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| Yoga |
| In this apprenticeship, students will learn how to teach and practice yoga. They will learn basic anatomy, poses, flows & teaching techniques, as well as the benefits of practice for mental and physical health. Through practical experience, writing reflection and discussion, students will gain an understanding about how practicing yoga can enhance their individual lives. Through modeling, lessons, and meeting with an expert yoga teacher, students will learn how to teach yoga and to share this understanding with others. By the end of the apprenticeship, students will be able to teach others an introductory yoga class and answer questions on the benefits of yoga. |

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| **Unit Standards and Objectives** |
| |  |  |  | | --- | --- | --- | | **Standard #1: Citizen Schools students will make an effective oral presentation.** | **Standard #2: Demonstrates competency in motor skills and movement patterns needed to perform yoga** | **Standard #3:** **Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and teaching of yoga** | | Lesson Objectives:   * You draw on preparation, reasoning, and reflection to form and clearly express your own ideas.   + Give good instructions for 1-2 yoga poses.   + Practice teaching 3-5 minute section of the WOW! yoga class using index cards.   + Demonstrate exemplary use of index cards while teaching by glancing at the index cards, not fidgeting with them, and using them to remember key points. * You make appropriate eye contact, speak at an adequate volume, and use clear pronunciation. (SL6.4)   + Speak loudly, clearly and slowly enough to be able to teach and explain yoga poses to class participants.   + Look at your students and stand confidently when teaching a yoga pose.   + Use a lower volume as appropriate for individual instruction vs. louder volume as appropriate for whole group.   + Move around the room while teaching to enhance effectiveness. * Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally.) (SL6.2)   + List 3 tips from professional yoga teachers on how to teach a yoga class effectively.   + List 3-5 characteristics of yoga teachers to emulate for the WOW!   + Align teaching/presenting skills learned in the apprenticeship to mastery on the oral presentation rubric.   + Identify 1 area of oral presentation skills to improve. * You include multimedia components and visual displays in presentations to clarify information. (SL.6.5)   + Explain the role of music and visuals in a yoga class.   + List 3 ways to create a yoga environment in any space. * Demonstrate command of formal English when appropriate. (SL.6.6)   + Give good instructions for 1-2 yoga poses.   + Use 3 mind/body phrases to keep yoga pupils focused while teaching a yoga pose. | Lesson Objectives:   * Demonstrate the sun salutation sequence including the following poses:   + Mountain pose   + Forward fold   + Plank   + Downward dog   + Lunge   + Cobra   + Child’s pose * Identify 10 components of basic yoga anatomy correctly. * Demonstrate balancing poses:   + Tabletop   + Tree   + Bridge   + Shoulder stand   + (One legged tiger pose - optional) * Demonstrate the warrior sequence including the following poses:   + Warrior 1   + Warrior 2   + Reverse warrior   + Triangle pose * Demonstrate floor poses:   + Cat and cow pose   + Cobbler   + Seated spinal twist   + Crocodile   + Happy Baby   + Corpse pose   + Pigeon * Demonstrate breathing techniques to deepen yoga practice.   + Cooling breath   + Breath of fire   + 3 Part breath   + Alternate nostril breathing * Participate in guided meditation. | Lesson Objectives:   * Explain how breathing exercises quiet the mind and benefit the practice of yoga. * Identify 2-3 poses that will help a person with a specific problem. * Create a teaching plan for a sequence within a beginner’s yoga class. * Identify which poses flow best together * Draft a teaching plan script for a sequence within a beginner’s yoga class. | |

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| **Essential Questions** |
| What are 1-2 universal or debatable questions that students will wrestle with in this apprenticeship?   * In what ways is practicing yoga essential to living a happy life? * What makes a yoga teacher excellent? |

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| **Performance Task Assessment (WOW!)** |
| Yoga Class: Each student will teach a 3-5 minute portion of a yoga class to an audience participating in the yoga class including a warm-up, a sun salutation, a warrior sequence, a floor sequence, and a cool down. Students will make eye contact, demonstrate the poses, speak with adequate volume and enunciation for the class participants to easily understand what they are supposed to do throughout the class. They will use visuals along with demonstration to enhance their yoga instruction and select music to create an environment conducive to the practice of yoga. We use a GRASP template (Wiggins & McTighe, 1998):   * Goal: To introduce beginners to the benefits of yoga by teaching a 3-5 minute portion of a basic yoga class * Role: Yoga teacher * Audience: Friends, family, and community members who are interested in trying yoga * Situation: Students are teaching a yoga class * Product: Students will work in a team to plan a sequence of a yoga class. Each student will individually teach 3-5 minutes of their team’s sequence. * Standards (Measures of Success): A yoga class is effectively taught when…   + The sequence and sets of poses are prepared ahead of time so that they flow together and support the students’ practice * Instruction is given clearly and loudly enough for the participants to easily hear and understand * Verbal instruction is accompanied by demonstration and visuals of poses as appropriate * Music is used to reinforce elements of relaxation and focus |

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| **Lesson Plans At-A-Glance** |
| |  |  |  |  | | --- | --- | --- | --- | | Week | Lesson Objectives | Agenda | Outcomes & Work Products | | 1 | * Explain expectations for the apprenticeship. * Describe the WOW! and their role in the WOW! * Demonstrate the sun salutation sequence including the following poses: * Mountain pose * Forward fold * Plank * Downward dog | * Hook: Title: Name Game, Why Yoga? * Introduction to New Material: Introductions * Activity 1: Expectations * Activity 2: Yoga Class * Activity 3: Reflection * Assessment: Exit Ticket | Students will meet each other and their yoga teacher. They will establish expectations as a group and learn what their WOW! will be. They will begin their practice of yoga with doing mountain pose, forward fold, downward dog and plank. | | 2 | * Explain the role of music and visuals in a yoga class. * Identify 10 components of basic yoga anatomy correctly. * Demonstrate the sun salutation sequence including the following poses: * Downward dog * Lunge * Cobra * Child’s pose * Demonstrate balancing poses: * Tabletop | * Hook: Snapshot * Introduction to New Material: Yoga Anatomy * Activity 1: Anatomy Game * Activity 2: Role of Music and Visuals * Activity 3:Yoga Class * Assessment: Exit Ticket | Students will learn some basic yoga anatomy (balls of the feet, etc.) and practice the sun salutation adding the poses of child’s pose and cobra. Students will practice selecting music and using visuals to help all members of the yoga class focus and find the correct positions. | | 3 | * Give good instructions for 1-2 yoga poses. * Speak loudly, clearly and slowly enough to be able to teach and explain yoga poses to class participants. * Look at your students and stand confidently when teaching a yoga pose. * Demonstrate the warrior sequence including the following poses: * Warrior 1 * Warrior 2 * Reverse warrior * Triangle pose * Demonstrate floor poses: * Cat and cow pose * (Demonstrate balancing poses: * One legged tiger pose - optional) | * Hook: Snapshot * Introduction to New Material: How to Teach a Pose * Activity 1: Giving Good Instructions * Activity 2: Practice Teaching a Pose * Activity 3:Yoga Class * Assessment: Exit Ticket | Students will learn how to give good instructions for a yoga pose while also building skills in speaking and body language while teaching. Yoga practice will exemplify these skills and incorporate the warrior sequence. | | 4 | * Use a lower volume as appropriate for individual instruction vs louder volume as appropriate for whole group. * Move around the room while teaching to enhance effectiveness. * Demonstrate breathing techniques to deepen yoga practice: * Cooling breath * Breath of fire * 3 Part breath * Alternate nostril breathing * Demonstrate balancing poses: * Tree * Explain how breathing exercises quiet the mind and benefit the practice of yoga. | * Hook: Snapshot * Introduction to New Material: Body Language of Teaching * Activity 1: Working the Room * Activity 2:Importance of Breathing * Activity 3: Yoga Class * Assessment: Exit Ticket | Students will learn what eye contact, body language, and voice is appropriate for teaching yoga and have the opportunity to practice cueing the class and correcting individuals in various poses. Students will practice breathing exercises and learn about the connection between breathing and yoga. Yoga practice will incorporate this breathing practice. | | 5 | * Use 3 mind/body phrases to keep yoga pupils focused while teaching a yoga pose. * Demonstrate floor poses: * Seated spinal twist * Happy Baby * Corpse pose * Identify 2-3 poses that will help a person with a specific problem. | * Hook: Snapshot * Introduction to New Material: What’s in a Word * Activity 1: Mind/Body Phrases * Activity 2: Benefits of Poses * Activity 3: Yoga Class * Assessment: Exit Ticket | Students will learn and practice using common phrases yoga teachers use to keep pupils focused during class. Students will also learn more about the different benefits associated with different types of poses. | | 6 | * List 3 tips on how to teach a yoga class effectively from professional yoga teachers. * List 3-5 characteristics of yoga teachers to emulate for the WOW! * List 3 ways to create a yoga environment in any space. | * Hook: Snapshot * Introduction to New Material: Taking Notes * Activity 1: Tour & Tips on Teaching * Activity 2:Yoga Class * Activity 3: Debrief * Assessment: Exit Ticket | Field Trip to a yoga studio OR guest master teacher from a local yoga studio. Students will learn teaching tips from a master yoga teacher (or panel of teachers), see a yoga studio and take a class from a master yoga teacher. | | 7 | * Demonstrate floor poses: * Pigeon * Create a teaching plan for a sequence within a beginner’s yoga class. * Identify which poses flow best together. | * Hook: Snapshot * Introduction to New Material: Visualize the WOW! * Activity 1: Poses & Flows * Activity 2: Planning our WOW! Class * Activity 3: Yoga Class - WOW! Prep * Assessment: Exit Ticket | Students will learn how to prepare to teach a yoga class - how to sequence poses and flows and then they will work together to begin to plan their WOW! class. Students will combine all that they’ve learned about being a yoga teacher into one set of oral presentation expectations. | | 8 | * Align teaching/presenting skills learned in the apprenticeship to mastery on the oral presentation rubric. * Identify 1 area of oral presentation skills to improve. * Draft a teaching plan script for a sequence within a beginner’s yoga class. | * Hook: Snapshot * Introduction to New Material: Great Expectations * Activity 1: Oral Presentation Rubric * Activity 2: Script it! * Activity 3: Yoga Class - WOW! Prep * Assessment: Exit Ticket | Students will finalize their WOW! class plan and begin practice teaching their individual sections. They will examine the oral presentation rubric and do a self-evaluation. Students will write out what they plan to say using the formula from L3, flow concepts from L5, and phrasing from L5. | | 9 | * Practice teaching 3-5 minute section of the WOW! yoga class using index cards. * Demonstrate exemplary use of index cards while teaching by glancing at the index cards, not fidgeting with them, and using them to remember key points. * Participate in guided meditation. | * Hook: Snapshot * Introduction to New Material: Index Cards * Activity 1: Preparing to Teach * Activity 2: Practice Teach * Activity 3: Yoga Class Meditation * Assessment: Exit Ticket | During Activity 2, students will conduct a practice run through of their WOW! class and provide each other feedback on their teaching technique and style. | | 10 | * Practice teaching 3-5 minute section of the WOW! yoga class using index cards. | * Hook: Snapshot * Introduction to New Material: WOW! Logistics Prep * Activity 1: WOW! Yoga Class Run-Thru * Activity 2: Jeopardy and Celebration * Assessment: Exit Ticket | Students will conduct a final practice run through of their WOW! class and provide each other feedback on their teaching technique and style. Afterwards they will celebrate the semester with jeopardy and a party. | |

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| **Lesson Elements**   |  |  | | --- | --- | | **Hook**  Opening ritual used each week to build excitement | What opening ritual will you use every week to get students excited about the topic of the day’s lesson?  The benefits of yoga and rationale for practicing yoga will be integrated into all aspects of the apprenticeship, but the Hook will highlight one benefit topic area of yoga each week and provide students the opportunity to reflect on how yoga can be helpful to them in their lives. | | **Assessment**  How you will measure student learning (i.e., exit tickets, student writing, student presentations, etc.) | What assessment measures (i.e., exit tickets, student writing, student presentations, etc.) will you use every week to measure student learning for objectives of that lesson?  Written reflection and exit questions. Additionally, students will be expected to learn (x#) of poses throughout the apprenticeship. In Weeks x, x, x,(1, 2, 3, etc.) students will be tested on the poses and their progress recorded in a table. See a sample table in the lesson plan for Week 1 (the initial week of assessment of poses)  Note: It will be best to NOT have the students copy the questions in their journal. If you have the students write down the questions, you will need to extend the assessment time by at least 5 minutes. | | **Structures**  Learning structures, tools or student grouping strategies | What learning structures, tools or student grouping strategies will you use across lessons to build opportunities for practice and support student mastery?  Opportunities to practice teaching are woven into Activities 1 & 2 in most of the lessons in pairs, small groups, and whole group which will give all students a variety of ways to practice and master the material. For the WOW! the students will also be grouped together in flow sequences (sun salutation, warrior, floor, etc). It is recommended that the groups be assigned by the teachers and designed to be heterogeneous. | | **Procedures**  Special procedures used each class (ie handing out folders, rearranging seating, etc.) | What special procedures will you implement across lessons?  Depending on your room setup, you may want to have students do Activity 1 and 2 at tables or in one location and then transition to their yoga mats for the yoga class in Activity 3. Plan ahead for what this procedure will look like. Additionally, consider how you will hand out journals for the Assessment. Perhaps students pick up the journals with their yoga blocks when transitioning to Activity 3. Perhaps you hand them out during the savasana of activity 3. It’s up to you but will take pre-planning and teaching in the first few weeks. | |

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| **Implementation Notes**   |  |  | | --- | --- | | **Supplies**  Materials, tools, technology | What materials or tools will be needed for this unit? List items you’ll need every week or may take time to procure (including computers, please be specific about programs needed).   * You will need a yoga mat for each student - it is important that students have firm, nonslip ground to practice yoga on. Consider requesting donations or loans from local yoga studios and gyms if this purchase is a stretch. * Audio capability - CD player, iPod with speakers, etc. * Items to make your classroom space more of a yoga studio. For example, you might bring in a plant, alternate lighting, a Buddha statue, air freshener, etc. * PowerPoint Slides to use each day are [here](https://drive.google.com/a/citizenschools.org/folderview?id=0B2N9Bs6n-TrGdnVDS0ZsSnVBS1k&usp=sharing) | | **Budget** | Total cost of apprenticeship:   * Yoga mats can be expensive, but here is [an option for ~$7/mat](http://www.wholesaleyogamats.com/value-yoga-mats-24-x-68-x-1-8/). Audio cost and creating the look and feel of a yoga studio will be dependent on the method and items chosen. * Total cost of all additional weekly supplies - minimal * Cost of all field trips, admission to events, etc. - The primary cost of the field trip will be transportation. The master yoga teacher(s) may donate their time to facilitate a mini class and hold a discussion with the students, or you may need to offer to pay for their time. | | **Location**  Tables/desks, or classroom, gym, kitchen, outside, etc. | What classroom space (tables, desk, etc.) or other type of space (i.e., gym, kitchen, outdoor space) will be needed?  You will need a large space for each student to have a mat and comfortably practice yoga. You may also want space where the students can sit at tables or desks for the more academic activities though these could be facilitated in a yoga studio as well. A gym, library, or hallway could work well. A classroom full of desks will not work as well. | | **Choice and Voice**  Key decisions students make | Are there any key decisions students will be making that will alter the apprenticeships or determine course for the WOW!?  The most major point of choice that students will have will be in planning the WOW! class with guidance. Additionally, they will have input and voice throughout the apprenticeship in various activities. For example, in Lesson 1 they will contribute ideas of how the apprenticeship could make their class space look and feel more like a yoga studio. | | **Modifications for Student Needs**  Supports and changes to help meet the needs of all learners | Overarching supports and changes to help CT and TL meet the needs of all learners in this apprenticeship. (Specifics are included in Lesson Plans):  Common modifications include:   * Adjust student groups * Provide additional time to practice * Provide opportunities to practice in smaller groups * Modify the yoga poses as needed for flexibility and ability level   This can be a great apprenticeship for English Language Learners since it involves a lot of visual and modelled teaching. Consider modifications for ELL students:   * Plan for extra time * Provide additional visual reinforcement of vocabulary (perhaps a poster labeling yoga anatomy in English and the students’ language(s)) * Set up classroom so that the ELLs have the best line of sight to your demonstrations during the yoga class portion of the apprenticeship   Consider the following resources to make modifications for students with physical disabilities.   * <http://mayallbehappy.org/wheelchair-yoga/> * <http://www.nchpad.org/295/1834/Yoga~for~Individuals~with~Disabilities> | | **Student Background Knowledge and Skills Needed**  Academic skills, social emotional skills or developmental milestones needed | Students of varying levels of development, background, etc. are well suited to participate in this apprenticeship. Instead of background knowledge and skills, ideally, students will bring the following to the apprenticeship:   * Interest in yoga * Interest in increasing flexibility, reducing stress, and improving ability to focus * Sufficient maturity to be comfortable stretching and trying yoga poses in front of his/her peers * Investment in being healthy and expanding their knowledge of how to be healthy | | **College and Career Readiness**  Connections to college and career | College Connection: Skills and content learned in this apprentices. (What is happening in this apprenticeship that might get students excited about going to college?)  Most yoga instructors are college graduates and the ability to run a yoga studio uses this business acumen. Career pathways and college stories will be shared as part of every interaction with yoga instructors. Additionally, students will learn how a practice of yoga will help them manage stress and the workload of college. Students will understand how maintaining fitness and a calm and focused mind will help sustain them through meeting and overcoming challenges. | | **Co-Teaching Roles**  Recommendations for co-teaching and planning | If taught by teams of CTs, list recommendations for co-teaching and planning that will lead to success.  If taught by multiple CTs, activities can be differentiated and groups can be smaller in order to provide every student with more targeted teaching and more opportunities to practice instruction. Notes are included in every lesson on what co-teaching structures might work best. | | **Special Resources**  Field trips, excursions, guest speakers | Are there any opportunities for field excursions or special guest speakers/teachers that will enhance the overall apprenticeship and need to be planned far in advance?  Lesson 6 is a field trip to a local yoga studio to meet a master yoga teacher (or multiple), attend a class, and see yoga in practice as a business. If such an excursion isn’t possible, it would be best to coordinate one or more master yoga teachers and yoga studio owners as guest speakers. | | **Special Note** | This unit intentionally does not teach the Sanskrit language of yoga. While the Sanskrit is a piece of the technical language of yoga, it will take away time spent learning the yoga and teaching skills that are the focus of this apprenticeship. Therefore, while there are loose references to vinyasa, pranayama, and asanas, there are no sanskrit names for the poses, no word wall to memorize these words, and very little time spent discussing these linguistic components. If your class is advanced or you feel passionate about these components of yoga, feel free to add them in as you see fit. | | **Road Map to WOW!**  Visual overview for students of their 10 week apprenticeship | Note to CT/TL: Create a poster-sized visual of the information listed below, display and reference weekly in your classroom.  Visual overview for students of their 10 week apprenticeship:  Week 1: Sun Salutation 1  Week 2: Sun Salutation 2  Week 3: We are Warriors!  Week 4: Take a Deep Breath  Week 5: Floor It  Week 6: Learn from a Master  Week 7: Flows  Week 8: Script It  Week 9: Index Cards  Week 10: Practice Teach  WOW! Yoga Class!!! | |

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| **The Pitch** |
| Add description of a 2-3 minute interactive presentation of your apprenticeships. Presentations with props, interactive elements, and models of products similar to WOW! are typically most successful. The pitch should:   * Start with 2-3 sentences that a student would use to describe what they will be able to do by the end of the apprenticeship * Guide CT(s) connecting their own experience to Apprenticeship topic when they introduce themselves * Highlight the WOW!--what is all this building up to students knowing and doing at the end? * Share how this apprenticeship will help prepare students for college and careers * Describe a student who might enjoy or not enjoy this apprenticeship     Yoga is a system of exercises that help you attain and maintain physical and mental health at any age. In the Yoga apprenticeship we will learn how the principles of yoga will help us in our everyday lives, practice teaching and doing yoga every class, and prepare to teach a yoga class together for our WOW! We will get more flexible, more fit, and learn how to use yoga to relax, focus, and manage stress.   * Set yoga mats out in a semicircle around you. If you do not have room for full mats, set out smaller mats or tape pieces of paper to the floor to indicate where you want students to sit. Alternatively, ask two students to sit on each yoga mat. * Have students sit cross legged on the yoga mats or other mats. * Introduce yourself. * Ask students to name things that they feel anxious or stressed about. Take 3-5 answers. * Ask students if they ever feel stiff or uncomfortable after sitting in a desk all day. * Ask the students if they ever have a hard time focusing. * Explain that the practice of yoga will help them relax, improve their flexibility and fitness, and focus better in school. Share the following:   + More than 15 million Americans practice yoga regularly! About 1.5million of those people are kids!   + Yoga has been proven to help reduce stress and anxiety for kids in school and at home.   + Yoga has been proven to help kids feel calmer and be able to better focus. * Turn on some music and conduct some small stretching and breathing exercises.   + Have students stretch their arms to the sky. Lower the right arm and stretch the left to the side. Repeat with the right arm. Lower both arms.   + Have students close their eyes and put their hands on their bellies. Breath in deeply. Feel your belly inflate like a balloon. Hold the breath for a few seconds, then push the air out slowly. Imagine a balloon deflating. Repeat 2 times.   + Walk students through a neck stretch (slowly to each side, rolling between the two sides) and a spinal twist if you have time. * Ask students to reflect on how they feel after the breathing exercises - do they feel more relaxed and less anxious? * Describe what yoga is and what the students will do in the apprenticeship. * If there’s time, model some poses and describe their benefits. * Highlight how students will learn many poses and will teach a yoga class at the end of the semester for their WOW! demonstrating their learning and sharing the benefits with others.   Review videos and content at [http://kidshealth.org/kid/stay\_healthy/fit/yoga\_stress.html#](http://kidshealth.org/kid/stay_healthy/fit/yoga_stress.html) for more simple yoga for kids tips. |

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| **Materials Needed for Pitch Day** |
| 1. audio - CD player, iPod and speakers, etc. 2. yoga music 3. yoga mat, props, etc. 4. visuals of yoga poses and benefits of yoga |

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| **Apprenticeship in Action** |
| ***Yogis from Citizen Schools Texas***    ***Citizen Schools students from Newark on a field trip to a yoga studio***  **Tips from CTs:**  Think though details about the space:   * Can the apprenticeship meet in a place with uninterrupted quiet? * Will you need to move desks and chairs every week? * Planning the yoga field trip is a lot of work, but worth it to give kids the full experience of being a yogi.   These logistics are really important for creating a learning environment for yoga.  **Quotes from CTs on their experience in this apprenticeship:**  *In what ways did your Yoga apprenticeship impact student growth?*  “I have a few that I can think of, but overall when I hear from students that they have been inspired to take yoga classes or that they practice at home during quiet time and how much it helps them with stress management, I know I have made an impact.”  *What surprised you about your students?*  “One student was unengaged through the most of the semester- at the WOW! he took over, he was able to articulate what he'd learned, he showed confidence; during the performance he excelled. My take away was that he was paying attention the whole time.”  “One of the students who was tough to manage from a behavioral standpoint would pleasantly surprise me. She could always recite everything I taught and teach it back to the class perfectly.” |

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| **Apprenticeship Description for WOW! Communications** |
| In this apprenticeship, students have learned how to teach and practice yoga. They learned basic anatomy, poses, flows & teaching techniques, as well as the benefits of practice for mental and physical health. Through practical experience, writing reflection and discussion, students gained an understanding of how practicing yoga can enhance their individual lives. Through modeling, lessons, and meeting with an expert yoga teacher, students learned how to teach yoga and to share this understanding with others. By the end of the apprenticeship, students will be able to teach others an introductory yoga class and answer questions on the benefits of yoga. |

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| **Apprenticeship Acknowledgements** |
| Content & Resources: Mandy Haeuser Gandin  Content: Keely Ball, NPD, Citizen Schools  Special Thanks:  Candice Kersten Boyce, who supported the drafting of this unit and the scripting of the yoga class activities and is a former Citizen Teacher and experienced yoga teacher |

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| **Essential Question** |
| Which of the several universal or debatable questions for this unit will students consider in this lesson?   * In what ways is practicing yoga essential to living a happy life? |

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| **Lesson Overview** |
| This lesson kicks off the apprenticeship with introductions, a WOW! overview and practicing a basic yoga sun salutation. Students will be excited by the ways that their apprenticeship is very different from the traditional apprenticeship or class in school - instead of desks and writing, they will be sitting on the floor and stretching their muscles and their minds. This initial taste of yoga will invest them in the apprenticeship, in practicing yoga, and in preparing to share their learning at the WOW! |

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| **Lesson Objectives** |
| |  |  | | --- | --- | | **Standard #1:Citizen Schools students will make an effective oral presentation.** | **Standard #2: Demonstrates competency in motor skills and movement patterns needed to perform yoga.** | | Lesson Objectives:   * Explain expectations for the apprenticeship. * Describe the WOW! and their role in the WOW! | Lesson Objectives   * Demonstrate the sun salutation sequence including the following poses:   + Mountain pose   + Forward fold   + Plank   + Downward dog | |

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| **Lesson Agenda**   |  |  | | --- | --- | | 10 Minutes | Hook: Name Game: Why Yoga? | | 10 Minutes | Introduction to New Material: Introductions | | 25 Minutes | Activity 1: Expectations | | 25 Minutes | Activity 2: Yoga Class | | 10 Minutes | Activity 3: Reflection | | 10 Minutes | Assessment | |

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| **Lesson Preparation** |
| * Preparation   + Plan ahead for your space. The lesson is taught such that every student can do the entire lesson from their yoga mat. You may want to have the yoga mats in a circle until Activity 2, though, when you turn the mats to face all the same direction. Plan ahead for cueing these procedures.   + In each lesson you’ll be teaching new yoga poses. Plan ahead for how you will display, reference and use a visual of each pose. It’s important that you use these visuals since using a visual in a presentation is a key skill that the students are expected to master as part of mastering oral presentation in this apprenticeship. Students learn this skill in Lesson 2 and will benefit from seeing you model it each time you teach a new pose. You can either use a computer and projector or you can print and blow up posters of the poses.   + Prepare a few items to make your space “more yoga.” Your apprenticeship may be taking place in the gym, the library, the cafeteria, or a normal classroom. How are you going to make it look and feel like a yoga studio? Some ideas are to bring in a plant, an air freshener, play soft music, bring a lamp or alternate lighting. You will use these in Activity 1.   + Prepare your class set of journals and plan for your procedures for distribution and expectations for writing and follow up. Plan to read and respond weekly. Students need some visual indication that their teachers are reviewing their writing to invest in doing it at all. If you write back to the students, you will see a marked increase in their writing and the quality of their reflection. Consider the following options:     - Write responses to each student.     - Give check, check plus, check minus and underline 1-2 sentences that you think are most interesting. Write a short “WOW!”, smiley face, or other brief indication of your interest and approval.     - Give check, check plus, check minus and read excerpts from 2-3 journals at start of next class or at start of journal writing so students know that what they write is read and might be read to whole class if relevant/interesting.   + A script for the yoga practice in Activity 2 is included. The script is there as an example of what to say and what type of language/instruction will most likely work with your apprenticeship. It is not recommended, however, that you simply read off the script while teaching the class. Instead, plan to internalize it ahead of time. Make note of vocabulary choices as well as the sequence of postures as you plan for your own instruction.   + For the Assessment, modify reflection questions or select alternate questions from the Reflection Question Bank (located in Lesson 1) so that your questions will elicit meaningful and relevant reflection from your students. Use this as an opportunity to gather data about how practicing yoga is affecting your students and to deepen their experience. * Co-teaching plan--list the top 3-5 decisions teachers should agree upon for implementation of this lesson.   + It is recommended to use the Team Teaching method and tradeoff who is the lead for a majority of this lesson. This will introduce students to both the CT(s) and the TL and set the stage for a true shared teaching experience. Plan ahead for which teacher will take the lead on which activities. |

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| **Materials** |
| * Every Week:   + Yoga mat (one per student) and yoga blocks (two per student)   + Chart paper or whiteboard   + Markers - for paper and/or whiteboard   + Chart paper with a large circle drawn on it and “Expectations” written on the top   + Journals/notebooks and pencils - one per student   + Items to make your space “more yoga.” Your apprenticeship may be taking place in the gym, the library, the cafeteria, or a normal classroom. How are you going to make it look and feel like a yoga studio? Some ideas are to bring in a plant, an air freshener, play soft music, bring a lamp or alternate lighting.   + Computer/projector to show slides or posters of the key poses being taught today   + Computer/speakers or iPod/speakers or CD player to play music during the yoga class in Activity 2 * This Week:   + A ball (something in the tennis ball to beach ball range)   + Index cards |

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| **Hook: Name Game: Why Yoga?**  **(10 Minutes)** |
| * ***Teacher’s Note:*** *This hook is the first introduction of the teachers to the students in this apprenticeship. While the activity cues the introduction of the CT, ensure that every teacher has equal voice and introduction time to message to the students that this is truly a shared partnership. While each teacher brings unique skills to the class, each teacher will carry equal authority and deserves equal respect when facilitating.* * **Reflect**: Practicing yoga can help you in many ways. Reflect on the following list of ways yoga can help you or others. Which one (or ones) are the best fit for you?   + **Write** this list on the board or display on a slide. **Handout** index cards to each student.   + Yoga can help you…     - manage stress     - get more fit     - be a better athlete in other sports     - boost your immunity (fight off sickness)     - focus better in school and when studying     - sleep better     - increase flexibility   + Give students 1-3 minutes to think and write down their answer on their index card. * **Introduce yourself**: Citizen Teacher(s) (CT) introduces self as a yoga teacher and a teacher in this apprenticeship over the next ten weeks. Share one reason why you chose to volunteer as a CT and what you’re excited to teach students. The TL should also introduce him/herself as a co-teacher of the apprenticeship. * **Facilitate shareback**: Show students their mats arranged in a circle. Have each student select a mat and sit at the end of the mat. Tell students that these are our yoga mats and we’ll be using them every class. Tell students that for this activity, you are going to roll the ball to one of them, then they will introduce themselves and share one of their responses to the Hook. After they have shared, have them roll the ball back to you. Then roll the ball to another student.   + Note: This is a great activity to use as a first opportunity to encourage speaking at volume where everyone can hear. Begin to reinforce excellent oral presentation skills immediately.   + Note: Use this as an opportunity to memorize your students’ names. When the ball gets tossed back to you, say, “Thank you \_\_\_” and pass to the next student. Go back and see if you can remember everyone’s name at the end and remind students of your name as well. Make it a fun challenge. Model that you make mistakes and it’s ok. Laugh at yourself, but demonstrate diligence to accomplish the task - memorizing every student’s name. * **Transition:** Today we will begin our practice of yoga. Think about how you feel now. Was today stressful at school? Could you use some quiet time to meditate and get re-centered? Do you feel tense and do you need to relax? We’ll learn some more about yoga, then practice yoga, and at the end of class we’ll take some time to reflect on how we feel now.   + If you have time, have students write a note or two on their index card about how they are feeling today. You could have them write a number 1-5 ranking their day (1 low, 5 high) or simply have them write a few words about how they are feeling. |

