

EPHE 311, Planning Assignment

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UNIT PLAN

Title Of Unit: Yoga (Rhythmic)

Lesson: 1 out of 3

Topic: Yoga basics and expression

Equipment needed: 25 yoga mats, 1 white board.

Subject/Course/Grade: 5-6

Objectives of the lesson (TSWBAT): Psychomotor, cognitive, affective

This lesson aims at engaging students into the world of yoga, and introducing different yoga poses with imagination, creativity, and expression. The teachers objective is to leave the students with a positive reflection on yoga and allocate time for mindfulness and serenity. The students psychomotor outcomes will be to demonstrate the poses covered in the lesson and to increase their flexibility. The students breathing control is introduced and all students are aware of the yoga poses limitations and strengthen and stretch different muscle groups. The students cognitive outcomes are to be able to recall and identify the different poses and provide correct progressions and placement. The students' affective outcomes are to be mindful of themselves and others, to have fun playing and expressing themselves, and to feel connected with others around them, to encourage community, respect, and love.

Parts of a Lesson:

Set up before class:

- Have 25 yoga mats ready and clean.

Activites:

1. Warm-up: Red Light, Green Light
2. Activity #1: Breath control
3. Activity #2: What is Yoga
4. Activity #3: Imagination Yoga
5. Closure

Lesson Description:(Time: 1 mins)

- Arrival

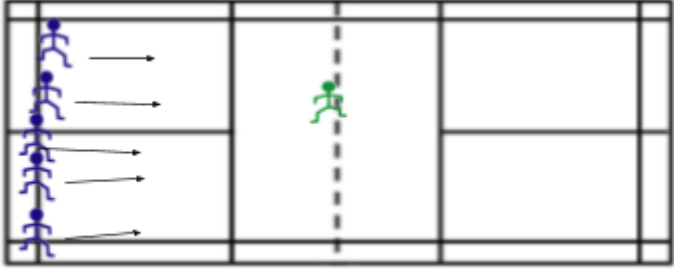
Warm-up: Red Light, Green Light (5 mins)

Skills:

This warm-up game is intended to be a high intense activity to get the kids warm and ready to do yoga. It increases the students heart rate and allows them to get a small introduction into a couple yoga poses.

Instructions:

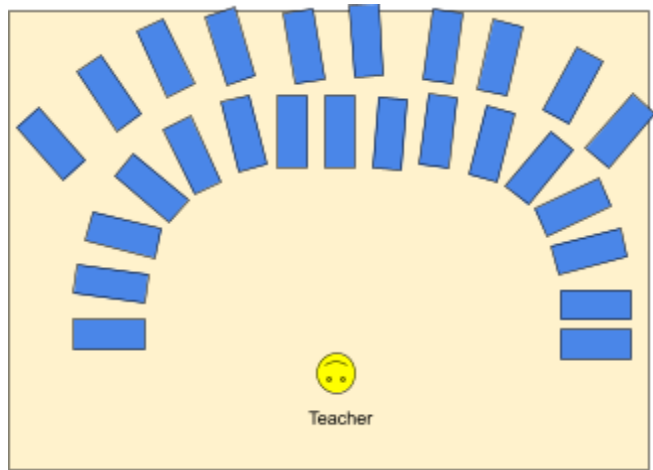
1. Have all the students pretend to be cars, and 1 person who is a light operator.
2. Light operators can call green light, yellow light and red light.
3. Green light means students run as fast as they can to the other side of the gym, yellow light means they move in slow motion, and red light means they stop and do one of the 3 yoga poses.

