

During the 2011-2012 school year, one Performance Elective per semester will be offered to all students (Grade 6 and above) who are attending the IMG Pendleton School or an IMG approved school (St. Stephens or Post-Graduate). One elective per semester is included in your tuition. A complete summary of the Performance Electives are provided below.

VISION 1 CURRICULUM

Recommended For:

- All Students

Prerequisites:

- None

Overview:

The Vision 1 curriculum is a highly competitive, practical and engaging course aimed at improving visual abilities for enhanced performance. Since 90% of information from the external world is processed/extracted through the visual system it is critical for the athlete to ensure the speed and efficiency by which they see through the eyes, process the information, and send out signals to the muscles at a faster rate than their opponents. Vision training is considered the final frontier of performance enhancement and here at IMG Academies our athletes are given that ultimate edge, the edge all elite athletes have - the ability to see things smarter and react faster than their opponents through Vision Training.

What Is it:

The course is based on the U.S. Air Force Academy's Sports Vision Training Program. The program involves improving visual abilities by training the six extra ocular (external) eye muscles and the brain using 10 exercises. The exercises improve visual abilities such as depth perception, concentration, visual memory, eye movement speed, dynamic visual acuity, binocularity, and eye-hand coordination. Each exercise is based on a different visual challenge with time, speed and efficiency being key performance improvement indicators.

Learning Outcomes:

- Evaluate current visual abilities
- Train these visual abilities using 10 competitive, practical, and engaging exercises
- Understand and relate how visual abilities apply and are relevant to varying sports

Typical Activities:

- Timed practical exercises that improve how efficient, effective and fast the eyes and the brain process information.

VISION 2 CURRICULUM

Recommended For:

- All Students

Prerequisites:

- Vision 1

Overview:

The Vision 2 curriculum builds upon visual ability improvements developed in Vision 1 by integrating effective visual prediction, anticipation and enhancement strategies. Research has shown that professional athletes understand what, how and when to look at important visual cues (or targets) versus amateurs who tend to focus on too much and irrelevant information. Students will be able to understand and use what professionals understand: that identifying and paying attention to important visual cues at the right time and in a particular order allows for better decision-making and faster reaction times. All characteristics of the elite athlete.

What Is it:

This course focuses on a comprehensive visual model that carries visual strength into the sporting arena. Visual Application and Visual Enhancement build upon Vision Strengthening as students learn to use their visual abilities to understand how, what and when to identify visual cues as well as enhancing the visual system to perform optimally in pressure and distracting situations.

Learning Outcomes:

- Understand the Vision Model and it's collective importance in performance
- Learn and identify sport specific visual cues
- Learn and apply visual techniques and skills
- Learn to perform optimally using mental conditioning principles to maintain efficient visual cue recognition.

Typical Activities:

- The continuation of the 10 exercises in Vision 1 using timed practical exercises that continue to improve how efficient, effective and fast the eyes and the brain process information.
- Video analysis of professional and amateur sporting examples in understanding visual cues and effective strategies.
- Practical sport-specific exercises implementing visual cue recognition and reaction drills.

INJURY PREVENTION AND CARE CURRICULUM

Recommended For:

- Juniors (Grade 11) & Up

Prerequisites:

- None

Overview:

This course will provide an introduction to anatomy, injury prevention, injury recognition and first aid. This class was created to give students the knowledge they need to help manage and understand their own injuries during their athletic career.

What Is it:

At some point in an athlete's career there is a good chance that they will end up in the athletic training room. A lot of athletes will suffer from overuse injuries and unfortunately there are always the crazy severe injuries that we all hope nobody ever suffers. This course is offered to help our student athletes have a better understanding of how to prevent injuries as well as have an idea of how to properly take care of an injury. At the end of the semester students will have a better understanding of how to take care of their bodies throughout the year and how to prevent the common overuse injuries. These skills will be beneficial to them throughout their high school, collegiate, and professional career.

Learning Outcomes:

- Develop a strong knowledge of important anatomical landmarks.
- Demonstrate skills in taping and bandaging.
- Understand the procedure for injury assessment & demonstrate basic assessment skills.

Typical Activities:

- *Classroom/Lecture* – Students will be given handouts to take lecture notes on the material covered in class.
- *Practical's/Lab* – This will be the student's opportunity to review and apply the lectures material in a hands-on format with a partner by practicing evaluations/assessments and taping.

NUTRITION 1 CURRICULUM

Recommended For:

- All Students

Prerequisites:

- None

Overview:

Nutrition is at the core of performance. Food is medicine for any athlete and without the right base of nutrition you will fail to maximize your training, and this will prevent you from reaching elite performance. The goal of this course is to allow you to fuel yourself properly around training and throughout your life to achieve your athletic goals. It will give the athlete a solid base of information to improve their nutrition and have an immediate impact on making themselves bigger, stronger, and ultimately achieve peak performance in their individual sport.

