

LESSON 4: FLOW

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)

Fitness knowledge: Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. (S3.H9.L2)

Embedded Outcome

Physical activity knowledge: Applies rates of perceived exertion and pacing. (S3.H3.L2)

Lesson Objectives

The learner will:

- refine basic Pilates exercises.
- apply the concept of flow in the workout.
- relate muscle fiber type to muscle development.

Equipment and Materials

- Mats
- Music
- Stereo equipment
- Resistance bands or straps
- RPE chart
- Worksheets and pencils

Introduction

By now, you should have set up your blog and completed at least one entry. Is anyone having trouble with this? Today is our last class with the beginner's workout, and we'll focus on the flow concept. How is flow exhibited in Pilates exercises? The movements are supposed to be graceful and fluid, with smooth transitions. This will be your fourth class with these exercises, and you have enough control now that you can try making the movements flow. Who remembers how to use the RPE scale? We'll use that later in class today. Let's start with our warm-up.

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

■ PRACTICE TASK

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 pelvic pull-ups (6-8).

Repeat the warm-up from Lesson 1.

Student Choices/Differentiation

Use visual aids or review video clips to demonstrate stretches and exercises.

What to Look For

- Students are breathing deeply, focusing on exhaling on the way up.
- Students achieve an optimal range of motion in the stretches.
- Students are performing core-based exercises with control and at the optimal pace (3 seconds up, 3 seconds down).

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

■ PRACTICE TASK

Use the beginner workout from Lesson 1. Specify the number of repetitions or time for each exercise. Verbally cue the sequence. The principle of flow is the focus of the workout.

EMBEDDED OUTCOME: S3.H3.1.2. Briefly review RPE. Have students assess their RPE at the beginning and the end of the workout.

Refinement

Reinforce and provide feedback to students about the smoothness of their movements and transitions.

Guiding questions for students:

- Did focusing on flow affect your technique? If so, how?
- How did your RPE rating change from the beginning of the workout to the end?
- Did focusing on flow alter the way you felt during the workout? In what ways?

Student Choices/Differentiation

- Use a poster board to remind students of the sequence.
- Students can modify the number of repetitions for their level.
- Hundred: Students can start with feet on the floor or in tabletop position (harder).
- Roll like a ball: Students can practice C curve or supported roll-back.
- Plank and mermaid: Students can have the lower arm extended or forearm on the mat.
- For leg exercises, students with tight hamstrings can bend slightly at the knees.

What to Look For

- Students are performing all exercises with control and at an optimal pace.
- Students are engaging the core to help with stability and balance.
- Students are breathing rhythmically, with the exhale on the more difficult (concentric) phase of the movement. Students should not hold the breath.

Instructional Task: Cool-Down and Discussion (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: Identifying Muscle Fiber Types**■ PRACTICE TASK**

Discuss the different types of muscle fibers (type I, type IIa and IIb) and their relationship to performance.

Guiding questions for students:

- Which type of fiber is also known as slow twitch? Fast twitch?
- Which type is resistant to fatigue and has a low force output?
- Which has high force output for a short duration?
- Which fiber type is a combination?
- How might muscle fiber type affect your Pilates training?

Have students complete a worksheet where they must come up with examples of physical activities that predominantly use the three different fiber types.

Extension

Students draw connections between the different fiber types and the different energy systems (aerobic or anaerobic glycolysis, ATP–CP).

Student Choices/Differentiation

- Use visual aids of muscle fibers.
- Students can work in pairs.
- Students can complete the assignment for homework if more time is needed.

What to Look For

- Students can differentiate between static and dynamic stretching.
- Students can align terminology correctly with the types of strengthening exercises they are doing.

Formal and Informal Assessments

Worksheets

Closure

- Who can tell me the differences between type I and type II muscle fibers?
- I could really see a difference in the smoothness of your transitions today—well done!
- Next class, I will add new exercises to our workout routine.

Reflection

- How did students do with focusing on flow? Were their movements more fluid?
- Review worksheets to check for understanding.

Homework

Make at least one blog entry. Comment on the flow concept in today's workout.

Resources

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

Pilates exercises: <http://pilates.about.com/od/pilatesmat/tp/BeginnerExercises.htm>

Internet keyword search: "Pilates," "Pilates beginner workouts," "Pilates principles," "muscle fiber types"