

# LESSON 15: PILATES POWER SHOW PREPARATION

## 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:** Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)

## 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

*You're going to warm up and then practice your group sequences for the Pilates Power Show. You'll practice leading the sequence as well as do a peer evaluation because that will be part of our final class. Let's review the format of the show. Four groups will work together during the show. One group will perform, one group will assess, one group will record, and one group will provide support and encouragement. Then, we'll rotate until all groups have completed each role. I will evaluate the video of each performance after class, and I also will look at the peer assessments. Let's start with a warm-up.*

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

### PRACTICE TASK

Groups of four perform their stretching sequence from Lesson 14.

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 the sphinx exercise (hold for 20 seconds).

Add the tiger stretch (hold for 20 seconds).

Walk the tightrope.

Do the stork balancing exercise.

Rehearse the pli  squat and lunge.

### **Student Choices/Differentiation**

- Students can choose their own mat and band.
- Students choose the stretches.
- 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: Practice Sequence**

### **■ PRACTICE TASK**

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

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**EMBEDDED OUTCOME: S4.H3.12.** Students choose one 4-minute segment to lead and practice leading and cueing the sequence for the others.

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### **Student Choices/Differentiation**

- Students choose their groups.
- Students choose the exercises.
- Students choose which segment to lead.

### **What to Look For**

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

## **Instructional Task: Peer Assessment**

### **■ PRACTICE TASK**

Have two groups work together. One group will use the rubric to peer-assess and provide feedback to the other. Switch roles.

### **Extension**

Students may record each other and play the video back to aid in evaluating.

### **What to Look For**

- Students are able to use the rubric effectively.
- Students try to incorporate the feedback they get.

## 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.
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### Formal and Informal Assessments

- Peer assessments
- Behavior-modification plans

### Closure

- Are you ready for the finale of the module? Try to refine your performance using the feedback you got today.
- Any questions about the show?
- Don't forget to turn in your behavior-modification plan.

### Reflection

- Review peer assessments. Are students ready for a summative assessment?
- Are the sequences looking more polished?
- Review behavior-modification plans to provide feedback next class.

### Homework

Practice your sequence for your final performance.

### 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," "Pilates sequences," "Pilates exercises"