

<p align="center">BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</p> <p align="center">LESSON PLAN</p>		
<p>COURSE TITLE: Field Training Officer Program</p> <p>LESSON TITLE: Health, Fitness, and Wellness</p>		
<p>New or Revised Course [] New [X] Revised</p>		
<p>Prepared By: Police Officer Tarsha Taru</p>		<p>Date: 03/17/2021</p>
<p>Academic Director Approval: Director Gary Cordner</p>		<p>Date:</p>
PARAMETERS	Lesson hours: 1 hour	<input type="checkbox"/> Entry-level
	Class size: 30 students	<input type="checkbox"/> Continuing Education
	Space needs: Classroom	<input checked="" type="checkbox"/> Other
<p>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)</p> <p>Students must have completed the FTO application process and background check</p>		
<p>LESSON HISTORY (previous versions, titles if applicable)</p> <p>Health and Wellness – Fitness, January 2018</p>		
<p>PERFORMANCE OBJECTIVES</p> <ol style="list-style-type: none"> 1. Through facilitated discussion, students will identify and explain how knowledge of health and wellness will benefit training and job performance to the satisfaction of the facilitator. 2. Given a facilitated discussion and Mind Mapping activity, students will identify and list personal behaviors that will positively influence the health and wellness of patrol officers to the satisfaction of the facilitator. 		<p>ASSESSMENT TECHNIQUE</p> <ol style="list-style-type: none"> 1. Facilitated discussion 2. Facilitated discussion and Mind Mapping

<p style="text-align: center;">MPCTC/COMMISSION OBJECTIVES (if applicable)</p> <ol style="list-style-type: none"> 1. Discuss why health and wellness are important training lessons for the POT. (C-2) 2. Identify healthy habits to improve health and wellness for law enforcement officers. (C-2)
<p style="text-align: center;">INSTRUCTOR MATERIALS</p> <p>Power Point Lesson plan for this course Chart paper Markers Sticky Notes</p>
<p style="text-align: center;">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <p>Computer/laptop Video projector Speakers PowerPoint software PowerPoint with embedded media Chart Paper Markers Sticky Notes</p>
<p style="text-align: center;">STUDENT HANDOUTS</p> <p>15 copies of Appendix A – True/False answer cards (1 set per student)</p>
<p style="text-align: center;">METHODS/TECHNIQUES</p> <p>Lecture PowerPoint Group activity/Mind Mapping exercise T/F Quiz</p>
<p style="text-align: center;">REFERENCES</p> <p style="text-align: center;"><i>The following books and other materials are used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively teach this module.</i></p> <ol style="list-style-type: none"> 1. The “Overview of the Field Officer Training Program” lesson plan for all references. http://doc.nv.gov/.../Academy_2015_Health%20Fitness%20%20Wellness%20Powerpoint%... Referenced July 12, 2018 2. Valor for blue article Health and Wellness referenced 03/25/2021. www.valorforblue.org 3. Aerobic Case Study referenced 7/01/2021. https://youtu.be/IbIfHDIBoHs?t=97

GENERAL COMMENTS

- This lesson plan should be facilitated by an experience instructor.
- Make a few sheets of chart paper and markers available at each table group before the class starts
- Copy/cut out 30 total sets (15 copies) of Appendix A (True/False) answer cards and set them in front of each student's location at the table groups
- Have a small stack of sticky notes available at each table group before class begins

Lesson Plan Checklist (Part 1)


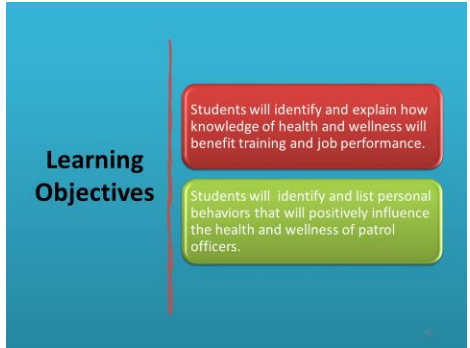
Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.			X
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.			X
11. Videos are incorporated.	X		
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.	X		
b. Videos underscore relevant training concepts.	X		
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.	X		
d. Videos portray individuals of diverse demographics in a positive light.	X		
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?	X		
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?		X	
16. Does the lesson reinforce the Critical Decision Making Model?		X	
17. Does the lesson reinforce peer intervention (EPIC)?		X	
18. Does the lesson incorporate community policing principles?		X	
19. Does the lesson incorporate problem solving practices?		X	
20. Does the lesson incorporate procedural justice principles?		X	
21. Does the lesson incorporate fair & impartial policing principles?		X	
22. Does the lesson reinforce de-escalation?		X	
23. Does the lesson reinforce using most effective, least intrusive options?		X	
24. Does the lesson have external partners involved in the development of training?		X	
25. Does the lesson have external partners in the delivery of training?		X	
Subject Matter Expert: Officer Tarsha Taru	Date: March 25, 2021		
Curriculum Specialist: Danalee Potter	Date: April 14, 2021		
Reviewing Supervisor: Sgt. Kara Gladden	Date:		
Reviewing Commander: Lt. Michael Brinn	Date:		

COURSE TITLE: Field Training Officer Program

LESSON TITLE: Health, Fitness, and Wellness

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>Slide 1: SAY: Good morning/ afternoon my name is Officer _____ and I have _____ years with the Baltimore City Police Department. In this course we will discuss the importance of Health, Wellness, and Fitness, and Wellness.</p> <p>ASK: How many of us want to the ability to retire in good health...and enjoy our retirement?</p> <p>ASK: What are some of the obstacles to that goal?</p> <p>ASK: How can we overcome those obstacles?</p> <p>Slide 2: SAY: Let's take a moment to review today's learning objectives</p> <ol style="list-style-type: none">1. Through facilitated discussion, students will identify and explain how knowledge of health and wellness will benefit training and job performance.2. Given a facilitated discussion and Mind Mapping activity, students will identify and list personal behaviors that will positively influence the health and wellness of patrol officers.	<p>Time 5 minutes <i>The facilitator should briefly introduce his/herself and provide a brief background about their time and experience in the department.</i></p> <p>Slide 1:</p>  <p><i>Look for hands</i></p> <p>Desired Response:</p> <ul style="list-style-type: none">• Health – physical & mental• Age at retirement <p>Desired Response:</p> <ul style="list-style-type: none">• Plan ahead• Take care of our mind/body now. <p>Slide 2:</p> 

Slide 3:

SAY: There are a number of reasons why Health, Fitness, and Wellness are important for you as individuals. When you regularly do moderate-or vigorous-intensity aerobic physical activity, you have a significantly lower risk of cardiovascular disease than do inactive people. Regularly active adults have lower rates of heart disease and stroke, and have lower blood pressure, better blood lipid profiles, and fitness.

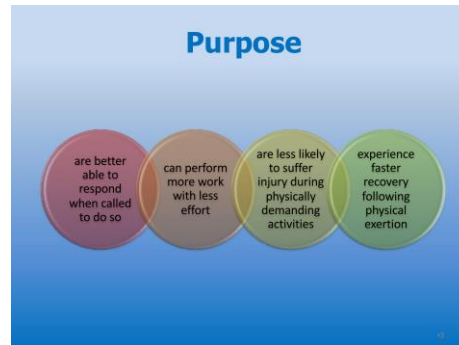
As police officers, if you want to be in a field that serves the public, the public has the right to expect that the people who have taken an oath to serve and protect actually have the physical ability to do so. Your ability to perform the essential functions of a police officer is directly affected by your underlying fitness level. To put it simply, officers who are physically fit are better able to respond when called to do so, can perform more work with less effort, are less likely to suffer injury during physically demanding activities, and experience faster recovery following physical exertion.

SAY: All of these factors are keys to being able to handle the physical demands of job as a Field Training Officer and are essential for someone who is hoping to work in public safety. Additionally, as an FTO, you should impart to your field trainee how to manage and schedule to maintain an active and healthy lifestyle. You are the role models in this area just as much as you are in other areas; therefore, you should be demonstrating how an officer can maintain health and wellness habits through your actions, conversations, and encouragement.

II. Instructional Input/Content
MIND MAPPING ACTIVITY:

SAY: I'm now going to split you into 4 groups. Each group will be tasked with creating a Mind Map/List that identifies how your profession works against your ability to be healthy and fit. When you are finished creating your Mind Map, hang it on the class closest to your group. You may begin.

Slide 3:



Time: 50 minutes

Group exercise (12 minutes)

Have the class split up into 4 groups and give them a sheet of chart paper and a marker. The groups will mind map how our profession is working against being healthy and fit.

SAY: Ok, time is up. Let's see what you came up with. Choose a spokesperson for your group to share out.

