

Wingman Day OCT 2019:

Physical Wellness

Lesson Plan & Attachments

Prepared by the CAP Resiliency & Suicide Working Group
Please refer questions to:

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Lesson Plan

Wingman Day OCT 2019: Physical Wellness

Summary

1. Subject(s): Physical Wellness
2. Target Audience: Cadets, Senior Members, Parents, and other interested CAP Stakeholders:
3. Objective:
 - a. To provide information about fitness, nutrition, sleep hygiene, and how physical wellness contributes to resilience
 - b. To provide low-barrier tools for CAP members and stakeholders to incorporate these topics into their daily lives
 - c. To review / introduce CAP Five Pillars of Wellness and Resilience
 - d. Discuss the concept of physical wellness beyond the typical “PT Night” paradigm in CAP
 - e. Discuss how the Five Pillars can support resilience
5. Time Allotment: 90 minutes to 2 hours, including break.

Implementation

Outline

1. Preparation & Logistics
2. Greeting & Assembly
3. Icebreaker & Hotwash
4. Presentation & Lesson
5. Break
6. Activities
7. Survey & Dismissal

Procedure

1. Preparation & Logistics
 - a. Identify local resources that participants can use or suggest to others, to support wellness. These resources should be written onto a chalkboard, posted on a bulletin board, or otherwise but made available to attendees.
 - b. Print the CAP wellness pamphlet for each participant. This is a 2-sided, tri-fold document that has a menu of options for reducing stress and increasing wellness.
 - c. Attachment A is the list of 2019 Wingman Day print-ahead materials.
 - d. Ideally, some snacks should be made available during the break.

- i. A volunteer or group of volunteers can be asked to bring something, or participants can be asked to bring their own snacks ahead of time.
- ii. If participants are bringing their own snacks, there should be some extras available for any participants who cannot or do not bring their own.

2. Greeting & Assembly

- a. The presenter for the Wingman Day, and/or the Commander should greet every participant as they arrive.
- b. This sets an appropriate tone for the presentation and events surrounding it.

3. Icebreaker & Hotwash

- a. The Icebreaker can be conducted by the main presenter, or delegated to an assistant that is briefed in advance on how the icebreaker and hotwash are accomplished.
- b. The Icebreaker is Attachment B of this Lesson Plan.
- c. This Icebreaker should be conducted in a relatively open space, but a classroom, auditorium, or room with chairs can be used if necessary.
- d. See Attachment B for details about required materials.

4. Presentation & Lesson

- a. The presentation is available as Google Slides, PowerPoint, and PDF.
- b. The lecture notes (Attachment C) should be used by the presenter to ensure the main points of the presentation are shared with the audience.

5. Break

- a. Ensure the audience has an opportunity to take a break approximately halfway through the presentation.
- b. This may be done in conjunction with the stretch activity at the end of the fitness portion of the presentation.

6. Debrief

- a. There is a Debrief Slide near the end of the presentation.
- b. This debrief should be done to give participants to share thoughts or ask questions regarding the material.
- c. If a question is asked that cannot be answered easily within the group, the participant can include their question in their survey, and then it can be submitted for follow up as part of that process.

7. Survey & Dismissal

- a. Ask participants to complete the anonymous survey and return them to the presenter.
- b. Please tally the surveys and enter the results per the instructions in Attachment G.
- c. The Commander or presenter should individually thank each participant for attending the Wingman Day.

Lesson Plan Attachment A

Print Ahead Documents

Document	# Needed	Format	Notes
Sleep Card Game	1 per Cadet Participant	<ul style="list-style-type: none"> • 8.5" x 11" • 1-Sided 	<ul style="list-style-type: none"> • Available in PDF
Sleeping Tips & Tricks	1 per Participant	<ul style="list-style-type: none"> • 8.5" x 11" • 2-Sided 	<ul style="list-style-type: none"> • Available in PDF
Wellness Schedule- SM Breaktime Options	1 per Senior Member Participant	<ul style="list-style-type: none"> • 8.5" x 11" • 1-Sided 	<ul style="list-style-type: none"> • Available in PDF
Daily Flexibility Program Handout	1 per Participant	<ul style="list-style-type: none"> • 8.5" x 11" • 2-Sided 	<ul style="list-style-type: none"> • Available in PDF
Survey	1 per Participant	<ul style="list-style-type: none"> • 8.5" x 11" • 1-Sided 	<ul style="list-style-type: none"> • Available in PDF
Survey Tally Sheet	1 per Presentation	<ul style="list-style-type: none"> • 8.5" x 11" • 1-Sided 	<ul style="list-style-type: none"> • Available in PDF

Lesson Plan Attachment B

Recreation Icebreaker: 2 Options

Option 1: Balloon Ball

Resources Needed:

1. A relatively open space, suitable for forming a circled-up groups with participants.
2. Balloon or light-weight rubber ball (about 10-12 inches in diameter).
3. 10-15 Minutes for the activity, and 3-5 minutes for the hotwash.

Implementation

Explanation

1. The participants (or groups of participants) will have to listen to directions and pass the balloon/ball according to the directions.
2. The instructions may get more complicated as the game progresses.
3. The facilitator can make it even more challenging by:
 - a. having the participants repeat the recreation activities they choose in alphabetical order,
 - b. progressively listing the activities of everyone in the group as the balloon/ball goes around the circle (first participant says "running", second participant says "running, canoeing;" third participant says, "running, canoeing, boxing;" etc.
 - c. another appropriate and creative way to engage participants further.
4. If a single group of participants is used, you may wish to tell participants they are competing for the "world-record" time, to create a sense of urgency.

5. If multiple groups are participating, you can tell the groups they are competing against on another do accomplish the task fastest.

Procedure

1. Have small groups of about 7-10 members (may be mixed, both seniors and cadets) gather in a circle.
2. A participant in each group will start with the balloon and will call out a recreation activity they already participate in or wish to pursue in the future.
3. They will then pass the balloon to another member who will list a recreation activity of their own.
4. The ball should never stop moving when it is passed and members should make sure to include everyone in the circle.
5. After any number of rounds (1 to several), have the participants come together for the hotwash
6. Hotwash. Ask the following questions, or come up with similar ones for your participants. There are no "Right" answers, but you may wish to guide the participants to answers that emphasize the importance of communication, teamwork, and deciding what success looks like for them.
 - a. What just happened?
 - b. What was your plan for the activity? How did you come up with it?
 - c. What challenges did you face?
 - d. What did your team have to do or believe to be successful?
 - e. What positives can you take away from the activity?
7. Thank the group for their active participation, and let them know that communication, teamwork, trust, and identifying what success looks like will play a role in what we will be discussing the rest of today's Wingman Day.
8. Dismiss the group to the seats for the next portion of the presentation.

Option 2: Recreation Activity List

Resources Needed:

1. Writing surfaces for participants (tables, desks, etc).

2. Paper and writing utensils.
3. 10-15 Minutes for the activity, and 3-5 minutes for the hotwash.


Implementation

Explanation

1. The participants (or groups of participants) will have to listen to directions and pass the balloon/ball according to the directions.
2. The instructions may get more complicated as the game progresses.
3. The facilitator can make it even more challenging by:
 - a. having the participants repeat the recreation activities they choose in alphabetical order,
 - b. progressively listing the activities of everyone in the group as the balloon/ball goes around the circle (first participant says "running", second participant says "running, canoeing;" third participant says, "running, canoeing, boxing;" etc.
 - c. another appropriate and creative way to engage participants further.
4. If a single group of participants is used, you may wish to tell participants they are competing for the "world-record" time, to create a sense of urgency.
5. If multiple groups are participating, you can tell the groups they are competing against on another do accomplish the task fastest.

Procedure

1. Each member will write on a piece of paper a list of all recreational activities they have participated in during the last 2 weeks.
2. Then, each member will make a list of recreation activities they would like to explore in the next 3 months.
3. Then, in small groups (about 5-7 members), members will discuss their lists and group leads will facilitate members developing a goal for focused recreation time in the next 3 months.
4. This discussion could include discussing time management so individuals have appropriate time for recreation, activity planning and advise on where to start.
5. Hotwash. Ask the following questions, or come up with similar ones for your participants. There are no "Right" answer

- 
- a. What did you think about this reflection activity?
 - b. Will you be able to use this information to improve your life later on?
6. Thank the group for their active participation, and let them know that communication, teamwork, trust, and identifying what success looks like will play a role in what we will be discussing the rest of today's Wingman Day.
 7. Dismiss the group to the seats for the next portion of the presentation.

Lesson Plan Attachment C

Lecture Notes

[Note to presenter] These notes do not have to be used verbatim. The tone of this event should be conversational, and we hope that both presenters and audiences have fun. Be sure to review the material ahead of time, so that you don't have to a) read the slides to the audience, and b) read these notes like a script from the page.

Each page of these notes should correspond to a specific slide. This was done to help you stay organized while presenting.

1. **[Title Slide]** Welcome everyone.
 - a. This year, the Civil Air Patrol is continuing our look at the 5-Pillars of Wellness.

2. [2nd Slide] This year's focus is on the Pillar of the Body. The Character Development lesson in September, this Wingman Day, and the Walk to Mars are some of the ways our organization is supporting our members.

- i. Once again, the five focus areas provide our wellness and resilience: Mind, Body, Relationships, Spirit, and Family.
- ii. CAP has identified four activities that support each of the pillars though more are available.
- iii. The four activities we're going to have a workshop on today are:
 - Physical Fitness
 - Rest
 - Nutrition
 - Recreation

3. **[Slide 3]** Overview -

- a. We're going to talk about each of these areas, as well as participate in some hands-on activities and discussion about the concepts.

- b. We will also review ways to stay involved throughout the whole year.

4. [Slide 4] *(Ask the participants)* Why are we focusing on these pillars in general, and the pillar of the body in particular?

(Leave time for participants to consider, and offer answers)

- a. The Civil Air Patrol is a unique organization, and we cannot accomplish our missions without our people.

- b. The National Commander has put together a task force that built the lessons for events like this, to make sure that we're taking care of the most valuable resource, in the premiere volunteer service organization in the country.

5. [Slide 5] *(Ask a volunteer or volunteers to read to quotes on this slide)*

6. [Slide 6] Let's look at some statistics and facts associated with physical activity.

a. *(Ask a volunteer or volunteers to read the slide aloud).*

b. Are there any surprising facts on this slide?

c. *(Allow participants time to consider and answer).*

7. [Slide 7] The next portion of this presentation is tailored differently for Cadets vs. Senior Members. We will focus on the slides that are relevant to our presentation.

a. *(Skip portions that are not relevant to your presentation).*

b. *(Ask for a volunteer to read the portion of the slide relevant to your presentation).*

8. [Slide 8] *(Skip if focusing on the Senior Member Fitness Slides)*

- a. The first component of the Cadet fitness program is Activities.
- b. What are some fitness activities that we do as part of our Cadet program, besides fitness testing?
- c. *(Allow time to answer, and engage with participants based on their responses.)*
- d. It's important that these activities allow everyone to participate at their level, so that everyone can benefit.

9. [Slide 9] *(Skip if focusing on the Senior Member Fitness Slides)*

- a. The next component of the Cadet fitness program is Academics.
- b. What do you remember about these sort of academics?
- c. *(Allow time to answer, prompt to ensure Cadets consider fitness, safety, nutrition, and possibly locally-relevant topics).*
- d. What are some ways we put this learning to use outside of CAP?
- e. *(Allow time to answer)*

10. [Slide 10] Let's discuss attitudes related to our fitness program.

a. *(Ask a volunteer to read the first bullet).*

b. Does anyone here think they have started to develop a positive relationship with fitness in this way?

c. *(Engage with participants based on their responses).*

d. *(Ask a participant to read the second bullet).*

e. Why do we use mentoring as part of our fitness program, instead of just telling everyone to work out and be in good shape?

f. *(Allow for discussion).*

11. [Slide 11] *(Skip if focusing on the Senior Member Fitness Slides)*

- a. This is the portion everyone thinks about the most when the Cadet Physical Fitness Program is brought up.
- b. Why do we have fitness testing?
- c. *(Allow participants to respond, and address their thoughts).*
- d. What ways does fitness testing help or hurt pursuing our overall fitness goals?

12. [Slide 12] *(Skip if focusing on the Senior Member Fitness Slides)*

- a. There are a few different recognition programs related to youth fitness.
- b. We want to make sure we are supporting one-another in our units, and in addition to local recognition, we can take advantage of the Presidential Youth Fitness Program, and Presidential Champions!
- c. More information can be found on the CAP national website, in the Cadet Programs library.

13. [Slide 13] *(Skip if focusing on the Senior Member Fitness Slides)*

- a. These are the starting recommendations you can use to plan your fitness goals.
- b. A person doing moderate-intensity aerobic activity can talk, but not sing, during the activity.
- c. A person doing vigorous-intensity activity cannot say more than a few words without pausing for breath.
- d. Aerobic activity, also known as cardio, challenge and strengthen the heart and lungs. What are some examples of aerobic activity? *(Allow participants time to respond)*.
- e. Examples of cardiovascular or aerobic exercise are medium to long distance running or jogging, swimming, cycling, and walking.
- f. Muscle-strengthening physical activities increase skeletal muscle strength, power, endurance and mass. Muscle-strengthening activities are

activities that use the principles of strength training, resistance training, or muscular strength and endurance exercises.

- g. What are some examples of muscle-strengthening activity? *(Allow participants time to respond).*
- h. Some examples of muscle-strengthening activities include: tug-of-war, push-ups, sit-ups, tree climbing, swinging on playground equipment, rock climbing and using weight machines.
- i. Bone-strengthening activities produce an impact or tension force on the bones that promotes bone growth and strength.
- j. What are some examples of bone-strengthening activity? *(Allow participants time to respond).*
- k. Some examples of bone-strengthening activities include: hopping, skipping, jumping rope, running, gymnastics, lifting weights, volleyball, tennis and basketball.

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14. [Slide 14] *(Skip if focusing on the Cadet Fitness Program Slides)*

- a. Fitness is only a requirement for Caderts, but it is still a recommendation for Senior Members.
- b. CAP's intent is to encourage and support the wellness of all our Airmen, but in the case of Senior Members, the decision on how to pursue their fitness is, of course, theirs.

15. [Slide 15] *(Skip if focusing on the Cadet Fitness Program Slides)*

- a. This first step is to Identify needs. What could a fitness need mean? *(Allow participants time to respond).*

- b. If you don't have a primary care provider to consult with, what other resources are available? *(Allow participants time to respond).*

- c. Using the list of possible benefits on the slide, does anyone want to share a fitness goal or need they want to pursue? *(Allow participants time to respond).*

16. [Slide 16] *(Skip if focusing on the Cadet Fitness Program Slides)*

- a. Finding time is not making time.
- b. Making time seems to indicate giving up one activity for another, a zero-sum game.
- c. Finding time might mean being creative with options.
- d. Doing core-flexing during your commute.
- e. Doing bicep curls while watching TV.
- f. Check out the handout, and be safe, be creative, and find what works for you.

17. [Slide 17] *(Skip if focusing on the Cadet Fitness Program Slides)*

- a. Who has heard of SMART goals before? *(Allow participants time to respond).*
- b. Specific goals are important. Why wouldn't "Be more fit," be a good goal? Isn't that what we're trying to achieve? *(Allow participants time to respond).*
- c. There's a cliché that applies to the second point, "What gets measured gets done." Make sure you can track objective progress.
- d. Achievable is different for each person. Prevent injuries and set-backs by starting slow.
- e. Relevant is also personal. Make sure you match your SMART goals to the fitness needs you identified for yourself.
- f. And set progressive benchmarks for yourself. Where do you want to be at 6 months or 1 year?

18. [Slide 18] *(Skip if focusing on the Cadet Fitness Program Slides)*

- a. These are a few resources that many CAP members have access to.

- b. Can anyone share another idea of a resource that's available in the local area? *(Allow participants time to respond).*

19. [Slide 19] *(Skip if focusing on the Cadet Fitness Program Slides)*

- a. Partnering does not have to mean a CAP partner.
- b. You can partner with a significant other, your child, a colleague, or other friend.

20. [Slide 20] *(Skip if focusing on the Cadet Fitness Program Slides)*

- a. These are the starting recommendations you can use to plan your fitness goals.
- b. A person doing moderate-intensity aerobic activity can talk, but not sing, during the activity.
- c. A person doing vigorous-intensity activity cannot say more than a few words without pausing for breath.

21. [Slide 21]

- a. Let's stretch out using the exercise handout, and then take a break.

22. [Slide 22]

- a. *(Ask for a volunteer to read this bullets on this slide).*

- b. Are there any thoughts about recreation as we start this section?

23. [Slide 23]

- a. Let's start with the "why."

- b. *(Ask for a volunteer to read this bullets on this slide).*

24. [Slide 24]

- a. Let's look at some textbook differences between leisure and recreation.
- b. *(Ask for a volunteer to read this bullets on this slide).*
- c. Leisure and play are important, but recreation can include social interaction & a sense of purpose that add a lot of value and support wellness.

25. [Slide 25]

- a. Here are some examples of recreation.

- b. *(Ask for a volunteer to read this bullets on this slide).*

26. [Slide 26]

- a. What are some recreational activities that we thought of during the ice-breaker earlier?

27. [Slide 27]

- a. *(Ask for a volunteer to read this bullets on this slide).*
- b. Does anyone else have any final thoughts about recreation before we move on?
- c. *(Allow participants time to respond).*

28. [Slide 28]

- a. *(Ask for a volunteer to read the quotes on this slide)*

29. [Slide 29]

- a. *(Ask for a volunteer to read the quotes on this slide)*
- b. How many here think they can improve their sleep hygiene at all?
- c. Let's take a look at the handout and talk about what ways we can try to do just that.
- d. *(Allow participants a chance to review the handout, and then briefly discuss any topics they wish to share).*

30. [Slide 30]

- a. *(Ask for a volunteer to read the quote and the comic strip).*

- b. Does anyone identify with either of these two thoughts?

31. [Slide 31]

- a. *(Ask for a volunteer to read this bullets on this slide).*
- b. What is an epidemic?
- c. *(Allow participants time to respond, if there is trouble coming up with the definition, you can share the "a widespread occurrence of a disease in a community").*
- d. Not only do these negative health outcomes hurt individuals, but they cost a lot of money and time for treatment, and rob people the chance to achieve our goals and get the most out of life.

32. [Slide 32]

- a. Let's look at the nutrition handout(s).
- b. Some other thoughts on nutrition if you try to make changes.
- c. Watch out for "fad diets," some can produce results, but make sure you're doing what works for you.
- d. Evidence shows that small sustainable changes are often effective.

33. [Slide 33]

- a. *(Ask for a volunteer to read this bullets on this slide).*

- b. *(Ask for final questions about the Pillar of the Body and the topics discussed, allow participants time to respond).*

34. [Slide 34]

- a. *(Ask for a volunteer to read this bullets on this slide).*

- b. Be sure to keep physical wellness in mind past today. The Civil Air Patrol has some activities that you can incorporate into a plan for physical wellness.

35. [Slide 35]

- a. Here are some additional resources for anyone who wants to refer to them.

- b. Be sure to take the handouts home and take a look at them later to reinforce these ideas.

- c. Thank you all very much for participating in this Wingman Day activity. You are an important and valuable part of the Civil Air Patrol team, and we appreciate your time and talent being spent on our important missions.

Lesson Plan Attachment D

Flexibility Activity

Resources Needed:

1. Flexibility handout
2. Chairs for participants to use for stabilization

Implementation

Explanation

1. The group leader (preferably a Fitness NCO/Officer or Mentor, or a Health Services Officer) will guide the members through the daily flexibility program observing for form and answering any questions about the program.

Procedure

1. Have small groups of mixed members (seniors and cadets) gather in a circle.
2. The group leader may begin and facilitate the flexibility exercise at their discretion.

Lesson Plan Attachment E

Wingman Day Survey

- Presenters, please tally the answers on returned surveys onto the Tally Sheet (E-2) and enter the results at:
- *Questions can be sent to edward.bos@orwgcap.org.*
- Page E-3 is the survey for participants

Presenter Tally Sheet

Presenters, please tally the answers on returned surveys onto this sheet and enter the results at.

Questions can be sent to edward.bos@orwgcap.org.

1. I learned something useful from this presentation.
 - a. # of surveys marked True: _____
 - b. # of surveys marked False: _____
2. What I learned today will help me, help my family, or help my friends.
 - a. # of surveys marked True: _____
 - b. # of surveys marked False: _____
3. I know how to find and use information about physical wellness.
 - a. # of surveys marked True: _____
 - b. # of surveys marked False: _____
4. I am satisfied with my current physical wellness.
 - a. # of surveys marked True: _____
 - b. # of surveys marked False: _____
5. I plan to improve my physical wellness.
 - a. # of surveys marked True: _____
 - b. # of surveys marked False: _____
6. Please share any additional thoughts participants had regarding this Wingman Day presentation.

Participant Survey

Please answer these questions and return to the person who gave the Wingman Day presentation.

1. I learned something useful from this presentation.
 - a. True
 - b. False
2. What I learned today will help me, help my family, or help my friends.
 - a. True
 - b. False
3. I know how to find and use information about physical wellness.
 - a. True
 - b. False
4. I am satisfied with my current physical wellness.
 - a. True
 - b. False
5. I plan to improve my physical wellness.
 - a. True
 - b. False
6. Please share any additional thoughts you have regarding this presentation:
