**EDCP 320 Group Teaching Assignment**

**Individual/Dual Activities: Yoga – Grade Four**

**Prescribed Learning Outcomes:**

Active Living:

A1: Describe physical and emotional health benefits of regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, improved self-image, opportunities for making friends.

A2: Identify the major muscles of the body that are involved in physical activity.

A5: Identify opportunities for physical activity in a variety of settings

Movement Skills:

B3: Select non-locomotor, locomotor, and manipulative movements to create sequences.

Safety, Fair Play, and Leadership:

C1: Demonstrate an ability to participate safely in specific physical activities.

**Objectives:**

Students will be able to demonstrate proper technique for all poses covered in our lesson (triangle, warrior II, dancer, superhuman, cobra, downward dog).

*Evaluation: Teacher observation of students looking for proper positioning during poses.*

Identify the parts of the body that work during the activities done in class.

*Evaluation: Teacher asks questions at the end of class during the cool down activity.*

Appropriate response to instructions and safety guidelines, including not pushing past point of comfort (too far) in poses during class.

*Evaluation: Teacher observation of students throughout lesson.*

**Equipment Required:** Mats, speakers/music

**Safety Issues:**

* Ensure students are paying attention to instructor(s) and following instructions
* Hazards: Slippery floors, mats properly placed with no gaps
* Ensure students are not pushing themselves past a comfortable point, stressing that yoga is not a competitive activity; just try to do your personal best, but no pose should hurt

**Modifications/Adaptations:**

* At each pose, remind students to not push their body too far – yoga should never hurt, you should just feel a gentle stretch.
* Most poses have adaptations – cobra does not need to lift too high; modification of triangle pose to not lean so low down; lunge does not need to be too low for Warrior II; plank can be done on knees if needed (still with straight line through body).

**Lesson Plan:**

1. **Warm Up/Origins of Yoga – Joanna** (Total Time: 3 min)
   1. Start by having the students form a semi-circle and stretch out their arms to make sure there is enough space around them.
   2. Briefly introduce the history and origins of yoga during warm-up.
   3. Begin warm-up by having students roll their shoulders back, and remind them to remember this motion (they will be doing this move throughout the stations).
   4. On-the-spot jogging (bum kicks and high knees).
   5. Leg kicks (stretch out arms to touch opposite leg)
   6. Jumping jacks
   7. Cross jacks (making criss-cross motion with both arms and legs simultaneously).
   8. Lastly, move sideways with arms up and pressing shoulders back.
   9. Split class into three groups (8, 8, 9) and send to stations.
2. **Three Stations – Jonross, Sarah, Eliza** (Total time: 3.5 min x3 = 10.5 min)  
   *(Throughout these stations, Courtenay and Joanna will circulate to assist with proper postures, etc.)*
   1. Sarah – Triangle and Warrior II poses

