating Well With Canada's Food Guide* for each cadet, either by photocopying Attachment A or by ordering copies from Health Canada at www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php

Obtain five containers for the activity in TP 2.

PRE-LESSON ASSIGNMENT

Have the cadets bring two samples of their favourite foods (either an actual sample or picture) for this lesson.

APPROACH

A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about healthy eating. A group discussion helps the cadets improve their listening skills and develop as members of a team.

An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate an interest in healthy eating among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

It is important for cadets to identify the food groups to build a foundation for healthy eating, which contributes to physical fitness.

Teaching Point 1**Have the cadets participate in a group discussion on the importance of healthy eating.**

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

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

Eating well and being physically active are two key components of physical fitness. Healthy eating is important because of the numerous health benefits that result. The choices made each day in regards to eating can affect daily functioning as well as long-term health.

Healthy eating has the following positive effects:

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

Following the guidelines in *Eating Well With Canada's Food Guide* also helps a person to:

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

GROUP DISCUSSION**TIPS FOR ANSWERING / FACILITATING DISCUSSION:**

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.

- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

- Q1. How do the types of foods a person eats affect them?
- Q2. What are some positive outcomes of healthy eating?
- Q3. Why do you think a person has more energy when they are eating well?
- Q4. Why is it important to follow the guidelines of *Eating Well With Canada's Food Guide*?



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



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

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Have the cadets participate in an activity where they will identify the four food groups.

Time: 15 min

Method: In-Class Activity

BACKGROUND KNOWLEDGE

Vegetables and Fruit

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

- fresh vegetables / fruit,
- frozen vegetables / fruit,

- canned vegetables / fruit,
- dried vegetables / fruit, and
- vegetable / fruit juices.

Grain Products

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

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

Milk and Alternatives

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

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

Meat and Alternatives

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

- meat products, such as:
 - eggs,
 - fish,
 - meat,
 - poultry, and
 - shellfish; and

- alternative meat products, such as:
 - legumes (eg, chick peas),
 - kidney beans,
 - lentils, nuts / seeds, and
 - tofu.
-

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets identify the four food groups.

RESOURCES

- Eating Well With Canada's Food Guide,
- Samples of the cadets' favourite foods (either an actual sample or picture), and
- Five containers, one for each food group and one opaque container for the food samples.

ACTIVITY LAYOUT

1. Place the food samples the cadets brought into the opaque container at the front of the training area.
2. Arrange the four other containers at the front of the training area and label them with each of the food groups.

ACTIVITY INSTRUCTIONS

1. Have four cadet volunteers describe each of the food groups to the class.
2. Divide the cadets into two teams.
3. Have one cadet from each team run to the front of the class and, without looking, pull one food item from the container.
4. Have the cadets, with the help of their team, identify which food group the item comes from and place it into the appropriate container.
5. Award each correctly identified item with one point, keeping in mind that some food items may contain more than one food group, meaning that there is more than one correct answer.
6. Repeat Steps 3 and 4, having a different cadet retrieve a food item, until there are no food samples remaining in the main container.
7. Distribute a copy of *Eating Well With Canada's Food Guide* to each cadet

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

The cadets' participation in identifying the four food groups will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Identifying the food groups is the first step in building a foundation of knowledge on healthy eating, which contributes to physical fitness.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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

