



## **COURSE OUTLINE**



**COURSE: Weight Training**

**PROGRAM: All programs – General Education**

**DISCIPLINE : 109 Physical Education - Block 3**



Weighting: | Theory: 1 | Practical Work: 1 | Personal Study: 1

Prerequisites: A BLOCK 1 COURSE (109-101-MQ) AND A BLOCK 2 COURSE (109-102-MQ)

INSTRUCTOR	OFFICE	 EXTENSION	 E-MAIL OR WEB SITE
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OFFICE HOURS:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning					
Afternoon					

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## CONTEXT OF THIS COURSE IN THE STUDENT'S PROGRAM

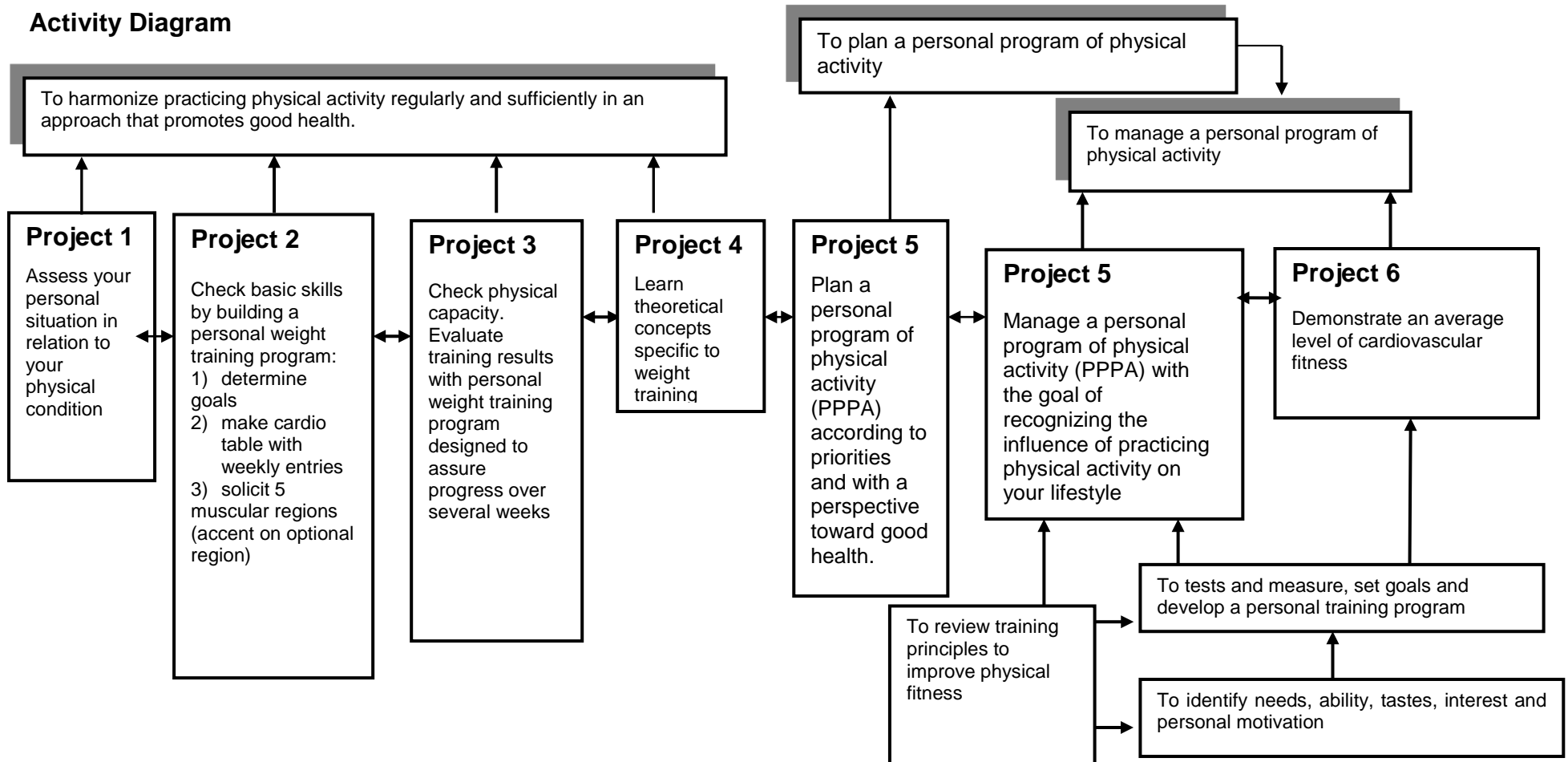
### INTRODUCTION TO THE WEIGHT TRAINING PROGRAM

This course has no prerequisite or corequisite. However, it follows courses in Blocks 1 and 2.

Students will design a personal training program in weight training that respects the principles of weight training outlined in the relevant documentation in order to focus on practicing physical activity regularly and sufficiently.

Thereafter, students will manage the implementation of their program.

#### Activity Diagram



## GENERAL INFORMATION

For more information on college physical education courses, please refer to the web site for the department of physical education:

<http://ww2.college-em.qc.ca/dept/educationphysique/>

### Physical Education and General Education

Along with the other disciplines in general education, physical education contributes to the development of skills, knowledge and attitudes necessary to integrate in society as thoughtful, responsible and active individuals. Physical Education contributes in varying degrees to the goals of general education:

- ◆ To be able to develop independent and critical thinking regarding lifestyle and health
- ◆ To develop sense of responsibility toward others
- ◆ To apply knowledge to analyse situations and determine the appropriate action to take
- ◆ To develop awareness of the need to adopt lifeskills that promote good health
- ◆ To conceptualize situations and outcomes
- ◆ To analyze and synthesize information
- ◆ To control work methods
- ◆ To develop autonomy

### Altogether → 3 blocks

The courses offered in physical education are divided into three blocks. To earn the three units in physical education, students must pass one course in each block. There are no prerequisites for blocks 1 and 2. However, passing a course in each of these blocks is a prerequisite for Block 3.

### Block 3

Students use what was learned in the first two blocks to set up favorable conditions to practice physical activity regularly, independently and in a stimulating manner. They manage factors that promote the maintenance and development of this habit while taking control of their need for physical activity.

