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| **Lesson Plan** | **4ESO** | **Teacher Candidate(s):** | **Grade: 4ESO C** | **Equipment:**  **Physical education equipment** |
| 1. **Sara Barril Mur** | |
| **2. Noelia González Carbó** | |
| **Name Activity: Yoga Class** | |
|  | **Students:** | **References:** [**https://www.aomm.tv/posturas/yoga**](https://www.aomm.tv/posturas/yoga)  [**http://www.yogateca.com/posturas-de-yoga/**](http://www.yogateca.com/posturas-de-yoga/) |

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| **Lesson Components** | **Time (mins)** | **Organization** | **Description** | | | | | **Observations** |
| **Instant Activity** | 5 min | T T  sssssssss  sssssssss  sssssssss | To stretch we will do the typical stretching to start a yoga class | | | | |  |
|  |  | Transition |  | | | | |  |
| **Introduction** |  | the students will not move from the place | In our activity we will do yoga, first we will do individual yoga, and finally we will do some positions with couples. Depending of your ability, you can increase the intensity of each position. | | | | |  |
|  |  | Transition |  | | | | |  |
| **Fitness Activity** |  | the students will not move from the place | Yoga is a discipline, more than a sport, because it is not just about cultivating the body, but also the mind, and the soul. | | | | |  |
|  |  | Transition |  | | | | |  |
| Body of Lesson  (Lesson Focus) | **Body of Lesson (Lesson Focus)** | | | | | | | |
|  |  | Cues | | Challenges | Modifications | |  |
| 5min | Task #1 | 1. Teachers will show the positions of the exercise in front of the students. The students will be in front of the mirror, imitating the movements of the teachers step by step. With music. | | | | | Name of activities:  1. [Adho Mukha Svana](https://www.aomm.tv/posturas/yoga/adho-mukha-svanasana)  2. [Parighasana](https://www.aomm.tv/posturas/yoga/parighasana)  3. [Anjaneyasana](https://www.aomm.tv/posturas/yoga/anjaneyasana)  4. [Salamba Sarvangasana](https://www.aomm.tv/posturas/yoga/salamba-sarvangasana)  5. **[Halasana](https://www.aomm.tv/posturas/yoga/halasana)** |
|  |  | b.  1. The feet and hands on the ground, forming a mountain.  2. Kneel and extend the right leg laterally with the sole of the foot resting on the ground.  3.  4. Lying on the floor face up, keep your legs together, arms along the body with palms facing down, lifts both legs vertically.  5. Lying face up. Lift your legs and carry them behind your head. |  | | | Easier –  Harder - |  |
|  | Transition |  | | | | |  |
| 5min | Task #2 | 1. Teachers will show the positions of the exercise in front of the students. The students will be in front of the mirror, imitating the movements of the teachers step by step. With music. | | | | | Name of activities:  1. [Balasana](https://www.aomm.tv/posturas/yoga/balasana)  2. [**Matsyasana**](https://www.aomm.tv/posturas/yoga/matsyasana)  3. [**Dandasana**](https://www.aomm.tv/posturas/yoga/dandasana)  4. **[Parsvottanasana](https://www.aomm.tv/posturas/yoga/parsvottanasana-1)**  5. [Advasana](http://www.yogateca.com/postura/postura-invertida-del-cadaver/) |
|  |  | b.  1.  The position of the stone with the arms stretched back.  2. Stretch on the floor, Bring your chest forward and up as much as you can, Tilt your head back. And put your hands under your butt.  3. Sitting with our legs stretched forward, we support our hands at the hips with our fingers pointing forward.  4.  Standing up, spread your legs like that. Bring your hands to the front leg and put your hands on the floor.  5.  Lie on your stomach. Extend both arms forward. Relax your whole body. |  | | | Easier –  Harder - |  |
|  | Transition |  | | | | |  |
| 5min | Task #3 | 1. Teachers will show the positions of the exercise in front of the students. The students will be in front of the mirror, imitating the movements of the teachers step by step. With music. | | | | | Name of activities:  1. [**Tadasana**](https://www.aomm.tv/posturas/yoga/tadasana)  2. [Ardha Bhujangasana](http://www.yogateca.com/postura/postura-de-la-media-cobra/)  3. [Baddha Konasana](http://www.yogateca.com/postura/baddha-konasana-postura-del-zapatero/)  4. [Pavanamuktasana](http://www.yogateca.com/postura/pavanamuktasana-postura-de-liberacion-del-viento/)  5. [Paschimottanasana](http://www.yogateca.com/postura/paschimottanasana-pinza-sentada/) |
|  |  | b.  1.  Stand with your feet together. Distribute the weight in a balanced way.  2.  Lie on your stomach. Arches the chest area of ​​your spine. Look straight ahead.  3. Sitting, bend the knees and bring the feet to the body.  4. Stretch on the floor face up. With your arms bring your knees to your chest.  5. Sit with your legs stretched forward. Tilt your spine and bring your head to your feet. |  | | | Easier –  Harder - |  |
|  | Transition |  | | | | |  |
| 5min | Task #4 | 1. Teachers will show the positions of the exercise in front of the students. The students will be in front of the mirror, imitating the movements of the teachers step by step. With music. | | | | | Name of activities:  1. [Savasana](http://www.yogateca.com/postura/savasana-postura-del-cadaver/)  2. [Upavistha Konasana](http://www.yogateca.com/postura/upavistha-konasana-flexion-sentada-hacia-delante/)  3. [Prasarita](http://www.yogateca.com/postura/prasarita-padottanasana-pinza-de-pie-separada/) |
|  |  | b.  1.  Lie down. The arms are slightly separated from the body and the legs slightly open. Relax your body.  2.  Sit down. Open your legs and lean forward.  3.  Start standing. Separate legs. Slowly tilt your head forward and lower until you touch the floor with your hands. |  | | | Easier –  Harder - |  |
|  | Transition |  | | | | |  |
| 5min | Task #5 | 1. Teachers will show the positions of the exercise in front of the students. The students will be in front of the mirror, imitating the movements of the teachers step by step. With music. | | | | | Name of activities:  Yoga in couple |
|  |  | b.  1. Sit the two playing back to back, Cross your legs, Put your arms back, to put each one's hands on the thighs of the couple.  2. Stand up, facing each other,Put your arms above your heads.  3. that one of the two is put in the position of the stone and the other that is stretched on top of him face up  4. |  | | | Easier –  Harder - |  |
|  |  | Transition |  | | | | |  |
| **Lesson Closure** |  |  | And so ends our yoga class.  Thank you for your attention. | | | | |  |
| **Evaluation of Lesson** | *Post-planning: “Teaching Assessment”*  *Teacher Reflection: Personal* | | | | | | | |
| **Instructional Supports** | *(Include any assessment, task cards, etc.): Describe and number* | | | | | | | |