SAY: Now, let's add to this list we've created with ideas for how to overcome the challenges presented to patrol work.

NOTE: The facilitator should utilize the Management By Walking Around (MBWA) strategy to check in on groups and ensure they are on task.

Each group will have a spokesperson share their list with the facilitator. As each group shares their list, the facilitator should create ONE cumulative list on a piece of chart paper in the front of the room for all students to see.

Possible Responses:

- Not enough time in the day
- No accountability measures by the Department
- Busy personal lives
- Lack of motivation
- Fatigue
- Already unfit
- Being stuck in the car most days in patrol
- Too stressed to work out
- Grab and go eating out while on patrol

Possible Responses:

- Make time each day to work out
- Eat healthier while on shift (pack healthy lunches)
- Urge Department to set mandated standards for all officers that is checked yearly
- Work out together with peers
- Set up incentives for being physically fit
- Utilize alternative destressing methods first so that the desire to work out increases

SAY: Fitness as you can imagine is especially important to law enforcement officers. The aspect of being fit for duty is especially important in 21st century policing because we all need to be physically fit and mentally fit to perform our duties.

The average life expectancy is 79 years old for the average person and that could be attributed to living a good lifestyle. There is a difference between longevity in civilian life and law enforcement. Law enforcement officer usually live to about 59.5 and there are several habits that are associated with difference aspects of the profession. Some of those habits are irregular hours, short meal periods, high stress, and not getting any regular exercise.

Slide 4:

SAY: Stats are against us as a population, much less a profession. These are the general stats for the US, most working 40 hour regularly scheduled work weeks.

- 55% of US adults are considered overweight
- About 1 in 4 are considered obese
- Males > 20% body fat
- Females > 30% body fat

Slide 5:

ASK: What are possible health risks associated with being overweight?

- Get out of the car and walk the post

Slide 4:



Slide 5:

*Content on this slide is hidden.
Reveal it AFTER students answer the question*



SAY: Being overweight enhances chronic health risks like:

- Back problems
- High cholesterol
- High blood pressure
- Diabetes
- Heart disease
- Cancer
- Joint problems

Slide 6:

SAY: Smoking and Alcohol use only make health risks worse.

Law enforcement agency studies around the country have shown the significant implications of poor health and what impact it has on officers in terms of

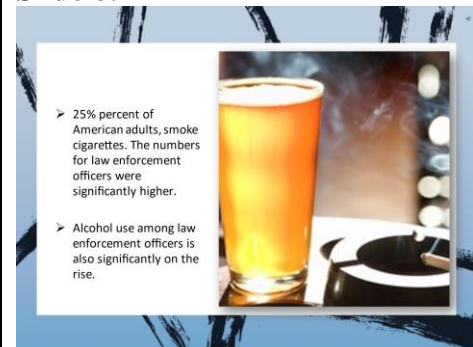
- Officer health and safety
- Public safety
- Officer productivity, Officer effectiveness on the job
- Officer retention
- Officer injury rate: back, knees, shoulders
- Limited duty or light duty
- Workers comp/insurance claims
- Public relations and image

Possible Responses:

- Back problems
- Heart Issues
- Cholesterol issues
- Diabetes

Click mouse to reveal the content

Slide 6:



Slide 7:

ASK: What is Health and Wellness?

SAY: Health and Wellness is defined as: a combination of physical fitness and good nutritional habits.

Health – defined as: a state of complete physical, mental, and social wellbeing, and not merely the absence of disease or infirmity.

ASK: What are things that you need in order to be healthy?

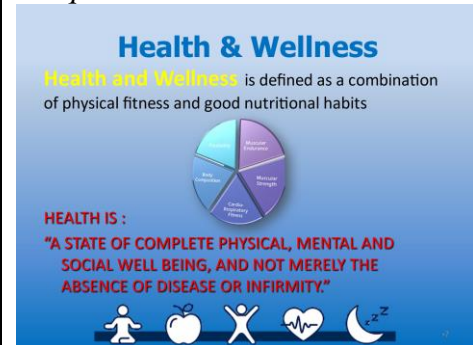
SAY: Correct. All of these things: physical fitness, nutrition, sleep, and stress management are called the Components of Health.

ASK: When you are working out, what areas do you normally focus on in terms of fitness?

SAY: When you are working out, all of these areas, these are called the Components of Fitness.

