

Effective Training with NO Equipment

PACM – April 13 2021

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1. Session Goals

In this session, participants will:

- Explored a variety of exercises that best suited for home workouts
- Create 'back pocket' templates for quick workout creation
- Look at ways to (p)regress and progress exercises to create inclusivity
- Get your MacGuyver skills on point for creative exercise options
- Have are refined workout ready to go!

In the end, I want you to feel confident in your ability to make workouts for your kids that they will benefit from, in part, because they can actually do them at home.

2. Home Workout 'Musts'

What makes a workout practical for your students to perform at home?

- It can be performed with limited floor space
- It requires no equipment OR allows for easy-access, improvised equipment
- It involves low risk movements and is easy to adapt for varied ability levels

Floor Space

One of the barriers to at-home activity is limited space. Many students live in apartments with shared rooms and limited space.

Workouts shouldn't require more space than what a student's own body occupies lying on the floor. This leaves room for lying exercises and some more dynamic standing moves.

Equipment

While some students have their parents' or older siblings' random equipment lying around, most do not. This means you want to get very familiar with bodyweight exercises and the variety of ways you can make them more difficult for those kids who need more of a challenge.

QUESTION: If you were to suggest one piece of equipment for students to buy, what would it be?

JETHRO'S PICK: Looped bands. They are portable, low cost, and versatile. I prefer loop bands over tube bands with handles as loops allow for a greater variety of exercises and are generally more durable.

Exercises

There is no 'one size fits all' when it comes to exercises. A student may have an injury, a physical limitation, or less developed movement skills/capacity that precludes them from performing a specific exercise. A workout should include planned out (p)regressions and progressions to address students' ability level and health status (injuries/conditions).

(P)regression: a variation of a movement that allows the student to experience a similar stimulus but at a reduced level of difficulty*

Progression: a variation of a movement that presents a similar stimulus but places a greater demand* on the student

* refers to *movement complexity* and/or *load*

The good thing is that there is a plethora of exercises to draw from that can meet students where they are at on their movement journey.

3. Goals

QUESTION: What do you want to accomplish with your workout?

I am generally trying to accomplish 3 things:

1. Help students grow in their movement competency and confidence
2. Create a situation in which students can build full-body strength through selected movements (exercises)
3. Provide an opportunity to get into the moderate-vigorous HR zone

→ We need to make this happen with little space and likely NO equipment.

4. Workout Creation

Preface: I am not suggesting that there is only one way to create a workout. The suggestions I provide are ones that I have found to make workout creation streamlined while still leaving room for creativity.

QUESTION: What do you first think about when creating a workout?

- *Style/ Format?*
- *Exercises you want to include? Thinking about students' ability levels?*
- *Equipment? In the case of a home workout, you'd need to be creative here*

I often start with an idea in mind of what I'd like my workout to be. This may be connected to a theme ('Superhero Workout') or a specific goal ('Lower Body Burn'). Sometimes, it's as simple as wanting a solid, full-body workout that's going to get my students some quality movement and a lot of time in 65-85% MHR (moderate zone).

Both workout format (arrangement of exercises) and exercises selection interplay as I create. Let's start with exercise selection.

Exercise Selection Part 1: Choices

QUESTION: What guides your decision making around exercise selection?

I want to get the most return for my time in a workout. This means I usually go for a full-body workout. The FM5+ categories help me with this:

FM5+: Functional Movement 5+

<u>Movement</u>	<u>Major Muscles</u>	<u>Example</u>
Pushing	a./m. delt, pecs, triceps	Push-Up
Pulling	p. delt, rhomboids, lats, biceps	Band Row
Knee Dominant	quads , glutes, hams	Squats
Hip Dominant	hams , glutes, quads	Glute Bridge
Core	too many to mention!	Plank
+ Cardio specific	moves to increase HR	Jumping Jacks

The FM5 captures the multitude of exercises out there and put them into categories based on the similar muscle groups utilized and their associated movements. Addressing all of the movement groups will help you to efficiently challenge most muscle groups during your workout. The '+' is added to 'FM5' since cardio-focused exercises can incorporate elements of all categories and is focused more on increasing heart rate than specific muscular development.

Instead of trying to find one exercise to train the pecs, one to train the triceps, and one for the shoulders, I might think about a pushing exercise that hits most of these like the push-up.