### Special Features of the Physical Education Courses at Collège Édouard-Montpetit

***The physical education courses do not meet student needs for physical activity. In order to perform well at school and to promote the development of physical education competencies, it is strongly suggested that students find ways to be regularly active outside of the physical education courses.***

In order to counter the devastating effects of a sedentary lifestyle, all courses include an activity or vigorous exercise routine requiring a sustained and vigorous effort with strong emphasis on developing the cardiovascular component that students are encouraged to practice outside of class.

**By the end of Block 3, that is at the end of their college physical education approach, students must demonstrate a cardiovascular physical condition that allows them to pass a specific threshold or criterion-referenced test.**

### MINISTRY OBJECTIVE Block 3 (code 4EP2)

***To demonstrate one's ability to take charge of his or her practice of physical activity with a perspective toward healthy living.***

Information related to the weighting of the course (1-1-1)

1 hour → weekly time devoted to learning theory

1 hour → weekly time devoted to practicing physical activity

1 hour → weekly time devoted to personal work

### Course Breakdown

This 30-hour course is divided into two consecutive hours per week for 15 weeks and approximately one hour per week of personal work.

## COURSE PLAN

### \* Project 1

Objectives, Length	Strategy (method, content)	Expected Results (evaluation criteria, standards for mastery)	Preparatory Work (personal work)	Evaluation (mode, conditions, weighting, deadlines)
<p><b>Analyse</b> your personal strengths and weaknesses following tests that deal with various determinants of physical fitness.</p>	<p><b>Laboratory Practice</b></p> <ul style="list-style-type: none"> <li>➤ Léger-Boucher Test</li> <li>➤ Sit-ups</li> <li>➤ Push-ups</li> <li>➤ Flexibility</li> <li>➤ BMI</li> </ul>	<p>Using the book, <i>Fitness Now!</i> students create a portrait of their strengths and weaknesses at the beginning of the session as a way to improve their overall fitness.</p>	<p>Consult Chapter 8 and highlight strengths and weaknesses using the results from these tests in a simplified table.</p>	<p>Hand in simplified table that indicates strengths and weaknesses in light of various determinants of your physical fitness.</p> <p><b>Total for this project 10 % Class 3.</b></p>