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| **Introduction to New Material:**  **What is Yoga?**  **(10 Minutes)** |
| * **Introduce** the Apprenticeship: Our apprenticeship is Yoga! In this apprenticeship you’ll be learning how to do yoga and you’ll be learning how to teach it.   + Provide a more substantial introduction of yourself. For example: I am \_\_\_ and I own a yoga studio here in town. I got started because when I was in college I was having a really hard time managing stress. I couldn’t sleep and I was stressed out all the time. A friend suggested I come to yoga with her and when I did, I was hooked. It was really helpful for me to do yoga - it calmed my mind, helped me relax, and helped me sleep better. After I was practicing yoga regularly, my grades improved and I finished a degree in business. I knew I wanted to open a yoga studio so that I could share my love of yoga with anyone. And that’s why I’m here to teach this apprenticeship too. I want to share yoga with you and teach you how to use it to benefit you in school and in life too.   + I started out by practicing a type of yoga called vinyasa. In this type of yoga, movements flow into each other and there is a lot of focus on the breath. Usually we’ll breathe in for one movement and then out for the next. There are other types of yoga as well but we’ll just be learning vinyasa style yoga in this apprenticeship. * **Say**: In this apprenticeship we won’t be doing anything that is really dangerous like sawing wood or hammering nails, but we will be working out and stretching our muscles. You might be moving in ways that you didn’t expect and I ask that you be careful and if you feel like you’re in a position that hurts, stop or back off. Yoga is a very individual practice and it’s best to not overly push yourself. In most poses, I will give you basic instructions and give you the option to make it harder. You don’t have to make it harder and in fact shouldn’t unless you really feel ready.   + **Demonstrate:** a pose that you’ll cue today - forward fold. Show how you’ll cue it with hands on the ground and then offer the second level of relaxing your head down and folding all the way down. Note that they should only go for the second level if they are really ready. Describe how you know when you should stop pushing your body. Note the difference between a good stretch and when it starts to hurt. Stop before it starts hurting.   + **Say:** Let’s try this for ourselves!     - **Cue** a forward fold from a sitting position. Begin sitting up straight with your legs stretched out in front of you. Flex your feet and stretch your head to the sky. This is option one. You should feel a bit of stretch in your hamstrings (point to your hamstrings). If you feel any pain versus stretching, you should stop here. Hold this position while I teach the next option.     - **Cue** the next level of a forward fold. Stretch your hands to the sky and then gradually start folding forward, stretching your hands to your toes. Again remind students to stop when they feel discomfort.   + **Say:** Use your own judgment to determine where your limits are. Yoga is very individual and very personal. Do what you can but don’t push yourself beyond where you can go - that can result in injuries. * **Say:** So what is yoga anyway? Has anyone heard of it?   + Take answers from the students and write anything that you want to come back to on the board. * **Say:** This is a great start! You’re absolutely right - yoga is many things. For me, yoga is the unity of mind and body - the unity of physical, mental, and spiritual. At its foundation it's a way of exercising for mental and physical health.   + **Outline** a history of yoga: Some people say that yoga is as old as civilization. Others say that it dates back to 3000 BC - that’s 5000 years ago! - but basically we don’t really know when people started practicing yoga. We know it started in India and is very, very old. It was brought to the USA in the late 1800s and popularized in the 1960’s. However, only in the last 10-20 years has it become mainstream and practiced by many Americans. Now, if you want, you can easily find a yoga studio to continue practicing yoga after we finish this apprenticeship. (Perhaps share where the nearest studios or classes are that are close to the school. Often YMCAs and community centers and occasionally churches offer free or discounted classes to community members.)   + Consider showing a map of the neighborhood with places the students could do yoga identified. * **Preview**: Today we’re also going to talk more about how we’re going to work together as a team in this apprenticeship and learn more about what we’re going to do for our WOW! and how we’re going to get there. * **Check for Understanding**: Okay, before we go any further, let’s do a quick TeachBack. Who can tell me what yoga is and how it can help us? * **Transition**: Now it’s time for you to tell me a little more about yourself and start learning yoga. If you are going to become a yoga teacher over the next ten weeks, we better get started! |

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| **Activity One:**  **Expectations**  **(25 Minutes)** |
| * ***Teacher’s Note:*** *You will need items to make your space more like a yoga room during this apprenticeship. Your apprenticeship may be taking place in the gym, the library, the cafeteria, or a normal classroom. How are you going to make it look and feel like a yoga studio? Some ideas are to bring in a plant, an air freshener, play soft music, bring a lamp or alternate lighting. See if you can work with the daytime teacher to leave these items in his/her space to store during the week. This may or may not be possible given limited storage space.* * ***Teacher’s Note:*** *Co-teachers should plan to teach or use one teach, one assist to message to students an equal teaching partnership within the apprenticeship.* * **Say**: We are going to have a lot of fun together and I am looking forward to sharing the practice of yoga with you. In addition to learning to teach yoga, you will also learn how to practice yoga in a way that will be helpful to you and could be helpful to your family. To ensure we make the most of our time together, let’s establish expectations for how we will interact with one another during apprenticeships. * **Share:** We are going to have our apprenticeship in this room this semester and it doesn’t really look like a yoga studio, so let’s talk about what a yoga studio generally looks like and some elements that I’ve brought to our class to make it more like a yoga studio. * **Say:** Let’s look at 3 pictures of yoga studios. How would you describe these spaces? What do you notice?   + **Show** 3 photos of yoga studios.   + **Solicit responses** from the students. Sample responses might be: they look peaceful, beautiful, quiet, there are yoga mats, there’s a gong, a Buddha, incense, flowers/plants, etc.   + **Ask:** What elements have I already brought to simulate this environment for us in this room?   + **Show** each item that you’ve brought to make the space feel more like a yoga studio and take student suggestions of what else you could add as a class to make the look and feel more conducive to yoga. If possible, plan to add these items in the upcoming weeks. * **Facilitate**: Let’s also talk about how our attitude and behavior impact our environment. Let’s think about how we can behave and treat each other that will make this more like the yoga studios in the pictures. Let’s think about this in terms of how we do want to be treated and how we don’t want to be treated; what we do want to see or hear and what we don’t want to see or hear.   + **Reveal** the Expectations chart paper. Currently this will be a blank piece of chart paper with “Expectations” written at the top and a big circle drawn on it.   + **List**: Let’s start with what will keep us from having the yoga environment we want - what we don’t want to see, hear and/or how we don’t want to be treated.     - **Give example** of an item you want on this list: yelling, laughing at people in funny poses, or refusing to try something new. **Model** your thinking, give explanations as to why one or more of these are “not for yoga.” **Write** one or more on the visual.     - **Solicit responses** from students and make sure your non-negotiable expectations make it on to the list as well.     - **Write** these on the chart paper outside of the circle. Label this area “Not for Yoga.”     - Your Non-negotiable “Not for Yoga” List should include items that disrespect students, yoga, or the yoga space, are unsafe, or disrupt the yoga environment. Make sure that all of these points end up on the list before you move on.   + **List**: Now let’s focus on what will help us build a yoga environment that we want - what we do want to see, hear and how we do want to be treated.     - **Give example:** of an item you want on this list: supporting each other, trying new things, or using kind words only. **Model** your thinking, give explanations as to why these are “for yoga.” **Write** them on the visual.     - **Solicit responses** from students and make sure your top expectations make it on to the list as well.     - **Write** these on the chart paper inside of the circle. Label this area “Yes in Yoga!”     - Your Non-negotiable “Yes in Yoga” List will include items that reinforce the yoga environment, include an openness to yoga, and respect the other students, themselves, and the studio. Make sure that all of these points end up on the list before you move on.   + **List**: Add any additional expectations that are campus specific or standard to every apprenticeship.   + **Say**: Let’s all agree to upholding these expectations by signing the inside of the circle.     - **Facilitate**: have each student come up and sign their name to the visual. Post this visual every class and refer back to it when necessary. |

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| **Activity Two:**  **Yoga Class**  **(25 Minutes)** |
| * ***Teacher’s Note:*** *Typically the Yoga Class will be Activity Three, but for the introductory lesson, it made more sense to get to the practice of yoga earlier.* * ***Teacher’s Note:*** *It will be easiest to cue instructions if all the students’ mats are facing the same way rather than in a circle. That way when you say your palms should be facing the front, “the front” will all the the same direction. You’ll want to establish for yourself ahead of time what you’re going to call each wall. For example, if you are in a library, you might refer to the wall with the books instead of the front. If you’re in a dance studio, you might be able to refer to the mirrors. The scripts included in this curriculum simply say front and back.* * ***Teacher’s Note:*** *Plan ahead for your procedure for students to get their journals (see activity 3). If you are going to want students to pick up their journal with their yoga blocks before you begin practicing yoga, plan to teach that procedure now.* * ***Teacher’s Note:***  *This script should be used as a model of the talking points you will draft/rehearse for when you are teaching each pose. Ideally, we want to simulate an authentic yoga experience, so reading directly from a script is strongly discouraged. We recommend creating a bulleted list you can refer to in the moment (almost like a set list) if you need a reference point while teaching* * ***Teacher’s Note:*** *This activity needs to be taught with One Teach, One Assist with a co-teacher. The teacher who is leading the yoga class is responsible for demonstrating poses, cueing instructions, and facilitating the yoga practice. The other teacher is responsible for monitoring behavior, supporting students who are confused, and circulating around the room as needed. If you do not have a co-teacher and are a single teacher, you could show a yoga video to teach the pose and then circulate to manage behavior and support students with completing poses.* * ***Teacher’s Note:*** *The Yoga Class Script notes what you would say to teach the class. While you are giving this verbal instruction, also demonstrate the poses. Do everything that you say with your body to provide a visual and a model of what you expect the students to do. Walk around the room to ensure that every student can see you. If an individual student is struggling, move closer to him or her and provide individual help quietly. These are all teaching skills that the students will learn throughout the apprenticeship and it is crucial that you begin modeling them from the Lesson One. If students are not following along, explicitly note that the expectation is that they listen to what you say, and try and do it. If they aren’t sure what to do based on what you said, then they should look at you. While this is noted in the script, it may need reinforcing numerous times during the first few yoga classes.* * **Say:** To start our yoga class, we’re going to start with an activity called “Flow and Freeze!” * **Give instructions:** Start by standing in the middle of your mat. When I say, “go!” begin wiggling and moving. Feel free to move in any way that feels good to you, but you must stay on your mat and not touch anyone or anything else. When I say, “freeze!” stop moving and hold whatever position you are in. We will repeat this a few times and then I will say, “freeze for mountain pose.” When I say that, come stand at the top of your mat and then we’ll begin our yoga class.   + **Model:** As you give verbal instructions, model what you want students to do by doing it yourself.   + **Ask** for a TeachBack of the directions to check for understanding.   + **Facilitate** Flow and Freeze! After giving the students a chance to get a few wiggles out, cue mountain pose and begin the yoga class.   **Yoga Class 1 Script**  **Yoga Class 1 Script**   * Ok, we’re going to start our yoga practice now. I am going to give verbal instructions on what you are supposed to do. Listen to what I say and try to do what I say. If you’re confused or not sure, open your eyes and look at me. I’ll be demonstrating what I want you to see. I will be walking around the room to help you as I see that you need it. Just listen for where my voice is coming from to know where to look. * Sit on your mat, crossing your legs and allowing your hands to rest lightly on your thighs. The word yoga translates from an Ancient Indian language called Sanskrit, and means “to yoke up, to join.” Specifically, we are joining our breath with the movement of our body. In yoga – we use a three-part breath that begins deep in our belly. Close your eyes, and place your right hand on your belly button. Take a big inhale, and try to send your breath into your belly. The belly should rise and get bigger with your breath. From the belly, we breathe into the ribs – where they will expand like an accordion, and after the ribs, the breath moves into the chest – where the chest will rise. As we exhale, releasing the breath comes from the same direction. The belly softens, the ribs compress, and the chest falls. It takes practice to breathe in this way, so don’t worry if it seems hard. * Let’s come to standing. Come to the top of your mat with your feet directly under your hips. They will be just a few inches apart. Allow the toes to point forward. Pull your waist out of your hips and your ribs out of your waist. Allow the crown of your head to reach toward the ceiling, as though a string is pulling you upward. Breathe deeply and softly close your eyes. * This is **mountain pose**. It is, as may seem obvious, a standing pose. Over the course of the apprenticeship, we’ll learn lots of different types of poses and many more standing poses. There are benefits of each pose. The benefits of mountain pose are that it can improve posture, strengthen thighs, and it can help relieve back pain. * Turn your hands to face the front. Lengthen through your spine and lift the crown of your head up to the sky like a mountain. * Perhaps you would like to set an intention for today. Think of what you would like to get out of your yoga practice today. Think of one word - perhaps “peace” or “focus” or “strength.” Any time you start to think about other things, try to bring your thought back to this word and quiet your mind. * Breathe in…. and breathe out… * Wiggle your fingers slowly at your sides. Sweep your arms out and up over your head. Clasp your hands and point your index finger towards the sky. Keep your head looking forward, in between your arms. Stretch your shoulders down while your hands continue to stretch up. * Yoga is full of these types of instructions - stretching or pulling in two directions at once. This is representative of life. Life pulls us in many different directions at once. Yoga helps us balance those tensions, those pulls on us. * Drop your right hand to your side but keep your left hand in the air. Gradually lean over to the right side. Feel the stretch in your left side. Keep your torso open and try to stack your shoulders. Reach with your left arm creating a long arch with your whole body. (hold and breathe) * Come back to center. Switch arms. Now, with your right arm straight up in the air, gradually lean over to the left side. Feel the stretch in your right side. Reach long with your right arm and create that same arch with your body in this direction, torso open, shoulders stacked. (hold and breathe) * Come back to center. * (If this is already proving to be physically challenging for your students, have them put their right arm down and return to mountain pose. Then continue.) * Bring your left arm up so both arms are again over your head stretching to the sky. Keeping your feet planted in the ground, not moving your feet at all, turn your body towards the right wall. Gradually drop your right arm towards the back wall and your left arm towards the front wall. Your arms should be flat to the ground so that your body makes a T shape. Stretch through your arms to feel a slight twist in your back muscles. If it is comfortable, look over your right shoulder at the back wall. * Lift your arms up and come back to center. (If a break is needed, bring arms back to your side and then bring back up.) * Let’s do the other side. Keeping your feet planted firmly (not moving them at all), turn your body towards the left wall. Gradually drop your left arm towards the back wall and your right arm towards the front wall. Your body will make the T shape again. If it is comfortable, look over your left shoulder at the back wall. * Return to center and lower your arms to your side. Return to mountain pose. * Watch me first before we do this next part. We’re going to go from mountain pose to a stretch over our heads and then swan dive down to a **forward fold**. (Demonstrate) Depending on how this feels, you might want to use a yoga block for this. Pay attention to how your hamstrings, or the backs of your thighs, feel and if you need to bend your knees, that is okay. (Demonstrate how you use one or two yoga blocks to modify a forward fold.) Once we get to the forward fold we’ll hold this position for a bit, letting our hamstrings release and stretch. Then we’ll roll up very slowly back to a standing position. Then we’ll repeat. * Ok, now let’s do this together. Mountain pose. Stretch arms out and up to the sky. Look up through your hands. Swan dive down. Put your hands on the floor, on your ankles, or on yoga blocks (long way or short way) - whichever is most comfortable for you. Let your head hang. Relax all the muscles in your neck. Slowly shake your head “no.” Slowly nod your head “yes.” (hold) * The forward fold pose is also a standing pose but it’s also an inversion because we’re upside down. It has the benefit of strengthening and stretching the hamstrings while relaxing the neck and shoulders. * Slowly roll up to a standing position. Breathe in… and breathe out… * (Repeat this sequence 2 more times. The second time, hold in forward fold.) * This time, instead of rolling back up to standing, we’re going to go to our next pose - **plank**. You might already be familiar with this pose from PE class. It is common in pushups and in core building. From our forward fold, we will take our right foot and stretch it back behind us as far as we can. Then we will take our left foot back to meet it. Keep stepping back until your body makes a straight line from your heels all the way to your shoulders. Your hands should be directly under your shoulders and your arms straight. This pose seems easy at first but it’s actually very difficult after holding it for a while. We also have to remember to breathe. Push yourself, but if you get tired, you can modify the pose by putting your knees on the mat. Then your body should make a straight line from your knees to your shoulders. (hold) * The plank is actually a balancing pose and is the foundation for all arm balances - like handstands and others that I’ll show you later in this apprenticeship. It has the benefit of strengthening your arms and shoulders. * Breathe in… breathe out… Keep your mind focused and calm. Stay strong through your plank. Stretch from your head to your feet making one long line. * Slowly lower your body to the ground – similar to doing a slow push up, but hugging your elbows in close to your rib cage until you are lying on the ground. Drop your arms to your sides and turn your head to the right. Breathe in… breathe out… * Bring your hands back underneath your shoulders. Push up into a plank position again. * Leaving your hands and feet where they are, gradually lift your hips up towards the sky. Stretch your heels towards the ground and try to keep your knees straight. This pose where your body makes a right angle with your hands and feet on the ground is a key pose in yoga. It’s called the **downward dog.** This is a pretty tough pose at first but once you get used to it, you can rest in this pose. Focus on your breath as I come around and help some of you with your positioning. (Rotate around the room helping students find the correct pose). This pose offers the benefit of strengthening the entire body and being mild inversion which brings oxygen to the brain. * Lower your hips to plank pose. Keeping your hands planted and not moving, walk your feet up until they are in between your hands. Keep your knees bent and let your head hang. Resume using your yoga block if you need to for this forward fold. Slowly roll back up to standing mountain pose. * Repeat by stretching your hands up to the sky. Look up and breathe. Swan dive down to forward fold. Use your yoga block if you need to. Slowly bend one knee and straighten the other. Alternate legs. Return to forward fold with both legs straight. Step your left leg back and then your right. Return to plank position. * (Hold plank position and cue positioning corrections to the position as necessary.) * Lower your body to the ground. Place your arms to your sides and turn your head to the left. Relax. Breathe in... breathe out… * Bring your hands back underneath your shoulders. Push up into a plank position again. Push back to downward dog. (Hold downward dog and cue positioning corrections to the position as necessary.) * Lower your hips to plank and keeping your hands planted and not moving, walk your feet up until they are in between your hands. Keep your knees bent and let your head hang. Resume using your yoga block if you need to for this forward fold. Slowly roll back up to standing mountain pose. * (If you have time, you may do one more iteration of this basic sun salutation flow before continuing.) * Let’s transition to some seated poses. Come down to the floor and sit in a cross legged position. Leaving your left leg bent, place your right foot near your left hip with your knee pointing towards the sky. Place your left elbow on your right knee and turn your body softly towards the right. Look over your right shoulder. (hold) * Release and come back to seated cross legged position. Repeat on the other side. Leave your right leg bent, and place your left foot near your right hip with your knee pointing towards the sky. Place your right elbow on your left knee and turn your body softly towards the left. Look over your left shoulder. (hold) * Release and come back to seated cross legged position. * Slowly come down to lying on the floor. We will now have a few minutes of savasana. Savasana is also Sanskrit and translates into “corpse pose” is where we totally quiet our mind and our body. Lie down, close your eyes and allow your arms to relax at your side and your feet and legs to relax and turn out. Breathe deeply and allow your whole body to relax. Return to thinking about your intention from the beginning of class. Reflect on how you feel and allow the calmness to take over. * (Provide a few minutes for savasana.) * Begin to wiggle your fingers and your toes. When you are ready, turn towards your right side and gradually sit up. Return to a cross legged position. * Traditionally a yoga class is concluded with the word Namaste which translates to mean “the divine light within me bows to, honors and recognizes the divine light within you.” Namaste. |

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| **Activity Three:**  **Reflection**  **(10 Minutes)** |
| * **Say:** Each week we’re going to take the last 30 minutes of the apprenticeship to have a yoga class and practice. For most of the weeks, I will facilitate this class. Just like we just did just now, we will end every yoga class with a savasana - a time of quiet to lie in a neutral position and relax and reflect on how we feel. Afterwards, we will take about 5 minutes to write briefly in our yoga journals andanswer a few questions. Sometimes we’ll also demonstrate the poses that we learned that day too - like today! Today we’re going to start our journals and write/reflect on two topics. * **Hand out**: the journals. **Give procedural instructions** on how this will work each week. For example, perhaps you or another teacher will lay them and a pencil next to the students during the savasana. Alternatively, you might have them get their journal along with a yoga block before the yoga practice begins. This decision will depend on what will work for you considering factors of space, class dynamics, personal preference, and campus policies. * **Say:** Ok, think back to the beginning of this class. We started by talking about the long-term benefits of practicing yoga - increased health, reduced stress, better focus in school, etc. We also talked about how you were feeling today when you came in - whether you had a good day, a stressful day, etc. Look back at your index card. Compare what you wrote on your card about how you were feeling to how you feel now. This will be our first reflection question today. How do you feel now versus when you came in to this apprenticeship? Is there any part of your body or mind that feels better? Worse?   + **Write** these questions on the board or display on a slide.   + **Give** students about 3 minutes to write.   + **Signal** that the students need to wrap up their last sentences. Perhaps ring a gong or a small chime. This should be something that you will do every time to signal that time is almost up for an activity. Using a chime or a gong will add to the yoga atmosphere. * **Say:** Now that you’ve had a taste of yoga, let’s come back to the end of our apprenticeship and talk about our WOW! Just like we strive to unite mind and body in yoga, we come full circle and think about the end of the semester at the beginning of our apprenticeship. * **Review WOW!** As I mentioned at the beginning of our lesson, in this apprenticeship you are going to learn a lot about yoga! We’ll do yoga and learn lots of different poses and sequences like we did today. We’ll also go visit a yoga studio in week 6 and meet a few yoga teachers who teach yoga for their jobs. You’ll build knowledge of yoga but you’ll also be building skills to teach yoga. A big part of this apprenticeship is oral presentation in the form of teaching others how to do yoga. It only makes senses then, for our WOW! to be that you teach a yoga WOW! class. Each student will have a teaching role and we will plan those roles after we take our trip to the yoga studio. * **Say:** This brings us to our second reflection question today. When I tell you that in 10 weeks you will be able to teach a yoga class like I just did, how do you feel? What do you think?   + **Give** students about 3 minutes to write.   + **Signal** that the students need to wrap up their last sentences. * **Transition:** As I mentioned at the beginning of this activity, we’re also going to conclude each apprenticeship with a few questions or test of the poses. |

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| **Assessment**  **Exit Ticket**  **(10 Minutes)** |
| * **Say:** Good class today! Let’s see if you can remember the poses we learned today. * **Give instructions:** Stand on your mat. I will say a pose and you make the pose.   + Mountain pose   + Forward Fold   + Plank   + Give the students corrections as needed and check off on the tracker if they have demonstrated the pose correctly. (See the tracker included in Lesson One) * **Say:** Now we have two remaining questions I want you to answer in your journal before we head out for the day.   + Display the questions on the board or on a slide.   + What is yoga? (lots of right answers - exercise for mind and body or mental and physical health)   + What is our WOW!? (teaching a yoga class) * **Say:** I’m so excited to be in this apprenticeship with you this semester! We’re going to have a great time learning yoga and learning how to teach. You will learn a lot that will help you immediately in school and in life as well as in the future. * **Collect** the journals as students finish. |

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| **Poses** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Mountain** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Forward Fold** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Plank** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Downward Dog** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Lunge (Right and Left)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Cobra** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Child’s pose** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Tabletop** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Supine spinal twist** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Warrior 1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Warrior 2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Reverse warrior** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Triangle** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **One legged tiger (optional)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Cat and Cow** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Cooling breath (Sitali)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Breath of Fire** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Part Breath** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Alternate Nostril Breathing** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Tree pose** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Poses** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Cobbler** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Seated spinal twist** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Crocodile** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Happy baby** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Bridge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Corpse** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pigeon** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Shoulder stand** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**Reflection Question Bank**

**\*In the Assessment each week, students are asked to reflect by responding in writing one or two reflection questions. Each lesson includes suggested reflection questions, but teachers should modify the questions to suit their style and to ensure a meaningful reflection from their individual students.**

* How do you feel now versus when you came in to this apprenticeship?
* How does practicing yoga affect how you feel?
* Is there any part of your body or mind that feels better? Worse?
* What was the most surprising/fun thing about doing yoga today?
* Was there anything about practicing yoga that you didn't like today?
* How did you feel (physically and mentally) right after school? How do you feel (physically and mentally) now, after yoga practice?
* Do you ever practice yoga outside of class? Why?
* What do you think about while we do yoga? Is your mind quiet or active?
* How has practicing yoga changed your day to day life?
* Which yoga pose is your favorite? Why?
* Which breathing exercise is your favorite? Why?
* Does yoga make you more aware of any particular part of your body or any particular muscle?
* How could the teaching skills you’ve learned in this apprenticeship help you in other areas of your life?
* What surprises you about teaching yoga?
* How is teaching yoga different from public speaking or giving an oral presentation? How is it similar?
* What is one thing you want your yoga students to remember after our WOW! yoga class?
* How would you want your students to describe you as a yoga teacher?
* Did the guided meditation help you relax? How?
* When would you consider doing a guided meditation?
* Has doing yoga improved your semester? In what ways?
* Will you continue to practice yoga on your own?
* What would you need to continue practicing yoga on your own next semester?
* What is one thing you learned today about yourself while practicing yoga?
* Do you prefer balance poses or floor poses? Why?

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| **Essential Question** |
| Which of the several universal or debatable questions for this unit will students consider in this lesson?   * Is practicing yoga essential to living a happy life? |

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| **Lesson Overview** |
| Becoming familiar with the anatomy used most frequently in yoga is the core of this lesson and after reviewing or learning the names for the parts of the body commonly used in yoga, they will practice using the terms throughout the lesson. Students begin “practice teaching” in this lesson along with expanding their yoga practice to include a sun salutation with the downward dog, cobra and child’s poses. Students will get a chance to think about how music influences how we feel and as an extension, how they can use music to strengthen their yoga instruction. Students will also practice using visuals - both pictures/diagrams and demonstrations - to teach yoga poses before diving in to their own yoga class. |

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| **Lesson Objectives** |
| |  |  | | --- | --- | | **Standard #1: Citizen Schools students will make an effective oral presentation.** | **Standard #2: Citizen Schools students will demonstrate understanding of poses, movement concepts, and principles as they apply to the learning and performance of yoga.** | | Lesson Objectives:   * Explain the role of music and visuals in a yoga class. | Lesson Objectives   * Identify 10 components of basic yoga anatomy correctly. * Demonstrate the sun salutation sequence including the following poses:   + Downward dog   + Lunge   + Cobra   + Child’s pose * Demonstrate balancing poses:   + Tabletop | |

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| **Lesson Agenda**   |  |  | | --- | --- | | 5 Minutes | Hook: Snapshot | | 10 Minutes | Introduction to New Material: Yoga Anatomy | | 15 Minutes | Activity 1: Anatomy Game | | 20 Minutes | Activity 2: Role of Music and Visuals | | 35 Minutes | Activity 3: Yoga Class | | 5 Minutes | Assessment | |

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| **Lesson Preparation** |
| * Preparation   + Activity 2 is taught in two parts that will require separate space. Plan ahead for where these rotations will occur. The remainder of the lesson is taught such that every student can do the entire lesson from their yoga mat.   + In each lesson you’ll be teaching new yoga poses. Plan ahead for how you will display, reference and use a visual of each pose. Using visuals is a key oral presentation skill that students are expected to master in this apprenticeship. Model this skill for students by using these visuals in your own instruction during Activity 3. You can either use a computer and projector or you can print and blow up posters of the poses. Students learn this skill in this lesson and will benefit from seeing you model it each time you teach a new pose.   + Prepare your “Snapshot” poster (see Materials and the Hook)   + Cue up the songs to be used in Act 2 in the music portion. Plan ahead to account for buffering time as well as internet access.   + For the Assessment, modify reflection questions or select alternate questions from the Reflection Question Bank (located in Lesson 1) so that your questions will elicit meaningful and relevant reflection from your students. Use this as an opportunity to gather data about how practicing yoga is affecting your students and to deepen their experience. * Co-teaching plan--list the top 3-5 decisions teachers should agree upon for implementation of this lesson.   + Activity 2 is set up to be station teaching where the class is split in half and two teachers simultaneously facilitate two separate lessons and then swap. See Act 2 Teacher’s Notes for alternatives if needed.   + The INM involves a review and teaching of a lot of anatomy terms that are frequently used in yoga. Many of the terms will be review for most students, but for English Language Learners or students with learning disabilities this may include too many new terms for them to learn in 10 minutes. Either use One Teach, One Assist so that the teacher in the assisting role can float around and provide that extra assistance needed or identify the students who may struggle and plan for reteaching later. Alternatively, use Alternative Teaching and have one teacher pull out a small group of students to teach the material in a modified way. |

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| **Materials** |
| * Every Week:   + Yoga mat (one per student) and yoga blocks (two per student)   + Chart paper or whiteboard   + Markers - for paper and/or whiteboard   + Journals/notebooks and pencils - one per student   + Items to make your space “more yoga” (See Lesson 1, Activity 1)   + Computer/projector to show slides or posters of the key poses being taught today   + Computer/speakers or iPod/speakers or CD player to play music during Activity 2 and 3   + Snapshot Visual - This could be a trifold board, a poster, or a dedicated space on the whiteboard but ideally will have a space for every student represented on the visual where they can put their snapshot post-it created during the hook each week.   + Post-it notes * This Week:   + Pose packets for teams in Activity 2 in the visuals portion. The packets will include a visual of the pose and a short script of instructions for the pose. These materials are included at the end of this lesson. |

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| **Hook: Snapshot**  **(5 Minutes)** |
| * ***Teacher’s Note:*** *This initial “Snapshot” activity will be repeated as the first thing students do each week. This is the week that you will set the context but by week 4, students will need less cueing. Use the “Snapshot” to see where your students are mentally and emotionally as they come in your class. Remember, they aren’t coming to you with a clean slate but after a long day filled with successes and challenges, good moments and bad moments. Honoring how they come to you will help them be most receptive to what you are teaching today.* * ***Teacher’s Note:*** *Before students arrive, write on the board (or prepare a slide), “On your post-it note, draw a smiley face that reflects how you are feeling right now.” Add a few labeled examples (smiley face for “super! it was a great day!” or sad face for “it was a rough day” or a sleeping face for “I am so tired!”). If you would like, ask students to rank their day on a scale of 1-5 or add a few words describing what was good or bad about their day. Add these instructions to the board (or slide).* * **Hand** students a post-it note as they enter the room. Tell them there are instructions on the board about what to do with it. (See Teacher’s Note above) * **Read** the directions on the board after a majority of the students have arrived. * **Say:** These “Snapshots,” these post-it note faces, are a picture of our inner selves and how we’re feeling today. It’s useful to me as your yoga teacher to know how you’re feeling and what mood you’re bringing to class, so we’ll start every apprenticeship from now on in this way. I’ll hand you a post-it when you walk in, you will write your name and draw your inner snapshot face on it and post it on this board. * **Give:** directions on how you want students to post their post-it notes. For example, you might have a trifold board that has a spot for each student and they should put their post-it on that board. Alternatively, you might have a wall visual or a special spot on the board or your card.   + **Use** the information from the snapshot post-its to check-in with frustrated or stressed students later and to ask other students about their successes that day. This will help you build relationships and trust with your students. In turn, their yoga practice will be more powerful. * **Transition:** Thank you for sharing with me how you are feeling coming to yoga today! It sounds like some of you are feeling excited after a good day and others of you might be struggling a little. You might be stressed out because of school or your family, or feeling overwhelmed or too challenged by school work and upcoming tests. I hope that our practice of yoga today can help you all relax, calm your mind, and focus your energy. |

