

CHAPTER 4
PO 304 – UPDATE PERSONAL ACTIVITY PLAN



COMMON TRAINING
PROFICIENCY LEVEL THREE
INSTRUCTIONAL GUIDE



SECTION 1

EO M304.01 – DESCRIBE THE COMPONENTS OF PHYSICAL FITNESS

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-803/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets and to generate an interest in the components of physical fitness.

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

A demonstration was chosen for TP 3 as it allows the instructor to demonstrate how to conduct and score the components of the Cadet Fitness Assessment.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have described the components of physical fitness.

IMPORTANCE

It is important for the cadets to describe the components of physical fitness and to identify activities that may help to improve physical fitness because it contributes to a healthy lifestyle. This lesson promotes physical fitness, meeting one of the aims of the Cadet Program.

Teaching Point 1**Describe the Components of Physical Fitness**

Time: 5 min

Method: Interactive Lecture



Describe the components of physical fitness and provide examples of the types of activities associated with each component.

CARDIOVASCULAR ENDURANCE

Good cardiovascular endurance is linked to a reduced risk of high blood pressure, coronary heart disease, obesity and diabetes. Cardiovascular endurance activities help the heart, lungs and circulatory system stay healthy and provide energy. Examples of activities that may help to improve cardiovascular endurance include:

- walking,
- biking, and
- dancing.

MUSCULAR STRENGTH

Good muscular strength is linked to developing strong muscles and bones, improving posture and preventing diseases such as osteoporosis. Muscular strength activities are those that require the muscles to work against some sort of resistance. Examples of activities that may help to improve muscular strength include:

- lifting and carrying objects;
- climbing stairs; and
- weight/strength training routines.

MUSCULAR FLEXIBILITY

Good muscular flexibility is linked to improved movement, muscle relaxation and joint mobility. Muscular flexibility activities are those that require reaching, bending and stretching. Examples of activities that may help to improve muscular flexibility include:

- stretching exercises,
- yoga, and
- T'ai Chi.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Good cardiovascular endurance is linked to what?
- Q2. What are muscular strength activities?
- Q3. What is good muscular flexibility linked to?

ANTICIPATED ANSWERS

- A1. Reduced risk of high blood pressure, coronary heart disease, obesity and diabetes.
- A2. Those that require the muscles to work against some sort of resistance.
- A3. Improved movement, muscle relaxation and joint mobility.

Teaching Point 2

**Conduct an Activity Where the Cadets Will Identify Fitness
and Sports Activities That May Help to Improve the
Components of Physical Fitness**

Time: 10 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets identify fitness and sports activities associated with the components of physical fitness.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into three groups.
2. Assign each group a component of physical fitness.
3. Have the cadets brainstorm the types of activities associated with the assigned component.
4. Have each group present the activities they have brainstormed.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3**Demonstrate How to Conduct and Score the Components of the Cadet Fitness Assessment**

Time: 10 min

Method: Demonstration



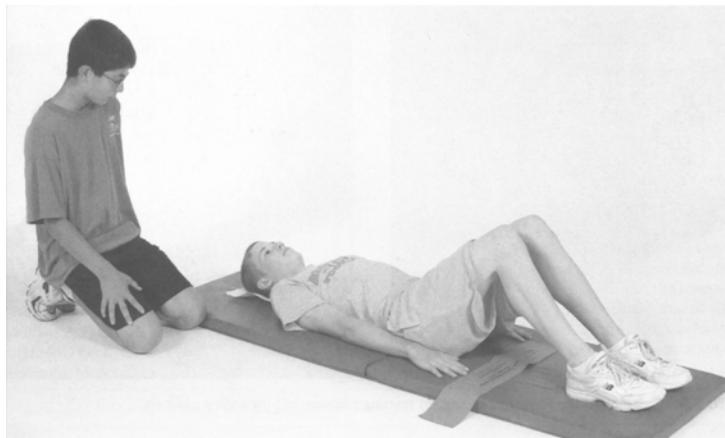
The cadets are familiar with how the PACER is conducted because they have participated in the assessment in Proficiency Level Two, therefore the PACER will not be described during this lesson.



The Cadet Fitness Assessment is conducted in pairs where the cadets will track their partner's score.

MUSCULAR STRENGTH**Conducting the Curl-Up**

1. Have one cadet from each pair:
 - a. lay on their back with head down;
 - b. bend their knees at an angle of approximately 140 degrees;
 - c. place their feet flat and legs slightly apart; and
 - d. rest their palms on the mat with their arms straight, parallel to their trunk, and fingers stretched out (as illustrated in Figure 4-1-1).
2. The scorekeeper will place the measuring strip on the mat under the cadet's knees so their fingertips are resting on the nearest edge of the measuring strip (as illustrated in Figure 4-1-1).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 43)

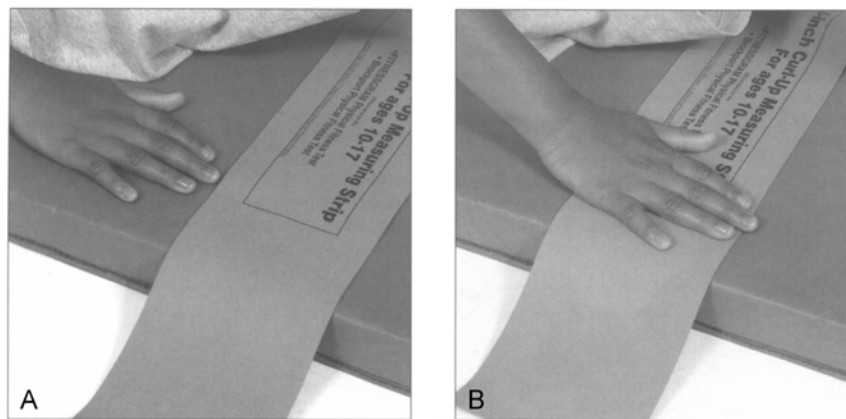
Figure 4-1-1 Curl-Up Starting Position

3. The cadet on the mat will curl up (as illustrated in Figure 4-1-2), ensuring their fingers reach the other side of the measuring strip (as illustrated in Figure 4-1-3), repeatedly at a cadence of one curl every three seconds. This is done until a second form correction (the first form correction does not count) is made, they can no longer continue or have completed 75 curl-ups.



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 43)

Figure 4-1-2 Curl-Up



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 44)

Figure 4-1-3 Curl-Up Finger Position

4. The scorekeeper will count how many times the cadet can curl up (which is the curl-up score).
5. Have the cadets switch positions and repeat steps one to four.

Scoring the Curl-Up

Scoring for the curl-up is based on the number of curl-ups that are completed; until a second form correction (the first form correction does not count) is made, the cadet can no longer continue, or has completed 75 curl-ups.

Conducting the Push-Up

1. Have one cadet from each pair:
 - a. lay face down;
 - b. place their hands under or slightly wider than their shoulders, with fingers stretched out;
 - c. straighten their legs with feet slightly apart; and
 - d. tuck their toes under the shins.

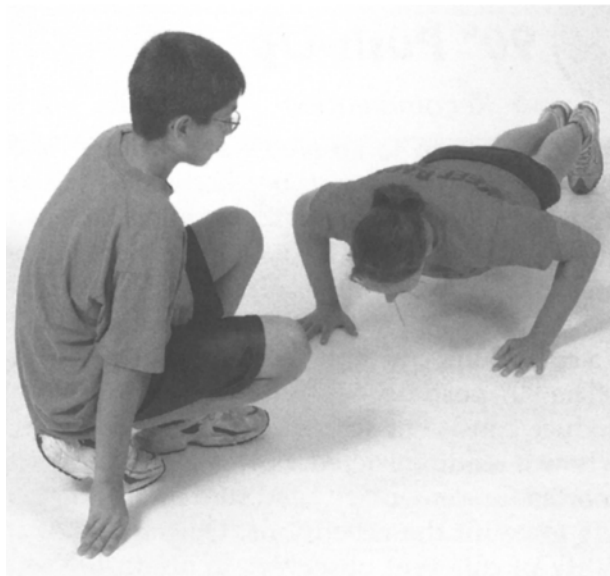
2. Have the cadet push up with their arms until they are straight, keeping the legs and back aligned (as illustrated in Figure 4-1-4).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 48)

Figure 4-1-4 Push-Up Starting Position

3. Have the cadet lower their body using their arms until the elbows bend at a 90-degree angle and the upper arms are parallel to the floor (as illustrated in Figure 4-1-5).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 48)

Figure 4-1-5 Down Position of the Push-Up


4. Have the cadet repeat steps two and three repeatedly at a cadence of one push-up every three seconds until a second form correction (the first form correction does not count) is made, or they can no longer continue.

5. The scorekeeper will count how many times the cadet can complete a push-up (which is the push-up score).
6. Have the cadets switch positions and repeat steps one to five.

Scoring the Push-Up

Scoring for the push-up is based on the number of push-ups that are completed; until a second form correction (the first form correction does not count) is made, or the cadet can no longer continue.

MUSCULAR FLEXIBILITY



Demonstrate the two muscular flexibility assessments that are chosen to be conducted during the Cadet Fitness Assessment.

Conducting the Trunk Lift

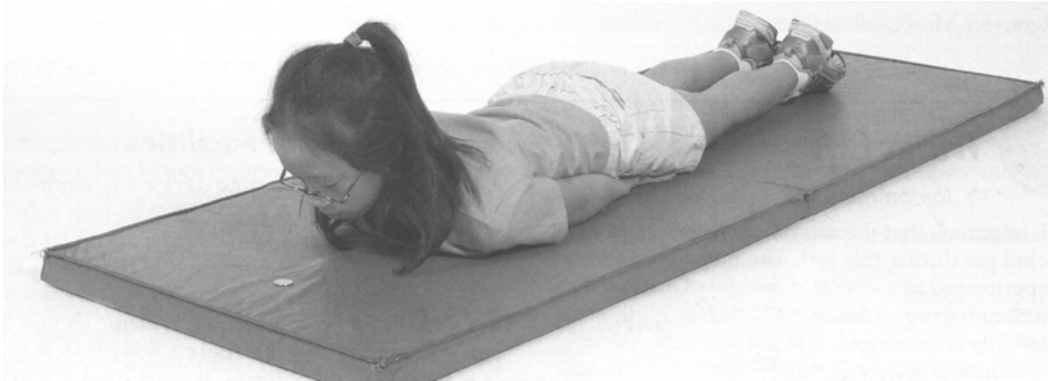
1. Have one cadet from each pair:
 - a. lay face down on the mat;
 - b. point their toes towards the end of the mat; and
 - c. place their hands under the thighs (as illustrated in Figure 4-1-6).
2. Place a marker on the mat aligned with the cadet's eyes (as illustrated in Figure 4-1-6).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 46)

Figure 4-1-6 Starting Position for the Trunk Lift

3. Have the cadet lift their upper body off the floor in a slow and controlled manner, to a maximum height of 30 cm (12 inches) (as illustrated in Figure 4-1-7). Ensure their head is aligned straight with the spine.



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 46)

Figure 4-1-7 The Trunk Lift

4. Have the cadet hold this position until the height can be measured (as illustrated in Figure 4-1-8).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 46)

Figure 4-1-8 Measuring The Trunk Lift

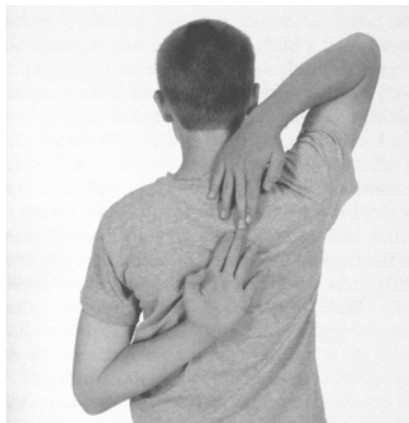
5. The scorekeeper will measure the distance, in inches, between the mat and the cadet's chin to determine the trunk lift score. The score will be a maximum of 12 inches to prevent hyperextension.
6. Have the cadets switch positions and repeat steps one to five.

Scoring the Trunk Lift

Scoring for the trunk lift is based on the distance, in inches, between the mat and the chin, to a maximum of 12 inches.

Conducting the Shoulder Stretch

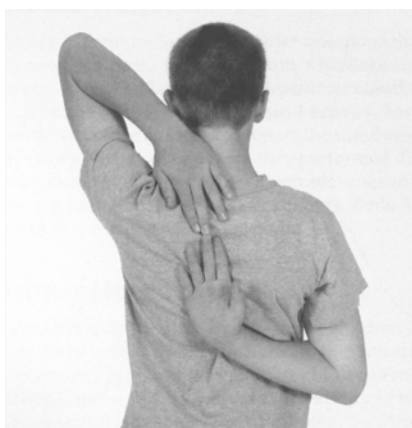
1. Have one cadet from each pair test their right shoulder by:
 - a. reaching with the right hand over the right shoulder and down the back; and
 - b. reaching with the left hand behind the back to touch the right hand (as illustrated in Figure 4-1-9).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 55)

Figure 4-1-9 Right Shoulder Stretch

2. The scorekeeper will observe if the hands are touching to determine the right shoulder stretch score (a yes or no).
3. Have the cadet test their left shoulder by:
 - a. reaching with the left hand over the left shoulder and down the back; and
 - b. reaching with the right hand behind the back to touch the left hand (as illustrated in Figure 4-1-10).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 55)

Figure 4-1-10 Left Shoulder Stretch

4. The scorekeeper will observe if the hands are touching to determine the left shoulder stretch score.
5. Have the cadets switch positions and repeat steps one to four.

Scoring the Shoulder Stretch

Scoring for the shoulder stretch is based on the cadet's ability to touch their fingers on both their right and left sides. The score is indicated with a yes (Y) or no (N) on the scoresheet.

Conducting the Back-Saver Sit and Reach



Refer to EO M304.02 (Section 2) for specific details regarding the construct of the back-saver sit and reach test apparatus.

1. Have one cadet from each pair remove their shoes.
2. Have the cadet:
 - a. sit in front of the test apparatus;
 - b. extend one leg fully with the foot flat against the face of the box;
 - c. bend the knee of the other leg with the sole of the foot flat on the floor placed next to the knee of the straight leg;
 - d. ensure that there is a 5–8 cm (2–3 inch) space between the knee on the straight leg, and the foot of the bent leg; and
 - e. extend their arms forward with the hands placed on top of one another placing the finger tips just in front of the tip of the ruler (as illustrated in Figure 4-1-11).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 54)

Figure 4-1-11 Starting Position for the Back-Saver Sit and Reach

3. Have the cadet reach forward with both hands along the scale four times, holding the position on the fourth reach for at least one second (as illustrated in Figure 4-1-12).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3^d ed.), Human Kinetics (p. 54)

Figure 4-1-12 The Back-Saver Sit and Reach

4. The scorekeeper will measure the distance, in inches that the cadet reached. This measurement will be the score for one leg, to a maximum of 12 inches to prevent hyperextension.
5. Have the cadet repeat steps one to three for the other leg.
6. Have the cadets switch positions and repeat steps one to five.

Scoring the Back-Saver Sit and Reach

Scoring for the back-saver sit and reach is based on the distance, in inches, that the cadet can reach with their hands for each leg, to a maximum of 12 inches.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. How is the curl-up scored?
- Q2. How is the right shoulder assessed for muscular flexibility?
- Q3. How is the back-saver sit and reach scored?

ANTICIPATED ANSWERS

- A1. By counting the number of curl-ups completed.
- A2. Complete the shoulder stretch assessment by:
 - a. reaching with the right hand over the right shoulder and down the back; and
 - b. reaching with the left hand behind the back to touch the right hand.
- A3. The back-saver sit and reach is scored by measuring the distance, in inches, that the cadet can reach with their hands for each leg, to a maximum of 12 inches.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What are the three components of physical fitness?
- Q2. List three fitness and sports activities that may help to improve cardiovascular endurance?
- Q3. What is one assessment used to test muscular strength?

ANTICIPATED ANSWERS

- A1. Cardiovascular endurance, muscular strength and muscular flexibility.
- A2. Cardiovascular activities include, but are not limited to:
- walking,
 - yard and garden work,
 - biking,
 - skating,
 - swimming, and
 - dancing.
- A3. The curl-up or the push-up.

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets will perform the components of the Cadet Fitness Assessment during EO M304.02 (Participate in the Cadet Fitness Assessment, Section 2).

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Describing the components and identifying activities that may help to improve physical fitness contributes to a healthy lifestyle. This lesson promotes physical fitness, meeting one of the aims of the Cadet Program. Being familiar with how to conduct the components of the Cadet Fitness Assessment will be helpful when it comes time to participate in the assessment. Results from the Cadet Fitness Assessment are helpful for tracking personal fitness level, creating fitness goals, and promoting lifelong fitness.

INSTRUCTOR NOTES/REMARKS

This lesson shall be conducted prior to EO M304.02 (Participate in the Cadet Fitness Assessment, Section 2).

REFERENCES

- C0-104 (ISBN 0-662-26628-5) Public Health Agency of Canada. (1998). *Handbook for Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada.

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

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING
PROFICIENCY LEVEL THREE
INSTRUCTIONAL GUIDE



SECTION 2

EO M304.02 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT

Total Time:

2 X 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-803/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. The CD/tape for the Progressive Aerobic Cardiovascular Endurance Run (PACER) is available from the RCSU and should be set up for use with a suitable playback device.

Photocopy the Cadet Fitness Assessment Scoresheet located at Annex B and the PACER Individual Scoresheet B located at Annex C for each cadet.

The cadets will complete the Cadet Fitness Assessment in pairs. The PACER will be conducted first, with the remaining stations run as a circuit.

PRE-LESSON ASSIGNMENT

N/A.

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

Review how to conduct the components of the Cadet Fitness Assessment from EO M304.01 (Describe the Components of Physical Fitness, Section 1).

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 determine their personal fitness level and when conducted multiple times over the course of the year, it allows progress to be tracked.

Determining personal fitness level will also allow the cadets to create personal goals and will assist with updating a personal activity plan.

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

Time: 5 min

Method: Practical Activity



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

PURPOSE OF A WARM-UP

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

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

GUIDELINES FOR STRETCHING

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

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 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.

ACTIVITY

OBJECTIVE

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

RESOURCES

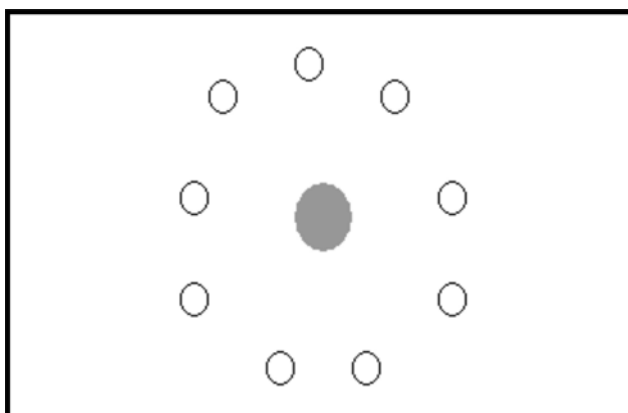
N/A.

ACTIVITY LAYOUT

N/A.

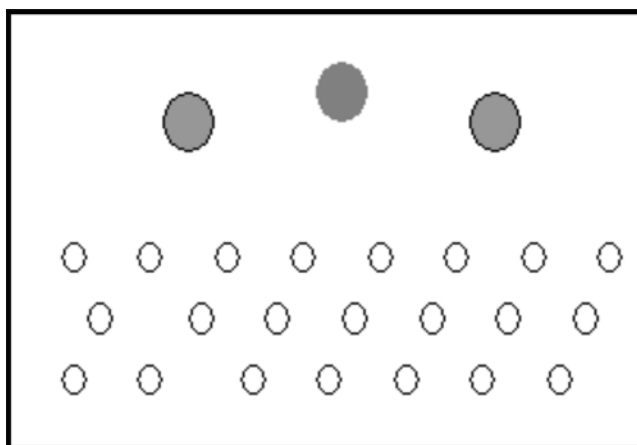
ACTIVITY INSTRUCTIONS

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



Director Cadets 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-2-1 Instructor in the Centre of a Warm-Up Circle




Director Cadets 3, 2006, Ottawa, ON: Department of National Defence

Figure 4-2-2 Instructor at the Front with Two Assistant Instructors

2. Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.

3. Assistant instructors may help demonstrate the exercises and ensure the cadets are performing them correctly.
4. Have cadets perform each stretch/light cardiovascular exercise.



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

SAFETY


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

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2 **Supervise While the Cadets Perform and Score the Cadet Fitness Assessment**

Time: 15 min Method: Practical Activity



The cadets will participate in the Cadet Fitness Assessment in pairs.

The PACER will be conducted before the other assessments. A summary of how to conduct the PACER is located at Annex C.

The remaining assessments will be conducted as a circuit (summaries of how to conduct the assessments are located at the respective annexes) and are as follows:

1. the curl-up (Annex D),
2. the push-up (Annex E), and
3. choose two of the following:
 - a. the trunk lift (Annex F),
 - b. the shoulder stretch (Annex G), and
 - c. the back-saver sit and reach (Annex H).

ACTIVITY 1

OBJECTIVE

The objective of this activity is to have the cadets perform and score the PACER.

RESOURCES

- *PACER Test CD*,
- CD player,
- Pylons, and
- Photocopies of the *PACER Individual Scoresheet B* located at Annex C.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs.
2. Distribute the *PACER Individual Scoresheet B* and pens/pencils to one cadet from each pair.
3. Have the cadets with the scoresheet print their partner's name on the scoresheet and sit behind the starting line ready to record results.
4. Have the cadets who are running the PACER, line up in their respective lanes at the starting line and wait for instructions from the CD.
5. Play the CD. The scorekeeper will record the number of laps that are successfully completed on the scoresheet. The supervisors at each line will inform the scorekeeper when a cadet does not cross the line before the beep. The PACER is complete when all the cadets have not reached the line before the beep for the second time.
6. Once completed, have the cadets who ran the PACER become the scorekeepers and the scorekeepers become the runners.
7. Repeat steps two to six.

SAFETY

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



Distribute the Cadet Fitness Assessment Scoresheet located at Annex B to each cadet prior to starting the circuit.

