

## EDPE 3100 Physical and Health Education.

### Lesson Plan Rubric. Time 22-25 minutes

Lesson Title: Mindfulness Yoga      Lesson #: 1      Date: Nov 1, 2023

Name: Tatum and Larissa      Subject: Physical Education      Grade: 2

#### (2) Rationale:

Having students practice mindfulness and intentional movement is important because it will help them have more controlled movement and lead to positive thinking about themselves and their efforts.

#### (6) Core Competencies: (found at <https://curriculum.gov.bc.ca/competencies>)

Communication	Thinking	Personal & Social
- I communicate with intentional impact, in well-constructed forms that are effective in terms of my audience and in relation to my purpose.		- I can initiate actions that bring me joy and satisfaction and recognize that I play a role in my well-being.

#### (4) Big Ideas: ( found at

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/continuous-views/en\\_phe\\_k-10\\_big\\_ideas.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/continuous-views/en_phe_k-10_big_ideas.pdf))

Our physical, emotional, and mental health are interconnected.

**(4) Learning Standards:** (found under each grade)

Curricular Competencies (DO)	Content (KNOW)
<ul style="list-style-type: none"> <li>- CC# 14 <a href="#">Identify and apply strategies that promote mental well-being</a></li> <li>-CC#11 <a href="#">Develop and demonstrate respectful behaviour when participating in activities with others</a></li> </ul>	<ul style="list-style-type: none"> <li>-C#9 managing and expressing emotions</li> <li>-C#3 how to participate in different types of physical activities, including <a href="#">individual and dual activities</a>, <a href="#">rhythmic activities</a>, and <a href="#">games</a></li> </ul>

**(4) Instructional Objectives & Assessment (determine 2-4)**

Instructional Objectives (Students Will Be Able To SWBAT)	Assessment
<ul style="list-style-type: none"> <li>- Students will be able to move intentionally and with purpose.</li> <li>- Students will be able to think positively about themselves and their efforts</li> <li>- Students are respectful of the lesson and of their peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be assessed by observing their effort to move slowly, and gently, and attempt to hold proper poses.</li> <li>- Students will be assessed on their participation in out-loud affirmations and concluding breathing activity.</li> <li>- Students are acting positively towards classmates and the teachers</li> </ul>

## **(2) Prerequisite Concepts and Skills:**

- Students are able to sit quietly, listen to instructions, follow along, and contribute without disrupting others.
- Students are willing to try and participate in the activity

## **(4) Indigenous Connections/First Peoples Principles of Learning (FPPL):**

(Identify one principle that applies to your lesson AND explain how it applies)

<https://firstpeoplesprinciplesoflearning.wordpress.com>

*Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.*

Yoga is a good activity for children to learn because it is an activity that teaches them to be mindful of their mental and physical well-being. Practicing mindful affirmations gives students the ability to overcome anxieties, self-doubts, and reduce negative self-talk.

Doing this lesson outside would also support the connection to the land.

## **(4) Universal Design and Learning (UDL) & Differentiate Instruction (DI):**

UDL:

- All students can participate in the yoga activity, mindful affirmations, and practice of Secwepemctsin.
- can be done with the teacher having a microphone if in a larger space
- teacher will be modelling in the middle of the circle so everyone can see

DI:

- Students can participate in breathing/affirmations and stretches seated or on a bench
- Students can do either all standing or sitting with adjustments

### (3) Materials & Resources

- Yoga mats or activity mats (*optional*)
- Access to gymnasium (*optional*)
- Music (*optional*)
- Microphone (*optional*)
- Affirmation chart in the classroom for before/after gym time (*optional*)
- Books for breathing lessons for reading and class activities/ brain breaks (*optional*)

### \*\* Brain Break \*\* [Salamander Yoga](#)

### (8) Lesson Activities:

Teacher Activities	Student Activities	Time
Discussion of Secwepemetsin language. Start with an animal game: having students move around the gym mimicking different animals (snake, bird, dog, elephant, frog). Students say Secwepemetsin words for animals as they go.	Students move around the gym mimicking animal movements (and when prompted started practicing the words)	3 mins
Can have most mats laid out prior to starting (or have students help lay them out). Invite students to have a seat at the end of the mat.	Students sit in a circle on their mats.	1 min

Move into discussing the language and Secwepemctsin and have students say the animal's names.

Students raise their hands for comments and answers.

2 mins

Initiate brain break: Breathing activity

Students participate in the activity.

