

LESSON 16: PILATES POWER SHOW

Grade-Level Outcomes

Primary Outcomes

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

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)

Embedded Outcomes

Working with others: Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)

Personal responsibility: Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)

Lesson Objectives

The learner will:

- refine Pilates exercises.
- perform a 12-minute Pilates sequence in a group of three.
- lead a segment of the sequence.

Equipment and Materials

- Mats
- Music
- Stereo equipment
- Exercise balls
- Resistance bands
- Steps with riser
- Peer assessment forms

Introduction

Let's take a few minutes to talk about your behavior-modification plans. Overall, I was very impressed with your write-ups. Most of you had good success with your plan, but if you didn't, that's okay, too. You just needed to explain how you would change things next time. I hope you can see how using a systematic process like this can be an effective way to manage and modify your lifestyle choices. (Embedded outcome: S4.H1.L1) Let's quickly review today's format.

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

■ PRACTICE TASK

Groups of four perform their stretching sequence created in Lesson 14.

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 sphinx exercise (hold for 20 seconds).

Do the tiger stretch (hold for 20 seconds).

Walk the tightrope.

Do the stork balancing exercise.

Rehearse the pli  squat and lunge.

Student Choices/Differentiation

- Students can choose their own mat and band.
- Students chose the exercises.
- Students choose their groups.

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 sphinx position.
- Students are able to maintain balance in the stork position.

Instructional Task: Pilates Power Show

■ PRACTICE TASK

Four groups of three work together. One group performs their sequence while a second assesses, a third video records, and the fourth provides support. Rotate until each group has performed each role.

EMBEDDED OUTCOME: S4.H3.I.2. Students lead and cue for 4 minutes of the 12-minute sequence.

Extensions

- Take a photo of students while leading as an artifact for their fitness portfolios.
- Groups vote on awards, such as toughest sequence, best abs sequence, best flow sequence, and so on.

Student Choices/Differentiation

- Students choose their groups.
- Students choose the exercises.
- Students choose which segment to lead.

What to Look For

- Students are helping one another with the sequences.
- Sequences exhibit good alignment with the requirements.
- Performances look organized and smooth.
- Students lead confidently.

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

- Peer assessments
- Summative evaluations of video performances

Closure

- Great job with the Pilates Power Show today. I saw some very impressive sequences that showed just how much progress you've made.
- I hope you are feeling stronger, more fit, and more knowledgeable about Pilates and that you will make this activity part of your regular physical activity program.
- Be sure to look over the next set of modules, and be ready to choose one next class.

Reflection

- Did students progress sufficiently to be able to do Pilates on their own?
- Do I need to modify the behavior-modification assignment to allow more time?
- What would I do differently next time I teach this module?

Homework

Check the school's physical education website for the next set of modules, and make a choice for next class.

Resources

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

Exercise for beginners: www.exercise.about.com