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Goal Setting and Program Planning

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Student Web Resources

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Lesson 3.1

Goal Setting

Lesson Objectives

After reading this lesson, you should be able to

1. explain the SMART formula for setting goals,
2. explain how long-term and short-term goals differ, and
3. describe process and product goals and explain how they differ.



Lesson Vocabulary

acronym, goal setting, long-term goal, mnemonic, process goal, product goal, short-term goal, SMART goal

How do you turn your dreams into realities? Successful people use **goal setting** as part of their overall planning to achieve success; they decide ahead of time what they plan to accomplish, then go about doing it. You can use goals to plan a personal fitness program, a program of good eating, or any other type of program. In this lesson, you'll learn to use long-term and short-term goals. You'll also learn about other goals that can help you make good lifestyle choices, such as being physically active and eating well.

FIT FACT

A **mnemonic** (pronounced ni-mon'-ik) is a trick for remembering something. The mnemonic SMART helps us remember five guidelines for creating goals. Specifically, SMART is an **acronym**, which means that each letter in the word is the first letter of a key word related to goal setting.

SMART Goals



You may have learned about **SMART goals** in middle school. Here's a quick review to help you remember the five rules for setting goals as you work your way through this book and set your own goals.

S = specific. Your goal should include details of what you want to accomplish.

M = measurable. You should be able to measure your progress and accurately determine whether you've accomplished your goal.

A = attainable. Your goals should challenge you. They should not be too easy or too hard.

R = realistic. You should be able to reach your goal if you put in the time and effort and have the necessary resources.

T = timely. Your goal should be useful to you at this time in your life and can be met in the time allotted.

SMART Long-Term Goals

Long-term goals take you months or even years to accomplish, whereas you can reach **short-term goals** in a short time, such as a few days or weeks. One example of a long-term goal is saving money to help pay for college expenses. If you plan to save \$2,400, you could make your long-term goal earning that amount.

In order to earn that much, you might have to work on weekends and during summers throughout high school. Saving money takes time. If your job allowed you to save \$100 a month, it would take you two years to save the \$2,400. Now let's see whether this would be a SMART goal.

Specific. \$2,400 is a very specific long-term goal. You know the amount of money you need.

Measurable. The \$2,400 goal is measurable. You can count your money to see how close you are to reaching your goal.

Attainable. The goal might be too hard for a person without a job, but you have one. It won't be easy, but you make enough money each hour to make your goal possible.

Realistic. For someone else, the \$2,400 goal might not be realistic. But if you put in the time and stick with your job, saving \$100 a month for two years is possible. You must also consider other commitments, such as homework, activities, and family responsibilities.

Timely. The goal of saving \$2,400 in two years has a specific and workable time line that fits your planned entrance into college.

SMART Short-Term Goals

Short-term goals can usually be reached in a few days or weeks. Thus you might set a series of short-term goals to help you accomplish a long-term goal. For example, to meet your long-term goal of saving \$2,400, you might set a short-term goal of working five hours a week at \$8 an hour for two weeks. Doing so would be a manageable way to start working toward meeting your long-term goal. After completing this short-term goal, you could establish a new one.

Let's now consider whether this short-term goal would be a SMART one.

Specific. You've made the goal specific by listing the number of weeks and the number of hours worked per week.

Measurable. You can measure your progress toward the goal by tracking your work hours each week.

Attainable. Your short-term goal is attainable because it depends only on your making the effort to fulfill your work schedule. You could have set a goal of working more hours per week, but that might not be attainable.

Realistic. Setting a realistic number of work hours depends on other factors, such as homework, activities, and family responsibilities. However, you have the time to work five hours a week and still meet other responsibilities, so this is a realistic goal.

Timely. Working five hours a week for two weeks is a timely goal because you've specified the time frame for completing the goal and it fits your current schedule.

Product and Process Goals

The long-term goal of earning \$2,400 is a **product goal**. A product is something tangible that results from work or effort. It's not what you do, but what you get as a result of what you do. Examples of product goals for fitness, health, and wellness include being able to perform 25 push-ups, being able to run a mile in six minutes, and losing five pounds (figure 3.1a). In each case, the goal is a product or outcome of work and effort. Product goals make

FIT FACT

Each year, millions of Americans make New Year's resolutions to eat better and exercise more. And each year, many of them fail to stick with their resolutions. Scientists have discovered that one of the main reasons for this failure is that people choose long-term goals that cannot be accomplished in the time allotted. In other words, they fail to set SMART goals. This pattern illustrates why scientists urge people to focus short-term goals on lifestyle change rather than on results such as fitness or weight loss.