What Is it:

Early weeks in this course focus on explaining the basics of nutrition and defining the nutrients that will contribute to the development of dietary habits that will help attain peak performance. The course will focus on this information and emphasize its practical application of fueling strategies to help establish adequate eating habits among athletes leading to elite performance.

Learning Outcomes:

- Identify the major functions of the macro- and micro-nutrients
- List good and practical food sources of the macronutrients.
- Identify the effects of food choices on physical fitness and health.
- Discuss the principles of energy balance and evaluate the use of various strategies to meet appropriate weight goals.

Typical Activities:

- Classroom activities – interactive workshops
- Practical sessions – tasting sessions, supermarket trips, interactive activities

NUTRITION 2 CURRICULUM

Recommended For:

- All Students

Prerequisites:

- Nutrition 1

Overview:

Nutrition 2 adds onto Nutrition 1. This gets your hands on your own personal nutrition plans. You will learn how to treat your body like the luxury sports car you should be as an athlete. Putting the right fuel into your tank to keep you running optimally in everyday performance, and particularly on game-day. Through fun and games this course will transform you into the predator on the field, and not the prey.

What Is it:

This course offers students an opportunity to explore more in-depth nutrition and adds to the skills involved with developing eating habits, food selection and preparation. Learning things like on-the-go nutrition and survival nutrition will help keep students on track even in crunch-time. Time will be spent in lab during the class.

Learning Outcomes:

- Create nutrition-related examples that challenge your mind
- Plan healthy meals and menus
- Evaluate food choices and their health value
- Analyze food labels to evaluate nutritional content
- Give examples of food combinations that offer complete proteins
- Describe the health benefits of having a high fiber diet
- Compare conventional and convenience foods.

Typical Activities:

- Classroom activities – interactive workshops
- Practical sessions – video sessions, tasting sessions, supermarket trips, interactive activities

MENTAL TOUGHNESS CURRICULUM

Recommended For:

- Freshmen (Grade 9) & Up

Prerequisites:

- None

Overview:

All too often high profile coaches and commentators demand mental toughness from their athletes and many imply it is the “difference that makes the difference.” Yet what is this thing called “Mental Toughness?”. At IPI we define mental toughness *‘as the ability to stay positive, focused, in control and motivated, anytime, anyplace in any circumstance’*.

This curriculum is aimed at introducing the concept of mental toughness and effective responses and strategies to deal with mentally tough situations in sport and performance settings. Definitions of toughness are broad in range, but being able to identify ‘what it is’ and the conditions that create ‘pressure’ or ‘adversity’ are important to the learning experience. Students should have a practical understanding of the mental skills that will be applied in practical lab sessions in this elective.

What Is it:

Early weeks in this course focus on defining key aspects of toughness, psychological and physiological responses to stress and pressure. However, the course emphasizes the practical application and experience of mental skills training to help establish mental toughness. .

Learning Outcomes:

- Define mental toughness
- Identify different aspects and demands requiring toughness
- Identify and perform mental techniques to improve likelihood of mentally tough responses

Typical Activities:

- Classroom activities – video case studies, interactive workshops
- Practical sessions – on-field exercises (game and situation setups), physical & mental workouts

STRESS MANAGEMENT CURRICULUM

Recommended For:

- Freshmen (Grade 9) & Up

Prerequisites:

- None

Overview:

Stress, anxiety, fear are all part of elite performance in sport and in life. All successful elite athletes have found ways of coping with stressful situations.

This curriculum is aimed at introducing the concept of stress and how to best manage it in life and sport. Learning the basics of what stress is and why and how it affects us will be a key to learning how to manage it on a daily basis. Once stress and its causes are understood, developing the knowledge and practical skills to cope with and manage stress will be learned and practiced.

What Is it:

Early weeks in this course focus on defining key aspects of stress, how we respond to it and its impacts on health. The majority of the course will focus on applying a variety of coping mechanisms in order to better manage day-to-day stress. This will be done through practical activities, experiences and applications.

Learning Outcomes:

- Define stress.
- Identify the ways stress can impact health (physical and mental).
- Identify and actively perform coping strategies to manage stress.

Typical Activities:

- Classroom activities – video case studies, interactive workshops.
- Practical sessions – various exercises including relaxation and other practical strategies.

SAT/ACT PREPARATION CURRICULUM

Recommended For:

- Juniors (Grade 11) & Up

Prerequisites:

- None

Overview:

The SAT and ACT preparatory course at IMG is a comprehensive enrichment elective that focuses on mastering the SAT and ACT, the two exams universally accepted and required for college admissions at virtually all colleges and universities in America. The course covers test-taking strategies, efficient use of time, and most importantly: practice and feedback. Expanding each student's vocabulary is one of the primary goals of the course, and students are projected to learn at least 300 of the most frequently used SAT vocabulary terms along with any new terms that arise during the scheduled reading sessions. Lectures, practice problems, essays, and feedback are combined with innovative approaches and materials that will not only help your child improve his or her test scores, but also enhance each student's college preparation.