2 mins

Ask students if they know what yoga is and if anyone would like to share they can raise their hand.

Students sit quietly and raise their hands to share

5 min

Once students have shared, the teacher will explain that we are doing yoga today and will be practicing intentional movement. Go over the poses and words we will be using today.

Students will be going through the poses and participating in speaking the language and saying the positive affirmations.

23 min (45 secs for each pose, 15 sec break between)

Start the yoga sequence, modelling each pose and then supporting any student who is struggling, giving encouragement and positive remarks to students.

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| <ol style="list-style-type: none"> <li>1. <i>Meditation cross-legged (I AM GRATEFUL)</i></li> <li>2. Childs Pose (<i>MY BODY IS JUST RIGHT</i>)</li> <li>3. Pidgeon (bird = spyu7 – "spee-uk")</li> <li>4. Plank</li> <li>5. Lunge (<i>I AM BRAVE</i>)</li> <li>6. Downward dog (dog = sqéxe – "spoh-ah")</li> <li>7. Cobra (snake = pepi7se – "pep-pee-za")</li> <li>8. Baby Cobra (snake = pepi7se – "pep-pee-za")</li> <li>9. Big Cobra</li> <li>10. <i>Child (I AM SMART)</i></li> <li>11. Table top</li> <li>12. Pidgeon other side (bird = spyu7 – "spee-uk")</li> <li>13. Table top</li> <li>14. Downward dog</li> <li>15. Foreward Bend</li> <li>16. Half fold</li> <li>17. Lunge on other side (<i>I AM CREATIVE</i>)</li> <li>18. <i>Plank (I AM STRONG)</i></li> <li>19. Downward dog (dog = sqéxe – "spoh-ah")</li> <li>20. <i>Forward bend (I GET BETTER EVERY SINGLE DAY)</i></li> </ol> |  |  |
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<p>21. Half fold</p> <p>22. <i>Warrior 2 (THE MORE I PRACTICE THE MORE I IMPROVE)</i></p> <p>23. <i>Side Angle (I HAVE COURAGE AND CONFIDENCE)</i></p> <p>24. Tree (tree = tsrep – "tsu-app")</p> <p>25. Mountain (mountain = sqeltús – "spal-tuus")</p> <p>26. <i>Forward bend (I AM CAPABLE OF SO MUCH)</i></p> <p>27. Half Fold</p> <p>28. Frog (frog=slleq̄wqín- "slo-cho-pe")</p> <p>29. Meditation pose</p> <p>30. <i>Savasana (I AM PROUD OF MYSELF)</i></p> <p>End with students in a circle on their mats (either in savasana or sitting doing some light stretching). Go around the circle and ask everyone to either share their favourite new Secwepemctsin word they learned or their favourite affirmation. Tell students that if</p>	<p>Students quietly sit in the circle stretching and listening quietly to share.</p>	<p>5 min</p>
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they do not remember their favourite word, they can tell us the word in English and we will remind them.		
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**(2) Cross Curricular:**

- Connection to a language arts – incorporation of Indigenous language
- Can connect to a language arts lesson about affirmations/mindfulness
- Can connect to a writing lesson (affirmations) practicing proper sentence structure
- Can connect to a social studies lesson on the history of yoga
- Can connect to literacy lessons with yoga and mindfulness books

**(2) Organizational Strategies:**

- Attention grabber: "If you can hear me put your hands on your head."
- Before the lesson, we will have a discussion about mindfulness and moving intentionally where expectations for the movement time will be verbally expressed
- Introductory brain breaks in class (in time leading up to the lesson) related to yoga and breathing
- Can be done using a microphone to get people's attention
- Depending on class time and space availability, mats can be laid out prior to the activity

**(2) Proactive, Positive Classroom Learning Environment Strategies:**

- Throughout lesson teacher will demonstrate the pose and then look around and be able to walk around the class to support students that need it
- Teacher will give positive encouragement to students throughout lesson
- During the lesson, student mats will be arranged in a circle to avoid having students hide in the back row and the teacher can keep an eye on everyone



**(3) Extensions:**

- Depending on gym time discussion on mindfulness and intentional movement can happen in the classroom prior to the activity (with a reminder when you get to the gym)
- Can be accompanied by a classroom lesson about mindfulness and affirmations
  - Can include a chart of affirmations in class
  - Books on breathing and mindfulness can be incorporated into the class library
  - Brain breaks in class relating to it
- Indigenous language (Secwepemctsin) can be used in a class discussion as well as classroom posters and other activities throughout the year