**Lesson Plan Instructions**

**Section 1: Contextual Information**

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| **Lesson Plan Component** | **Directions** |
| Teacher Candidate/s | Write name of teachers (students who do the class) |
| Grade | A, B or C |
| Name Activity | The name of the Activity that you are explaining |
| Equipment | List all the equipment and number used in the lesson. |
| References | Full internet URL |

**Section 2: Lesson Activities**

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| **Lesson Plan Component** | **Directions** |
| Column: time | Provide a range of estimated time for each task presented |
| Column: organization | A “map” of Student and Teacher placement, if space is limited, attach supplement |
| Column: observations | If you have any specific observation. |
|
| Instant Activity | Plan and describe a task that students will participate in upon arriving to the learning environment. May be used as a 5 minute fitness or warm-up activity |
| Transition | Explain how the students will move from one space to another. Example: When I say “go”, when the music stops, when you hear the signal for attention…Place the equipment in the hula-hoop/ basket and meet in the circle. |
| Introduction | Transcribe an introduction to the day’s lesson. |
| Fitness Activity | Explain the fitness activity here and be sure it is aligned to your fitness objective. |
| **Body of Lesson** | |
| * Tasks | Describe the task with enough detail so someone else could teach it.  In the first row of the task (a), explain how you will get the students engaged in the activity  In the second row (b) you will describe the task in detail. |
| * Cues | List cues used for the task. |
| * Variations | Add modifications to make the tasks easier and harder according to the skill level of the students (examples: change the time, distance, challenges, 3 of people, etc.). |
| Lesson closure | How you end the lesson |
| **Evaluation of lesson** | |
| * Post-planning | Analysis of student performance. What did the students learn in this lesson? |
| * Teacher reflection | Teacher reflection includes what worked, what didn’t, why, and what to change. |