FIGURE 3.1 Product and process goals: (a) Running a mile in eight minutes is a product goal, and (b) doing five push-ups a day for three weeks is a process goal.

appropriate long-term goals because it may take you a fair amount of work and time to reach them.

Process goals involve performing a behavior, such as working a certain number of hours to earn

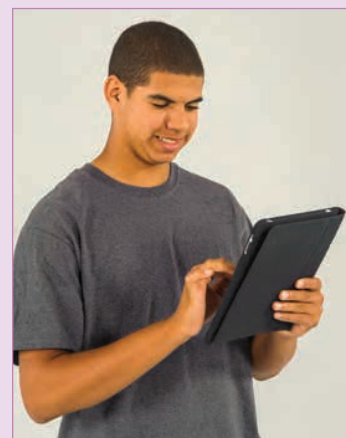
money. Process refers to what you do rather than to the product resulting from what you do. Examples for fitness, health, and wellness include exercising 60 minutes and eating five fruits and vegetables every



FITNESS TECHNOLOGY: Smartphones and Tablet Computers

WWW
3

The first computers were so large that they filled entire rooms. Over time, computers got smaller and smaller. Today's smartphones are very small computers that can do many tasks that formerly required desktop or laptop computers. Smartphones use software, or applications (also known as apps), to perform a wide variety of functions. Some companies have developed smartphone apps that can help you plan and monitor your physical activity and nutrition. For example, you can record your self-assessment results and your program schedule and track your exercise and food intake. These apps can also be used on tablet computers, which are larger than smartphones but still very portable.



Smartphone and computer tablets have apps that help you meet healthy lifestyle goals.

Using Technology

Create an idea for a fitness or health app. Describe the app and how it would be used.



SCIENCE IN ACTION: Optimal Challenge

Scientists in many fields have collaborated to find ways to help people stay active, eat well, and stick with other healthy lifestyle behaviors. They have discovered that in order to be successful, you must set goals that provide “optimal challenge.” The key is giving effort (trying hard). If a challenge is too easy, there’s no need to try hard—it’s not really a challenge. On the other hand, if a goal is too hard, we fail, which may lead us to give up or quit because our effort seems hopeless (see figure 3.2).

An optimal challenge requires *reasonable* effort. Meeting an optimal challenge provides us with success and makes us want to try again. In fact, providing optimal challenge is one reason that video games are so popular. They challenge you by making the task more difficult as you improve, and this optimal challenge makes you want to play again and again. You can use optimal challenge when setting your own goals to help yourself succeed.



Figure 3.2 Some challenges can lead to boredom or failure, but optimal challenges can lead to success.

Student Activity

Imagine that you want to help a friend learn a skill—for example, hitting a tennis ball or a golf ball. How could you use optimal challenge to help your friend learn the skill?

day (figure 3.1*b*). Process goals make good short-term goals because you can easily monitor your progress and, with effort, succeed. In contrast, *product* goals do not make especially good short-term goals, because they can be discouraging, especially for a person who is just beginning to change. For example, if you chose a product goal of performing, say, 25 push-ups, it might (depending on your current fitness level) take you so long to meet the goal that you would give up. But a short-term process goal—such as performing 5 to 10 push-ups each day for two weeks—would be possible for you to achieve with effort. Thus, as you meet a series of short-term process goals, you work toward meeting long-term product goals.

The Taking Charge and Self-Management features in this chapter focus on setting goals for physical activity and building physical fitness. Elsewhere in the book, you’ll get the chance to set long-term goals for fitness, health, and wellness (product goals) and for making healthy lifestyle changes (process goals) that lead to good fitness, health, and wellness. You’ll also get the chance to set short-term goals that help you move toward achieving your long-term goals.



If you want to live a happy life,
tie it to a goal, not to people or
things.



—Albert Einstein, Nobel Prize-winning physicist

Lesson Review

1. How does the SMART formula help you set goals?
2. How can you use long-term and short-term goals to plan your program? In your answer, use fitness and physical activity examples.
3. What is the difference between a process goal and a product goal? In your answer, use fitness and physical activity examples.