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| **Introduction to New Material:**  **Yoga Anatomy**  **(10 Minutes)** |
| * ***Teacher’s Note:*** *This INM will be a review of terms for most students, but for English Language Learners or students with learning disabilities this may include too many new terms for them to learn in 10 minutes. Either use One Teach, One Assist so that the teacher in the assisting role can float around and provide that extra assistance needed or identify the students who may struggle and plan for reteaching later. Alternatively, use Alternative Teaching and have one teacher pull out a small group of students to teach the material in a modified way.* * **Say:** As you may have noted last week, when we practice yoga, I tell you many things. You have to listen carefully to hear my directions of how to get in the correct position and to hear what you should be feeling. In addition to being a good listener, you also have to know a lot of names for different body parts. Today we’re going to learn or review the anatomy that we most commonly use in yoga. Teachers of yoga need to know about anatomy because they need to be able to give clear instructions of what to do and they need to be able to describe different body parts accurately so that their students know what to do.   + **Define** anatomy if needed. **Say** Anatomy is the specific names for what different body parts are called. * **Reveal:** the yoga anatomy visual with no labels. * **Say:** We’re going to use this drawing of a person to review - or learn if you don’t already know! - some of the anatomy that we’ll use in yoga. Let’s start off easy.   + **Point** to a body part and **Ask** for volunteers to name it. **Write** the name of the body part on the visual.   + **Begin** with the easy list of body parts that you will use all the time but that all the students should know and continue to harder ones (see list below). Articulate when you think a student only might know a name or probably won’t. Make it clear that it’s ok not to know. This isn’t about being right; this is about learning. As the list gets harder, you may consider sharing the name but not asking for a student answer beforehand.   + Easy: Fingers, Toes, Hands, Shoulder, Feet, Arms, Legs, Head, Hip, Heart   + Medium: Spine, Elbow, Heel, Palm of your hand, Index finger, Shin, Thigh   + Hard: Balls of the feet, Vertebrae, Torso, Navel, Hamstrings, Quadriceps * **Transition:** Ok, great! Now let’s practice remembering these terms in our next activity. I’ll also be using them more when we do our yoga class in Activity Three. |

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| **Activity One:**  **Anatomy Game**  **(10 Minutes)** |
| * ***Teacher’s Note:*** *This activity includes two components - a Simon Says type game and an Anatomy Showdown game. If you have students who will need extra practice of basic anatomy terms (English Language Learners, reading disabilities, or just younger kids), you will want to spend more time playing Simon Says. If, however, your students are older, “too cool for school,” or already have mastery of these terms, then you will want to spend more time playing Anatomy Showdown. For these students, the Simon Says type of activity may seem too “kiddie” and like elementary school. You risk losing investment and increasing off task behavior. You can make the decision of which game to play ahead of time or in real time during the INM after you get a sense for what your students already know and still need to master. If you have co-teachers, you can split the class and have half play Simon Says and half play the showdown, depending on their level of mastery. Alternatively, if your kids are going to balk at both games and feel like you’re treating them like babies, either skip it and extend activities 2 & 3 by 5 minutes each, or substitute an activity where they label body parts on a handout.* * **Say**: We are going to play a game to see if we can remember all the anatomy terms we just learned and/or reviewed. It’s a yoga version of Simon Says called Yogi Says. Does anyone remember how to play Simon Says? Let a student volunteer explain, if someone knows, and then fill in or modify the student directions to match the directions below.   + Directions for Yogi Says: Name an anatomy term just reviewed. If you also say “Yogi Says…” before you say “Where is your <insert anatomy term>,” then students should point to the body part. If you don’t say “Yogi Says…” then they should not point to the body part named. If they shouldn’t point (i.e., you didn’t say “yogi says…”), but they point anyway, then they need to do 10 jumping jacks before rejoining the game.   + The point of the game is not to have a winner or to kick people out for being incorrect but rather to give each student a chance to practice identifying all the anatomy terms.   + Leave the visual up during this time and encourage students to use it to help themselves! * **Anatomy Showdown:** If you have time, your students are more advanced, or your students will think Simon Says is too elementary school, you can alternatively have an anatomy showdown. This can be “just for fun” if appropriately hyped up by the teacher or you can establish a prize (for example, music choice during the journal reflection, first choice of yoga blocks (if they aren’t all the same), or some other small, simple, and free benefit.   + Instructions: Divide the class in half and have each half make a line. Take the first person from each team and give them an anatomy term. The first student from that team to point to the correct body part is the “winner.” The other student must sit down. The team that runs out of players first loses and the other team wins.   + Alternatively, point to a body part and have the student name it. |

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| **Activity Two:**  **Use of Music and Visuals**  **(30 Minutes)** |
| * ***Teacher’s Note:*** *This activity is designed to be two stations taught by two teachers simultaneously (Station Teaching). Split the class in half and have one teacher teach the music portion while the other teacher teaches the visuals portion. Then swap and repeat the instruction with the other half of the class. If you do not have at least two teachers, you will need to teach each portion whole group. For the visuals portion (or if you have a particularly large group), add two additional poses as review from Week 1 - for example, in addition to using downward dog, cobra, and child’s poses add mountain pose and forward fold.*   Visuals:   * **Say:** Last week we had our first yoga class. When I was giving you instructions on what to do or how to position your body, what did I use to give you the directions? How did you know what to do?   + **Solicit** answers. Sample answers will be: you explained what to do with your voice, you showed a picture, you demonstrated it yourself.   + **Prompt** students until you have all three of the above sample answers. * **Say:** Yes! Exactly! When we think of teaching or explaining something to someone, we often think of using our voice, but to be great teachers, we need to use more than that - we need to provide visuals too. In yoga, we can (and should) provide two visuals - a picture and a demonstration. * **Say:** Last week we learned three main poses: mountain, forward fold, and plank. Watch me use two visuals (a picture and a demonstration) to teach the plank. Watch for details of how I reference the visuals.   + **Demonstrate:** Cue the plank verbally. Clearly articulate that the wrists should be right under the elbows which should be right under the shoulders. Point to the visual and show how these three joints are in line. Note that the spine should be straight and make a straight line down to the heels - the butt shouldn’t be sticking in the air. Point to the visual. Describe a modification with the knees down and point to a visual of that. Then demonstrate the position yourself and reference the same points.   + **Say:** Ok, so what did you notice about how I used the reference visuals?   + **Solicit** answers. **Write** the list either on chart paper or on a white board. Sample answers should include the following:     - Pointed at the visual (slide or poster)     - Demonstrated the pose correctly     - Never turned your back to the class even if you turned to look at the visual     - Used gestures to illustrate the straight line and alignment concepts * **Introduce activity**: Great! Let’s practice this now. To practice using visuals in teaching yoga, we’re going to preview a few poses that we’re going to learn in today’s yoga class. That means that you’re going to get a head start learning them now while we practice using visuals!   + **Instructions:** In groups of 3, you’ll receive a short script describing the pose and a visual of the pose. Together, decide which student will take which role: 1) Giving the vocal instructions, 2) Demonstrating the pose, and 3) Showing and pointing to the visual. You will have 2-3 minutes to prepare your presentation. Then each group will present and teach the rest of the class their pose.   + Ask students to label key components of the anatomy for the pose. For example, the downward dog group could label the palms of the hands (which should be flat to the ground) or the heels (which are striving to reach the ground).   + The poses will be downward dog, cobra and child’s pose. If you have a large group and have more than 3 teams of three, you may give more than one group each pose or you may add poses from week 1.   + **Give** a few minutes to prepare. Circulate and reinforce concepts of how to reference the visuals.   + **Facilitate** presentations giving each group 1-2 minutes to teach their pose. You may have the remaining students give the pose a try or, in the interest of time, just do the presentations. The students will be practicing the poses in the next activity. * **Transition:** Now it’s time to switch with the other group and learn about how we use music in teaching yoga!   Music:   * **Say:** Last week we had our first yoga class. We talked a little bit last week about how we create the mood of a yoga studio - how we create a peaceful environment where we can relax and focus. What were some of the ways that we did that last week in our yoga class?   + **Solicit answers.** Take all answers (perhaps including the items you bring in such as plants or lamps) but look for a response about the music you used in the background.   + **Say:** Yes! These are all good answers but the one I want to talk more about right now is the music. Most people like music and listen to it regularly. We can listen to music to get ourselves excited - fast songs with a great beat make us want to dance. We listen to music in movies - scary background music can help the movie make us feel scared or nervous. In yoga, we use music that is soft and quiet, helping us to feel quiet, relaxed, and focused. * **Introduce activity:** We’re going to listen to a little bit of 10 songs. I want you to think about how they make you feel - what emotion they evoke for you. Write down a few words describing how they make you feel - what they make you think about. (Students can write either on a blank piece of paper or in their journal.) Then, afterwards, you’ll work with your neighbor to decide which are the top three that you would use for a yoga class and why. * **Pass** out paper or the journals. * **Play** each song for about 15 seconds. Give a few seconds of work time afterwards.   + Song 1 - ESPN Jock Jams - <https://www.youtube.com/watch?v=iX7qXXXyyFs>   + Song 2 - John Legend & Lindsey Stirling, All of Me - <https://www.youtube.com/watch?v=eb3JdOQmArI>   + Song 3 - MIA, Mango Pickle Down River - <https://www.youtube.com/watch?v=vyqTPHWZyOw>   + Song 4 - Ambient Creepy Music - <https://www.youtube.com/watch?v=mlTRcMowLkc>   + Song 5 - Black Eyed Peas, Let’s Get It Started - <https://www.youtube.com/watch?v=IKqV7DB8Iwg>   + Song 6 - Tina Malia, Heaven - <https://www.youtube.com/watch?v=rce8cUHLtRQ>   + Song 7 - Enya, Only Time - <https://www.youtube.com/watch?v=7wfYIMyS_dI>   + Song 8 - Black Betty - <https://www.youtube.com/watch?v=RsjA5DtfW2A>   + Song 9 - Relaxing Yoga music - <https://www.youtube.com/watch?v=mgneq0V0NrU>   + Song 10 - Passenger, Let Her Go - <https://www.youtube.com/watch?v=RBumgq5yVrA>   + If you don’t have time for all 10, select a more limited number that represent a variety of feelings. * **Shareback:** After students have picked which 3 they would like to use for a yoga class, ask for several students to share. Ask which songs they felt were dark or upbeat. Ask which were the best for yoga and why. Plan to play these during the yoga class portion of this lesson or a future lesson. * **Debrief:** Using your remaining time, discuss: What does music do for a yoga class? Why is using music important? How does music selection make a yoga teacher a better teacher?   + When asking these questions, cold call students or take volunteers. If students are reluctant to share, perhaps begin with a pair discussion where you ask a question and they talk to their neighbor before sharing with the whole group.   + Encourage students to leave you a note in their journal of music they think would be great for yoga class. You can then incorporate their suggestions in future weeks. This will build student investment and demonstrate their understanding of what music would be a good fit for yoga. * Transition: Now it’s time for you to do the visuals portion of this activity! * After both groups have completed both portions, **Transition:** We’re about to start our yoga class today. While we are working our way through our practice, keep an eye on how I use visuals and music to support my teaching. Think about how you can use them as a teacher for the WOW! too. |

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| **Activity Three:**  **Yoga Class**  **(30 Minutes)** |
| * ***Teacher’s Note:*** *It will be easiest to cue instructions if all the students’ mats are facing the same way rather than in a circle. That way when you say your palms should be facing the front, “the front” will all be the same direction. You’ll want to establish for yourself ahead of time what you’re going to call each wall. For example, if you are in a library, you might refer to the wall with the books instead of the front. If you’re in a dance studio, you might be able to refer to the mirrors. The scripts included in this curriculum simply say front and back.* * ***Teacher’s Note:*** *This script should be used as a model of the talking points you will draft/rehearse for when you are teaching each pose. Ideally, we want to simulate an authentic yoga experience, so reading directly from a script is strongly discouraged. We recommend creating a bulleted list you can refer to in the moment (almost like a set list) if you need a reference point while teaching* * ***Teacher’s Note:*** *This activity needs to be taught with One Teach, One Assist with a co-teacher. The teacher who is leading the yoga class is responsible for demonstrating poses, cueing instructions, and facilitating the yoga practice. The other teacher is responsible for monitoring behavior, supporting students who are confused, and circulating around the room as needed. If you don’t have multiple co-teachers, plan ahead for how you will simultaneously monitor behavior and facilitate a yoga class.* * ***Teacher’s Note:*** *The Yoga Class Script notes what you would say to teach the class. While you are giving this verbal instruction, also demonstrate the poses. Do everything that you say with your body to provide a visual and a model of what you expect the students to do. Walk around the room to ensure that every student can see you. If an individual student is struggling, move closer to him or her and provide individual help quietly. These are all teaching skills that the students will learn throughout the apprenticeship and it is crucial that you begin modeling them from the Lesson One. If students are not following along, explicitly note that the expectation is that they listen to what you say, and try and do it. If they aren’t sure what to do based on what you said, then they should look at you. While this is noted in the script, it may need reinforcing numerous times during the first few yoga classes.* * **Say:** Each week we’re going to take the last 30 minutes of the apprenticeship to have a yoga class and practice. Just like we did last week, we will end every class with a savasana - a time of quiet to lie in a neutral position and relax and reflect on how we feel. Afterwards, we will take about 5-10 minutes to write briefly in our yoga journals and answer a few questions. First, however, we’ll start with our practice of yoga. * **Say:** To start our yoga class, we’re going to start again with the activity called “Flow and Freeze!” * **Give instructions:** Repeat the instructions from last week while modeling what you expect students to do: Start by standing in the middle of your mat. When I say, “go!” begin wiggling and moving. Feel free to move in any way that feels good to you, but you must stay on your mat and not touch anyone or anything else. When I say, “freeze!”stop moving and hold whatever position you are in. We will repeat this a few times and then I will say, “freeze and mountain pose.” When I say that, come stand at the top of your mat and then we’ll begin our yoga class.   + **Facilitate** Flow and Freeze! After giving the students a chance to get a few wiggles out, cue mountain pose and begin the yoga class.   **Yoga Class 2 Script**   * Ok, we’re going to start our yoga practice now. I am going to give verbal instructions on what you are supposed to do. Listen to what I say and try to do what I say. If you’re confused or not sure, open your eyes and look at me. I’ll be demonstrating what I want you to see. I will be walking around the room to help you as I see that you need it. Just listen for where my voice is coming from to know where to look.   · Stand at the top of your mat with your feet directly under your hips. They will be just a few inches apart. Lift your waist from your hips and your ribcage from your waist. Allow your hands to rest at your sides. Breathe deeply and softly close your eyes. This is mountain pose.   * Take three deep breaths. In… Out… In… Out… In… Out… * Let’s set an intention for our practice today. Think about something you’d like to get out of today’s practice mentally. Perhaps you want to find peace, or focus, or a sense of stability. Picture that word in your mind as we take three more deep breaths. In… Out… In… Out… In… Out… * Today we’re going to learn the full sun salutation. We started learning some of the poses in the sun salutation last week, and today we’re going to finish with the remaining poses. We’ll go through several iterations slowly and then we’ll do one full sun salutation at a faster pace. * From mountain pose, stretch your hands up, out and up to the sky. Stretch so that your fingers could brush the clouds. Look up, breath in, and dive forward, sweeping your hands down to the ground into forward fold. If it is too much strain on your hamstrings to rest your hands on the floor, then use a yoga block and bend your knees slightly. (Demonstrate several options). * In forward fold, shake your head yes… shake your head no… Let all the muscles in your neck and shoulders relax. Keep your knees as straight as you can. * Now last week we went from forward fold to plank. This week we’re going to add a pose here. Slowly pick up your right foot and step backwards into a deep **lunge** position. Your hands should be on either side of your left foot. Your left knee should be directly over your left ankle so that your shin makes a straight line, perpendicular to the floor. Be sure that your left knee is not over your toes because this puts too much strain on your knee. Stretch your right leg back, knee straight and look down or forward. (Demonstrate and repeat demonstration of the transition if needed). The heel remains lifted from the mat, and the ball of your right foot will press into the mat. * The lunge pose is a standing pose and benefits you because it opens the hips and groin while stretching the calves, thighs, and hamstrings. These stretches increase your flexibility and release tension in your hips. * Great! Now you have learned the yoga lunge pose. Hold this pose and really root through your feet and hands into the ground. Feel your balance and strength in this pose. * Now we’ll continue to plank pose. Pick up your left foot and transition it back to match the right. Lower your hips so that there is a straight line between your feet and head. Make sure that your entire hand is pressing into the mat. (We don’t want them up on their fingers.) Let’s hold this plank. Think back to the intention you set for this class. Focus on that concept in your mind and breath deeply. * Great job! Let’s continue by lowering our bodies to the ground, slowly, easily. Keeping your hands underneath your shoulders. We’ll learn our next pose now - the **cobra**. Gently push up with your hands, looking up, leave your hips on the floor so that your back slightly arches. Be careful with this pose. Do not push farther than your back is comfortable. Press your toes and the tops of your feet into the mat and use the toes and your back muscles to lift from the mat. Because this is very new to us just go about halfway up in this session. Breath into the cobra. * The cobra is a backbend pose. It stretches and strengthens your back which can benefit you by easing back pain and increase your back flexibility. * Lower your back down to the ground. Push up on your hands and knees and sit back on your knees. Leave your hands and arms extended out in front of you, but sit back into **child’s pose**. Relax fully into this pose, allowing your shoulders to melt down towards the earth. The child’s pose is a resting pose. It’s a good pose to go to if you ever need a break. The benefits of this pose include a gentle stretch for hips, thighs and ankles and it can also relieve back pain. * Breath a few deep breaths. Recall your intention for this practice. * When you’re ready, push back up to your hands and knees and then lift your hips up to downward dog. (Demonstrate and remind students of the pose if needed.) * Hold downward dog and straighten one leg, then the other. This is called “walking the dog” and it helps you gradually stretch out your hamstrings and get into the downward dog pose. * Let’s get back to lunge pose by stepping forward with our right leg. Try to step all the way forward between your hands with your right leg, but you might have to take a few steps to get it into the right position. You want your right knee to be directly over your right ankle so that your shin makes a straight line down, perpendicular with the floor. Your left leg is stretched out behind you and your hands are on either side of your right foot. Hold, breath. * Step forward with your left leg to meet your right. Drop your head and relax into forward fold. Breath into the pose. * Slowly roll up, one vertebrae at a time, until you return to mountain pose. * Reach your arms towards the sky, look up, stretch to reach the clouds. Then swan dive forward to forward fold. * (Continue and repeat the sun salutation sequence but cueing the left leg back for the first lunge, and forward for the second lunge. Note this difference for the students, as you return to mountain pose.) * Stretch your arms up to the sky. Place the palms of your hands together and bring them down in prayer pose. Gently bow your head and return to mountain pose. * This is the full sun salutation sequence. You repeat each step twice but rotate legs so that you stay even and do each side an equal number of times. The sun salutation can be done slow or fast and is a great way to start the day. It will give you a good stretch, get the blood moving and give you a chance to set a positive focus to your day. Many yoga teachers begin a yoga class with several rounds of sun salutations. * Now that we’ve done a full sun salutation slowly, let’s do it again but increase our speed. I will still cue all the positions, but this time, I will cue them more quickly and with less said in between. This time we will skip the child’s pose as well. This will help us get the blood moving! * Ok, we’ll start in mountain pose. Stretch your arms up and to the sky! Dive down to forward fold. * Step back with your right foot. Check the alignment of your left leg. (Look around the class to ensure that each student is properly aligned). * Transition into plank. Hold. Lower to the floor and up to cobra. Lift the hips and push back into downward dog. Breath in, breath out. * Step forward with your right foot. Check the alignment of your right leg. (Look around the class to ensure that each student is properly aligned). * Step forward with your left leg to meet your right and find forward fold. Roll up gently to mountain pose. Breath in… breath out… * Stretch your arms up to the sky and dive forward back to forward fold. Step back with your left leg. Check the alignment of the right leg in lunge position. (Look around the class to ensure that each student is properly aligned). * Step back to plank. Lower like a push up to the floor and push up to cobra pose. Breath and push through your hips up to downward dog. * Step forward with your left leg to lunge. Check your alignment. (Look around the class to ensure that each student is properly aligned). * Step forward with your right leg to forward fold. Stretch through your legs and ground through your feet into the earth. * Roll each vertebrae up back to mountain pose. Stretch your hands up towards the sky and press your palms together. Bring your hands down to prayer pose. Breathe deeply as you catch your breath. A faster sun salutation can really get your blood pumping! * Sometimes we use partial sun salutations as transitions between types of sequences also and that’s what we’re going to do now. Stretch your hands up to the sky and dive forward to forward fold. * Step one foot back and then the other to plank pose. Hold plank. * Lower your knees to the floor. Place your knees directly under your hips so that your thighs make a straight line, perpendicular to the floor. Likewise, your hands should be directly under your shoulders so that your arms make a straight line perpendicular to the floor. This is **table top** pose. As we go through these next poses, you’ll see why tabletop is a balancing pose. It improves your balance and core flexibility. * Gradually stretch your right arm forward so that from the tips of your fingers to your hips is a straight line. Envision your back being flat and stable such that you could set a table on top of it. Return your right hand to the floor, directly under your shoulder. Repeat with the left arm. * Now stretch your right leg back. Flex your foot so that your toes point to the ground. From the base of your heel to the tip of your head should form a straight line. Return your right leg to the ground with your knee directly under your hip. Repeat with the left leg. * We can do these simultaneously in a tabletop balance pose. To try this, stretch your right arm out and then stretch your left leg back. Stretch your foot towards the back wall and your hand towards the front wall. Look down and keep your neck and spine perfectly aligned. Hold and balance. * Return both arm and leg to tabletop position. Sit back onto your heels and stretch down into child’s pose. Rest. Take three deep breaths. In… Out… In… Out… In… Out… * Repeat with the alternate side - left arm and right leg. Return to child’s pose. * When you’re ready, slowly sit up and transition into sitting up. Gradually roll back and stretch your legs out. When you’re lying flat on the floor, pull your knees up to your chest. Gently hug your knees and rock side to side, stretching out your back. Stretch your arms out to make a T shape and drop your feet to the floor. Then lean your knees and legs to the right side. Gently look left over your left shoulder. Feel a soft stretch in your back as you twist in opposite directions. * Repeat by bringing your legs up and dropping them to the left side. Gently look right over your right shoulder. Relax into the twist. Return to center. * Stretch your legs out and lay your arms comfortably by your side. We will now have a few minutes of savasana. Savasana is where we totally quiet our mind and our body. Lie down, close your eyes and allow your arms to relax at your side and your feet and legs to relax and turn out. Breathe deeply and allow your whole body to relax. Return to thinking about your intention from the beginning of class. Reflect on how you feel and allow the calmness to take over. * (Provide a few minutes for savasana.) * Begin to wiggle your fingers and your toes. When you are ready, turn towards your right side and gradually sit up. Return to a cross-legged position. * Thank you for joining me in yoga practice this week. The light within me bows to the light within you. Namaste. |

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| **Assessment**  **Journal Reflection and Exit Questions**  **(10 Minutes)** |
| * ***Teacher’s Note:*** *Plan ahead for your procedure for students to get their journals (see Lesson 1). If you are going to want students to pick up their journal with their yoga blocks before you begin practicing yoga, plan to reteach that procedure from Lesson 1 at the beginning of Activity 3. You will need to reteach procedures for the first few weeks until students internalize them and remember on their own.* * ***Teacher’s Note:*** *The yoga practice and savasana should seamlessly transition into the assessment and close of the apprenticeship. There is no need to end and begin but rather quietly begin writing and filling out the exit ticket.* * **Say:** Thank you for joining me in yoga practice today. Namaste. * **Say:** Next to you is your yoga journal and a pencil. Inside, please write a few sentences in response to the questions. After you finish, we will see if everyone remembers the poses we learned today.   + **Write** the reflection question and the exit questions on the board or display on a slide     - Reflection:       * How did you feel (physically and mentally) right after school? How do you feel (physically and mentally) now, after yoga practice?       * Note: this is the suggested reflection question. Consider what questions will work best for you and your students and modify these, select alternates from the Reflection Question Bank (located in Lesson 1), or create your own.     - Assessment:       * What do we use visuals for in yoga? (to clearly explain and teach the poses)       * What do we use music for in yoga? (to support the mood of relaxation and focus) * **Say:** Now let’s see if you can remember the poses we learned today. * **Give instructions:** Stand on your mat. I will say a pose and you make the pose. I will say a part of the body that we commonly use in yoga instruction. Point to that body part.   + Lunge   + Cobra   + Child’s pose   + Tabletop   + Call out 3-5 yoga anatomy terms that were new for the students. Check off who knew them and who still needs to work on them.   + Give the students corrections as needed and check off on the tracker if they have demonstrated the pose correctly. (See the pose tracker included in Lesson One) * **Collect** the journals as students exit. Thank students for their great work and wish them a great week. |

**Pose Packets for Activity 2**

**Pose: Downward Dog**

**Instructions Script:**

1. Start on your hands and knees, with your wrists under shoulders and knees under hips.

2. Without moving your feet, lift your hips, straighten your knees, and push back with your arms until your body forms an upside down “V”.

3. Let your head hang, and try to keep your legs straight and your back flat. Stretch your heels towards the ground.

*Benefits*

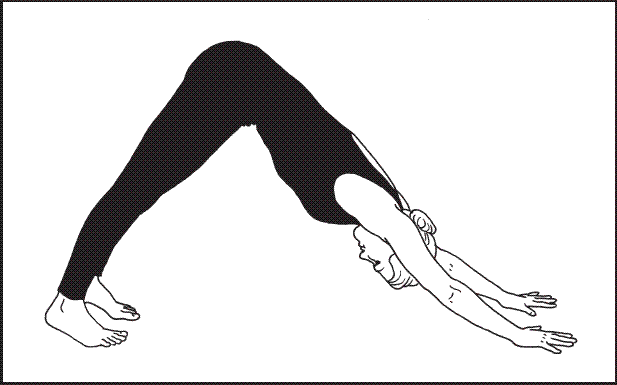
Stretches calves and hamstrings

Strengthens arms and shoulders

Improve circulation of blood

Improve immunity

**Visual** (recommended to blow up in a poster or large piece of chart paper and add 5 body parts to label)**:**



<http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106>

[**Pose: Cobra**](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106)

[**Instructions Script:**](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106)

1. [Turn over on the stomach.](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106)
2. [Place the hands, palms down, under the shoulders on the floor.](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106)
3. [Inhaling, without lifting the stomach from the floor, raise the chest and head, arching the back. Obtain as complete a stretching of the body as possible but don’t push farther than your body is comfortable.](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106)
4. [Hold your breathe, and then exhale while slowly lowering to the floor. Rest.](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106)

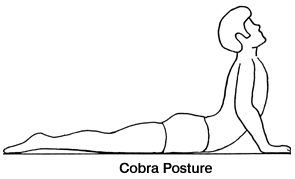
[Benefits](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106)

[Stretches back muscles](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106)

[Strengthens arms](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106)

[Relieves stress](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106)

[**Visual** (recommended to blow up in a poster or large piece of chart paper and add 5 body parts to label)**:**](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106)



<http://www.holisticonline.com/yoga/hol_yoga_pos_cobra.htm>

[**Pose: Child’s Pose**](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106)

[**Instructions Script:**](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106)

[1. Come down to your hands and knees.](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106) Spread your knees apart a little and bring your toes together.

2. Sit back onto your knees and slide your hands out in front of you.

3. Stretch your arms forward and relax. Lower your forehead to the floor.

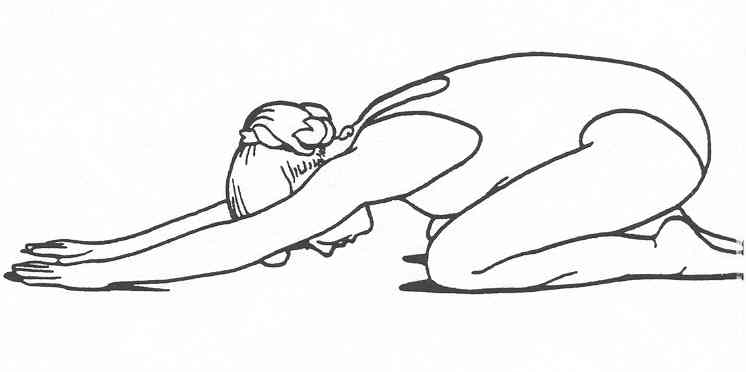
[Benefits](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106)

[Resting pose](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106)

[Calms the mind](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106)

[Relieves back and neck pain](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106)

[**Visual** (recommended to blow up in a poster or large piece of chart paper and add 5 body parts to label)**:**](http://www.pponline.co.uk/encyc/warming-up-the-downward-dog-yoga-exercise-1106)



<http://jan.ucc.nau.edu/mtl8/Ther_Ex_files/Spine_ex.htm>

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| **Essential Question** |
| Which of the several universal or debatable questions for this unit will students consider in this lesson?   * What makes a yoga teacher excellent? |

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| **Lesson Overview** |
| It’s only week 3 and already the students will be exploring what will make them a great yoga teacher! Students will continue building skills this week by learning how to give good instructions, identifying good body language and speaking techniques, and practicing teaching yoga poses. They will also participate in their third yoga class which will incorporate the warrior sequence for the first time. |

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| **Lesson Objectives** |
| |  |  | | --- | --- | | **Standard #1: Citizen Schools students will make an effective oral presentation.** | **Standard #2: Demonstrates competency in motor skills and movement patterns needed to perform yoga.** | | Lesson Objectives:   * Give good instructions for 1-2 yoga poses. * Speak loudly, clearly and slowly enough to be able to teach and explain yoga poses to class participants. * Look at your students and stand confidently when teaching a yoga pose. | Lesson Objectives   * Demonstrate the warrior sequence including the following poses:   + Warrior 1   + Warrior 2   + Reverse warrior   + Triangle pose * Demonstrate floor poses:   + Cat and cow pose * (Optional) Demonstrate balancing poses:   + One legged tiger pose | |

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| **Lesson Agenda**   |  |  | | --- | --- | | 5 Minutes | Hook: Snapshot | | 10 Minutes | Introduction to New Material: How to Teach A Pose | | 20 Minutes | Activity 1: Giving Good Instructions | | 20 Minutes | Activity 2: Practice Teaching A Pose | | 30 Minutes | Activity 3: Yoga Class | | 5 Minutes | Assessment | |

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| **Lesson Preparation** |
| * Preparation   + Each lesson you’ll be teaching new yoga poses. Plan ahead for how you will display, reference and use a visual of each pose. You can either use a computer and projector or you can print and blow up posters of the poses. Students learn this oral presentation skill in Lesson 2 and will benefit from seeing you model it each time you teach a new pose.   + This entire lesson can be done on yoga mats. For Activity 1 and 2, you may want students to have their mats in a circle and then transition to all facing the same way for Activity 3.   + Select music for Activity 3. Potentially use student suggestions for music from Lesson 2.   + Create a bulleted list to refer to in the moment for Activity 3. The script provided should be used as a model of the talking points you will draft/rehearse for when you are teaching each pose. Ideally, we want to simulate an authentic yoga experience, so reading directly from a script is strongly discouraged.   + For the Assessment, modify reflection questions or select alternate questions from the Reflection Question Bank (located in Lesson 1) so that your questions will elicit meaningful and relevant reflection from your students. Use this as an opportunity to gather data about how practicing yoga is affecting your students and to deepen their experience. * Co-teaching plan -- the top 3-5 decisions teachers should agree upon for implementation of this lesson.   + Activity 1 & 2 can be taught in Parallel Teaching by two co-teachers. Split the groups heterogeneously since you don’t know the students too well yet. This will provide students with more authentic practice time. |

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| **Materials** |
| * Every Week:   + Yoga mat (one per student) and yoga blocks (two per student)   + Chart paper or whiteboard   + Markers - for paper and/or whiteboard   + Journals/notebooks and pencils - one per student   + Items to make your space “more yoga ” (See Lesson 1, Activity 1)   + Computer/projector to show slides or posters of the key poses being taught today.   + Computer/speakers or iPod/speakers or CD player to play music during Activity 3.   + Snapshot Visual - This could be a trifold board, a poster, or a dedicated space on the whiteboard but ideally will have a space for every student represented on the visual where they can put their snapshot post-it created during the hook each week.   + Post-it notes |