QUESTION: Look back at the list of exercises from the previous page. Can you think of more examples for these categories? Write them in the list below

FM5+ Exercise Example List

Pushing	
Pulling	
Knee Dominant	
Hip Dominant	
Core	
Cardio	

NOTE: The FM5+ makes subbing exercises in or out a bit easier for those who need alternatives. Simply select a different exercise from the same group. This will allow them to get a similar muscular challenge but with a more appropriate exercise for them.

Example Workout	
<u>Warm-Up</u>	<u>Workout</u> Work/Rest: 30/30
Seal Jacks Deep Squat Toe Touch Reverse Lunge & Reach Lateral Squats World's Greatest Stretch	Squats Push-Ups OR Push-Up Lowers (Hands Elevated) Sherwin Shuffles Glute Bridges → Feet Elevated option Bent Over Reverse Flys → Towel Pull-Apart Rows Short Skaters Hops OR Steps Slow Mountain Climbers → Slider Climbers

Exercise Selection Part 2: Practicality

Don't forget, this session is about making effective home workouts.

When you've created a workout, you must ask yourself if all of your exercises can easily be done from home? Do they require equipment that a student must buy?

Here are two ways you can adapt your workouts to become more practical for your students to perform at home.

Improvised Fitness Equipment (IFE)

- Classic IFEs
 - Milk/Water jug
 - Bag of rice
 - Backpack with heavy books
 - Soup cans – although very light, still movement!
 - What else?
- Lesser Used IFEs
 - Towel (see Appendix B)
 - Wall (see Appendix B)
 - Doorway – good for pull exercises
 - Couch – great for (p)re & progressing

Modifications

When students are at home, whether they are working out in their own time or via a multi-student video class, we aren't able to observe them well enough to ensure that they are using the techniques best suited to them (based on ability, injury, etc.). It is extremely demotivating for a student to have to struggle through a workout because they can't execute the technique well or it causes pain.

This is when having (p)regression options provided or in your back pocket is invaluable. Some common ways to progress an exercise:

- Using elevation in the form of a couch or chair
- Unload the movement- focus simply on the movement
- Choose a less challenging exercise from FM5+ category OR a completely different exercise

Format Part 1: Arrangement

There are many ways you can arrange your exercises to create a workout. Consider how the exercises flow off of one another to create the right amount of difficulty and recovery from one exercise to the next.

Examples:

Basic Full-Body

1. Squats (Knee Dom.)
2. Push-Ups (Push)
3. Glute Bridges (Hip Dom.)
4. Bent Over Fly (Pull)
5. Jumping Jacks (Cardio)
6. Front Plank (Core)

Rest x3 sets

→ the exercise order allows for rest between the muscle groups

Full-Body Core & Cardio Focus

1. Shuffles (Cardio)
2. Lunges (Knee Dom.)
3. Band Row OR Towel Row w/ Pull-Apart (Pull)
4. Side Plank Rolls (Core)
5. Skater Jumps (Cardio)
6. Single Leg RDL (Hip Dom.)
7. Band Overhead Press OR Wall Pike Press (Push)
8. Glute Bridge March (Core)

Rest x2 sets

→ core and cardio get some extra attention and are distributed evenly

The Leg Burner

1. Squats (Knee Dom.)
2. Lunges (Knee Dom.)
3. Jumping Jacks (Cardio)
4. Fast Mountain Climber (Core/Cardio)
5. Lateral Lunges (Knee Dom.)
6. Deadlifts with Band OR Filled Backpack (Hip Dom.)
7. Skater Jumps (Cardio)
8. Glute Bridge March (Core)

Rest x2 sets

→ the core/cardio exercises still emphasize leg work but decrease the load

These are very linear examples of exercise arrangements. There are many other workout formats as well, such as AMRAP, Wheel, and EMOM. (See Appendix C for several templates.)

TASK:

→ *Part 1. Select some exercises you would like to put into a workout. Look at the exercises you've chosen. Consider how you might change the order of the exercises to give a flow that you feel maximizes what you are trying to accomplish. Also consider if you'd like to pop in any additional exercises.*

→ *Part 2. Create a new template. Think of a challenge that you want to present to your students. Craft a template that emphasizes certain exercises to accomplish this. Once the template is created, slot in exercises you'd like to use.*

NOTE: You certainly don't have to make every workout one that covers all FM5 categories. For example, having a fun core focused workout or one that gets after the legs like the 'The Leg Burner' (above) are getting you quality work. It is when you look at your workouts over the course of the unit/term/year that you want to evenly address the FM5 so that they get a somewhat balanced muscular development. In general, I try to make the majority of my workouts full-body.

BONUS NOTE: You won't lose by adding extra pulling and hip dominant exercises because the muscles involved in these often get neglected in daily life movement!

Format Part 2: Work Load

Once you have selected your exercises and their layout/order, you need to decide how much work they are going to do.

Work for Reps

Upside: You can control how much work a student is accomplishing. It also helps them to hold themselves accountable to the work they need to complete.

Downside: A student working out on their own may rush the reps to get it over with or take forever to get it done.

Because the exercises are mostly unloaded or lightly resisted, you may choose 12-20 reps.

Work for Time

Upside: Workout duration is set. This is particularly nice for students working out on their own time as they know how much time to set aside for the workout.

Downside: Sometimes you get less reps completed and sometimes more based on student motivation/effort on a particular day.

60 second total Work/Rest intervals make workout timing easy. A beginner may do a 30/30 Work/Rest which means they will work for 30 seconds and rest the following 30 seconds. This would be repeated for each exercise until the set/circuit is completed.

A workout with 6 exercises per set (at Work/Rest of 30/30), followed by 1 minute of rest after a set, and repeated for 3 sets would always take 21 minutes $\rightarrow (6+1) \times 3 = 21$ minutes

To increase the challenge, you simply change the Work/Rest.

Example:

Original workout Work/Rest = 30/30
Progress to 35/25 then 40/20 then 45/15

TASK:

\rightarrow Part 3.

- *Write out what your work/rest intervals will be.*
- *Decide on the amount of rest that can be taken after an entire set is completed*
- *How many sets will there be.*
- *Total the time*
- *Lastly, you may wish to use reps instead of intervals. Decide on rep amounts. (Reps don't all need to be the same.)*

TADA! Workout complete!

5. Summary

6. Appendix Overview & Questions

APPENDIX A – Home Exercise Resources

As I started to write an extensive list of exercises, it hit me that you may have no way of knowing what exercises the names were referring to. Instead, check out my PE YouTube page. There are numerous playlists, each containing an extensive list of videos with examples and tutorials.

Here are a few of the playlists:

- Lower-Body Exercises
- Upper-Body Exercises
- Core Exercises
- Band Workouts
- Follow-Along Bodyweight Workouts
- ...and more

→ Go to: **[YouTube.com/TecVocPEHE](https://www.youtube.com/TecVocPEHE)**

→ For regular doses of fitness content, check me out on Instagram: **@MisterBeActive**

A few other Fitness-Related Resources:

- Book: 'Your Body is Your Barbell' by BJ Gaddour
 - On YouTube and Instagram (@bjgaddour) – I wouldn't share him as a resource with students as he is a bit crass BUT his fitness content is incredible as a resource for you
- @achievefitnessboston (Instagram)
 - A fantastic and knowledgeable resource worth sharing with students
- @dave_rbt (Instagram)
 - Dave "The Band Man" Schmitz is the pre-eminent source for use of resistance bands; he also has a YouTube channel

APPENDIX B – Improvised Fitness Equipment

Towel

There are several ways you can use a towel. The first two involve using the towel to create resistance.

1. Isometric Hold: This means you maintain a static hold while the muscles work against the unwavering resistance of the towel. Other isometric variations may involve maintaining an isometric contraction in some muscles while allowing movement in other areas. (Best with bath or beach towel.)

Examples:

- Isometric Lunge w/ Isometric Arm Curl – maintain lunge
 - Mid Hold Push-Up
 - Pull-Aparts – perform 3-5 sec isometric holds
 - Bent Over Row (towel under foot)
2. Dynamic Tension: This involves working against the resistance of the towel with one limb while another limb, that is holding the towel, slowly moves to allow movement in the joints of the working muscles.

For both of these, the holds could be as short as 3-5 seconds or as long as a times work interval if you need more of a challenge. These are best with a bath or beach towel.

Examples:

- Bent Over Row w/ Isometric Pull-Apart – maintain isometric pull-apart while performing row movement
- Vertical Towel Pull w/ Isometric Pull-Apart (half-kneeling)
- 1-Arm Vertical or Horizontal Push-Pull (half-kneeling)
- Alternating Vertical or Horizontal Push-Pull (half-kneeling)

→ There are endless combinations of holds as well as holds with movement

The next two towel exercises types involve using them to create movement

3. Sliding: A towel works great on smooth surfaces like hardwood and linoleum to allow for smooth movements to challenge both core strength and cardio. These are best with hand cloths but large towels work too. Paper plates are an alternative on carpeted floor.

Examples:

- Sliding Lunges – reverse or lateral
 - Leg Curls → Glute Bridge Leg Curls
 - Body Saw
 - Wax-On, Wax-Off Push-Up Hold
 - Slider Mountain Climbers
4. 'Battle Towel': In the place of a battle rope, a towel can be used to get the arms moving the towel quickly against air resistance for some solid cardiovascular intervals. (Best with bath or beach towel.)

Examples:

- Double Arm Waves – BIG and powerful OR small and quick
- Side to Side Waves
- Wave Jacks
- Arcs
- Lunge Hold Chops

Wall Exercises

Any sturdy wall can serve as support for (p)regressed exercises as well as providing resistance for isometric exercises.

Examples:

- Wall Sit - classic!
- Wall Sit Iso Row
- Wall Sit Vertical Arm Slides
- Wall Push-Up → Wall Push-Off
- Pike Wall Press
- Assisted Face the Wall Squat – angled forward w/ arms extended to wall
- Assisted Single Leg RDL
- Wall Sprints – angled forward w/ arms extended to wall and high knees
- 1 Arm Plank Press – Push-Up Hold with 1 arm on floor and other extended to wall

APPENDIX C – Workout Format Exemplars & Considerations

There are a lot of ways you can format a workout. This includes just a few to get you started. The key is to get creative and find formats that YOU have fun leading. If you are having fun, your kids are more likely to have fun as well.

1. The following workout formats could utilize timed intervals or reps.

Circuit

A circuit is a group of exercises that you move through completely before taking a rest. The exercises could be completed for reps or for time. In the example below, the workout can be completed with a 30/30 Work/Rest interval for each exercise or for the prescribed reps.

Example:

Full-Body Circuit

Work/Rest = 30/30

OR Complete for Reps with rest between exercises as needed

- | | |
|------------------|------------------|
| 1. Squats | x12 |
| 2. Bent Over Fly | x10 |
| 3. Glute Bridges | x12 |
| 4. Push-Ups | x5-10 |
| 5. Skater Jumps | x20 |
| 6. Front Plank | x10 slow breaths |

Rest: 1 minute x3 sets

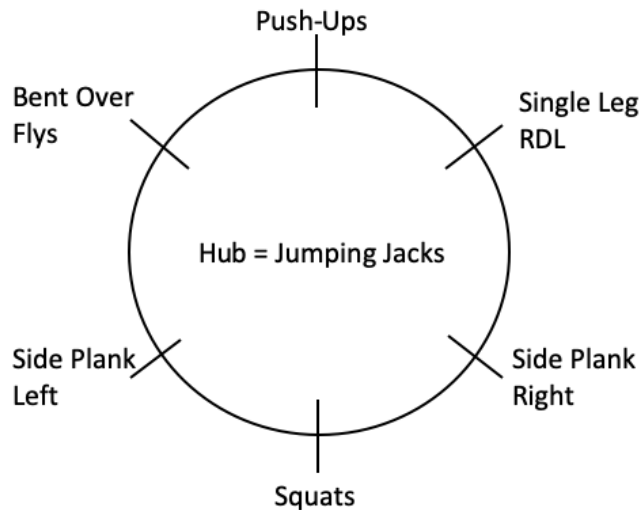
Circuits can have as many exercises as you like and can be completed for as many sets as you like. It is all about balancing the two to create a workout length appropriate for your class.

KEY CONSIDERATION: Think about the order of exercises and the muscles involved. Lower body exercises following each other are often manageable but back to back upper body exercises can be tough, particularly for beginner exercisers.

Wheel

A 'wheel' is a form of circuit but doesn't follow the linear path of a traditional circuit. Instead of going through a sequential series of exercises, as in the example of the 'Circuit' format, a wheel workout has a 'hub' exercise that is always returned to after completing the outer 'spoke' exercises. Take a look at the example below:

Example:



The flow of this wheel would be as follows:

Hub > Spoke > Hub > Spoke > Hub > etc.