SELF-ASSESSMENT: Assessing Muscle Fitness

This book's chapters on fitness, health, wellness, and self-management skills introduce you to national and international fitness test batteries and give you a chance to practice test items to make sure that you know how to do them properly. In this self-assessment, you'll perform four of the tests that measure your muscle fitness: curl-up, push-up, handgrip strength, and long jump. For each item, you'll learn how to rate your performance. Later, when you've taken all of the tests included

in Fitnessgram, you can use your scores and ratings to prepare a Fitnessgram report. For the tests included in this chapter, you'll record your scores and ratings as directed by your teacher so that you can use the information when you plan your personal fitness program. If you're working with a partner, remember that self-assessment information is personal and considered confidential. It shouldn't be shared with others without the permission of the person being tested.

Curl-Up (abdominal muscle strength and muscular endurance)

1. Lie on your back on a mat or carpet. Bend your knees approximately 140 degrees. Your feet should be slightly apart and as far as possible from your buttocks while still allowing your feet to be flat on the floor. Your arms should be straight and parallel to your trunk with your palms resting on the mat.
2. Place your head on a piece of paper. Place a strip of cardboard (or rubber, plastic, or tape) 4.5 inches (about 11.5 centimeters) wide and 3 feet (about 1 meter) long under your knees so that the fingers of both hands just touch the near edge of the strip.
3. Keeping your heels on the floor, curl your shoulders up slowly and slide your arms
4. forward so that your fingers move across the cardboard strip. Curl up until your fingertips reach the far side of the strip.
5. Slowly lower your back until your head rests on the piece of paper.
6. Repeat the curl-up procedure so that you do one curl-up every three seconds. A partner could help you by saying "up, down" every three seconds. You are finished when you can't do another curl-up or when you fail to keep up with the three-second count.
7. Record the number of curl-ups you completed, then find your rating in table 3.1 and record it.



The curl-up assesses muscle fitness of the abdominal muscles.

TABLE 3.1 Rating Chart: Curl-Up (Number of Repetitions)

	13 years old		14 years old		15 years or older	
	Male	Female	Male	Female	Male	Female
High performance	≥41	≥33	≥46	≥33	≥48	≥36
Good fitness	21–40	18–32	24–45	18–32	24–47	18–35
Marginal fitness	18–20	15–17	20–23	15–17	20–23	15–17
Low fitness	≤17	≤14	≤19	≤14	≤19	≤14

Data based on *Fitnessgram*.

Push-Up (upper body strength and muscular endurance)

1. Lie facedown on a mat or carpet with your hands (palm down) under your shoulders, your fingers spread, and your legs straight. Your legs should be slightly apart and your toes tucked under.
2. Push up until your arms are straight. Keep your legs and back straight. Your body should form a straight line from your head to your heels.
3. Lower your body by bending your elbows until your upper arms are parallel to the floor (elbows at a 90-degree angle), then push up until your arms are fully extended.
4. Do one push-up every three seconds. You may want to have a partner say “up, down” every three seconds to help you. You are finished when you are unable to complete a push-up with proper form for the second time or are unable to keep the pace for a second time.
5. Record the number of push-ups you performed, then find your rating in table 3.2 and record it.



The push-up assesses muscle fitness of the upper body.

TABLE 3.2 Rating Chart: Push-Up (Number of Repetitions)

	13 years old		14 years old		15 years old		16 years or older	
	Male	Female	Male	Female	Male	Female	Male	Female
High performance	≥26	≥16	≥31	≥16	≥36	≥16	≥36	≥16
Good fitness	12–25	7–15	14–30	7–15	16–35	7–15	18–35	7–15
Marginal fitness	10–11	6	12–13	6	14–15	6	16–17	6
Low fitness	≤9	≤5	≤11	≤5	≤13	≤5	≤15	≤5

Data based on *Fitnessgram*.

Handgrip Strength (isometric hand and arm strength)

1. Use a dynamometer to measure isometric strength. Adjust the dynamometer to fit your hand size.
2. Squeeze as hard as possible for two to five seconds. Your arm should be extended with your elbow nearly straight. Do not touch your body with your arm or hand.
3. Results are most often reported in kilograms (a kilogram equals about 2.2 pounds). To get your score in pounds, multiply your score in kilograms by 2.2.
4. Do two tests with each hand. Record your best score for each hand. Add your best right-hand score to your best left-hand score, then divide the total by two to get your average score.
5. Record your average score, then find your rating in table 3.3 and record it.



The handgrip strength test assesses isometric hand and arm strength.