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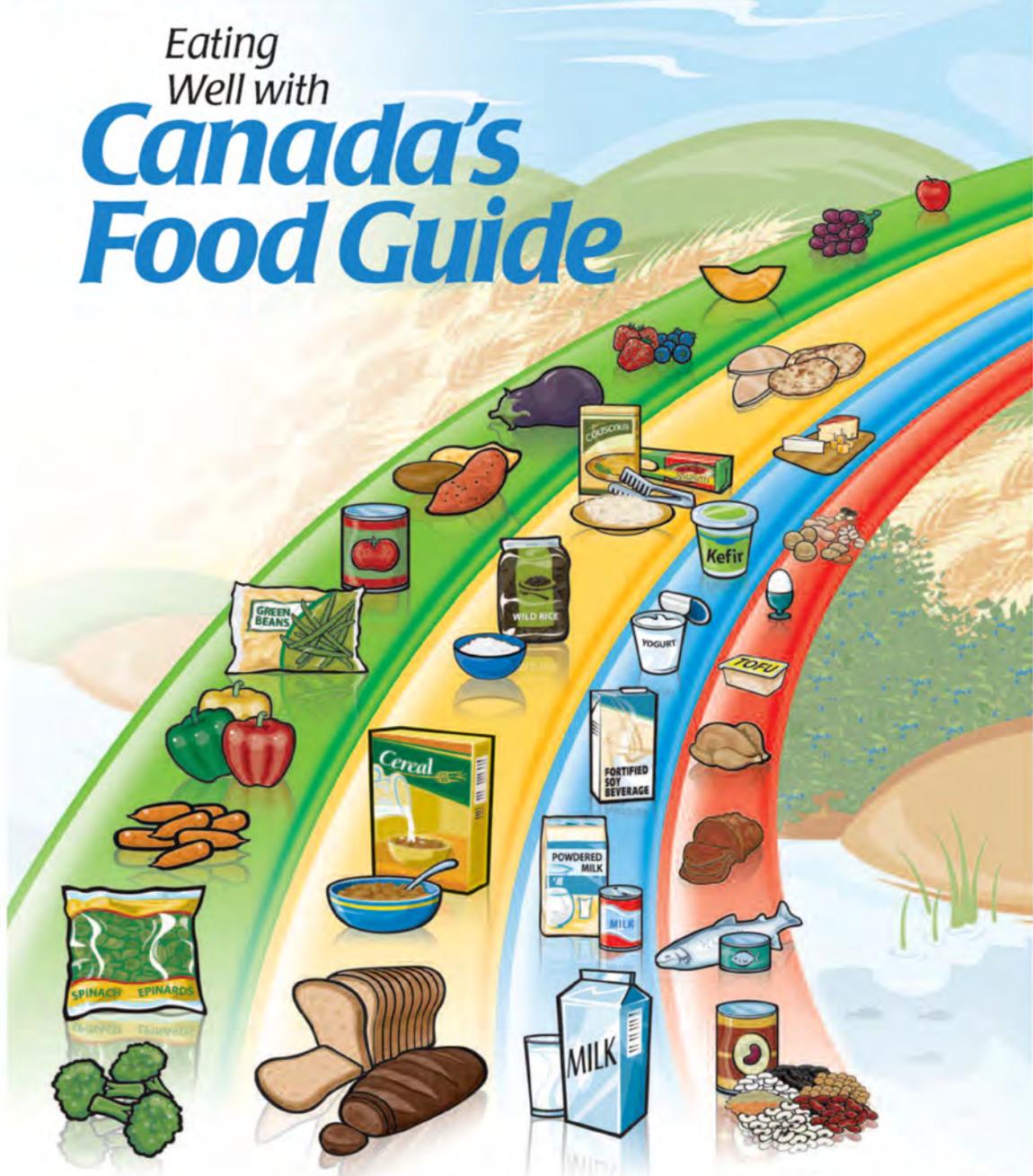


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Your health and safety... our priority.

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
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.

What is One Food Guide Serving?

Look at the examples below.

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



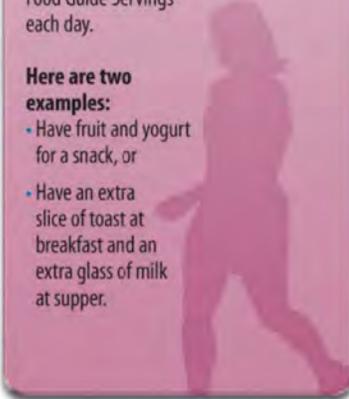
Women of childbearing age

All women who could become pregnant and those who are pregnant or breastfeeding need a multivitamin containing **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 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:

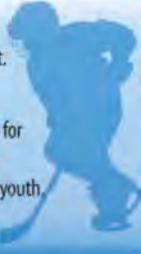
- Better overall health.
- Lower risk of disease.
- A healthy body weight.
- Feeling and looking better.
- More energy.
- Stronger muscles and bones.

Be active

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

Canada's Physical Activity Guide recommends building 30 to 60 minutes of moderate physical activity into daily life for adults and at least 90 minutes a day for children and youth. You don't have to do it all at once. Add it up in periods of at least 10 minutes at a time for adults and five minutes at a time for children and youth.

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)

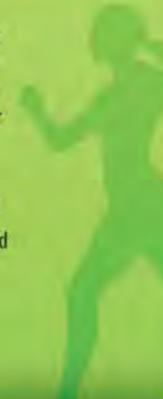
Amount	% Daily Value
Calories 0	
Fat 0 g	0 %
Saturates 0 g	0 %
+ Trans 0 g	
Cholesterol 0 mg	
Sodium 0 mg	0 %
Carbohydrate 0 g	0 %
Fibre 0 g	0 %
Sugars 0 g	
Protein 0 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 0 %	Iron 0 %

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](http://www.healthcanada.gc.ca/foodguide)

or contact:

Publications
 Health Canada
 Ottawa, Ontario K1A 0K9
E-Mail: 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.