

Odyssey Blide – Physical Education

Unit: fitness Foundations

Lesson Focus: Breathing & Aerobic activity

Grade Level: 9-12th

Class Size: 42

Facilities: Virtual

Equipment: Master your breathing, Workout File, Chair, Textbook, Towel

Standards:

1.4 Apply locomotor, nonlocomotor, and manipulative skills for physical activities.

3.3 Evaluate changes in self-responsibility as skill levels in aerobic activities improve.

Previously Learned Skills: Mindfulness Practice, Yoga breathing and positions. Anxiety, arousal, and stress effects on learning and performance. Benefits of managing and regulating breathing and somatic symptoms.

Objectives: (The Students Will Be Able To) (three domains)

Psychomotor: TSWBAT perform at least five of the 15 exercises in the workout file for the day.

Affective: TSWBAT work in breakout room teams trying to achieve a common goal of completely reading the breathing article.

Cognitive: TSWBAT recognize and identify different effective strategies that contribute breathing successfully during variety situations and present at least one fact from the reading

Differentiation/Planned support:

ELD: after class discussion with ELLs who need further explanation.

IEP: Students with special needs will always be involved in all activities unless their individual education plan states otherwise. Students with social anxiety disorder may be placed into groups with well-known social students to support the improvement of participation and social skills (only applicable if the student is willing).

504 or other: Asthma: constant check in with students to monitor health levels and modify physical activities if an asthma episode is suspected to occur. Modifications will be provided for students who find the workout too difficult.

Possible

Misconceptions/Challenges:

Students may have a difficult time understanding the different types of breathing patterns.

Students may think that breathing can only be done one way.

Students might think there are no breathing strategies that help cope with stress/anxiety/arousal

Academic language:

Vocabulary:

Apical Breathers

Diaphragmatic Breathers

Arousal and Anxiety

Stress

Syntax: The students will follow the cues of working in breakout rooms in order to prepare at least one share out for the rest of the class. Students will progress by giving examples of what type of breathing they use.

Discourse: Students will be actively participating in small group (team) communication/discussion throughout the lesson) and whole class group discussion at the end of the lesson where they will answer the prompted questions asked by the teacher.