TABLE 3.3 Rating Chart: Handgrip Strength in Pounds

	13 years old		14 years old		15 years old		16 years old		17 years or older	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
High performance	≥65	≥57	≥80	≥60	≥91	≥61	≥107	≥62	≥112	≥71
Good fitness	58–64	54–56	71–79	58–59	82–90	59–60	100–106	60–61	104–111	65–70
Marginal fitness	52–57	50–53	63–70	55–57	74–81	56–58	93–99	57–59	97–103	59–64
Low fitness	≤51	≤49	≤62	≤54	≤73	≤55	≤92	≤56	≤96	≤58

Ratings are based on the average of the best right-hand and left-hand scores.

Standing Long Jump (leg power, or explosive strength)

1. Use masking tape or another material to make the necessary line on the floor.
2. Stand with your feet shoulder-width apart behind the line on the floor. Bend your knees and hold your arms straight in front of your body at shoulder height.
3. Swing your arms downward and backward, then vigorously forward as you jump forward as far as possible, extending your legs.
4. Land on both feet and try to maintain your balance on landing. Do not run or hop before jumping.
5. Perform the test two times. Record the better of your two scores in inches (1 inch equals 2.54 centimeters), then find your rating in table 3.4 and record it.



The standing long jump assesses leg power.

TABLE 3.4 Rating Chart: Standing Long Jump in Inches

	13 years old		14 years old		15 years old		16 years old		17 years or older	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
High performance	≥73	≥59	≥80	≥60	≥85	≥61	≥88	≥62	≥91	≥68
Good fitness	67–72	57–58	73–79	58–59	78–84	59–60	82–87	60–61	86–90	63–67
Marginal fitness	61–66	54–56	67–72	55–57	73–77	56–58	77–81	57–59	80–85	58–62
Low fitness	≤60	≤53	≤66	≤54	≤72	≤55	≤76	≤56	≤79	≤57

Lesson 3.2

Program Planning

Lesson Objectives

After reading this lesson, you should be able to

1. describe the five steps in program planning,
2. describe and explain the purpose of a personal needs profile, and
3. describe what you would include in a written program plan.



Lesson Vocabulary

personal lifestyle plan, personal needs profile, personal program

Have you ever prepared a written plan to change a healthy lifestyle? If not, would you know how to prepare a good plan? You can use self-management skills to help you adopt healthy lifestyles. You've already learned about the self-management skill of goal setting. In this lesson, you'll learn about another self-management skill—self-planning—in which you prepare personal plans for various aspects of a healthy lifestyle, such as being active, eating well, and managing stress. Eventually, you'll put all of these plans together to prepare a comprehensive **personal lifestyle plan**.



The Five Steps of Program Planning

The steps used in program planning are similar to the steps used in the simplified scientific method. They are described in detail in the sections that follow.

Step 1: Determine Your Personal Needs

The first step toward preparing a good **personal program** plan is to collect information about your personal needs. Throughout this book, you'll do many self-assessments of personal fitness, physical activity patterns, foods you eat, and other health-related areas. You'll use the information you gather to build a personal fitness, physical activity, or nutrition profile. This personal profile will help you focus on your own personal needs as you plan your program. If you don't know your needs, it will be difficult to perform the next steps in personal

program planning such as considering program options (step 2) or setting goals (step 3). For example, before planning a fitness and activity program, you assess your fitness level and physical activity patterns. Before planning a nutrition program, you assess your eating habits. In fact, before you plan to change *any* aspect of your lifestyle, you should perform a self-assessment in that particular area.

FIT FACT

Nearly three in four Americans say they eat a balanced diet, but the typical teen eats less than a third of the recommended fruits and vegetables.

Once you complete your self-assessment in a specific lifestyle area, you summarize your scores and ratings in a chart called a **personal needs profile**. You'll build a personal needs profile for each healthy lifestyle plan you develop as you work your way through this book. The following example addresses muscle fitness and muscle fitness exercises. It will help you see what a profile looks like.

Jordan is a freshman in high school. She had always wanted to play on the lacrosse team and felt that improving her muscle fitness would help her be a better player. She also felt that building muscle fitness would help her look better. To evaluate her current muscle fitness, Jordan performed three self-assessments: the curl-up, the push-up, and the long jump. She also answered some questions about her current muscle fitness activities. She summarized her results in a personal needs profile (see figure 3.3).