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| **Hook: Snapshot**  **(5 Minutes)** |
| * ***Teacher’s Note:*** *Although this is the second week students will have done “Snapshot,” plan to cue the directions again. Some students may have been absent or may not remember. Use the “Snapshot” to see where your students are mentally and emotionally as they come in your class. Remember, they aren’t coming to you with a clean slate but after a long day filled with successes and challenges, good moments and bad moments. Honoring how they come to you feeling will help them be most receptive to what you are teaching today.* * ***Teacher’s Note:*** *Before students arrive, write on the board (or prepare a slide), “On your post-it note, draw a smiley face that reflects how you are feeling right now.” Add a few labeled examples (smiley face for “super! it was a great day!” or sad face for “it was a rough day” or a sleeping face for “I am so tired!”). If you would like, ask students to rank their day on a scale of 1-5 or add a few words describing what was good or bad about their day. Add these instructions to the board (or slide).* * **Hand** students a post-it note as they enter the room. Tell them there are instructions on the board about to what to do with it. (See Teacher’s Note above) * **Read** the directions on the board after a majority of the students have arrived. * **Say:** These “Snapshots,” these post-it note faces, are a picture of our inner selves and how we’re feeling today. It’s useful to me as your yoga teacher to know how you’re feeling and what mood you’re bringing to class, so we’ll start every apprenticeship from now on in this way. I’ll hand you a post-it when you walk in, you will write your name and draw your inner snapshot face on it and post it on this board. * **Review:** directions on how you want students to post their post-it notes. For example, you might have a trifold board that has a spot for each student and they should put their post-it on that board. Alternatively, you might have a wall visual or a special spot on the board or your card. Reiterate the procedure you want students to follow to display their post-it notes.   + **Use** the information from the snapshot post-its to check-in with frustrated or stressed students later and to ask other students about their successes that day. This will help you build relationships and trust with your students. In turn, their yoga practice will be more powerful. * **Transition:** Thank you for sharing with me how you are feeling coming to yoga today! It sounds like some of you are feeling excited after a good day and others of you might be struggling a little. You might be stressed out because of school or your family, or feeling overwhelmed or too challenged by school work and upcoming tests. I hope that our practice of yoga today can help you all relax, calm your mind, and focus your energy. |

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| **Introduction to New Material:**  **How to Teach A Pose**  **(10 Minutes)** |
| * ***Teacher’s Note:*** *For students who have a hard time focusing in this type of focused instruction, use a co-teacher to pull out a small group and use Alternative teaching to teach the material in a modified way to these students. Otherwise, use Team Teaching or One Teach, One Assist to review this content.* * **Say:** Giving instructions clearly is so important in teaching! I’m sure we can all remember times when a teacher gave instructions and then we still didn’t know what to do. In a yoga class, that could be terrible! If no one knows what to do, then instead of being relaxing and focusing, our yoga class will be confused and scattered. Today we’re going to learn how to give good instructions in yoga. * **Say:** Let’s make a list of tips for giving good instructions. Let’s say I want you to do this: raise your right hand and stretch it towards the ceiling.   + **Reveal** the list line by line as your review. Give the good example and the non-example.   + Use correct terms (yoga anatomy, right/left)     - For example, if I said to raise your hand, you could raise your right or your left. Instead, I should say raise your right hand.   + Be specific (distance, placement)     - For example, if I said to raise your hand, you could raise it to your shoulder, or your ear, or the top of your head or as high as it would go. Instead, I should say, raise your right arm and stretch your hand as high as you can.   + Use as few words as possible     - Instructions can get lost if you talk too much! Be brief and say only what you need to say. * **Say:** Let’s give this a try. I will give you instructions and you will try to follow them. The catch? Your eyes are closed! Do what you hear me say and then we’ll open our eyes and see what everyone did. Then you can help me improve my instructions or tell me if I did a good job! I encourage you to be creative with how you interpret the instructions.   + Have the students close their eyes. **Give** the following instructions. Have them open their eyes and then debrief what you could have said to give better instructions.   + Sample instructions:     - Stand up. Touch your toes. Look down.       * Better: Stand up tall with your feet hip width apart. Reach down to touch your toes keeping your legs as straight as possible. Look at your feet.     - Stand up. Raise your arms. Twist to the side.       * Better: Stand up tall with your feet hip width apart. Raise your arms to stretch your arms out to the side like a T shape. Reach your hands towards the opposite walls and then slowly twist to the right. Keep your hips facing forward and look over your right shoulder.     - Sit down. Touch your toes. Look up.       * Better: Sit down on your mat with your legs stretched out in front of you so that your body makes an L shape. Stretch your arms forward so that you lightly touch your toes. Look up out over your toes into the distance. * **Transition:** Today we’re going to practice giving instructions ourselves - first we’ll do so in context of an activity for fun and then we’ll try out teaching some poses. |

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| **Activity One:**  **Giving Instructions**  **(20 Minutes)** |
| * ***Teacher’s Note:*** *If you have co-teachers, consider splitting this activity into two groups and use Parallel Teaching to teach the content to a smaller group. This will provide more student practice on developing good instructions.* * **Say**: Using our tips for giving good instructions, I want you to now give me some good instructions! First, I want you to stand in a circle around my yoga mat. I am going to lie down on it and I want you to take turns giving me instructions to get me to a standing position. We’ll work our way around the circle until I’m fully standing!   + **Assign** a student to begin and **Facilitate** theactivity.   + Encourage laughter as some of the instructions will certainly not be clear or specific enough for you to get up quickly.   + If the students have an easy time with this, then continue and have them give you instructions to get from standing into downward dog. * **Debrief:** What is difficult about giving instructions? How did you feel when you gave an instruction and what I did wasn’t what you expected?   + Note: Make sure students are taking away that giving clear instructions takes some thought - and sometimes it means giving instructions and then giving them again to make them clearer. * **Handout** the Script It Handout. Display the handout on a slide, poster, or using an Elmo projector.   + **Say:** We’re going to use this handout when we script out our instructions for teaching poses. Let’s look at it together and practice filling it in for the instructions for getting from a standing mountain pose to a forward fold.   + **Say:** The first row says “POSE.” This means this is the position or pose that we’re starting in. We’re starting in mountain pose.     - **Model and Write** mountain pose in the appropriate box.     - **Say:** The next column says “instructions.” In this column we will write the step by step instructions that we will say to describe how to get into mountain pose.     - **Model and Write** the instructions in the appropriate box. For example:       * Stand tall with feet hip width apart       * Both arms should extend down, fingers spread apart       * Look forward     - **Say:** The next row says “TRANSITION.” This means that we write in the instructions of how to move from mountain pose to the next pose - forward fold     - **Model and Write:**  Model how you think through writing the instructions for how to get from mountain pose to forward fold and write that in the transition box. Ask for student input along the way. For example, say, “I could say, ‘Bend forward until you’re hanging down,’ but that isn’t very clear!” Ask a student for how you could make it more specific. (Bend forward at the hips stretching down until your hands touch the floor. Hang your head and look between your legs.)     - **Say:** The last row again says “POSE” because we move between poses. What instructions would I want to add for forward fold specifically?     - Take student suggestions and fill in the appropriate box. * **Facilitate** practice: Now, in groups of 2-3, let’s continue practicing giving instructions to get into our yoga poses. * **Review** each pose that they’ve learned so far. Show your visual (slide or poster) for mountain pose, plank, forward fold, downward dog, cobra, and child’s pose. * **Assign** a set of poses to each group. Do not use mountain and forward fold together since you’ve just modeled these. Have the group write down a list of instructions to get from one pose to their other pose. They can practice giving the instructions to each other to make sure the instructions are good.   + **Give** the students 5 minutes to work. Alternatively, have students pick their own two poses to write instructions for.   + Suggested pose pairs: forward fold and plank, forward fold and lunge, plank and downward dog, lunge and downward dog, plank and cobra, cobra and child’s pose, plank and child’s pose * **Transition:** Now we’re going to review some tips for volume and voice when teaching and then we’ll practice giving these instructions to see how good your instructions are! |

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| **Activity Two:**  **Practice Teaching a Pose**  **(20 Minutes)** |
| * ***Teacher’s Note:*** *Again this activity could be taught in Parallel teaching style by 2 or more co-teachers to provide students with more authentic practice.* * Begin giving instructions for this next activity in a whisper. Speak very quietly. Ideally some student will look at you weird and comment that they can’t hear you. * **Say:** Oh! Yes, sorry - I forgot. To be a good teacher, you have to speak at a volume that your students can hear you! You want me to speak loudly.   + **Write:**  on a poster board or piece of chart paper.     - A good yoga teacher:       * Speaks loudly   + Continue talking but now speak very fast so that your words are unintelligible. Feel free to be silly as you model how not to talk. Ask the students what’s wrong with your talking now. Add to your list:     - A good yoga teacher:       * Speaks slowly   + Continue talking but now mush your words together, hunch your shoulders, and look at the ground.     - Ask students what you can do better. Take their suggestions and add something like the following to your list:     - A good yoga teacher:       * Speaks clearly       * Stands confidently with good posture       * Looks at the students * **Review** the whole list and comment that this is a lot to remember but that it comes down to two things - voice and body language. When you’re teaching yoga, you need to use a voice that gives good instructions that students can hear and your body needs to reinforce that you know what you’re doing. * **Facilitate practice:** Give each group one of these “good yoga teacher” characteristics. Ask each group to demonstrate an example and a non-example. Give them 1-2 minutes to prepare and then facilitate a shareback. Highlight what students do well that reinforces those characteristics. * **Facilitate practice:** Now let’s practice using these characteristics while we give the instructions that we came up with in the last activity. In your group, divvy up the instructions that you wrote for one of the poses in the last activity so that each of you has a role. Practice giving the instructions using these good teacher skills that we just discussed. Then, after you’ve had a chance to practice, each group will practice teaching each pose to the whole group.   + Give each group 3-5 minutes to decide what to practice and who will say what.   + Facilitate such that each group has the opportunity to give instructions to the rest of the students. It’s ok if multiple groups teach the same pose, but preferably there is a diverse set of poses to also reinforce the students’ practice of the poses.   + Compliment students on giving good instructions and on using good teaching skills. * **Transition:** We’re about to start our yoga class today. While we are working our way through our practice, keep an eye on how I give instructions. |
| **Activity Three:**  **Yoga Class**  **(30 Minutes)** |
| * ***Teacher’s Note:*** *This script should be used as a model of the talking points you will draft/rehearse for when you are teaching each pose. Ideally, we want to simulate an authentic yoga experience, so reading directly from a script is strongly discouraged. We recommend creating a bulleted list you can refer to in the moment (almost like a set list) if you need a reference point while teaching* * ***Teacher’s Note:*** *This activity needs to be taught with One Teach, One Assist with a co-teacher. The teacher who is leading the yoga class is responsible for demonstrating poses, cueing instructions, and facilitating the yoga practice. The other teacher is responsible for monitoring behavior, supporting students who are confused, and circulating around the room as needed.* * ***Teacher’s Note:*** *The Yoga Class Script notes what you would say to teach the class. While you are giving this verbal instruction, also demonstrate the poses. Do everything that you say with your body to provide a visual and a model of what you expect the students to do. Walk around the room to ensure that every student can see you. If an individual student is struggling, move closer to him or her and provide individual help quietly. If students are not following along, explicitly note that the expectation is that they listen to what you say, and try and do it. If they aren’t sure what to do based on what you said, then they should look at you. While this is noted in the script, it may need reinforcing numerous times during the first few yoga classes.* * **Say:** Each week we’re going to take the last 30 minutes of the apprenticeship to have a yoga class and practice. Just like we did last week, we will end every class with a savasana - a time of quiet to lie in a neutral position and relax and reflect on how we feel. Afterwards, we will take about 5-10 minutes to write briefly in our yoga journals and answer a few questions. First, however, we’ll start with our practice of yoga. * **Say:** To start our yoga class, we’re going to start again with the activity called “Flow and Freeze!” Can anyone remind me of how this activity works?   + **Solicit** instructions from the students. Fill in gaps as necessary.   + **Instructions:** Start by standing in the middle of your mat. When I say, “go!” begin wiggling and moving. Feel free to move in any way that feels good to you, but you must stay on your mat and not touch anyone or anything else. When I say, “freeze!”stop moving and hold whatever position you are in. We will repeat this a few times and then I will say, “freeze and mountain pose.” When I say that, come stand at the top of your mat and then we’ll begin our yoga class.   + **Facilitate** Flow and Freeze! After giving the students a chance to get a few wiggles out, cue mountain pose and begin the yoga class.   **Yoga Class 3 Script**   * Let’s begin our yoga class with a full sun salutation. (Cue the full sun salutation - mountain, forward fold, lunge, plank, cobra, plank, downward dog, lunge, forward fold, mountain, repeat with the other side) with pauses to stretch in forward fold, downward dog, and cobra. Add a rest in child’s pose if needed.) * Today we’re going to learn a new set of poses in a new sequence that builds strength and flexibility - the warrior sequence. * From mountain pose, we’ll stay standing but step back with our right foot. We want a nice, wide stance. Pivot your heel so it touches the mat and stand firmly planted on each foot. It’s kind of like a lunge, but your hands are not on the ground. Like a lunge, you want to ensure that your knee is directly over your ankle. If it’s creeping over, you want to scoot your front foot forward. If you are having a difficult time balancing in this pose, align your left heel with the instep of your right foot. * As you find your balance, raise your hands to stretch over your head. Warrior poses are about balance and stretching within the strength of the pose. Keep your shoulders pulling down your back, but stretch your arms up to the sky. Look forward and up as you strive to sink lower into the pose. This pose is **warrior 1**. This is a standing pose and the warrior sequence offers many benefits. It stretches and pulls us in every direction and strengthens the legs while opening the chest and shoulders. * Now, open your hips towards the side wall and drop the heel of your right foot to the floor. Stretch your left arm to the front wall and your right arm to the back wall. Pull back on your right shoulder and check to make sure that your shoulders are directly over your hips, not leaning forward over your front leg. Look out over your left hand into the distance. This is **warrior 2**. As with warrior 1, warrior 2 is a standing pose and its benefits are that it strengthens the legs and arms, opens the chest and shoulders, and tones the stomach muscles. * Straighten your left leg, re-bend it and sink deeper into warrior 2. (repeat if rest is needed) * Cartwheel your arms forward until you have one hand on either side of your left leg and you’re in lunge position. Step forward to forward fold. Stretch out your hamstrings and relax your neck and shoulders. Nod your head yes… Shake your head no… * Gradually roll up to mountain pose. Step back with the left leg now to warrior 1 on the other side, placing the heel on the floor. Remember, your right knee should be directly over your right ankle. Your left leg should be as far back as you can comfortably maintain, and your arms, when you’re ready, should stretch towards the sky. Think about which direction your hips are facing. Even though your left leg is stretched back, your hips and shoulders should strive to face forwards. Hold. And breathe. * Transition into warrior 2 by opening your hips towards the left side. Reposition your arms so that they stretch towards opposite walls. Hold the pose. Breathe. Sink down while your arms pull outwards and upwards. * Straighten your right leg and re-bend into warrior 2. (repeat if rest is needed) * Let’s transition from here into **reverse warrior**. Bend your left arm and put it on your hip. Lean back, arching your back slightly, as you raise your right arm to stretch towards the sky. Look up beyond your right finger tips. Try to sink into a deeper bend on your front right leg if possible. Breathe in… Breathe out… * Return to warrior 2 and straighten your front, right leg. Tip forward to place your right arm onto your shin, ankle, or the floor by your right foot. You can also use a yoga block to make this work better depending on your flexibility. (Demonstrate options) * The reverse warrior is an intermediate pose so if this is challenging for you, listen to your body. It is a standing and a back bend pose. It strengthens your legs while increasing spinal flexibility. * Try to keep both legs straight and your body flat in the same plane as your legs, facing the side wall - not leaning forward. This is **triangle** pose. Your right arm is resting on the floor and is straight down while your left arm is up, stretched up to the sky. You can look down at your right hand, out straight at the wall, or up at your left hand. Each offers its own challenge, but if you’re having a hard time balancing, look down at your right hand. Hold and feel this stretch through your legs and side. * Triangle pose has many benefits! It is known to strengthen the legs, stretch the groin, hamstrings, and hips, and open the chest and shoulders. It can also help relieve back pain. * (If students need a break, cue to transition into plank and down to child’s pose, when ready, continue) * Drop the left arm down to the ground and bend your right leg. Step forward to forward fold. Gradually roll up, one vertebrae at a time, to mountain pose. * Step back with your right leg to warrior 2. (Cue the transition to reverse warrior and then triangle so that both sides get stretched equally.) * From triangle, bend your front leg, place your top (right) arm on the floor and transition to plank pose. Lower your knees to the floor and sit back into child’s pose. Rest. Breath. * When you’re ready, sit back up onto your knees and hands in tabletop pose. Check to make sure your knees are directly under your hips, your hands directly under your shoulders, and your back flat and level like a table. * As we catch our breath and reenergize, let’s do some **cat and cow poses**. These are a type of backbend pose that increase spine flexibility and works your stomach muscles. These poses can help with digestion and, best of all, they are fun! First, curve your back up towards the sky. Drop your head down and your chin into your chest. This is cow pose. Exhale. * Now, drop your stomach down, arch your back and stretch your head up to the sky. This is cat pose. Inhale. Cat and cow poses are opposites and are often done together. Let’s reverse to cow pose, breath out. And back to cat pose, inhale the breath. * Do 5 cat/cows at your own pace of breath. In for cow and out for cat pose. * Return to tabletop. Gradually stretch your right arm forward so that from the tips of your fingers to your hips is a straight line. Envision your back being flat and stable such that you could set a table on top of it. Return your right hand to the floor, directly under your shoulder. Repeat with the left arm. * Now stretch your right leg back. Flex your foot so that your toes point to the ground. From the base of your heel to the tip of your head should form a straight line. Return your right leg to the ground with your knee directly under your hip. Repeat with the left leg. * When we do these simultaneously, we do a tabletop balance pose. To try this, stretch your right arm out and then stretch your left leg back. Stretch your foot towards the back wall and your hand towards the front wall. Look down and keep your neck and spine perfectly aligned. Hold and balance. * (If students are ready for an additional challenge, cue one-legged tiger pose.) * Return both arm and leg to tabletop position. Sit back onto your heels and stretch down into child’s pose. Rest. Take three deep breaths. In… Out… In… Out… In… Out… * Repeat with the alternate side - left arm and right leg. Return to child’s pose. * Transition to a seated position. Stretch your right leg out in front of you with your left leg bent. Stretch your arms up to the sky and slowly lower, reaching out over your flexed foot. Rest your hands on your foot, ankle, or shin, depending on your flexibility. Keep your knee and your back both straight. The goal is not to put your head on your knee, but rather keep everything straight and stretch out from there. * Switch legs and repeat on the left side. * Bend both legs and gradually roll down to lying on the ground, vertebrae by vertebrae. Leaving your legs bent and your hands down by your sides, press through your feet and lift your hips up off the ground. Create a straight line from your knees down to your chin with your hips lifted up off the ground. Release and lower your hips to the ground. Repeat one more time. * (If you have time, repeat the spinal twist) * Stretch your legs out and lay your arms comfortably by your side. We will now have a few minutes of savasana. Savasana is where we totally quiet our mind and our body. Lie down, close your eyes and allow your arms to relax at your side and your feet and legs to relax and turn out. Breathe deeply and allow your whole body to relax. Return to thinking about your intention from the beginning of class. Reflect on how you feel and allow the calmness to take over. * (Provide a few minutes for savasana.) * Begin to wiggle your fingers and your toes. When you are ready, turn towards your right side and gradually sit up. Return to a cross-legged position. * Thank you for joining me in yoga practice this week. Namaste. |

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| **Assessment**  **Journal Reflection and Exit Questions**  **(10 Minutes)** |
| * ***Teacher’s Note:*** *Plan ahead for your procedure for students to get their journals (see Lesson 1). If you are going to want students to pick up their journal with their yoga blocks before you begin practicing yoga, plan to reteach that procedure from Lesson 1 at the beginning of Activity 3. You will need to reteach procedures for the first few weeks until students internalize them and remember on their own.* * ***Teacher’s Note:*** *The yoga practice and savasana should seamlessly transition into the assessment and close of the apprenticeship. There is no need to end and begin but rather quietly begin writing and filling out the exit ticket.* * **Say:** Thank you for joining me in yoga practice today. Namaste. * **Say:** Next to you is your yoga journal and a pencil. Inside, please write a few sentences in response to the questions. After you finish, we will see if everyone remembers the poses we learned today.   + **Write** the reflection question and the exit questions on the board or display on a slide.     - Reflection:       * What part of your body feels better now after we practiced yoga?       * What part feels worse?       * Do you ever practice yoga outside of class?       * Note: these are suggested reflection questions. Consider what questions will work best for you and your students and modify these, select alternates from the Reflection Question Bank (located in Lesson 1), or create your own.     - Assessment:       * Write out instructions for how you would get into a plank pose from standing.       * Fill in the blanks: A good yoga teacher speaks \_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_ (loudly, clearly, and slowly), * **Say:** Now let’s see if you can remember the poses we learned today! * **Give instructions:** Stand on your mat. I will say a pose and you make the pose.   + Warrior 2   + Triangle   + Warrior 1   + Reverse warrior   + Cat pose, cow pose   + Give the students corrections as needed and check off on the tracker if they have demonstrated the pose correctly. (See the pose tracker included in Lesson One) * **Collect** the journals as students exit. Thank students for their great work and wish them a great week. |

**Script It!!!**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Instructions:** |
| **POSE:** |  |
| **TRANSITION** |  |
| **POSE:** |  |

**Script It!!! completed example for modeling**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Instructions:** |
| **POSE:**  **MOUNTAIN POSE** | * Stand tall with feet hip width apart * Both arms should extend down, fingers spread apart * Look forward |
| **TRANSITION** | * Stretch arms up to the sky * Fold forward, bending at the hips as you dive forward * Touch your toes (or get close if you can) |
| **POSE:**  **FORWARD FOLD** | * Rest your hands on the ground or on a block if you need to * Look between your legs but let your head hang loosely * Keep your knees as straight as possible |

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| **Essential Question** |
| Which of the several universal or debatable questions for this unit will students consider in this lesson?   * What makes a yoga teacher excellent? |

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| **Lesson Overview** |
| Take a deep breath and dive into Lesson 4! Students will learn what it means to “work the room” as a teacher and think about what volume is appropriate for whole group vs individual instruction. Additionally, the role of breathing in yoga will be addressed and students will have the opportunity to practice 4 different yogi breathing techniques including the Cooling Breath, Breath of Fire, and 3 Part Breath! |

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| **Lesson Objectives** |
| |  |  |  | | --- | --- | --- | | **Standard #1: Citizen Schools students will make an effective oral presentation.** | **Standard #2: Demonstrates competency in motor skills and movement patterns needed to perform yoga.** | **Standard #3:** **Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and teaching of yoga.** | | Lesson Objectives:   * Use a lower volume as appropriate for individual instruction vs louder volume as appropriate for whole group. * Move around the room while teaching to enhance effectiveness. | Lesson Objectives   * Demonstrate breathing techniques to deepen yoga practice:   + Cooling breath   + Breath of fire   + 3 Part breath   + Alternate nostril breathing * Demonstrate balancing poses:   + Tree | Lesson Objectives   * List 2 reasons breathing exercises are important in the practice of yoga. | |

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| **Lesson Agenda**   |  |  | | --- | --- | | 5 Minutes | Hook: Snapshot | | 10 Minutes | Introduction to New Material: Body Language of Teaching | | 20 Minutes | Activity 1: Working the Room | | 20 Minutes | Activity 2: Importance of Breathing | | 30 Minutes | Activity 3: Yoga Class | | 5 Minutes | Assessment | |

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| **Lesson Preparation** |
| * Preparation   + Each lesson you’ll be teaching new yoga poses. Plan ahead for how you will display, reference and use a visual of each pose. You can either use a computer and projector or you can print and blow up posters of the poses. Students learn this oral presentation skill in Lesson 2 and will benefit from seeing you model it each time you teach a new pose.   + This entire lesson can be done on yoga mats. For Activity 1, you may want students to have their mats in a circle and then transition to all facing the same way for Activity 2 and 3.   + Select music for Activity 3. Potentially use student suggestions for music from Lesson 2 or from their journals.   + Create a bulleted list to refer to in the moment for Activity 3. The script provided should be used as a model of the talking points you will draft/rehearse for when you are teaching each pose. Ideally, we want to simulate an authentic yoga experience, so reading directly from a script is strongly discouraged.   + Verify that you can show youtube videos at your school.   + Review the Script It handouts and work from Lesson 3. Decide if you will need to teach Activity One with a small group pull out to reteach this concept or if you can teach it whole group.   + For the Assessment, modify reflection questions or select alternate questions from the Reflection Question Bank (located in Lesson 1) so that your questions will elicit meaningful and relevant reflection from your students. Use this as an opportunity to gather data about how practicing yoga is affecting your students and to deepen their experience. * Co-teaching plan -- the top 3-5 decisions teachers should agree upon for implementation of this lesson.   + For the INM, consider using Alternative Teaching if you have some students who will learn this material better in a small group or in a different way. If everyone learns well in a big group, use Team Teaching or One Teach and One Assist.   + If you have co-teachers, consider splitting Activity 1 into two groups and use Parallel Teaching to teach the content to a smaller group. With 7-9 students in the half class, students will be able to work and practice teach in pairs. This will provide more student practice at working the room, practice teaching and developing good instructions. If, alternatively you had significant absences or a group of students who struggled with last week’s introduction of the Script It handout, pull them out and have a co-teacher reteach how to give instructions and write a script using this handout in a small group.   + The breathing exercises in Activity 2 can be taught as a carousel activity using the youtube videos provided or they can be taught by 3 co-teachers simultaneously as the students rotate through each co-teacher’s station. If you don’t have multiple teachers or access to technology or your students are not ready for this level of independent learning, teach each breathing exercise to the whole group and have the students complete the graphic organizer in groups of 2-4. |

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| **Materials** |
| * Every Week:   + Yoga mat (one per student) and yoga blocks (two per student)   + Chart paper or whiteboard   + Markers - for paper and/or whiteboard   + Journals/notebooks and pencils - one per student   + Items to make your space “more yoga” (See Lesson 1, Activity 1)   + Computer/projector to show video of the breathing exercises in Activity 2   + Computer/speakers or iPod/speakers or CD player to play music during Activity 3.   + Snapshot Visual - This could be a trifold board, a poster, or a dedicated space on the whiteboard but ideally will have a space for every student represented on the visual where they can put their snapshot post-it created during the hook each week.   + Post-it notes * This Week:   + “A good yoga teacher…” poster from Lesson 3   + Breathing Exercises graphic organizer - one per student   + Computers with sound and videos cued up for Activity 2 - one per group   + Script It Handout - one per student |

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| **Hook: Snapshot**  **(5 Minutes)** |
| * ***Teacher’s Note:*** *Although students have now done “Snapshot” three weeks in a row, you should probably plan to cue the directions again. Some students may have been absent or may not remember. Use the “Snapshot” to see where your students are mentally and emotionally as they come in your class. Remember, they aren’t coming to you with a clean slate but after a long day filled with successes and challenges, good moments and bad moments. Honoring how they come to you will help them be most receptive to what you are teaching today.* * ***Teacher’s Note:*** *Before students arrive, write on the board (or prepare a slide), “On your post-it note, draw a smiley face that reflects how you are feeling right now.” Add a few labeled examples (smiley face for “super! it was a great day!” or sad face for “it was a rough day” or a sleeping face for “I am so tired!”). If you would like, ask students to rank their day on a scale of 1-5 or add a few words describing what was good or bad about their day. Add these instructions to the board (or slide).* * **Hand** students a post-it note as they enter the room. Tell them there are instructions on the board about what to do with it. (See Teacher’s Note above) * **Read** the directions on the board after a majority of the students have arrived. * **Say:** These “Snapshots,” these post-it note faces, are a picture of our inner selves and how we’re feeling today. It’s useful to me as your yoga teacher to know how you’re feeling and what mood you’re bringing to class, so we’ll start every apprenticeship from now on in this way. I’ll hand you a post-it when you walk in, you will write your name and draw your inner snapshot face on it and post it on this board. * **Review:** directions on how you want students to post their post-it notes. For example, you might have a trifold board that has a spot for each student and they should put their post-it on that board. Alternatively, you might have a wall visual or a special spot on the board or your card. Reiterate the procedure you want students to follow to display their post-it notes.   + **Use** the information from the snapshot post-its to check in with frustrated or stressed students later and to ask other students about their successes that day. This will help you build relationships and trust with your students. In turn, their yoga practice will be more powerful. * **Transition:** Thank you for sharing with me how you are feeling coming to yoga today! It sounds like some of you are feeling excited after a good day and others of you might be struggling a little. You might be stressed out because of school or your family, or feeling overwhelmed or too challenged by school work and upcoming tests. I hope that our practice of yoga today can help you all relax, calm your mind, and focus your energy. |
| **Introduction to New Material:**  **Body Language of Teaching**  **(10 Minutes)** |
| * ***Teacher’s Note:*** *For students who have a hard time focusing in this type of focused instruction, use a co-teacher to pull out a small group and use Alternative teaching to teach the material in a modified way to these students. Otherwise, use Team Teaching or One Teach, One Assist to review this content.* * **Reveal:** your “A good yoga teacher…” poster from last week. * **Say:** Last week we talked about skills that great yoga teachers use. Think of one specific thing that you remember. Turn to your neighbor and talk about what you remember for 30 seconds.   + **Shareback**: Ask several students to share what skills they remember reviewing last week. * **Say:** This week we’re going to add to this list and think more about the body language of teaching and what volume of voice is appropriate in different situations. * **Say:** When you stand at the head of the class, you do want to stand confidently with good posture. You want to speak at a volume so that everyone can hear you. But what else do you do as a teacher? What other kind of teaching have you seen me do? Am I always and only at the front of the class?   + **Solicit answers.** Answers should get at the fact that you walk around the class and sometimes talk to students individually. Answers may also include that you demonstrate poses and do many things that change your body position.   + **Say:** That’s right, sometimes a teacher instructs the whole class and sometimes the teacher instructs an individual. For individual instruction, it makes more sense to walk over close to the student, bend over to them, and speak to them individually.   + **Ask:** Would you use the same volume when instructing the whole group as you would when instructing the individual?     - **Solicit answers.** Answers might be no, you would speak quieter because you want to offer private instruction. Draw out that you don’t want to give an individual correction publicly and embarrass your student.     - **Add** to the visual. By the end, your visual should look something like this. The bolded portion is added this week.     - A good yoga teacher:       * Speaks loudly **when instructing the whole group**       * Speaks slowly       * Speaks clearly       * Stands confidently with good posture **when instructing the whole group**       * Looks at the students       * **Walks over to the student and speaks softly when instructing individually** * **Say:** Let’s think back to whole group instruction. As some of you noted, I don’t always stand up straight when I’m teaching and I don’t always stay in one place. Instead I walk around, I demonstrate poses, and sometimes I am close to you and sometimes I am far away. I call this “working the room.” It means that I don’t just stand still, I walk around and use my location to help make sure every student is able to be close to the instruction at some time.   + **Add** to the visual.     - A good yoga teacher:       * **Works the room** * **Transition:** Last week we did some practice teaching and today we’re going to do some more. Today, the focus is going to be more on working the room and moving our bodies to enhance our instruction. |

