

Lesson 4 of 6

Yoga

EQUIPMENT

music (upbeat and slow) » music player » chairs (one per student and teacher) » white board/large sheet of paper » Tranquil Test Taker handout » hands-free microphone (optional)

Warm It Up

WHAT'S YOGA GOT TO DO WITH IT?

Instruct students to stand in a personal space.

Lead an active brainstorm, in which students will think of reasons why doing yoga is good while moving throughout the activity area. When students hear music, they move using the locomotor movement of their choice; e.g., gallop, hop, skip. When the music stops, students freeze and prepare to share their ideas with the group. Ask 2-3 students to share one benefit each of doing yoga and record before beginning the music again. Repeat until all ideas have been shared and recorded. Review the benefits of yoga identified by students and describe how participating in yoga can relax the mind and body, helping you feel good. Explain to students they are about to learn yoga moves that will help them relax before tests or anything that makes them nervous.

ABCD's of Physical Education



RELATED RESOURCES

- Brain Dance from "A Brain Compatible Approach to Studio Dance", Anne Green Gilbert, 2004 www.newhorizons.org/strategies/arts/gilbert%202.htm
- Yoga Techniques for the Classroom, Be Fit For Life Centre (BFFL), 2008, www.befitforlife.ca



Safety First!

See Safety Guidelines pages 19-20.



Benefits of Health

Functional Fitness	
Body Image	
Well-Being	B(K-3)-8

Clues that students are achieving the outcome...

"Students will understand the connections between physical activity and emotional well-being; e.g., feels good" *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can describe how yoga can be relaxing and make them feel good
- Students can identify a variety of situations and settings in which yoga would be of benefit.



Whoop It Up

TRANQUIL TEST TAKER

Instruct students to carry a chair from the side of the activity area and set it in a personal space facing a designated wall (teacher also needs a chair). Decide as a group whether or not to play music quietly in the background for the duration of the lesson. Repeat each pose 3-5 times before introducing the next pose and share modifications for each pose to challenge the individual abilities of students. Post the moves in the Tranquil Test Taker for all students to see (use pictures for pre-readers). Begin in *Mountain Pose*, standing beside the chair and lead students through the 6 stages of **Brain Dance »**

- 1-Take a deep breath in through the nose, filling belly and lungs and exhale out the mouth. Repeat 4 more times.
- 2- Arch the back and tip head back towards tail bone, move back to centre and wiggle spine, then gently move head from side to side.
- 3- Move just the upper body, then just the lower body.
- 4- Move left side without moving right, then switch.
- 5- Hang torso forward, dangling arms to the ground. Breathe in and lift torso up, then breathe out and let body swing freely like a rag doll. Invite students to sit in the chair, emphasizing the importance of sitting tall. Lead students through the following movements.

Reach for the Sun » Sitting tall in a chair, stretch arms high above head, spread fingers wide and look up to the sky. Breathe in. Breathe out a big sigh and lower hands to lap.

Bunny Breath » Refer to lesson 2.

Eyes Around the Clock » Sit tall and comfortably in a chair. Move only the eyes and look up and down pretending to look at the numbers 12 and 6 on a clock. Then look left and right at numbers 3 and 9. Look diagonally up at numbers 11 and 1, then diagonally down at numbers 7 and 5. Finally pretend to look clockwise at all of the numbers on around clock. Finish the Tranquil Test Taker with 5 **Cleansing Breaths**. Repeat the Tranquil Test Taker and ask students how they feel after performing the moves.



Safety First!

See Safety Guidelines page 143.



Wrap It Up

YOUR TURN!

Instruct students to move through the sequence with a partner or group of 3, referring to the posted list of moves as needed. Consider creating a handout that describes each move in the sequence and distributing to students as well as classroom teachers. Circulate and ask students to identify situations in which they might use the Tranquil Test Taker to relax.