ACTIVITY 2

OBJECTIVE

The objective of this activity is to have the cadets perform and score the curl-up.

RESOURCES

- CD player,

- Gym mats, and
- Curl-up measuring strip.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair:
 - a. lay on their back with head down;
 - b. bend their knees at an angle of approximately 140 degrees;
 - c. place their feet flat and legs slightly apart; and
 - d. rest their palms on the mat with their arms straight, parallel to their trunk, and fingers stretched out.
2. The scorekeeper will place the measuring strip on the mat under the cadet's knees so the fingertips are resting on the nearest edge of the measuring strip.
3. The cadet on the mat will curl up, ensuring their fingers reach the other side of the measuring strip, repeatedly at a cadence of one curl every three seconds until a second form correction (the first form correction does not count) is made, they can no longer continue, or they have completed 75 curl ups.
4. The scorekeeper will count how many times the cadet can curl up (which is the curl-up score).
5. Have the cadets switch positions and repeat steps one to four.

SAFETY

Ensure that the curl-up is conducted using the proper position/form.

ACTIVITY 3

OBJECTIVE

The objective of this activity is to have the cadets perform and score the push-up.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair:
 - a. lay face down;
 - b. place their hands under or slightly wider than their shoulders, with fingers stretched out;
 - c. straighten their legs with feet slightly apart; and
 - d. tuck their toes under the shins.

2. Have the cadet push up with their arms until they are straight, keeping the legs and back aligned.
3. Have the cadet lower their body using their arms until the elbows bend at a 90-degree angle and the upper arms are parallel to the floor.
4. Have the cadet repeat steps two and three repeatedly at a cadence of one push-up every three seconds until a second form correction (the first form correction does not count) is made, or they can no longer continue.
5. The scorekeeper will count how many times the cadet can complete a push-up (which is the push-up score).
6. Have the cadets switch positions and repeat steps one to five.

SAFETY

Ensure that the push-up is conducted using the proper position/form.

ACTIVITY 4

OBJECTIVE

The objective of this activity is to have the cadets perform and score the trunk lift.

RESOURCES

- Gym mats, and
- Trunk lift measuring device.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair:
 - a. lay face down on the mat;
 - b. point their toes towards the end of the mat; and
 - c. place their hands under thighs.
2. Place a marker (a coin will suffice) on the mat aligned with the cadet's eyes.
3. Have the cadet lift their upper body off the floor in a slow and controlled manner, to a maximum height of 30 cm (12 inches). Ensure their head is aligned straight with the spine.
4. Have the cadet hold this position until the height can be measured.
5. The scorekeeper will measure the distance, in inches between the mat and the cadet's chin to determine the trunk lift score. The score will be a maximum of 12 inches to prevent hyperextension.
6. Have the cadets switch positions and repeat steps one to five.

SAFETY

- The ruler should be placed at least one inch from the cadet's chin and not directly under the chin.

- The cadets shall not bounce or hyperextend their backs while performing the trunk lift.

ACTIVITY 5

OBJECTIVE

The objective of this activity is to have the cadets perform and score the shoulder stretch.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair test their right shoulder by:
 - a. reaching with the right hand over the right shoulder and down the back; and
 - b. reaching with the left hand behind the back to touch the right hand.
2. The scorekeeper will observe if the hands are touching to determine the right shoulder stretch score (a yes or no).
3. Have the cadet test their left shoulder by:
 - a. reaching with the left hand over the left shoulder and down the back; and
 - b. reaching with the right hand behind the back to touch the left hand.
4. The scorekeeper will observe if the hands are touching to determine the left shoulder stretch score.
5. Have the cadets switch positions and repeat steps one to four.

SAFETY

N/A.

ACTIVITY 6

OBJECTIVE

The objective of this activity is to have the cadets perform and score the back-saver sit and reach.

RESOURCES

Back-saver sit and reach test apparatus (instructions located at Annex I).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair remove their shoes.

2. Have the cadet:
 - a. sit in front of the test apparatus;
 - b. extend one leg fully with the foot flat against the face of the box;
 - c. bend the knee of the other leg with the sole of the foot flat on the floor placed next to the knee of the straight leg;
 - d. ensure that there is a 5–8 cm (2–3 inch) space between the knee on the straight leg, and the foot of the bent leg; and
 - e. extend their arms forward with the hands placed on top of one another placing the finger tips just in front of the tip of the ruler.
3. Have the cadet reach forward with both hands along the scale four times, holding the position on the fourth reach for at least one second.
4. The scorekeeper will measure the distance, in inches that the cadet reached. This measurement will be the score for one leg, to a maximum of 12 inches to prevent hyperextension.
5. Have the cadet repeat steps one to three for the other leg.
6. Have the cadets switch positions and repeat steps one to four.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Conduct a Cool-Down Session Composed of Light Cardiovascular Exercises

Time: 5 min

Method: Practical Activity



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

PURPOSE OF A COOL-DOWN

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

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



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

ACTIVITY

OBJECTIVE

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

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

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

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP 1.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the cool-down session 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

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The Cadet Fitness Assessment determines personal fitness level, and is an excellent tool for tracking progress in personal fitness.

INSTRUCTOR NOTES/REMARKS

The Cadet Fitness Assessment is an individual assessment used to set personal fitness goals. Results from this assessment shall not be used for competition or classification among cadets.

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

This EO shall be conducted at the start and the end of the training year.

REFERENCES

- 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.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING
PROFICIENCY LEVEL THREE
INSTRUCTIONAL GUIDE



SECTION 3

EO M304.03 – UPDATE PERSONAL ACTIVITY PLAN

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-803/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy Annex J (Sample Personal Activity Plan) and Annex K (Personal Activity Plan) for each cadet.

Physical fitness resources can be printed or ordered from <http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html>, through the Public Health Agency of Canada to be given as handouts to the cadets.

PRE-LESSON ASSIGNMENT

Ensure the cadets have a copy of their Proficiency Level Two personal activity plan and their Cadet Fitness Assessment results to bring to this lesson.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to update their personal activity plan. This activity contributes to the development of personal fitness goals in a fun and challenging setting.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have updated their personal activity plan (from Proficiency Level Two) for the current training year.

IMPORTANCE

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

Teaching Point 1**Have the Cadets Update Their Personal Activity Plan From Proficiency Level Two**

Time: 25 min

Method: Practical Activity



Describe the terms used in the personal activity plan before having the cadets update their plan. Distribute the sample personal activity plan handout located at Annex J to each cadet.

A personal activity plan is designed to identify current personal fitness level and to create individual goals to increase fitness level. There are a number of terms used within a personal activity plan to describe type and intensity of activities.

TYPES OF ACTIVITIES

Rest Activities. Activities that involve minimal physical effort (eg, homework, computer games and reading).

Lifestyle Activities. Activities that are a part of a normal day (eg, walking, household chores and garbage sweeps).

Aerobic Activities. Activities that improve aerobic fitness (eg, jogging, swimming and dancing).

Aerobic Sports. Sports that involve a great deal of movement (eg, baseball, basketball and soccer).

Muscular Activities. Activities that require strength (eg, weightlifting, wrestling and track and field sports).

Flexibility Activities. Activities that involve stretching the muscles (eg, martial arts, stretching and yoga).

INTENSITY OF ACTIVITIES

Rest. Activities that involve sitting or standing, and little motion.

Light. Activities that involve slow movements, and are not tiring.

Moderate. Activities that are fairly intense (fall between light and vigorous).

Vigorous. Activities that involve quick movements or running, and increased respiration.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets update their Proficiency Level Two personal activity plan.

RESOURCES

- Personal activity plan handout located at Annex K,
- Cadet Fitness Assessment results, and
- Pens/pencils.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Discuss how the results of the Cadet Fitness Assessment can be used to create goals.



The Cadet Fitness Assessment determines personal fitness level through raw scores.

A cadet who scored 5 on the push-up and 10 on the curl-up assessments, may wish to set a long-term goal to improve muscular fitness. Their short-term goal may be to complete 8 push-ups and 12 curl-ups on the next assessment.

2. Distribute the personal activity plan handout, located at Annex K, to each cadet.
3. Supervise and provide assistance while the cadets update their personal activity plans for the current training year by:
 - a. reviewing their Phase Two personal activity plan;
 - b. reviewing their Cadet Fitness Assessment results;
 - c. listing current fitness and sports activities;
 - d. identifying areas that need improvement;
 - e. creating goals; and
 - f. listing planned fitness and sports activities.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

The cadets' updating their personal activity plan will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets should follow their personal activity plan throughout the training year. The personal activity plan will be evaluated by the cadet each time they complete the Cadet Fitness Assessment.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

One of the aims of the Cadet Program is physical fitness. A personal activity plan is an important tool for creating and achieving goals, and will help to track progress in physical fitness.

INSTRUCTOR NOTES/REMARKS

This lesson shall follow the start of year Cadet Fitness Assessment (EO M304.02 [Participate in the Cadet Fitness Assessment, Section 2]).

REFERENCES

- C0-104 (ISBN 0-662-26628-5) Public Health Agency of Canada. (1998). *Handbook for Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada.
- C0-105 (ISBN 0-662-32897-3) Public Health Agency of Canada. (2002). *Teacher's Guide to Physical Activity for Youth 10–14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-106 (ISBN 0-662-32899-X) Public Health Agency of Canada. (2002). *Let's Get Active! Magazine for Youth 10–14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-167 (ISBN 0-7360-5866-4) Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram/Activitygram: Test Administration Manual* (3rd ed.). Windsor, ON: Human Kinetics.
- C0-174 (ISBN 978-0-7360-6828-4) Masurier, G., Lambdin, D., & Corbin, C. (2007). *Fitness for Life: Middle School: Teacher's Guide*. Windsor, ON: Human Kinetics.



COMMON TRAINING
PROFICIENCY LEVEL THREE
INSTRUCTIONAL GUIDE



SECTION 4

EO M304.04 – EVALUATE PERSONAL ACTIVITY PLAN

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-803/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A practical activity was chosen for this lesson as it allows the cadets to evaluate their personal activity plan in a safe and controlled environment.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have evaluated their personal activity plan.

IMPORTANCE

It is important for cadets to evaluate their personal activity plan to determine if goals were met and to track progress in personal fitness.

Teaching Point 1**Have the Cadets Evaluate Their Personal Activity Plan**

Time: 25 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets evaluate their personal activity plan.

RESOURCES

- Cadet Fitness Assessment results, and
- Personal activity plan from the start of the training year.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute the cadet's personal activity plan and Cadet Fitness Assessment results.
2. Have the cadets compare their start of year and end of year Cadet Fitness Assessment results.
3. Have the cadets compare their actual and planned fitness and sports activities.
4. Have the cadets complete the reflection portion of the personal activity plan.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

The cadet's evaluation of their personal activity plan will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadet's evaluation of their personal activity plan will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Evaluating a personal activity plan will help determine if goals were met and track progress in personal fitness. This lesson promotes physical fitness, meeting one of the aims of the Cadet Program.

INSTRUCTOR NOTES/REMARKS

This lesson shall follow the end of year Cadet Fitness Assessment (EO M304.02 [Participate in the Cadet Fitness Assessment, Section 2]).

Physical fitness resources can be printed or ordered from <http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html>, through the Public Health Agency of Canada to be given as handouts to the cadets.

