

Physical Education Lesson Plan

Part 1: Lesson Plan Overview

Class Information		
Name:	Ashley Jordan	Date: 3/24/17
Unit:	Yoga	
Grade or Developmental Level(s):	7 th /8 th	
Number of Students:	35-40	Lesson Number: 3
		Lesson Length: 45mins
Lesson Topic		
Introduction:	Pigeon, thread the needle, bridge to plow, boat pose/ extension	
Student Learning Objective(s) NOTE: Should consist of one sentence including ALL 3 parts: Situation, Task, and Criteria		
Cognitive:	Students will demonstrate knowledge about function of poses by answering 5 questions by raising hand at end of class.	
Psychomotor:	Students will correctly perform each of the four focus poses for the day 1/1 trials.	
Affective:	Students demonstrate the understanding of the importance of teamwork by working together successfully during for entirety of partner work.	
Literacy:	Students will correctly identify the muscles that were worked in focus poses correctly answering 5/5 questions.	
Assessment of Student Learning (indicate where and how you will assess the student learning outcomes)		
	All Students	Any Accommodations or Modifications
Cognitive:	Students will be assessed at the end of class while seated on their mats during debriefing.	If any students are struggling we will offer student driven demonstration.
Psychomotor:	Students will be assessed by teacher who will be walking around while students are performing the focus poses during focus portion of lesson.	If students need to be adjusted during the focus portion the teacher will do so on a individual bases .
Affective:	Students will be observed during their partner yoga portion of the lesson by teacher who is walking through the class.	N/A
Literacy:	Students will be assessed by teacher during the debriefing portion of the class.	N/A
Adaptations (list student with disability by first OR last name only, give diagnosis, list accommodations to be made)		
Student	Disability (diagnosis)	Accommodations or Modifications
N/A	N/A	N/A

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Materials/Resources/References

Materials/Equipment	40 mats, music player
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References:	Yoga Edwards Gese
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National Grade Level Outcomes for K-12 Physical Education

<http://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education-rev1.pdf>

National Outcomes:	<p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>
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State Standards (SC-PE)

http://ed.sc.gov/agency/stateboard/documents/SLA-03_PESStandards-FirstReading_9-14-ATTACH.pdf

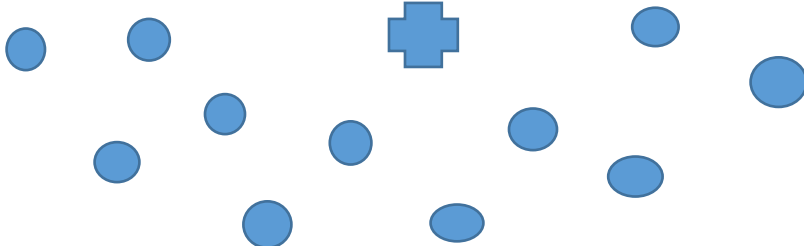
State Standards:	<p>8-2.5 Identify selected physical-activity experiences for social, emotional, and health benefits (for example, jogging to reduce stress, walking with a friend for social interaction).</p> <p>8-3.1 Monitor his or her own participation in physical activity (for example, maintains an activity log for a seven-day period, documenting progress toward achievement of personal goals).</p> <p>8-5.3 Accept differences among people and make an effort to include a diversity of participants in physical-activity events (for example, seeks out, participates with, and shows respect for peers with different ability levels)</p> <p>8-5.4 Accept responsibility for behaving in a safe and productive manner in physical-activity settings (for example, without teacher prompting, use equipment as intended).</p> <p>8-6.1 Seek and explore physical-activity opportunities that provide personal meaning and enjoyment (for example, participate in organized sports for the joy of competition, ride a mountain bike to enjoy nature trails).</p>
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Approval: *My signature below indicates that I reviewed and approved this lesson prior to it being taught.*

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Signature of Cooperating Teacher:	
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Part 2: Lesson Plan Outline

Explanation/Demonstration	
Skills Reviewed/Introduced:	Learning Cues:
Pigeon, thread the needle, bridge to plow, boat pose/ extension	<ul style="list-style-type: none"> Keep chest out, smooth movements, inhale and exhale, core tight
Floor Plan for Learning Activities	
Note: Floor Plan can be drawn by hand, scanned and then inserted as an image.	
	

Part 3: Instructional Schedule

Instruction/Practice Activities with Procedures and Organization NOTE: Be sure to indicate where TRANSITIONS will take place.					
Time	Standards	Content/Instruction	Organization/Management	Teaching Cues/Prompts	Adaptations
Introduction:					
5mins	8-3.1	<ul style="list-style-type: none"> Review Stretch 	<ul style="list-style-type: none"> Review poses and sequences that were covered in previous lesson. Introduce new stretches and muscles that are being worked during routine. Stretch in middle (10 stretches total) teachers choice 	<ul style="list-style-type: none"> Eyes on me, raise your hand Breathe, push to the point of discomfort, not pain 	<ul style="list-style-type: none"> If there is anyone that needs extra help we can extend the Q&A

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Fitness:					
10min	8-2.5	<ul style="list-style-type: none"> • Batman workout • 	<ul style="list-style-type: none"> • 10 reps of each exercise then repeat whole workout • Squats, Pushups, Mountain Climbers, Tricep pushups, cross punch situps, jumping lunges, side plank alt, leg raises, bicycle crunches • 	<ul style="list-style-type: none"> • Breathe, pace yourself • 	<ul style="list-style-type: none"> • If the gym is being taken then we can move to field. • Kid with Asthma can take longer rests or not do 2nd round.
Focus: (Skill Review/Development)					
10mins	8-2.5, 8-5.3, 8-6.1	<ul style="list-style-type: none"> • Sun Salutation • Pigeon, thread the needle, bridge to plow, boat pose/ extension 	<ul style="list-style-type: none"> • Students will be taken through the sun salutation with the warrior poses (review). Students will go through this routine 3 times. • The teacher will introduce Pigeon, thread the needle, bridge to plow, boat pose/ extension. First the poses will be demonstrated one at a time. After each demonstration the students will be allowed to practice this pose on their mat at their own pace. The teacher will walk around and assess. When the students seem to have grasped the pose the teacher will move on the next. No more than 3 mins on each pose. 	<ul style="list-style-type: none"> • Keep chest out, smooth movements, inhale and exhale, core tight 	<ul style="list-style-type: none"> • If the time is running short move on from sun salutations quickly. •
Game:					
15mins	8-5.3	<ul style="list-style-type: none"> • Group yoga Routine • 	<ul style="list-style-type: none"> • Students will be divided in groups of 4 by teacher. In these groups they will develop a 4 pose routine that they will guide the class through. They can use any of the poses they have learned throughout the lesson thus far. 	<ul style="list-style-type: none"> • Be creative, breathe, work together, ask questions if needed • 	<ul style="list-style-type: none"> • If there is uneven number we will have one offset group. •

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Closure:					
5mins	8-5.3	<ul style="list-style-type: none"> • Savasana • Review 	<ul style="list-style-type: none"> • Students will remain on their mats with eyes closed and come to a point of complete relaxation and meditation. • Review poses that we have gone over. Allow students to answer question about poses and lessons to assess student learning. 	<ul style="list-style-type: none"> • Deep breaths in and out. Release any stress or negativity in the mind. • Raise your hand • Namaste 	<ul style="list-style-type: none"> • If there are still students who have questions allow for a longer Q & A session. •
Reflection					
Reflection:					