Jumping Jacks > Push-Ups > Jumping Jacks > Single Leg RDL > Jumping Jacks > etc.

You would work around the wheel, returning to the hub after each spoke exercise, until you complete the last spoke exercise. Then you would rest and possibly repeat.

The wheel can be rep-based or interval-based. You could time the hub and spokes with equal time intervals or have the hub longer or shorter than the spokes. It's up to you.

KEY CONSIDERATION: When selecting a hub exercise, you might consider a few things. Firstly, if the spokes are very strength-based, use the hub as a break with a cardio or core exercise. If the spokes are cardio, use the hub as a chance to slow things down with a strength movement. Secondly, make sure the reps/timing of the hub is appropriate for that particular exercise as students will be getting a lot of reps in. That said, the wheel format does provide a chance to get a lot of practice in for a single exercise.

2. The following formats are hybrids- combining both reps and time.

AMRAP – As Many Rounds As Possible

Not to be mistaken with 'As Many REPS As Possible', the objective here is to complete the prescribed reps for a given set of exercises in a specific amount of time.

In the example below, you want to cycle through exercises 1-5 as many times as you can in 15 minutes.

Example:

Complete As Many Rounds As Possible in 15 minutes

1. Alternating Lunges x12
2. Push-Ups x8
3. Squat Jumps x5
4. Band Rows x10
5. Burpees x5

An AMRAP could have as many exercises as you like, however, you want to balance the amount of exercises with the time given to complete them. For example, if you give 15 minutes to complete 10 exercises, you will have many students who hardly get through a second set.

Another option is creating a pair of AMRAP with less exercises in each:

Example:

AMRAP A – 10 minutes

1. Burpees x10
2. Band Pull-Aparts x10
3. Plank-Ups x10

AMRAP B – 10 minutes

1. Jumping Jacks x20
2. Glute Bridges x10
3. T-Planks x10

This workout format can be used as a fitness benchmark as it gives an indicator of students' conditioning. It reflects both cardiovascular and muscular endurance. Give students the workout at the beginning of the year and have them record how many sets they complete. Have them perform it one or two times subsequent to that (using the same weights or variations) and see if they were able to complete more work. Improvement could be the result of needing less rest between exercises and improved muscular endurance reflected in the speed of completing each exercise.

KEY CONSIDERATION: There is a risk of students compromising technique to increase speed. This is something you would want to talk to them about. This format is certainly not suitable for all groups of students. Older, more experienced students who can monitor their technique better would benefit more from this.

CAFAP – Complete As Fast As Possible

This is the cousin of the AMRAP. Simply put, you prescribe a number of exercises with a set number of reps for each. The goal is to complete the work as quickly as possible and record the time. Work could be completed in sequence (complete the first exercise then move on) or in portions (complete little bits of each at a time until all the work is done).

Example:

Complete the following As Fast As Possible

1. Glute Bridges x50
2. Push-Ups x20
3. Squats x50
4. Jumping Jacks x200
5. Mountain Climbers x100

This workout doesn't suit itself as well to a group workout as completion times may be drastically different. Similar to the AMRAP, you could set a baseline at the beginning of the year and retest one or two more times to identify progress.

KEY CONSIDERATION: Much like with the AMRAP, there is a risk of students compromising technique to increase speed. Nip this in the bud immediately. NEVER sacrifice technique for speed. Additionally, provide rep range options and exercise alternatives so everyone can experience success.

EMOM – Every Minute On the Minute

This is a very simple format. It generally involves using only 1-3 exercises at a time. In an EMOM, students will begin the prescribed work at the beginning of a minute. Once they have completed the work, they have the remainder of the minute to rest until a new minute begins at which point they start the work again. This continues until the total prescribed minutes have elapsed.

Example:

EMOM #1 – 5 minutes

Burpee Variation x10-15

EMOM #2 – 10 minutes

1. Jump Squats x5
2. Push-Ups x5
3. Jumping Jacks x10

The key is knowing your students' ability levels. In EMOM #1, students can choose as few as 10 reps if they know they will need more recovery time. On the flip side, 10 may be too few for those with higher fitness levels. In EMOM #2, there are 3 exercises to choose from which means the rep range will need to be lower for each to give enough time to rest after all three are completed.

KEY CONSIDERATION: Keep in mind, rest will decrease as the minutes pass and fatigue sets in. This should be considered as you decide on exercises, reps, and total EMOM length.