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| **Activity One:**  **Working the Room**  **(20 Minutes)** |
| * ***Teacher’s Note:*** *If you have co-teachers, consider splitting this activity into two groups and use Parallel Teaching to teach the content to a smaller group. With 7-9 students in the half class, students will be able to work and practice teach in pairs. This will provide more student practice at working the room, practice teaching and developing good instructions.* * ***Teacher’s Note:*** *If you had significant absences or a group of students who struggled with last week’s introduction of the Script It handout, pull them out and have a co-teacher reteach how to give instructions and write a script using this handout in a small group.* * **Divide** the group into 4 groups. If any students were absent last week, be sure to assign them to a group with strong students who were present in Week 3. This activity uses last week as the modeling and context for writing instructions. * **Say**: First things first - if we’re going to teach a pose, we need to have a plan for how we’re going to give instructions. Using our tips for giving good instructions from last week, in your groups, you will write the directions to get into a pose from the warrior sequence.   + **Review** each pose and show your visual (slide or poster) for each: warrior 1, warrior 2, reverse warrior, and triangle.   + **Assign** one of the following pairs of poses to each group:     - mountain pose to warrior 1     - warrior 1 to warrior 2     - warrior 2 to reverse warrior     - warrior 2 to triangle   + **Handout** a Script It!! Handout to each group and have each group write down a list of instructions to get from standing into their pose. They can practice giving the instructions to each other to make sure the instructions are good. Have them plan for who will teach which parts of the poses.   + **Extension:** If the students need an extra challenge, have them write the instructions for how to get to a third pose. For example, after writing how to get from mountain pose to warrior 1, they could add how to get to warrior 2.   + **Give** the students 3-5 minutes to work. * **Say:** Now, we’re going to practice teaching these poses. Remember to make use of what we learned last week while you give whole group instruction - speak loudly, clearly, stand up straight, etc. But while you’re teaching, I will be a student who is doing the position wrong. Instead of correcting me publicly, I want you to walk over and quietly give me some instructions individually to help me improve my yoga practice. Let me demonstrate by teaching the plank pose.   + **Ask** one student to do something that isn’t correct in the positioning, perhaps have their feet spread apart in plank or their backside stuck up in the air.   + **Cue** the instructions to the whole group to get into a plank from standing. During your whole group instruction, work the room.   + **Model** out loud how you notice that one student is making that error and how you decide to walk over and provide the correction individually. **Model** a quiet voice and appropriate body language.   + **Say:** If 3 or more students are making the same mistake, it makes sense to give the correction to the whole group. For example, if three students have the wrong arm lifted, just reiterate what arm should be lifted. On the other hand, if only 1 or 2 students have the wrong arm lifted, walk over and talk to those students individually and privately to make the correction. Whether to cue a correction to the whole group or to an individual is a decision that you must make as a teacher while you are teaching. * **Debrief:** Ask the students to return to sitting on their mats. Discuss.   + What was the difference between how I provided whole group instruction and individual instruction? Highlight the appropriate body language and volume of your voice.   + How did it feel when I was nearer you when I was “working the room” and giving whole group instruction? What did you think or feel when I was closer to you? Farther away?   + What should you do as the instructor if you see 2 students making the same mistake? What about 3 or 4 students making the same mistake? Highlight that in the first situation you should probably give individual instruction but in the second situation, you’d likely decide to give more whole group instruction to clarify the mistake. * **Facilitate** practice.   + **Say:** Now it’s your turn!   + Each group will take a turn teaching their pose. Participate as a student and make a mistake that the teaching group will need to correct individually. Alternatively, quietly cue a student to make a mistake that merits individual instruction.   + Rotate until every student has had a chance to teach. * **Debrief**:   + Think about what felt easiest and hardest about teaching today. What will you do the same or differently next time? Discuss with your neighbor for 1 minute and then share back with the group. * **Transition:** We’ll practice a lot between now and the WOW! when you teach your own yoga class. We’ll keep this poster up as a reminder to practice these skills every time we practice teach. |

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| **Activity Two:**  **Importance of Breathing**  **(20 Minutes)** |
| * ***Teacher’s Note:*** *The breathing exercises in this activity can be taught as a carousel activity using the youtube videos provided or they can be taught by 3 co-teachers simultaneously as the students rotate through each co-teacher’s station. If you don’t have multiple teachers or access to technology or your students are not ready for this level of independent learning, teach each breathing exercise to the whole group and have the students complete the graphic organizer in groups of 2-4.* * **Say:** Breathing is an essential part of yoga. Pranayama is the name of breathing techniques and exercises within yoga. It literally translates to “to extend the vital life force.” By practicing breathing exercises within our yoga practice, we are extending our life force and deepening our yoga practice. Breathing exercises reduce stress and anxiety, help you sleep better, and increase attention and focus. Today, we’re going to add breathing exercises to our yoga class, but we’re also going to learn and practice a few right now. * **Facilitate** activity.   + Divide the students into 3 groups.   + Handout the graphic organizer for the students to take notes. Review the categories and expectations for note taking (something written in each category, 2-3 benefits listed for each breathing technique).   + Assign each group a starting place. Give instructions that they are to watch the video, complete their graphic organizer for that breathing technique, and practice the breathing technique.     - Cooling Breath - Sitali - <http://www.youtube.com/watch?v=3kWzLICflgA>     - Breath of Fire - <http://www.youtube.com/watch?v=4pjvaSRiJPg>     - 3 Part Breathing - Violma - <http://www.youtube.com/watch?v=iwEO_i-epP4> (0-3:15 only)     - Each video is 2-3 minutes long so each rotation should be ~4 minutes.   + **Review:** Bring the group back together and review the graphic organizer asking students to fill in anything they may have missed. Note that these three breathing exercises, plus a 4th, that they will learn in the yoga class will be the “poses” they will be quizzed on at the end of class.   + **Debrief:** What was similar among these three breathing exercises? What was different? How did it feel?     - How is breathing connected to yoga? (Focusing on your breath is a great way to quiet your mind and focus on the practice. By quieting our minds and focusing within, we can reach new levels of peace and deepen our practice of yoga.) * **Say:** Challenge students to try at least one breathing exercise each day. Perhaps the calming one before bed or after getting in an argument with a friend (3 part breath) or the invigorating one (Breath of Fire) after lunch in that afternoon time when your energy drags. Next week, we’ll discuss and see if you noticed any difference.   + **Ask:** Which breathing exercise are you going to try?   + Do a quick whip around to shareback. |
| **Activity Three:**  **Yoga Class**  **(30 Minutes)** |
| * ***Teacher’s Note:*** *This script should be used as a model of the talking points you will draft/rehearse for when you are teaching each pose. Ideally, we want to simulate an authentic yoga experience, so reading directly from a script is strongly discouraged. We recommend creating a bulleted list you can refer to in the moment (almost like a set list) if you need a reference point while teaching.* * ***Teacher’s Note:*** *This activity needs to be taught with One Teach, One Assist with a co-teacher. The teacher who is leading the yoga class is responsible for demonstrating poses, cueing instructions, and facilitating the yoga practice. The other teacher is responsible for monitoring behavior, supporting students who are confused, and circulating around the room as needed.* * ***Teacher’s Note:*** *The Yoga Class Script notes what you would say to teach the class. While you are giving this verbal instruction, also demonstrate the poses. Do everything that you say with your body to provide a visual model of what you expect the students to do. Walk around the room to ensure that every student can see you. If an individual student is struggling, move closer to him or her and provide individual help quietly. If students are not following along, explicitly note that the expectation is that they listen to what you say, and try and do it. If they aren’t sure what to do based on what you said, then they should look at you. While this is noted in the script, it may need reinforcing numerous times during the first few yoga classes.* * **Say:** Let’s start with “Flow and Freeze!”   + **Review** instructions if needed. See Lessons 1 or 2 for full instructions.   + **Facilitate** Flow and Freeze! After giving the students a chance to get a few wiggles out, cue mountain pose and begin the yoga class.   **Yoga Class 4 Script**   * Today let’s begin in a seated position. Sit comfortably, probably in a cross legged position. Earlier today we learned three breathing exercises that you can do anytime or that a yoga teacher might cue as part of a class. I’d like to begin class today with a fourth breathing exercise - **alternate nostril breathing** or nadi shodhan. This type of breathing encourages a focused, meditative state. It calms the mind and releases accumulated tension and fatigue. * Place your left hand on the left knee, palm open to the sky. Place the tip of the index finger and middle finger of the right hand in between the eyebrows, the ring finger and little finger on the left nostril, and the thumb on the right nostril. We will use the ring finger and little finger to open or close the left nostril and thumb for the right nostril. * Press your thumb down on the right nostril and breathe out gently through the left nostril. * Now breathe in from the left nostril and then press the left nostril gently with the ring finger and little finger. Removing the right thumb from the right nostril, breathe out from the right. * Breathe in from the right nostril and exhale from the left. You have now completed one round of Nadi Shodhan pranayama. Continue inhaling and exhaling from alternate nostrils. * (If needed, cue breath by breath for at least three rounds. If possible, allow students to complete at least 2 rounds independently as this will lead to a more independent ownership of the meditation.) * When you’re ready, transition to tabletop with your shoulders directly over your wrists and your hips directly over your knees. Breathe in and curve your back up to the sky. Duck your head and exhale to cow pose. Inhale and arch your back reversing into cat pose. Do 2 more sets of cat and cow poses. Focus on your breath as you do these. Breathe in with cat and out with cow. (Model using audible breathing) * Gradually lift your hips up into downward dog. Press your heels towards the ground and “walk the dog,” gently straightening one leg and then the other as you stretch out your hamstrings. Hang your head and keep your arms extended. * Ok, return to downward dog with both legs straight. * Lift your heels off the floor and come onto your toes. Lift those heels, high! Exhale and draw the heels down, inhale and lift, exhale heels down. * Look up between your hands, lift the heels off the mat, bend your knees and try to jump forward into your forward bend. If you don’t make it all the way the first time, it’s okay. * Exhale into your forward, and inhale, rounding up, stacking the vertebrae. * we’ll begin a few rounds of sun salutation [Teacher note, give very specific breath cues for these rounds of sun salute, provided below] * Inhale – arms up and reach to the sky * Exhale – swan dive down forward bend * Inhale – lengthen halfway up/half forward bend * Exhale – fold * Inhale – step right foot back to lunge * Exhale – left foot steps back * Inhale – find plank * Exhale – lower the pushup onto chaturanga/belly on floor * Inhale – cobra/upward facing dog * Exhale – roll back into down dog * Inhale – step right foot forward, then left foot – [can give the option here for them to float, or jump forward. It’s kind of fun and works their core] * Exhale into forward bend * Inhale – lift all the way to standing, arms reach over head, palms come together * Exhale – palms to heart’s center * Repeat with the other side, and have the group do several rounds [making sure to pay attention to their cues as well. If they are getting tired, slow it down or wrap it up. Encouragement “You’re doing great!” “Just one more FULL round left!” Etc., goes a long way] * Now that our hearts are pounding, let’s bring our focus back to the mat, and we will learn **tree pose.** This is a standing and a balancing pose and offers the benefits of strengthening your legs and improving your balance. Balancing takes focus so as you improve your ability to balance, you’re also improving your ability to focus. * Find your mountain pose, feet close together, lengthening through spine. The key to our tree pose is finding a focal point to help your body be still and balanced. Find a fixed spot in front of you a few feet, such as the corner of someone’s mat, or something hanging on the wall. This is on pose where you won’t want to look at me, as my body will be moving a little. * Shift your weight to your right foot and come to the toes of the left. Visualize roots growing into the mat and floor from your right foot. These roots are strong and anchor you to your spot. When you are ready, you can lift your left foot to the inside of your right ankle, calf, or inner thigh. Please stay away from your knee, as we certainly don’t want to put pressure on the knee. * Hands come to heart’s center in prayer position. Breathe. * If you feel stable and want to extend your “branches” over head, please do. * Keep your gaze soft and steady * It’s okay to wobble and lose your balance in this posture. Just come back and try again. * Realize your left foot gently to the floor, draw the hands down and shake the legs if you need to. * Repeat with left foot on the floor lifting right foot. * Transition to a wide stance, point your left toes outward and turn your right toes inward slightly. Your left heel should line up with the instep of your right foot. Inhale, drawing arms up to shoulder level with palms facing down. Exhale and bend your left knee, sinking into your warrior II. Exhale and cartwheel down, both hands reach your mat and walk yourself to center * Breathe in this forward bend * Walk your hands to the right foot, turn your right foot out and your left foot in slightly, exhaling and bending you right knee. Inhale and cartwheel up, arms are shoulder level, palms facing down and breathe. * Exhale, lower your arms and step or jump your feet together and come to sitting. We will learn the floor pose, **cobbler’s pose**, before we transition to our savasana. Cobbler’s pose is a seated posture and is sometimes called butterfly pose. It releases tension while stretching your hips and groin. * Sit on your bottom, and draw the soles of your feet together. Clasp your hands and place them under your toes while lifting up on the toes. Curl your forehead down toward the toes, and breathe. Draw your thighbones toward the floor beneath you. Hold and breathe. * Inhale, lifting head and spine back to center, releasing your toes. Bring your hands to the outsides of your thighs and gently draw the knees together * From here, come to lying on your back for our savasana * Allow your eyes to close, and your breathing to become shallow. Feel your body sink into the mat beneath you. * Bring them out of their savasana – Thank you for practicing yoga with me today. Namaste     \*The instructions for the alternate nostril breathing or nadi shodhan are from<http://www.artofliving.org/us-en/yoga/breathing-techniques/alternate-nostril-breathing-nadi-shodhan> |

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| **Assessment**  **Journal Reflection and Exit Questions**  **(10 Minutes)** |
| * ***Teacher’s Note:*** *Plan ahead for your procedure for students to get their journals (see Lesson 1). If you are going to want students to pick up their journal with their yoga blocks before you begin practicing yoga, plan to reteach that procedure from Lesson 1 at the beginning of Activity 3. You will need to reteach procedures for the first few weeks until students internalize them and remember on their own.* * ***Teacher’s Note:*** *The yoga practice and savasana should seamlessly transition into the assessment and close of the apprenticeship. There is no need to end and begin but rather quietly begin writing and filling out the exit ticket.* * **Say:** Thank you for joining me in yoga practice today. Namaste. * **Say:** Next to you is your yoga journal and a pencil. Inside, please write a few sentences in response to the questions. After you finish, we will see if everyone remembers the poses we learned today.   + **Write** the reflection question and the exit questions on the board or display on a slide     - Reflection:       * What do you think about while we do yoga? Is your mind quiet or active?       * Note: these are suggested reflection questions. Consider what questions will work best for you and your students and modify these, select alternates from the Reflection Question Bank (located in Lesson 1), or create your own.     - Assessment:       * What is the difference between how you conduct whole group instruction versus individual instruction?       * List 2 reasons breathing exercises are important in yoga. * **Say:** Now let’s see if you can remember the breathing techniques we learned today! * **Give instructions:** Sit on your mat. I will say a breathing technique or a pose and you will do it.   + The Cooling Breath   + Breath of Fire   + 3 part breath   + tree pose   + Give the students corrections as needed and check off on the tracker if they have demonstrated the pose correctly. (See the pose tracker included in Lesson One) * **Collect** the journals as students exit. Thank students for their great work and wish them a great week. |

**Script It!!!**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Instructions:** |
| **POSE:** |  |
| **TRANSITION** |  |
| **POSE:** |  |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Breathing Techniques Graphic Organizer

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| --- | --- | --- | --- |
| Name of Breathing Technique | the Cooling Breath | Breath of Fire | 3 Part Breathing |
| How to do the breathing technique |  |  |  |
| Benefits |  |  |  |
| How could these benefits improve your yoga practice? |  |  |  |
| How did it feel to try it? What was hard or easy? What felt good or bad? |  |  |  |

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| **Essential Question** |
| Which of the several universal or debatable questions for this unit will students consider in this lesson?   * What makes a yoga teacher excellent? |

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| **Lesson Overview** |
| Yoga teachers not only teach the content of their class, but also incorporate a mind/body connection component. They do this by using phrases to cue their students to think about more than the physical exercise at hand. In Lesson 5, students will learn these phrases and practice using them while continuing to practice their teaching skills. Students will also look at which types of poses yield which types of benefits and begin thinking about how they will additionally incorporate some of this knowledge into their instruction. |

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| **Lesson Objectives** |
| |  |  |  | | --- | --- | --- | | **Standard #1: Citizen Schools students will make an effective oral presentation.** | **Standard #2: Demonstrates competency in motor skills and movement patterns needed to perform yoga.** | **Standard #3:** **Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and teaching of yoga.** | | Lesson Objectives:   * Use 3 mind/body phrases to keep yoga pupils focused while teaching a yoga pose | Lesson Objectives   * Demonstrate floor poses:   + Seated spinal twist   + Crocodile   + Happy Baby   + Corpse pose * Demonstrate balance pose:   + Bridge | Lesson Objectives   * Identify 2-3 poses that will help a person with a specific problem | |

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| **Lesson Agenda**   |  |  | | --- | --- | | 5 Minutes | Hook: Snapshot | | 5 Minutes | Introduction to New Material: What’s in a Word | | 25 Minutes | Activity 1: Mind/Body Phrases | | 15 Minutes | Activity 2: Benefits of Poses | | 30 Minutes | Activity 3: Yoga Class | | 10 Minutes | Assessment | |

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| **Lesson Preparation** |
| * Preparation:   + Each lesson you’ll be teaching new yoga poses. Plan ahead for how you will display, reference and use a visual of each pose. You can either use a computer and projector or you can print and blow up posters of the poses. Students learn this oral presentation skill in Lesson 2 and will benefit from seeing you model it each time you teach a new pose.   + This entire lesson can be done on yoga mats. For Activity 1 & 2, you may want students to have their mats in a circle and then transition to all facing the same way for Activity 3.   + Select music for Activity 3. Potentially use student suggestions for music from Lesson 2 or from their journals.   + Create a bulleted list to refer to in the moment for Activity 3. The script provided should be used as a model of the talking points you will draft/rehearse for when you are teaching each pose. Ideally, we want to simulate an authentic yoga experience, so reading directly from a script is strongly discouraged.   + Prepare the cards for Activity 2 - see included materials, print, copy front and back, and cut out before class.   + For the Assessment, modify reflection questions or select alternate questions from the Reflection Question Bank (located in Lesson 1) so that your questions will elicit meaningful and relevant reflection from your students. Use this as an opportunity to gather data about how practicing yoga is affecting your students and to deepen their experience. * Co-teaching Plan -- The top 3-5 decisions teachers should agree upon for implementation of this lesson.   + During Activity 1, some students may need more individual support in drafting their instructions and incorporating mind/body phrases for a full sun salutation. If you have co-teachers, consider pulling out this small group to provide this individualized instruction. During the actual teaching practice, consider assigning a co-teacher to each group or two groups if you are able. Teachers can provide additional support to the practice by managing behavior and participating as a student. |

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| **Materials** |
| * Every Week:   + Yoga mat (one per student) and yoga blocks (two per student)   + Chart paper or whiteboard   + Markers - for paper and/or whiteboard   + Journals/notebooks and pencils - one per student   + Items to make your space “more yoga” (See Lesson 1, Activity 1)   + Computer/projector to show slides or posters of the key poses being taught today: breathing exercises   + Computer/speakers or iPod/speakers or CD player to play music during Activity 3   + Snapshot Visual - This could be a trifold board, a poster, or a dedicated space on the whiteboard but ideally will have a space for every student represented on the visual where they can put their snapshot post-it created during the hook each week.   + Post-it notes * This Week:   + “A good yoga teacher…” poster from Lesson 3   + Scenarios for Activity 2   + Script It - Sun Salutation Parts 1-4 - each student will need one handout, try to split out into groups of 4 so that you have 4 sets of the instructions |

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| **Hook: Snapshot**  **(5 Minutes)** |
| * ***Teacher’s Note:*** *This is the 4th week students will have done “Snapshot.” Begin phasing out your direct teach of what to do. Some students may have been absent or may not remember, but most students will remember your expectations by Lesson 5. Use the “Snapshot” to see where your students are mentally and emotionally as they come in your class. Remember, they aren’t coming to you with a clean slate but after a long day filled with successes and challenges, good moments and bad moments. Honoring how they come to you feeling will help them be most receptive to what you are teaching today.* * ***Teacher’s Note:*** *If you find, alternatively, that students not only remember the instructions, but are bored with the activity - if Snapshot has gotten stale - then spice it up by changing the metrics. For example, perhaps instead of a smiley face, you ask students to draw anything that will help you understand how their day was. Set boundaries on what is ok or not ok to draw (i.e., violent images like drawing a picture of falling off a building or shooting themselves probably isn’t a good idea). Alternatively, switch the activity out for a fist of 5 where students hold up a ranking of their day (1-5, 5 high). You can cue the fist of five, take a quick scan of the room, and continue on to the INM.* * ***Teacher’s Note:*** *Before students arrive, write on the board (or prepare a slide), “On your post-it note, draw a smiley face that reflects how you are feeling right now.” Add a few labeled examples (smiley face for “super! it was a great day!” or sad face for “it was a rough day” or a sleeping face for “I am so tired!”). If you would like, ask students to rank their day on a scale of 1-5 or add a few words describing what was good or bad about their day. Add these instructions to the board (or slide).* * **Hand** students a post-it note as they enter the room. Tell them there are instructions on the board as to what to do with it. (See Teacher’s Note above) * **Say:** I bet you remember what you’re supposed to from past weeks but I wrote the instructions on the board for you anyway. If you are confused or need help, you can quietly ask your neighbor. Remember, we’re starting our Yoga apprenticeship so we want to start now with creating our yogic environment. * **Use** the information from the snapshot post-its to check-in with frustrated or stressed students later and to ask other students about their successes that day. This will help you build relationships and trust with your students. In turn, their yoga practice will be more powerful. * **Transition:** Thank you for sharing with me how you are feeling coming to yoga today! It sounds like some of you are feeling excited after a good day and others of you might be struggling a little. You might be stressed out because of school or your family, or feeling overwhelmed or too challenged by school work and upcoming tests. I hope that our practice of yoga today can help you all relax, calm your mind, and focus your energy. |

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| **Introduction to New Material:**  **What’s In a Word**  **(5 Minutes)** |
| * ***Teacher’s Note:*** *Prepare ahead of time for at least 5-10 mind/body phrases that you typically say during your own yoga instruction. Each teacher usually has his or her own habits and phrases. Make sure yours get on the list in this INM.* * **Say:** Teachers talk… A LOT!! Let’s think about what they say… In fact, let’s think about what I say when I’m teaching you yoga. Let’s make a list.   + Title your list: What Yoga Teachers Say   + **Model** how you reflect back to what types of things yoga teachers say when you are taking yoga. **Write** your thought on the list   + **Solicit suggestions and brainstorm** with the students. Sample answers:     - Instructions for poses     - Corrections to poses and positions     - Set an intention for your practice     - Close your eyes     - Breath in, breath out     - Feel the breath fill your lungs     - Relax     - Breath into the pose     - Feel your muscle warm and feel that warmth extend through your body     - Envision a soft breeze in your hair and a beautiful sunny day (or some vision creating phrases)     - Stand tall… Stretch your fingers to the earth and the crown of your head to the sky (nature related imagery)     - Root through your feet   + Be sure to include all the common mind/body phrases that you use to enrich your yoga teaching but that are not directly related to the actual poses and content that you are teaching. * **Say:** Some of these phrases or things that yoga teachers say are related to content of the actual poses and yoga, and others could be said at any point of a yoga class and are related to the mind/body component of yoga. They relate more to keeping students focused, keeping their minds focused and calm, and maintaining the yoga environment.   + Using student input, go through your list and star each item that does not relate to content. Potentially highlight them if that will make them stand out better if you’re using chart paper. Alternatively, erase the content phrases if you’re using a white board. * **Transition:** You’ve had lots of practice teaching poses now - teaching the content. Today we’re going to practice adding in these types of mind/body phrases to our instruction. |

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| **Activity One:**  **Mind/Body Phrases**  **(25 Minutes)** |
| * ***Teacher’s Note:*** *Some students may need more individual support in drafting their instructions and incorporating mind/body phrases for their section of a sun salutation. They may need extra support because they are struggling with the concepts or they have missed Lessons 3 and 4 when the Script It handout was rolled out. If you have co-teachers, consider pulling out this small group to provide this individualized instruction.* * ***Teacher’s Note:*** *During the actual teaching practice, consider assigning a co-teacher to each group or two groups if you are able. Teachers can provide additional support to the practice by managing behavior and participating as a student.* * **Handout** the Script It Handout: Sun Salutation (Parts 1-4). Ensure that each group has one of each part. * **Say:** In groups of 4, you are each going to teach one full sun salutation together. Each individual will teach a few poses and the transitions between them. We’ll start by planning our instructions. Each individual needs to have their own plan for what they are saying. Within your instructions, add in at least 3 mind/body phrases that you’ll say when you teach the sun salutation portion. * **Say:** We’ve written instructions before, now, let’s add in our mind/body phrases. * Using an Elmo, blown up visual of the handout, or a whiteboard, **model** filling out the firsts two steps of the sun salutation. Think aloud where you could incorporate a mind/body phrase. (For example, when the students are in mountain pose, I could add in some nature imagery. I could say, “Root your feet into the ground and with a long, straight spine, stretch your head up to the sky.”   + **Ask** for student input on instructions to get from forward fold to plank and for a mind/body phrase you can incorporate.   + **Give** students 5 minutes to write down the remaining instructions and plan to incorporate 3 or more mind/body phrases in addition to the content. Students may work with their neighbors or you may have them work individually.   + **Facilitate shareback** by having 2-3 students read their instructions and mind/body phrases. Compliment each for good instructions as well as using good volume, etc.   + Reiterate what makes a mind/body phrase and offer correction if student’s phrases make it clear they don’t get it yet. Repeat the activity if students are just now grasping what makes a mind/body phrase. * **Facilitate practice:** Set the expectation that each person teaches one part of the sun salutation to their group. The student who is teaching at any given time should use their handouts to give verbal instructions and they should demonstrate each pose with their bodies. Encourage students to practice working the room and the other “good teacher” skills they’ve learned in previous weeks.   + While students practice this teaching, circle the room and provide additional support or behavior management as needed. Jump in and follow along with the student teacher if you are able. If you have co-teachers, assign one co-teacher to each group.   + Alternatively, pair groups up together so that there are 8 students working together, ideally with a co-teacher. In this situation, every student will teach a portion and will do 2 full sun salutations. This will provide a more authentic teaching experience (teaching to 7 instead of teaching to 3) and more yoga practice as well. * **Debrief:** There’s a lot to remember when you teach! You have to remember the poses and how they connect together. You need to remember mind/body phrases to incorporate in to develop the yoga environment, and you need to remember all your good yoga teacher skills. What tricks do you use to remember it all? Which pieces are easier to remember for you? More difficult? * **Transition:** Another thing yoga teachers talk about a lot during classes are the benefits of each pose. Next, we’re going to learn more about what these benefits are for different types of poses. You can then incorporate these comments into your instruction as we practice for the WOW! |

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| **Activity Two:**  **Benefits of Poses**  **(15 Minutes)** |
| * ***Teacher’s Note:*** *3 scenarios are provided. You may have more than one group work with each scenario. Alternatively, you can develop more scenarios and give each group a unique scenario. If you do this, allow more time for sharebacks. Also, if you have co-teachers, you could split the class in half and run Parallel Teaching.* * ***Teacher’s Note:*** *To modify this activity to make it a little easier, provide the students with a list of poses per type.* * **Say:** We’ve talked about the numerous benefits of yoga - releasing stress and anxiety, increasing focus, improving sleep quality, as well as health benefits such as improving circulation and lowering blood pressure. Within the practice of yoga, different poses give us these different benefits because of the ways that they stretch and strengthen the body. * **Say:** Here are the types of poses and an example of each * **Display** this list by using a slide or writing it on the whiteboard.   + Standing poses - warrior, mountain   + Inversion poses - forward fold, downward dog   + Back bending poses - cobra, cat/cow   + Balancing poses- tree pose, tabletop   + Resting poses - child’s pose, corpse   + Twists - floor or supine twist   + Highlight that poses can fit in multiple types as well - for example a forward fold is both an inversion and a standing pose. * **Say:** There are unique benefits to each of these types of poses.   + **Handout** the “Benefits of Poses” handout.   + **Briefly review** the information on the handout of the benefits of these 6 types of poses.   + Note: Keep this review very brief as students will work with this info in the meat of the activity.   + **Note** that breathing exercises are not included on this list, but they are a type pose in and of themselves. Recall that last week they learned 4 different breathing exercises and the benefits associated with each. In the upcoming activity they can recommend breathing exercises as well as poses. * **Facilitate activity**. **Say:** We’re going to break out into groups of 3. I am going to give each group a scenario of a person who is interested in trying yoga. Each person in the scenario has a few problems that they are hoping to address with yoga. With your group, your task is to decide first what types of poses would be best for them - and there might be more than one! - and to list 3 poses that you think will be best for them to incorporate into their yoga practice.   + **Divide** the class into groups of 3 and **handout** the scenarios.   + **Give** students ~5 minutes to work. Teachers should work the room and check-in with groups as they work.   + Bring the group back together to **shareback.** Have one group share from each scenario and ask for input from other groups that had the same scenario.   + Highlight that there isn’t a cure-all pose for any problem but rather sets of poses that when practiced over time may help and that the overall practice of yoga brings all these benefits to those that practice it over time. * **Transition:** Next week we are going on a field trip to a local yoga studio, and when yoga teachers design classes, they think about how to hit all these different types of poses over the duration of the class. If they know their students well and know what they are struggling with, yoga teachers will incorporate more poses that benefit these areas. This might be something you want to ask the teachers at the yoga studio about next week and it’s also something you’ll want to keep in mind the week after as we begin to design our WOW! yoga class. * **Note:** If you have any logistical information to cover with students about the field trip, now is the time to cover it before you transition to the yoga class portion of the apprenticeship. |

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| **Activity Three:**  **Yoga Class**  **(30 Minutes)** |
| * ***Teacher’s Note:*** *This Yoga Class Script is more general and less of a word for word script than the previous weeks’ scripts. This script is a model of the talking points you will draft/rehearse for when you are teaching each pose. Flesh out the script with your own language and instruction. Ideally, we want to simulate an authentic yoga experience, so reading directly from a script is strongly discouraged. We recommend creating a bulleted list you can refer to in the moment (almost like a set list) if you need a reference point while teaching.* * ***Teacher’s Note:*** *This activity needs to be taught with One Teach, One Assist with a co-teacher. The teacher who is leading the yoga class is responsible for demonstrating poses, cueing instructions, and facilitating the yoga practice. The other teacher is responsible for monitoring behavior, supporting students who are confused, and circulating around the room as needed.* * ***Teacher’s Note:*** *The Yoga Class Script notes what you would say to teach the class. While you are giving this verbal instruction, also demonstrate the poses. Do everything that you say with your body to provide a visual and a model of what you expect the students to do. Walk around the room to ensure that every student can see you. If an individual student is struggling, move closer to him or her and provide individual help quietly. If students are not following along, explicitly note that the expectation is that they listen to what you say, and try and do it. If they aren’t sure what to do based on what you said, then they should look at you. While this is noted in the script, it may need reinforcing numerous times during the first few yoga classes.* * **Say:** Let’s start with “Flow and Freeze!”   + **Review** instructions if needed. See Lessons 1 or 2 for full instructions.   + **Facilitate** Flow and Freeze! After giving the students a chance to get a few wiggles out, cue mountain pose and begin the yoga class.   **Yoga Class 5 Script**   * Begin with a simple seated breathing exercise. Select any of the breathing exercises from Week 4. * Cue two rounds of sun salutations – with specific breath cues. * Transition to tabletop and cue a few rounds of cat/cow pose. * Rest in child’s pose. Take a few breaths. * Now we’ll learn a few new floor poses, beginning with the **seated spinal twist**. This is a seated or floor pose that massages the organs while stretching the spine. Come to sitting on your bottom with your legs straight out in front of you. Flex the feet by pressing the balls of the feet away from you. Inhale, lift your arms overhead and turn to the right bringing your right hand behind your right hip. Tuck the hand in close to your hip and lengthen the spine, drawing the left hand to the right thigh. Allow the gaze to look over the right shoulder. * On your next inhale, lift the right hand and draw both arms overhead, turning the torso to center. Exhale and fold forward reaching for the toes to release the twist. * Inhale and lift, reaching arms overhead, exhale and draw the left hand behind the left hip. Tuck the hand in close to your hip and lengthen the spine, drawing the right hand to the left thigh. Turn your gaze over your left shoulder. * On your next inhale, lift the left hand and draw both arms over head, turning your torso to the center. Now we’ll do a **seated forward fold**. This is very similar to the forward fold but doesn’t require any balance. Exhale and fold forward, reaching for your toes to release the twist. The benefits are that it stretches your hamstrings and your spine while reversing the twist we just did. * Inhale and lift your torso back to sitting, arms remain at your side. * Roll over onto your belly, facing the front of the room. Clasp your hands behind your head. On your inhale lift your head, chest and legs off the floor so that you are balancing on your hips. Keep your breath moving in while in this posture - **crocodile pose.** Exhale and gently lower to the floor, releasing your hands and turning your head to the side to rest. * Repeat. * The crocodile pose improves your posture while reducing stress. It strengthens your back. * Press your hands into the mat under your shoulders and push back into your child’s pose. Rest and take a few deep breaths. * Come to lying on your back and curl your knees into your chest. We’re going to learn **happy baby,** and it may seem a little funny at first. Keeping your knees bent, lift your feet so the soles of the feet are facing the ceiling. Grab the instep of your left foot with your left hand and the instep of your right foot with your right hand. Draw the knees outward slightly toward your armpits while simultaneously pulling your feet gently down. You should feel a stretch in your hips and inner thighs, as well as a release in your lower back. If it feels good, you can rock side to side rolling the hips up and down. This is a resting pose as well as a floor pose. * Release your feet to the floor and we will come into our **bridge** pose. Walk your shoulders under your back and place your hands at your side with you palms pressing into the mat. Tuck your chin into your chest and press into your heels, allowing your hips to lift off of the mat. Try to reach your hips up as high as you can get them. Breathe. (few breaths here) Gently lower hips to the mat. * Bridge is another floor pose but it’s also a backbend pose. This benefits you by strengthening your spine, increasing spine flexibility, and opening the chest. This combination stimulates your thyroid. * Draw the knees in to your chest, wrap your arms around your knees and give yourself a hug. Rock side to side if it feels good. * Release your knees and prepare for savasana. As you lay each leg down and relax your arms by your side, I also want to share with you that this, lying on the floor in a relaxed position, is also a pose that we call **corpse** pose. It seems a little morbid, but instead of thinking of this as a death pose, think of it as ultimate relaxation. Let all of flesh be quiet for these minutes and let your mind relax. This is the benefit of this pose - it allows you to process the yoga practice you just completed and be completely quiet and calm. * Allow your eyes to close, and your breathing to become shallow. Feel your body sink into the mat beneath you. * Gradually come back to the present. Wiggle your fingers and your toes. Turn to your right side and slowly sit up. Thank you for practicing yoga with me today. Namaste. |

