

## LESSON 4: SMALL APPARATUSES

### Grade-Level Outcomes

#### Primary Outcomes

**Fitness activities:** Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)

**Fitness knowledge:** Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)

**Physical activity knowledge:** Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. (S3.H2.L2)

**Fitness knowledge:** Demonstrates appropriate technique on resistance-training machines and with free weights. (S3.H7.L1)

#### Embedded Outcomes

**Self-expression & enjoyment:** Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)

**Safety:** Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

### Lesson Objectives

The learner will:

- identify and discuss fads and myths associated with fitness products.
- demonstrate appropriate technique for at least one upper-body and one lower-body exercise using a small apparatus.
- develop a workout plan that addresses opposing muscle groups while using only small apparatus equipment.

### Equipment and Materials

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| • Medicine balls of various weights       | • Kettlebells                                |
| • Stability balls of various sizes        | • BOSU balls                                 |
| • Exercise bands of different resistance  | • Balance pods                               |
| • Dumbbells of various weights            | • Index cards                                |
| • Body bars of various weights            | • Pens                                       |
| • Specialty bars for plate-loaded weights | • Small apparatus data collection worksheets |
| • Jump ropes                              | • Small apparatus workout plan templates     |

### Introduction

*Today, we're continuing our theme of creating workouts that can be done at home. As you can see from the collection of materials in front of you, you are going to explore different ways you can work out with small equipment that doesn't cost much. Before the physical activity, let's discuss fads and fallacies and myths about working out, trends in fitness equipment, and workout protocol. Once we conclude the discussion, you will join three others in your assigned group and move to the assortment of pre-selected fitness equipment. First, you will identify the names of the equipment and, as a group, determine at least one exercise for each major muscle group that you can work out using that particular piece of equipment. At the end of the day, you will turn in your list of exercises for every station.*

## Instructional Task: Class Pre-Test and Discussion

### ■ PRACTICE TASK

Prepare a list of fitness fads and facts, and have students respond on index cards whether each statement is a fad or a fact.

Here are some examples: You can spot-reduce fat; no pain, no gain; weight resistance training does not burn fat; carbohydrates are bad.

Review each statement, and discuss how and why it is a fad or a fact.

### Extensions

- Have students identify other concepts they believe to be fad or fact and discuss their implications.
- If time permits, show a brief video on fads and fallacies in fitness.

### Student Choices/Differentiation

- Have examples for students to view if needed.
- Students can work in small groups or pairs.

### What to Look For

- Students are aware of the fads and fallacies related to fitness products and activities.
- Students can identify the principles behind the fallacies.

## Instructional Task: Small Apparatus Stations

### ■ PRACTICE TASK

After students complete their dynamic warm-ups, have them separate into groups and move to a station where one type of small apparatus is located. Small apparatus equipment can include stability balls, medicine balls, kettlebells, elastic bands, and BOSU balls.

Have students identify at least one exercise for each major muscle group using the selected small apparatus.

Rotate stations after a set time.

### Extensions

- Students can identify more than one exercise for a muscle group.
- Students can identify an exercise that engages more than one muscle group.

### Refinement

Provide feedback to students about going through the full range of motion in the exercises.

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**EMBEDDED OUTCOME: S5.H3.L1** Instruct students to be creative when experimenting with the new equipment. See if they can make an exercise that combines two or more body parts. If students enjoy the new exercises, they will be more likely to continue to do them.

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### Student Choices/Differentiation

Students develop their own combinations.

### What to Look For

- All the muscle groups are being used.
- The exercises listed are appropriate for the selected muscle group.

## Instructional Task: Small Apparatus Workout Plan

### ■ PRACTICE TASK

Provide students with index cards, and ask them to create a total-body workout plan using various small apparatus equipment. Plans should address opposing muscle groups.

#### Extensions

- Have students create a three-day workout plan.
- Have students create a four-day push–pull routine or a five-day split routine using only small apparatus equipment.

#### Student Choices/Differentiation

- Students can work with a partner.
- Have examples of total-body workout plans available for students to view.

#### What to Look For

The total-body workouts include all major muscle groups.

## Instructional Task: Small Apparatus Workout Practice

### ■ PRACTICE TASK

After students perform their dynamic warm-ups, have them select an index card from the stack and participate in the workout program on the card.

Students perform one set of 12 to 15 reps of each exercise. Students will cool down with their static stretching routines.

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**EMBEDDED OUTCOME: S.4.H5.1.1** Remind students about safety, proper form and technique, and gym etiquette in cleaning the equipment before leaving the station.

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#### Student Choices/Differentiation

Students select the workout card they are interested in.

#### What to Look For

- Students are using proper form.
- Students are following appropriate safety and etiquette rules.

## Formal and Informal Assessments

- Index card responses on fads and fallacies
- Workout plans for small apparatuses
- Exit slip: What were the strengths and weaknesses of the workout plan on the index card?

## Closure

- In this lesson, we have discussed how some small apparatus equipment is good while others are more likely a fad.
- Many commercials suggest that their equipment is the best product out there for developing fitness.
- Knowing what pieces of equipment are fads can help you make better decisions when purchasing fitness products.
- Understanding how and when to use various types of equipment can have many benefits, including working out from home, using equipment at the gym, and purchasing appropriate fitness equipment.

## Reflection

- Did students perform the same exercises with the small apparatuses or did they try to create new and different exercises?
- Did students have enough time at each station to allow them to explore various exercise options?

## Homework

- Take the index card home and review the workout program. Write a paragraph on your experience going through the workout, and describe how it felt.
- Record your body-weight exercise repetitions and exercises in a log. Include your physical activity outside of class.

## Resources

Cissik, J., & Dawes, J. (2015). *Maximum interval training*. Champaign, IL: Human Kinetics.  
Internet keyword search: "fitness fads," "fitness fallacies"