### \* Project 2

Objectives, Length	Strategy (method, content)	Expected Results (evaluation criteria, standards for mastery)	Preparatory Work (personal work)	Evaluation (mode, conditions, weighting, deadlines)
<p><b>Build</b> a personal muscle-building program adapted to the demands of weight training.</p>	<p><b>Develop</b> a personalized table with components of a complete weight-training routine</p> <ul style="list-style-type: none"> <li>➤ Establish goals (see block 2)</li> <li>➤ Warm-Up (moving – stretching – increasing heart rate)</li> <li>➤ Exercises on equipment to emphasize the 5 muscle areas (focus on one area if you wish) while taking into account the desired effects.</li> <li>➤ Maximum force</li> <li>➤ Resistance</li> <li>➤ Endurance</li> </ul> <p>From this choice, students will be able to <b>set</b> their training parameters</p> <ul style="list-style-type: none"> <li>➤ Plan an aerobic work-out</li> </ul> <p>Table of cardiovascular training should include a minimum of 20 minutes while taking into account the target heart rate</p> <ul style="list-style-type: none"> <li>➤ <b>Develop</b> appropriate stretching exercises for the proposed weight-training program.</li> </ul>	<p><b>Check that:</b> the assessment of the weight-training program follows the recognized training principles for the targeted goals.</p>	<ul style="list-style-type: none"> <li>➤ Review physical fitness training and improvement principles by conducting research in the library or on the internet using the mediagraphy at the end of this document.</li> <li>➤ Refer to the material covered in Blocks 1 and 2 regarding training principles.</li> <li>➤ Take note of the material given at the beginning of each course.</li> </ul>	<p>Hand in personal weight-training program</p> <p>7<sup>th</sup> week/session</p> <ul style="list-style-type: none"> <li>➤ Goals 3 pts</li> <li>➤ Weight-training 22 pts</li> </ul> <p><b>Total for this project 25 %</b></p>

### \* Project 3

Objectives, Length	Strategy (method, content)	Expected Results (evaluation criteria, standards for mastery)	Preparatory Work (personal work)	Evaluation (mode, conditions, weighting, deadlines)
<p><b>Manage</b> your time to achieve safe and progressive training.</p>	<ul style="list-style-type: none"> <li>➤ Ongoing assessment by the teacher to be sure you are meeting the expected results</li> <li>➤ Use of a follow-up form to record PMP progress</li> <li>➤ (Sets – repetitions - 1RM-% of MaxCharge)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Safety rules covered in class are being respected.</li> <li>➤ Continuous involvement on the part of the student regarding required work within the course.</li> <li>➤ Positive and receptive attitude</li> <li>➤ Weekly data entered</li> </ul>	<p>Work done in the course from the first to the last class of the session</p>	<p>Teacher's evaluation using follow-up form.</p> <p>Class 1-15</p> <p><b>Total for this project 10 %</b></p>

### \* Project 4

<p>Acquire theoretical concepts specific to weight-training</p>	<ul style="list-style-type: none"> <li>➤ Theory evaluation: short-answer exam.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understanding the rules of a good training program in the work-out room, and following a logical training progression</li> <li>➤ Knowledge of safety rules</li> </ul>	<p>Study various theoretical concepts covered in class throughout the course</p>	<p>Theory Exam Class 15 15%</p>
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### \* Project 5

