



Trial Supersoft Weights

(Pronounced “TREE-AL”)

Item #18161: 1.1 lbs, Violet	Item #18166: 5.5 lbs., Red
Item #18162: 1.6 lbs, Yellow	Item #18167: 6.6 lbs, Orange
Item #18163: 2.2 lbs., Pink	Item #18168: 8.8 lbs., Green
Item #18164: 3.3 lbs., Violet	Item #18169: 11 lbs., Red
Item #18165: 4.4 lbs., Blue	Item #18171: 13.2 lbs., Blue

- **Overview.** These soft, flexible weights feature a specially-designed grip for a comfortable hold. The 1.1 lb. weight in violet (#18161) and 1.16 lb. weight in yellow (#18162) also float, making them perfect for water exercise.
- **What Are the Educational Applications?** Trial Supersoft Weights are a fun way to improve fitness-related skills including strength and balance through the use of a uniquely designed weight. The specially designed weights can be used by students of all abilities during activities such as aerobics, yoga, pilates and more! Incorporating muscle strength and balance exercises may help prevent many injuries.
- **How Can I Use This Product With My Students?**
 - **Where:** Indoors, outdoors, or in the pool.
 - **Age:** Six years through adult.
 - **Group Size:** From one person to a group of five people.
 - **Basic Skills Needed:** Throwing, catching, grasping, lifting, balancing.

The Games/Activities

- **Activity #1: Balance**
 - a. **Objective:** To improve one's static balance.
 - b. **NASPE Standard:** 1, 2, 3, 4, 5, 6
 - c. **Set Up:** Place one polyspot for each student approximately 3 yards away from one another, to serve as a visual cue indicating where the students should stand. Place two weights on top of each polyspot. The amount of weight should be based on each student's developmental ability level; use lower weights for beginning students.
 - d. **How to Play:** Students stand on a polyspot, keeping their feet shoulder width apart, knees slightly bent and holding onto one Trial Supersoft Weight in each hand. Students perform the following activities five or more times under teacher direction holding the position for 10 seconds, or what the teacher deems as developmentally appropriate:

1. Stand on one foot with the other leg bent 90° off the floor with the knee at waist height in front of the body. Hold the position for 10 seconds without moving from the polypspot. Keep the arms outstretched to the sides.
2. Same as above, but lift the arms over head.
3. Same as above, but twist from the left to the right with arms extended.
4. Same as above, twisting from the right to the left with arms bent at 90° and close to the body.
5. Perform #1-4 above, keeping the non-supported leg to the side.
6. Same as above, but bend forward at the waist moving the arms down in front of the body to touch the toes. The non-supported leg should extend straight behind the body acting as a counter balance.
7. Perform all of the activities above switching supporting and non-supporting legs.
8. Rise up on tip-toes and perform the arm movements in activities 1-4.
9. Stand in a heel-toe position (right foot ahead of the left foot, with toes touching heel) and perform arm and trunk movements in activities 1-4, and 6.
10. Same as activity 9, placing the left foot in front of the right foot.
11. Stand with knees slightly bent and shoulder width apart. Hold the weight in the right hand keeping both arms down at the sides. Lift the right leg up at a 90° angle with the thigh parallel to the ground, and balance on the left leg. Pass the weight from the right hand to the left hand under and around the leg (right to left hand under the leg; left to right hand over the leg). Perform this activity standing on the right leg with the left leg in the air.

e. Extensions: Students stand on a polypspot, keeping their feet shoulder width apart, knees slightly bent

1. Perform all of the activities above with the eyes closed.
2. Increase the weight by one lb. increments only if it is developmentally appropriate.
3. Use one weight in each hand and perform the activities listed above.
4. Ask students to answer questions pertaining to:
 - Which was easier: performing the activities with eyes open or closed? (NASPE Standard 2)
 - Which was easier: performing the activities with arms out to the side or close to the body? (NASPE Standard 2)
 - Why were different sized weights used? (NASPE Standard 5)
 - Why do people work out and the importance of working out? (NASPE Standard 6)

• **Activity #2: Individual Core Strength Activities Using One Weight**

a. Objective: To improve one's core strength using one weight.