Activity self-assessment	Yes	No	Comment
Do you do muscle fitness exercises 2 or 3 days per week?		✓	Stretch every day for 10 min.
Fitness self-assessments	Score	Rating	
Push-up	6	Marginal	
Curl-up	19	Good fitness	
Standing long jump	57 in. (145 cm)	Marginal	

FIGURE 3.3 Jordan’s personal needs profile.

Step 2: Consider Your Program Options

After determining your personal needs, the next step is to consider your program options. For physical activity, you determine what types of activity are available to you. Since Jordan was interested in muscle fitness, she used a checklist of the muscle

fitness activities available to her. As you can see from the chart (figure 3.4), there are many types of muscle fitness exercise. Jordan checked elastic band exercises, calisthenics, and isometric exercises because she could do them at home and had the necessary equipment. She decided to hold off on considering other types of exercise until she learned more about them.

Elastic band exercises	Calisthenics	Free weights	Resistance machine exercises	Isometric exercises
✓ Arm curl	✓ Prone arm lift	Bench press	Bench press	✓ Biceps curl
✓ Arm press	✓ Push-up	Biceps curl	Biceps curl	✓ Bow exercise
✓ Upright row	✓ Bridging	Dumbbell row	Lat pull-down	✓ Hand push
✓ Leg curl	✓ Curl-up	Seated French curl	Seated row	✓ Back flattener
✓ Two-leg press	✓ Trunk lift	Seated press	Triceps press	✓ Knee extender
✓ Toe push	✓ High-knee jog	Half squat	Hamstring curl	✓ Leg curl
	✓ Side leg raise	Hamstring curl	Heel raise	✓ Toe push
	✓ Stride jump	Heel raise	Knee extension	✓ Wall push
		Knee extension		

FIGURE 3.4 Jordan’s exercise options for muscle fitness.

Step 3: Set Goals

The next step in self-planning is to set SMART goals. Jordan reviewed the example of writing SMART goals to save money for college, then used the SMART formula to write down her own long-term and short-term goals (see figure 3.5). She chose exercise (process) goals for her short-term

goals. For her long-term goals, she listed fitness (product) goals.

“ You are never too old to set another goal or to dream a new dream. ”

—C.S. Lewis, author

Short-term goals	Long-term goals
1. Perform the push-up and elastic band biceps curl exercises 3 days a week.	1. Perform 10 push-ups.
2. Perform the long jump, the elastic band leg curl, and the elastic band toe push exercises 3 days a week.	2. Long-jump 59 in. (about 1.5 m).
3. Perform the curl-up exercise for the abdominal muscles 3 days a week.	3. Perform 25 curl-ups.

FIGURE 3.5 Jordan's goals for fitness and physical activity included both short-term and long-term goals.

S = specific. Jordan set her goals for muscle fitness and physical activity by choosing specific exercises and a specific number of exercise days per week. She grounded these decisions in the information recorded in her personal needs profile.

M = measurable. Jordan made her goals measurable by deciding the number of weeks, the number of exercise days per week, and, for her long-term fitness goals, the number of repetitions or distance for each outcome.

A = attainable. To keep her goals attainable, Jordan's short-term goals addressed only activity (not fitness). She chose fitness goals for her long-term goals. She took this approach because muscle fitness takes time to build, which means that short-term fitness goals are often not attainable. In addition, for her long-term fitness goals, she chose scores that are higher than she can currently perform—but not too high. For her activity goals, Jordan chose two weeks of exercise as her short-term goal. In this way, she will first focus on her short-term goal as a step toward achieving her long-term goal. Jordan also sought out help from her physical education teacher in selecting her exercises and setting attainable goals.

R = realistic. Because Jordan has various commitments—such as homework, family activities, and school activities—she limited the number of her goals (both short- and long-term) so that she has a realistic chance to meet them all.

T = timely. Jordan also set a specific amount of time for reaching both her long-term and her short-term goals. Since she needs more muscle fitness to make the lacrosse team, she needs to improve her fitness in time for tryouts.

Step 4: Structure Your Program and Write It Down

In the fourth step, you use information gained during steps 1, 2, and 3 to structure your program. Once you establish your goals, you prepare a detailed written plan. As you work through this book, you'll create written plans for several programs; they will all be similar to Jordan's planning.

Jordan used a chart to prepare her exercise plan for muscle fitness. Since muscle fitness exercises should not be done every day, Jordan's teacher helped her decide which days to do each exercise and how many to do. Her teacher also helped her select the right elastic band to use in her exercises. Jordan decided on the best time of day based on her free time and the times when she most enjoyed exercising. She also considered times when she was



Experts can provide assistance in choosing exercises and determining how often to perform them.