<p>Build a program of physical activities tailored to your priorities according to your needs, ability and motivation.</p> <p>Plan appropriate conditions to carry out the activities to practice.</p> <p>Correctly and effectively set personal goals and choice of physical activities to practice.</p>	<ul style="list-style-type: none"> <li>➤ After performing the Léger-Boucher test.</li> <li>➤ Use the test results obtained from the test to analyze your needs to improve one of your fitness determinants: cardiovascular condition</li> <li>➤ <b>Set</b> goals that meet your needs and ability.</li> <li>➤ <b>Build</b> a personal program of physical activity that will allow you to achieve your goals while respecting the conditions for meeting them.</li> <li>➤ <b>Test</b> your program while taking into account demands on your life (time, errors, budget, etc.) over an 8-week period while monitoring it daily and making periodic assessments.</li> <li>➤ Half-way through the program, <b>retake</b> the test to see if you need to modify your original goals.</li> <li>➤ <b>Evaluate</b> whether or not you have met your goals with appropriate justification.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Complete</b> the forms clearly, precisely and with thorough personal research to allow you to evaluate your needs, take precise measurements on your initial condition to plan a personal program. In other words, make sure the previously set goal is attainable.</li> <li>➤ <b>Take</b> precise measurements on your initial condition to correctly set an improvement goal that realistically reflects your fitness level.</li> <li>➤ <b>Build</b> a personal program tailored to your needs and ability that complies with training effectiveness standards so that it will be more challenging for you.</li> <li>➤ <b>Evaluate</b> whether or not you have reached your goal, basing this result on weekly reports and justifications.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Read</b> review texts about the effects of fitness and physical activity on health.</li> <li>➤ <b>Complete</b> several forms to do a needs analysis.</li> <li>➤ <b>Complete</b> all steps leading to building a personal program, implementing it along with a follow-up, and finally evaluating it.</li> </ul>	<p>Project notebook must include:</p> <ul style="list-style-type: none"> <li>➤ Results from the initial test.</li> <li>➤ Measurable and realistic goal.</li> <li>➤ Written plan of the personal program with retained activity. Week 5</li> </ul> <p style="text-align: right;"><b>12 points</b></p> <ul style="list-style-type: none"> <li>➤ *Retake test to check whether goal was reached; Week 13</li> </ul> <p style="text-align: right;"><b>4 points</b></p> <ul style="list-style-type: none"> <li>➤ *Justifications with weekly reports and conclusion. Week 14.</li> </ul> <p style="text-align: right;"><b>4 points</b></p> <p><b>Total for this project: 20 points</b></p>
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## \* Project 6

Objectives, Length	Strategy (method, content)	Expected Results (evaluation criteria, standards for mastery)	Preparatory Work (personal work)	Evaluation (mode, conditions, weighting, deadlines)																																									
<p><b>Demonstrate</b>, near the end of the session, an average cardiovascular condition according to standards established on a standardized test.</p>	<p>Following an assessment made at the beginning of the session, the teacher encourages students to practice a physical activity regularly outside of class in order to improve, in particular, their cardiovascular effectiveness.</p> <p>The cardiovascular condition will be measured again during Week 12.</p>	<p><b>Demonstrate</b> an acceptable cardiovascular condition according to the criteria of a standardized test. standardisé.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Level Reached</th> <th rowspan="2">Mark /20</th> </tr> <tr> <th>Females</th> <th>Males</th> </tr> </thead> <tbody> <tr> <td>10,5 et +</td> <td>14 et +</td> <td>22</td> </tr> <tr> <td>9,5 – 10</td> <td>13 – 13,5</td> <td>21 – 21,5</td> </tr> <tr> <td>8,5 – 9</td> <td>12 – 12,5</td> <td>20 – 20,5</td> </tr> <tr> <td>7,5 – 8</td> <td>11 – 11,5</td> <td>18 – 19</td> </tr> <tr> <td>6,5 – 7</td> <td>10 – 10,5</td> <td>16 – 17</td> </tr> <tr> <td>5,5 – 6</td> <td>9 – 9,5</td> <td>14 – 15</td> </tr> <tr> <td>4,5 – 5</td> <td>8 – 8,5</td> <td>12 – 13</td> </tr> <tr> <td>3,5 – 4</td> <td>7 – 7,5</td> <td>10 – 11</td> </tr> <tr> <td>3</td> <td>6 – 6,5</td> <td>8 – 9</td> </tr> <tr> <td>2,5</td> <td>5 – 5,5</td> <td>6 – 7</td> </tr> <tr> <td>2</td> <td>4,5</td> <td>4</td> </tr> <tr> <td>1,5 et --</td> <td>4 et --</td> <td>2</td> </tr> </tbody> </table>	Level Reached		Mark /20	Females	Males	10,5 et +	14 et +	22	9,5 – 10	13 – 13,5	21 – 21,5	8,5 – 9	12 – 12,5	20 – 20,5	7,5 – 8	11 – 11,5	18 – 19	6,5 – 7	10 – 10,5	16 – 17	5,5 – 6	9 – 9,5	14 – 15	4,5 – 5	8 – 8,5	12 – 13	3,5 – 4	7 – 7,5	10 – 11	3	6 – 6,5	8 – 9	2,5	5 – 5,5	6 – 7	2	4,5	4	1,5 et --	4 et --	2	<p>Students must take it upon themselves to take care to maintain and/or improve their cardiovascular condition with regular personal training outside of class.</p>	<p>According to the results of the Léger-Boucher cardiovascular test during Week 14.</p> <p>According to the level reached. <b>20 points</b></p> <p><b>Total for this project : 20 points</b></p>
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### SYNTHESIS OF SUMMATIVE EVALUATION METHODS