b. NASPE Standard: 1, 2, 3, 4, 5, 6

c. Set Up: Place one polypspot for each student approximately 3 yards away from one another as a visual cue indicating where the students should stand. Place one weight on top of each polypspot. The amount of weight should be based on each student's developmental ability level; use lower weights for beginning students.

d. How to Play: Students stand on a polypspot, keeping their feet shoulder width apart, knees slightly bent and holding onto the weight using both hands. Students perform the following activities 6-10 repetitions each, or what the teacher deems as developmentally appropriate, under teacher's direction:

1. Twist to the right and to the left.
2. Twist to the right and when twisting to the left, bring the weight over the left shoulder. Then start from the left and when twisting to the right bring the weight over the right shoulder.
3. Reach to the ground and then up over the head in one movement.
4. Place right leg in front of the left leg, slightly bent. Hold the weight in the left hand. Pass the weight from the left hand to the right hand passing it between the legs. Once the weight is in the right hand, jump up into the air landing with the left leg in front of the right. Pass the weight from the right hand to the left hand, passing it between the legs.
5. Hold the weight in the right hand. Start with the arm holding the weight hanging down at the side. Lift the weight up in front of the body, keeping the arm slightly bent, over the head. Perform the same activity with the weight in the left hand.
6. Hold the weight in the right hand with left leg in front of the right leg slightly bent. Bend at the waist and move forward toward the left foot with the weight in hand. After the weight reaches the left foot, straighten up the torso while bringing the weight up toward chest level, keeping the arm bent, close to the body and bringing the elbow back and parallel to the ground (keeping it bent). Perform the same activity with the weight in the left hand. (see next page for illustration.)



7. Perform core strength activity (one weight) #6, but instead of bringing the elbow back and parallel to the ground, bring it over head, directly over the same shoulder of the hand that's holding it. Perform the same activity with weight in the left hand.
8. Perform core strength activity (one weight) #6, bringing the arm with the weight in it back to original position as listed in activity #6 and then across the body to the left side, keeping it close to the body. Perform the same activity with weight in the left hand.



9. Stand with the knees slightly bent and shoulder width apart. Hold the weight in the right hand, keeping both arms down at the sides. Move the right arm around the back, moving the left arm around the back as well. Pass the weight to the left hand. Bring the left hand holding the weight around to the front of the body, bringing the right hand also to the front of the body to pass the weight from the left hand to the right hand. Perform the same activity starting with the weight in the left hand, passing it behind the back to the right hand.
 10. Same as core activity (one weight) #9, but pass the weight around the thighs and then the calves (either keeping the legs together so the weight is being passed around both legs; or do each leg individually).
 11. Same as the core activity (one weight) #9, but in a figure 8 pattern around legs.
- e. Extensions: Increase the weight by one pound increments when performing activities for a second time (only if it is appropriate to do so).

• **Activity #3: Individual Core Strength Activities Using Two Weights**

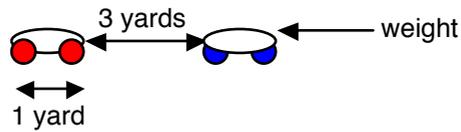
- a. Objective: To improve one's core strength using two weights.
- b. NASPE Standard: 1, 2, 3, 4, 5, 6
- c. Set Up: Place one polyspot for each student approximately 3 yards away from one another as a visual cue indicating where the students should stand. Place two weights on top of each polyspot. The amount of weight should be based on each student's developmental ability level; use lower weights for beginning students.
- d. How to Play: Students stand on a polyspot, keeping their feet shoulder width apart, knees slightly bent and holding onto one weight in each hand. Students perform the following activities 6-10 repetitions each, or what the teacher deems as developmentally appropriate, under teacher's direction:
 1. Stand with knees slightly bent and shoulder width apart. Hold one weight in each hand. Hold the right weight up toward shoulder level (elbow bent and arm close to the body), and the left extended down toward the ground and close to the body. On the teacher's signal, move the right weight down toward the ground while moving the left weight up toward the left shoulder. Keep arms close to the body – this should resemble rapid arm curls.
 2. Perform the core activity (two weights) #1, keeping the legs in a staggered position with the left foot in front of the right foot approximately 2-3' apart. After four complete repetitions, lower the body by bending the knees down a seated position while still moving the weights up and down. After reaching a lower position, slowly straighten knees back up to original standing/starting position, continuing to move the weights in an alternating up/down motion.
 3. Perform the core activity (two weights) #2, and after four complete repetitions, jump up in the air, switching leg positions and landing with the right foot in front of the left.
 4. Stand with the knees slightly bent and shoulder width apart. Hold one weight in each hand, palms facing up, keeping the arms hanging down at each side close to the body. Bend both arms at the

elbows up toward the shoulder at the same time (as in an arm curl) keeping the elbows close to the body. Bring arms back down to resting/starting position. Perform same activity while holding the weights with palms down.

5. Stand with the knees slightly bent and shoulder width apart. Hold one weight in each hand arms at sides, palms facing behind the body. Bend elbows up to the sides, parallel to the ground (as in an upright row). Hold for four seconds and bring the arms back down to the starting position.
 6. Same as the core activity (two weights) #5, but alternate between the right elbow up with the left arm down, then left elbow up with right arm down.
- e. Extensions: Increase the weight by one pound increments when performing activities for a second time (only if it is developmentally appropriate).

•Activity #4: Partner Core Strength Activities, Back to Back

- a. Objective: To improve one's core strength with a partner and one weight.
- b. NASPE Standard: 1, 2, 3, 4, 5, 6
- c. Set Up: Place two polypots 1 yard apart. Each set of two polypots should be placed 3 yards apart. Place one weight in the middle of each polypot set. The amount of weight should be based on each student's developmental ability level; use lower weights for beginning students.



- d. How to Play: Students are placed in partner groups with each partner standing on a polypot, back to back, keeping feet shoulder width apart, knees slightly bent. One partner holds onto the weight with both hands. Students perform the following activities 6-10 repetitions each, or what the teacher deems as developmentally appropriate, under teacher's direction:
 1. The partner with the weight twists and passes it to the right. The other partner twists to the left and takes the weight, twists to the right passing the weight back to their partner. Change direction.
 2. Same as the partner core strength activity #1, with the partner with the weight passing the weight low (by ankles) to be taken by the other partner who passes the weight up over the right shoulder. Change direction.
 3. Same as the partner core strength activity #1, but with partners standing in a straddle position. The first partner with the weight passes it overhead with the other partner receiving the weight overhead, who then passes it through the legs. Change direction.
 4. Partners take one step away from one another and pass the weight in a figure 8 pattern. Change directions.
 5. Perform partner core activities #1-4 from a sitting position.
 6. Place the weight in the middle of the polypots. Each partner places his/her hands on his/her own polypot in a push up position. One partner uses one hand to support him/herself while using the other hand to flip the weight one time to the side (either right or left). That partner may place both hands on the polypot. The other partner does the same movement, flipping the weight back to the original position. Have students move the weight to both right and left sides and alternate using the right and left hands to support and flip the weight.
 7. Have partners face each other and lay on their backs with their knees bent and legs together, and the partner's toes barely touching each other. One partner begins by holding the weight across his/her chest. Both partners simultaneously do a bent- knee sit-up. Once they meet at the top the partner with the weight hands it over to the other partner, who holds it as both partners lay back down. Repeat the sit-ups with alternating hand-offs. Challenge students to see how many sit-ups they can complete in 30 seconds.
 8. Partners sit in a bent-knee sit up position facing each other. Partner "A" places the weight on the right foot and lifts it, passing it to Partner "B". Partner "B" uses his/her left foot to place the weight on his/her left foot (without using hands). Partner "B" then passes the weight to his/her own right foot. Then Partner "B" passes the weight to Partner "A," who uses his/her left foot to place the weight on it. Change directions.
- e. Extensions: Increase the weight by one pound increments when performing activities for a second time (only if it is developmentally appropriate).

- **Safety Issues & Concerns:** Tell the students to be careful when lifting the weights, because they can be heavy depending on the weight used and the strength of each student. Therefore, it is helpful to warm up before the games, paying close attention to warming up all of the large muscle groups.

Meets These NASPE Standards

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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Do you have an idea for a brand new product or a new game idea? We would be happy to speak with you - contact us at <http://www.FlagHouse.com/NewIdeas>

Please direct your questions or concerns regarding this product to the appropriate office listed below between the hours of 8AM-6PM Eastern Time

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