Task 1 - Identity and Define the two types of goals that can be set. *(think comparison to others and achievement)*

P_____ based goals "These goals are _____"	**O_____ based goals** "These goals are _____"

Task 2 - Identify whether these goals are performance based or outcome based.

Win the 100m race.	Timing the dip better at the finish line for 200m	Score two goals in the next match.
Beat my personal best in my next javelin throw.	Win a medal in long jump at the next championships	Win a medal in long jump at the next championships
Win three points in my next tennis set.	Win my next basketball match and score 20 pts	No foul serves in my next badminton game.

Task 3 - Draw an arrow towards the side of the athlete each advantage/disadvantage applies to.

Beginner badminton player **Experienced badminton player**

'OG' could demotivate as there is comparison with better athletes.

'PG' have no comparison to others which are more achievable.

'OG' offer intrinsic & extrinsic motivation to be recognised as the

Using 'PG' combined with 'OG' will help drive overall achievement.

Just setting 'PG' may become boring and high level athletes may

Task 4 - State and Describe each of the elements of a “SMART” Target.

S_____ -

M_____ -

A_____ -

R_____ -

T_____ -

Task 5 - Identify which part of the written target is evidence for each ***SMART*** element.

“Omar and his coach have worked together to create a goal for him to achieve over the course of the season. They looked at his progress from the previous season in order to determine what improvements he could be expected to make this season. They decided that his goal is to improve the time it takes him to run 800m by three seconds. They have set a target for this to be achieved within three months and Omar’s progress will be reviewed with regular testing sessions, during which he will complete a timed 800m race”.

Task 6 - Turn this Target into a “***SMART***” Target.

“Get better at long jump”

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