

Candidate Name: James Perez	Date: November 27, 2020
Title of Lesson: Mindfulness and Yoga	Class Time: 30 minutes
Target Audience/Grade Level: 4th Grade	
Numbers of students in class: 16	Teaching Location: Synchronous Google Meet
Goal of the lesson: For students to develop lifelong skills and strategies to cope with stress and emotions through yoga and mindfulness strategies.	
Instructional Objectives:	
Psychomotor	
<ul style="list-style-type: none"> - SWBAT perform basic movements of yoga. (2.2.2.MSC.2) (2.2.2.PF.3) (2.2.2.LF.4) - SWBAT perform a mindful minute. (2.1.2.EH.4) 	
Cognitive:	
<ul style="list-style-type: none"> - SWBAT understand the idea of deep breathing in order to relax the body. (2.1.2.PGD.3) (2.1.2.EH.4) (2.1.2.EH.5) - SWBAT identify a time when it's helpful and appropriate to implement a Mindful Minute. (2.1.2.PGD.3) (2.1.2.EH.4) (2.1.2.EH.5) - SWBAT form an understanding of yoga helps build flexibility, mind control, body awareness and relaxation. (2.1.2.PGD.3) (2.1.2.EH.4) - SWBAT explain and define the word Mindfulness. (2.1.2.PGD.3)(2.1.2.EH.5) 	
Affective	
<ul style="list-style-type: none"> - SWBAT be comfortable and confident moving freely and creatively as they express themselves with the different yoga poses. (2.2.2.LF.4) (2.2.2.LF.1) - SWBAT express themselves through creating dance moves. (2.2.2.LF.1) - SWBAT use deep breathing in order to get to a relaxing state. (2.2.2.LF.1) 	
New Jersey's Core Curriculum Content Standards and Cumulative Progress Indicators:	
<ul style="list-style-type: none"> - 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness. - 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. - 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. - 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). - 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). - 2.2.2.LF.4: Identify physical activities available outside of school that are in the community - 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. 	
Materials and Equipment List:	
<ul style="list-style-type: none"> - Laptop 	

Technology Utilized in Lesson

- Google Meet
- Google Slides
- Google Polls
- You tube

Time Allotment	Lesson Plan Segments	Assessment:
12:00-12:05 5 minutes	<p>When entering the meeting students will fill out a poll question on how they feel on a scale of 1-5. This will also be the method of taking attendance.</p> <p>Instant Activity: Instant dance party Students will follow along a pre-recorded video created by me. The video will consist of dance moves that will help the students get warmed up and their heart rates up. There will be a part of the video where it will have the students create their own dance moves and urge them to express themselves through dance.</p> <p>Teaching Style: Direct Instruction</p>	
12:06-12:11 5Minutes	<p>Introduction: “We did a good job being creative by creating dance moves! You boys and Girls have some awesome dance moves. Dance is an awesome way to express ourselves and help us with stress and other emotions.”</p> <p>“Today Boys and Girls! We will be learning how understanding how we feel can help us while also learning some ways to cope with these emotions.”</p> <p>“As we all know it is important to be active to help our physical health, but we must also make sure our minds are healthy too.” -Students will start by answering a poll about how they are feeling on a scale of 1-5, that only the teacher can see the results to.</p>	<p>Check for understanding:</p> <p>What are some good ways to relieve stress? -Dance -Yoga -Mindful Minute - Meditation -Workout</p> <p>What is Self-care?</p>
12:12pm-12:22pm 10 minutes	<p>Learning task 1: Mindful Minute - Have students reflect on a time they were feeling nervous, scared, sad, stressed or overwhelmed. -Have students share personal examples if they would like with the class about those experience. - Then ask the class when they feel this way 1. Do you act differently? How do you act differently?</p>	<p>Check for Understanding:</p> <p>What should you be doing during a? Mindful Minute?</p>

	<p>2. Do you want to be alone? Do you cry? 3. Do you tell? Share with someone sitting next to you something you do when you feel sad, sad, scared, or overwhelmed.” - Students will then be introduced to a mindful minute and be taught how to perform and when to use it.</p> <p>Teaching Cues: Mindfulness (or Self-Awareness) 1. Paying full attention 2. Slowing down to notice what you’re doing 3. Focused and relaxed</p> <p>Mindful Minute 1. Closing your eyes 2. Focus on breathing 3. Noticing what is around you 4. bring your mind back to your breathing</p> <p>Teaching Style: Direct Instruction</p>	<p>When can someone use a Mindful Minute?</p>
<p>12:24-12:36 12 Minutes</p>	<p>Learning task 2: Yoga Alphabet -Students will find a safe space to perform the yoga alphabet. -Each letter of the alphabet will be represented by a Yoga position that will start with each letter of the alphabet. -Students will follow the teacher as they go through the poses. -The students will hold each pose for 10-15 seconds. - The student’s will be taught the proper breathing technique when performing yoga.</p> <p>Teaching Style: Direct Instruction</p>	<p>Can someone give me 2 poses we went over today?</p> <p>How can we benefit from yoga?</p>
<p>12:36pm- 12:40 pm 4 minutes</p>	<p>Lesson Closure Discuss with students about stress and understanding how we feel and the way we can use a mindful minute and yoga as coping strategies. As well as ask them to complete an 8-question multiple-choice quiz for hw on the different yoga poses and when how to use a mindful minute. -Have students do a mindful minute</p>	<p>Why is it important to know how we? are feeling?</p> <p>Cognitive Formal</p>

	-Ask them to answer a poll before exiting about how they feel on a scale of 1-5.	Assessment: Exit Slip on yoga poses and mindful minute.
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These assessments questions will be put in a google poll that only the teacher can see.

Affective Assessment

1. How do you feel on a scale of 1-5?

Cognitive Assessment

1. How can we benefit from yoga?
 - A. Relieve stress
 - B. Exercise
 - C. Strengthen core
 - D. All are correct
2. What is not a good way to relieve stress?
 - A. Yoga
 - B. Mindful Minute
 - C. Binge Eat
 - D. Workout
3. What is self-care?
 - A. Improve ones own Health
 - B. To over think
 - C. To only care about personal needs
4. When doing the butterfly pose what should be touching?
 - A. Knees
 - B. Heels
 - C. Toes
 - D. Fingers

Answer key: D C A B