Learning Objective	Description of Evaluation Activity	Context	Deadline (date work is due or exam period)	Weighting (%)
<b>Project 1</b>	Analyze strengths and weaknesses	Summary Table	Week 3	10 points
<b>Project 2</b>	Build PMP	Written work, description in table form	Week 7	25 points
<b>Project 3</b>	Follow-up form on course involvement (weekly data entry, meeting deadlines).	Personal Form	Weeks 1-15	10 points
<b>Project 4</b>	Learn various theoretical concepts.	Theory Exam	➤ Week 15	15 points
<b>Project 5</b>	Personal program of physical activity (P.P.P.A) Outside of class	Experience over 8 weeks (Weeks 5-12). All steps of the program must be recorded in the notebook.	<ul style="list-style-type: none"> <li>➤ Plan of personal program</li> <li>➤ Stated goal met or not met</li> <li>➤ Conclusion</li> </ul>	Week 5 <b>12 points</b> Week 13 <b>4 points</b> Week 14 <b>4 points</b> <b>Total for this project: 20 points</b>
<b>Project 6</b>	Demonstrate an acceptable cardiovascular condition	Standardized Test (Léger-Boucher)	Week 14	20 points
<b>TOTAL : 100 points</b>				

The **passing grade** for this course is 60% based on the total number of points accumulated on all the summative exams. This minimum mark will be given if students have demonstrated that they have attained the baseline learning objectives. (PIEA, Article 6.5.2.1)