REFERENCES

- C0-104 (ISBN 0-662-26628-5) Public Health Agency of Canada. (1998). *Handbook for Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada.
- C0-105 (ISBN 0-662-32897-3) Public Health Agency of Canada. (2002). *Teacher's Guide to Physical Activity for Youth 10–14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-106 (ISBN 0-662-32899-X) Public Health Agency of Canada. (2002). *Let's Get Active! Magazine for Youth 10–14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-167 (ISBN 0-7360-5866-4) Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram/Activitygram: Test Administration Manual* (3rd ed.). Windsor, ON: Human Kinetics.
- C0-174 (ISBN 978-0-7360-6828-4) Masurier, G., Lambdin, D., & Corbin, C. (2007). *Fitness for Life: Middle School: Teacher's Guide*. Windsor, ON: Human Kinetics.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING
PROFICIENCY LEVEL THREE
INSTRUCTIONAL GUIDE



SECTION 5

EO C304.01 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT

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-803/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson. The CD/tape for the Progressive Aerobic Cardiovascular Endurance Run (PACER) is available from the RCSU and should be set up for use with a suitable playback device.

Photocopy the Cadet Fitness Assessment Scoresheet located at Annex B and the PACER Individual Scoresheet B located at Annex C for each cadet.

The cadets will complete the Cadet Fitness Assessment in pairs. The PACER will be conducted first, with the remaining stations run as a circuit.

PRE-LESSON ASSIGNMENT

N/A.

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

Review how to conduct the components of the Cadet Fitness Assessment from EO M304.01 (Describe the Components of Physical Fitness, Section 1).

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 determine their personal fitness level and when conducted multiple times over the course of the year, it allows progress to be tracked.

Determining personal fitness level will also allow the cadets to create personal goals and will assist with updating a personal activity plan.

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

Time: 5 min

Method: Practical Activity



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

PURPOSE OF A WARM-UP

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

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

GUIDELINES FOR STRETCHING

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

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 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.

ACTIVITY

OBJECTIVE

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

RESOURCES

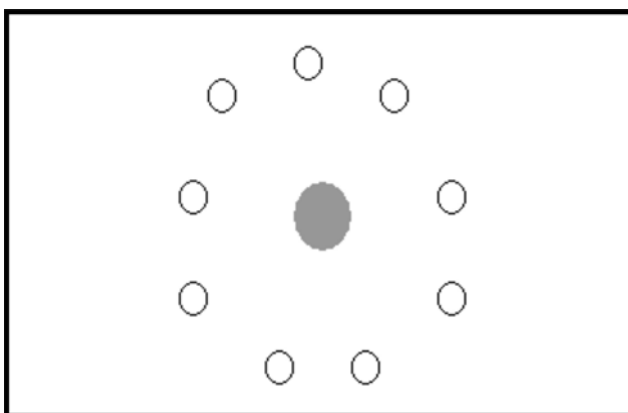
N/A.

ACTIVITY LAYOUT

N/A.

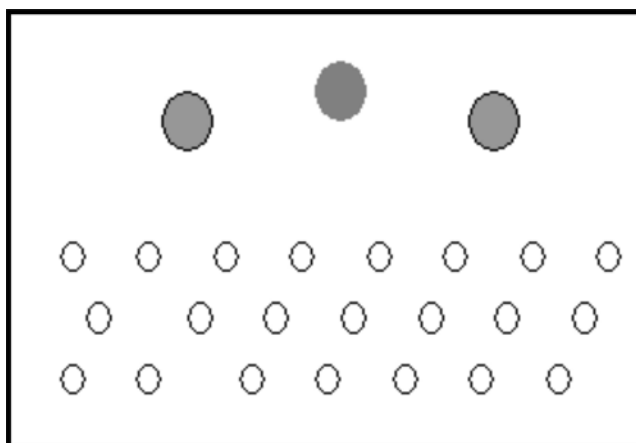
ACTIVITY INSTRUCTIONS

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



Director Cadets 3, 2006, Ottawa, ON: Department of National Defence

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



Director Cadets 3, 2006, Ottawa, ON: Department of National Defence

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

2. Demonstrate before having the cadets attempt each stretch/light cardiovascular exercise.

3. Assistant instructors may help demonstrate the exercises and ensure the cadets are performing them correctly.
4. Have cadets perform each stretch/light cardiovascular exercise.



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

SAFETY

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

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Supervise While the Cadets Perform and Score the Cadet Fitness Assessment

Time: 15 min

Method: Practical Activity



The cadets will participate in the Cadet Fitness Assessment in pairs.

The PACER will be conducted before the other assessments. A summary of how to conduct the PACER is located at Annex C.

The remaining assessments will be conducted as a circuit (summaries of how to conduct the assessments are located at the respective annexes) and are as follows:

1. the curl-up (Annex D),
2. the push-up (Annex E), and
3. choose two of the following:
 - a. the trunk lift (Annex F),
 - b. the shoulder stretch (Annex G), and
 - c. the back-saver sit and reach (Annex H).

ACTIVITY 1

OBJECTIVE

The objective of this activity is to have the cadets perform and score the PACER.

RESOURCES

- *PACER Test CD*,
- CD player,
- Pylons, and
- Photocopies of the *PACER Individual Scoresheet B* located at Annex C.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs.
2. Distribute the *PACER Individual Scoresheet B* and pens/pencils to one cadet from each pair.
3. Have the cadets with the scoresheet print their partner's name on the scoresheet and sit behind the starting line ready to record results.
4. Have the cadets who are running the PACER, line up in their respective lanes at the starting line and wait for instructions from the CD.
5. Play the CD. The scorekeeper will record the number of laps that are successfully completed on the scoresheet. The supervisors at each line will inform the scorekeeper when a cadet does not cross the line before the beep. The PACER is complete when all the cadets have not reached the line before the beep for the second time.
6. Once completed, have the cadets who ran the PACER become the scorekeepers and the scorekeepers become the runners.
7. Repeat steps two to six.

SAFETY

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



Distribute the Cadet Fitness Assessment Scoresheet located at Annex B to each cadet prior to starting the circuit.

ACTIVITY 2

OBJECTIVE

The objective of this activity is to have the cadets perform and score the curl-up.

RESOURCES

- CD player,

- Gym mats, and
- Curl-up measuring strip.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair:
 - a. lay on their back with head down;
 - b. bend their knees at an angle of approximately 140 degrees;
 - c. place their feet flat and legs slightly apart; and
 - d. rest their palms on the mat with their arms straight, parallel to their trunk, and fingers stretched out.
2. The scorekeeper will place the measuring strip on the mat under the cadet's knees so the fingertips are resting on the nearest edge of the measuring strip.
3. The cadet on the mat will curl up, ensuring their fingers reach the other side of the measuring strip, repeatedly at a cadence of one curl every three seconds until a second form correction (the first form correction does not count) is made, they can no longer continue, or they have completed 75 curl ups.
4. The scorekeeper will count how many times the cadet can curl up (which is the curl-up score).
5. Have the cadets switch positions and repeat steps one to four.

SAFETY

Ensure that the curl-up is conducted using the proper position/form.

ACTIVITY 3

OBJECTIVE

The objective of this activity is to have the cadets perform and score the push-up.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair:
 - a. lay face down;
 - b. place their hands under or slightly wider than their shoulders, with fingers stretched out;
 - c. straighten their legs with feet slightly apart; and
 - d. tuck their toes under the shins.

2. Have the cadet push up with their arms until they are straight, keeping the legs and back aligned.
3. Have the cadet lower their body using their arms until the elbows bend at a 90-degree angle and the upper arms are parallel to the floor.
4. Have the cadet repeat steps two and three repeatedly at a cadence of one push-up every three seconds until a second form correction (the first form correction does not count) is made, or they can no longer continue.
5. The scorekeeper will count how many times the cadet can complete a push-up (which is the push-up score).
6. Have the cadets switch positions and repeat steps one to five.

SAFETY

Ensure that the push-up is conducted using the proper position/form.

ACTIVITY 4

OBJECTIVE

The objective of this activity is to have the cadets perform and score the trunk lift.

RESOURCES

- Gym mats, and
- Trunk lift measuring device.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair:
 - a. lay face down on the mat;
 - b. point their toes towards the end of the mat; and
 - c. place their hands under thighs.
2. Place a marker (a coin will suffice) on the mat aligned with the cadet's eyes.
3. Have the cadet lift their upper body off the floor in a slow and controlled manner, to a maximum height of 30 cm (12 inches). Ensure their head is aligned straight with the spine.
4. Have the cadet hold this position until the height can be measured.
5. The scorekeeper will measure the distance, in inches between the mat and the cadet's chin to determine the trunk lift score. The score will be a maximum of 12 inches to prevent hyperextension.
6. Have the cadets switch positions and repeat steps one to five.

SAFETY

- The ruler should be placed at least one inch from the cadet's chin and not directly under the chin.

- The cadets shall not bounce or hyperextend their backs while performing the trunk lift.

ACTIVITY 5

OBJECTIVE

The objective of this activity is to have the cadets perform and score the shoulder stretch.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair test their right shoulder by:
 - a. reaching with the right hand over the right shoulder and down the back; and
 - b. reaching with the left hand behind the back to touch the right hand.
2. The scorekeeper will observe if the hands are touching to determine the right shoulder stretch score (a yes or no).
3. Have the cadet test their left shoulder by:
 - a. reaching with the left hand over the left shoulder and down the back; and
 - b. reaching with the right hand behind the back to touch the left hand.
4. The scorekeeper will observe if the hands are touching to determine the left shoulder stretch score.
5. Have the cadets switch positions and repeat steps one to four.

SAFETY

N/A.

ACTIVITY 6

OBJECTIVE

The objective of this activity is to have the cadets perform and score the back-saver sit and reach.

RESOURCES

Back-saver sit and reach test apparatus.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair remove their shoes.

2. Have the cadet:
 - a. sit in front of the test apparatus;
 - b. extend one leg fully with the foot flat against the face of the box;
 - c. bend the knee of the other leg with the sole of the foot flat on the floor;
 - d. ensure that there is a 5–8 cm (2–3 inch) space between the knee on the straight leg, and the foot of the bent leg; and
 - e. extend their arms forward over the ruler with the hands placed on top of one another.
3. Have the cadet reach forward with both hands along the scale four times, holding the position on the fourth reach for at least one second.
4. The scorekeeper will measure the distance, in inches that the cadet reached. This measurement will be the score for one leg, to a maximum of 12 inches to prevent hyperextension.
5. Have the cadet repeat steps one to three for the other leg.
6. Have the cadets switch positions and repeat steps one to four.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Conduct a Cool-Down Session Composed of Light Cardiovascular Exercises

Time: 5 min

Method: Practical Activity



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

PURPOSE OF A COOL-DOWN

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

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



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

ACTIVITY

OBJECTIVE

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

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

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

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP 1.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the cool-down session 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

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The Cadet Fitness Assessment determines personal fitness level, and is an excellent tool for tracking progress in personal fitness.

INSTRUCTOR NOTES/REMARKS

The Cadet Fitness Assessment is an individual assessment used to set personal fitness goals. Results from this assessment shall not be used for competition or classification among cadets.

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

This EO shall be conducted at the middle of the training year.