What Is it:

Following topics covered:

- Algebra
 - Solving single-variable and simultaneous equations
- Geometry
 - Coordinate, Polygonal, 3-D or Volumetric, Special Right Triangles
- Miscellaneous Mathematical Topics
 - Probability, Percentages, and Data Analysis
- Vocabulary
 - Incorporates resources that focus on learning vocabulary through association and images depicting the meaning of word
- Reading Comprehension
 - Strategies aimed to increase retention and emphasize the main focus of the passage
- Grammar
 - Punctuation, Passive Voice vs. Active Voice, Parallelism, Subject-Verb Agreement, Pronouns, and Modifier.
- Rhetorical Writing
 - Outlining, Strategies, Review of Current Events, and Essay Feedback
- Science (ACT only)
 - Interpreting Charts and Data Analysis, Newtonian Physics, Genetics, Chemistry

- Current Events
 - o Reading current events is an integral part of creating content for use in rhetorical essay writing. Excerpts are taken from *The Economist*
- Writing and Style
 - o Strunk and White's *Elements of Style* is one of the best resources for developing style and understanding the fundamentals of English grammar

Learning Outcomes:

- Identify areas of strength and weakness
- Raise students SAT and ACT scores
- Create more opportunities for College enrollment

Typical Activities:

- Classroom learning

LIFE SKILLS - PREPARING FOR LIFE AFTER THE ACADEMIES

Life skills are a set of fundamental skills necessary to help an individual handle the daily common challenges and situations. Learning these skills, the IMG student-athlete will find themselves not only ahead of the crowd but also in a position to further develop and grow in both their personal and professional lives. To assist you in continuing to achieve success and development, the life skills elective will help you tackle one of the biggest transitions in a student-athlete's life - adapting to college life.

Recommended For:

- Juniors (Grade 11) & Up

Prerequisites:

- None

Overview:

The curriculum introduces the student-athlete to the areas of personal development such as organization, prioritization, time management, money management, basic cooking skills, and leadership that are specific to the high school student who is beginning to consider life after IMG Academies.

What Is it:

The course covers several topics and requires the student-athlete to actively learn through application to ensure the student-athlete's understanding and capability to apply the skill once they leave IMG Academies. The course begins with studying the concept of one's "mindset," and how the way we think can drive successful behavior in any situation the student-athlete encounters. In the following weeks, leadership is presented to the student-athlete in a relevant manner allowing the student-athlete to understand what leadership means, the different ways one can take personal responsibility, and how to influence others in a positive fashion. Through the course's progression the student-athletes will have opportunities to discuss, learn and experience a number of "life skills" including but not limited to organization, prioritization, time management, money management, basic cooking, leadership, and life after sport through means of seminars, workshops, and special guest speakers. These skills will become vital to the student-athlete as they begin to prepare for life at college, and IMG Academies is equipped to offer the student-athlete all the necessary tools to secure future success.

Learning Outcomes:

- The student-athlete will develop awareness and experience in skills including but not limited to organization, prioritization, time management, money management, leadership, basic cooking skills, and leadership which will prepare the student-athlete for future success.

Typical Activities:

- Classroom activities –seminars, interactive workshops, guest speakers

COMMUNICATION BY GAME ON CURRICULUM**Recommended For:**

- LEVEL 1: All Students
- LEVEL 2: All Students
- LEVEL 3: All Students
- LEVEL 4: Juniors [Grade 11] & Over

Prerequisites:

- LEVEL 1: None
- LEVEL 2: Communication 1
- LEVEL 3: Communication 2

COMMUNICATION BY GAME ON CURRICULUM

Recommended For:

- LEVEL 1: All Students
- LEVEL 2: All Students
- LEVEL 3: All Students
- LEVEL 4: Juniors [Grade 11] & Over

Prerequisites:

- LEVEL 1: None
- LEVEL 2: Communication 1
- LEVEL 3: Communication 2
- LEVEL 4: Communication 3

Overview:

Does This Sound Familiar?

Concerned Parent (excited, on the phone):
How was your day today?

“Normal” Teenager (indifferent, on the phone):
Fine.

Concerned Parent:
Did you have a good practice?

“Normal” Teenager:
Yeah.

Concerned Parent (exhausted):
What else did you do today?

“Normal” Teenager (still indifferent):
Nothin’.

If this sounds familiar... you are not alone. The good news is, **game on** can help!

WHO are we? game on... is the leader in social confidence, teamwork, leadership, personality development, and communication training for junior and professional athletes, teams, and corporations. game on’s innovative program focuses on building self-confidence and effective communication while developing invaluable skills for life.

