

LESSON 14: INTERMEDIATE PILATES SEQUENCE

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 Outcome

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

Lesson Objectives

The learner will:

- refine Pilates exercises.
- practice and refine a 12-minute Pilates sequence in a group of three.

Equipment and Materials

- Mats
- Music
- Stereo equipment
- Exercise balls
- Resistance bands
- Steps with riser
- Paper and pencils
- Video recording devices

Introduction

After our warm-up today, we will try out an intermediate Pilates sequence for about 30 minutes. Let's focus on control while you try some new exercises. Then you'll spend some time practicing your group sequences for the Pilates Power Show. At the end of class, we'll review the last requirements of your behavior-modification plans.

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

■ PRACTICE TASK

Have two sets of partners get together to share their stretching routines. Have them generate a new sequence of four to six exercises.

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 sphinx exercise (hold for 20 seconds).

Walk the tightrope.

Add the stork balancing exercise.

Rehearse pli  squat and lunge.

Student Choices/Differentiation

- Students can choose their own mat and band.
- Students choose 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: Resistance Training With Pilates (30 Minutes)

■ PRACTICE TASK

Design or use an intermediate Pilates sequence (you can use a DVD if you wish). Students have individual stations of a mat, resistance band, and stability ball.

- Suggestions for posterior and anterior core: crisscross, single-leg stretch, swan with neck roll, double straight-leg lowers, teaser with one leg (or both) extended, planks, waist whittler (add weights if desired)
- Suggestions for legs: rainbow, hamstring stretch with band, Tobago thighs, abductor stretch with band
- Suggestions for arms: biceps curls with bands, triceps extensions with bands, Pilates press-ups (from toes)

Extension

Students choose two ball exercises and perform them on their own.

Refinement

Remind students to perform each movement slowly and with control.

Student Choices/Differentiation

- Students can choose to do back and abdominal exercises with the ball or the mat.
- When performing leg lifts, students can choose the height of the lift to vary intensity and difficulty.
- Students can choose the depth of the exercise to vary intensity and difficulty.

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: Practice Sequence

■ PRACTICE TASK

In groups of three, students review their plans and practice the sequence, refining their movements.

Extension

Students may use video recording devices to review their movements and help refine them.

EMBEDDED OUTCOME: S4.H3.I.1 Reinforce supportive and constructive communication while students are practicing.

Student Choices/Differentiation

- Students choose their groups.
- Students choose the exercises.

What to Look For

- Students are helping one another with the sequence.
- Students are improving their performance.
- Students are asking clarifying questions.

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.

Review the remaining requirements of the behavior-modification plan.

- Graph the two-week data.
- Compare the results to the baseline data.
- Write a reflection (step 8).

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

Exit slip: What do you think your group still needs to practice before the show?

Closure

- Which exercises were most challenging in the intermediate sequence?
- Great job practicing your sequence today. Next time, you'll practice leading a segment of your sequence.
- Any final questions about your behavior-modification plan, due next class?

Reflection

- Were the intermediate exercises too much of a jump?
- Do I need to make adjustments for next class?
- Review exit slips to focus students on key points to practice in their sequences next class.

Homework

- Finish collecting data for your behavior-modification plan.
- Graph and analyze the data.
- Write up the reflection and turn it in next class.

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," "Pilates sequences," "Pilates exercises"