Day	Activity (exercise)	Time	Repetitions	Completed	
				Week 1	Week 2
Mon.	Warm-up (jog)	4 p.m.	5 min	✓	✓
	Biceps curl (exercise band)		3 sets of 10	✓	✓
	Toe push (exercise band)		3 sets of 10	✓	✓
	Curl-up		2 sets of 15	✓	✓
	Long jump		3 sets of 10	✓	✓
Tues.	Warm-up (walk)	4 p.m.	5 min	✓	✓
	Push-up		2 sets of 5	✓	✓
	Leg curl		3 sets of 10	✓	✓
Wed.	Warm-up (jog)	4 p.m.	5 min	✓	✓
	Biceps curl (exercise band)		3 sets of 10	✓	✓
	Toe push (exercise band)		3 sets of 10	✓	✓
	Curl-up		2 sets of 15	✓	✓
	Long jump		3 sets of 10	✓	✓
Thurs.	Warm-up (walk)	4 p.m.	5 min	✓	
	Push-up		2 sets of 5	✓	
	Leg curl		3 sets of 10	✓	
Fri.	Warm-up (jog)	4 p.m.	5 min	✓	✓
	Biceps curl (exercise band)		3 sets of 10	✓	✓
	Toe push (exercise band)		3 sets of 10	✓	✓
	Curl-up		2 sets of 15	✓	✓
	Long jump		3 sets of 10	✓	✓
Sat.	Warm-up (walk)	4 p.m.	5 min	✓	✓
	Push-up		2 sets of 5	✓	✓
	Leg curl		3 sets of 10	✓	✓
Sun.	No exercise				

FIGURE 3.6 Jordan's two-week written program plan.

not likely to be interrupted. A sample of Jordan's written plan is shown in figure 3.6. The last column allowed Jordan to checkmark each day on which she did her exercises.

Step 5: Keep a Log and Evaluate Your Program

After you've tried your program for some time (the exact amount of time depends on your goals), evaluate it. Did you meet your goals? Was your program

plan a good one? After your evaluation, make a new plan using the program planning steps.

Jordan tried her plan for two weeks. She placed checkmarks beside the days on which she completed the exercises in her plan. As you can see in figure 3.6, she missed her planned exercises on only one day during the two-week period. Given this success, she decided to keep doing the same plan for another two weeks on her way to meeting her long-term goals. She hoped to reach her long-term goal in eight weeks.



CONSUMER CORNER: Too Good to Be True



These are just a few examples of headlines you'll see in magazines, newspapers, and TV and web ads. The fitness and health industry is big business. Unfortunately, many companies try to make money by promising big results with little effort. They use marketing campaigns that prey

on people who want quick results. As a student of Fitness for Life, you're becoming a critical consumer of fitness, health, and wellness information. Use the tips presented here to make good decisions and avoid falling victim to false claims.

Consumer guideline	Consumer action
Evaluate the source of the information.	Avoid testimonials by famous people (such as athletes and movie stars) who are not experts. Use information from experts in health, medicine, nutrition, and kinesiology who use the scientific method. Use information from government sources (such as the U.S. Food and Drug Administration) and reliable professional organizations (such as the American Heart Association). Use the scientific method to evaluate the information.
Be suspicious of claims that promise quick results and are inconsistent with information presented in this book.	Compare claims with facts you've learned from this book and other reliable sources. Beware: If a claim seems too good to be true, it probably isn't true.
Be suspicious of "special offers" that say you must take advantage immediately or they will no longer be available.	Avoid quick action. "Special offers" that quickly expire are designed to get you to act fast without taking the time to make a good decision.
Check the credentials of the person or company doing the promotion.	Check to see if people who claim to be experts really are. Do they have a college degree or advanced degree? Are they certified by a well-known, legitimate organization? People with university degrees in kinesiology, physical education, and physical therapy are generally well equipped to give you sound advice about exercise. The same is true for a certified strength and conditioning specialist (CSCS), American College of Sports Medicine certified personal trainer (CPT), certified health fitness specialist (CHFS), certified group exercise instructor (CGEI), or registered clinical exercise physiologist (RCEP). For nutrition needs, a registered dietitian (RD) is well qualified to give you information.

Using Self-Planning Skills

You can use the five steps of program planning presented in this lesson to help you do your self-

planning—that is, to plan your own program. Once you’ve developed a personal program plan, you’re on your way to becoming independent rather than dependent on others.



