

## LESSON 11: RESISTANCE BANDS

### 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:** Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

#### Embedded Outcomes

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

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

### Lesson Objectives

The learner will:

- continue to develop a behavior-modification plan.
- apply the terminology associated with Pilates body-weight and resistance-training exercises.
- demonstrate competency in specific body-weight and resistance-training exercises by performing and practicing the skills correctly.

### Equipment and Materials

- Mats
- Music
- Stereo equipment
- Exercise balls
- Resistance bands
- Steps with risers
- Pencils and paper
- Templates for planning

### Introduction

*Today, I'll change our workout and start using body-weight exercises that you can perform without weights or resistance equipment. We'll focus on the principle of centering as you learn these new movements. At the end of class, you will create a behavior-modification plan for a two-week time period using your baseline data.*

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

### ■ PRACTICE TASK

Students pair up and plan their own stretching sequence of four to six exercises. Students then implement their own stretching 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.

Add the rope-pulling movement for eight counts (6-8 reps).

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.
- Feet are at 45 degrees in pli  squat.
- Students are releasing their breath while doing the rope-pulling movement.

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

**■ PRACTICE TASK**

Students have an individual station of a step with risers, an exercise ball, a mat, and a resistance band. The first group of exercises are standing. Students use the step as a balancing tool by holding it in front of them.

Specify the number of repetitions or time for each exercise. Verbally cue the sequence. The principle of centering is the focus for the workout. Exercises are performed while holding onto the step for balance.

- Pli  squats
- Heel raises
- Lunges (turned to the side)
- Leg raises to the side
- Leg raises to the back

Students assume a supine position on the mat, with the ball placed under the ankles or calves (feet resting on top of ball).

- Bridge (raising hips off the floor to maintain position statically)
- Bridge with leg curl (same as in the previous exercise but adding a leg pull with the ball)

Students use the ball (or the mat) to complete lower-back exercises. Students are prone and perform upper-body extension, raising the head and shoulders off the ball or mat.

Students use the ball (or the mat) to complete abdominal exercises. Students are supine and perform spinal flexion of the upper body (crunches) either on the ball or on the mat.

**Extension**

Students can incorporate resistance bands with some of the exercises to make them more challenging.

**Refinements**

- Before each exercise, cue students to focus on centering and engaging the core to stabilize the movement.
- Bridge is essentially a back bend; each time students do a bridge, they should be able to lift the body a little further. Have students think about getting their chins to their chests.

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**EMBEDDED OUTCOME: S5.H2.L2.** This progression is an opportunity to teach students about the importance of challenging themselves to improve their strength.

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## Student Choices/Differentiation

- For the standing exercises, students determine how deep they want to go.
- For the ball exercises, students can do a single leg for a more advanced exercise.
- Students can choose to do back and abdominal exercises with the ball or the mat.

## 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: Behavior-Modification Plan Draft

### ■ PRACTICE TASK

*Using the baseline data you collected, write down a two-week plan for changing your behavior so you can meet the goal you set. Be sure to be specific, remembering to include how you will measure your progress. (Embedded outcome: S3.H11.L1)*

## Extension

Exchange drafts with a partner, who will critique the plan using the first five items of the rubric for the assignment (SHAPE America, 2014, p. 100).

## Student Choices/Differentiation

- Students choose their partners.
- Provide examples of a completed plan for students to look at.
- Provide a template to make planning more transparent.

## What to Look For

- Students are realistic about how much they can accomplish over the two-week period.
- Students are focused on just the elements in the rubric.
- Peers are providing feedback in a constructive manner.

## Formal and Informal Assessments

Peer critiques

### Closure

- How did you like the new exercises I added today?
- Did you find bridge challenging?
- How are you doing on your data collection for your plan? What questions do you still have about the assignment?
- Review for a quiz next class.

### Reflection

- Review peer critiques for common themes.
- Were students able to get the key elements of their plans down?
- Were the peer critiques helpful in identifying any gaps or misalignments?

### Homework

- Make at least one blog entry with your reaction to the body-weight exercises you learned today.
- Continue collecting data for your plan.
- Review the names of the exercises, principles, and muscle groups we've been working for a quiz next class. Check the school's physical education website for resources.

### 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," "body-weight exercises," "resistance training with Pilates"