Slide 7:

*Content on this slide is hidden.
Reveal it AFTER students answer
the question*



Possible Response:

Being mentally and physically healthy

Click mouse to reveal content

Click mouse to reveal content

Desired Response:

1. Physical Fitness
2. Nutrition
3. Sleep
4. Stress control

Desired Response:

1. Cardiovascular endurance
2. Muscular strength
3. Muscular endurance
4. Flexibility
5. Body composition

*The facilitator should mention any
areas not referenced above*

Slide 8:

SAY: Cardiovascular exercise, also known as aerobic exercise, is any form of activity that uses aerobic metabolism.

That is, during the activity, oxygen is heavily involved in the cellular reactions that produce the energy necessary to sustain the activity. Your heart rate increases, and you breathe more deeply to maximize the amount of oxygen in your blood and help you to use more oxygen efficiently. Hence, you feel more energized and do not get tired quickly.

ASK: What are the benefits of aerobic exercise?

Slide 9:

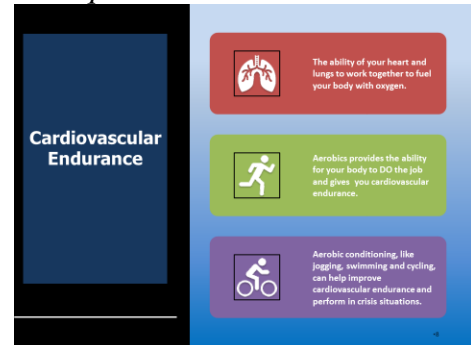
SAY: Strength – the ability of a muscle or muscle group to apply force and overcome resistance.

ASK: How does strength support an officer during patrol?

SAY: Flexibility is the range of movement at the joint

Slide 8:

*Content on this slide is hidden.
Reveal it AFTER students answer each question*



Desired Response:

- Ability of the heart and lungs to work together to fuel your body with oxygen
- Provides the ability to DO the job
- And the ability to perform in crisis situations.

Click mouse to reveal content

Slide 9:



Desired Response:

- Strength training will help you during hand-on incidents
- Provides confidence during use of force situations
- Protects the body from harm

ASK: What can you do to improve and increase your flexibility?

SAY: Muscle endurance is the ability of a muscle to perform a continuous effort without fatiguing.

ASK: Why is muscle endurance an important ability to have when in patrol?

SAY: Some exercises you can do to help build your muscle endurance are cycling, step machines, pushups and sit ups.

Slide 10:

SAY: Activity and aerobic exercise can improve one's physical health in many ways. Most of the health benefits of physical activity are gained with only moderate levels of activity.

GROUP LISTING ACTIVITY

SAY: With your table group partners, create a list of benefits that an aerobic exercise program can have on your body. I'll give you about 5 minutes

SAY: Ok, time's up. Tell me what you came up with. Each group should share 2 benefits.

Desired Response:

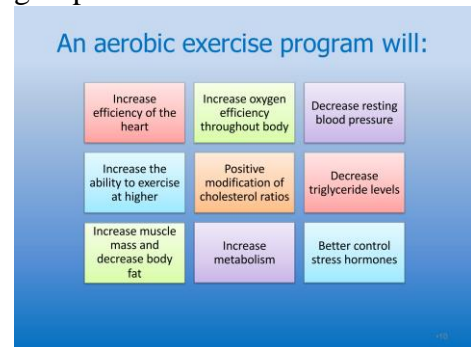
Regular stretching will increase the range of motion and limit joint and muscle injuries.

Desired Response:

It's necessary training for when confronting a hands-on incident. In any altercation, the addition of muscular endurance will lengthen the time period you can physically perform under stressful metabolic conditions.

Slide 10:

Content on this slide is hidden. Do NOT reveal the boxes until AFTER groups share their lists.



Group Activity (5 minutes)

The facilitator should utilize the Management By Walking Around (MBWA) strategy to check in on groups and ensure they are on task.

Groups should be called on to call out 2 benefits.

Desired Responses:

- Increase efficiency of the heart
- Increase oxygen efficiency

throughout body

- Decrease resting blood pressure
- Increase the ability to exercise at higher rates of speed/time
- Positive modification of cholesterol ratios
- Decrease triglyceride levels
- Increase muscle mass and decrease body fat
- Increase metabolism
- Better control stress hormones

Slide 11:

SAY: Let's take a moment to view a case study where Dr. James Meschino provides you with the benefits of aerobic exercise. Compare them with what your group came up with to see how accurate your benefits were.

SAY: Aerobics can increase the efficiency of the heart by making it able to pump more and increase the ability of muscles to pick up, carry and use oxygen efficiently. As you utilize both rest and activity, you can also decrease the oxygen requirements of the heart and your resting blood pressure so much that blood pressure medications may be decreased.

Consistent aerobic exercise also increases your ability to exercise at higher workloads for longer periods of time, before being limited by fatigue, shortness of breath or chest pain. It can also decrease triglyceride levels in the blood and increase the HDL-Cholesterol levels, thus making it harder for fats to collect inside artery walls. If you decrease body fat and increase muscle mass then you can increase your metabolism and have better control of stress hormones.

Slide 11:



Click the image on the screen to play the case study.

Slide 12:

SAY: Aerobics support both improved both cardiovascular conditioning and endurance. Examples of Aerobic exercises include cross country skiing or elliptical, swimming, running jogging or walking, cycling and organized sports.

Anaerobic exercises are those that require small amounts of energy for short durations. Sprints, weight training and calisthenics are examples of Anaerobics.

Slide 13:

SAY: Understanding the F.I.T.T. principle helps you create a workout plan that will be more effective in reaching your fitness goals. F.I.T.T. stands for frequency, intensity, time, and type of exercise. These are the four elements you need to think about to create workouts that fit your goals and fitness level.

ASK: Take a look at the chart. How much cardiovascular exercise do we need?

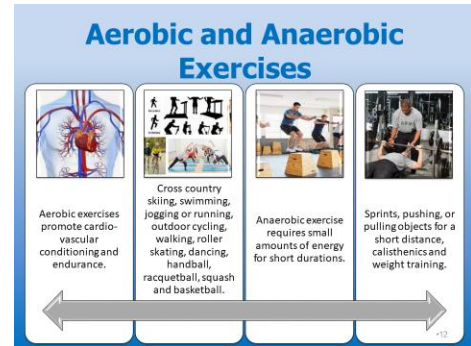
Slide 14:

SAY: For health promotion, a 30 minute brisk walk will expend about 150 calories. For health and weight management, 60 minutes of activity to prevent weight gain, and 90 minutes of activity to sustain weight loss

ASK: How do we know we are getting a quality work out?

SAY: The old fashioned way to know if you were getting a quality work out was “a good sweat and only gain through pain”. We now know that the best way to assess is through heart rate.

Slide 12:



Slide 13:

The chart is titled "F.I.T.T. principle" and is presented as a table with four columns: FREQ., CHRONICULAR ENDURANCE, FLEXIBILITY, and MUSCULAR ENDURANCE. The rows are labeled F, I, T, and T. The content of the table is as follows:

FREQ.	CHRONICULAR ENDURANCE	FLEXIBILITY	MUSCULAR ENDURANCE
F	4-5 days per week	Should be a part of every workout and last 3 days per week	1-4 times per week
I	Add more intensity as indicated by heart rate	Static stretches hold for 15-30 seconds	15 or more reps 1-2 sets
T	Running, cycling, swimming, hiking, jumping rope, soccer or basketball, dancing, low-impact aerobics	Controlled, stretches slowly part of legs, arms, shoulders, upper back, lower back	Medicine balls, resistance bands, free weights, spinning, sit-ups, planks, push-ups
T	At least 30 minutes of continuous exercise	About 10 minutes	About 10 minutes

Desired Response:
30 minutes, 3-4 times per week

Slide 14:

The chart is titled "Lifestyle Physical Activity" and contains two sections. The first section is labeled "For health promotion:" and contains the text "30 minutes of brisk walking will expend about 150 calories". The second section is labeled "For health promotion and weight management:" and contains the text "Engage in 60 or more daily minutes of activity to prevent unhealthy weight gain" and "Engage in 60-90 daily minutes of activity to sustain weight loss".

Desired Response:

- No pain, no gain
- Increase heart rate
- Consistency

Slide 15:

SAY: To do this you take the number 220 and subtract your age. That number is the max heart rate zone that you should stay within 70-80% of the time you are exercising in. And your exercise should be sustained for 30-60 minutes 3-5 hours per week.

SAY: Now, I want you to do the calculation yourself and write your max heart rate somewhere in your notes.

Slide 16:

SAY: Take a look at this chart for a moment.

Depending on what goals you set for yourself, will determine the best target heart rate to sustain.

Slide 17:

SAY: There are several lifestyle habits that are the leading causes of death in the United States.

ASK: What do you think those lifestyle habits are?

Slide 15:

How to Calculate Your Target Heart Rate

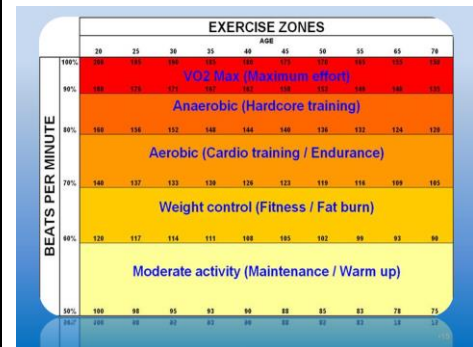
- You maximize the benefits of cardiovascular activity when you exercise in the zone of your target heart rate (THR).
- In general terms, your THR is 60-80% of your maximum heart rate.

Example: Age: 40 years old

$$220 - 40 = 180 \rightarrow \text{maximum heart rate}$$

*14

Give students time to calculate their max heart rate.

Slide 16:**Slide 17:**

Content is hidden on this slide. Do NOT reveal it until after students answer the question

Lifestyle Habits that are the Leading Causes of Death

- Sedentary Living
- Poor Nutrition
- Obesity
- Stress
- Smoking
- Substance Abuse

*15

Desired Response:

- Sedentary living
- Poor nutrition

Slide 18:

SAY: Let's take a moment to discuss Nutrition. We are going to take a short quiz. Using the pre-labeled true/false cards in front of you, you will read the statement on each slide and hold up the answer card that you believe is correct. Let's begin.

Slide 19:

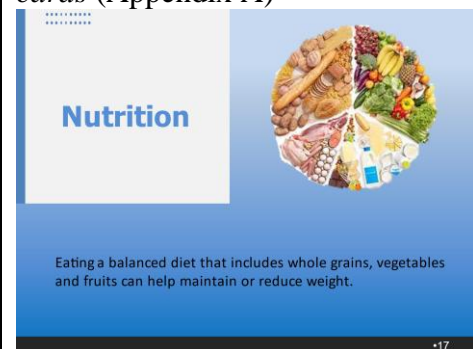
SAY: Large portions tend to make us eat more

- Obesity
- Stress
- Smoking
- Substance abuse – alcohol, caffeine

Click mouse to reveal the content on the slide and review any bullet points that were not discussed by students.

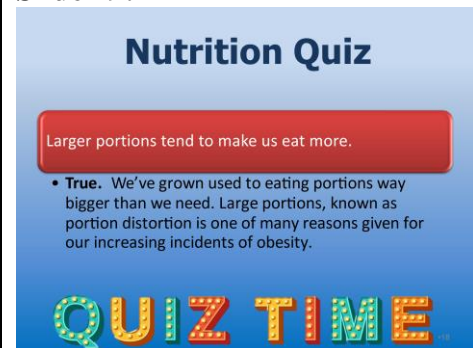
Slide 18:

Pass out the true/false answer cards (Appendix A)



Answers on slides 19-24 are hidden. Once cards are held up, click the mouse to reveal the answer.

Slide 19:



Desired Response:

True

Click to reveal answer

SAY: We've grown used to eating portions way bigger than we need. Large portions, known as portion distortion, is one of many reasons given for our increasing incidents of obesity.

Slide 20:

SAY: The body's fuel comes from protein, fat, and carbohydrates

SAY: All 3 nutrients provide calories which is what your body uses for energy.

Slide 21:

SAY: This slide provides a visual image of what parts of the nutrients you consume is turned into energy.

Slide 20:

Nutrition Quiz

2. The Body's fuel comes from Protein, Fat, and Carbohydrates.

- **True.** All 3 nutrients provide calories which is what your body uses for energy.

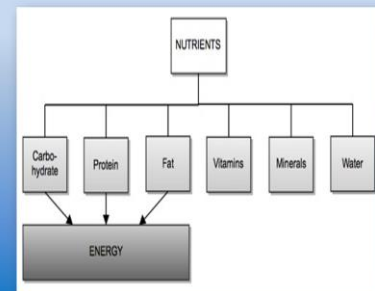
QUIZ TIME

Desired Response:

True

Click to reveal answer

Slide 21:



Slide 22:

SAY: An average bakery bagel is 2 servings of grain foods.

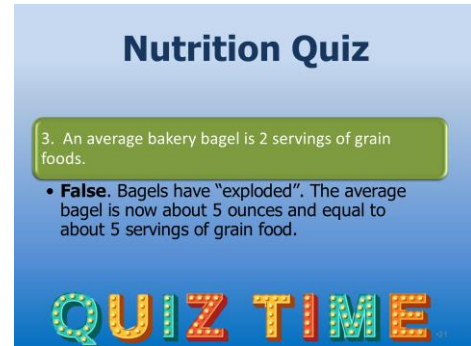
SAY: Bagels have “exploded” in the nutrition world, but average bagel is now about 5 ounces and equal to about 5 servings of the grain food group.

Slide 23:

SAY: When you are young, you can pretty much eat whatever you want with no impact on your health.

SAY: Good nutrition and good health habits should start early. What you eat now can have some impact on your long-term health.

Slide 22:

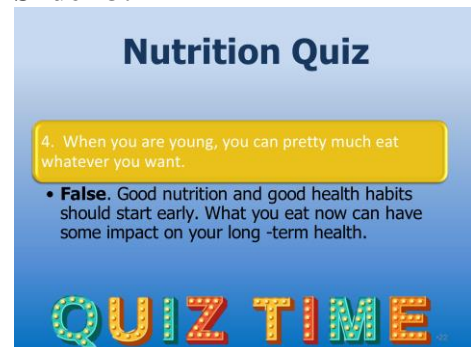
A blue gradient slide titled "Nutrition Quiz" in bold dark blue font. Below the title is a green rounded rectangle containing the text "3. An average bakery bagel is 2 servings of grain foods." Below this is a bullet point: "• False. Bagels have “exploded”. The average bagel is now about 5 ounces and equal to about 5 servings of grain food." At the bottom of the slide is the text "QUIZ TIME" in large, colorful, blocky letters with a dotted pattern.

Desired Response:

False

Click to reveal the answer

Slide 23:

A blue gradient slide titled "Nutrition Quiz" in bold dark blue font. Below the title is a yellow rounded rectangle containing the text "4. When you are young, you can pretty much eat whatever you want." Below this is a bullet point: "• False. Good nutrition and good health habits should start early. What you eat now can have some impact on your long-term health." At the bottom of the slide is the text "QUIZ TIME" in large, colorful, blocky letters with a dotted pattern.

Desired Response:

False

Click to reveal answer

Slide 24:

SAY: Eating breakfast can help control late-night cravings.

SAY: Research suggests that breakfast eaters tend to weigh less and have better balance to their day. College students should try to eat real food instead of “junk” if they are up late.

Slide 25:

SAY: Here are a few eating tips you should follow to maintain a healthy lifestyle.

First, Avoid drinking a meal at coffee shop or bar. Stop the Starbucks and Dunkin’ Donut’s folks! A typical Grande mocha from Starbucks has 400-600 calories.

Low fat versions of food typically up calories through carbs, so just because it says low fat, doesn’t mean it’s healthy for you. Choose Pizza wisely. Veggies yes, meat and cheeses no.

Avoid jumbo, giant, deluxe, and supersized items. And if you go out to eat and portions are large, take some home. As your enjoying that meal, also remember to eat slowly and drink lots of water. You will fill up much faster. Most importantly, limit your alcohol and caffeine intake. A typical pint of beer has 200 calories.

Slide 24:

Nutrition Quiz

5. Eating breakfast can help control late night cravings.

- **True.** Research suggests that breakfast eaters tend to weigh less and have better balance to their day. College students should try to eat real food instead of “junk” if they are up late.

QUIZ TIME

Desired Response:

True

Click to reveal answer

Slide 25:

Eating Tips

Avoid	<ul style="list-style-type: none">• Avoid drinking a meal at coffee shop• Typical grande mocha = 400-600 calories
Be Wary	<ul style="list-style-type: none">• Be wary of low-fat versions• Not always a big bargain
Choose	<ul style="list-style-type: none">• Choose pizza wisely• Vegetable toppings/Less meat and cheese
Avoid	<ul style="list-style-type: none">• Avoid Jumbo, giant, deluxe, biggie, and super sized items
Large Portions	<ul style="list-style-type: none">• If portions are large, take some home
Eat	<ul style="list-style-type: none">• Eat slowly
Drink	<ul style="list-style-type: none">• Drink lots of water
Limit	<ul style="list-style-type: none">• Limit alcohol and caffeine

Slide 26:

SAY: Take a look at the visual on this slide. It provides you with a quick visual of things to eat less off.

They include salt, solid and trans fats, fast food, saturated fats, added sugars and refined grains

Slide 27:

SAY: You can replace the items you need to eat less of with items that you should be eating more of. Things like fruits and vegetables, healthy oils, lean protein, seafood, low-fat dairy, and whole grains are all better for you in the correct portions.

Slide 28:

SAY: Getting enough water every day is important for your health. Drinking water can prevent dehydration, a condition that can cause unclear thinking, result in mood change, cause your body to overheat, and lead to constipation and kidney stones. When you drink more water, you have more energy, healthier skin, and it can help you lose weight.

Slide 26:



Slide 27:



Slide 28:



Slide 29:

SAY: As I'm sure you already know, sleep is a crucial part of health and wellness.

ASK: On average, how many hours of sleep do you get each night?

SAY: It's well-established that sleep is essential to our physical and mental health. But despite its importance, a troubling percentage of people find themselves regularly deprived of quality sleep and are notably sleepy during the day. When you lack the proper amount of sleep your body needs, it can cause insomnia and/or excessive sleepiness while you are at work.

If you don't get enough sleep each night, you will develop fatigue. Fatigue has a number of negative consequences such as avoidable work-related accidents and hormone linked obesity.

ASK: What else could lack of proper sleep cause?

SAY: It's important that you make time to sleep. Establish a routine for preparing to sleep. Turn off all electronics, make sure you have a comfortable bed/pillow. Avoid excessive naps. They can make it more difficult to fall asleep when you should. And most importantly, begin winding down at least 30 minutes before bedtime. Clear your mind, relax, and destress.

Slide 29:



The facilitator should poll the class and create a list of hours each person sleeps on chart paper in the front of the room.

Desired Response:

- Mood swings
- Poor work performance
- Substance Abuse
- Relationship problems

III. REVIEW/EVALUATION/CLOSURE

Slide 30:

SAY: Let's take a moment to review what the benefits are from everything we discussed today.

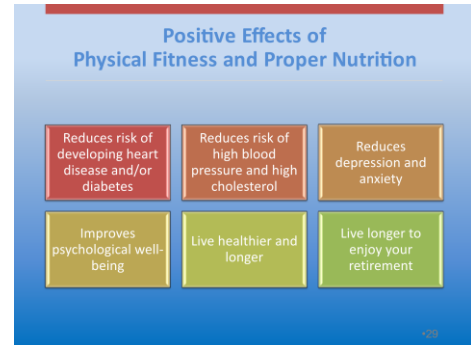
SAY: Using the sticky notes in front of you, I'd like for each table group to write down 2 benefits of physical fitness and proper nutrition (1 for each). When you're done, add them to the T-chart paper up here in the front of the room. I'll give you about 3 minutes. You may begin.

SAY: Ok, time is up. Let's review what you've added and compare it to what I have on the slide.

Time: 5 minutes

Slide 30:

Content is hidden on this slide. Do NOT reveal until after the discussion.



The facilitator should draw a T-Chart on a blank sheet of chart paper and label one side Physical Fitness and the other side Proper Nutrition.

Instruct students to add their sticky notes to the correct column.

Click to reveal the boxes on the slide. Review a few sticky notes to compare what students came up with to what's shown.

Desired Responses:

- Reduces risk of developing heart disease and/or diabetes
- Reduces risk of high blood pressure and high cholesterol
- Reduces depression and anxiety
- Improves psychological well-being
- Live healthier and longer
- Live longer to enjoy your retirement

Slide 31:

SAY: Keeping our mind and body fit for duty is an important part of being prepared for work every day. New officers can quickly become overwhelmed and start falling into bad habits to meet the needs of the day.

As we discussed at the beginning of this lesson, you should impart to your field trainee how to manage schedule to maintain an active and healthy lifestyle.

ASK: What can you do to help your trainee keep up the good health and wellness habits that they developed in the academy?

SAY: Please remember the Key to health and wellness is to accept personal responsibility for your own health and wellness.

Slide 32:

SAY: Hopefully, this lesson has given you the tips you need to begin, maintain, or plan for a healthy lifestyle.

ASK: What questions do you have for me?

Slide 31:



Call on a few volunteers to share their response

Possible Responses:

- BPD gym availability
- Informal workout/running groups
- Healthy restaurants in the neighborhood
- Health and Wellness Resources

Slide 32:



The facilitator should answer questions posed by student

APPENDIX A
True/False Answer Cards

TRUE

FALSE

TRUE

FALSE