

## LESSON 10: EXERCISE BALLS

### 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:** 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)

#### Embedded Outcomes

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

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

### Lesson Objectives

The learner will:

- refine movements in Pilates exercises.
- use an exercise ball to perform core exercises.
- conduct a peer assessment for one of the exercises.

### Equipment and Materials

- Mats
- Music
- Stereo equipment
- Resistance bands
- Exercise balls
- Video recording device
- Paper and pens

### Introduction

*How is your baseline data collection going? Be sure to finish that up because you'll need it to write a draft of your behavior-modification plan next class. I've made some comments about your goals and triggers, so be sure to look those over. Then we'll practice the Pilates sequence from last class, including the ball work. We're going to focus on the principle of precision today, and your partner will conduct a peer assessment of you on one of the exercises.*

## Instructional Task: Warm-Up (10-14 minutes)

### ■ PRACTICE TASK

Students lead the 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 with upper-body movement (6-8 reps).

Rehearse the pli  squat and lunge.

## Student Choices/Differentiation

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

## 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.
- Students are releasing their breath while doing the butterfly.

## Instructional Task: Pilates Workout (30-40 Minutes)

### ■ PRACTICE TASK

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

Standing lower-body exercises (pli  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 sequence used in Lesson 9:

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

## Refinement

As students are performing each exercise, provide feedback related to precision—how closely they are replicating the ideal version of the exercise. This feedback may relate to lengthening the pose, to the position of the hands and feet (flexed, pointed), or to engaging the core to gain control.

## 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 improving in their balance on the ball.

## Instructional Task: Peer Assessment

### ■ PRACTICE TASK

In pairs, have students write down the key points for a selected Pilates exercise. Have them record each other executing the exercise. Students peer-evaluate with the checklist they made.

**EMBEDDED OUTCOME: S.4.H.3.1.1** Students need to work together to complete the task. Remind them to provide feedback in a constructive and supportive manner.

## Student Choices/Differentiation

- Students can select the exercise they evaluate.
- Students choose their partners.

## What to Look For

- Students' checklists reflect the key components of the exercise.
- Students are cooperating to get the task done.

## 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.

## Formal and Informal Assessments

Peer assessments and checklists

## Closure

- What did you learn about your skillfulness from watching the video?
- How usable was your checklist? Were there items you would change?
- Don't forget to finish your baseline data collection and bring it to class next time.
- I will also be checking in on your blog before the next class, so make sure your entries are up to date.

## Reflection

- Review peer assessments and checklists.
- Did students identify the key points for the exercise?
- Were they able to provide meaningful feedback?

## Homework

- Make at least one blog entry about what you learned from the peer assessment.
- Finish collecting your baseline data to use in your plan. Bring it with you next class. (Embedded outcome: S3.H11.L1)

## 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](http://www.exercise.about.com)

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