REFERENCES

- 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.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING
PROFICIENCY LEVEL THREE
INSTRUCTIONAL GUIDE



SECTION 6

EO C304.02 – EVALUATE PERSONAL ACTIVITY PLAN

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-803/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A practical activity was chosen for this lesson as it allows the cadets to evaluate their personal activity plan in a safe and controlled environment.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have evaluated their personal activity plan.

IMPORTANCE

It is important for cadets to evaluate their personal activity plan to determine if goals were met and to track progress in personal fitness.

Teaching Point 1**Have the Cadets Evaluate Their Personal Activity Plan**

Time: 25 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets evaluate their personal activity plan.

RESOURCES

- Cadet Fitness Assessment results, and
- Personal activity plan from the start of the training year.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute the cadet's personal activity plan and Cadet Fitness Assessment results.
2. Have the cadets compare their start of year and mid-year Cadet Fitness Assessment results.
3. Have the cadets compare their actual and planned fitness and sports activities.
4. Have the cadets create new short-term goals.
5. Have the cadets list planned fitness and sports activities.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

The cadet's evaluation of their personal activity plan will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadet's evaluation of their personal activity plan will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Evaluating a personal activity plan will help determine if goals were met and track progress in personal fitness. This lesson promotes physical fitness, meeting one of the aims of the Cadet Program.

INSTRUCTOR NOTES/REMARKS

This lesson shall follow the mid-year Cadet Fitness Assessment (EO C304.01 [Participate in the Cadet Fitness Assessment, Section 5]).

Physical fitness resources can be printed or ordered from <http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html>, through the Public Health Agency of Canada to be given as handouts to the cadets.

REFERENCES

- C0-104 (ISBN 0-662-26628-5) Public Health Agency of Canada. (1998). *Handbook for Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada.
- C0-105 (ISBN 0-662-32897-3) Public Health Agency of Canada. (2002). *Teacher's Guide to Physical Activity for Youth 10–14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-106 (ISBN 0-662-32899-X) Public Health Agency of Canada. (2002). *Let's Get Active! Magazine for Youth 10–14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-167 (ISBN 0-7360-5866-4) Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram/Activitygram: Test Administration Manual* (3rd ed.). Windsor, ON: Human Kinetics.
- C0-174 (ISBN 978-0-7360-6828-4) Masurier, G., Lambdin, D., & Corbin, C. (2007). *Fitness for Life: Middle School: Teacher's Guide*. Windsor, ON: Human Kinetics.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING
PROFICIENCY LEVEL THREE
INSTRUCTIONAL GUIDE



SECTION 7

EO C304.03 – DESCRIBE STRESS

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-803/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TPs 1, 3 and 4 to orient the cadets to the concept of stress and methods to manage stress.

A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the triggers of stress.

Demonstration and performance was chosen for TP 5 as it allows the instructor to demonstrate relaxation exercises while providing an opportunity for the cadets to practice under supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have described 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 may help the cadets to better manage stress.

Teaching Point 1**Define Stress and the Types of Stress**

Time: 10 min

Method: Interactive Lecture



Ask the cadets “How would you define stress?” to begin the TP as a brainstorming session. After answers are given, provide the cadets with the following definition.

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



Describe the two types of stress and have the cadets brainstorm some situations that might produce each type 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.



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

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.

CONFIRMATION OF TEACHING POINT 1**QUESTIONS**

Q1. What is eustress?

- Q2. What is distress?
 Q3. What reaction does distress cause?

ANTICIPATED ANSWERS

- A1. Good stress.
 A2. Bad stress.
 A3. Worry, sorrow, anger or pain.

Teaching Point 2

Conduct a Group Discussion on the Triggers of Stress (Stressors)

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.

Physical Stressors. Conditions of the body and environment that can affect physical well-being (eg, hunger, lack of sleep and noise).

Emotional Stressors. Emotions such as worry, fear, anger, grief or depression that can affect physical and emotional well-being.

Social Stressors. Triggers that arise from relationships with other people (eg, experiences involving family members, friends or teachers).

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. Describe triggers of stress that you have experienced.
- Q2. What type of stressor (physical, emotional or social) is it?
- Q3. Describe physical stressors that you have experienced.
- Q4. Describe emotional stressors that you have experienced.
- Q5. Describe social stressors that you have experienced.



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



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

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3**Describe the Physical and Emotional Effects of Distress**

Time: `5 min

Method: Interactive Lecture



Ask the cadets to describe the effects of distress to begin the TP as a brainstorming session. After answers are given determine if the effect is physical or emotional and provide the following description to the cadets.



The effects of distress vary from person to person.

THE EMOTIONAL EFFECTS OF DISTRESS

Distress can affect how a person feels emotionally and how they function socially. The emotional effects of distress can include:

- upset or nervous feelings,
- anger, anxiety or fear,
- frequently criticising others,
- frustration,
- forgetfulness,
- difficulty paying attention,
- difficulty making decisions,
- irritability,
- lack of motivation,
- boredom, mild depression or withdrawal, or
- change in appetite.

THE PHYSICAL EFFECTS OF DISTRESS

The physical effects of distress usually last a short time, disappearing once the source of the distress is removed. High levels and prolonged periods of distress can be related to many physical conditions such as high blood pressure and aggravated ulcers. The physical effects of distress can include:

- acne flare-ups,
- difficulty sleeping,
- headaches,
- neckaches,
- blurred vision,
- increased blood pressure,

- light-headedness,
- constipation,
- diarrhea,
- indigestion,
- upset stomach,
- vomiting,
- allergy flare-ups,
- backaches,
- perspiration,
- shortness of breath,
- hyperventilation,
- irregular heartbeat,
- tightness in the throat or chest,
- extreme fatigue,
- muscle tension,
- trembling, or
- muscle spasms.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. List three emotional effects of distress.
- Q2. How long do the physical effects of distress last?
- Q3. List three physical effects of distress.

ANTICIPATED ANSWERS

- A1. The emotional effects of distress can include:
- upset or nervous feelings,
 - anger, anxiety or fear,
 - frequently criticising others,
 - frustration,
 - forgetfulness,
 - difficulty paying attention,
 - difficulty making decisions,

- irritability,
 - lack of motivation,
 - boredom, mild depression or withdrawal, or
 - change in appetite.
- A2. The physical effects of distress usually last a short time, disappearing once the source of the distress is removed.
- A3. The physical effects of distress can include:
- acne flare-ups,
 - difficulty sleeping,
 - headaches,
 - neckaches,
 - blurred vision,
 - increased blood pressure,
 - light-headedness,
 - constipation,
 - diarrhea,
 - indigestion,
 - upset stomach,
 - vomiting,
 - allergy flare-ups,
 - backaches,
 - perspiration,
 - shortness of breath,
 - hyperventilation,
 - irregular heartbeat,
 - tightness in the throat or chest,
 - extreme fatigue,
 - muscle tension,
 - trembling, or
 - muscle spasms.

Teaching Point 4

Describe Methods to Manage Distress

Time: 10 min

Method: Interactive Lecture



Ask the cadets to describe some of the methods that they use to manage distress to begin the TP as a brainstorming session. After answers are given describe the following methods to manage distress.

METHODS TO MANAGE DISTRESS

The following methods may help to manage distress:

- Rest in a quiet place.
- Reduce breathing rate.
- Reduce mental activity.
- Reduce muscle tension.
- Exercise.
- Identify the stressor.
- Tackle one thing at a time.
- Try to solve the problem.
- Manage time effectively.
- Accept what cannot be changed.
- Think positively.
- Do not mask problems.
- Try not to be concerned with little problems.
- Be flexible.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

Q1. List three methods that may help to manage distress.

ANTICIPATED ANSWERS

A1. The following methods may help to manage distress:

- Rest in a quiet place.
- Reduce breathing rate.
- Reduce mental activity.

- Reduce muscle tension.
- Exercise.
- Identify the stressor.
- Tackle one thing at a time.
- Try to solve the problem.
- Manage time effectively.
- Accept what cannot be changed.
- Think positively.
- Do not mask problems.
- Try not to be concerned with little problems.
- Be flexible.

Teaching Point 5
Demonstrate and Have the Cadets Perform Relaxation Exercises for Managing Distress

Time: 15 min

Method: Demonstration and Performance



Demonstrate and have the cadets perform the following relaxation exercises.



The following exercises can be done 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 4-7-1).
4. Remain in this position for 10–15 seconds.
5. Slowly roll up, one vertebrae at a time.



C. Corbin, & R. Lindsey, *Fitness for Life: Updated Fifth Edition, Human Kinetics* (p. 300)

Figure 4-7-1 Rag Doll

NECK ROLL

1. Sit in a chair or on the floor with legs crossed.
2. Keeping the head and chin tucked, inhale and slowly turn the head as far left as possible (as illustrated in Figure 4-7-2).
3. Exhale and turn the head to the centre.
4. Repeat Steps 2. to 3. for the right side.
5. Repeat Steps 2. to 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.



C. Corbin, & R. Lindsey, Fitness for Life: Updated Fifth Edition, Human Kinetics (p. 300)

Figure 4-7-2 Neck Roll

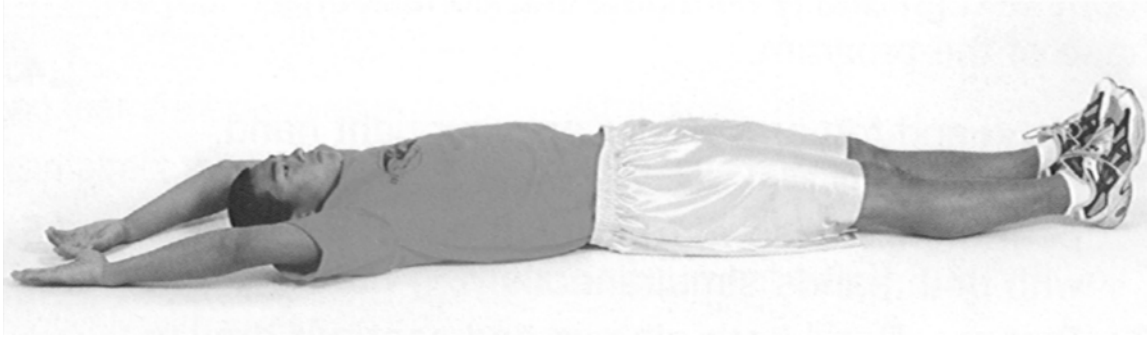
BODY BOARD

1. Lie on the right side with arms over the head (as illustrated in Figure 4-7-3).
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 4-7-4).
5. Lie still for ten seconds.
6. Repeat Steps 1. to 5. for the left side.