Keeping a log or journal of the activities you perform can help you determine if you have met your goals.

Lesson Review

1. What are the five steps in program planning? Describe each step.
2. What information do you need when preparing your personal needs profile?
3. What are some things you should write down when doing your personal program plan?



TAKING CHARGE: Setting Goals

You probably know people who are sedentary or who eat a lot of unhealthy food. They may be in stage 1 of the process of change for physical activity or nutrition. They may have tried to make lifestyle changes but been ineffective because they failed to set good goals. This feature highlights SMART goals for physical activity.



Kevin replied, "Yes, but I know I need to eat better."

Ms. Booker said, "Maybe you need to make a plan to eat better. Do you remember the SMART formula we learned in class? Maybe you could use the formula to set some goals." Kevin agreed that this was a good idea.

Ms. Booker, a physical education teacher, noticed that Kevin seemed a bit listless in class. She stopped by his desk and asked, "Are you all right, Kevin? You seem a bit tired."

Kevin said, "I'm okay. I was in a hurry this morning so I missed breakfast."

Later, as she passed through the cafeteria, Ms. Booker couldn't help noticing that Kevin was eating food from a vending machine for lunch. He was sitting by himself at an isolated table.

Ms. Booker walked over, sat down, and asked, "Are you feeling better now?"

For Discussion

How could Kevin use the SMART formula to set good nutrition goals? What might be some good long-term goals for him? What might be some good short-term goals? What kinds of advice do you think Ms. Booker gave Kevin about goal setting? What advice would you have for Kevin? Consider the guidelines presented in the following Self-Management feature as you answer these discussion questions.



SELF-MANAGEMENT: Skills for Setting Goals

Now that you know more about different types of goal setting, you can begin developing some goals of your own. Use the following guidelines to help you as you identify and develop your personal goals.

- **Know your reasons for setting your goals.** People who set goals for reasons other than their own personal improvement often fail. Ask yourself, *Why is this goal important for me?* Make sure you're setting goals for yourself based on your own needs and interests.
- **Choose a few goals at a time.** As you work your way through this book, you'll establish goals for fitness, physical activity, food choices, weight management, stress management, and other healthy lifestyle behaviors. But rather than focusing on all of these goals at once, you'll choose a few goals at a time. Trying to do too much often leads to failure.
- **Choosing a few goals at a time can help you be successful.**
- **Use the SMART formula.** The SMART formula helps you set goals that are specific, measurable, attainable, realistic, and timely.
- **Set long-term and short-term goals.** The SMART formula helps you establish both long-term and short-term goals. When setting short-term goals, focus not on results but on making good lifestyle changes (that is, focus on process goals).
- **Put your goals in writing.** Writing down a goal represents a personal commitment and increases your chances of meeting that goal. You'll get the opportunity to write down your goals as you do the activities in this book.
- **Self-assess periodically and keep logs.** Doing self-assessments helps you set your goals and determine whether

you've met them. Focus on improvement by working toward goals that are slightly higher than your current self-assessment results.

- **Reward yourself.** Achieving a personal goal is rewarding. Allow yourself to feel good. Congratulate yourself for your accomplishment.
- **Revise if necessary.** If you find that a goal is too difficult to accomplish, don't be afraid to revise it. It's better to revise your goal than to quit because you didn't reach an unrealistic goal.

- **Consider maintenance goals.** Improvement is not always necessary. Once you reach the highest level of change, setting a goal of maintenance can be a good idea. For example, an active, fit person cannot continue to improve in fitness forever. At some point, enough is enough, and following a regular workout schedule to maintain good fitness is a reasonable goal. Likewise, once you achieve the goal of eating well, maintaining your healthy eating pattern is a worthwhile goal.



ACADEMIC CONNECTION: Mnemonics and Acronyms

Earlier in this chapter, you learned the meaning of the words *mnemonic* and *acronym*. SMART is a mnemonic device, or memory aid, that helps you remember the five guidelines for creating goals. SMART is also an acronym because each letter in SMART is the first letter of a guideline for setting goals. FIT is another useful mnemonic and acronym that can be used to remember the frequency, intensity, and time of physical activity when the type of activity is already established.

Health organizations are often referred to using an acronym. For example, most people recognize that the acronym AMA refers to the American Medical Association. The AMA does not promote the use of the acronym, but people frequently use it. Since AMA does not have a separate meaning, as is the case for SMART and FIT, it is not considered a mnemonic.

