

LESSON 5: CONTROL

Grade-Level Outcomes

Primary Outcomes

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

Movement concepts, principles & knowledge: Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

Embedded Outcomes

Stress management: Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L1)

Physical activity knowledge: Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. (S3.H2.L2)

Lesson Objectives

The learner will:

- refine movements in Pilates exercises.
- apply the terminology associated with Pilates to advanced performance of movements.
- identify stress-management techniques and how Pilates can help manage stress.

Equipment and Materials

- Mats
- Music
- Stereo equipment
- Resistance bands

Introduction

Today, we'll begin practicing some new Pilates movements that might be more difficult than the ones you've learned so far. Because I'm introducing new movements, we'll make the principle of control the focus of the workout. We also will discuss how Pilates can play a role in stress management.

Instructional Task: Warm-Up (10-14 Minutes)

■ PRACTICE TASK

Have students lead the warm-up from Lesson 1.

Stand in Pilates posture (standing straight, with good alignment, relaxed shoulders, hands resting on thighs).

In the hook-lying position (neutral spine), students practice the four-count breathing technique.

Do pelvic pull-ups (6-8).

Student Choices/Differentiation

- Students can choose their own mat and band.
- Students can volunteer to lead the warm-up.

What to Look For

- Students are breathing deeply.
- Students achieve an optimal range of motion in the stretches.
- Students are performing core-based exercises with control and at the optimal pace (3 seconds up, 3 seconds down). Breathing is essential and should be focused on exhaling on the way up.

Instructional Task: Pilates Workout (30-40 Minutes)

■ PRACTICE TASK

Lead a new series of Pilates exercises. The sequence should include some from the beginner routine and can include a mixture of new beginner and intermediate exercises. Demonstrate each exercise for students. Specify the number of repetitions or time for each exercise. Verbally cue the sequence. The principle of control is the focus.

- Anterior core (abdominals, obliques, and hip flexors): 5-7 minutes
- Anterior leg work (quadriceps): 5-7 minutes
- Side-lying work (on each side) for lateral leg movements (gluteus medius and obliques): 10-14 minutes
- Posterior core (trapezius, lats, erector spinae): 5-7 minutes
- Posterior legs (glutes, hamstrings): 5-7 minutes

Here are some ideas for exercises (remember that most exercises work the abdominals and more than one muscle group):

- Anterior core: hundred, chest lift, chest lift with rotation, roll like a ball, roll-up, open-leg balance, plank, saw, abdominal arcs, press-ups from knees or toes
- Anterior leg work: one-leg circle, squats, quad lifts
- Side-lying work: mermaid, side kick, outer thigh lifts, inner thigh lifts
- Posterior core: plank, saw, swan, wall roll-down, press ups from knees or toes, rhomboid raises, bridge, lumbar lift, clock face
- Posterior legs: open-leg balance, wall roll-down, squats, hamstring curls

Refinement

Reinforce the importance of doing the exercises slowly, using the core to stabilize and control the movements.

Student Choices/Differentiation

- Use video clips to review the exercises.
- Use a poster board to remind students of the sequence.
- Students can modify the number of repetitions for their level.

What to Look For

- Students are performing all exercises with control.
- Students are breathing rhythmically, with the exhale on the more difficult (concentric) phase of the movement.
- Students are creating long lines in their movements.

Instructional Task: Cool-Down (5-6 Minutes)

■ PRACTICE TASK

Use the stretching routine from Lesson 1 followed by relaxation—supine and prone—with a focus on breathing.

EMBEDDED OUTCOME: S.3.H.14.1.1. During the cool-down, discuss different ways to manage stress.

Guiding questions for students:

- What are some ways to manage stress with physical activity?
- What other techniques can you think of to manage stress?
- Can you give some examples of techniques you've tried and found helpful?
- In what ways can Pilates help with stress?

Student Choices/Differentiation

- Stretches can be performed using a band.
- Students move through the stretches at their own pace.

What to Look For

- Students are performing the stretches slowly and with control.
 - Students are holding each stretch for 30 to 60 seconds.
 - Everyone is contributing to the discussion.
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Formal and Informal Assessments

Exit slip: What exercise was the most challenging for you today?

Closure

- How did you like the changes to the workout?
- Was it harder? Did you feel as if you could still focus on control while learning new moves?
- Next class, we will work on refining our new exercises and practice some of the stress-reduction techniques we talked about today.

Reflection

- Which exercises are students struggling with?
- Where are they most successful?
- Review exit slips and blog entries.

Homework

Make at least one blog entry and discuss how you felt about the new exercises I introduced today. I will be looking at your blogs before the next class. (Embedded outcome: S3.H2.L2)

Resources

Corbin, C., & Le Masurier, G. (2014). *Fitness for life*. Champaign, IL: Human Kinetics.

Crowther, A., & Petre, H. (2009). *Total Pilates: The step-by-step guide to Pilates at home for every-body*. London: Duncan Baird.

Internet keyword search: "Pilates," "stress management," "breathing in Pilates"