

## Introduction to Yoga

### I. COURSE DESCRIPTION:

#### A. Physical Education Elective

#### B. Rational for Course:

The High School Yoga Program offers students the opportunity to study yoga as a subject in its own right. It is designed to introduce students, safely, to the basic postures (asanas), breathing techniques (pranayama), and relaxation methods of yoga. It will also introduce students to the historical roots of yoga, and give them an understanding of anatomy and physiology as it applies to this discipline.

Approved by the  
BOARD OF TRUSTEES  
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Students will develop an enhanced appreciation of their own body, and an acceptance of its uniqueness. They will have improved spinal mobility, increased flexibility of movement, increased strength, and improved posture and sitting habits. Their focus and concentration will improve, as will their functional breathing. They will learn to be more in touch with their own needs, and those of others.

Students will learn to identify the precursors of stress and release them more easily. They will learn how to relax at will. They will experience the health benefits of yoga, and learn coping skills that will enable them to get more out of everyday life.

#### C. Grade Level: 11 -12

#### D. Credits: 5

#### E. Pre-Requisites: Completion of PE 1, 2, 3, 4

**F. Brief Course Description:** This semester-long course is designed to introduce students, safely and accessibly, to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and ultimately get more out of day-to-day life. The aim of this course is to promote vibrant health, reduce stress and to tap into the body's latent energy reserves.

### II. Course Purpose: Goals and Student Outcomes:

Students will:

- Acquire the basic skills of a yoga practice
- Develop an understanding of yoga etiquette and terminology
- Achieve and maintain a health-enhancing level of physical fitness
- Develop skills, knowledge, and interest to independently maintain a regular yoga practice
- Develop an understanding of individual differences and acquire a non-competitive, positive self image in regard to their own individual body and yoga practice
- \* Develop an understanding of personal range of motion, body awareness, and personal limitations/areas of growth.

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- Experience immediate and long term benefits of yoga practice

Students will:

- Demonstrate understanding and competency in using controlled movement to begin, maintain, and end the yoga asanas. **(Standard 1)**
- Use body awareness and self-visualization to achieve proper position and alignment in the yoga asanas. **(Standard 2)**
- Demonstrate acceptance and understanding of the etiquette of group yoga practice. **(Standard 1)**
- Identify specific yoga asanas they can practice for a lifetime. **(Standard 3)**
- Create and implement an individualized yoga practice and continue to modify it in order to ensure personal benefit. **(Standard 3)**
- Monitor and modify their independent yoga practice to ensure maximum physical and mental benefit. **(Standard 4)**
- Select asanas and practice them during leisure time. **(Standard 4)**
- After sampling and practicing a wide variety of yoga asanas, develop an understanding of which particular ones are best suited to their own physical development and well-being. **(Standard 5)**
- Develop an appreciation of their individual strengths and limitations in relation to their yoga practice. **(Standard 6)**
- Become increasingly aware of the benefit they are receiving from yoga practice **(Standard 6)**
- Develop an appreciation for the importance of commitment and dedication to their yoga practice. **(Standard 6)**
- Develop an awareness of the beauty and harmony of their yoga practice. **(Standard 7)**
- Cultivate respect and appreciation of other students' practice by honoring the community environment of the yoga session. **(Standard 8)**
- Cultivate respect and appreciation for the achievements and limitations of others. **(Standard 8)**
- Discuss and consider the history of yoga and its influence in today's culture of physical fitness. **(Standard 9)**

### III. Course Outline:

#### Course Preparation and Policies

Brief history and philosophy of yoga, including yoga terminology.

Explanation of curriculum, expectations, and grading Rules and procedures.

Dress requirements and class safety procedures.

#### Basics of Yoga Practice

Breathing: Importance, philosophy, physiology, yoga three part breath instruction and daily practice.

Relaxation: Importance, philosophy, physiology deep relaxation practice (Savasana).

Notebooks: Keep record of all poses learned and instructional handouts.

Joint mobility and basic foot strength training practice.

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Beginning Yoga Poses: Instruction and guided practice in 10-15 elementary yoga postures, possibly including the following:

**Related Career Titles**

Students who have an interest in yoga may be interested in the following careers:  
Teaching/Education Careers: Yoga Instructor, Physical Education Teacher, Personal Trainer, Medical Careers: Sports Medicine, Athletic Trainer, Physical Therapy, Chiropractor, Massage Therapy, Personal Trainer  
Business: Athletic Clubs; Resort Owner/Worker Entertainment: Acting, Stunt Person, Dance/Entertainer Food Services: Health Food Services, Nutritionist  
Recreation and Leisure: Recreation Leader, Cruise Director.

**IV. Key Assignments**

Students will be able to demonstrate:

Shoulder shrugs and neck exercises  
Chest Expansion (Uttanasana)  
Back Stretch (Pascimottanasana)  
Triangle Pose (Trikonasana)  
Cobra Pose (Bhujangasana)  
Warrior Pose (Virabhadrasana)  
Mountain Pose (Tadasana)  
Tree Pose (Vrksasana)  
Child's Pose (Darnikasana)  
Simple Twist (Ardha Matsyendrasana)  
Cat Stretch Butterfly Pose (Baddha Konasana)  
One Leg Seated Forward Bend (Janu Sirasana)  
Down Dog Pose (Adho Mukha Svanasana)  
Extended Foot Pose (Padottanasana)

**Intermediate Yoga Practice**

Breathing: Instruction and practice of Alternate Nostril Breath (Aruloma Viloma) and possibly Pumping Breath (Kapalabhati)  
Joint mobility and basic foot strength training  
Intermediate Yoga Poses: Instruction and guided practice in 8-10 intermediate yoga postures possibly including the following and modified variations of the following:

Sun Salutation (Surya Namaskar)  
Half Locust/Locust Pose (Salabhasana)  
Shoulder Stand (Sarvangasana)  
Plough Pose (Halasana)  
Fish Pose (Matsyanasana)  
Extended Side Angle Pose (Uhitta Parsvakonasana)  
Lying Twist (Jathara Parivartanasana)  
Straddle/Wide Leg Seated Forward Bend (Upavista Konasana)  
Camel Pose (Ustrasana)  
Dancer Pose (Nataranjasana)  
Eagle Pose (Garudanasana)

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Vocabulary: Continued introductory use of Sanskrit terminology  
Reason for use of Sanskrit vocabulary  
Individual projects to reinforce Sanskrit terminology.  
Independent Practice, Importance and benefits.  
Guidelines for individual practice Notebooks continued.

