|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson Plan** | **4ESO** | **Teacher Candidate(s):** | **Grade: 4 ESO A** | **Equipment:** |
| 1. **Ignasi Regada** | |
| 1. **Pau Rubio** | |
| **Name Activity: Yoga** | |
|  | **Students:** | **References:** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson Components** | **Time (mins)** | **Organization** | **Description** | | | **Observations** |
| **Instant Activity** | 5 | T  S S S S  S S S | First of all, we sit down, and we relax, now we are going to do 5 yoga exercises, that will help us relaxing and relaxing some parts of the body. We will work too our body with some exercises that will give us elasticity, firmness and mental peace. Those exercises will be very soft, and every posture has to be kept a short period of time, that process is done to become aware about the sensations of the body and the breath. | | |  |
|  |  | Transition |  | | |  |
| **Fitness Activity** | 2 | T  S S S S  S S S | The type of yoga that we are going to do is the more known at occident and it’s named Hatha Yoga and is the most appropriate to conciliate a good physical state and psychologic. | | |  |
|  |  | Transition |  | | |  |
| Body of Lesson  (Lesson Focus) | **Body of Lesson (Lesson Focus)** | | | | | |
|  |  | Cues |  |  |  |
|  | Task #1 | a. Salutation to the sun a | | |  |
|  | T  S S S S  S S S | b. |  |  |  |
|  | Transition |  | | |  |
|  | Task #2 | a. Salutation to the sun b | | |  |
|  | T  S S S S  S S S | b. |  |  |  |
|  | Transition |  | | |  |
|  | Task #3 | a. Postures to strech | | |  |
|  | T  S S S S  S S S | b. |  |  |  |
|  | Transition |  | | |  |
|  | Task #4 | a.Postures to relax | | |  |
|  | T  S S S S  S S S | b. |  |  |  |
|  | Transition |  | | |  |
| **Lesson Closure** | 2 | T  S S S S  S S S | Finally, we lie down for a short period of time to relax and feel our body, now it’s time to inhale, and exhale by the mouth. | | |  |
| **Evaluation of Lesson** | *Post-planning: “Teaching Assessment”*  *Teacher Reflection: Personal* | | | | | |

**Lesson Plan Instructions**

**Section 1: Contextual Information**

|  |  |
| --- | --- |
| **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**

|  |  |
| --- | --- |
| **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. |