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): 7th/8th
- Number of Students: 35-40
- Lesson Number: 3
- Lesson Length: 45 mins

**Lesson Topic**
- Introduction: Pigeon, thread the needle, bridge to plow, boat pose/extension

**Student Learning Objective(s)**
- **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**
- **All Students**
  - Cognitive: Students will be assessed at the end of class while seated on their mats during debriefing.
  - Psychomotor: Students will be assessed by teacher who will be walking around while students are performing the focus poses during focus portion of lesson.
  - Affective: Students will be observed during their partner yoga portion of the lesson by teacher who is walking through the class.
  - Literacy: Students will be assessed by teacher during the debriefing portion of the class.

**Any Accommodations or Modifications**
- Cognitive: If any students are struggling we will offer student driven demonstration.
- Psychomotor: If students need to be adjusted during the focus portion the teacher will do so on a individual bases.
- Affective: N/A
- Literacy: N/A

**Adaptations**
- Student: N/A
- Disability (diagnosis): N/A
- Accommodations or Modifications: N/A
# Physical Education Lesson Plan

## Materials/Resources/References

| Materials/Equipment | 40 mats, music player |

| References:         | Yoga Edwards Gese |

## National Grade Level Outcomes for K-12 Physical Education


### National Outcomes:

1. **Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

2. **Standard 2** - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

3. **Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

4. **Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

## State Standards (SC-PE)

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

### State Standards:

- **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).

- **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).

- **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).

- **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).

- **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.*
Part 2: Lesson Plan Outline

**Explanation/Demonstration**

<table>
<thead>
<tr>
<th>Skills Reviewed/Introduced:</th>
<th>Learning Cues:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pigeon, thread the needle, bridge to plow, boat pose/extension</td>
<td>• Keep chest out, smooth movements, inhale and exhale, core tight</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Time</th>
<th>Standards</th>
<th>Content/Instruction</th>
<th>Organization/Management</th>
<th>Teaching Cues/Prompts</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5mins</td>
<td>8-3.1</td>
<td>• Review&lt;br&gt;• Stretch</td>
<td>• Review poses and sequences that were covered in previous lesson. Introduce new stretches and muscles that are being worked during routine.&lt;br&gt;• Stretch in middle (10 stretches total) teachers choice</td>
<td>• Eyes on me, raise your hand&lt;br&gt;• Breathe, push to the point of discomfort, not pain</td>
<td>• If there is anyone that needs extra help we can extend the Q&amp;A</td>
</tr>
</tbody>
</table>
# Physical Education Lesson Plan

<table>
<thead>
<tr>
<th>Fitness:</th>
<th>Focus: (Skill Review/Development)</th>
<th>Game:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10min</strong></td>
<td><strong>10mins</strong></td>
<td><strong>15mins</strong></td>
</tr>
<tr>
<td>8-2.5</td>
<td>8-2.5, 8-5.3, 8-6.1</td>
<td>8-5.3</td>
</tr>
</tbody>
</table>
| • Batman workout | • Sun Salutation  
  • Pigeon, thread the needle, bridge to plow, boat pose/extension | • Group yoga Routine |
| • 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 | • 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 to the next. No more than 3 mins on each pose. | • 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. |
| • Breathe, pace yourself | • Keep chest out, smooth movements, inhale and exhale, core tight | • Be creative, breathe, work together, ask questions if needed |
| • If the gym is being taken then we can move to field.  
  • Kid with Asthma can take longer rests or not do 2nd round. | | • If there is uneven number we will have one offset group. |
# Physical Education Lesson Plan

## Closure:
- Savasana
- Review

- 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 questions about poses and lessons to assess student learning.
- Deep breaths in and out. Release any stress or negativity in the mind.
- Raise your hand
- Namaste

- If there are still students who have questions allow for a longer Q & A session.

## Reflection

Reflection: