

## LESSON 6: STRESS MANAGEMENT

### 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 Outcome

**Stress management:** Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L2)

### Lesson Objectives

The learner will:

- refine movements in Pilates exercises.
- apply the terminology associated with Pilates to advanced performance of movements.
- self-assess his technique in one Pilates movement.
- apply stress-management techniques through Pilates exercises and breathing techniques.

### Equipment and Materials

- Mats
- Music
- Stereo equipment
- Resistance bands

### Introduction

*Today, we will practice our workout from our previous class and work on refining those movements. Specifically, we want to use the principle of precision as we perform the exercises. Who can tell me what this principle means? This is the principle that keeps us focused on perfecting the movement. One movement performed meticulously is better than several done in a middling sort of way. We'll also follow up on our stress-management discussion by practicing some strategies.*

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

### ■ PRACTICE TASK

Students lead the warm-up from Lesson 1.

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).

### Student Choices/Differentiation

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

### What to Look For

- Students are breathing deeply.
- Students achieve an optimal range of motion in the stretches.

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

### ■ PRACTICE TASK

Review and lead the Pilates exercises from Lesson 5. Specify the number of repetitions or time for each exercise. Verbally cue the sequence. The principle of precision is the focus.

- Anterior core (abdominals, obliques, and hip flexors): 5-7 minutes
- Anterior leg work (quadriceps): 5-7 minutes
- Side-lying work (on each side) for lateral leg movements (gluteus medius and obliques): 10-14 minutes
- Posterior core (trapezius, lats, erector spinae): 5-7 minutes
- Posterior legs (glutes, hamstrings): 5-7 minutes

### Refinement

If students are having difficulty making the movements precise, remind them the movement can be small as long as the position can be maintained. It is not necessary to move through the full range of motion until they have control.

### Extension

Students may opt to add resistance to selected exercises with a band.

### 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 or time 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.
- Core muscles are contracted.

## Instructional Task: Self-Evaluation

### ■ PRACTICE TASK

Students get a partner. One student records the other performing one exercise from the sequence. Students then self-assess their movement to refine their technique. After the assessment, students practice the movement with corrections.

### Extension

Students can ask partners to review the video and provide feedback to supplement their own assessment.

### Student Choices/Differentiation

- Provide a checklist to aid in the self-assessment.
- Students choose their partners.

### What to Look For

- Students are accurately evaluating their technique.
- Students are making appropriate corrections when practicing.

## 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.

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**EMBEDDED OUTCOME: S3.H14.L2.** During the relaxation phase of the cool-down, have students focus on the breathing technique, attending to the rise and fall of the rib cage and abdomen. Relate this to deep abdominal breathing and how these techniques can be used in almost any setting to reduce stress.

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### 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 30 to 60 seconds.
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## Formal and Informal Assessments

Self-assessments

### Closure

- What did you learn from your self-assessment?
- Were you able to make good adjustments to improve your technique?
- How did focusing on precision help or hinder your progress?

### Reflection

- Was there any improvement in students' performance from last class to this one?
- Were they able to constructively assess their technique?
- What do we need to spend more time on?

### Homework

Make at least one blog entry that includes what you learned from your self-assessment.

### Resources

- Corbin, C., & Le Masurier, G. (2014). *Fitness for life*. Champaign, IL: Human Kinetics.
- Crowther, A., & Petre, H. (2009). *Total Pilates: The step-by-step guide to Pilates at home for every-body*. London: Duncan Baird.
- Internet keyword search: "Pilates," "stress management," "breathing in Pilates," "relaxation in Pilates"