CTS Health Pathways –

Recreational Leadership (Rec)

Foundations For Training 1

(REC1040) http://education.alberta.ca/media/2205652/rec.pdf

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| **STAGE 3 Learning Plans** |

**Lesson 6**

**Applying Goals**

-by D’Anne Ewasko, Rob Hofstede, and Kirsten Kalynchuk

|  |  |
| --- | --- |
|  | |
| **BIG IDEA**  When training to improve athletic performance and personal fitness, personal goal setting, proper technique and the application of fundamental training principles are crucial to success. | |
| **ENDURING UNDERSTANDINGS**   * Training principles are essential in increasing athletic performance. (Essential Learning Outcome 1) (1.1, 1.2, 1.3, 2.1, 2.2, 2.3) * Proper technique leads to safe and effective training. (Essential Learning Outcome 2) (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.1, 4.2) * Training terminology is important as related to the components of fitness. (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.1) * Personal goal setting is important to sports performance, fitness and health. (3.1, 3.2, 3.3, 3.4, 4.1, 4.2) * Exercising with others increases motivation and success. (4.1, 4.2, 4.3, 5.2) * Positive fitness experiences build confidence and intrinsic motivation to continue to lead an active and healthy lifestyle. (5.1, 5.2) | **ESSENTIAL QUESTIONS**   * How do I make my training safe and effective? * Why do we train? * How can I make training fun and interesting? * Why is goal setting necessary to improve performance? |
| **KNOWLEDGE**  Students will:  3. create a basic individual fitness plan for achievement of goals in selected health-related and performance-related components of fitness  4. demonstrate basic competencies  5. make personal connections to the cluster content and processes to inform possible pathway choices | **SKILLS**  Students will be able to:  **S.3**  3.1 collect baseline fitness measurements of:  3.1.1 health-related components  3.1.2 performance-related components  3.2 set goals for improvement of health-related and performance-related components  3.3 demonstrate activity routines to meet the goals  3.4 assess the results of the activity routines based on the goals  **S.4**  4.1 demonstrate fundamental skills to:  4.1.1 communicate  4.1.2 manage information  4.1.3 use numbers  4.2 demonstrate personal management skills to:  4.2.1 demonstrate positive attitudes and behaviours  4.2.2 be responsible  4.2.3 be adaptable  4.2.4 learn continuously  4.2.5 work safely  4.3 demonstrate teamwork skills to:  4.3.1 work with others  4.3.2 participate in projects and tasks  **S.5**  5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences  5.2 create a connection between a personal inventory and occupational choices |

**Lesson Summary**

Students will apply their goal setting from the previous lesson.

**Lesson Plans**

**Lesson 6**

**Applying Goals**

**Part A:**

SMART Goal Setting Worksheet (pg. 11 in Resources)

Divide class into small groups (3-4)

1. Groups decide on challenge task

Intervals: Ex: Bike or treadmill Challenge

Muscular endurance (push-ups to failure)

1. Set an individual goal and a team goal on the task and write it down.

Team Goal Example: Our team will complete 500 pushups within the 30 minutes.

Personal Goal Example: I will contribute by doing 125 pushups, 25 at a time.

1. Complete the Group Challenge.
2. Teacher Led Discussion

Effectiveness of the challenge/competition

Teamwork

Group Motivation

Goals – Were they met, realistic, etc.

**Part B:**

Complete the SMART Goal Worksheet for Fitness Testing

(pg. 12 in Resources)

Refer back to test results

1. Setting SMART goals for the following fitness components:
2. Muscular strength – 5 rep max –squat, dead lift, bench press, overhead press, leg press
3. Muscular endurance – push up test, curl up test, chin up test, wall sit
4. Cardio respiratory – 12 minute run, beep test
5. Flexibility – Sit and Reach Test, swimmer’s shoulder range test
6. SAQ (speed, agility, quickness) – Illinois Agility Test, T – Test, Line touch test, side jump test, step up test
7. Power – Vertical Jump, 3 Hop test, Medicine Ball throw,
8. Balance – Stork Test, Stork Test Blind

**Part C:**

Final Reflections (Summative Assessment)

Have students reflect on course outcomes and relate to specific sport or activities.

 **Going Beyond**

 **Supporting**

**::Pictures:iPhoto Library:Originals:2009:Apr 23, 2009_2:Assessment-Div-4.gifAssessment**

**FORMATIVE ASSESSMENT:**

**SUMMATIVE ASSESSMENT:**

Final Reflections (Summative Assessment)

Have students reflect on course outcomes and relate to specific sport or activities.

 **Resources**

1. Goal Setting - PowerPoint presentation

-can be used as a review



Double Click to Play

1. **Sit and Reach Test** (pg. 11)
2. **Curl-ups** (pg. 12)
3. **Push Up Test (Men) (pg. 13)**
4. **Wall Sit** (pg. 14)
5. **Chin Up Test** (pg. 15)
6. **3 Hop Test** (pg. 16)
7. **Standing Vertical Jump** (pg. 17)
8. **SMART Goal Setting Worksheet** (pg. 18)
9. **SMART Goal Worksheet** (pg. 19)
10. **RPM GOAL Worksheet** (pg. 20)
11. **GOAL Worksheet** (pg. 21 – 22)

**Sit and Reach Test**

Objective: Athlete will complete a sit and reach test to measure hamstring flexibility.

Resources:

* Meter Stick

Testing Procedure:

* Participant sits with one leg on either side of the metre stick and hold arms outstretched with head, back and hips against the wall. The tape measure should be lined up with the participant’s outstretched fingers.
* Participant gradually reaches forward along the meter stick three times. On the third attempt, participant stretches forward as far as possible and holds the final position for at least two seconds. The back of the participants knees must remain flat on the floor.

Sit and Reach Test

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **men** | | **women** | |
| **cm** | **inches** | **cm** | **inches** |
| super | > +27 | > +10.5 | > +30 | > +11.5 |
| excellent | +17 to +27 | +6.5 to +10.5 | +21 to +30 | +8.0 to +11.5 |
| good | +6 to +16 | +2.5 to +6.0 | +11 to +20 | +4.5 to +7.5 |
| average | 0 to +5 | 0 to +2.0 | +1 to +10 | +0.5 to +4.0 |
| fair | -8 to -1 | -3.0 to -0.5 | -7 to 0 | -2.5 to 0 |
| poor | -20 to -9 | -7.5 to -3.5 | -15 to -8 | -6.0 to -3.0 |
| very poor | < -20 | < -7.5 | < -15 | < -6.0 |

### Curl Ups

### Objective: The objective of the Curl-Up Test is to assess the endurance of the athlete's abdominal muscles.

### Resources:

Flat mat

Watch

Assistant

|  |  |
| --- | --- |
| Testing Procedure:  * Lie on the mat with the knees bent, feet flat on the floor, the hands resting on the thighs and the back of the head on the assistant's hands - see Figure 1 * Curl up slowly using the abdominal muscles and slide the hands up the thighs until the finger tips touch the knee caps – see Figure 2 * Return slowly to the starting position - see Figure 1 * The feet are not to be held. * A complete curl-up is to take 3 seconds - 20/minute * Repeat as many curls as possible at this rate. * Assistant records the total number of completed curls | Description: Curl Up start postion  **Figure 1**  Description: Curl Up end position **Figure 2** |

Top of Form

Male Athletes: Female Athletes:

|  |  |  |  |
| --- | --- | --- | --- |
| Classification | <35 | 35 - 45 | >45 |
| Excellent | 50 | 40 | 30 |
| Good | 40 | 25 | 15 |
| Fair | 25 | 15 | 10 |
| Poor | 10 | 6 | 4 |

|  |  |  |  |
| --- | --- | --- | --- |
| Classification | <35 | 35 - 45 | >45 |
| Excellent | 60 | 50 | 40 |
| Good | 45 | 40 | 25 |
| Fair | 30 | 25 | 15 |
| Poor | 15 | 10 | 5 |

**Push Up Test**

Objective: The objective of the Push-Up Test is to assess the muscular endurance of an athlete’s chest, shoulders and triceps.

Resources:

Floor Mat

**Push Up Test (Men – Full Push Up)**

Testing Procedure:

Standard Full-push-ups are performed with a straight body, hands positioned on the floor approximately shoulder width apart. The participant must lower their body until the nose or chin touches the floor and then pushes back upward to a straight-arm position to count as one full push up. The participants complete as many repetitions as possible without rest.