Not all mnemonics are acronyms. In addition to acronyms, poems or rhymes, songs, lists, and other devices can be used as mnemonics.

For example, a rhyme is commonly used as a mnemonic to remember how many days there are in each month (“Thirty days have September, April, June, and November”), and the alphabet song is a mnemonic that helps children learn the alphabet. As you continue your study of fitness, health, and wellness, you may want to make up your own mnemonics and acronyms to help you remember important information.



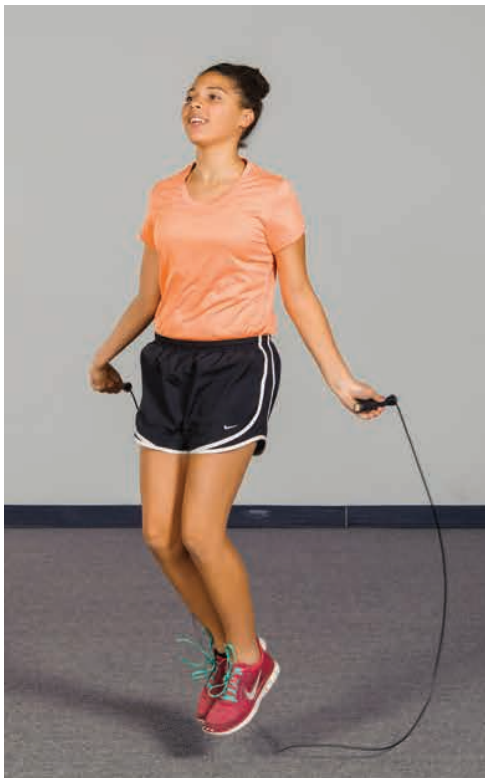
Swimmers on this team used the acronym TEAM (Together Everyone Achieves More) to help them achieve their goals.



TAKING ACTION: Exercise Circuits

An exercise circuit consists of several stations, each of which features a different exercise. Typically, you move from one station to the next without resting between them. Exercise circuits are popular because they include a variety of exercises, which helps make the workout interesting. Circuits can be designed to focus on either health-related or skill-related fitness components, and they can be performed in a variety of places—indoors or outdoors, at home or elsewhere. They also have the advantage of not requiring a lot of equipment, though you might enjoy bringing some favorite music to listen to while performing the circuit. **Take action** to create and use an exercise circuit. Try the following tips.

- Before starting the circuit, perform a dynamic warm-up.
- Plan stations that address all parts of your body: lower, middle, upper.
- Avoid having two stations in a row that challenge the same body part.
- Pace yourself so that you can be active for the whole time at each station and keep moving between stations.
- Use correct technique at each station; if your technique fails due to fatigue, take a break.
- After doing the circuit, perform a cool-down.



Exercise circuits use a variety of exercises at several stations.

CHAPTER REVIEW

Reviewing Concepts and Vocabulary

As directed by your teacher, answer items 1 through 5 by correctly completing each sentence with a word or phrase.

1. The acronym used to remember the characteristics of effective goals is _____.
2. Performing several exercises three days a week for two weeks is an example of a _____-term goal.
3. Deciding to walk 30 minutes a day for the next two months is an example of a _____-term goal.
4. Being able to run a mile in six minutes (a kilometer in four) is an example of a _____ goal.
5. Deciding to do flexibility exercises three days a week is an example of a _____ goal.

For items 6 through 10, as directed by your teacher, match each term in column 1 with the appropriate phrase in column 2.

- | | |
|------------|------------------------------------|
| 6. step 1 | a. setting goals |
| 7. step 2 | b. considering program options |
| 8. step 3 | c. structuring your program |
| 9. step 4 | d. determining your personal needs |
| 10. step 5 | e. evaluating your program |

For items 11 through 15, as directed by your teacher, respond to each statement or question.

11. What are some tests you can use to assess and rate your muscle fitness?
12. Describe the five rules for setting SMART goals.
13. Describe the five steps in program planning.
14. What are exercise circuits, and why are they useful in staying active?
15. What are some guidelines for using the self-management skill of goal setting?

Thinking Critically

Write a paragraph to answer the following question.

Why is it important to understand the concept of optimal challenge when setting goals? Provide an example to help you make your point.

Project

Imagine that you are hired as a health consultant in December to help clients make New Year's resolutions for eating better and being more active. Prepare a brief booklet that contains advice for making *effective* New Year's resolutions.