**V. METHODS:**

**Instruction:** A variety of instructional strategies will be used to accommodate all learning styles.

- Demonstrations by teacher, student(s), visual aids or experts on video, Lecture.
- Guided Practice and Group Discussion Modeling
- Handouts, notes, student centered learning to include:
- Peer coaching, reciprocal teaching, notebooks, peer evaluation, peer modeling.
- Some components may occur once in a lesson, but others will recur many times.
- Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

**Active Participation:** Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

**Application of the content:**

Essential Elements of Effective Instruction

Model for Lesson Design, Using Task Analysis, Anticipatory Set Objective, Standard Reference, Purpose, Input modeling, Check for Understanding, Guided Practice, Closure, Independent Practice.

**COVERT**

**OVERT (Oral)**

**OVERT (Written)**

**OVERT (Body Movement)**

- Think of Pair/Share
- Restate in Journals
- Body movement signals
- Recall
- Oral Response
- Model with or without manipulatives
- Imagine
- Cooperative Discussion Groups
- Point to Examples

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- Observe
- Consider

## VI. EVALUATION:

**Student achievement in this course will be measured using multiple assessment tools including but not limited to:**

- Attendance, promptness, proper attire (daily points)
- Participation, cooperation, sincere effort in class activities (daily points)
- Demonstration of yoga etiquette and mutual respect (daily points)
- Observation of student in asana, breath work and relaxation components of the class
- Notebooks & journals kept by students.
- Small group demonstration (rubric assessed)
- Projects on various and related topics (rubric assessed)

The majority of class time will be spent actively practicing yoga with time dedicated to related classroom activity including lecture, research and presentation.

## VII. Textbooks and Supplemental Instruction Materials:

### General Reference Books for Teachers & Students

- Yoga for Beginners; Ansari, Mark and Lark, Liz; New York: Harper Collins Publishers, Inc., 1998.
- The Yoga Handbook; Belling, Noa; New York: Barnes & Noble Books, Inc., 2001
- Yoga, 28 Day Exercise Plan; Hittleman, Richard; New York: Workman Publishing Co., Inc., 1969.
- 101 Essential Tips Yoga; Sivananda Yoga Vedanta Centre; New York: DK Publishing, Inc., 1995
- The Sivananda Companion to Yoga; Sivananda Yoga Center; New York: Simon & Schuster, Inc., 2000.

### Websites:

[www.yogajournal.com](http://www.yogajournal.com)

<https://yogainternational.com/>

## VIII. Rubric or Appendix:

### Suggested Percent of Graded Assessment/ Assignments

A common grading policy ensures consistency between schools and classrooms across the district.

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<b>Assessment/ Assignments</b>			
<b>Not Proficient 1</b>	<b>Partial Proficient 2</b>	<b>Proficient 3</b>	<b>Advanced Proficient 4</b>
Graded Student Assignments/ Assessments			
Average is a 1 or less than 60%	Average is a 2 or 60% - 69%	Average is a 3 or 70% - 84%	Average is a 4 or 85% - 100%
Performance-based Assessments			
Not proficient	Occasionally performs correctly	Performs correctly most of the time	Always performs skill correctly

Sample Rubrics:

<b>Not Proficient 1</b>	<b>Partial Proficient 2</b>	<b>Proficient 3</b>	<b>Advanced Proficient 4</b>
Assessment of Teaching of an Asana: Knowledge			
Not knowledgeable	Somewhat knowledgeable	Knowledgeable	Extremely Knowledgeable
Inaccurate Information	Most information is accurate.	Information is accurate	Information is complete and accurate
Does not meet the student's needs.	Almost meets the student's needs	Meets the student's needs.	Exceeds the student's needs.
Assessment of Teaching an Asana: Organization			
Not Organized	Poorly Organized	Organized	Well Organized
Critical steps omitted	Some steps omitted	Includes basic steps	Able to go through all steps of instruction
Order of steps confusing	Order of steps not accurate	Has clear start, middle, and end	
Assessment of Teaching an Asana: Presentation			
Not Poised	Somewhat Poised	Poised/Assured	Extremely Poised
Embarrassed	Mostly comfortable	Comfortable	Joyful
Not clear	Mostly clear	Clear	Very clear
No demonstration or not helpful	Demonstration partially helpful	Demonstration helpful	Demonstration very helpful
Assessment of Peer Evaluation and Group Participation: Evaluation of Peers			
Weak	Fair	Good	Excellent
Favoritism	Mostly objective	Fair evaluation	Completely objective
Incomplete consideration of criteria	Considers most criteria	Considers almost all criteria	Considers all criteria
Assessment of Peer Evaluation and Group Participation: Group Participation			
Weak	Fair	Good	Excellent
No effort	Minimal effort	Effort to follow student instruction	Strong effort to follow student instruction

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Behavior is harmful to peer teacher	Behavior does not distract peer teacher	Behavior is helpful to peer teacher	Behavior shows good judgment at all times
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