C. Corbin, & R. Lindsey, Fitness for Life: Updated Fifth Edition, Human Kinetics (p. 301)

Figure 4-7-3 Body Board Start Position

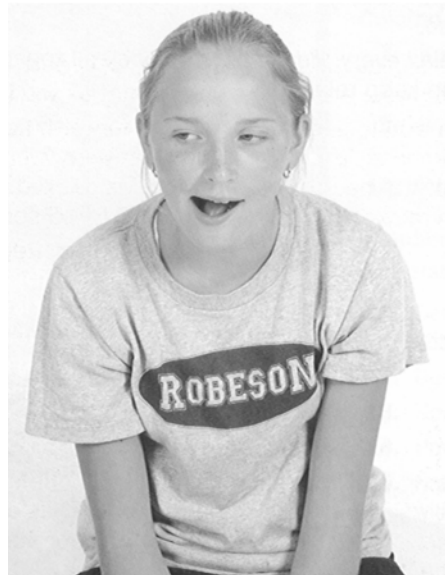


C. Corbin, & R. Lindsey, Fitness for Life: Updated Fifth Edition, Human Kinetics (p. 301)

Figure 4-7-4 Body Board Finish Position

JAW STRETCH

1. Sit in a chair or on the floor with head up and arms and shoulders relaxed.
2. Open mouth as wide as possible and inhale.
3. Relax and exhale slowly.
4. Shift the jaw to the right as far as possible and hold for three seconds (as illustrated in Figure 4-7-5).
5. Repeat Step 4. for the left side.
6. Repeat Steps 4. to 5. ten times.



C. Corbin, & R. Lindsey, Fitness for Life: Updated Fifth Edition, Human Kinetics (p. 301)

Figure 4-7-5 Jaw Stretch

CONFIRMATION OF TEACHING POINT 5

The cadet's performing the relaxation exercises will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. What is stress?
- Q2. What are the two types of stress?
- Q3. What are the four relaxation exercises for managing stress?

ANTICIPATED ANSWERS

- A1. The body's reaction to a demanding situation.
- A2. Eustress and distress.
- A3. Rag doll, neck roll, body board and jaw stretch.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

There are many stressors that occur daily; the tools contained within this lesson may help to better manage stress. Having an understanding of stress and the tools to manage stress will make it easier to function within a busy society.

INSTRUCTOR NOTES/REMARKS

N/A.

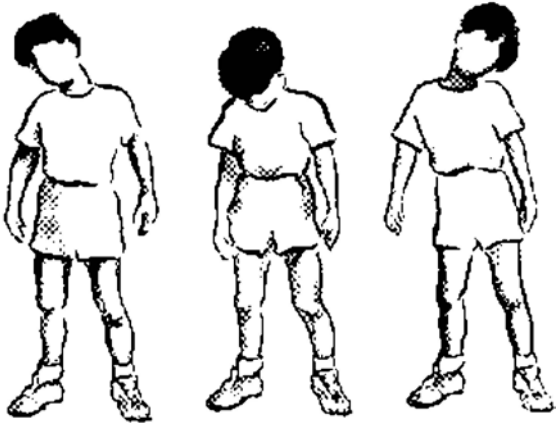
REFERENCES

- C0-191 (ISBN 978-0-7360-6675-4) Corbin, C., & Lindsey, R. (2007). *Fitness for Life: Updated Fifth Edition*. Windsor, ON: Human Kinetics.



THIS PAGE INTENTIONALLY LEFT BLANK



SAMPLE STRETCHES

a. Neck:



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

b. Shoulders:

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

 <p><i>Warm Ups, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved October 26, 2006, from http://www.marthajefferson.org/warmup.php</i></p> <p>Figure 4A-4 Arm Circles</p>	<p>Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size. Reverse the direction of your circles.</p>
 <p><i>Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/</i></p> <p>Figure 4A-5 Shoulder Stretch</p>	<p>Either standing or sitting, take your right arm in your left hand and bring it across your chest, supporting the joint by holding it behind the elbow. Pull the elbow lightly towards your chest. You should feel the stretch in your right shoulder.</p> <p>Hold this position for a minimum of 10 seconds and repeat on the opposite side.</p>

c. Arms:

 <p><i>Exercises. Copyright 1998 by Impacto Protective Products Inc. Retrieved October 26, 2006, from http://www.2protect.com/home.htm</i></p> <p>Figure 4A-6 Wrist Rotations</p>	<p>Rotate your hands in circular motions at the wrist. Change direction and repeat on both sides.</p>
 <p><i>Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/</i></p> <p>Figure 4A-7 Triceps Stretch</p>	<p>Stand and bring your right arm over your head, bent at the elbow. Use your left hand to gently pull your arm down.</p> <p>Hold this position for a minimum of 10 seconds and repeat on the opposite side.</p>



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

Figure 4A-8 Forearm Stretch

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

d. Chest and Abdominals:



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

Figure 4A-9 Chest Stretch

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

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



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

Figure 4A-10 Side Stretch

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

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

e. Back:



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

Figure 4A-11 Lower Back Stretch

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



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

Figure 4A-12 Upper Back Stretch

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

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

f. Legs:



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

Figure 4A-13 Hamstring Stretch

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



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

Figure 4A-14 Inner Thigh Stretch

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

Hold this position for a minimum of 10 seconds.

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

Hold this position for a minimum of 10 seconds.



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

Figure 4A-15 Hip Flexor

Kneel on your right knee. Position your left foot in front of you, bending your knee and placing your left hand on that leg for stability.

Keep your back straight and abdominal muscles tight. Lean forward, shifting more body weight onto your front leg. You should feel the stretch in the front of your hip and the thigh of the leg you are kneeling on. Cushion your kneecap with a folded towel if necessary.

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



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

Figure 4A-16 Ankle Rotations

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

Switch and repeat on the opposite side.



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

Figure 4A-17 Calf Stretch

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

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



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

Figure 4A-18 Quadriceps Stretch

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

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

CADET FITNESS ASSESSMENT SCORESHEET

Name: _____

	Assessment 1	Assessment 2	Assessment 3
	Date:	Date:	Date:
	Score	Score	Score
Cardiovascular			
PACER			
Muscular Strength			
Curl-Up			
Push-Up			
Muscular Flexibility			
Trunk Lift			
Shoulder Stretch	Right:	Right:	Right:
	Left:	Left:	Left:
Back-Saver Sit and Reach	Right:	Right:	Right:
	Left:	Left:	Left:

Director Cadets 3, 2007, Ottawa, ON: Department of National Defence

THIS PAGE INTENTIONALLY LEFT BLANK

PACER

PACER

Objective:

The Progressive Aerobic Cardiovascular Endurance Run (PACER) is progressive, in that it begins with an easy pace and gradually becomes more challenging as time passes. The PACER is an individual assessment and is based on personal ability.

The PACER consists of running a distance of 20 m repeatedly, at a specified pace that increases each minute. Each cadet will be expected to run until they can no longer continue.

Scoring:

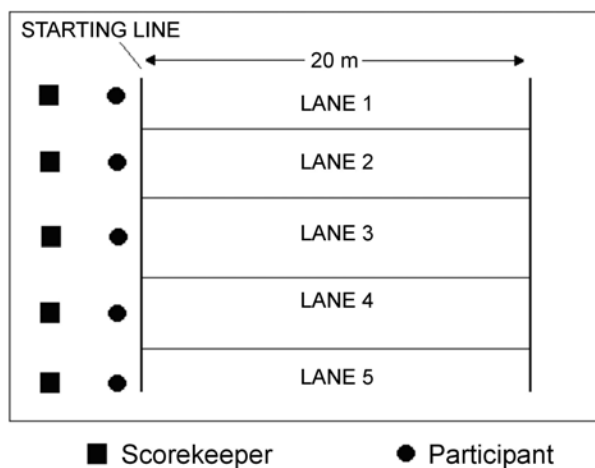
The PACER will be scored using the *PACER Individual Scoresheet B* at Annex C. Each circle on the scoresheet represents a lap. When the cadet completes a lap they receive a check mark. If they are unsuccessful they receive an X. The cadet has completed the PACER when they are unable to successfully complete a lap a second time.

Equipment Required:

- *PACER Test CD*,
- CD player, and
- Pylons.

Set-Up:

1. Set up two lines (pylons) a distance of 20 m apart.
2. Create 100–150 cm (40–60 inch) lanes depending on the number of participants, using pylons (as illustrated in Figure 4C-1).
3. Ensure that the CD player is close by and can be heard by all participants.



Director Cadets 3, 2006, Ottawa, ON: Department of National Defence

Figure 4C-1 PACER Layout

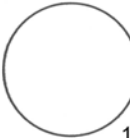
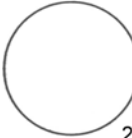
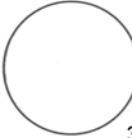


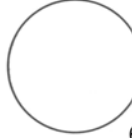
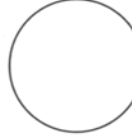
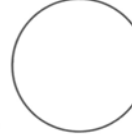
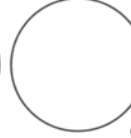





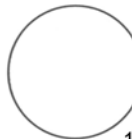
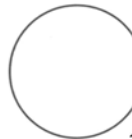
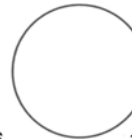

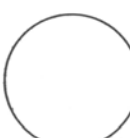
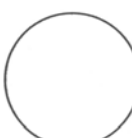
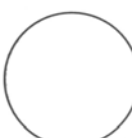
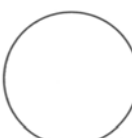
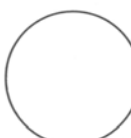
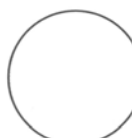
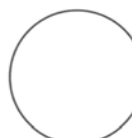
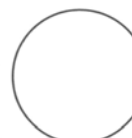
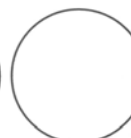

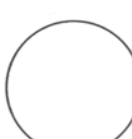

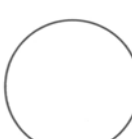
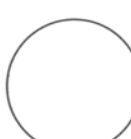
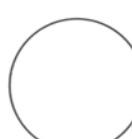

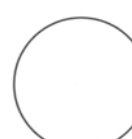


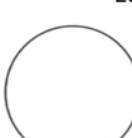
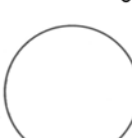
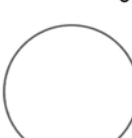

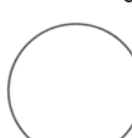




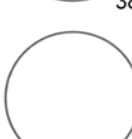
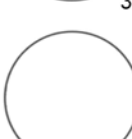
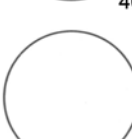
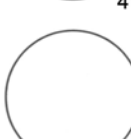




Conducting the PACER:

1. Divide the cadets into pairs.
2. Distribute the *PACER Individual Scoresheet B* and pens/pencils to one cadet from each pair.

3. Have the cadets with the scoresheet print their partner's name on the scoresheet and sit behind the starting line ready to record results.
4. Have the cadets who are running the PACER, line up in their respective lanes at the starting line and wait for instructions from the CD.
5. Play the CD. The scorekeeper will record the number of laps that are successfully completed on the scoresheet. The supervisors at each line will inform the scorekeeper when a cadet does not cross the line before the beep. The PACER is complete when all the cadets have not reached the line before the beep for the second time.
6. Once completed, have the cadets who ran the PACER become the scorekeepers and the scorekeepers become the runners.
7. Repeat steps two to six.