	<p>4. The yoga poses the teacher will explain prior is downward dog, mountain pose, or forward fold.</p>
<p><u>Modifications:</u></p> <ul style="list-style-type: none"> • This game can be played outside for a larger space and more room to run around. • This game can have additional colours, and you make up rules that go along with them. • Can use different yoga poses. • Can be used with different units, and substitute red light for another drill or activity, or exercise. • This game can be played chaotically outside where students can run wherever they would like. 	<p><u>Diagrams:</u></p> 
<p><u>Safety:</u></p> <ul style="list-style-type: none"> • Have a large enough gym where students do not run into each other. • Make sure students stop and then complete a yoga pose, rather than go straight into a pose, decreasing strains or injuries. 	<p><u>Teaching Cues:</u></p> <ul style="list-style-type: none"> • Ensure that a demonstration and explanation of yoga poses is complete before the game. • Make sure students are aware of their surroundings.
<p>Activity #1: Breath Control (2 mins)</p>	
<p><u>Skills:</u></p> <p>This activity allows students to become quiet and listen to themselves. It sets up important progressions for yoga, and students are able to discover how to breathe deeply. This activity is great for students to calm themselves down and discover how they feel. It will cool them down from their high intensity warm up but still keep them warm in their positions. Overall, this activity teaches self control, breath control, and is an introduction into mindfulness and yoga.</p> <p>This activity is repeated throughout the unit plan to ensure students engage with mindfulness in each lesson, and are prepared and ready for each yoga activity.</p>	<p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. Line up mats throughout the gym and have students sit cross legged. 2. Tell students to breathe deeply, and then exhale slowly through their nose. This will be completed at the students pace. 3. Have students try this 5 times. 4. Have students try in yoga positions, starting easier, with mountain pose, corpse pose, and childs pose. 5. Ask students to think about how they feel, and if they feel tension in their body.

Modifications:

- This could be done at the end of the class to calm students down, and have them lay on their backs.
- This exercise could be useful for mindfulness.
- Have them try to do it more than 5 times.
- Could have students be quiet or allow conversation.
- Quiet music can play.

Diagram:



Teaching Cues:

- Teacher will demo how to breathe from nose, to abs, then to lungs, making sure children are trying to get deep breath

Safety:

- Make sure this activity does not turn into a holding breath contest.
- With Covid, make sure students are spaced out and are not breathing on you or each other.

Activity #2: What is Yoga (7 mins)

Skills:

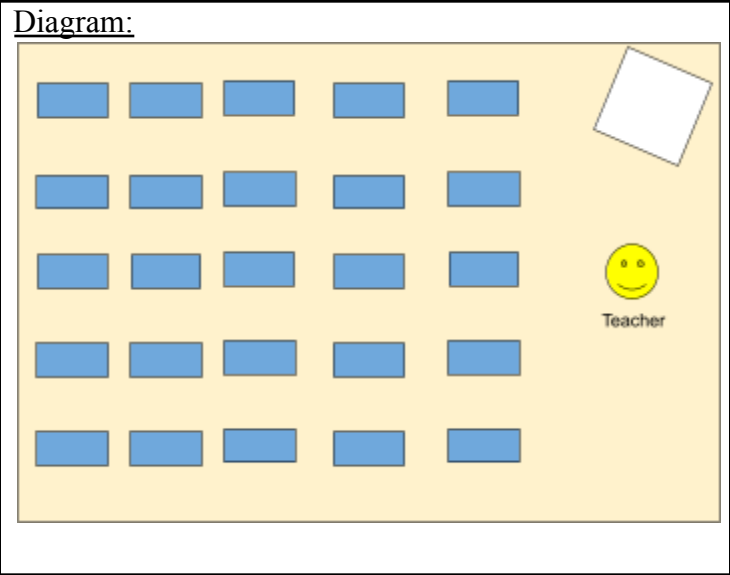
This activity is an introductory lesson for yoga, and provides in depth demonstrations for several yoga poses. This activity is aimed to ensure that students are comfortable partaking in yoga games and yoga flows for the following lessons. The teacher will go into a well developed explanation of several poses and make sure the class is comfortable and understands what part of their body is being worked and used and learning their limitations.

Instructions:

1. Teacher provides a white board with several yoga poses cards (home aid, diagrams, or smart board projection).
2. Ask the students what cards intrigue them and then demonstrate the pose and have the students try themselves.
3. Make sure to cover essential poses, downward dog, cat, cow, triangle pose, warrior I, warrior II, child's pose, forward bend, cobra, and chair pose for following activities in the unit.
4. At the end students should have an understanding of each pose and understand their limitations and safety aspects of each pose.

Modifications:

- Provide several poses with modifications to make sure all students are able to participate.
- Ex. bend knees in downward dog.
- Play music to engage students.
- [UDL 1.2], offer alternatives for auditory information. For all yoga related poses that are practiced, a diagram will be placed at the front of the classroom, and the teacher will provide a demonstration as well as a thorough explanation.



Teaching Cues:

- Describe each pose and what muscles are targeted.
- Demonstrate each pose.
- Explain risks and limitations.
- Have students practice and try to gain a deeper understanding.

Safety:

- Make sure to inform students on pain, and body limitations to reduce injury.
- Be aware of all students attempting each pose and watch for correct form.

Culminating activity: Imagination Yoga (7 mins)

Skills:

This culminating activity allows the students to think creatively and recall yoga poses they have learned through the teachers auditory challenges. The students are able to use their imagination and skills they have learned in this lesson to perform unique and familiar poses that follow their yoga lesson.

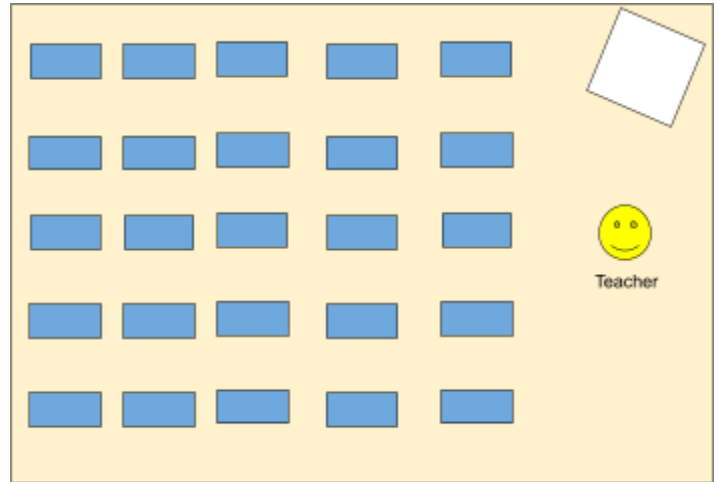
Instructions/ direction:

1. Have the teacher spread out students in the gym and stand at the front.
2. Call out ‘challenges’ for the students to complete on their mat, make sure they follow the idea of the yoga poses you have taught them. Do not worry there is lots of time for creative poses.
3. ‘Challenges’ include “try a pose where one hand and one foot are on the ground”, “try a pose that requires you to balance”, and “try a pose where you look like a cat”, etc.
4. Encourage students to think outside the box, and model poses after they had a chance to show how creative yoga can be.

Modifications:

- Students are able to call out challenges.
- Using diagrams that use certain body parts, such as 2 elbows and 1 knee,, students can look at a smart board for visual challenges.
- [UDL 7.2], optimize individual choice and autonomy. Students are encouraged to use their imagination and creative choice to develop their own yoga poses using cues and visual components. This increases students and their ability to discover new and engaging yoga moves.

Diagram:



Teaching cues:

- Ensure that all students have had an intro to the several yoga poses early in the lesson.
- Try to encourage students to try their own pose and then look around the room.
- Mix up the order of kids so everyone has a turn being in the front and back.

Safety:

- This game has a lot of room for imagination, make sure to set boundaries of what poses are dangerous (handstands, head stands).
- Look around and model if they are confused.

Closure (2 mins)

Wrap up questions and review:

This time is for students to reflect on their introduction to yoga, and they are asked how it makes them feel.

- How was the breathing exercise, how did it make you feel?
- What pose was your favourite?
- Do you feel refreshed?

Team play:

Unfortunately this lesson does not have a lot of team exercises, because it focuses on themselves and their personal yoga journey. Being in a gym surrounded by one another ask them:

- Did you feel connected during the breathing activity?
- Did you learn anything about yourself or your peers?

Title Of Unit: Yoga (Rhythmic)

Lesson: 2 out of 3

Topic: Expression and Strength

Equipment needed: 25 yoga mats, 1 timer, tabata music, 1 white board

Subject/Course/Grade: 5-6

Objectives of the lesson (TSWBAT): Psychomotor, cognitive, affective

This lesson will help students hone their precise movement skills, flexibility, and strength by attaining the certain focuses within each of the following lessons. Additionally, by participating in these lessons students will slowly develop the necessary awarenesses to remember, understand, apply, analyze, evaluate, and create (Ganem, Leisman, Mualem, & Zbedat., 2018) lesson specific understanding and growth. Finally, students understand how they are receiving their own understanding and development, and that of others.

Parts of a Lesson:

Set up before class:

- Tabata Timer Music
- Yoga Lesson
- Mindfulness

Activites:

1. Warm- up: Tabata
2. Activity 1: Breathing control
3. Activity 2: Animal Yoga
4. Cumulative: Freeze yoga
5. Closure: mindfulness/ reflection

Lesson Description:(Time: 1 mins)

- Arrival

Warm-up: Tabata (Time: 5 mins)

In this activity students will participate in a moderate to vigorous tabata cycle to warm up their muscles, heart, and all aspects for yoga. This tabata session will be utilizing [Blinding Lights Tabata music](#) from Tabata Songs on YouTube. Students will participate in roughly 30 beats of an exercise per round. In total the chosen song is eight rounds, and a total of four minutes. This warm-up can be repeated for as many times as seen fit.