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| **Assessment**  **Journal Reflection and Exit Questions**  **(10 Minutes)** |
| * ***Teacher’s Note:*** *Plan ahead for your procedure for students to get their journals (see Lesson 1). If you are going to want students to pick up their journal with their yoga blocks before you begin practicing yoga, plan to reteach that procedure from Lesson 1 at the beginning of Activity 3. You will need to reteach procedures for the first few weeks until students internalize them and remember on their own.* * ***Teacher’s Note:*** *The yoga practice and savasana should seamlessly transition into the assessment and close of the apprenticeship. There is no need to end and begin but rather quietly begin writing and filling out the exit ticket.* * **Say:** Thank you for joining me in yoga practice today. Namaste. * **Say:** Next to you is your yoga journal and a pencil. Inside, please write a few sentences in response to the questions. After you finish, we will see if everyone remembers the poses we learned today.   + **Write** the reflection question and the exit questions on the board or display on a slide.     - Reflection:       * How has practicing yoga changed your day to day life?       * Note: these are suggested reflection questions. Consider what questions will work best for you and your students and modify these, select alternates from the Reflection Question Bank (located in Lesson 1), or create your own.     - Assessment:       * What is a mind/body phrase you like to incorporate to your teaching?       * If a friend told you he/she was trying to study but just couldn’t focus on the material, what types of yoga poses would you suggest to help him or her focus better? * **Say:** Now let’s see if you can remember the poses we learned today! * **Give instructions:** Sit on your mat. I will say a pose and you go ahead and do it.   + Seated spinal twist   + Crocodile   + Happy baby   + Corpse pose   + Give the students corrections as needed and check off on the tracker if they have demonstrated the pose correctly. (See the pose tracker included in Lesson One) * **Collect** the journals as students exit. Thank students for their great work and wish them a great week. |

**Script It!!! - Sun Salutation Part 1**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*\*\*Add at least 3 Mind/Body Phrases\*\*\***

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| --- | --- |
|  | **Instructions:** |
| **POSE:**  **Mountain Pose** |  |
| **TRANSITION** |  |
| **POSE:**  **Forward Fold** |  |
| **TRANSITION** |  |
| **POSE:**  **Lunge** |  |

**Script It!!! - Sun Salutation Part 2**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*\*\*Add at least 3 Mind/Body Phrases\*\*\***

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|  | **Instructions:** |
| **POSE:**  **Lunge** |  |
| **TRANSITION** |  |
| **POSE:**  **Plank** |  |
| **TRANSITION** |  |
| **POSE:**  **Cobra** |  |

**Script It!!! - Sun Salutation Part 3**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*\*\*Add at least 3 Mind/Body Phrases\*\*\***

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|  | **Instructions:** |
| **POSE:**  **Cobra** |  |
| **TRANSITION** |  |
| **POSE:**  **Downward dog** |  |
| **TRANSITION** |  |
| **POSE:**  **Lunge** |  |

**Script It!!! - Sun Salutation Part 4**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*\*\*Add at least 3 Mind/Body Phrases\*\*\***

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|  | **Instructions:** |
| **POSE:**  **Lunge** |  |
| **TRANSITION** |  |
| **POSE:**  **Forward Fold** |  |
| **TRANSITION** |  |
| **POSE:**  **Mountain** |  |

**Benefits of Yoga Poses**

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| **Standing Poses**   * **The foundation for all of the other poses** * **Increases power, strength and stability in the legs** * **Aid in digestion, circulation, detoxifies the blood, increase mobility** * **Calms and refreshes the nervous system** | **Balancing Poses**   * **Require (and therefore build) focus, strength and stamina** * **Develop poise, agility, coordination and concentration** * **Increase inner awareness and focus** * **Increase muscle tone** * **Develop core strength, courage and confidence** |
| **Backbends**   * **Rejuvenate, strengthen and awaken** * **Increase spinal flexibility** * **Release stuck emotions** * **Strengthen back, legs and shoulders** | **Sitting/Resting Poses**   * **Calming and nurturing** * **Hip opening** * **Improve circulation, reduce fatigue, center the mind, soothe the nervous system** |
| **Inversions**   * **Reverse the effects of gravity** * **Bring fresh oxygen to the brain** * **Stimulate and massage the organs and glands** * **Strengthen upper body and nervous system** * **Improve digestion** * **Require focus and concentration** | **Twists**   * **Cooling and soothing (gently after backbends)** * **Massage and detoxify the internal organs** * **Replenish circulation to spine** |

**Scenarios for Activity 2**

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| Scenario 1  Lailia is having a difficult time completing her reading homework. She just can’t seem to focus on the book she’s supposed to read at home. She reads a few words and then gets distracted by something going on around her. She is hoping that if she does 5-10 minutes of yoga before sitting down to her homework, she might be better able to focus. What poses would you recommend she try? |
| Scenario 2  Damien is a football player for his high school football team. Even though he is a sophomore, he’s been put on the varsity team and the coach says it would be good for him to get stronger and improve his agility. Agility means being able to move quickly and easily. He already lifts weights and works out with the team, but he wants to add yoga to his workout routine. What poses would you recommend? |
| Scenario 3  Carlotta is feeling really stressed out. She has several tests coming up soon that she must pass to go to the next grade in school. On top of that her mom recently fell and broke her arm so Carlotta is helping out more at home too. All the stress is keeping Carlotta awake at night when she wants to be asleep. She’s worried about her mom and worried about her schoolwork even though she’s typically an A-student. She heard you were in a yoga class and wants to know if yoga might help her. What poses would you recommend she try? |

Source: http://yoga.about.com/od/yogaposes/a/beginnersposes.htm

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| **Essential Question** |
| Which of the several universal or debatable questions for this unit will students consider in this lesson?   * What makes a yoga teacher excellent? |

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| **Lesson Overview** |
| Let’s take a trip! During this lesson, students will travel to a yoga studio to meet with and take a class from a master yoga teacher. Students will have the opportunity to ask the master yoga teacher about planning classes, creating a yoga environment, teaching yoga, and what makes a great yoga teacher. This lesson will prepare them for the WOW! by beginning to think concretely about planning a yoga class and what makes a good yoga teacher, while also giving students the opportunity to observe characteristics of a yoga teacher (or multiple teachers) as he/she shares his/her story and teaches the students a yoga class. This will additionally provide the students with more knowledge about careers in fitness and the lifestyle possible with this job. |

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| **Lesson Objectives** |
| |  | | --- | | **Standard #1:Citizen Schools students will make an effective oral presentation.** | | Lesson Objectives:   * List 3 tips on how to teach a yoga class effectively from professional yoga teachers. * List 3-5 characteristics of yoga teachers to emulate for the WOW! * List 3 ways to create a yoga environment in any space. | |

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| **Lesson Agenda**   |  |  | | --- | --- | | 5 Minutes | Hook: Field Trip Prep | | 5 Minutes | Introduction to New Material: Taking Notes | | 20 Minutes | Activity 1: Tour & Tips on Teaching | | 30 Minutes | Activity 2: Yoga Class | | 10 Minutes | Activity 3: Debrief | | 5 Minutes | Assessment |   \*Note: This lesson is modified to allow 30 minutes for round trip travel time and expects that the Hook, Intro to New Material and Assessment will all happen en route. Alternatively, teachers should plan for a 10 minute Intro to set expectations for behavior and use of the graphic organizer after arriving and a 1-2 minute Assessment to wrap up. This time will have to come from shortened activities at the yoga studio. |

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| **Lesson Preparation** |
| * Preparation:   + This lesson will vary significantly based on your logistics for this field trip. Consider transportation time and pre-plan as necessary. Coordinate with your field trip destination to plan for a tour, tips on teaching conversation time and a 30 minute yoga class. Prep your speakers (one or more yoga teachers, the studio owner) with talking points and presentation skills to model. Since you will be preparing the students to look for characteristics of yoga teachers and yoga studios, be sure that you prepare your speakers to display these same characteristics.   + If you are visiting a small studio or the studio owner is unavailable to participate, consider including 1-2 longtime yoga students. They can certainly talk about how they got into yoga and the benefits in their lives, but they can also comment on characteristics of great yoga teachers. As long time students, they will have been in many teachers’ classes and will be well prepared to distinguish between a good teacher and a poor teacher.   + Consider how important it is to you to make a strong college connection on this field trip. Certainly all yoga teachers are on a career path but not all will have had a college education. If this is a component that you want to highlight - either from a fitness/kinesiology perspective or a business perspective - then ensure your yoga teacher volunteers have this background.   + If you have a significant number of ELLs who all speak the same native language, consider finding a yoga teacher who speaks the same language as your students. Rather than needing to translate and scaffold their experience, the yoga teacher can simply present in English and the second language.   + This lesson is modified to allow for 30 minutes of travel time, but assumes that you will be able to facilitate the Hook and Assessment en route. Modify as necessary for your specific travel arrangements and timeframes. * Co-teaching plan:   + If it makes sense for your group and space, split the group in half and have one teacher go with each smaller group of students. Have one group do the Tour first and the other do the Yoga Class. Then, at the designated time, switch. While this will result in a shorter yoga class, it will provide for more talking time with a yoga teacher and will allow for small group time for the students to interact with the yoga teacher and studio owner. |

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| **Materials** |
| * Every Week:   + Yoga Mats - one per student - if the studio cannot provide mats for all the students * This Week:   + Field Trip Handout - one per student   + Pencils - one per student   + Thank yous for the volunteers at your field trip destination |

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| **Hook: Field Trip Prep**  **(5 Minutes)** |
| * ***Teacher’s Note:*** *This lesson is modified to allow for 30 minutes of travel time, but assumes that you will be able to facilitate the Hook, Introduction to New Material and Assessment en route. Modify as necessary for your specific travel arrangements and timeframes.* * **Welcome** students to the field trip! * **Review** expectations. These should include campus specific expectations for field trips as well as specific expectations for the yoga studio. Note things such as how bathrooms will work as well as what noise level will be appropriate in different spaces. Review expectations for respect, raising hands to ask questions, and using appropriate language. * **Review** expectations for introductions and asking questions. Expect students to raise their hands, introduce themselves, and ask their question: “Hi, I’m Sally. I was wondering why you initially started practicing yoga?” Ask students to practice with their neighbor as they prepare to introduce themselves to the yoga studio owner and teacher! * **Transition:** We’ve spent the past 5 weeks learning so much about yoga. Today you’ll meet people who do this for real for their job - everyday helping students learn and practice yoga for health, stress management, and to improve their lives. You’ll have a chance to hear the teacher’s story - what got him/her into yoga, how he/she opened a yoga studio, where they went to college, how college influenced their ability to open and run a studio, and what makes a great yoga teacher. Pretty exciting! |

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| **Introduction to New Material:**  **Taking Notes**  **(5 Minutes)** |
| * **Handout** the Field Trip handout. * **Explain** the agenda for the trip and what the students will learn on the tour and during the panel. * **Review:** the different sections of the handout in context of the agenda.   + **Say:** Throughout today you’ll be observing master yoga teachers in action. Reflect back to all that we’ve learned about what makes a good teacher. (Review briefly the different topics: body language, eye contact (whole group vs individual instruction), voice (volume/clarity), creating a yoga environment, music, referencing visuals). Put a check mark next to the oral presentation skill when you see it in action. Take notes in the box next to it on characteristics that you observe that you want to emulate for the WOW!   + **Brainstorm** a list of questions that students might want to ask. Ask students to write down their favorite 2-3 questions in the “Questions” box.   + **Review** what “element” means in the “Notes on Tour” box. Give examples they should look for.   + **Set expectations** for note taking during the tour and tips for teaching presentation.     - For example: All students should write down at least 3 things in each category and check off 5 skills they see during the trip. |

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| **Activity One:**  **Tour & Tips on Teaching**  **(20 Minutes)** |
| * ***Teacher’s Note:*** *If it makes sense for your group and space, split the group in half and have one teacher go with each smaller group of students. Have one group do the Tour first and the other do the Yoga Class. Then, at the designated time, switch. While this will result in a shorter yoga class, it will provide for more talking time with a yoga teacher and will allow for small group time for the students to interact with the yoga teacher and studio owner.* * **Introductions:** Have each of the speakers introduce themselves and share what originally got them into yoga and what has kept them in yoga. Have the yoga teachers share a quick bio that outlines their career pathway to this point. Then, transition to the tour. * **Tour guidelines:** Likely the tour will be very short. Prep the yoga teacher to point out items or elements that he/she has designed to make the yoga studio into a yoga environment rather than just a workout space. This might include wall color, lighting, flooring, air temperature, plants, decorative items, etc. Even the entry and changing areas may have been designed with yoga in mind. * **Tips on Teaching guidelines:** Have the teacher share what got them into teaching yoga and what they think makes a good yoga teacher. Prep speakers beforehand with your class list of what makes a good yoga teacher and with characteristics that the students have learned. * **Note:** A sample email to speakers is included in the materials provided below. * **Transition:** Now we’re going to take a yoga class at this studio! |

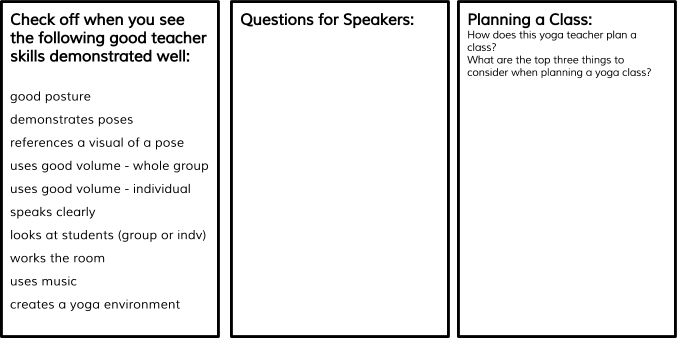
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| **Activity Two:**  **Yoga Class**  **(30 Minutes)** |
| * ***Teacher’s Note:*** *During this yoga class, the teacher at the yoga studio will be teaching the students. Assist by circulating around the room and managing behavior if needed. If there are multiple co-teachers, plan to take the class alongside the students and step out of practice if needed.* * **Facilitate:** Help the yoga teacher get the class started if necessary by telling students where to put their mats and cueing the instructor to begin. * At the conclusion, **Thank** the guest speakers and give them a special Citizen Schools thank you (i.e., Shout Out, etc). Tell them you hope that they will come to the WOW! to participate in the beginner’s yoga class that the students will be teaching. |

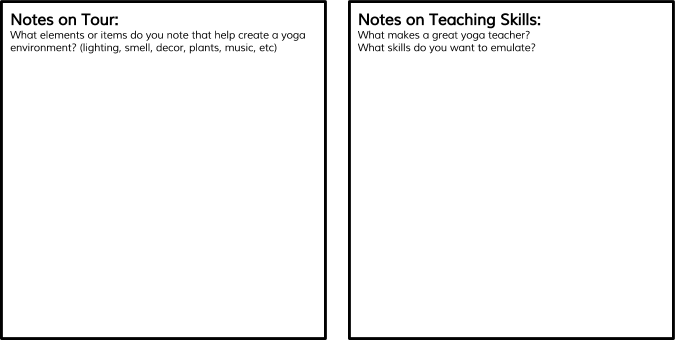
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| **Activity Three:**  **Debrief**  **(10 Minutes)** |
| * ***Teacher’s Note:*** *If you need more transportation time or more yoga class time, this activity could be completed while en route back to the school.* * **Bring the students back together** to debrief in a separate space or after the yoga teacher returns to work. * **Debrief:** Help students make the connection between what they learned today and tools they can use in preparation for the WOW!   + What did you learn about what makes a good yoga teacher?   + What did you learn about planning yoga classes?   + How did this teacher create a yoga environment? (lighting, decor, music, etc.)   + What did you notice about how this yoga teacher teaches? What was similar to the way I teach? What was different?   + **Reinforce** key messages:     - Teaching yoga takes practice and thoughtful consideration of all aspects of the class (content, environment, music, smell, etc.)     - Good oral presentation and teaching skills will be useful throughout their lives.     - A yoga studio is a business. Both running a business and teaching yoga require advanced education. (Optional - see note in Preparation for this lesson.)   + **Answer** lingering questions the students have. * **Shareback** the students’ notes on their handouts. What were some of the teaching skills they saw demonstrated today? What did they see that they’d like to emulate for the WOW!? * **Transition**: Begin the trip back to campus while students complete their graphic organizer. This handout will serve as their assessment for this week. If this is not an option for your group, give students 1-2 minutes before departing. |

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| **Assessment**  **Handout**  **(5 Minutes)** |
| * ***Teacher’s Note:*** *Alternatively, you can have students write a thank you note to the guest speakers and coordinators of the field trip during this time. You can give them blank cards or a form thank you with blanks for the students to fill in. For example, “Thank you for speaking to us today. I really enjoyed learning about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. We’ve been learning about teaching skills in addition to how to do yoga and I thought you did a good job at \_\_\_\_\_\_\_\_\_\_\_\_\_.”* * **Say:** What a great field trip! It was helpful to meet some master yoga teachers and see their yoga studio. Next week we’ll begin preparations for our WOW! since we only have 4 more weeks until we teach our WOW! class! Before we wrap up this week, though, I want to quickly make sure you all remember everything we learned today. Review your handout for today and make sure you have at least 3 tips on teaching that you heard from the speakers today, 3-5 characteristics of yoga teachers that you want to emulate for the WOW! and 2 ways to create a yoga environment in your studio. * **Monitor** student work. * **Collect** the handouts as students finish and you arrive back at campus. |

**Field Trip Handout**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_





**Sample Email to Speakers**

**Plan to tailor this email to your specific set of speakers. This sample was written assuming you might have a master yoga teacher, studio owner, and/or longtime yoga students speaking.**

Dear Speakers,

Thank you so much for volunteering to spend 30-60 minutes with our students next week during our field trip to your yoga studio! The goal of our trip is for students to observe a real yoga studio, meet and take a class with a master yoga teacher, and learn what makes a great yoga teacher. To support these efforts, please plan to:

* Give a brief overview of your background including how/why you became a yoga student, teacher, or studio owner
* Share what you think makes a great yoga teacher and what skills students will need to be great yoga teachers
* Share why you like teaching yoga and doing this work

After your presentation, students will be prepared to ask you a few questions.

In addition to practicing yoga, the students have been learning skills related to teaching yoga and to oral presentation. I will be preparing them to observe you in these areas as well! They will be specifically looking for the following:

* How you create a yoga environment in the studio (wall color, lighting, flooring, air temperature, plants, decorative items, etc.)
* Teaching techniques (whole group/individual instruction, demonstration of poses, visuals, music, speaking volume and clarity)
* How you plan a class (top three things you consider when planning a class)

Although I’m sure all of these skills are second nature to you, I did want to let you know that the students have been working on these skills as well and will be looking for them during this field trip.

Thank you so much again for making time for our visit. We are looking forward to it! Please don’t hesitate to contact me directly if you have any questions or concerns. You can reach me at this email address or at <insert phone number> via call or text.

Thanks,

<insert name>

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| **Essential Question** |
| Which of the several universal or debatable questions for this unit will students consider in this lesson?   * What makes a yoga teacher excellent? |

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| **Lesson Overview** |
| The moment is here - time to start WOW! planning. After 6 weeks of yoga immersion, students will start creating their WOW! yoga class plans. In 3 short weeks they will be teaching yoga to new beginners and investing these new students in the benefits of the practice of yoga. Today students will learn how to sequence poses into a strong yoga flow. They will use flash cards to begin the planning process for their WOW! group’s sequence: breathing, sun salutation, warrior, floor, or balancing. These initial plans will turn into their final WOW! plans for the WOW! yoga class. |

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| **Lesson Objectives** |
| |  |  | | --- | --- | | **Standard #2: Demonstrates competency in motor skills and movement patterns needed to perform yoga.** | **Standard #3:** **Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and teaching of yoga.** | | Lesson Objectives   * Demonstrate floor poses:   + Pigeon * Demonstrate balancing pose:   + Shoulder stand | Lesson Objectives:   * Create a teaching plan for a sequence within a beginner’s yoga class. * Identify which poses flow best together. | |

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| **Lesson Agenda**   |  |  | | --- | --- | | 5 Minutes | Hook: Snapshot | | 10 Minutes | Introduction to New Material: Visualize the WOW! | | 10 Minutes | Activity 1: Poses and Flows | | 25 Minutes | Activity 2: Planning Our WOW! Class | | 30 Minutes | Activity 3: Yoga Class | | 10 Minutes | Assessment | |

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| **Lesson Preparation** |
| * Preparation:   + Each lesson you’ll be teaching new yoga poses. Plan ahead for how you will display, reference and use a visual of each pose. You can either use a computer and projector or you can print and blow up posters of the poses. Students learn this oral presentation skill in Lesson 2 and will benefit from seeing you model it each time you teach a new pose.   + While this entire lesson can be done on yoga mats, you may want to consider using tables for Activity 1 & 2 as these activities require more writing. Alternatively, provide some sort of writing surface for students - textbooks, lap tables, hard floor, etc.   + Select music for Activity 3. Potentially use student suggestions for music from Lesson 2 or from their journals.   + Create a bulleted list to refer to in the moment for Activity 3. The script provided should be used as a model of the talking points you will draft/rehearse for when you are teaching each pose. Ideally, we want to simulate an authentic yoga experience, so reading directly from a script is strongly discouraged.   + Prepare the cards for the teacher example and the student work in Activity 2. You’ll want to create a substantial pose bank for your students to draw from. Use slides from “All Poses” PPT to create a bank of poses for your students to use in Activity 2.   + Determine ahead of time how you want to split out the students into groups for the WOW! class. Consider what types of poses they do best, absences, and temperament to create strong, capable groups. You will want 4-5 groups with varying numbers of students in each (noted in parentheses) - Breathing Exercises (2-3), Sun Salutation (3-4), Warrior (3-4), Floor (3-4), and (optional) Balancing (2-3). If you decide to have a Balancing group, this should be comprised of students who are successful at doing the balancing poses. If you have co-teachers, assign one per group or one per two groups to focus on helping these groups prepare for the WOW!   + Consider if you have any students who have been absent a significant number of classes. Place them in a group where they will be teaching poses that they have learned. Consider what oral presentation skills they have missed and how to best catch them up. It may be best to reteach them in a small group. Alternatively, if you have a large number of these students and a co-teacher available, group them together and have the co-teacher teach modified lessons for the remainder of the apprenticeship to catch them up.   + For the Assessment, modify reflection questions or select alternate questions from the Reflection Question Bank (located in Lesson 1) so that your questions will elicit meaningful and relevant reflection from your students. Use this as an opportunity to gather data about how practicing yoga is affecting your students and to deepen their experience. * Co-teaching plan--list the top 3-5 decisions teachers should agree upon for implementation of this lesson.   + Activity 2 will be best taught with co-teachers. Assign a teacher to work with each WOW! group or with two groups in order to provide small group attention.   + If you have a large number of students who have significant absences and a co-teacher available, group these students together and have the co-teacher teach modified lessons for the remainder of the apprenticeship to catch them up on oral presentation skills while planning their yoga flow. |

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| **Materials** |
| * Every Week:   + Yoga mat (one per student) and yoga blocks (two per student)   + Chart paper or whiteboard   + Markers - for paper and/or whiteboard   + Journals/notebooks and pencils - one per student   + Items to make your space “more yoga.” (See Lesson 1, Activity 1)   + Computer/projector to show slides or posters of the key poses being taught today   + Computer/speakers or iPod/speakers or CD player to play music during Activity 3   + Snapshot Visual - This could be a trifold board, a poster, or a dedicated space on the whiteboard but ideally will have a space for every student represented on the visual where they can put their snapshot post-it created during the hook each week.   + Post-it notes * This Week:   + “A good yoga teacher…” poster from Lesson 3   + Yoga Pose cards for the “Pose Bank” in Act 2 - stacked by pose type and clipped together (Use slides from “All Poses” for pictures/names/benefits)   + Envelope per WOW! yoga class group containing required poses for their sequence:     - Sun Salutation - mountain, forward fold, lunge, plank, cobra, downward dog     - Warrior - warrior 1, 2, triangle, and reverse warrior     - Breathing - alternate nostril breathing, cat/cow, cooling breath     - Floor - seated spinal twist, happy baby, corpse, child’s pose     - Balance - tree (may include more pending if you include this group)   + Benefits of Poses -handout from Lesson 5 |

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| **Hook: Snapshot**  **(5 Minutes)** |
| * ***Teacher’s Note:*** *You may want to assign seats for this class based on the WOW! groups that you are going to assign. That way you will not need to rearrange at the beginning of Activity 1. Alternatively, plan your procedure for this rearrangement of the classroom mid-lesson.* * ***Teacher’s Note:*** *By this point in the apprenticeship, you should be able to phase out your direct teach of what to do for “Snapshot.” Some students may have been absent or may not remember, but most will. If not, they will have the written directions and your minimal verbal cues as reminders.* * ***Teacher’s Note:*** *Before students arrive, write on the board (or prepare a slide), “On your post-it note, draw a smiley face that reflects how you are feeling right now.” Add a few labeled examples (smiley face for “super! it was a great day!” or sad face for “it was a rough day” or a sleeping face for “I am so tired!”). If you would like, ask students to rank their day on a scale of 1-5 or add a few words describing what was good or bad about their day. Add these instructions to the board (or slide).* * ***Teacher’s Note:*** *This week the snapshot is reframed as sharing something to celebrate or let go of during the practice of yoga in Activity 3.* * **Hand** students a post-it note as they enter the room. Tell them there are instructions on the board but that they probably remember what to do! (See Teacher’s Note above) * **Say:** We’ll still do our snapshot today of how your day was, but I encourage you to think about anything bad that happened today as something you want to “let go” during your practice today and anything awesome that happened today as something you want to celebrate during your practice of yoga today. I bet you remember what you’re supposed to from past weeks but I wrote the instructions on the board for you anyway. If you are confused or need help, you can quietly ask your neighbor. Remember, we’re starting our Yoga apprenticeship so we want to start now with creating our yogic environment. * **Use** the information from the snapshot post-its to check-in with frustrated or stressed students later and to ask other students about their successes that day. Connect back to these snapshots when you begin your yoga practice. * **Transition:** Thank you for sharing with me how you are feeling coming to yoga today! It sounds like some of you are feeling excited after a good day and others of you might be struggling a little. Let’s use our practice of yoga today to celebrate the good and “let go” of the bad. |

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| **Introduction to New Material:**  **Visualize the WOW!**  **(10 Minutes)** |
| * **Say:** This is a very exciting day today!!!! Today we’re beginning the end of our apprenticeship - we’re going to start getting ready for our WOW! We’ll start by thinking about how to prepare a yoga class. * **Say:** It’s hard to imagine what this really means so let’s do two things. 1) Briefly talk about what we’ll do each week to get ready to WOW! and 2) Do a visualization of the WOW! * **Display:** Show the following timeline on the board either by writing on the whiteboard or by displaying a slide or previously made poster. Discuss how each week will build on the one before it to prepare the students to teach the WOW! yoga class.   + Lesson 6 - See master yoga teacher’s in action   + Lesson 7 - Learn WOW! groups. Sequence poses into a flow   + Lesson 8 - Finalize sequences, plan what we’ll say   + Lesson 9 - Practice teach!   + Lesson 10 - Final, full run-through of our WOW! yoga class & a party to celebrate all we’ve accomplished! * **Say:** So this week is when we begin putting the poses in order for what we’ll teach! It’s a big deal * **Say:** Now, let’s practice visualizing ourselves teaching. I’m going to tell you what’s happening and I want you to create a picture in your mind. Imagine yourself being successful and confident in this visualization since that’s what we want to have happen during the WOW! Ok, let’s begin...   + Sit comfortably on your mat. Rest your hands on your knees. Softly close your eyes.   + Breathe in deeply…. Exhale…   + <Describe the room where the yoga class will be held. Describe items and elements that will make the space a yoga environment.>   + Picture the room full of yoga mats. First, one person comes in and takes a yoga mat. Then more and more people walk in until every yoga mat is filled.   + You stand, confident, ready to teach. You walk to the front of the room along with your team.   + You introduce yourself and your voice sounds calm, strong, and clear. You cue the instructions and the students all begin to do what you’re saying.   + You walk around the room, correcting a few individuals by whispering softly, and continue to teach.   + You walk back to the front and pass the mic (literally or figuratively) to the next student.   + After the class is over, the students clap and you feel so proud. You’ve learned so much and just successfully taught you first yoga class!   + **Note:** this is just an example of a WOW! yoga class visualization. Make it come alive for your students and help them picture how your WOW! is going to be. Use this as a tool to build understanding AND excitement - both of which will lead to investment. * **Transition:** Now that we know what the WOW! is going to be like, we better get started planning it! |

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| **Activity One:**  **Poses and Flows**  **(10 Minutes)** |
| * **Say:** Each week we’ve learned a different set of poses during our yoga class. Let’s review what we’ve learned   + Week 1 & 2 - Sun salutation   + Week 3 - Warrior   + Week 4 - Breathing exercises   + Week 5 - Floor exercises   + Every week - Balancing poses * **Say:** In our WOW! yoga class, we’ll teach a sequence for each one of these categories. We’re going to divide up the class into groups and each group will plan a sequence to flow through the poses in the assigned category. You will work with your group to design the flow - you’ll use what you’ve learned from practicing yoga with me each week, you’ll use what you learned from the yoga teachers last week on the field trip about how to plan classes and flows, and you’ll use a few tips that we’re going to review right now. * **Say:** I’m going to give you two options of two poses together and I want you to tell me which is a better flow.   + **Demonstrate**  plank to reverse warrior pose and warrior to reverse warrior pose.   + **Ask** Which two poses go better together? Which sequence has a better flow?   + **Solicit answers.** Draw out that it is best when poses are similar and there is minimal movement required to get from one to another. Poses are also usually from the same category. We don’t usually go from a warrior pose to a floor pose, for example. Although this isn’t very scientific or precise, you want the transition from one pose to the next to feel natural and not awkward!   + **Write:** Tips for Creating Flows     - Poses are similar.     - Poses require minimal movement to get from one to another.     - Poses are (usually) from the same category (ie warrior, floor, etc.)     - Transitions feel natural, not awkward. * **Reinforce concept.** Ask a student to demonstrate the following sets of poses and ask again which ones flow better together and why. Alternatively, demonstrate the poses and flows yourself.   + Seated forward fold to corpse pose; seated forward fold to table top.   + Warrior 1 to triangle pose; warrior 1 to tree pose.   + Alternate nostril breathing to mountain pose; alternate nostril breathing to table top.   + **Say:** In addition to the way poses flow together, we often put poses together in categories because of the ways they benefit your body and your mind. These are the categories that we learned the poses in over the course of this apprenticeship. By considering both the category and the ways poses can best flow together, we, as yoga teachers, can plan successful classes for our students. * **Transition:** Today we’re going to start our planning for our flows for the WOW! class. |