**Push Up Test (Women – Modified Push Up)**

Testing Procedure:

Modified push-ups are performed with knees bent at a right angle and hands positioned on the floor approximately shoulder width apart. The participant must lower their body until the nose or chin touches the floor and then push back upward to a straight-arm position to count as one full push up. The participants completes as many repetitions as possible without rest.

|  |  |
| --- | --- |
| **Age** | **17-19** |
| **Excellent** | > 45 |
| **Good** | 30 - 44 |
| **Average** | 20 - 29 |
| **Below average** | 10 - 19 |
| **Poor** | 0 - 9 |
|  |  |

**FULL push-ups MODIFIED push-ups**

|  |  |
| --- | --- |
| **Age** | **15-18** |
| **Excellent** | > 50 |
| **Good** | 40-49 |
| **Average** | 30 -39 |
| **Fair** | 20-29 |
| **Very Poor** | < 20 |
|  |  |

**Wall Sit**

Objective: to monitor the development of the athletes quadriceps muscular endurance.

Resources:

Smooth wall

Stop Watch

Procedure:

* The athlete stands comfortable on both feet with their back against a smooth wall
* Athlete slides their back down the wall to assume a 90° angle at the hip and knee
* Athlete to hold the position for as long as possible
* Assistant stops the watch when the athlete cannot hold the position any longer.
* Assistant to record the time

|  |  |  |
| --- | --- | --- |
| **rating** | **males (seconds)** | **females (seconds)** |
| excellent | >100 | > 60 |
| good | 75-100 | 45-60 |
| average | 50-75 | 35-45 |
| below average | 25-50 | 20-35 |
| very poor | < 25 | < 20 |

### Chin Up Test

### Objective: The objective of the Chins Test is to monitor the development of the athlete's arm and shoulder muscular endurance.

|  |  |
| --- | --- |
| Resources: Chinning bar  Assistant Procedure:  * The Chin Up Test is conducted as follows: * Hang from the bar with your palms facing you * Pull up until your chin is level with the bar * Lower so the arms straighten * Repeat as many chins as possible * Assistant records the number of completed chins | Description: Chin Up Test |

Top of Form

Bottom of Form

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Gender | Excellent | Above average | Average | Below average | Poor |
| Male | >11 | 8 - 11 | 5 - 7 | 3 - 4 | <3 |
| Female | >4 | 4 | 2 - 3 | 1 | 0 |

**3 Hop Test**

Objective: to measure horizontal and vertical power of the legs with a component of balance and coordination.

**Resources:**

* **Tape measure**
* **Flat area**

**Procedure:**

The aim of this test is to perform three consecutive double-leg hops as far as possible.

* Stretch out approximately 30 feet of rope or tape measure to mark the hopping direction and to aid recording the jump distance.
* The athlete starts by standing behind a line with feet shoulder width apart.
* When ready, they are to perform three consecutive broad jumps non-stop, using a forward as well as a vertical jump style that allows them to gain maximum distance.
* They are able to use their arms to assist the explosive movement and for balance.

**Scoring:** The measurement is taken from take-off line to the nearest point of contact on the landing of the third jump (back of the heels). Record the longest distance jumped, the best of three trials.

**Standing Vertical Jump**

Objective: This test will measure participant’s power in the legs through a vertical jump.

Resources:

* Meter stick taped on the wall
* Smooth wall
* Pieces of tape or chalk

Procedure:

Participant will put a piece or tape on their finger or hold a piece of chalk. Then participant will stand next to wall with their arm outstretched and mark/place tape on the wall. Participant then jumps as high as possible and marks/places tape on the highest point they can reach. Then measure the difference between the two markers to calculate vertical jump. Repeat three trials and take best trial.

Vertical Jump

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **rating** | **males (inches)** | **males  (cm)** | **females (inches)** | **females  (cm)** |
| excellent | > 28 | > 70 | > 24 | > 60 |
| very good | 24 - 28 | 61-70 | 20 - 24 | 51-60 |
| above average | 20 - 24 | 51-60 | 16 - 20 | 41-50 |
| average | 16 - 20 | 41-50 | 12 - 16 | 31-40 |
| below average | 12 - 16 | 31-40 | 8 - 12 | 21-30 |
| poor | 8 - 12 | 21-30 | 4 - 8 | 11-20 |
| very poor | < 8 | < 21 | < 4 | < 11 |

**S.M.A.R.T. GOAL SETTING WORKSHEET**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Fitness Test* | Date #1: \_\_\_\_\_\_ | Date #2: \_\_\_\_\_\_\_ | Date #3:  \_\_\_\_\_\_\_ | Date #4: \_\_\_\_\_\_\_ |
|  |  |  |  |  |

Short Term Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Long Term Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reflection: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| *Fitness Test* | Date #1: \_\_\_\_\_\_ | Date #2: \_\_\_\_\_\_\_ | Date #3:  \_\_\_\_\_\_\_ | Date #4: \_\_\_\_\_\_\_ |
|  |  |  |  |  |

Short Term Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Long Term Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reflection: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**S.M.A.R.T. GOAL WORKSHEET** Today's Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

NOTE: this worksheet is to get you to think a lot about your future and keep that "spark" about you.

Goals:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Verify that your goal is **SMART**.

**S**pecific:

What exactly will you accomplish? What results do you want to see? Want do you want to see happen?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**M**easurable:

How will you know when you have reached this goal?   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**A**chievable:

Is achieving this goal with effort and commitment? Have you the resources to achieve this goal? If not, how will you get them?   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**R**elevant:

Why is this goal significant in your life? Why do you want to see this happen?   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**T**ime-bound

When will this goal be achieved?   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**RPM GOAL WORKSHEET**

NOTE: this worksheet is to speed up the process of achieving your goal and to refresh your memory of what your goals are and why you chose them.

Results - what do you want to see happen?   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Purpose - why do you want to see this happen?   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Massive Action Plan (MAP) - what do you have to do to make this happen?   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**GOAL WORKSHEET**

NOTE: this is the goal in its final form. This worksheet is to be hung up in your room, above your desk (right above eye level) and on your bathroom mirror so that you can review your goals every morning and throughout the day. It is essential that you review your goals EVERY morning. I would suggest you get a frame for the one above your desk.

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SHORT TERM   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

MID TERM   
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LONG TERM   
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Now in order to prevent outside influences and distractions, get yourself in a quiet, clean and orderly place. This is a place to write your dreams down.

First, picture what it is that you want to happen and picture all of it in its entirety. Imagine you doing it. Every detail of your dream. Imagine the faces smiling and cheering you on when you have accomplished your goal. Image people giving you high-fives and standing ovations because you are THIS person or you are THAT person.

Keep in mind that these goals are ‘the what’ you wanted to see in yourself. What you wanted yourself to be, for instance, a teacher, a police officer, or an entertainer. Maybe you want to lose weight, gain weight or become more spiritual by joining a yoga class. Maybe you wanted to be a better father or mother or friend or co-worker. Maybe you wanted to become a mountain climber and climb the highest mountain or become a sailor and sail across the Pacific. Whatever it is that you want to become and do, you now have the tools and strategies to be able to create your goals with thoughtfulness and take action.

These gifts will also help you sharpen your tools and your tools must stay SHARP. What tools - your mind. Not only do you need to physically exercise but you also need to mentally exercise and you can do that by goal-setting, reading and studying. Make each goal count. Best of wishes to you.

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::Pictures:iPhoto Library:Originals:2009:Apr 25, 2009:Resources-Div-4.gif**Resources -general use**

**Learn Alberta**

http://education.alberta.ca/media/2205652/rec.pdf

**Websites:**

[http://www.learnalberta.ca/content/ssocirm/html/websitesaddressedintheccs/index.htm?grad](http://www.learnalberta.ca/content/ssocirm/html/websitesaddressedintheccs/index.htm?grade=121) e=121

**Assessment**

http://www.learnalberta.ca/Search.aspx?lang=en&search=assessment+linking+teaching+and+learning&grade=&subject=

**Assessment materials**

http://www.aac.ab.ca/

**Textbooks:**

**Foundations of Exercise Science – Studying Human Movement and Health**

**Peter Klavora, second edition**

**Exercise Science – An Introduction to Health and Phusical Education**

**Ted Temertzoglou and Paul Challen**

**Essentials of Strength Training and Conditioning**

**Thomas R. Baechle**

**Periodization – Theory and Methodology of Training**

**Tudor O. Bompa, Fourth Edition**