

LESSON 9: BEHAVIOR-MODIFICATION PLAN

Grade-Level Outcomes

Primary Outcomes

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

Challenge: Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

Assessment & program planning: Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1)

Embedded Outcomes

Movement concepts, principles & knowledge: Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

Working with others: Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)

Lesson Objectives

The learner will:

- refine movements in Pilates exercises.
- use an exercise ball to perform core exercises.
- challenge personal balance by using an exercise ball.
- describe elements of a behavior-modification plan.

Equipment and Materials

- Mats
- Music
- Stereo equipment
- Resistance bands
- Exercise balls
- Handouts with assignment instructions
- Paper and pencils

Introduction

Nice job on your food intake analysis. Nutrition can be very complex, but if you understand the basics, it will go a long way to helping you eat well, have more energy, and perform at your best. You also were asked to think about a health or physical activity behavior you would like to change and set a goal for yourself. I thought about this myself and decided I would like to manage the stress in my life better. Would anyone else like to share their goals? We're going to spend some time today talking about a behavior-modification plan we'll be working on for the rest of the module.

I also will introduce an exercise ball into our sequence. The exercise ball, sometimes called a physio ball or Swiss ball or stability ball, is a great way to engage your core and test your balance. Ball exercises are often the same exercises we've done on the mat, but adding the ball brings a whole new element. I'll be keeping our standing and side core exercises in our routine, but I'll modify the rest of it so we can spend time on ball work. Since these are new exercises, we'll focus on the principle of control.

Instructional Task: Behavior-Modification Discussion

■ PRACTICE TASK

Give students a handout with instructions for the behavior-modification plan assignment (SHAPE America – Society for Health and Physical Educators, 2014, p. 99). Review the instructions and the rubric for evaluating the plan (pp. 100-101). Have students write their goals in behavioral terms so they are measurable in a two-week period. Ask students to indicate how they will collect data to measure the goal. Students exchange goal statements with a partner to review.

Guiding questions for students:

- Do you think your partner's goal is measurable? Why or why not?
- Is it reasonable to achieve the goal within the two-week time frame? If not, how would you adjust it?
- Will the data measure the goal? If not, what would you suggest?

EMBEDDED OUTCOME: S4.H3.L1 Reinforce the importance of support and constructive, specific feedback between partners.

Student Choices/Differentiation

- Students choose their partners.
- Provide samples of goals, timelines, and measures for students to use as examples.

What to Look For

- Discussion between partners is supportive and constructive.
- Students are able to write SMART goals.

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

■ PRACTICE TASK

Use the student stretching sequence from Lesson 7.

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 butterfly exercise (6-8 reps).

Extensions

- While feet are in the air, add an arm reach, lifting the chest and head off the floor.
- Rehearse movements to be performed later: pli  squat, lunge.

Student Choices/Differentiation

Students can choose their own mat and band.

What to Look For

- Students are breathing deeply.
- Students achieve an optimal range of motion in the stretches.
- Feet are at 45 degrees in pli  squat.

Instructional Task: Pilates Workout (30-40 Minutes)

■ PRACTICE TASK

Design an exercise ball sequence. To ease the transition to the ball, use as many exercises as you can from the sequences practiced since Lesson 5 and add a few specific to the ball. Demonstrate the selected exercises, and have students practice them before starting the sequence. Specify the number of repetitions or time for each ball exercise. Verbally cue the sequence. The principle of control 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

Side core exercises for obliques (side bends, side stretches): 5-7 minutes

Lead the new stability ball exercise sequence.

- Anterior core (abdominals and obliques): 5-7 minutes
- Posterior core (lats, erector spinae): 5-7 minutes
- Posterior and anterior legs (glutes, hamstrings, quads): 5-7 minutes

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

- Anterior core: roll-out, V pass, ball twist
- Posterior core: back extension, reverse hyperextension
- Posterior and anterior legs: butt lift, hip lift, lunge with foot on ball

Refinement

Remind students that it's normal to lose your balance and even fall off the ball at first. Tell them not to get discouraged—it's supposed to be challenging—and to just pick up where they left off.

Guiding questions for students:

- How does the stability ball change the exercise and why?
- Are you using fewer or more muscle units when using the ball compared to when you are on the floor?

EMBEDDED OUTCOME: S2.H2.L1. Use the ball exercises to illustrate how rotation of the ball destabilizes the body and how the muscles in the core will compensate to regain stability.

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 maintaining proper alignment during leg exercises—for squats, knees should not extend past the toes.

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.
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Formal and Informal Assessments

- Exit slip: How does the body compensate for the rotation of the ball?
- Review behavior-modification plans during the warm-up and cool-down. Return to students with any comments.

Closure

- How did the resistance ball affect your workout today?
- What exercises are the most challenging for you?
- Do you have any questions about the behavior-modification plan?
- Start collecting your baseline data so you can work on your plan in Lesson 11.

Reflection

- Were students successful when adding the resistance ball to the routine?
- Which exercises need more refinement for students to demonstrate proper form?

Homework

- Make at least one blog entry about your Pilates workout related to using the exercise ball.
- Complete the next step in your behavior-modification plan (step 3: the what and why of the change) and add three potential triggers that may help or hurt your changing your behavior (step 5) (SHAPE America, 2014, p. 99). The assignment and rubric are posted on the school's physical education website.
- Start collecting your baseline data (step 4) (SHAPE America, 2014, p. 99).

Resources

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

SHAPE America – Society for Health and Physical Educators. (2014). *National standards and grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.

Exercise for beginners: www.exercise.about.com

Internet keyword search: "Pilates," "exercise or physio or stability or Swiss ball exercises"