## CALENDAR OF COURSE CONTENT AND HOMEWORK

	Course Content	Homework
Class 1	Course Outline, becoming familiar with exercise equipment	Course manual (coop) is mandatory.
Class 2	<ul style="list-style-type: none"> <li>➤ Navette Test (20m)</li> <li>➤ Sit-Ups</li> <li>➤ Push-Ups</li> <li>➤ Flexibility</li> <li>➤ BMI</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reference – ; 5<sup>th</sup> édition <i>Fitness Now!</i></li> <li>➤ Needs Analysis</li> <li>➤ Personal table summarizing strengths and weaknesses</li> <li>➤ Calculate target zone + printed sheet</li> </ul>
Class 3	<ul style="list-style-type: none"> <li>➤ Turn in needs analysis (10 points)</li> <li>➤ Tour of muscular endurance training and terminology</li> <li>➤ Table of various muscular qualities</li> </ul>	
Class 4	<ul style="list-style-type: none"> <li>➤ How to find CMAX with Resistance labo</li> <li>➤ Explanation of personal program outside of class               <ul style="list-style-type: none"> <li>▪ 20 min. cardio (THR : target heart rate)</li> </ul> </li> </ul>	Personal Program Plan for outside of class
Class 5	Turn in personal program plan for outside of class (12 points) <ul style="list-style-type: none"> <li>➤ 20 minutes cardio on equipment of your choice, optimal strength labo</li> <li>➤ Explanation of personal muscular program (PMP)               <ul style="list-style-type: none"> <li>▪ Goal</li> <li>▪ Weight Training</li> </ul> </li> <li>➤ In teams of 2, choose your 8 exercises for your (PMP)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Establish training goal</li> </ul>
Class 6	<ul style="list-style-type: none"> <li>➤ Turn in training goal (3 points)</li> <li>➤ Typical Training</li> <li>➤ Find 8 exercises for PMP with the CMAX               <ul style="list-style-type: none"> <li>• Cardio 20 min.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Work on PMP with training table</li> </ul>
Class 7	Finish research on CMAX and begin training	Finalize PMP to turn in at the end of class (22 points)
Class 8	Explanation of training progression Regular training + cardio	
Class 9	Regular training + cardio	
Class 10	Specialized training method 1 + cardio	
Class 11	Specialized training method 2 + cardio	
Class 12	Specialized training 3+ cardio	
Class 13	Specialized Training 4 + cardio Turn in training form to compile (10 points)	
Class 14	Retake Léger-Boucher test Quantify whether or not initial goal was reached or not (4 points) Justify Léger-Boucher performance (4 pts) Review theory for final exam	
Class 15	Theory Exam 15 %	

## INSTITUTIONAL AND DEPARTMENTAL POLICIES AND REGULATIONS

All students enrolled at Collège Édouard-Montpetit must become familiar with and comply with the institutional policies and regulations. In particular, these policies address learning evaluations, maintaining admission status, French language policies, maintaining a violence-free and harassment-free environment, and procedures regarding student complaints. The French titles for the policies are: *Politique institutionnelle d'évaluation des apprentissages, les conditions particulières concernant le maintien de l'admission d'un étudiant, la Politique de valorisation de la langue française, la Politique pour un milieu d'études et de travail exempt de harcèlement et de violence, les procédures et règles concernant le traitement des plaintes étudiantes.*

The full text of these policies and regulations is accessible on the College web site at the following address: [www.college-em.qc.ca](http://www.college-em.qc.ca). If there is a disparity between shortened versions of the text and the full text, the full text will be applied and will be considered the official version for legal purposes. For physical education, certain constraints reflect the nature of the course and implications for learning.

### Submitting Assignments and Corrections

Assignments must be submitted by the date, place and time determined by the instructor. Students will be informed in advance of the correction criteria and weighting of an assignment or exam.

### Penalty for Late Submission

The penalty for assignments handed in late is 10% per day for assignments worth less than 10% of the final mark. For weekly activities, the penalty will be a loss of 1 (one) point per day that the assignment is late.

### Presentation of Written Work

Assignments must be clean, typed and printed from a computerized word processor. Rough drafts will not be accepted. The instructor may refuse unacceptable work and impose late penalties until the presentation is satisfactory. The delay caused by resubmitting work in an acceptable format falls under the penalty for submitting late assignments. (PIÉA, 6.2.5.2)

### Plagiarism

Any lack of intellectual honesty, even if it is a result of collaborative work, will receive a mark of « 0 » (zero) for the exam, assignment or evaluation activity in question. In this case, the instructor will send a written report to the department coordinator who will forward it to the Director of Studies (*Direction des Études*). (PIÉA, 6.6.1)

### Mark Revisions

Students who believe they have received an unjustified mark on an evaluation, exam or final mark may request a revision of the mark during the semester or a final mark revision according to the provisions in Article 6.6.2 of the PIEA.

### Passing Mark

The passing mark for this course is 60%. This minimum mark will be given if students demonstrate they have achieved the minimum learning objectives established for the course. (PIÉA, 6.5.2.1)

### Attendance

**Class attendance is mandatory.**

#### Absence

Any absence will be recorded in the student's file regardless of the reason.