WHAT makes us different? game on... teaches through improvisation and role-playing. Our entertaining, interactive style keeps clients on their feet with the same intensity with which they physically train. This innovative curriculum allows participants to practice in simulated scenarios, hear positive feedback from peers, and build tangible confidence when interacting in and out of the sport environment.

WHY are we needed? game on... believes that successfully interacting with peers, colleagues, teammates, etc. is no different than returning a 100 mile-per-hour serve or hitting a 250-yard drive; it’s challenging and therefore requires practice, discipline, and a professional coach.

What Is it:

game on Curriculum is broken down into 5 key areas: **Self-Confidence, Social Interaction, Leadership, Conversation/Interview Skills, and Personality Development**. These overall themes remain consistent in all levels of game on’s program (Level 1 through Level 4); however as each level increases, the subject matter and exercises become more specialized and more challenging. The average student will continue their game on training for 2 or more levels, although we will begin to see tangible improvement within the first four weeks of training.

Learning Outcomes:

During a semester of game on training, you can expect to improve in the following areas:

INTERACTION: IN PERSON AND ONLINE – Build strong connections beyond your normal group of friends. Also, share your ideas and opinions while knowing your audience and how/when to actively support others.

Focus on: BUY-IN • TRUST & RESPECT • SENSE OF HUMOR

- **LEVEL 1:** Ability to adjust your energy, commitment level, and enthusiasm to the group you are interacting with.
- **LEVEL 2:** Accept the strengths of others while still taking an active role. Laughing with rather than laughing at.
- **LEVEL 3:** Value different points of view while maintaining a collaborative and solution-oriented environment.
- **LEVEL 4:** Adjust your style to fit the needs of the group while setting others up for success rather than failure.

SOCIAL CONFIDENCE – Understand the impression that you make on others and take control of the way you present yourself by increasing self-awareness and confidence.

Focus on: SELF-AWARENESS • STATUS • ENERGY/MOOD

- **LEVEL 1:** Achieve a basic awareness of your individual energy/status levels and what makes you unique (Using your COINS-experiences from your life that have value).
- **LEVEL 2:** You will add awareness of how your energy levels, status and mood are perceived by others, along with the ability to adjust to make the perception and reality match.
- **LEVEL 3:** Identify different energy and status levels in others. Able to use COINS as a means of relaxing during high-pressure situations.
- **LEVEL 4:** Ability to adjust and maintain your energy and status levels outside your normal comfort zone in a given situation or circumstance.

CONVERSATION/INTERVIEW SKILLS– Recognize the power of non-verbal signals, quick thinking, and humor to fuel dynamic conversation beyond one-word answers and the obvious topics.

Focus on: BODY LANGUAGE/FACIAL EXPRESSIONS • LISTENING • CONVERSATION SKILLS

- **LEVEL 1:** Understand that Listening and Hearing are two different things, and recognize the importance of having active facial reactions and body language.
- **LEVEL 2:** Maintain positive non-verbal presence throughout your conversation and understand how others perceive your tone.
- **LEVEL 3:** Use tone of voice to impact and/or change the conversation. Introduce your coins into conversations, without forcing.
- **LEVEL 4:** Use verbal and non-verbal Communication Skills in premeditated manner to engage in a dynamic conversation beyond the obvious topics.

LEADERSHIP – Channel your talents, personality, life-experiences and communication skills to step into the spotlight as you motivate a group of people towards a desired result.

Focus on: ASSERTIVENESS • CREATIVE THINKING AND OPENNESS • HUMILITY

- **LEVEL 1:** Work to take care of the people around you through confident decision-making and by building strong connections through humor.
- **LEVEL 2:** Allow yourself to be open to new ideas and to take positive risks despite social pressure to “play it safe”.
- **LEVEL 3:** Understand what people want from you as a leader, while building mutual respect between all members of the group.
- **LEVEL 4:** Use self-deprecating humor to its fullest impact, while elevating the accomplishments of the members of your group.

PERSONALITY DEVELOPMENT – Stretching your comfort zone through positive risk-taking while still being yourself and playing within your game.

Focus on: IDENTIFY STRENGTHS • IMPROVE WEAKNESSES • TAKE POSITIVE RISKS

- **LEVEL 1:** Know your current comfort zone and take positive risks to develop new personality strengths.
- **LEVEL 2:** Actively improve your sense of humor and continue to expand your personality comfort zone.
- **LEVEL 3:** Overcome weakness/ uncomfortable moments when interacting, and share feedback with peers.
- **LEVEL 4:** Eliminate your “comfort zone” by feeling confident in all situations and always running toward a challenge.

Typical Activities:

- Interactive improvisation and role-playing style game and exercises to keep clients on their feet with the same intensity with which they physically train.