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| **Activity Two:**  **Planning Our WOW! Class**  **(25 Minutes)** |
| * ***Teacher’s Note:*** *This activity will be best taught with co-teachers. Assign a teacher to work with each group or with two groups in order to provide small group attention.* * ***Teacher’s Note:*** *Prior to this class, plan how you want to divide students out into their WOW! groups. You will want 4-5 groups with varying numbers of students in each (noted in parentheses) - Breathing Exercises (2-3), Sun Salutation (3-4), Warrior (3-4), Floor (3-4), and (optional) Balancing (2-3). If you decide to have a Balancing group, this should be comprised of students who are successful at doing the balancing poses. If you have co-teachers, assign one per group or one per two groups to focus on helping these groups prepare for the WOW!* * **Say:** Before we start WOW! planning, we need to split out into our WOW! groups. * **Divide** the class into their WOW! groups. See the Teacher’s note above. Assign each group their sequence that they will be preparing. Rearrange the room so that groups are sitting together if necessary. * **Say:** Working together in your groups, you will use cards to plan the sequence that you want to teach the poses in. Here are the parameters for your planning and then I’ll give you an example:   + Display the following by writing on the board or displaying on a slide.     - All poses must flow well one to the next (consider what we discussed earlier in class - our tips today and everything you learned last week from the yoga teachers!)     - Your group must use 2 poses (at least) per student in your group.     - Your group must do each pose on both sides (if relevant - ie right lunge and left lunge).     - Your group must use the poses I give you.     - Your group may use other poses that I didn’t give you. * **Say:** Ok, so let’s work through an example together. Let’s say I have the following four poses. These aren’t in any particular category sequence because I don’t want to do your work for you, but we can still use them as an example.   + Show the following four poses as flash cards that you have to plan a sequence. This could be on a slide or on whole sheets of paper so as to be visible throughout the class.     - Forward fold     - Pyramid pose     - Lunge     - Downward dog   + **Model** how you would play with the physical order of the cards and **think aloud** how you’d reason through the best flow. For example: put Lunge and then Forward Fold next. “Yes, I think this will work. From Lunge to a Forward Fold is just a big step forward.” Demonstrate physically with your body. “Yes this works.” “Ok, what’s next - maybe Pyramid pose?” Play with the order of poses until you have one that flows well.     - **Model** how you would probably plan to add in a plank pose as well and how you would want to do both Pyramid and Lunge on both sides. Get another card showing plank pose and then the extras of the Lunge, Pyramid, and Forward Fold to complete your sequence.     - **Articulate** for students how you are physically trying the poses out as well as physically moving the cards around to find what sequence will flow the best.   + As you come to a sequence that works well, **Model** writing it down on the board. Note that this is how you want them to write their plan on a paper to hand in.      * **Handout** the envelopes of the yoga poses required for each group and the Benefits of Poses from Week 5. * **Remind** students of the different types of poses. Note that most of the WOW! groups will find that their sequence will focus on one of these types, but will have multiple types represented within it. * **Facilitate**: Now, in your groups, I want you to do the same thing. Plan how to sequence your poses in a flow that works and will give each student 2-3 poses to teach.   + Review procedures for how students will get duplicate pose cards for poses you give them and other pose cards for poses they want to add. It is suggested that you set out the pose cards in piles by pose, in alphabetical order and call it the “Pose Bank”. Groups should know what they want before they send one representative to the “Pose Bank” to get pose cards. One teacher will need to monitor the “Bank.”   + Give students 10-15 minutes work time.   + Circulate the room commenting on students’ work progress and making suggestions.   + **Say:** After your group has a sequence of poses that works for you, write the sequence on a separate sheet of paper. You will be turning it in for my review! I will make suggestions and we will finalize our plans next week.   + Give students another 2-3 minutes to work. * **Bring** the group back together, collect pose cards, and debrief:   + This is getting real! Now that you have a sense for what you will be teaching in our WOW! class, what do you think will be hardest about teaching the class? What do you think will be easiest?   + Next week we will divide out who in each group will teach which parts. Then you will use a Script It handout to write directions for your part! * **Transition** to yoga class mode. |

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| **Activity Three:**  **Yoga Class**  **(30 Minutes)** |
| * ***Teacher’s Note:*** *This Yoga Class Script is more general and less of a word for word script than the previous weeks’ scripts. This script is a model of the talking points you will draft/rehearse for when you are teaching each pose. Flesh out the script with your own language and instruction. Ideally, we want to simulate an authentic yoga experience, so reading directly from a script is strongly discouraged. We recommend creating a bulleted list you can refer to in the moment (almost like a set list) if you need a reference point while teaching.* * ***Teacher’s Note:*** *This activity needs to be taught with One Teach, One Assist with a co-teacher. The teacher who is leading the yoga class is responsible for demonstrating poses, cueing instructions, and facilitating the yoga practice. The other teacher is responsible for monitoring behavior, supporting students who are confused, and circulating around the room as needed.* * ***Teacher’s Note:*** *The Yoga Class Script notes what you would say to teach the class. While you are giving this verbal instruction, also demonstrate the poses. Do everything that you say with your body to provide a visual and a model of what you expect the students to do. Walk around the room to ensure that every student can see you. If an individual student is struggling, move closer to him or her and provide individual help quietly. If students are not following along, explicitly note that the expectation is that they listen to what you say, and try and do it. If they aren’t sure what to do based on what you said, then they should look at you. While this is noted in the script, it may need reinforcing numerous times during the first few yoga classes.* * **Say:** Let’s start with “Flow and Freeze!”   + **Review** instructions if needed. See Lessons 1 or 2 for full instructions.   + **Facilitate** Flow and Freeze! After giving the students a chance to get a few wiggles out, cue mountain pose and begin the yoga class.   **Yoga Class 7 Script**   * Begin with easy seated breathing, brief meditation. * Come to standing and find Mountain Pose. * 2 full rounds Sun Salutation. * Rest in tree pose. * Take a wide stance on your mat longways and begin Warrior series:   + Warrior 1   + Warrior 2   + Reverse Warrior   + Triangle pose   + Plank   + Child’s pose * Now we’re going to learn **pigeon**. We’ll start by coming into our downward facing dog and rooting strong into your hands. As you exhale, lift your left toes off the floor and reach the left leg behind you. Inhale, and draw the left knee in toward your chest allowing the left knee to come to your mat at your left wrist. The left foot will reach toward the right side of your mat, and your shin should be close to parallel with the top of your mat. Draw your right knee to the mat and uncurl the toes of your right foot. Square your hips – it should almost feel like you’re floating, you shouldn’t be sitting on either side of your bottom. If it feels good here, you can bend the elbows and bring forearms to the mat, or you can drop your forehead all the way to the mat. * Pigeon pose is a hip opener and that means that it’s a great pose to release tension in our hips! It helps us stretch our hips, legs, and groin and it also stretches our spine. * To come out of this posture, root into your hands, lift your head and chest. Curl the toes on your right foot, lift your right knee, press your hips back into downward facing dog and draw both feet to the mat. * Repeat using the right leg – Our hips are funny, it’s perfectly normal for one hip to be tighter or less flexible than the other * Come back into your child’s pose to release your hips, and when you are ready, roll onto your back. We will come into our bridge pose from last week. Draw your shoulders under your back, arms are resting at your side with the palms facing down. Inhale and lift your hips from the floor. Lift the hips as high as you can! Keep your breath moving – you may even be able to see your belly rising and falling with your breath. Gently lower your hips to the floor, release your arms and draw the knees into your chest. Wrap your arms around your knees and give yourself a hug. * Our last posture today is a fun one – it’s called a **shoulder stand**. Release your feet to your mat, keeping knees bent, walking shoulder blades under your back once again. When you’re ready swing your feet and legs up into the air, lifting your hips and catching your hips in your hands. Be sure not to turn your head or look around. This can hurt your spine. You should be able to see your toes directly over your eyes. Wiggle your toes! Breathe! * Very carefully lower your hips back to your mat allowing the legs to rest on your mat in front of you. * A shoulder stand is an inversion and it stretches our neck and shoulders while we are strengthening our whole body as it stretches to the sky. This pose reverses gravity. * Let’s prepare for our Savasana. Stretch your legs and arms out into corpse pose. Think consciously about relaxing each part of your body. Relax your toes… then your feet… now relax your heels and your ankles. Relax your calves and shins… now your knees and then your quads and hamstrings. Consciously feel your hips release and relax. Soften your stomach. Take a deep breath and let your lungs relax. Then relax your shoulders and your back. Relax your arms and wrists and each individual finger. Feel your face relax and the hairs on your head let go of any remaining tension. Quiet your mind and relax into this savasana. * Provide a few minutes for savasana. * Gradually come back to the present. Wiggle your fingers and your toes. Turn to your right side and slowly sit up. Thank you for practicing yoga with me today. Namaste. |

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| **Assessment**  **Journal Reflection and Exit Questions**  **(10 Minutes)** |
| * ***Teacher’s Note:*** *Plan ahead for your procedure for students to get their journals (see Lesson 1). If you are going to want students to pick up their journal with their yoga blocks before you begin practicing yoga, plan to reteach that procedure from Lesson 1 at the beginning of Activity 3. You will need to reteach procedures for the first few weeks until students internalize them and remember on their own.* * ***Teacher’s Note:*** *The yoga practice and savasana should seamlessly transition into the assessment and close of the apprenticeship. There is no need to end and begin but rather quietly begin writing and filling out the exit ticket.* * **Say:** Thank you for joining me in yoga practice today. Namaste. * **Say:** Next to you is your yoga journal and a pencil. Inside, please write a few sentences in response to the questions. After you finish, we will see if everyone remembers the poses we learned today.   + **Write** the reflection question and the exit questions on the board or display on a slide     - Reflection:       * Which yoga pose is your favorite? Why?       * Note: these are suggested reflection questions. Consider what questions will work best for you and your students and modify these, select alternates from the Reflection Question Bank (located in Lesson 1), or create your own.     - Assessment:       * Which flows better? mountain pose to warrior 1 or mountain pose to sitting side twist? Why? * **Say:** Now let’s see if you can remember the poses we learned today! * **Give instructions:** Sit on your mat. I will say a pose and you go ahead and do it.   + Pigeon pose   + Shoulder stand   + Give the students corrections as needed and check off on the tracker if they have demonstrated the pose correctly. (See the pose tracker included in Lesson One.) * **Collect** the journals as students exit. Thank students for their great work and wish them a great week. |

Poses for Activity 2 - Teacher led example. Make posters, use whole sheets of paper, or create slides.



Forward Fold



Lunge



Pyramid



Downward dog

Poses that you “add” during the teacher example in Act 2



Plank

Pose Envelopes - Activity 2 \*Use the slides from the “All Poses” power point. Print out 3-5 of every pose for the Pose Bank and print out 3-5 of the following slides for each WOW class group

Sun Salutation - mountain, forward fold, lunge, plank, cobra, downward dog

Warrior - warrior 1, 2, triangle, and reverse warrior

Floor - seated spinal twist, happy baby, corpse, child’s pose

Balance - tree (may include more pending if you include this group)

Breathing - alternate nostril breathing, cat/cow, cooling breath (no visuals in the slides of the breaths as the lesson used videos - option to use visuals below simply print out the names)

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| <http://www.anxietytozen.com/blog/spotlight-on-pranayama-practice-alternate-nostril-breathing>  Alternate nostril breathing | <http://yogalily.com/shitali-pranayama-cooling-breath/>  Cooling breath |

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| **Essential Question** |
| Which of the several universal or debatable questions for this unit will students consider in this lesson?   * What makes a yoga teacher excellent? |

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| **Lesson Overview** |
| Today students will continue their WOW! preparation by compiling all the oral presentation skills they’ve learned this semester into one comprehensive list and comparing it to the oral presentation rubric on which they will be evaluated. After finalizing their WOW! group plans for the WOW! yoga class, students will script out what they will say to teach their individual section. They will plan to incorporate these oral presentation skills and prepare to practice teaching in lesson 9. |

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| **Lesson Objectives** |
| |  |  | | --- | --- | | **Standard #1: Citizen Schools students will make an effective oral presentation.** | **Standard #3:** **Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and teaching of yoga.** | | Lesson Objectives:   * Align teaching/presenting skills learned in the apprenticeship to mastery on the oral presentation rubric. * Identify 1 area of oral presentation skills to improve. | Lesson Objectives:   * Draft a teaching plan script for a sequence within a beginner’s yoga class. | |

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| **Lesson Agenda**   |  |  | | --- | --- | | 5 Minutes | Hook: Snapshot | | 10 Minutes | Introduction to New Material: Great Expectations | | 15 Minutes | Activity 1: Oral Presentation Rubric | | 20 Minutes | Activity 2: Script It! | | 30 Minutes | Activity 3: Yoga Class | | 10 Minutes | Assessment | |

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| **Lesson Preparation** |
| * Preparation:   + Each lesson you’ll be teaching new yoga poses. Plan ahead for how you will display, reference and use a visual of each pose. It’s important that you use these visuals, as using a visual in a presentation is a key skill that the students are expected to master as part of mastering oral presentation in this apprenticeship. You can either use a computer and projector or you can print and blow up posters of the poses.   + This entire lesson can be done on yoga mats. For Activity 1 & 2, you may want students to have their mats in a circle and then transition to all facing the same way for Activity 3. This lesson does have more writing and working on the layout for the WOW! class. These components may be best taught at tables. Alternatively, provide some sort of writing surface for students - textbooks, lap tables, hard floor, etc.   + Select music for Activity 3. Potentially use student suggestions for music from Lesson 2 or from their journals.   + Create a bulleted list to refer to in the moment for Activity 3. The script provided should be used as a model of the talking points you will draft/rehearse for when you are teaching each pose. Ideally, we want to simulate an authentic yoga experience, so reading directly from a script is strongly discouraged.   + Review the groups’ WOW! class plans from Lesson 7 before Lesson 8. Ensure that the sequence of poses flows AND provides for an appropriate quantity of teaching time. Each student should be teaching for 3-5 minutes but not too much more or less in order to build a good length beginners WOW! class. Add poses or suggest portions to delete if needed. Also note on each draft plan where the transitions should happen between students.   + For the Assessment, modify reflection questions or select alternate questions from the Reflection Question Bank (located in Lesson 1) so that your questions will elicit meaningful and relevant reflection from your students. Use this as an opportunity to gather data about how practicing yoga is affecting your students and to deepen their experience. * Co-teaching plan -- The top 3-5 decisions teachers should agree upon for implementation of this lesson:   + If you have multiple co-teachers, teach Activity One using One Teach, One Assist or Parallel Teaching to keep students working independently, but providing smaller learning environments when possible.   + Activity 2 will be best taught with co-teachers. Assign a teacher to work with each WOW! group or with two groups in order to provide small group attention. |

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| **Materials** |
| * Every Week:   + Yoga mat (one per student) and yoga blocks (two per student)   + Chart paper or whiteboard   + Markers - for paper and/or whiteboard   + Journals/notebooks and pencils - one per student   + Items to make your space “more yoga” (See Lesson 1, Activity 1)   + Computer/projector to show slides or posters of the key poses being taught today   + Computer/speakers or iPod/speakers or CD player to play music during Activity 3   + Snapshot Visual - This could be a trifold board, a poster, or a dedicated space on the whiteboard but ideally will have a space for every student represented on the visual where they can put their snapshot post-it created during the hook each week.   + Post-it notes * This Week:   + “A good yoga teacher…” poster from Lesson 3   + Benefits of Poses -handout from Lesson 5 (as a possible reference for Activity 2)   + Rubric handout   + WOW! Script It handout |

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| **Hook: Snapshot**  **(5 Minutes)** |
| * ***Teacher’s Note:*** *Plan to have students sit near or with their WOW! groups that were assigned in Lesson 7. A majority of the work in Lesson 8 will be done in these groups.* * ***Teacher’s Note:*** *By this point in the apprenticeship, you should be able to phase out your direct teach of what to do for “Snapshot.” Some students may have been absent or may not remember, but most will have the written directions and your minimal verbal cues as reminders.* * ***Teacher’s Note:*** *Before students arrive, write on the board (or prepare a slide), “On your post-it note, draw a smiley face that reflects how you are feeling right now.” Add a few labeled examples (smiley face for “super! it was a great day!” or sad face for “it was a rough day” or a sleeping face for “I am so tired!”). If you would like, ask students to rank their day on a scale of 1-5 or add a few words describing what was good or bad about their day. Add these instructions to the board (or slide).* * **Hand** students a post-it note as they enter the room. Tell them there are instructions on the board but that they probably remember what to do! (See Teacher’s Note above) * **Say:** I bet you remember what you’re supposed to from past weeks but I wrote the instructions on the board for you anyway. If you are confused or need help, you can quietly ask your neighbor. Remember, we’re starting our Yoga apprenticeship so we want to start now with creating our yogic environment. * **Use** the information from the snapshot post-its to check-in with frustrated or stressed students later and to ask other students about their successes that day. This will help you build relationships and trust with your students. In turn, their yoga practice will be more powerful. * **Transition:** Thank you for sharing with me how you are feeling coming to yoga today! It sounds like some of you are feeling excited after a good day and others of you might be struggling a little. You might be stressed out because of school or your family, or feeling overwhelmed or too challenged by school work and upcoming tests. I hope that our practice of yoga today can help you all relax, calm your mind, and focus your energy. |

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| **Introduction to New Material:**  **Great Expectations**  **(10 Minutes)** |
| * ***Teacher’s Note:*** *In this INM and Activity One, you are building a comprehensive list of all the oral presentation skills mastered and reviewing the Communication Rubric for oral presentation. This will serve as a refresher of the skills, a building block for practice teaching, and a visual reminder for the remainder of the apprenticeship. This INM blends into Activity One.* * **Say:** Teaching is a form of oral presentation - like public speaking. We’ve spent a lot of time in this apprenticeship building your oral presentation skills for teaching yoga. Today, let’s compile all that we’ve learned about how to effectively teach yoga into one big list. We’ll title this list “Oral presentation skills for teaching yoga.”   + **Show** “A good teacher” list.   + **Say:** This list includes lots of great skills that we expect to use when we teach yoga. We’re going to put this whole list on our list of oral presentation skills.   + **Write:** either copy this list onto your new visual or post the “good teacher” list visual on the new “oral presentation skills” visual.   + **Note:** Build for students that a great oral presentation is more than any one skill - it’s a whole package of what you say, how you say it and everything you use or do to make your audience really understand what you have to say. For yoga this means, yes, good teaching skills, but also a strong yoga environment, great demonstration of poses, and a solid class plan. * **Say:** Let’s think about what else makes a good teacher of yoga, what else helps us present yoga effectively to our students.   + You already have the good teacher skills on the list. Think about what else will make our WOW! yoga class strong.   + Draw out the remaining items on the list below (bolded). Remind students when they learned them, what they look like in action, and why they make a great teacher. Use your 10 Week WOW plan to facilitate this review and remember the skills learned each week. * Final “Oral Presentation Skills for Teaching Yoga List:”   + Speaks loudly when instructing the whole group   + Speaks slowly   + Speaks clearly   + Stands confidently with good posture when instructing the whole group   + Looks at the students   + Walks over to the student and speaks softly when instructing individually   + **Models the poses**   + **Shows pictures (slides) of the poses**   + **Plays soothing, relaxing music**   + **Creates a yoga environment using objects, scents, and lighting**   + **Plans a class ahead of time using yoga expertise**   + **Share the benefits of poses**   + **Use mind/body phrases to maintain focus**   + **Use correct yoga terms for anatomy, poses, and instructions** * **Transition:** As you know, your WOW!, your Performance Assessment, is just that - an assessment of all you’ve learned in this apprenticeship. One of the things we’ll be assessing is your mastery of these oral presentation skills. |

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| **Activity One:**  **Oral Presentation Rubric**  **(15 Minutes)** |
| * ***Teacher’s Note:*** *This activity helps students understand how they will be evaluated and how they have been prepared to exceed expectations. Teachers can use these visuals and this activity to build student understanding of their comprehensive expectations for the students around oral presentation.* * ***Teacher’s Note:*** *If you have multiple co-teachers, teach this activity using One Teach, One Assist or Parallel Teaching to keep students working independently, but providing smaller learning environments when possible.* * **Say:** Can you believe how close the WOW! is? After today we only have 2 more classes together! And our last class is going to be the end of semester party in addition to our final run-through of the WOW! class! You guys know how hard you’ve worked and how much you’ve learned, and when you do your actual WOW! class, everyone will see it for themselves. In order to measure how much you’ve learned in oral presentation, when you teach your final WOW! yoga class, you’ll be evaluated on your mastery of the oral presentation skills using a rubric.   + **Say:** Oral presentation skills are so important! Not just in teaching yoga also, but in lots of other parts of life - teachers, colleges, and employers will all be looking for these skills as you continue on through high school, college, and the workforce. Regardless of if you want to be a performer, the president of the USA, or a business owner, you’ll use these same oral presentation skills!   + Review what a rubric is if students are not familiar. It is likely that they will be familiar and will have been evaluated using a rubric before.   + **Handout** the Rubric handout and display either via a slide, a poster, or using an Elmo.   + **Review** each row of the rubric. * **Reference** the visual you just created, the “Oral Presentation Skills for Teaching Yoga List.”   + **Say:** Now, let’s take this first skill on our list. When you speak loudly when you’re instructing the whole group, what row on the rubric will you be demonstrating?   + **Model** your thinking out loud and **Note** that you will be meeting “B”, the second row of the rubric.   + **Write** “Speak loudly when instructing the whole group” under the column titled Skill for Teaching Yoga. * **Say:** Now let’s look at the second skill on our list: Speaks slowly. Where could that fit on the rubric?   + **Solicit answers.** When a student suggests also the second row, “B,” **write** it on the handout. Ask students to do the same.   + **Complete** another example using the last item on the list instead of the third: Use correct yoga terms for anatomy, poses, and instructions. This will fall under the last row, “E.” * **Facilitate** activity. **Ask** students to continue working through the list until all of their skills have been added to the rubric. They may work with their neighbor and if they have more time, they can try and think of more ways they could meet each row of the rubric.   + Give students 3-5 minutes to work.   + **Note** that each row will not have the same number of skills listed, each row will have at least one, and some skills could fit under multiple rows, but most are only under one. * **Debrief:** Read through each row on the rubric. Ask students to give a thumbs up or down - or somewhere in between - to indicate how good they are feeling about their mastery of that row. Then turn to a partner and discuss which row they want to practice the most between now and the WOW!   + **Note:** rows C and E will likely have the least number of skills. Row C has been demonstrated throughout the apprenticeship and row E will be demonstrated by their use of proper English in addition to the correct yoga terms. * **Transition:** We’ll keep up this list and rubric for the remainder of the apprenticeship. Use them when you’re practicing for the WOW! and practicing demonstrating all of these great oral presentation skills! By the time we’re all at the WOW! together, sharing all we’ve learned, you will each feel confident and shine while you teach! |

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| **Activity Two:**  **Finalizing Our WOW! Class**  **(20 Minutes)** |
| * ***Teacher’s Note:*** *This activity will be best taught with co-teachers. Assign a teacher to work with each group or with two groups in order to provide small group attention.* * **Say:** Last week you worked in your WOW! groups to put together a draft plan for the WOW! You used your flash cards for the poses and arranged them in a sequence that flowed together. I’ve reviewed your plans and think they are a wonderful first start. I’ve written comments on all of them and am about to hand them back. First, I want to share a few common corrections with all of you.   + **Share** common corrections that you noted in many of the groups’ work. These will be specific to your class, but may include not having enough poses, having too many poses, or trying to move between poses that don’t flow well together. Teach how groups can make these corrections before handing back the drafts. Provide examples for what they can do to make the corrections. Plan to meet with each group individually if you have co-teachers and the ability to spend this time with each group.   + **Note:** If you have any groups that need major correction - such as major additions of poses, plan to sit down and work with them as a small group if you have capacity. If you do not have capacity or co-teachers, rewrite this activity to include teaching whole group.   + **Handout** the draft plans from Lesson 7. Give student groups 2-3 minutes to read and review before moving on. Alternatively, review the next set of directions for this activity before handing out the drafts. * **Say:** Today we’re going to finalize these plans for our WOW!, we’re going to split out who is going to do what within teaching the sequence, and we’re going to script our instructions. Next week we will practice teaching our WOW! class all together!   + When you look at your draft, one of the things you’ll note on it is that I’ve added where you should split out who teaches what. I haven’t said the WHO but rather made a suggestion for where the transitions should be between people in your group. It’s up to you to assign the WHO.   + How will you decide who should teach what?     - Brainstorm the following list with the students:       * Comfort with the pose       * Favorite poses       * Least nervous goes first       * Familiarity with the pose (i.e., if you were absent the day we learned it, then that might not be a good fit!)     - Note: There isn’t a “right” way to assign who will teach what, but familiarity and comfort with the poses you teach must be a big part of your group decision making process. Teaching what you like best is not a bad thing but rather will put you in a position to best share your love with new students!   + After you’ve assigned who will teach which portions of your group’s sequence, then each person will write out a script for their portion. You will use these Script It handouts.   + **Show** the WOW! Script It handout. Review expectations for what to include in the scripts (listed on the handout). This is the same thing that they’ve done before in Lessons 3-5, but now is for their final WOW! class plan. There is an additional column to add in the benefits of the poses as well. * **Review** instructions for this activity. Write these on the board so that groups can remind themselves:   + Review draft plan   + Make changes to sequence based on teacher’s suggestions or corrections   + Assign WHO will teach each part of the sequence   + Pick up “Script It” handouts - one per student   + Each student writes their script * Give students 10-12 minutes to work. Teachers should rotate around the room checking in with students who may need extra prompting, reading student work, and offering suggestions.   + **Note:** If you have extra time, have students swap scripts in their WOW! groups and have them give each other feedback.   + **Note:** Consider how you will handle student absences. Perhaps another student in the group could write the script for the absent student. Alternatively, you could write the script for the student before Lesson 9. There will not be time during Lesson 9 to write new scripts so plan ahead for how you will address these gaps. * **Bring** the group back together and debrief:   + Writing your script helps you envision each step of your individual presentation. Let’s think back to the oral presentation rubric. Will you be meeting every row?   + How will you ensure that you meet all the rows of the rubric on oral presentation while teaching your section of the yoga class?   + **Say:** Next week we will practice teaching our sequences several times and we will refine our scripts so that we’re not just reading but rather really teaching. * **Transition** to yoga class mode. |

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| **Activity Three:**  **Yoga Class**  **(30 Minutes)** |
| * ***Teacher’s Note:*** *This script should be used as a model of the talking points you will draft/rehearse for when you are teaching each pose. Ideally, we want to simulate an authentic yoga experience, so reading directly from a script is strongly discouraged. We recommend creating a bulleted list you can refer to in the moment (almost like a set list) if you need a reference point while teaching* * ***Teacher’s Note:*** *This activity needs to be taught with One Teach, One Assist with a co-teacher. The teacher who is leading the yoga class is responsible for demonstrating poses, cueing instructions, and facilitating the yoga practice. The other teacher is responsible for monitoring behavior, supporting students who are confused, and circulating around the room as needed.* * ***Teacher’s Note:*** *The Yoga Class Script notes what you would say to teach the class. While you are giving this verbal instruction, also demonstrate the poses. Do everything that you say with your body to provide a visual and a model of what you expect the students to do. Walk around the room to ensure that every student can see you. If an individual student is struggling, move closer to him or her and provide individual help quietly. If students are not following along, explicitly note that the expectation is that they listen to what you say, and try and do it. If they aren’t sure what to do based on what you said, then they should look at you. While this is noted in the script, it may need reinforcing numerous times during the first few yoga classes.* * **Say:** Let’s start with “Flow and Freeze!”   + **Review** instructions if needed. See Lessons 1 or 2 for full instructions.   + **Facilitate** Flow and Freeze! After giving the students a chance to get a few wiggles out, cue mountain pose and begin the yoga class.   Yoga Class Script   * Seated meditation with breathing exercise * 3 rounds of sun salutation – carefully cuing breath * Tree pose * Return to mountain pose, inhale reaching arms up, exhale fold forward into forward bend * Step back with your right foot, pivoting heel to the mat to prepare for Warrior Series * Warrior 1 – arms reach up and both hips face out over the left knee * Warrior 2 – exhale opening hips to center, arms come to shoulder level with palms facing down. Press into the outside of the right foot to center your weight between both feet * Reverse Warrior – keeping left knee bent, drop right hand to the back of your right thigh and lift left arm high overhead * On an exhale, cartwheel down to place both hands on the mat and walk the torso to center * Inhale and lift, reaching arms up overhead * Exhale and fold, bringing hands back to the mat beneath you. * Walk torso out over your right foot, turning right foot outward and left foot in slightly, exhale bend your right knee, shift your left hip forward and inhale both arms up overhead into Warrior 1 * Warrior 2 * Reverse Warrior * Exhale, cartwheel down, walking torso to center again, inhale all the way up, exhale drawing hands to heart’s center, step or jump feet together and come to sitting * Find child’s pose * Come to sitting for seated twist * Yogi’s choice – (do they want pigeon, bridge, shoulder stand? Allow for student choice.) * Happy Baby * Savasana |
| **Assessment**  **Journal Reflection and Exit Questions**  **(10 Minutes)** |
| * ***Teacher’s Note:*** *Plan ahead for your procedure for students to get their journals (see Lesson 1). If you are going to want students to pick up their journal with their yoga blocks before you begin practicing yoga, plan to reteach that procedure from Lesson 1 at the beginning of Activity 3. You will need to reteach procedures for the first few weeks until students internalize them and remember on their own.* * ***Teacher’s Note:*** *The yoga practice and savasana should seamlessly transition into the assessment and close of the apprenticeship. There is no need to end and begin but rather quietly begin writing and filling out the exit ticket.* * **Say:** Thank you for joining me in yoga practice today. Namaste. * **Say:** Next to you is your yoga journal and a pencil. Inside, please write a few sentences in response to the questions. After you finish, we will see if everyone remembers the poses we learned today.   + **Write** the reflection question and the exit questions on the board or display on a slide.     - Reflection:       * How could the oral presentation skills you’ve learned in this apprenticeship help you in other areas of your life?       * Note: These are suggested reflection questions. Consider what questions will work best for you and your students and modify these, select alternates from the Reflection Question Bank (located in Lesson 1), or create your own     - Assessment:       * Which oral presentation skill do you need to work the hardest on between now and the WOW!? * **Say:** Now let’s see if you can remember the poses we learned today! * **Give instructions:** Sit on your mat. I will say a pose and you go ahead and do it.   + If you have time for this portion, test students on random poses that they have learned throughout the apprenticeship. If they miss a few, be sure to review them and retest that pose in Lesson 9.   + Give the students corrections as needed and check off on the tracker if they have demonstrated the pose correctly. (See the pose tracker included in Lesson One.) * **Collect** the journals as students exit. Thank students for their great work and wish them a great week. |

**Oral Presentation Rubric**

**Citizen Schools students will make an effective oral presentation.**

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| **Rubric Criteria** | **Yoga Teaching Skill** |
| **You draw on preparation, reasoning, and reflection to form and clearly express your own ideas.** |  |
| **You make appropriate eye contact, speak at an adequate volume, and use clear pronunciation.** |  |
| **You interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).** |  |
| **You include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.** |  |
| **You demonstrate command of formal English when appropriate.** |  |