Students may not accumulate more than 2 absences (equivalent to 4 course hours) **that are not justified for serious reasons.** In any case, student absences are not to be viewed as authorized time off, but rather as a recognition that students have a right to a limited number of absences.

**A third absence that is not justified for a serious reason will result in the student being excluded from the course. If the absence is justified, the student will attend another class in order to fulfill the class attendance requirements.**

A warning will be sent to the administrator responsible for Program Services.

Students can justify absences with a medical note indicating the reason(s) and the time of leave for the absence.

#### Make-Up Work

**Instructors prefer that students make up work when possible. The instructor will erase the absence in the student's file when the student makes up the missed course according to the conditions and precise methods indicated by the instructor. Absences excused by the instructor for accepted serious reasons and for which no make up course is possible will not be penalized. However, if the student does not make up the course when it is possible, the absence will be unexcused and the student will be penalized.**

#### Special Considerations

The attendance policy applies only to courses and not to summative evaluation activities for which the PIEA applies. IN THE EVENT OF A PROLONGED ABSENCE FOR SERIOUS REASONS, and when it is not possible to make up the work, students must advise their academic advisor (API) as soon as possible. In certain situations, students will be eligible for a Temporary Incomplete or Permanent Incomplete in compliance with Article 6.5.1.4 of the PIEA to avoid failing the course.

#### Tardiness

Tardiness is recorded. The instructor can refuse to allow late students to attend courses if tardiness is repetitive or abusive. In this case, an absence will be recorded in the student's file.

#### Early Departure

Students must remain in class until the end of the course to be considered present.



### Level of Involvement

Students are expected to participate dynamically and enthusiastically in all courses. Students who demonstrate an unacceptable level of involvement could be asked to leave the course and refused entry if the behavior does not change. Students must establish positive and respectful communication with the instructor and other participants in the group; if not, they will be asked to change their language or behavior or leave the course.

Instructors can refuse access to the course if students are not appropriately dressed or if they have not brought with them the required material indicated in the course outline. An absence will be recorded.

Students who are asked to leave by the instructor, must pick up their personal belongings and leave immediately.

### Right to Appeal

Students who believe that they have been treated unfairly may lodge a complaint with the appropriate administrator in Program Services in compliance with Article 6.3.4.

### Attendance at Summative Evaluation Activities

#### Attendance at summative evaluation activities is mandatory.

Any absence from a summative evaluation activity that is not excused for a serious reason (illness, death in the family, major catastrophe) can lead to the mark of zero (0) for the activity. Written excuses may be required.

If the instructor deems the reasons for absence are serious and justified, an arrangement for the mark will be made between the instructor and the student. (PIÉA 6.2.5.1)

### CLOTHING

**Athletic clothing** is mandatory :

- T-Shirt (no tank tops allowed);
- Shorts or sports pants;
- Gym shoes in good condition that provide feet with good support and **can be properly tied**
- No caps, scarves, etc.;
- Long hair must be pulled back;

**Note** : No tight pants or jeans; arriving with inadequate clothing could mean being refused admission to class. Students with inappropriate clothing will be marked as absent.

### REQUIRED MATERIAL

- ☞ Chevalier, Richard, *Fitness Now!* Édition du Renouveau pédagogique inc. English edition; (on reserve at the library)
- ☞ 1 towel
- ☞ 1 lead pencil, notebook or sheets of paper to take notes
- ☞ Locks
- ☞ Bottle of water
- ☞ Coop Course Manual
- ☞ Calculator

### MEDIAGRAPHY

- ☞ Croisetière, Réjean, abdominaux, répertoire d'exercices, Édition RC 2004;
  - ☞ Croisetière, Réjean, musculation, répertoire d'exercices, 3<sup>e</sup> édition RC, 70 pages;
  - ☞ Croisetière, Réjean, Ballon-suisse, répertoire d'exercices, Édition RC 2002;
  - ☞ Chevalier, Richard, *Fitness Now!* Édition du Renouveau pédagogique inc English edition; (on reserve in the library)
- Compagnon Web (site internet) : [www.erpi.com/chevalier.cw](http://www.erpi.com/chevalier.cw)