

**CHAPTER 4**

**PO 104 – DEVELOP A PERSONAL ACTIVITY PLAN**





## COMMON TRAINING INSTRUCTIONAL GUIDE



### SECTION 1

#### EO M104.01 – IDENTIFY ACTIVITIES THAT WILL HELP ACHIEVE A HEALTHY ACTIVE LIFESTYLE

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Total Time: 30 min

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### INTRODUCTION

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#### PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content and become familiar with the material prior to the instruction of the lesson.

#### PRE-LESSON ASSIGNMENT

N/A.

#### REVIEW

N/A.

#### OBJECTIVES

By the end of this lesson the cadet shall be expected to identify activities that will help them achieve a healthy and active lifestyle.

#### APPROACH

For TP1, the interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

For TP2, the group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

#### IMPORTANCE

Physical fitness is one of the three aims of the cadet program. Teaching the cadets what activities contribute to an active lifestyle will help them achieve physical fitness.

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**Teaching Point 1****Introduce Cadets to *Canada's Physical Activity Guide to Healthy Active Living***

Time: 7 min

Method: Interactive Lecture

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**CANADA'S PHYSICAL ACTIVITY GUIDE TO HEALTHY ACTIVE LIVING**

Hand out *Canada's Physical Activity Guide to Healthy Active Living*, highlighting the following pages and information detailed there:

- **Page 4 – Check Out What You Are Doing Now.** Is your exercise time more than 90 minutes per day? Less than 90 minutes but more than 60? Less than 60 but more than 30? Have each cadet write down their activities from yesterday and two days ago to add up their total time.
- **Page 5 – Benefits of Physical Activity.** Meet new friends, improve physical self-esteem, achieve a healthy weight, build strong bones and strengthen muscles, maintain flexibility, promote good posture and balance, improve fitness, strengthen the heart, increase relaxation and promote healthy growth and development.
- **Page 6 – What Are You Into.** Walking, running, hiking, cycling, swimming, jogging, gymnastics, ice-skating, skiing, basketball, volleyball, tobogganing, soccer, football, tennis, baseball, softball, dancing, yoga, climbing, bowling, hockey, skateboarding, badminton, etc. Have the cadets brainstorm all the activities they can think of that they may be interested in.
- **Page 8 – Let's Get Active.** Increase the time currently spent on physical activity and reduce non-active time.
- **Page 10 – Crank Up Your Activity.** Walking instead of taking the bus, playing ball at breaks, walking the dog, raking leaves, shovelling snow, carrying groceries, etc. Brainstorm ideas that will help increase current physical activity.

The purpose of highlighting these pages is to fuel the discussion for the next teaching point. The cadets may take home the guides and explore them further afterwards.

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**Teaching Point 2****Discuss Activities That Will Help Achieve a Healthy Lifestyle**

Time: 18 min

Method: Group Discussion

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**ACTIVITIES THAT HELP ACHIEVE A HEALTHY LIFESTYLE**

Facilitate a discussion about activities that help achieve a healthy lifestyle, to include:

- activities that raise your heart rate;
- simple, everyday activities such as walking, skipping, running, raking leaves, skateboarding, etc.;
- playing physical games with friends/family; and
- options that do not cost money or require a gym membership.

**Activities That Raise Your Heart Rate.** This means any activity that gets your heart pumping. This would include walking, running, jumping, skateboarding, skiing, skating, tobogganing, swimming, biking, bowling, playing ball, raking leaves, shovelling snow, carrying groceries, joining a sports league, dancing, fitness classes (yoga, hip hop, aerobics, gymnastics), karate, judo, taking the stairs, etc.

**Simple, Everyday Activities.** Activities that can be done with little or no planning such as walking, skipping, running, raking leaves, mowing the lawn, gardening, skateboarding, rollerblading, ice skating, cycling, etc.

**Playing Physical Games.** Playing team games such as baseball, volleyball, soccer, football, hockey, etc. Gather some friends and encourage them to join in for some fun activity.

**Options That Do Not Cost Money or Require a Gym Membership.** Many of the activities listed above can be done at no cost to you. Being active is easily achievable without having to spend money or a great deal of time organizing an activity.



#### TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

#### SUGGESTED QUESTIONS TO ASK THE CADETS

- If they are active now and what activity they participate in.
- How often they are currently active.
- What physical benefits can be achieved through physical activity.
- What other benefits can be achieved (social, mental, etc.).
- What they enjoy about being active.



Do not let the discussion get off track. If the discussion veers in an undesired direction, simply redirect the discussion by returning to the prepared questions, or stating that the discussion needs to get back on track.

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### CONFIRMATION OF TEACHING POINT 2

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#### QUESTIONS

- Q1. What are some of the physical benefits of physical activity?
- Q2. What are some of the social benefits of physical activity?
- Q3. What activities can help achieve a healthy lifestyle?

## ANTICIPATED ANSWERS

- A1. Benefits include achieving a healthy weight, building strong bones and strengthening muscles, maintaining flexibility, promoting good posture and balance, improving fitness, strengthening the heart, increasing relaxation, and promoting healthy growth and development.
- A2. Meeting new friends, improving physical self-esteem.
- A3. Activities that can help achieve a healthy lifestyle include:
- activities that raise your heart rate;
  - simple, everyday activities such as walking, skipping, running, raking leaves, skateboarding, etc.; and
  - playing physical games with friends/family.



During the discussion, take notes on points that were raised and discussed by the group. At the end of the lesson, you will be able to recap the discussion.

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## END OF LESSON CONFIRMATION

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The confirmation of this lesson will occur in EO M104.02 (Section 2) as the cadets develop a personal activity plan.

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## CONCLUSION

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## HOMEWORK/READING/PRACTICE

N/A.

## METHOD OF EVALUATION

There is no formal assessment of this EO.

## CLOSING STATEMENT

As physical fitness is one of the aims of the cadet program, it is important that cadets learn what activities contribute to an active lifestyle to help them achieve physical fitness.

## INSTRUCTOR NOTES/REMARKS

N/A.

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## REFERENCES

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- C1-011 (ISBN 0-662-32899) Minister of Health (2002). *Canada's Physical Activity Guide to Healthy Active Living* [Brochure].
- C3-024 (ISBN 0-7627-0476-4) Roberts, H. (1989). *Basic Essentials Backpacking*. Guildford, CT: The Globe Pequot Press.



## COMMON TRAINING INSTRUCTIONAL GUIDE



### SECTION 2

#### EO M104.02 – DEVELOP A PERSONAL ACTIVITY PLAN

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Total Time:	30 min
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### INTRODUCTION

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#### PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

#### PRE-LESSON ASSIGNMENT

N/A.

#### APPROACH

For TP1 and TP2, the interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

The practical activity in TP3 will verify the cadets' understanding of the material and will allow them to apply the knowledge acquired during the lesson. The cadets will complete the exercise under direction and supervision.

#### REVIEW

N/A.

#### OBJECTIVES

By the end of this lesson, the cadet will be expected to develop a personal activity plan.

#### IMPORTANCE

One of the aims of the air cadet program is physical fitness. In order to help the cadets achieve success in physical fitness, it is important to teach them how to set personal fitness goals and create an activity plan to help them achieve those goals.

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**Teaching Point 1****Explain How To Develop Goals**

Time: 8 min

Method: Interactive Lecture

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**DEFINITION OF A GOAL**

The *Canadian Oxford Dictionary* defines a goal as the object of an ambition or effort, an aim.

**SHORT- AND LONG-TERM GOALS**

Short-term goals are smaller goals that work towards a long-term goal. For example, if your long-term goal was to run for 3 kilometres (km) in six months, a reasonable short-term goal would be to run for 1 kilometre in two months.

**INDIVIDUAL AND TEAM GOALS**

An individual can work towards achieving a goal, or a team can work towards achieving a common goal.

An individual goal is an aim or an ambition that one person strives to achieve. An individual goal is designed around the individual's abilities and personal expectations.

A team goal is an aim or ambition that a group of people work towards together to achieve. An example of a team goal could be walking across their province. The team would make a commitment to walk a predetermined amount of kilometres in a certain period of time. The team would keep track how many kilometres they have walked on their own and record their progress together on a map. As soon as the kilometres add up to the correct amount, the team has reached their goal.

**HOW TO DEVELOP GOALS**

Cadets should set a specific goal to work toward. The acronym SMART is a tool the cadets may find useful. The "S" of SMART stands for specific: the aim of the goal must be precisely defined. "M" stands for measurement: identify a standard with which to assess achievement. "A" stands for achievable: ensure needed resources are accessible for accomplishing the goal. "R" stands for relevant: ensure the goal is worthwhile for the cadet. "T" is for timing which represents the completion date of the goal. Ask the following questions to the cadets to help elicit SMART goals:

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

**Measurable.** How will you measure the achievement of the goal? What will you feel when the goal is achieved?

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

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

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

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**CONFIRMATION OF TEACHING POINT 1**

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**QUESTIONS**

- Q1. What is the difference between short- and long-term goals?
- Q2. Explain individual and team goals.
- Q3. What does "SMART" stand for?



## ANTICIPATED ANSWERS

- A1. Short-term goals are smaller goals that work towards a long-term goal.
- A2. An individual can work towards achieving a goal, or a team can work towards achieving a common goal.
- A3. Specific, Measurable, Achievable, Relevant, Timing.

### Teaching Point 2

### Explain How To Create a Personal Activity Plan

Time: 8 min

Method: Interactive Lecture

## CREATE AN ACTIVITY PLAN

Getting started is the hardest part. Creating an activity plan will help the cadet maintain focus and succeed at achieving set goals. An activity plan should meet the following criteria:

**Activities That Will Help Achieve Set Goals.** It is important to choose activities that will help the cadet achieve the goal(s) they have set for themselves. For instance, if the goal is to improve cardiovascular fitness, an appropriate activity would be one that builds up cardio stamina, e.g. start off running for one minute, then walking for one minute, and try working up to running for 10 minutes.

**Moderate Activities and Vigorous Activities.** Moderate activities would include activities like brisk walking, skating and biking. Vigorous activities would include running, weight training, basketball or soccer.

**Fitting Your Lifestyle.** Cadets should participate in activities at least once a week that fit their lifestyle. Activities that do not fit into their lifestyle will be difficult to carry out.

**Simple Activities.** Choosing simple activities that can be done with little planning will most likely carry the best results. When activities require a great deal of planning, it can become more of a chore than an activity or may become too difficult to follow through with.

## CONFIRMATION OF TEACHING POINT 2

### QUESTIONS

- Q1. What are the two types of activities to choose from?
- Q2. What things should be considered when creating an activity plan?

## ANTICIPATED ANSWERS

- A1. Vigorous and moderate activities.
- A2. Consider simple activities that will fit your lifestyle, and that will help achieve the goals that you have set for yourself.

### Teaching Point 3

### Have Cadets Create an Activity Plan

Time: 9 min

Method: Individual Activity

## CREATE AN ACTIVITY PLAN

Allow the cadets time to create their activity plans. This is to be done on an individual basis. An example of an activity plan is located in Annex A.



Allow the cadets to take their plan home to work on it further if desired. It is not mandatory that it be completed during this period.

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### END OF LESSON CONFIRMATION

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End of lesson confirmation will take place as the cadets create their activity plans.

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### CONCLUSION

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### HOMEWORK/READING/PRACTICE

Cadets may take their plan home to work on it further if desired, as it is not mandatory that it be completed during this period.

### METHOD OF EVALUATION

There is no formal assessment of this EO.

### CLOSING STATEMENT

One of the aims of the air cadet program is physical fitness. In order to help the cadets achieve success in physical fitness, it is important to teach them how to set personal fitness goals and create an activity plan to help them achieve those goals.

### INSTRUCTOR NOTES/REMARKS

N/A.

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### REFERENCES

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- C0-019 (ISBN 0-7894-7147-7) Eaton, J., and Johnson, R. (2001). *Coaching Successfully*. New York: Dorling, Kindersley.
- C0-024 Barber, Katherine. (Ed.). (2001). *The Canadian Oxford Dictionary*. Don Mills: Oxford University Press.
- C1-011 (ISBN 0-662-32899) Minister of Health (2002). *Canada's Physical Activity Guide to Healthy Active Living* [Brochure].



## COMMON TRAINING INSTRUCTIONAL GUIDE



### SECTION 3

#### EO M104.03 – PARTICIPATE IN A DISCUSSION ON HYGIENIC PRACTICES DURING PHYSICAL ACTIVITY

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Total Time:

30 min

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### INTRODUCTION

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#### PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- review TP1 of EO M104.02 (Section 2), which pertains to developing goals; and
- prepare questions for the group discussion.

#### PRE-LESSON ASSIGNMENT

N/A.

#### REVIEW

N/A.

#### OBJECTIVES

By the end of this lesson the cadets shall be expected to practice hygiene during physical activity.

#### APPROACH

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

#### IMPORTANCE

As physical fitness is one of the aims of the cadet program, it is important that cadets adopt good hygiene practices when participating in physical activity.

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**Teaching Point 1****Lead a Discussion on Wearing Appropriate Clothing for Participating in Physical Activity**

Time: 15 min

Method: Group Discussion

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**CLOTHING**

Loose-fitting clothing is best during exercise for freedom of movement. It should be comfortable and help the cadet feel self-assured.

As exercise generates a great amount of body heat, it is best to wear lighter clothes than what the temperature might actually indicate. In the summer, lighter coloured clothing will reflect the sun's rays and help you keep cool, and darker clothing is warmer in the winter. When the weather is very cold, it is better to wear several layers of light clothing than one or two heavy layers. The extra layers will maintain heat and can easily be shed if it becomes too warm.

The first layer is called the "core layer". This is the layer next to the skin. It should consist of a synthetic undershirt that is close fitting but not tight. It should be made of a material that will absorb perspiration and move it away from the skin.

The second layer should be loose fitting, but should keep the blood vessels of the neck and wrists protected and warm. It could consist of a zip-up top with a high neck or a shirt with a collar. Sleeves should be able to be rolled up and cuffs should be able to be buttoned. In hot weather, this layer may be used as an outside layer.

It is always best to wear something on your head, whether it is hot or cold outside. In the summer, a hat protects the head from the sun and provides shade, while in the winter a hat helps maintain warmth.

**APPROPRIATE FOOT GEAR**

Most importantly, properly fitting running shoes with arch support are necessary to ensure feet are not injured. Foot gear such as sandals or dress shoes are not appropriate for sporting activity, as they do not provide grip or support during movement.

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**Teaching Point 2****Participate in a Discussion on Hygiene During Physical Activity**

Time: 5 min

Method: Group Discussion

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**HYGIENE DURING PHYSICAL ACTIVITY**

It is important to wear deodorant when participating in physical activity. Deodorant will help prevent any offensive body odour that may occur due to perspiration.

Start off any physical activity wearing clean clothing. Wearing dirty clothing may give an offensive odour and bother those around you. Clean clothing will give a fresh start to physical activity.



Do not let the discussion get off track. If the discussion veers in an undesired direction, simply redirect the discussion by returning to the prepared questions, or stating that the discussion needs to get back on track.

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**CONFIRMATION OF TEACHING POINT 2**

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**QUESTIONS**

- Q1. What can be worn to help avoid body odour?
- Q2. What should you start off wearing during physical activity?

**ANTICIPATED ANSWERS**

- A1. Deodorant.
- A2. Clean clothing.

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**Teaching Point 3****Participate in a Discussion on Hygiene After Physical Activity**

Time: 10 min

Method: Group Discussion

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**HYGIENE AFTER PHYSICAL ACTIVITY**

After physical activity, it is important to sponge bathe or shower in order to clean your body. Perspiration causes body odour that can only be cleaned with soap and water.

If showering is not possible immediately after physical activity, it is important to change damp or wet clothing and reapply deodorant. This will help prevent bacteria growth from perspiration, which causes body odour. It is a good idea to bring along a change of clothing if it is known ahead of time that showering facilities will not be available after a planned activity.

Clothing absorbs perspiration and odour so it needs to be washed before wearing it again.

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**CONFIRMATION OF TEACHING POINT 3**

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Confirmation of this lesson will occur as the cadets practice hygiene after physical activity.

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**END OF LESSON CONFIRMATION**

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The confirmation of this lesson will occur as the cadets participate in physical activities and practice hygiene.

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**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

There is no formal assessment of this EO.

