

Physical Education Lesson Plan

Part 1: Lesson Plan Overview

Class Information			
Name:	Ashley Jordan	Date:	3/20/17
Unit:	Yoga		
Grade or Developmental Level(s):	7th		
Number of Students:	35-40	Lesson Number:	1
		Lesson Length:	45mins
Lesson Topic			
Introduction:	Introduce basic history, benefits and poses in Yoga		
Student Learning Objective(s) NOTE: Should consist of one sentence including ALL 3 parts: Situation, Task, and Criteria			
Cognitive:	Students will demonstrate their understanding of the order of poses of a sun salutation by listing the poses in the correct order 1 time through after being called on.		
Psychomotor:	Students on the gym floor will successfully complete a sun salutation 2/3 times.		
Affective:	Students will demonstrate the importance of self-awareness and respect for others by remaining quiet and still during the meditation portion of class 100% on the time.		
Literacy:	Students will demonstrate knowledge of the names of poses practiced in the lesson by getting in the right position when called 8/10 time.		
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 asked to recite the order of a sun salutation at the end of class.	If need be this time will be used for Q & A for students struggling with the concepts.	
Psychomotor:	Students will be assessed during their run through of a complete sun salutation, while the teacher walks around and observes.	While teacher walks around they will adjust students poses that are struggling with the positioning in the poses.	
Affective:	Students will be assessed while taking through a short savasana portion of class.	Students who disrupt others savasana repeatedly will be asked to sit to the side while others participate.	
Literacy:	Students will be assessed during their run through of a complete sun salutation, while the teacher walks around and observes.	If need be this can be used for a Q & A for students still struggling in some areas.	

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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

Materials/Resources/References	
Materials/Equipment	40 yoga mats, music player
References:	Gophersport.com
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>
State Standards (SC-PE)	
http://ed.sc.gov/agency/stateboard/documents/SLA-03_PEstandards-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>

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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).

Approval: *My signature below indicates that I reviewed and approved this lesson prior to it being taught.*

Signature of Cooperating Teacher: _____

Part 2: Lesson Plan Outline

Explanation/Demonstration

Skills Reviewed/Introduced:

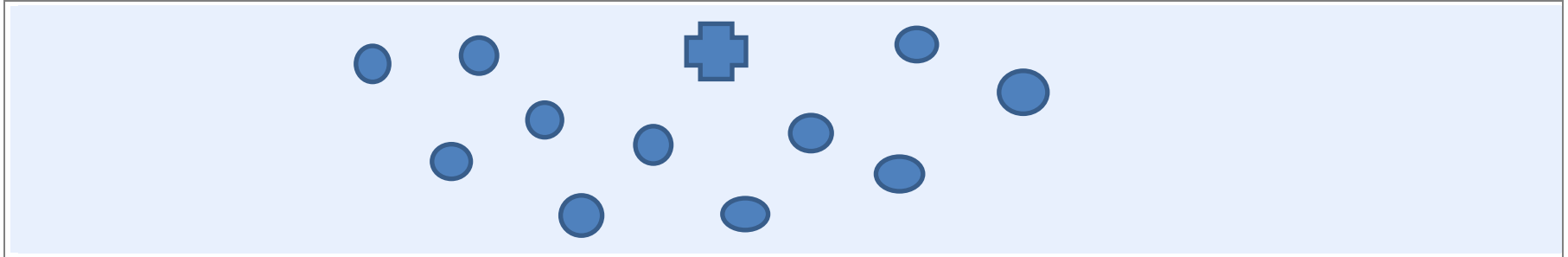
Sun salutation, mountain, up dog, down dog, plank, lunge

Learning Cues:

Keep chest out, exhale, in-hale, jump or step

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:					
10mins	8-3.1	<ul style="list-style-type: none"> Pre-test Review test 	<ul style="list-style-type: none"> Students will be spread out on their own yoga mats. Teacher will pass out pre-test and students 	<ul style="list-style-type: none"> Eyes on your own papers 	<ul style="list-style-type: none"> If there are not enough mats students will take

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			<ul style="list-style-type: none"> will fill out the test to the best of their abilities. When finished teacher will collect the tests and go over the answers. 		<ul style="list-style-type: none"> turns using mats during lesson.
Fitness:					
10 mins	8-2.5	<ul style="list-style-type: none"> Tabata 	<ul style="list-style-type: none"> 1 circuit-20 second mountain climbers-10 seconds rest 20 second pushups X2 2 circuit-20 seconds side lunge-10 seconds rest-20 seconds squatsX2 3 circuit-20 seconds High knees-10 seconds rest-20 seconds jumping jacks X 2 4 circuit- 20 seconds burpees-10 seconds rest-20 seconds flutter kicks X2 	<ul style="list-style-type: none"> Keep abs tight and no mountains or valleys Knees up 	<ul style="list-style-type: none"> Students who find the exercise to strenuous can takes 5 seconds longer on the rest
Focus: (Skill Review/Development)					
15mins	8-2.5, 8-5.3, 8-6.1	<ul style="list-style-type: none"> Learning that Pose The Big Picture 	<ul style="list-style-type: none"> On the mats I will take the students through each pose on a sun salutation. We will work on their form and then add transitions. We will put all of the poses and transitions together into a full sun salutation. We will go through the sun salutation a total of 4 times before adding to the routine and switching the order 	<ul style="list-style-type: none"> Keep chest out, smooth movements, inhale and exhale, core tight 	<ul style="list-style-type: none"> Students who have wrist problems can use forearms instead of hands
Game:					
5mins	8-5.3	<ul style="list-style-type: none"> Partner yoga 	<ul style="list-style-type: none"> Students will work with a partner on a set of poses given by the teacher. (warrior 3, elevator, partner boat pose, Double dog) 	<ul style="list-style-type: none"> Breathe, tight core, talk to each other 	<ul style="list-style-type: none"> If uneven one group will rotate in a group of 3

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Closure:				
5 mins	8-5.3	<ul style="list-style-type: none"> • Savasana • Review 	<ul style="list-style-type: none"> • Students will be lead through a 3 minute savasana. The teacher will lead the students through breathing exercises and a brought to a state of relaxation. Students will alternate between quick short breaths and deep slow breaths. • Teacher will review the poses the students were in during the class ad review the material from the pre-test once more 	<ul style="list-style-type: none"> • Quiet the mind, inhale slow, exhale slow, keep eyes closed. •
Reflection				
Reflection:				