**Script It!!!**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*\*\*Add at least 3 Mind/Body Phrases\*\*\***

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|  | **Instructions:** | **Benefits:** |
| **POSE:** |  |  |
| **TRANSITION** |  |  |
| **POSE:** |  |  |
| **TRANSITION** |  |  |
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| **TRANSITION** |  |  |
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| **Essential Question** |
| Which of the several universal or debatable questions for this unit will students consider in this lesson?   * Is practicing yoga essential to living a happy life? |

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| **Lesson Overview** |
| As the WOW! yoga class quickly approaches, students participate in authentic teaching practice today. First they will distill down their scripts into index cards to serve as a reminder of all that they want to say and then they will practice teach multiple times in their groups. Instead of a full yoga class, students will participate in a guided meditation as they spend more time preparing for their final WOW! They will consider how meditation plays a role in living a happy and peaceful, yogi life. |

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| **Lesson Objectives** |
| |  |  | | --- | --- | | **Standard #1: Citizen Schools students will make an effective oral presentation.** | **Standard #2: Demonstrates competency in motor skills and movement patterns needed to perform yoga.** | | Lesson Objectives:   * Practice teaching 3-5 minute section of the WOW! yoga class using index cards. * Demonstrate exemplary use of index cards while teaching by glancing at the index cards, not fidgeting with them, and using them to remember key points. | Lesson Objectives   * Participate in guided meditation. | |

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| **Lesson Agenda**   |  |  | | --- | --- | | 5 Minutes | Hook: Snapshot | | 10 minutes | Introduction to New Material: Index Cards | | 20 Minutes | Activity 1: Preparing to teach | | 25 Minutes | Activity 2: Practice Teach | | 20 Minutes | Activity 3: Yoga Class Meditation | | 10 Minutes | Assessment | |

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| **Lesson Preparation** |
| * Preparation:   + Each lesson leading up until now, you’ve used visuals when teaching new yoga poses. Plan ahead for how students will display, reference and use a visual of each pose that they teach during the WOW! class. You can either use a computer and projector or you can print and blow up posters of the poses. This should be identical to how students will use visuals during the WOW! class so as to provide authentic practice. Additionally, students should not spend class time creating these visuals. You should create them outside of class and then they should use class time to practice using them while teaching in Activity 2.   + Review each student's WOW! Script It handout from Lesson 8. For students that need extra support, highlight key points that they should transfer to their index cards. Ensure that each student is teaching an appropriate amount and has plans to include teaching the poses, transitions, benefits, and to cue several mind/body phrases. Note suggestions as needed. For example, suggest mind/body phrases to add, anatomy names to include, or common mistakes to look out for.   + For the Assessment, modify reflection questions or select alternate questions from the Reflection Question Bank (located in Lesson 1) so that your questions will elicit meaningful and relevant reflection from your students. Use this as an opportunity to gather data about how practicing yoga is affecting your students and to deepen their experience. * Co-teaching plan -- The top 3-5 decisions teachers should agree upon for implementation of this lesson.   + If you have multiple co-teachers, assign a teacher to work with each WOW! group or with two groups in order to provide small group attention for Activity 1. Students may need more hands on support in drafting their index cards.   + *Activity 2 will be best taught with co-teachers. In order to provide students with the maximum amount of authentic teaching practice time, consider assigning one adult to each group. If you don’t have enough co-teachers, consider asking volunteers to come in to assist. Perhaps yoga teachers from the field trip or even teachers from the school could help out for this 25 minutes in the afternoon.* |

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| **Materials** |
| * Every Week:   + Yoga mat (one per student) and yoga blocks (two per student)   + Chart paper or whiteboard   + Markers - for paper and/or whiteboard   + Journals/notebooks and pencils - one per student   + Items to make your space “more yoga” (See Lesson 1, Activity 1)   + Computer/projector to show slides or posters of the key poses   + Computer/speakers or iPod/speakers or CD player to play music during Activity 3   + Snapshot Visual - This could be a trifold board, a poster, or a dedicated space on the whiteboard but ideally will have a space for every student represented on the visual where they can put their snapshot post-it created during the hook each week.   + Post-it notes * This Week:   + “A good yoga teacher…” poster from Lesson 3   + Benefits of Poses -handout from Lesson 5 (as a possible reference for Activity 1)   + “Oral Presentation Skills for Teaching Yoga List” - poster from Lesson 8   + Rubric handout (completed) (as a possible reference for Activity 1) - from Lesson 8   + WOW! Script It handout (completed) - from Lesson 8   + Index cards - 5-10 per student   + Envelope (large enough to hold index cards) - one per student |

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| **Hook: Snapshot**  **(5 Minutes)** |
| * ***Teacher’s Note:*** *Plan to have students sit near or with their WOW! groups that were assigned in Lesson 7. A majority of the work in Lesson 9 will be done in these groups.* * ***Teacher’s Note:*** *By this point in the apprenticeship, you should be able to phase out your direct teach of what to do for “Snapshot.” Some students may have been absent or may not remember, but most will have the written directions and your minimal verbal cues as reminders.* * ***Teacher’s Note:*** *Before students arrive, write on the board (or prepare a slide), “On your post-it note, draw a smiley face that reflects how you are feeling right now.” Add a few labeled examples (smiley face for “super! it was a great day!” or sad face for “it was a rough day” or a sleeping face for “I am so tired!”). If you would like, ask students to rank their day on a scale of 1-5 or add a few words describing what was good or bad about their day. Add these instructions to the board (or slide).* * **Hand** students a post-it note as they enter the room. Tell them there are instructions on the board but that they probably remember what to do! (See Teacher’s Note above.) * **Say:** I bet you remember what you’re supposed to from past weeks but I wrote the instructions on the board for you anyway. If you are confused or need help, you can quietly ask your neighbor. Remember, we’re starting our Yoga apprenticeship so we want to start now with creating our yogic environment. * **Use** the information from the snapshot post-its to check-in with frustrated or stressed students later and to ask other students about their successes that day. This will help you build relationships and trust with your students. In turn, their yoga practice will be more powerful. * **Transition:** Thank you for sharing with me how you are feeling coming to yoga today! It sounds like some of you are feeling excited after a good day and others of you might be struggling a little. You might be stressed out because of school or your family, or feeling overwhelmed or too challenged by school work and upcoming tests. I hope that our practice of yoga today can help you all relax, calm your mind, and focus your energy. |

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| **Introduction to New Material:**  **Index Cards**  **(10 Minutes)** |
| * **Say:** Last week we created our WOW! Script It handouts to help us teach our WOW! yoga class. When we teach, however, we don’t want to just read a script. We need notes to remind us, but we want to mostly remember what we’re teaching and what we need to say. This week we’re going to transfer our teaching plans to index cards to use during our WOW! as a reminder. * **Say:** Let’s review tips for using index cards while teaching. * **Write** these tips on the board   + Have one index card per row on your Script It handout   + List key points you want to remember   + Not a script to read   + Number your cards * **Say:** Each index card should just have a few points or words written on it. You also might put a symbol on it to remind yourself to reference a visual of a pose. This isn’t something to write every word you plan to say or for you to read off of as you teach. * **Model:** Demonstrate good use of index cards (glance at the index cards, don’t fidget with them) and poor use of index cards (hold in front of your face, look down at them, read off them, fidget with them).   + **Debrief:** Ask students what they observed and what some of the differences between the “good” use of index cards and the “poor” use of index cards were. * **Transition:** Now let’s turn our WOW! Script It handouts into index cards that we’ll use for the WOW! |

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| **Activity One:**  **Preparing to Teach**  **(20 Minutes)** |
| * ***Teacher’s Note:*** *It is not recommended that students transfer their scripts for their teaching to the index cards and then memorize it. Although memorization will create a polished recitation of lines, it will not help students internalize what they’ve learned. If possible, let the students be students and say things in the way that they say them. As they practice, you can support them in becoming more articulate and clear in their teaching.* * ***Teacher’s Note:*** *This activity will be best taught with co-teachers. Assign a teacher to work with each group or with two groups in order to provide small group attention.* * **Transition** into WOW! groups. Alternatively students can sit with their groups at the beginning of the lesson. * **Display** a copy of the WOW! Script It handout from Lesson 8 (this could be a large visual or use of an Elmo and projector depending on the technology available). * **Say:** This is what we started creating for our teaching plans last week. In the columns on the right, you put step by step instructions, notes, and pose benefits that you want to say and to teach for that pose. To create our index cards we’ll read through what we wrote last week, pull out the key points and items we don’t want to forget (like specific mind/body connections) and write those on the index card for that pose or transition.   + **Use** an exemplary example from the students’ work from the previous week. This example pretends you are using the first student to teach the Sun Salutation. You may alter this example for the piece of exemplary work you chose.   + **Write** the pose name on top of the first index card - e.g. “Pose - Mountain.” Number the index card #1.   + **Model** what key points you would pull out from the text that they wrote about what they want to say for “Pose - Mountain” and model how you would write those key points on an index card to remind yourself what to say. Also note how you would demonstrate the pose and reference the visual.   + **Repeat** with another index card and another student example for the “Transition (Mountain to Forward Fold).” Number this index card #2.   + **Repeat** with another index card and another student example for “Pose - Forward Fold.” Ask for student input on what the key points are to share. Ask what this index card should be numbered. (#3)   + **Repeat** if needed with additional student input. * **Check for understanding:** Ask clarifying questions about what should go on an index card and what shouldn’t in order to check for understanding. Listen for an understanding that what’s on the card should cue you to remember the full script of what you want to say. * **Say:** It is very important that every student have his or her own set of index cards even if multiple students are teaching any particular pose. For example, student 1 and student 2 are both teaching in the sun salutation and both teaching forward fold, but they both need their own index cards. Can anyone think of why that is?   + **Solicit answers.**   + **Review** that the flow and order is very important when teaching this type of Vinyasa yoga. Each student will have their own sequence to teach and will have their own way of teaching it. Therefore each student needs his or her own cards. * **Handout** the completed WOW! Script It handouts from last week and 7-10 index cards for each student. Ask students to write their name on the back of EVERY index card. Give them an envelope for their index cards and ask them to also write their name and their group on the envelope. * **Facilitate:** We’re now going to work in our WOW! groups to create our index cards for our WOW! yoga class.   + At the end of this work time, you’ll have one index card for pose and every transition that you are teaching. Some students will have more index cards than others depending on what they are teaching.   + **Give students 10 minutes work time**     - Teachers should rotate around the room checking-in and supporting student work. If some students need more support or a more focused environment, have a co-teacher work with a small group separately.     - Support for special needs students may make this work time more productive. More cards to write out more or write larger may help some students while others may need more of a script provided for them. Consider highlighting key phrases on these students WOW! Script It handouts before class to provide this modification. * **Transition:** Now we have our index cards and our teaching plans finalized. Now we’re ready to practice! |

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| **Activity Two:**  **Practice Teaching**  **(25 Minutes)** |
| * ***Teacher’s Note:*** *This activity will be best taught with co-teachers. In order to provide students with the maximum amount of authentic teaching practice time, consider assigning one adult to each group. If you don’t have enough co-teachers, consider asking volunteers to come in to assist. Perhaps yoga teachers from the field trip or even teachers from the school could help out for the afternoon.* * **Say:** Today we’re going to practice using our index cards to teach our sections of our WOW! yoga class. Next week we will actually have a full run through of the whole WOW! yoga class. Today, I want you to be able to teach your portion as many times as possible, so we’re going to practice in our groups only. Each group will be paired with a teacher and you’ll practice at least three times each. Here’s the focus for each of the practice times:   + 1) Focus: Order of the students and using the cards properly     - Other students in the group line up in order and listen, waiting for their turn     - Teacher cues transitions between students and gives feedback on teaching content and card use   + 2) Add: Demonstrating poses, referencing visuals, demonstrating oral presentation skills     - Other students in the group either act as students of yoga or line up in order and listen     - Teacher provides a majority of comments on oral presentation skills and pose demonstrations with minor comments on teaching content and card use if needed. Additionally, the teacher checks for mind/body phrases and connections.   + 3) Add: Working the room and bring it all together     - Other students in the group act as students in the yoga class, stepping out when it is almost their turn to teach. Students should strive for fairly seamless transitions at this point.     - Teacher provides comprehensive feedback.   + 4) If there’s time, run through the entire section again (as many times as you have time for) working towards polished teaching delivery. * **Say:** When we teach our real WOW! class, you will not be acting as the students in the class. Instead, you’ll just be the teachers! This will make the transitions somewhat easier, but it will also mean that you might get bored waiting for your turn! Let’s discuss what you should be thinking about while you’re waiting.   + Brainstorm ideas of what students should look like, sound like during the WOW! when it is not their teaching time. For example, they should be standing, with their hands at their sides, quietly waiting not talking to each other, walking around the room etc.   + Note: While it is not recommended, if you have ample space during the WOW!, you can have students participate as students as well as teach their section. You can execute the transitions by having each group memorize when they should step off their yoga mats and line up to teach their upcoming section. Plan ahead to practice these transitions during Lesson 10. * **Say:** Next week we’ll have a full run-through of the whole WOW! yoga class. You’ll each get to see and hear your fellow student teachers in action. After we have our final run-through of the WOW!, we’ll play final Jeopardy to test your knowledge and memory of all that we’ve learned and we’ll have a party to celebrate the end of our apprenticeship! Get excited! * **Transition**: Today, we’re not going to have our traditional yoga class either. Instead, we’re going to do a guided meditation. While savasana is somewhat like a shorter guided meditation, typically a full guided meditation isn’t a part of a vinyasa yoga class. Yet many yogi’s practice meditation and it’s good for us to have exposure to it to. |

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| **Activity Three:**  **Guided Meditation**  **(20 Minutes)** |
| * ***Teacher’s Note:*** *This activity needs to be taught with One Teach, One Assist with a co-teacher. The teacher who is leading the yoga class is responsible for demonstrating poses, cueing instructions, and facilitating the yoga practice. The other teacher is responsible for monitoring behavior, supporting students who are confused, and circulating around the room as needed.* * ***Teacher’s Note:*** *This week will not include Freeze and Flow. Instead, it will be a more intensive guided relaxation and meditation. If students are wound up from practice teaching or from the kind of day they’ve had, consider adding Freeze and Flow back in to help students get in the right frame of mind.* * ***Teacher’s Note:*** *If you think that your students will not be able to meditate for 20 minutes or that they will struggle with this level of visualization, then modify this activity to include a longer discussion of the benefits of regular meditation and a debrief where students share verbally what they experienced while meditating.* * **Say:** Meditation is a regular component of many yogi’s practice. For many it is a component of a yoga session and for many others it is a stand alone component to practice. Regular meditation has been shown to help people manage stress, improve focus, and sleep better - many of the same benefits of yoga! Visualization of things going the way you want them to go is also a common form of meditation and it’s one that we did together in lesson 7. * **Say:** Today we’re going to do a guided meditation where we imagine the place we’ll go in our minds. Afterwards you’ll be able to reflect on the experience in your journals.   *Guided Meditation Script*  *Source: combination “Yoga Girl Time” curriculum and kidsrelaxation.com (*[*http://kidsrelaxation.com/uncategorized/treehouse-relaxation-script/*](http://kidsrelaxation.com/uncategorized/treehouse-relaxation-script/)*)*  Get ready to relax. You can sit in a cross legged position or lie down. This guided meditation can be used any time you need to relax or release stress.  Close your eyes, and take a deep breath in.... now breathe out.  Breathe in.... and breathe out.  Keep breathing slowly like this. Feel how it relaxes you to breathe deeply.  Now squeeze your hands closed into fists. Pretend that you are squeezing a ball in each hand... gripping tighter.... squeeze even tighter.... Right now, your muscles are tense.  And now relax. Let your hands go limp. Now your hands feel relaxed. See how relaxed your hands feel. See how tense feels different from relaxed. Relaxation is a way to make your whole body feel relaxed like your hands are now.  Imagine that your body is like a balloon. When you breathe in, feel your chest and sides expanding, like a balloon filling with air. When you breathe out, imagine your body is like a balloon shrinking with the air being let out. Picture the balloon in your mind.  Breathe in like a balloon being blown up. Now breathe out, like the air is being let out of a balloon. Let the air out by blowing the air through your mouth.  Breathe in through your nose, imagining your body expanding like a balloon.... and now imagine letting the end of the balloon go, and the air rushing out as you breathe out through your mouth.  Remember the difference between tense and relaxed. Tighten your leg muscles to make both of your legs tense. Squeeze tighter.... tighter... and now relax...relax...relax...  Let your legs become very relaxed. Each leg is as floppy as a piece of string.  Your legs feel heavy. The muscles are loose.  Now tense your arms. Make the muscles very tight and tense. Tighter.... and now relax. Your arms are relaxed, limp and loose as pieces of string.  See how it feels to be relaxed. Your legs and arms are relaxed.  Now let your whole body become relaxed. See how relaxed you can make your body.... loosening every muscle.... no tension at all..... Your body feels heavy and relaxed.  Imagine you are standing in front of a massive tree. This tree has deep, deep roots and branches that reach out in every direction.  This tree is home to your very own treehouse. This is a treehouse of your own design. Picture how you would like your treehouse to look.  (Pause between each idea)  You can add swings, windows, trapdoors, plants, animals, your favorite things, your favorite colors, just allow yourself to design the treehouse anyway you like. (Pause)  Can you see it? Good. Now allow yourself to travel inside the treehouse. (Pause)  Are you inside? Good. Look up and out through the tree limbs up to the sky.  Inside the treehouse, imagine anything that makes you feel good to think about. Place pillows, waterfalls, plants, trees, birds, pictures of mountains, anything that you would like that you feel good when you think about it. Go ahead and design the inside of your treehouse now.  Know that when you go inside your treehouse you feel really really relaxed. This is a place to let go of all your thoughts, all your worries.  Take a deep breath and allow yourself to feel very peaceful and relaxed inside your treehouse.  This is a place that you can go any time you would like to feel more peaceful and calm. Know that your treehouse is available to you any time you would like. You can visit here whenever you would like.  Now take a deep breath and imagine yourself walking down out of your treehouse. Gently bring your attention back to the room.  Rub your hands together to make them warm. Gently place them over your eyes.  Your relaxation and meditation time is finished now, and it is time to return to your usual activities. Keep your eyes closed for a little longer while you wake up your body and your mind by wiggling your fingers and toes..... moving your arms and legs.....  Sit still now for a moment, and open your eyes to look around the room. |

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| **Assessment**  **Journal Reflection and Exit Questions**  **(10 Minutes)** |
| * ***Teacher’s Note:*** *The guided meditation should seamlessly transition into the assessment and close of the apprenticeship. There is no need to end and begin but rather quietly begin writing.* * **Say:** Thank you for joining me in our guided meditation today. Namaste. * **Say:** Next to you is your yoga journal and a pencil. Inside, please write a few sentences in response to the questions. After you finish, we will see if everyone remembers the poses we learned today.   + **Write** the reflection question and the exit questions on the board or display on a slide.     - Reflection:       * What is one thing you want your yoga students to remember from our WOW! yoga class?       * Did the guided meditation help you relax? How?       * Note: these are suggested reflection questions. Consider what questions will work best for you and your students and modify these, select alternates from the Reflection Question Bank (located in Lesson 1), or create your own.     - Assessment:       * Which of the following are the ways you DO want to use an index card. (Write the letters in your journal)         1. Glance at the index cards         2. Write your script on it         3. Play with the index cards while speaking         4. Don’t fidget with them         5. Look down at the index cards         6. List key points to remember         7. Read off the index cards * **Collect** the journals as students exit. Thank students for their great work and wish them a great week. |

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| **Essential Question** |
| Which of the several universal or debatable questions for this unit will students consider in this lesson?   * What makes a yoga teacher excellent? * Is practicing yoga essential to living a happy life? |

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| **Lesson Overview** |
| This lesson provides time for a run-through of the WOW! yoga class and concludes with a fun celebration of all that has been learned and accomplished this semester. Students will face off in jeopardy for a final, festive review of skills, poses, and benefits of yoga. |

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| **Lesson Objectives** |
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| **Lesson Agenda**   |  |  | | --- | --- | | 5 Minutes | Hook: Review of Day | | 5 Minutes | Introduction to New Material: WOW! Logistics Prep | | 55 Minutes | Activity 1: WOW! Yoga Class Run-through | | 20 Minutes | Activity 2: Celebration! | | 5 Minutes | Assessment | |

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| **Lesson Preparation** |
| * Preparation:   + Plan ahead to have the run-through of the WOW! yoga class be as authentic as possible. Try to have it in the same space as where the WOW! will take place. Use visuals in the same places as you will for the WOW! Cue up the same music, lighting, and provide the same elements that will make the yoga space more of a yoga environment.   + If possible, recruit volunteers to participate in the run-through as the students. This will provide your students with the most authentic teaching practice possible.   + Plan to check-in on all logistical details for your WOW!     - If you are having your WOW! off campus, prepare to review any additional logistical components of the event.     - It is recommended that the students wear yoga clothes. If so, be clear about what they need to wear, when they need to bring it to school, and what will happen if students do not have yoga dress.     - Consider what you will do if students genuinely don’t have yoga attire and cannot afford to buy any. Make the criteria for clothes focus on comfort and fit rather than on being specifically designed for yoga. Use this as an opportunity to share why yoga clothes fit the way they do, etc.     - Find out if students can wear their yoga clothes all day or if they need to bring the clothes with them to change into after school.     - Determine where you will store the clothes and how you will keep them secure.   + For the Assessment, modify reflection questions or select alternate questions from the Reflection Question Bank (located in Lesson 1) so that your questions will elicit meaningful and relevant reflection from your students. Use this as an opportunity to gather data about how practicing yoga is affecting your students and to deepen their experience. * Co-teaching plan -- The top 3-5 decisions teachers should agree upon for implementation of this lesson.   + If you have multiple co-teachers, teach Activity One using One Teach, One Assist throughout. Have co-teachers participate by giving feedback to students, pulling students out who clearly are struggling or need extra practice, or participating as yoga students.   + During the final run-through, if you really do not have time for a full run-through because students need more practice, WOW! logistics take more time to review, you must account for numerous absences in weeks 8 and 9, etc., then plan to use a co-teacher to split the class in half and do two half run-throughs. While this will not be as authentic as a full run-through it will still provide meaningful practice and WOW! preparation.   + During Activity 2, the celebration, you can, if you need to, have a co-teacher continue working with some students on their teaching sections. This is not advised as these students should have ample celebration time also, but if it’s necessary due to absences or other challenges, it is an option. |

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| **Materials** |
| * Every Week:   + Yoga mat (one per student) and yoga blocks (two per student)   + Chart paper or whiteboard   + Markers - for paper and/or whiteboard   + Journals/notebooks and pencils - one per student   + Items to make your space “more yoga” (See Lesson 1, Activity 1)   + Computer/projector to show slides or posters of the key poses being taught   + Computer/speakers or iPod/speakers or CD player to play music during Activity 3 * This Week:   + Student notecards in their envelopes   + Extra index cards and envelopes if needed   + Jeopardy board and questions   + Treats for the celebration |
| **Hook: Snapshot**  **(5 Minutes)** |
| * ***Teacher’s Note:*** *Plan to briefly review the schedule for the day. If you have significant WOW! logistics to cover, keep this as brief as possible. The focus today is on authentic practice and authentic celebration!* * **Say:** Today we’re going to have a final run-through. After we are 100% ready to teach our WOW! yoga class, then we will have a celebration! We’ll play jeopardy and we’ll share some treats to celebrate all we’ve accomplished. First, however, we need to get down to business.   + **Note:** Use this time to set expectations about what students need to accomplish in order to earn the celebration. Keeping kids invested in a full dress rehearsal will take effort. Let the Jeopardy game and celebration serve as incentives to work hard and stay focused during the WOW! practice. * **Build excitement** for the game of Jeopardy and the party by deciding the teams now and sharing details about what will make the party exciting. This can include music, snacks, and other celebratory items. * **Transition:** Let’s jump in - today we’re getting ready to WOW! ‘em! We only have today and then it is our WOW! |

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| **Introduction to New Material:**  **WOW! Logistics**  **(5 Minutes)** |
| * ***Teacher’s Note:*** *Use this time to review any final logistical prep details for the WOW! Review what time the students should arrive, who they should invite, what they should be wearing, how long the WOW! will last, and any other logistical details.* * **Transition:** Now let’s do one final practice run-through for our WOW! yoga class! |

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| **Activity One:**  **WOW! Yoga Class Run-Through**  **(55 Minutes)** |
| * ***Teacher’s Note:*** *An authentic full run-through is important for all the students to participate in. If your students will NOT be participating in the WOW! yoga class as students in addition to teaching their section (as is recommended), then plan ahead to have a 5-10 volunteers come to participate in the WOW! run-through today. If, however, the students are participating in the WOW! yoga class as students in addition to teachers, then practice these transitions today as well.* * ***Teacher’s Note:*** *Ideally this practice is as authentic as you can make it. Perhaps you facilitate this practice in the same space that the WOW! will be held. Have students line up and stand where they will. Encourage them to work the room, demonstrate poses, and reference visuals just like they will during the WOW!* * ***Teacher’s Note:*** *It may be tough to keep students focused on a final practice run-through of the WOW! yoga class. Use the following Jeopardy game and celebration to keep them invested. Pre-plan for what you will do in the event that students are not focused and not dedicated to the practice presentations. While it probably doesn’t make sense to completely take away the Jeopardy game and celebration, you might set the expectation that the game will begin at a certain time and then delay if more work time is needed. For example, plan to begin the Jeopardy game at 5:00 pm and then, if students are off task, say, “Uh oh! If we aren’t all on track, we won’t be able to begin our Jeopardy game at 5:00 pm. We might have to keep rehearsing longer and won’t get to start Jeopardy until 5:15 pm!”* * ***Teacher’s Note:*** *If you do not have time for a full run-through because students need more practice, WOW! logistics take more time to review, you must account for numerous absences in weeks 8 and 9, etc, then plan to use a co-teacher to split the class in half and do two half run-throughs. While this will not be as authentic as a full run-through it will still provide meaningful practice and WOW! preparation.* * **Facilitate:** Give instructions on how this WOW! yoga class run-through will be conducted. Plan ahead to make the class authentic as noted above. * **Review** all remaining details about the WOW! Ideally this should have been completed in the first ten minutes of the apprenticeship. If any details merit further review, perhaps have one teacher conduct the review while another teacher sets up Jeopardy and the celebration. * **Conduct final run-through practice**. Facilitate an authentic run-through. * **Answer** all WOW! questions so that students know what to expect and know what is expected of them. * **Transition:** Wonderful practice today everyone! We’re now ready to WOW! Let’s do our final review with our final Jeopardy and let’s have our celebration! |

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| **Activity Two:**  **Celebration!**  **(20 Minutes)** |
| * ***Teacher’s Note:*** *Plan ahead to create a special celebration for your students. This might include snacks, decorations, and fun music.* * **Say:** This is our last week together in this apprenticeship! Let’s see what you remember with a fun game of jeopardy! * **Facilitate:** Divide the students up into the teams. Decide which team will go first and explain the instructions:   + Each team will have a chance to choose a question from the jeopardy board. After you read the question, that team will have a chance to answer their question. If they get it right, they get the points. If they get it wrong, the other teams have a chance to answer it. The first team to “buzz” will get the first chance and so on.   + After all of the questions have been selected and answered, move on to Final Jeopardy. Allow each team to wager an amount of their choosing on one final question. After they have decided how much to wager, ask the final question. Each team will have one minute to write down their answer. After the appropriate time finishes, ask each team to reveal their answer to the Final Jeopardy question. Calculate the final scores and announce the winning team.   + See the sample Jeopardy questions and materials at the end of this lesson.   + **Note:** Ensure that each team has the opportunity to answer the same number of questions. For example, if you have 4 teams, you should have 16 or 20 questions. If you have 3 teams, it would be better to have 12 or 15 questions. Modify your Jeopardy board ahead of time for your students and apprenticeship specifics.   + Plan to spend ~10 minutes playing Jeopardy. * **Transition:** After Jeopardy concludes, award prizes and transition to the celebration party for the remaining time. If you have yoga swag to give to the students, this might be a good time to do so.   + Give away items might include passes to a local yoga class, swag from the yoga studio from the field trip, etc.   + Awards might include best mountain pose, calmest yogi voice, most supportive of other students, etc.   + Alternate activities might include taking a group picture, creating CT thank yous, or sharing appreciations for the students. * **Note:** This is an ideal time to thank students for all their work this semester. Reiterate how proud you are of them and how excited you are for them to demonstrate their learning at the WOW! * **Note:** You may want to consider handing out journals for the last time before you transition to the party. Consider what will work best for the look and feel of your apprenticeship. * **Note:** Consider how you will handle student absences today. Perhaps another student in the group could teach the section for the absent student. Alternatively, you could teach that portion. |

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| **Assessment**  **Journal Reflection and Exit Questions**  **(5 Minutes)** |
| * ***Teacher’s Note:*** *Decide ahead of time if you plan to keep the journals and have students complete their final reflection within the journals or if you want to send the journals home with the students and have them complete their reflection on a separate piece of paper. Alternatively, you could have students write their final entry in their journals and you could respond after lesson 10, then you could have the journals returned to the students after (or at) the WOW!* * **Say:** Thank you for joining me in this yoga apprenticeship! * **Say:** Next to you is your yoga journal and a pencil. Inside, please write a few sentences in response to the questions. After you finish, we will see if everyone remembers the poses we learned today.   + **Write** the reflection question and the exit questions on the board or display on a slide     - Reflection:       * Has doing yoga improved your semester? In what ways?       * Will you continue to practice yoga on your own?       * Note: these are suggested reflection questions. Consider what questions will work best for you and your students and modify these, select alternates from the Reflection Question Bank (located in Lesson 1), or create your own. * **Collect** the journals as students exit. Thank students again for their great work and participation in this apprenticeship. Tell them you’ll see them at the WOW! |

**Jeopardy Questions**

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| **Oral Presentation** | **Benefits** | **Mind/Body Phrases** | **Poses (Demonstrate)** | **Poses (Teach It!)** |
| 100  Q: Demonstrate the volume at which you should speak to teach a large class.  A: Student speaks at a loud volume. | 100  Q: What are three benefits of yoga?  A: lowers stress, increases flexibility, improves focus and sleep, etc. | 100  Q: What is a mind/body phrase?  A: Something that redirects student thought to the mind/body connection and refocuses their practice of yoga. | 100  Q: Warrior 1  A: Student does the correct pose. | 100  Q: Child’s pose  A: Student gives instructions for the correct pose. |
| 200  Q: What are three things you would do to make the school cafeteria a better space for practicing yoga?  A: Use air freshener or incense to create a better smell, bring in a few lamps to create dimmer lighting, and bring in a few plants to create a more homey feel. | 200  Q: What is a pose you might suggest if someone wants to strengthen their legs?  A: The warrior poses, standing poses, etc. | 200  Q: Give an example of nature imagery that a yoga teacher might use.  A: (for example) root your feet into the ground like the roots of a tree, reach your arms up to the sky, stretch your hands to reach the end of the earth, etc. | 200  Q: Pigeon  A: Student does the correct pose. | 200  Q: Downward Dog  A: Student gives instructions for the correct pose. |
| 300  Q: Demonstrate the appropriate use of index cards to teach a pose (student can use a WOW! index card or you can provide one)  A: Student models correct use. | 300  Q: What type of poses will reverse the effects of gravity?  A: inversions - forward folds, etc. | 300  Q: If your students are holding a pose, what might you say to make a mind/body connection?  A: Breath in, breath out or breath through the pose. | 300  Q: Tree  A: Student does the correct pose. | 300  Q: Triangle  A: Student gives instructions for the correct pose. |

**Jeopardy Modification Suggestions**

* Add a column with questions about the WOW!
* Add a column specifically for the field trip
* Add another question per category