**CLOSING STATEMENT**

As physical fitness is one of the aims of the cadet program, it is important that cadets learn how to practice hygiene when participating in physical activity.

**INSTRUCTOR NOTES/REMARKS**

N/A.

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**REFERENCES**

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C0-026 Retrieved 19 April 2006, from Health <http://www.athealth.com/Consumer/disorders/FitnessFundamentals.html>.



## COMMON TRAINING INSTRUCTIONAL GUIDE



### SECTION 4

#### EO C104.01 – CREATE TEAM GOALS

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Total Time:

30 min

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### INTRODUCTION

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#### PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- review TP1 of EO M104.02 (Section 2), which pertains to developing goals.

#### PRE-LESSON ASSIGNMENT

N/A.

#### REVIEW

Instructors shall review TP1 of EO M104.02 (Section 2).

#### OBJECTIVES

By the end of this lesson, the cadets will be expected to create team goals for their phase group.

#### APPROACH

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

#### IMPORTANCE

As physical fitness is one of the aims of the cadet program, setting team goals will encourage participation in a variety of physical activities.

**Teaching Point 1****Lead a Group Discussion Where the Cadets Are to Create Team Goals for the Year**

Time: 25 min

Method: Group Discussion

**CREATE TEAM GOALS**

Discuss with cadets what goals they may wish to achieve together as a team. Cadets may choose a goal that can be worked on as individuals and tracked as a group (collecting kilometres to walk across the city, province, country, etc.) or a goal that is to be worked on together (playing team sports twice a month together as a group). Their team goal should include short-term goals that work toward a long-term goal. The cadets are required to record their team goal and create a chart to track their progress.

Suggested types of activities:

- Learn a new physical skill together.
- Time – exercise for 100 hours.
- Participate in a skip-a-thon (could even collect sponsors and raise money for the squadron).
- Heart rate – improve resting heart rate as a group (before and after).
- Improve cardiovascular endurance (before and after).



The cadets should brainstorm ideas while the instructor records their ideas on an OHP or whiteboard. Each idea would then be discussed (pros, cons, etc.) to decide which goal would be best for the group.

**CONFIRMATION OF TEACHING POINT 1**

Confirmation of this teaching point will occur as the cadets participate in the group discussion.



During the discussion, take notes on points that were raised and discussed by the group. At the end of the lesson, you will be able to recap the discussion.

**END OF LESSON CONFIRMATION**

The confirmation of this lesson will occur as the cadets work together as a team to meet their common long-term goal.

**CONCLUSION****HOMEWORK/READING/PRACTICE**

N/A.



**METHOD OF EVALUATION**

There is no formal assessment of this EO.

**CLOSING STATEMENT**

As physical fitness is one of the aims of the cadet program, it is important that cadets learn how to work as a team in order to achieve a common goal. This is a fun way to promote physical fitness and teamwork.

**INSTRUCTOR NOTES/REMARKS**

N/A.

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**REFERENCES**

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C1-011 (ISBN 0-662-32899) Minister of Health (2002). *Canada's Physical Activity Guide to Healthy Active Living* [Brochure].

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### EXAMPLE OF AN ACTIVITY PLAN

**Goal:** To be able to run for 20 minutes.

- **Specific.** I want to be able to run for 20 minutes continuously.
- **Measurable.** I will keep track of my running progress every week. When the goal is completed, I will feel great for achieving my goal.
- **Achievable.** Possible hindrances – weather, injuries. No resources are needed for this goal because I can run outside.
- **Relevant.** I will improve my cardiovascular fitness and endurance.
- **Timing.** I will achieve this goal in 11 weeks by continuously walking and running for a total of 20 minutes, until I can run for 20 minutes straight.

### ACTIVITY SCHEDULE

**Week 1.** Run 1 minute, walk 1 minute continuously for 20 minutes, 3 x per week.

**Week 2.** Run 2 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

**Week 3.** Run 3 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

**Week 4.** Run 4 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

**Week 5.** Run 5 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

**Week 6.** Run 6 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

**Week 7.** Run 7 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

**Week 8.** Run 8 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

**Week 9.** Run 9 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

**Week 10.** Run 10 minutes, walk 1 minute, continuously for 20 minutes, 3 x per week.

**Week 11.** Run for 20 minutes continuously.

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