FITNESSGRAM PACER Test Individual Score Sheet B

Student Name _____ Class _____ Date _____

								
1	2	3	4	5	6	7	8	9
								
10	11	12	13	14	15	16	17	18
								
19	20	21	22	23	24	25	26	27
								
28	29	30	31	32	33	34	35	36
								
37	38	39	40	41	42	43	44	45
								
46	47	48	49	50	51	52	53	54

The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3^d ed.), Human Kinetics (p. 92)

Figure 4C-2 Fitnessgram PACER Test Individual Scoresheet B

THIS PAGE INTENTIONALLY LEFT BLANK

CURL-UP

CURL-UP

Objective:

The curl-up with knees bent and feet unanchored was chosen because it is a safe method for assessing abdominal strength and endurance.

This assessment is conducted by curling up repeatedly at a pace of one curl-up every three seconds until a second form correction is made (the first form correction does not count), the person can no longer continue, or has completed 75 curl-ups.

Scoring:

Scoring is based on the number of curl-ups that are completed; until a second form correction (the first form correction does not count) is made, the participant can no longer continue or the participant has completed 75 curl-ups.

Equipment Required:

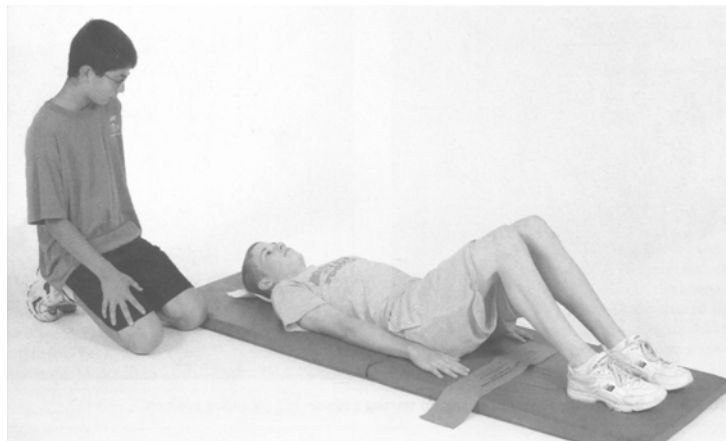
- CD player,
- Gym mats, and
- Curl-up measuring strip.

Set-Up:

1. Set up each curl-up station with a gym mat and a curl-up measuring strip.
2. Ensure that the CD player is close by and can be heard by all participants.

Conducting the Curl-Up:

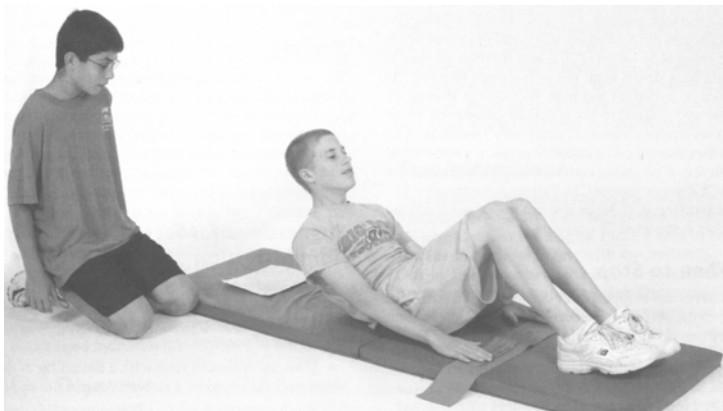
1. Have one cadet from each pair:
 - a. lay on their back with head down;
 - b. bend their knees at an angle of approximately 140 degrees;
 - c. place their feet flat and legs slightly apart; and
 - d. rest their palms on the mat with their arms straight, parallel to their trunk, and fingers stretched out (as illustrated in Figure 4D-1).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 43)

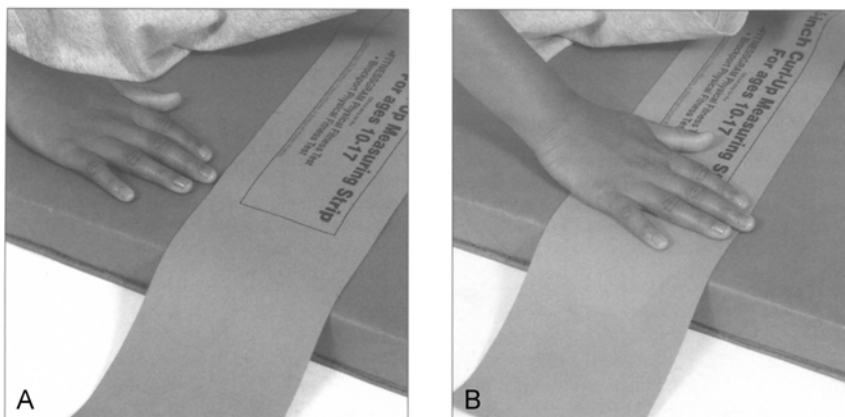
Figure 4D-1 Curl-Up Starting Position

2. The cadet on the mat will curl up (as illustrated in Figure 4D-2), ensuring their fingers reach the other side of the measuring strip (as illustrated in Figure 4D-3), repeatedly at a cadence of one curl every three seconds until a second form correction (the first form correction does not count) is made, they can no longer continue or have completed 75 curl-ups.



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 43)

Figure 4D-2 Curl-Up



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 44)

Figure 4D-3 Curl-Up Finger Position

3. The scorekeeper will count how many times the cadet can curl up (which is the curl-up score).
4. Have the cadets switch positions and repeat steps one to four.

PUSH-UP

PUSH-UP

Objective:

The push-up from an elbow angle of 90 degrees is a test of upper body strength and endurance.

This assessment is conducted by pushing up repeatedly at a pace of one push-up every three seconds until a second form correction is made (the first form correction does not count) or the person can no longer continue.

Scoring:

Scoring is based on the number of push-ups that are completed, until a second form correction (the first form correction does not count) is made or the participant can no longer continue.

Equipment Required:

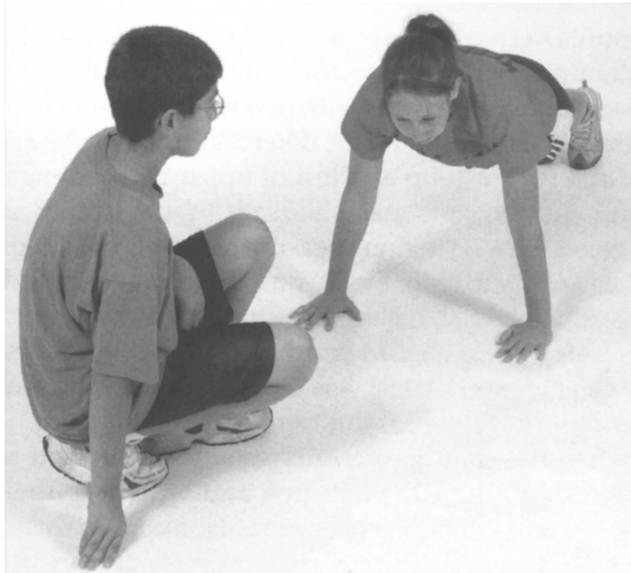
- *PACER Test CD*, and
- CD player.

Set-Up:

1. Ensure that the push-up station is set up with enough space for the number of participants.
2. Ensure that the CD player is close by and can be heard by all.

Conducting the Push-Up:

1. Have one cadet from each pair:
 - a. lay face down;
 - b. place their hands under or slightly wider than their shoulders, with fingers stretched out;
 - c. straighten their legs with feet slightly apart; and
 - d. tuck their toes under the shins.
2. Have the cadet push up with their arms until they are straight, keeping the legs and back aligned (as illustrated in Figure 4E-1).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 48)

Figure 4E-1 Push-Up Starting Position

3. Have the cadet lower their body using their arms until the elbows bend at a 90-degree angle and the upper arms are parallel to the floor (as illustrated in Figure 4E-2).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 48)

Figure 4E-2 Down Position of the Push-Up

4. Have the cadet repeat steps two and three repeatedly at a cadence of one push-up every three seconds until a second form correction (the first form correction does not count) is made, or they can no longer continue.
5. The scorekeeper will count how many times the cadet can complete a push-up (which is the push-up score).
6. Have the cadets switch positions and repeat steps one to five.

TRUNK LIFT

TRUNK LIFT

Objective:

The trunk lift is an assessment of trunk strength and flexibility.

This assessment is conducted by lying on the stomach and lifting the trunk to the highest comfortable position.

Scoring:

Scoring for the trunk lift is based on the distance, in inches, between the mat and the chin, to a maximum of 30 cm (12 inches).

Equipment Required:

- Gym mat, and
- Trunk lift measuring device.

Set-Up:

Each trunk lift station will be set up with a gym mat and a trunk lift measuring device.

Conducting the Trunk Lift:

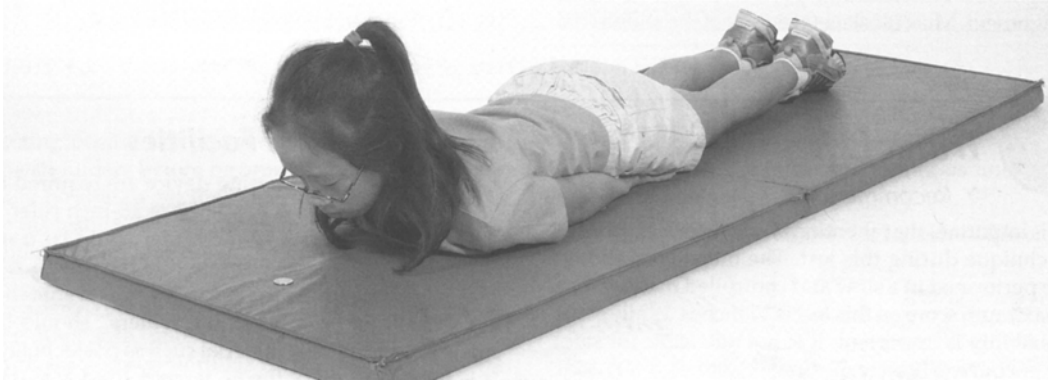
1. Have one cadet from each pair:
 - a. lay face down on the mat;
 - b. point their toes towards the end of the mat; and
 - c. place their hands under thighs (as illustrated in Figure 4F-1).
2. Place a marker on the mat aligned with the cadet's eyes (as illustrated in Figure 4F-1).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 46)

Figure 4F-1 Starting Position for the Trunk Lift

3. Have the cadet lift their upper body off the floor in a slow and controlled manner, to a maximum height of 30 cm (12 inches) (as illustrated in Figure 4F-2). Ensure their head is aligned straight with the spine.



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 46)

Figure 4F-2 The Trunk Lift

4. Have the cadet hold this position until the height can be measured (as illustrated in Figure 4F-3).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 46)

Figure 4F-3 Measuring The Trunk Lift

5. The scorekeeper will measure the distance, in inches between the mat and the cadet's chin to determine the trunk lift score. The score will be a maximum of 12 inches to prevent hyperextension.
6. Have the cadets switch positions and repeat steps one to five.

SHOULDER STRETCH

SHOULDER STRETCH

Objective:

The shoulder stretch is an assessment of upper arm and shoulder flexibility.

This assessment is conducted by reaching one arm over the shoulder on the same side, and the other arm behind the back to touch the fingertips.

Scoring:

Scoring for the shoulder stretch is based on the participant's ability to touch their fingers on both their right and left sides. The score is indicated with a yes (Y) or no (N) on the scoresheet.

