

LESSON 15: STUDENT SELF-EVALUATION

Grade-Level Outcomes

Primary Outcome

Fitness activities: Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)

Embedded Outcome

Working with others: Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)

Lesson Objectives

The learner will:

- demonstrate knowledge of asanas through a sequenced mini routine.
- present the routine and lead the class in performing it.
- evaluate classmates.

Equipment and Materials

- Copy of the feedback form for each student for each presentation
- Copy of the class evaluation and reflection sheet for each student
- Copy of the grading rubric for each student
- CDs, music playback devices, and speakers available for students
- Mats and blocks for each student

Introduction

Today, we will finish the remaining projects and you will evaluate yourselves, each other, and the class as a whole. We'll finish up the module with a yoga challenge!

Instructional Task:

Complete Student Presentations and Teacher Evaluations

■ PRACTICE TASK

Have the order of presentations available for students.

- Presentations should be 20 to 25 minutes long, with 5-minute transition period to switch students and complete the feedback form.
- Keep groups moving. If a group ends early, note that on the rubric. Don't let groups go over the time allotment to prevent backup.
- You complete the rubric for each routine as well.

EMBEDDED OUTCOME: S4.H3.L2. During the task, students have the opportunity to lead classmates in a new routine. Provide feedback about how well they led the class, as well as on the poses themselves.

Student Choices/Differentiation

Allow students to choose the order of presentations.

What to Look For

- How is their timing?
- How is their cueing?
- Was their teaching of the new asana effective?
- Could students follow the sequence?

Instructional Task: Evaluation

Practice Task

At the end of all the presentations, have students fill out the final evaluation.

Student Choices/Differentiation

Allow students more time to complete evaluations if needed.

Instructional Task: Yoga Challenge

Practice Task

Set up stations with new yoga poses that haven't been introduced yet. Some poses should be advanced and others easy. Students can go in pairs to the stations they are interested in and try the new poses.

Student Choices/Differentiation

- Students can choose the level of pose to try.
- Students can choose to do as many as they would like.

What to Look For

- Are students successful at trying new poses on their own?
 - Are they remembering to breathe appropriately?
 - Are they challenging themselves?
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Formal and Informal Assessments

- Rubric for presentations
- Feedback form
- Final evaluation

Closure

- Have students sit around in a circle and describe their experience in the class in one word.
- Discuss other types of yoga they may want to explore.
- Remind students to be thinking about their next module.

Reflection

- Read through all the evaluations. How could you improve the module for next time?
- Did I offer my students the best possible experience?
- What did they learn?

Homework

Make sure you review the new module outline and critical elements of the first skill by next class.

YOGA SELF-EVALUATION

Name: _____ Period: _____

Evaluation questions: Full credit will be given for answering the questions thoroughly.
(5 points each)

Answer the questions in your journal.

1. What physical benefits did you gain from this class?
2. What were the biggest obstacles you had or tried to overcome?
3. What did you like the most? Why? Why was this important to you?
4. What did you like the least? Why?
5. What did you learn about yourself?
6. What did you learn about me?
7. How would you convince a classmate to try yoga?
8. Give me some general comments on your impression. Is the class what you expected? Would you take it again? Were you challenged? Explain.

Rubric for Yoga Self-Evaluation

Excellent-4	Good-3	Fair-2	Poor-1
<ul style="list-style-type: none"> • All answers are well thought out and thorough. • Evidence of learning is clearly present. • Opinions are well supported. • Subject-area knowledge is apparent by answers given. 	<ul style="list-style-type: none"> • Most answers are well thought out and thorough, with a few vague statements. • Some evidence of learning is present. • Opinions are somewhat supported. • Subject-area knowledge is somewhat apparent. 	<ul style="list-style-type: none"> • Questions are answered, but answers are not well thought out. • Little evidence of learning is present. • Opinions are stated but not supported. • Subject-area knowledge is only vaguely apparent. 	<ul style="list-style-type: none"> • Some questions are answered, but answers are not thorough or well thought out. • Little or no evidence of learning is present. • Opinions are not stated clearly. • Little or no subject area-knowledge is apparent.

Number grade: _____ Letter grade: _____

From L.C. MacDonald, R.J. Doan, and S. Chepko, eds., 2018, *Lesson planning for high school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics).