

LESSON 12: BODY-WEIGHT WORKOUT

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 Outcome

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

Lesson Objectives

The learner will:

- apply the terminology associated with Pilates body-weight and resistance-training exercises in a quiz.
- demonstrate her competency in specified 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 riser
- Quizzes and pens

Introduction

Today, we'll practice our last body-weight workout. This time, we'll focus on the principle of precision. Because you have practiced these exercises already, you should be able to be more exacting in your positioning. You'll take a quiz at the end of class.

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

■ PRACTICE TASK

Students use their partner-created sequences from the previous lesson 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.

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

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

Repeat the workout from Lesson 11. Specify the number of repetitions or time for each exercise. Verbally cue the sequence. The principle of flow is the focus for the workout. Exercises are performed while holding onto the step for balance.

- Plié 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.

Refinement

For bridge, move the heels a little closer to the buttocks. Clasp hands underneath the body while holding the position.

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: Quiz on Terminology

■ PRACTICE TASK

Administer a quiz on terminology, exercises, muscle groups, and principles of Pilates.

Student Choices/Differentiation

Allow extended time if needed, or give the quiz in a take-home format.

What to Look For

- Students know which exercises use which muscle groups.
- Students understand the six principles.

Formal and Informal Assessments

Cognitive test

Closure

- How difficult were the ball exercises for you?
- What muscle groups did you work?
- Next class, you will have an opportunity to develop your own Pilates sequence with a partner. To get started, come to class with a list of Pilates exercises you would like to include.

Reflection

- Is the precision of the movements improving?
- Are students able to hold the positions longer?
- Review results of cognitive test for misconceptions or gaps.

Homework

- Make a list of Pilates exercises you enjoy and bring it to class next time.
- Keep collecting data for your behavior-modification plan.
- For your final blog entry, reflect on how Pilates can be a part of an active lifestyle and how using a blog supported (or didn't support) your progress. (Embedded outcome: S3.H2.L2)

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"