Equipment Required:

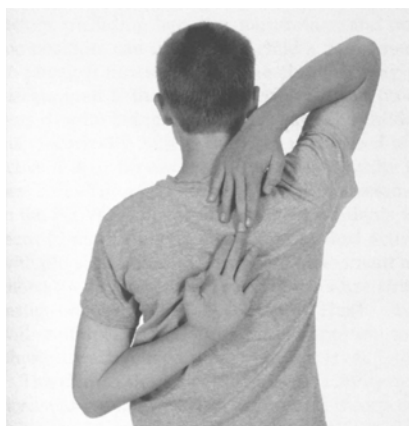
There is no equipment required for the shoulder stretch.

Set-Up:

The shoulder stretch station should be large enough to accommodate the participants.

Conducting the Shoulder Stretch:

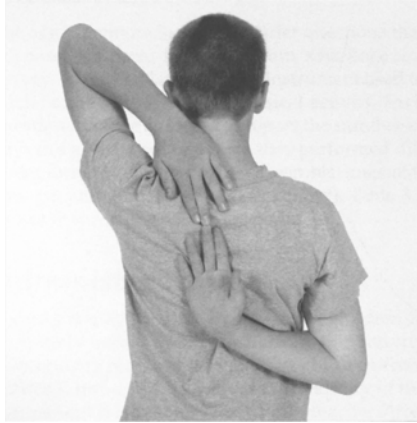
1. Have one cadet from each pair test their right shoulder by:
 - a. reaching with the right hand over the right shoulder and down the back; and
 - b. reaching with the left hand behind the back to touch the right hand (as illustrated in Figure 4G-1).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 55)

Figure 4G-1 Right Shoulder Stretch

2. The scorekeeper will observe if the hands are touching to determine the right shoulder stretch score (a yes or no).
3. Have the cadet test their left shoulder by:
 - a. reaching with the left hand over the left shoulder and down the back; and
 - b. reaching with the right hand behind the back to touch the left hand (as illustrated in Figure 4G-2).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 55)

Figure 4G-2 Left Shoulder Stretch

4. The scorekeeper will observe if the hands are touching to determine the left shoulder stretch score.
5. Have the cadets switch positions and repeat steps one to four.

BACK-SAVER SIT AND REACH

BACK-SAVER SIT AND REACH

Objective:

The back-saver sit and reach tests hamstring flexibility for each leg.

This assessment is conducted by placing the foot flat against the test apparatus, bending the other leg and reaching forward with both hands. The same procedure is repeated for the other leg.

Scoring:

Scoring for the back-saver sit and reach is based on the distance (in inches) that the participant can reach with their hands for each leg, to a maximum of 30 cm (12 inches).

Equipment Required:

The only piece of equipment required for the back-saver sit and reach assessment is the test apparatus.

Set-Up:

1. Ensure that there are enough test apparatuses for the number of groups.
2. Spread out each back-saver sit and reach station to allow enough room for the participants and their scorekeepers.

Conducting the Back-Saver Sit and Reach:

1. Have one cadet from each pair remove their shoes.
2. Have the cadet:
 - a. sit in front of the test apparatus;
 - b. extend one leg fully with the foot flat against the face of the box;
 - c. bend the knee of the other leg with the sole of the foot flat on the floor;
 - d. ensure that there is a 5–8 cm (2–3 inch) space between the knee on the straight leg, and the foot of the bent leg; and
 - e. extend their arms forward over the ruler with the hands placed on top of one another (as illustrated in Figure 4H-1).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 54)

Figure 4H-1 Starting Position for the Back-Saver Sit and Reach

3. Have the cadet reach forward with both hands along the scale four times, holding the position on the fourth reach for at least one second (as illustrated in Figure 4H-2).



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 54)

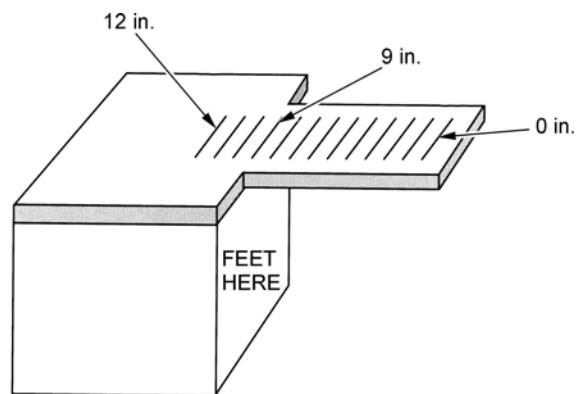
Figure 4H-2 The Back-Saver Sit and Reach

4. The scorekeeper will measure the distance, in inches that the cadet reached. This measurement will be the score for one leg, to a maximum of 12 inches to prevent hyperextension.
5. Have the cadet repeat steps one to three for the other leg.
6. Have the cadets switch positions and repeat steps one to four.

HOW TO CONSTRUCT THE BACK-SAVER SIT AND REACH TEST APPARATUS

The test apparatus (as illustrated in Figure 4I-1) is constructed in the following fashion:

1. Construct or locate a cardboard/wooden box measuring approximately 30 cm (12 inches) high.
2. Attach a metre stick to the top of the box with the nine inch mark at the nearest edge of the box where the participant will rest their foot and the zero end closest to the participant.



The Cooper Institute, Fitnessgram/Activitygram: Test Administration Manual (3rd ed.), Human Kinetics (p. 84)

Figure 4I-1 Back-Saver Sit and Reach Measuring Apparatus

THIS PAGE INTENTIONALLY LEFT BLANK

SAMPLE PERSONAL ACTIVITY PLAN

Name: Shepherd, John

Date: 10 Sept

START OF YEAR

CADET FITNESS ASSESSMENT #1 RESULTS

Assessment	Score
Cardiovascular	
PACER	8
Muscular Strength	
Curl-Up	20
Push-Up	6
Muscular Flexibility	
Trunk Lift	6 inches
Shoulder Stretch	Right: Y
	Left: N
Back-Saver Sit and Reach	Right: 4 inches
	Left: 3 inches

CURRENT ACTIVITIES

List the activities that you participated in over the past week.

Date	Activity	Duration	Type of Activity	Intensity of Activity
Wednesday 3 Sept	Computer Games	3 hrs	Rest Activity	Rest
	Soccer	1 hr	Aerobic Sports	Moderate
	Stretching	15 min	Flexibility Activity	Light

Date	Activity	Duration	Type of Activity	Intensity of Activity
Thursday 4 Sept	Soccer	1 hr	Aerobic Sports	Moderate
	Stretching	15 min	Flexibility Activity	Light
	Reading	2 hrs	Rest Activity	Rest
Friday 5 Sept	Yard Work	1 hr	Lifestyle Activity	Moderate
	Bike Riding	1 hr	Aerobic Activity	Moderate
	Watching Television	4 hrs	Rest Activity	Rest
Saturday 6 Sept	Bike Riding	1 hr	Aerobic Activity	Moderate
	Packing	3 hrs	Lifestyle Activity	Light
	Reading	1 hr	Rest Activity	Rest
Sunday 7 Sept	Playing Video Games	2 hrs	Rest Activity	Rest
	Walking	30 min	Lifestyle Activity	Light
	Reading	1 hr	Rest Activity	Rest
Monday 8 Sept	Watching TV	3 hrs	Rest Activity	Rest
	Walking	1 hr	Lifestyle Activity	Light
	Reading	1 hr	Rest Activity	Rest
Tuesday 9 Sept	Sitting in Class	4 hrs	Rest Activity	Rest
	Reading	1 hr	Rest Activity	Rest
	Walking	1 hr	Lifestyle Activity	Light

Areas That Need Improvement:

1. Pacer score is low. Need to improve cardiovascular fitness.
2. Need to participate in more activities at a vigorous intensity.
3. Cut back on rest activities.

GOALS

Remember that goals must be:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**elevant, and
- **T**imed.

Long-Term Goal for the Training Year: To increase personal fitness level.

Short-Term Goals:

Goal	Date to Achieve By	Date Achieved
Score 15 on the PACER	Next Cadet Fitness Assessment	
Score 10 on the push-up assessment	Next Cadet Fitness Assessment	
Participate in five aerobic sports in the next week	17 Sept	

PLANNED ACTIVITIES

List the activities that you plan to participate in.

Week	Activity	Was the Activity Completed?	Why Was the Activity Not Completed?
11 Sept – 17 Sept	Soccer for 2 hrs		
	Walking for 30 min/day		
	Biking for 2 hrs/twice a week		
18 Sept – 24 Sept	Run for 1 hr		
	Recreational Sports for 1 hr		
	Walking for 30 min/day		
25 Sept – 1 Oct	Soccer for 2 hrs		
	Walking for 30 min/day		
	Swimming for 1.5 hrs		
2 Oct – 8 Oct	Biking for 2 hrs/twice a week		
	Recreational Sports for 1 hr/twice a week		
	Walking for 30 min/day		
9 Oct – 15 Oct	Recreational Sports for 1 hr/twice a week		
	Running/Walking for 30 min/day		
	Biking for 2 hrs/twice a week		
16 Oct – 22 Oct	Recreational Sports for 1 hr/twice a week		
	Running/Walking for 30 min/day		
	Biking for 2 hrs/twice a week		
23 Oct – 29 Oct	Recreational Sports for 1 hr/twice a week		
	Running/Walking for 30 min/day		
	Biking for 2 hrs/twice a week		

PERSONAL ACTIVITY PLAN

Name: _____

Date: _____

START OF YEAR

CADET FITNESS ASSESSMENT RESULTS

Assessment	Score
Cardiovascular	
PACER	
Muscular Strength	
Curl-Up	
Push-Up	
Muscular Flexibility	
Trunk Lift	
Shoulder Stretch	Right:
	Left:
Back-Saver Sit and Reach	Right:
	Left:

CURRENT ACTIVITIES

List the activities that you participated in over the past week.

Date	Activity	Duration	Type of Activity	Intensity of Activity

GOALS

Remember that goals must be:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**elevant, and
- **T**imed.

Long-Term Goal for the Training Year: _____

Short-Term Goals:

Goal	Date to Achieve By	Date Achieved

PLANNED ACTIVITIES

List the activities that you plan to participate in.

Week	Activity	Was the Activity Completed?	Why Was the Activity Not Completed?

Week	Activity	Was the Activity Completed?	Why Was the Activity Not Completed?

END OF YEAR

CADET FITNESS ASSESSMENT RESULTS

Assessment	Score
Cardiovascular	
PACER	
Muscular	
Curl-Up	
Push-Up	
Flexibility	
Trunk Lift	
Shoulder Stretch	Right:
	Left:
Back-saver Sit and Reach	Right:
	Left:

Areas That Need Improvement:

1. _____
2. _____
3. _____

Short-Term Goals:

Goal	Date to Achieve By	Date Achieved

PLANNED ACTIVITIES

List the activities that you plan to participate in.

Week	Activity	Was the Activity Completed?	Why Was the Activity Not Completed?

REFLECTION

Was your long-term goal for the training year met? _____

If applicable, why was your long-term goal not met? _____

What is your long-term goal following the completion of this training year? _____

List Some Short-Term Goals That Will Help you Achieve Your Long-Term Goal:

Goal	Date to Achieve By	Date Achieved

THIS PAGE INTENTIONALLY LEFT BLANK