

LESSON 7: STANDING EXERCISES

Grade-Level Outcomes

Primary Outcomes

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

Nutrition: Designs and implements a nutrition plan to maintain an appropriated energy balance for a healthy, active lifestyle. (S3.H13.L1)

Embedded Outcomes

Health: Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

Fitness knowledge: Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)

Lesson Objectives

The learner will:

- refine movements in Pilates exercises.
- demonstrate fluid transitions between exercises.
- complete a pre-assessment on nutrition knowledge.

Equipment and Materials

- Mats
- Music
- Stereo equipment
- Resistance bands
- List of stretches
- Heart rate monitors, if available
- Nutrition pre-assessment quiz

Introduction

We all know that physical activity such as Pilates is important to a healthy lifestyle, but we shouldn't overlook the role that nutrition plays in our health, energy balance, and performance. You'll complete a pre-assessment on nutrition today so that I can see what you already know, and then we'll build from there. We also will change our sequence a little today by adding some standing exercises at the beginning. Then we'll practice our most recent workout with a focus on flow.

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

■ PRACTICE TASK

Have students choose new stretches for each major muscle group from a list. Use these stretches as a warm-up.

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.

Change pelvic pull-ups to the butterfly exercise (6-8 reps).

Refinements

- Remind students to keep the neck and shoulders relaxed and the toes pointed.
- Rehearse a movement to be performed later: pli  squat.
- Emphasize long and graceful movements, like a dancer.

Student Choices/Differentiation

- Students can choose their own mat and band.
- Students choose the stretches.

What to Look For

- Students are breathing deeply.
- Students achieve an optimal range of motion in the stretches.

Instructional Task: Pilates Workout (30-40 Minutes)

■ PRACTICE TASK

Specify the number of repetitions or time for each exercise. Verbally cue the sequence. The principle of flow is the focus.

Standing lower-body exercises (plié squats; single-leg raises to front, side, and back; calf raises; or other standing exercises): 7-10 minutes

Lead the Pilates exercises from Lesson 5:

- 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): 8-10 minutes
- Posterior core (trapezius, lats, erector spinae): 5-7 minutes
- Posterior legs (glutes, hamstrings): 5-7 minutes

Refinement

Provide corrective feedback specific to smooth transitions between movements and fluidity in each exercise.

EMBEDDED OUTCOME: S3.H10.L2. Students use heart rate monitors (or take heart rate) to check heart rate at the end of the warm-up, at the end of the standing exercises, and during the main workout. Compare the results. Ask students what zone they were in during the main workout and to compare that with other activities.

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 staying within their capabilities and not straining to complete the exercises.

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: S5.H1.L1. Review the health benefits of Pilates.

Guiding questions for students:

- How does Pilates address the components of health-related fitness?
- What other health or wellness benefits are there in Pilates?
- How does Pilates compare with another physical activity that you practice?

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 30 to 60 seconds.
- Students are able to identify the benefits of Pilates for health and well-being.

Instructional Task: Nutrition Pre-assessment

■ PRACTICE TASK

Administer a quiz on basic nutrition and energy balance.

Student Choices/Differentiation

Allow students to take the quiz home if more time is needed.

What to Look For

Students have at least a basic knowledge of nutrition and energy balance.

Formal and Informal Assessments

- Nutrition pre-assessments
- Exit slip: Name the new exercises we added to the sequence today.

Closure

- Did you find the butterfly to be more difficult than pelvic pull-ups? Why?
- What was most challenging about the standing exercises?
- How did your heart rate change over the course of the workout? Would you consider this workout to be aerobic?
- Were you able to experience flow in the sequence today? How does that affect the quality of your workout?

Reflection

- Are students performing the regular sequence confidently?
- Do I need to provide more challenge for some of the students?
- Do students understand the benefits of Pilates and how these benefits might be different from other activities they enjoy?
- If not, what types of misconceptions are there, and how can they be addressed?
- Review pre-assessments to determine students' level of nutrition knowledge.

Homework

- Make at least one blog entry that discusses which benefits of Pilates are most important to you and why.
- Keep a food log for at least three days, recording everything you consume.

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,” “standing routines,” “squats,” “plié squats,” “energy balance”