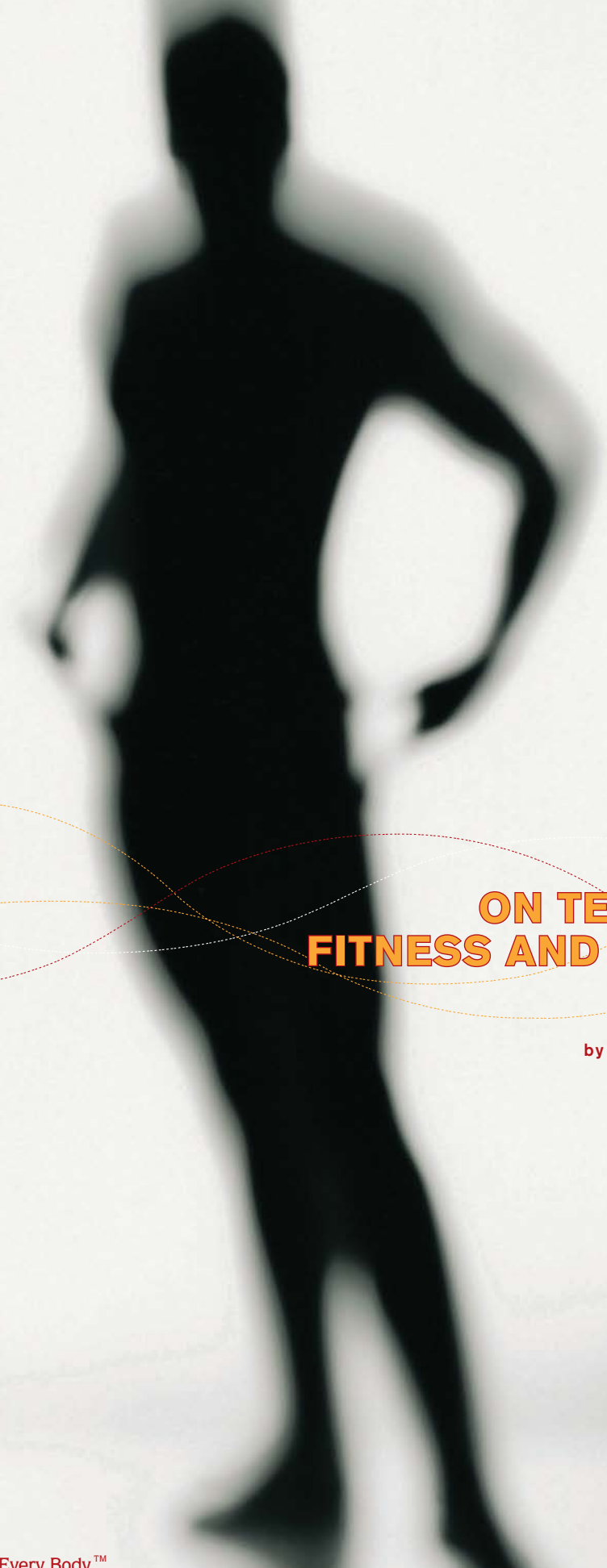


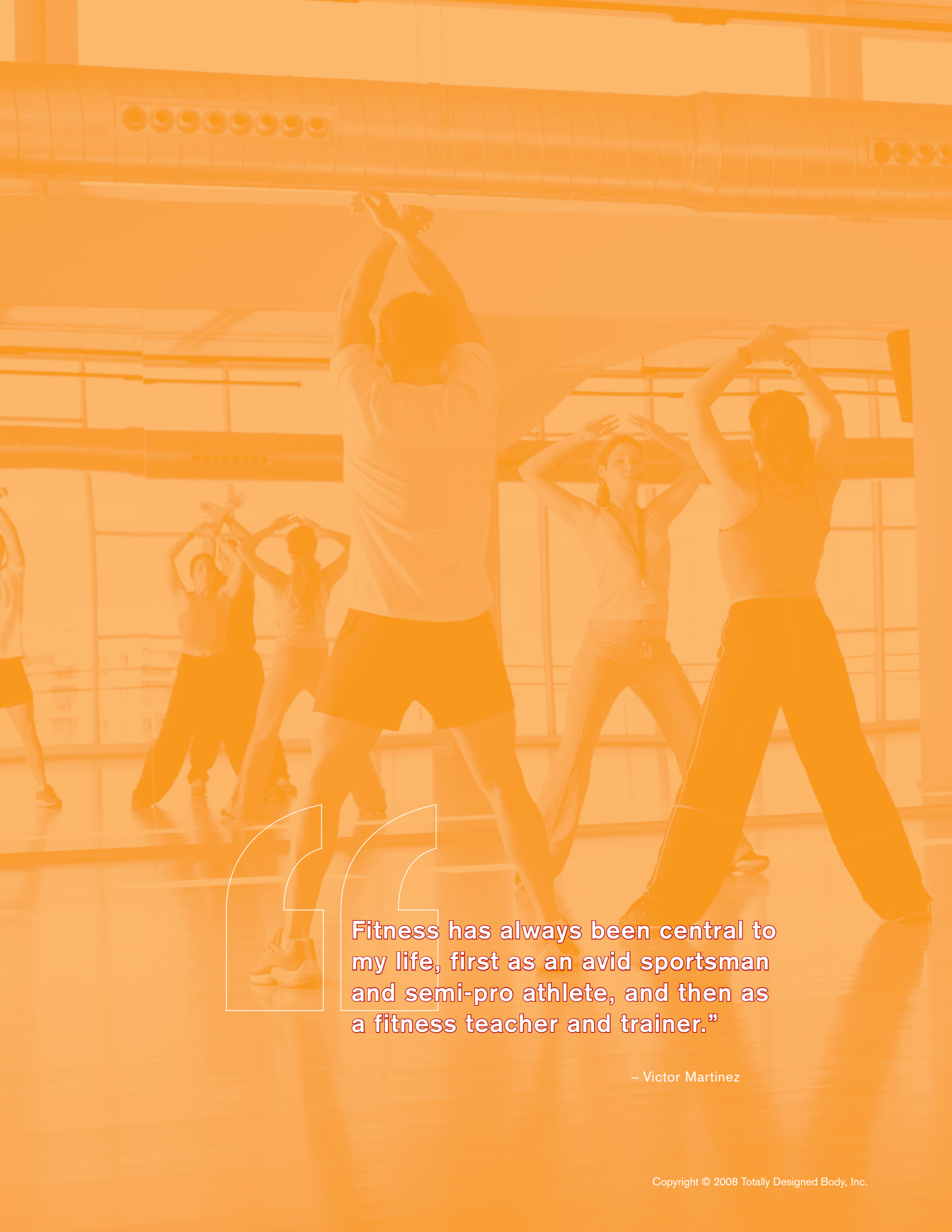


**TOTALLY®
DESIGNED
BODY**



**ON TEACHING
FITNESS AND HEALTH**

**MY PHILOSOPHY
by VICTOR MARTINEZ**



Fitness has always been central to my life, first as an avid sportsman and semi-pro athlete, and then as a fitness teacher and trainer.”

– Victor Martinez



Victor Martinez

Co-owner, Totally Designed Body

VICTOR MARTINEZ

Fitness has always been central to my life, first as an avid sportsman and semi-pro athlete, and then as a fitness teacher and trainer.

Throughout my life, I played baseball, tennis and basketball, and also became enthusiastic about cycling, swimming, wrestling and other sports. Basically, movement is what I most enjoy.

I developed a passion for fitness in order to enhance my sports performance as well as to increase my physical and mental stamina overall. I began my fitness education by reading whatever literature I could find and by experimenting on my own to creatively devise new workouts and exercises for myself.

Then I decided to make fitness my profession. I graduated from the Personal Trainer and Fitness Instructor programs at Marymount Manhattan College, and also from the Swedish Institute of Massage Therapy and Occupational Studies, after which I earned a New York State license to practice massage therapy. I received comprehensive Pilates training, including working at the Greene Street Studio with Deb Lessen, president of the Pilates Method Alliance, and received numerous specialized training certifications. I studied neuromuscular therapy and reflexology at leading institutions and with leading practitioners, and have worked closely with physicians in post-rehab therapy for patients with hip and knee replacements, spinal trauma, sports-related injuries, and other conditions.

Since 2000, I have co-managed Totally Designed Body, a high-quality fitness company specializing in at-home and gym training.

A PHILOSOPHY OF FITNESS

From my formal studies, my sports background and, importantly, from the creative testing I have carried out on my own, I developed my own particular style and philosophy of fitness.

The concepts most important to me in creating a fitness program are education, balance, independence, and awareness of the connection between the mind and the body.

- **Education.** I combine a range of learning about how the body works – including anatomy, physiology and biomechanics – in order to help my clients understand how an exercise and fitness program affects the body. By understanding the body better, people can improve their training experience and increase their appreciation of the process.
- **Balance.** From my experience in competitive sports, I learned that in order to be competitive, one must condition the whole body with appropriately balanced

Staying fit and healthy requires attention and should be taken seriously.



exercise programs. Moreover, I believe that fitness is about overall health and does not merely focus on appearance or on exercising one part of the body.

- **The Mind-Body Connection.** I believe there is a close connection between the mind and the body. Good physical training should lead to feelings of pleasure and well-being, and stimulate the mind. Moreover, just as the body exists in the present, so too should the mind live in the present. By working towards the goal of greater mind-body awareness, a person becomes healthier and more empowered to create positive change.
- **Independence.** Ultimately, my aim is to enable my clients to learn how to exercise properly on their own, in a safer and more productive manner.

WORKING WITH CLIENTS

Over the years, I have worked as a teacher and trainer with all varieties of people, from very young children, to competitive athletes, to those coping with serious physical conditions. I specialize in designing exercise programs for teenagers and for sports-specific training, such as tennis or cycling. I also work closely with physicians on referrals.

I view my role primarily as that of a teacher, whether in one-on-one sessions or group classes. I attempt to bring my students to a new level of understanding about how their bodies function and how exercise affects the body. This goes beyond the traditional relationship between a trainer and trainee, which primarily focuses on just showing trainees how to perform exercise routines properly.

I call attention to how the body and mind interact, and how my students can learn to make better decisions in caring for themselves, both in terms of exercise and for enhancing their overall physical and emotional well-being. I try to help them to be willing to learn.

Above all, I believe that everyone's body is different. Therefore, I know how essential it is to listen to each client, and to be sensitive so that each one can successfully relate to the work that he or she is doing, whether recovering from surgery or training for an event. To the same extent, I encourage each trainee to accept and value their unique body, in order to make it the best it can be.

Fundamental to my work has been my ability to combine different modalities, like strength training, flexibility and tissue work, and focusing on balance, into a routine that is appropriate for each particular client. For example, I might recommend exercising on a treadmill for an interval, then transitioning into a series of yoga-based Sun Salutations, and following that with Pilates exercises. This can be exciting and fun – and specifically tailored to each individual's needs. As long as it is done properly, such cross training can be very successful.

I attempt to help my students and clients develop a passion for fitness. I try to make their fitness training enjoyable, while helping them create balance in their lives. Importantly, I want them to focus on realistic goals, and I try to teach them to be patient with themselves.

THE FOUR LEVELS OF FITNESS LEARNING

Staying fit and healthy requires attention and should be taken seriously. As articulated by professors and colleagues before me, there are four levels of fitness training. I try to advance my students and trainees through these four levels:

- 1. Unconsciously incompetent.** At first, students and trainees don't even know what they are doing wrong. They need to be awakened to new levels of understanding about working with their bodies.
- 2. Consciously incompetent.** Then, they learn what they are doing wrong, and are ready to improve the way they exercise and treat their bodies.
- 3. Consciously competent.** At some point, they begin to get it right, but must constantly think about what they are doing while they are doing it.
- 4. Unconsciously competent.** Eventually, training, exercise and proper body work become second nature. That is the ultimate goal.



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