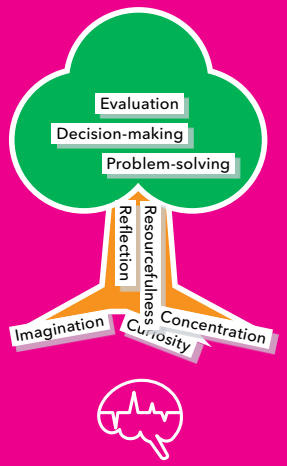
Pupil concern: Difficulty focusing on school work | **Focus life skill:** Concentration

PE National Curriculum focus: Yoga

Cross curricular links: RSE (Respectful relationships), Health Education (mental wellbeing and physical health and fitness), English (creative writing)

Learning intention:

1. Able to calm the mind and focus on breathing
2. Able to use concentration to hold a set pose or a balance
3. Able to create a storyboard of movement and balances



Thinking Me

Support pupils to develop the cognitive and creative traits that enable them to create opportunities, overcome challenges and make choices.

Starter: Mindfulness

Body

- Pupils lay down on their back and close their eyes if they wish
- Tense the shoulders, holding for 5 seconds and release
- Clench the hands, holding for 5 seconds and release
- Repeat for different parts of the body, taking notice of the feeling of tension and release

Breath

- Pupils move to a seated position, keeping their eyes closed
- Pupils close their mouth and inhale quietly through their nose to a count of four. Hold their breath for a count of seven. Exhale completely through their mouth, making a whoosh sound to a count of eight.

Main:

Take the class through a sequence of yoga movements, continuing the focus on breath and concentration to hold the poses for 10 seconds.

1. Butterfly pose – sit on a rolled-up mat to make easier, keep back straight and reach forwards with hands in front to make harder.
2. Down dog – bend the knees to make easier, lift a leg to make harder
3. Warrior 1– keep the back knee on the floor to make easier, deepen the lunge to make harder
4. Tree pose – rest the raised foot by the ankle to make easier, rest the raised foot above the knee to make harder
5. Flying bird – lower the back leg or rest hands on a block to make easier, straighten your arms out in front of you to make harder

Pair work: Pupils start to compose a storyboard of the moves. This could link to a cross curricular topic or theme or creative writing focus in English. They practise the order of moves, and the story telling that could go with the movements. They hold the poses, providing pause and build up to the story and start to think about movement pathways to link the poses.

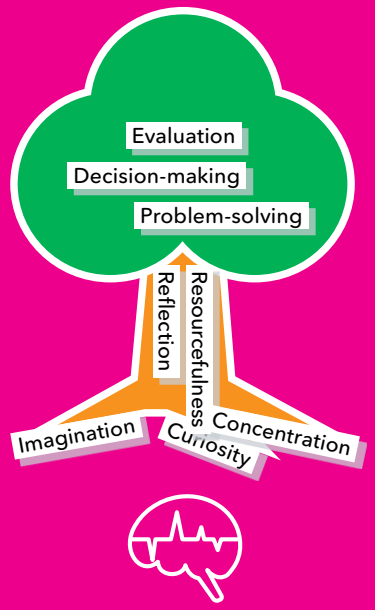
Plenary

Use the learner cards to reflect on individual and pair concentration. Set target for the next lesson in continuing the storyboard of moves.

Learner Card – Concentration

"Concentration is the secret of strength"

Ralph Waldon Emerson



Thinking Me

Support pupils to develop the cognitive and creative traits that enable them to create opportunities, overcome challenges and make choices.

Concentration in PE

These questions are suggestions to get you started. Feel free to come up with some of your own.

- At which points in the lesson did you have to use your concentration? How did it help you during the starter and storyboarding activities?
- How difficult was it to focus on your breathing? How did you manage any distractions?
- When working with your partner, how did you prepare for the task?
- What did you listen for and look for when working together to create your storyboard movements?

Concentration in school

- What helps you to concentrate in class?
- How do you show your teacher that you are concentrating on a task?
- Are there things that distract you in class? How can you avoid or manage these distractions?

Activity idea: Set yourself a target during one of your lessons to help you to focus. For example, you could aim to reach a certain point or line in your story writing, or aim to complete a certain number of maths questions during independent working.

Concentration in life

- What tasks do you take part in independently at home? How do you find quiet time?
- Do you have chores or things to help with around the house? How do you plan for and ensure you complete these tasks?

Activity idea: Sit and Still – Getting outdoors and taking notice of our surroundings is good for our wellbeing. Find a comfortable spot in your favourite place outdoors. It could be your garden, the park or even the beach. Sit quietly, and observe what you can see, what you can smell and what you can hear. Stay focused and try to manage any distractions.

NOTES

Ship Shape

Can you keep trying to improve your performance?

Time to Learn:

- Can you create the following balanced shapes?
- A **'wide'** shape. Are you high or low, what body parts are you using?
- A **'curled'** shape. Are you high or low, what body parts are you using?
- A **'narrow'** shape. Are you high or low, what body parts are you using?
- Can you teach someone else all of your different balanced shapes?
- Can you create a sequence using all 3 balanced shapes and link it together?



Can you teach someone your balances and work together to create a sequence?

S Use big, clear open and safe space.

T Use big clear movements.

E No equipment is required.

P Perform your sequence to a partner.

Reflection

Can you hold your balances still? If your balance is wobbling, how could you change it to make it still.

Did you try a variety of ways of balancing?

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