

LESSON 2: PILATES PRINCIPLES

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 Outcomes

Safety: Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

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

Lesson Objectives

The learner will:

- refine basic Pilates exercises.
- identify and discuss Pilates concepts and terminology.

Equipment and Materials

- Mats
- Music
- Stereo equipment
- Resistance bands or straps

Introduction

How are you feeling after that first Pilates workout? Today, we're going to practice our warm-up and beginning Pilates workout, but first let's talk about the Pilates principles you researched for homework.

Instructional Task: Pilates Concepts

■ PRACTICE TASK

What did you find out about the six Pilates principles?

Students should identify concentration, control, centering, flow, precision, and breathing.

Guiding questions for students:

- How are the six principles applied in Pilates exercises?
- What examples of the principles in practice can you give from our first class?

Student Choices/Differentiation

Students can work in pairs.

What to Look For

- Students were able to identify the principles.
- Students provided accurate examples.

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.

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 control is the focus of the workout.

Refinement

Rolling exercises: Emphasize rolling up or back with control by engaging the core.

EMBEDDED OUTCOME: S4.H5.1.1 Discuss the importance of muscle control and alignment for the prevention of injury, which is a key component of the Pilates method.

Guiding questions for students:

- How did focusing on control affect your technique?
- How did fatigue affect your technique?

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 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 Review (5-6 Minutes)

■ PRACTICE TASK

Use the stretching routine from Lesson 1 followed by relaxation with a focus on breathing:

- Supine position
- Prone position

Refinement

Advise students to breathe deeply during each stretch.

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: List the six principles of Pilates.

Closure

- I hope you're becoming more comfortable with the exercises and the breathing. You'll continue to refine your technique next class.
- Before then, I want you to begin a blog (or journal) for this module. You will use the blog to record your thoughts and feelings about Pilates and any other physical activity you are doing. Occasionally, I will check in on your blog to see how it is progressing. At the end of the module, you will include a link to your blog in your fitness portfolio. We will be blogging using an intranet (school) site. If you wish to keep your blog private, granting access just to me, you can do that.

Reflection

- Are students improving on their control during the exercises?
- Do they have a good grasp of Pilates principles?
- Are any of the exercises too hard for most of the class? Do I need to make modifications?

Homework

- For next class, research the term *powerhouse* in Pilates and be prepared to discuss this term.
- Begin setting up your blog. If you need assistance setting one up, check the school website for instructions. (Embedded outcome: S3.H2.L2)

Resources

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

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

Edutopia: www.edutopia.org/blog

Teaching with blogs: www.readwritethink.org/professional-development/strategy-guides/teaching-with-blogs-30108.html

Internet keyword search: "Pilates," "Pilates beginner workouts," "Pilates principles"