

LESSON 13: PLANNING A PILATES SEQUENCE

Grade-Level Outcomes

Primary Outcome

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

Embedded Outcomes

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

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)

Working with others: Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups. (S4.H4.L1)

Lesson Objectives

The learner will:

- demonstrate competency in specified body-weight and resistance-training exercises by performing and practicing the skills correctly.
- develop a 12-minute Pilates sequence in a group of three.

Equipment and Materials

- Mats
- Music
- Stereo equipment
- Exercise balls
- Resistance bands
- Steps with riser
- Paper and pencils

Introduction

Let's review the results of the quiz from our last lesson.

What did you think of using blogs to monitor your workouts and record your feelings? Did you find it effective for monitoring your progress? What other types of technology or social media could you use to monitor your physical activity? (Embedded outcome: S3.H2.L2) Today, we'll practice our last body-weight workout. This time, we'll focus on the principle of flow. Because you have practiced these exercises already, you should be able to make the sequence more fluid. At the end of class, you'll gather in small groups and start planning your own short Pilates routines.

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

■ PRACTICE TASK

Students use their partner-created sequences from Lesson 11 to stretch.

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 the cobra exercise (hold for 20-30 seconds).

Add a balancing position—walking the tightrope.

Rehearse the pli  squat and lunge.

Student Choices/Differentiation

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

What to Look For

- Students are breathing deeply.
- Students achieve an optimal range of motion in the stretches.
- Students are releasing their breath while holding the cobra position.

Instructional Task: Resistance Training With Pilates (30-40 Minutes)

■ PRACTICE TASK

Students have an individual station of a mat, resistance band, and stability ball. They begin at individual stations sitting on the ball. Students first perform exercises for the abdominal region.

- Center crunches
- Crunches side to side (alternating left to right)
- Supine stationary bridge (students roll out to place the ball underneath the cervical spine of the upper back and create a bridge between the feet and the ball, keeping the hips lifted)

Extensions

- Students perform exercises for the back using the ball. Students are prone, with the ball under the rib cage and abdominal area.
 - Back extensions (students raise upper body off the ball)
 - Leg lifts (with hands on the ground in front of them for support, students lift each leg individually with a straight knee)
 - Prone stationary bridge/plank (students walk out onto hands, placing the ball under the knees, shins, or ankles and holding the position)
- Students use the ball against the wall to complete lower-body exercises. They first stand with the ball between their backs and the wall. Students use the ball to lean into for support when performing the exercises.
 - Squats (ball will direct up and down movement)
 - Lunges
- Students now face the wall with the ball between the abdominal region and the wall.
 - Heel raises (for calves)
 - Leg raises to the side
 - Leg raises to the back

Refinement

As students are transitioning from one position to another, remind them to focus on making the movement smooth and graceful.

Student Choices/Differentiation

- Placement of ball in relation to the core of the body will determine difficulty, and students may choose their own level. A ball closer to the feet increases difficulty.
- For ball exercises, students may use a single leg for a more advanced exercise.
- Students may choose to perform back and abdominal exercises with the ball or the mat.
- Students choose the depth of the exercise to vary intensity and difficulty.
- Students choose the height of the exercise to vary intensity and difficulty.

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.
- Head, neck, and shoulders remain relaxed during the movements.
- Movements are done slowly.

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.

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.

Instructional Task: Developing a Pilates Sequence

■ PRACTICE TASK

At the end of the module, we will have a Pilates Power Show where you will have a chance to show how proficient you are at Pilates.

You will spend the rest of today's class working on a sequence in groups of three. Your task is to develop a 12-minute Pilates sequence that includes

- *anterior and posterior core exercises,*
- *anterior and posterior leg exercises,*
- *at least one set of stability ball exercises, and*
- *at least one set of exercises with resistance bands.*

Your sequence should have a balance between opposing muscle groups (Embedded outcome: S3.H7.L2) and implement the six principles of Pilates.

You can use the list of exercises you made as a starting point for planning the sequence, but make sure you have all the required components. You do not have to plan a warm-up. We will do that as a whole class before you start your sequences. Each of you will lead the sequence for approximately 4 minutes.

Distribute the scoring guide and review it with the students.

Students work together to draft a sequence.

EMBEDDED OUTCOME: S4.H4.L1. Students must think critically about the requirements and apply their knowledge of Pilates movements and muscle groups to develop an appropriate, balanced sequence.

Student Choices/Differentiation

- Provide a handout with instructions.
- Students choose their groups.
- Students choose the exercises.
- Develop a template to help students plan the sequence.

What to Look For

- Students are contributing equally to the planning.
 - Students are using their prepared lists to generate ideas.
 - Students are accurately aligning the exercises with the required components.
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Formal and Informal Assessments

Completed blog entries assigned in Lesson 12

Closure

- Are you feeling confident about the way you are doing these body-weight exercises?
- What do you think you can improve on?
- Do you have any questions about your Pilates sequence?

Reflection

- Review final blog entries and discussion. Do students see other ways of using technology to support physical activity?
- Was the principle of flow apparent in students' movements?
- Are they working together well to plan a movement sequence?

Homework

- Work with your group to finish your plan for your Pilates sequence.
- Keep collecting data for your behavior-modification plan.

Resources

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

Exercise for beginners: www.exercise.about.com

Internet keyword search: "Pilates," "body-weight exercises," "resistance training with Pilates"