

### Frame for PE Instruction

I have chosen a [PE lesson plan](#) from my student teaching experience to demonstrate my proficiency in physical education instruction. This was a fun lesson to teach because the goal was to break a sweat, play a game, and have fun. My host class was a competitive bunch which made the lesson even more lively. This PE lesson involved a warm up and a physical game the kids had not yet played, "Tic-Tac-Toe Relay." The game involved two teams racing against each other to place bean bags into hula hoops arranged on the floor in a tic-tac-toe formation. Each player had to run from a starting point at the edge of the gym to the game board in the center of the room. Players had to be mindful of bean bag placement, speed, and progress of the other team. This was a balanced lesson because it was neither too simple nor too over-stimulating (Pangrazi & Beighle, 2013). We played a few rounds and in the end, students achieved the objective of the lesson.

Research is clear that physical activity is essential for student learning (Dinkel, Schaffer, Snyder, & Lee, 2017; Jensen, 2005). Our brain relies on physical movement to prepare the brain for learning. In Jensen's *Teaching with the Brain in Mind* (2005), he writes about an important correlation. "Peter Strick at the Veteran Affairs Medical Center of Syracuse, New York, has documented another link. His staff has traced a pathway from the cerebellum back to parts of the brain involved in memory, attention, and spatial perception. Amazingly, the part of the brain that processes movement is the same part of the brain that processes learning" (Jensen, 2005). This is why physical education, recess, and movement breaks are so critical for academic success during the school day (Jensen, 2005).

In my practice we take several movement breaks throughout the day but especially before tests and after long periods of sitting. Twenty minutes can be considered a long period for a third grader. My students love to use [GoNoodle.com](http://GoNoodle.com)© for dance breaks. Through my [classroom research project](#) I discovered that mindfulness breaks were beneficial as well. My students enjoyed mindfulness exercises from [MindYeti.com](http://MindYeti.com)©. This is an important counterpart to movement breaks where we break a sweat because it helps students with calm, relaxation, and focus (Leland, 2014).

I pride myself on having a good read of my students and determining when they need an in-room movement break or an entire extra recess outside. I know that these breaks will bolster their stamina for the rest of the day and potentially improve academic outcomes. Recess time also allows for valuable social interaction and opportunities to engage in problem solving tasks (Pangrazi, & Beighle, 2013). This part of my practice is one more way in which I accommodate the whole child with the goal of churning out well-rounded, critically thinking citizens.

**References**

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