**Unit 1: Yoga and Mindfulness**

**Activity Plan 1:** Relaxation Reflection

* **Student target for “skill”-** Student demonstrates the ability to follow instruction and takes turns with their partner for activity.
* **Teaching cues-** Focus on now, calm your body and mind, tense and relax
* **Brief summary of activity procedures-** The activity procedures walk through what it means to focus on the present, be able to acknowledge our feelings, and how our body feels. Reflection Mirror is a partner activity and the procedures stress the importance of respecting our partner’s personal space. The activity procedures explain how the game is played. Both partners face each other, standing tall and partner 2 will mirror partner 1 after instructed. The teacher will call out tight, tense, relaxed, or loose and partner 1 will choose a body part and demonstrate the word on the specific body part and partner 2 will mirror. Students switch lead roles after 4 descriptive words.
* **Select one “debrief question” that you like the most-** The debrief question that I like most is, “How is mindfulness related to tension and relaxation?”
* **Brief summary of “teaching strategy focus”-** The teaching strategy focus for this activity is to help students examine similarities and differences. Students should be able to explain how it feels when a muscle is tense and relaxed, and know the difference between being tense and being relaxed. After students are developmentally ready, the next step is to introduce metaphors. Students are challenged to create their own metaphor for different body parts. An example could be, “My mind is wound up like a yo-yo.”

**Activity Plan 2:** Yoga- Make your Shape

* **Student target for “skill”-** Students will be able to demonstrate multiple static balance positions and be able to transfer weight in order to flow from one position to the next.
* **Teaching cues-** Find your base of support, focus on balance and safety, be creative
* **Brief summary of activity procedures-** The activity procedures explain the game, “Make your Shape.” Students are spread out throughout the playing area/gym space. Hula hoops are also spread out around the space with different cards placed inside. Students choose one card from inside the hula hoop and on the signal, students will demonstrate the shape by balancing and using different bases of support. Next, students will organize themselves in a circle by alphabetical order without talking and only using their balance position to express their letter. After the circle is formed, the whole class will create a simple flow by performing the letters from A to Z using balance positions, holding each letter for 15 seconds each.
* **Select one “debrief question” that you like the most-** The debrief question I liked most is, “how does your base of support affect balance?”
* **Brief summary of “teaching strategy focus”-** The teaching strategy focus for this activity is organizing students to interact with content. Students practice yoga style movements by individually expressing an ABC letter and then cooperatively working as a whole group. The yoga activity focuses on positive social interactions and is the starting point for the module on yoga and mindfulness.

**Unit 2:** Minute to Win Challenges

**Activity Plan 1:** Hoop it Up

* **Student target for “skill”-** Students will be able to perform an underhand toss with correct form and be able to successfully catch the beanbag with two hands.
* **Teaching cues-** Step with opposite foot, Transition quickly, cooperate
* **Brief summary of activity procedures-** Hoop it Up is an activity that involves teams of three. The object of the game is to successfully underhand toss the beanbag through the hula hoop to their partner. Teams have 1 minute to complete the activity and count the number of times the toss is successful (not hitting the ground). Partner 1 is five paces away from partner 2 who is holding the hula hoop parallel to ground, while partner 3 is kneeling in a ready position to catch the beanbag through the hoop. After 1 minute, students rotate through the positions until each team member has thrown, caught, and held the hula hoop. Students work together and count out their score. A catch is not complete if the beanbag does not make it through the hula hoop or if the beanbag falls to the ground. Teachers can repeat the challenge for students determined to improve and beat their score.
* **Select one “debrief question” that you like the most-** The debrief question that I liked most was, “how would you summarize your entire team's performance today?”
* **Brief summary of “teaching strategy focus”-** This specific activity did not have a section for “teaching strategy focus.” If I were to create my own teaching strategy focus it would be how team members can work together to overcome a timed challenge and ways in which they could improve. A teacher could incorporate math within this activity by challenging teams to count down from 100 with each point scored. Students would work with their teammates and mathematically figure out how many points they actually scored.

**Activity Plan 2:** Ball Drop

* **Student target for “skill”-** Students will demonstrate a consistent ball drop through repeated practice, form, and technique.
* **Teaching cues-** Quick but consistent, quickly collect and return, cooperate
* **Brief summary of activity procedures-** The object of this activity is to score as many points as possible in one minute by dropping a ping pong ball into a cup waist high. The class will be split into teams of three and each team member will have a chance to complete the ball drop. One student will hold the ball waist high in one hand and position themselves above the cup. The other two students will retrieve the ball. One student will retrieve the ball if it does not make it in the cup and the other will retrieve the ball that makes it into the cup. When the teacher signals “drop the ball” teams will start and count the number of ping pong balls that land inside the cup (1 point if it lands inside the cup). Teams continue until they hear the signal “stop” and then students will rotate until every team member has completed each job.
* **Select one “debrief question” that you like the most-** The debrief question that I liked most is, “how might you be able to inspire your teammates to try their best during challenges or competitions?”
* **Brief summary of “teaching strategy focus”-** This specific activity did not have a section for “teaching strategy focus.” If I were to create my own teaching strategy focus it would be inspiring and motivating teammates when faced with a difficult challenge. Motivating words have a huge impact on teams and it’s important to practice this.