* Warrior II:
* We are warrior, proud and strong. We stand with feet wide apart and arms extended long.
* Pointing our front toes straight ahead, we bend our front knee, but not going past our big toes. Warrior pose is a powerful posture, as everyone can see!
* Triangle:
* With students in a circle, step feet wide apart, point the toes of one foot straight ahead to start.
* Lifting our top arm, we begin to reach the other arm down toward our shin. (Remind students to make sure we listen to our bodies and we don’t have to stretch that far to do yoga.)
* Show students alternative ways to do the triangle pose: one is to bring the forearm to the bent leg and then extend the other arm high up, gazing at their fingertips. Encourage students to go lower if they need more of a challenge.
* We breathe in and out for the count of four before switching sides and trying Triangle pose once more.
* 1. Jonross – Downward Dog and Cobra poses (through plank pose)
* Downward Dog:
* Students will begin by starting on their hands and knees; their hands should be beneath their shoulders while their knees are beneath their hips.
* Instruct students to inhale and as they curl their toes and press against the balls of their feet, begin lifting hips towards the ceiling until their body makes an inverted “V” shape.
* Press your chest towards your knees while keeping your eyes focused on toes.
* Press your heels toward the floor, only as much as comfortable.
* Plank:
* Begin on your hands and knees, with your wrists directly under your shoulders.
* Instruct students to breathe smoothly and evenly through their nose.
* Spread your fingers and press down through your forearms and hands. Instruct students to try not to let their chest collapse.
* Tuck your toes and step back with your feet, bringing your body and head into one straight line (helps to visualize a plank).
* Keep your thighs lifted and take care not to let your hips sink too low. If your butt sticks up in the air, realign your body so your shoulders are directly above your wrists.
* Hold the pose while breathing smoothly for five breaths.
* Cobra:
* Students will begin by laying flat on their stomach with their arms at the sides and legs shoulder-width apart.
* Spread fingers and press palms into the floor.
* Place hands next to chest and begin to perform a push up – legs stay on mat.
* Push upper body off the floor and straighten your arms (remain comfortable) while keeping hips, legs, and feet planted on the mat.
* Tilt your chin upward and lift chest toward the ceiling.
* Hold the pose while breathing smoothly for five breaths.  
  1. Eliza – Superhuman (modified locust) and Dancer (natarajasana) poses
* Superhuman:
* Students will begin by laying flat on their stomach with their arms at the sides and legs shoulder-width apart.
* Instruct students to inhale and raise head to look forward. On the exhale, have students slowly lift chest and extend arms out forward.
* Next, instruct students to use their inner thighs to lift their legs up towards the ceilng.
* Emphasize that their weight should rest on their lower ribs, belly, and front pelvis.
* Remind students to keep their breath smooth and even; hold pose for one minute and on an exhale slowly bring body to the ground to rest.
* While resting explain the benefits of the locust pose. This includes strengthening and increased flexibility of the back, spine, legs, buttocks, and core. This pose also helps with relieving stress and improves breathing capacity by opening up the lungs.
* Dancer:
* Students will begin by lifting their left heel towards their left buttock as they bend at the knee. Grab left ankle with left hand and reach forward with free arm until it is parallel to the floor.
* Explain that students should feel a stretch in the leg and hip muscles.
* While stretching, explain the benefits of the dancer pose. This includes the development of balance, strengthening of the standing foot, and stretching of the leg and hip muscles.
* Bring down left leg and repeat with other foot and arm.

1. **Skill Application (Flow) – Courtenay & Team** (Total Time: 3.5 min)
   1. Start in mountain pose (standing at the top/front of your mat with feet slightly spread, arms at sides). Lift right leg up for thigh stretch, holding with right hand and pausing for balance.
   2. Raise left arm, and move into natarajasana (dancer) pose. Hold for two breaths, then return to thigh stretch.
   3. Step right foot back into warrior II, hold for two slow breaths.
   4. Straighten front knee and change to triangle pose, hold for two slow breaths.
   5. Bend front knee and return to Warrior II pose, hold for two more breaths.
   6. Place hands on floor, shoulder-width apart, move into a lunge, then step left leg back and move into downward dog. Hold for two more breaths.
   7. Breathe in, and on exhale lower to floor through plank. Inhale up into cobra and hold for two breaths.
   8. Lower body from cobra, stretch arms out in front, and move into superhuman (modified locust) pose, and hold for two breaths.
   9. Lower body, bring hands back beneath shoulders, and lift back into downward dog.
   10. Hop feet forward into forward fold (knees can be bend), roll up on inhale back to mountain.
   11. Repeat series/flow on other side, lifting left leg to begin.
2. **Cool-down/Review – Courtenay** (Total Time: 3 min)
   1. From Mountain Pose (where flow ended), return to hands and knees, and then stretch back into Childs Pose. Hold for one slow breath.
   2. Slowly walk hands over to left (just to a comfortable point), hold for a breath. Then slowly walk hands over to right (again, to where it is a comfortable stretch), hold for another breath, and walk hands back to centre.
   3. Instruct students to lay on back, legs can be apart and arms at sides comfortably, for Savasana (Corpse Pose). Talk about importance of focusing on breath. During this time, review poses covered in class and ask students to reflect on the pose they felt strongest in, and what they felt their biggest challenge was. Mention various yoga studios locally (YogaButtons, Butterfly Yoga, various community centres) that offer yoga for children and youth.
   4. Slowly sit up and face the front of the room (instructors). Ask students to describe the body parts/muscles used, ask for comments and thoughts on class.