Exercises:

Round one: High Knees, Round Two: Star Jumps, Round Three: Jumping Jacks, Round Four: Plank walk out, Round five: Mountain climbers, Round six: Lunge Hops, Round Seven: Squat Jumps, Round Eight: Jumping Jacks with toe touch.

Skills:

- Understanding of tabata.
- Activity includes exercises such as, star jumps, high knees, and plank walk, etc.
- Students stamina, timing, and flexible motion are engaged.

Instructions:

1. For this activity the gym will need to be clear of any objects. Students should be at least an arms distance apart.
 2. The students will then be briefed on each individual exercise to ensure familiarity.
 3. Students will also be taught how a Tabata timer works. Ensure to describe that there are verbal cues in the music.
 4. Once the music begins the students will follow the music's cues. For example, there will be a count in and out of each round.
 5. You may do this as many times as necessary to ensure an optimal warm-up.
- See pictures below for some inspiration.

Modifications:

- If needed students can be provided with alternate exercises to complete.
- Following UDL Guidelines students will also be given the opportunity to visualize the exercises prior to the tabata warm-up. This will be achieved by having the exercises written on the board for everyone to see. (UDL 1.1)
- Following UDL Guideline 3.2 key elements will be addressed so that students are able to classify the important vs. unimportant. Further, this guideline will help relate to the big ideas and core competencies within the curriculum.
- All exercises will have a modification so that if a student is unable to complete on, there will be another option to engage full participation.

Safety:

- Prior to the tabata students will need a basic understanding of how to complete the movements in a protective manner.
- Students will also need to be aware of their own pace and abilities so that they are not over-exerting themselves.
- The gym will also be supplied with a first aid kit.

Teaching Cues:

- Teacher will demonstrate all of the exercises to ensure proper form. An excerpt from the tabata music can be used as an example.

Diagrams:



Activity #1: Breath Control (2 mins)

Skills:

This activity allows students to become quiet and listen to themselves. It sets up important progressions for yoga, and students are able to discover how to breathe deeply. This activity is great for students to calm themselves down and discover how they feel. It will cool them down from their high intensity warm up but still keep them warm in their positions. Overall, this activity teaches self control, breath control, and is an introduction into mindfulness and yoga.

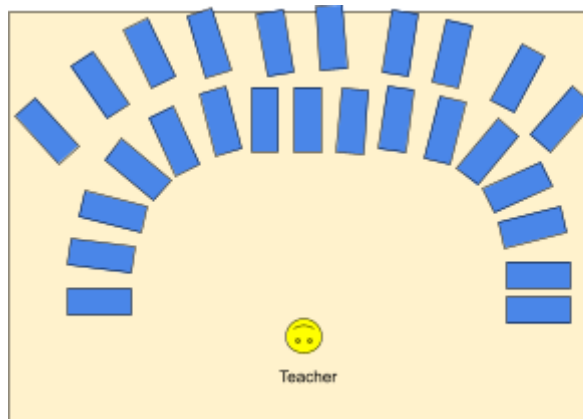
Instructions:

1. Line up mats throughout the gym and have students sit cross legged.
2. Tell students to breathe deeply, and then exhale slowly through their nose. This will be completed at the students pace.
3. Have students try this 5 times.
4. Have students try in yoga positions, starting easier, with mountain pose, corpse pose, and childs pose.
5. Ask students to think about how they feel, and if they feel tension in their body.

Modifications:

- This could be done at the end of the class to calm students down, and have them lay on their backs.
- This exercise could be useful for mindfulness.
- Have them try to do it more than 5 times.
- Could have students be quiet or allow conversation.
- Quiet music can play.

Diagram:



Teaching Cues:

- Teacher will demo how to breathe from nose, to abs, then to lungs, making sure children are trying to get deep breath

Safety:

- Make sure this activity does not turn into a holding breath contest.
- With Covid, make sure students are spaced out and are not breathing on you or each other.

Activity #2: Animal Yoga (5 mins)

Skills:

This activity is less intense and is a chance for students to calm down a bit and stretch in a fun and engaging way.

Students' creativity is encouraged and their imagination is utilized in forming different animals and manipulation of their body. This is a fun introductory activity into yoga as it helps guide students into the idea that stretching is fun and strength has symbols.

Students increase their yoga skills and are stretched and ready to begin their lesson.

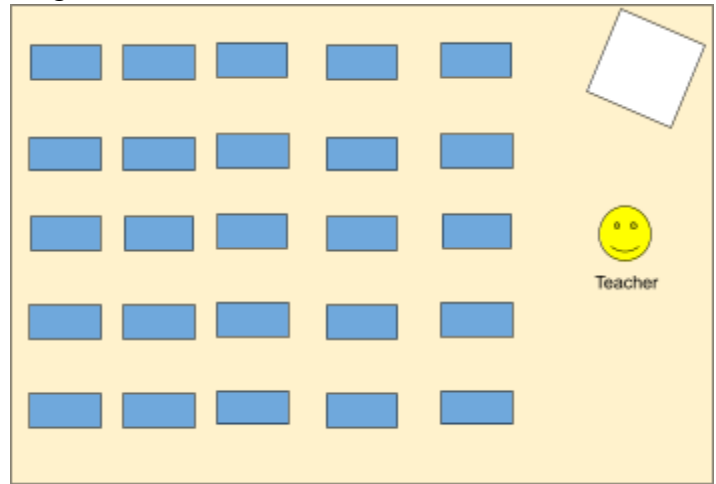
Instructions:

1. Play music to have some fun and encourage kids to sing or dance in between animal poses.
2. Have students spread out on mats around the gym.
3. Students then listen to the teacher list an animal, and use their creativity to do a pose that mimics the animal. They hold the pose for 10-20 seconds.
4. Some animal examples, cow, cat, flamingo, bird, dog, frog, crab.

Modifications:

- Have the students pick animals, as well as the teacher.
- Could do this with doing poses that mimic objects as well or things in nature.

Diagram:



Teaching Cues:

- Make sure students are all creating their own versions and not copying other students' ideas. As this activity focuses on expression.
- Encourage students to use their bodies, hands and feet.
- Provide images of these animals if students are confused or need some guidance.
- Make sure students are able to hold their poses, and encourage poses that are sturdy.

Safety:

- Encourage expression of ideas, however make sure students are not exerting their bodies improperly or being unstable.
- Have mats be a safe distance from each other.

Culminating activity: Freeze Yoga (7 mins)

Skills:

This is a moderate activity and involves dancing (twirling, running, swinging), stretching (bending, balancing, and twisting), and strength. The students are able to express themselves through dance and have the freedom to move as they feel. Then the students move towards learning new yoga skills and deepening their level of understanding of calmness, breathing, and strength. This skill is intended to expand students' knowledge of yoga poses and increase their flexibility in a fun and engaging way. It then embeds rhythm and movement catered towards students' regulating and controlling their bodies.

Instructions/ direction:

1. The teacher will have diagrams of several yoga poses on the board. (In the previous lesson students have gone through and discussed and demonstrated).
2. Put on music (calmer but still upbeat) and have the students dance.
3. The teacher will then pause the music and point at a random yoga move on the board.
4. The board diagram will include downward dog, warrior 1 and 2, child's pose, mountain pose, forward bend, and triangle pose.
5. The students will then all freeze like the yoga move for 15-20 seconds.
6. The teacher will then play the music and pick a different pose.

Modifications:

- Teachers can make themes, for different holidays.
- Students can pick their own moves/ stretches.
- Teachers are able to replace dance with any area, such as running, or embed it into a sport.
- Switching up yoga poses to make it more difficult or easier depending on students ability.

Diagram:



Teaching cues:

- Make sure students have the freedom to dance and encourage participation.
- Make sure students are building on their understanding of the skills from the previous lesson.
- Encourage students to hold poses for the full time and breathe, remind them of what this looks like from the previous lesson.

Safety:

- Ensure that the teacher has demoed skills and explained the proper way to achieve each pose.
- Ensure students have space to dance, and are aware of others.
- Have teachers monitor and help if students need assistance.

Closure (3 mins)

Wrap up questions and review:

The question that the students are asked to review is how their mindfulness and mindfulness understanding have been impacted by this lesson. Further, students are asked to consider how they felt personally throughout the course of this lesson.

- How are you feeling?
- What areas of your body had tension?
- Do you feel more relaxed/ awake?

Team play:

This lesson has required students to be aware of team play (acting in cooperation as a class). Students will be asked to consider how their definition of team play has changed over the course of this lesson. Additionally, this reflection will include their initial understandings and definitions of team play.

- What did you notice when everyone was breathing together?
- How do you feel that yoga brought you together?

Title Of Unit: Yoga (Rhythmic)

Lesson: 3 out of 3

Topic: Yoga Flow and Dance

Equipment needed: 25 yoga mats, 1 timer, 1 white board, 1music playing device, box for yoga mats after use, masking tape or floor markings, emotion cards, whistle, box for emotion card distribution, and adequate space for movement.

Subject/Course/Grade: 5-6

Objectives of the lesson (TSWBAT): Psychomotor, cognitive, affective

This lesson will help students refine and review their precise movement skills, flexibility, and strength by attaining the certain focuses within this lesson. Additionally, by participating in the lesson students will gain the necessary awarenesses to remember, understand, apply, analyze, evaluate, and create (Ganem, Leisman, Mualem, & Zbedat., 2018) lesson specific understanding and growth. Finally, students will learn how to connect their learnings from throughout this unit.

Parts of a Lesson:

Set up before class:

- For the warm-up write down the desired locomotive movements. (running, bunny hops, skipping, side leaps right, side leaps left, walking, bear crawl, and crawling)
- Place all yoga mats in a circular formation around the gym.
- Ensure that there is enough room outside of the circle for student movement.
- Have music/audio pre-loaded and ready to go.
- Write specific information/instructions on the white board. (Instructions should be: Once you are ready proceed to a yoga mat for the salutation exercise. Have listening ears and eyes to ensure understanding. After my direction that the salutation is over, roll up your yoga mat place in the designated box and spread out for the dance activity.)

Activites:

1. Yoga Salutation (Sun Salutation)
2. Dancing with Emotion

Lesson Description:(Time: 1 mins)

- Arrival

Warm-up: Round and Round the Gym We Go (Time: 5 mins)

Students will be directed to look at the locomotive movements on the board. Then the teacher will ensure understanding, and commence the activity. By participating in this warm-up students will be warming up their cardiovascular systems, preparing their muscles and joints, and ensuring they are mentally prepared for the class ahead.

Skills:

- Understanding the locomotive movements required.
- Participation to the students' fullest and best abilities.
- Preparing the students' bodies for the activities ahead.

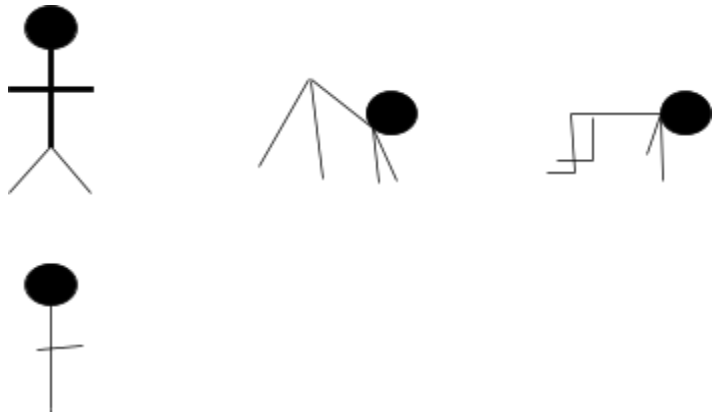
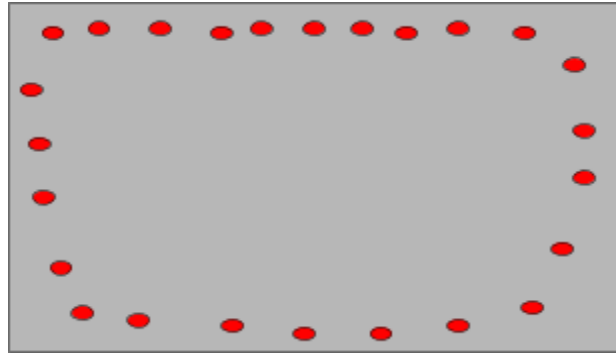
Instructions:

- Enter into the gym and read the board with the locomotive movements.
- Engage with their classmates and teacher to ensure students' understanding of the movements. (student volunteer to show movements or teacher shows movements initially and students copy)
- Students will complete each activity for approximately 1 minute (1.6 minutes) for each of the 8 motions.
- Students will listen for the teachers whistle which will signify the switch.

Modifications:

- If needed students can be provided with alternate exercises to complete.
- Following UDL Guidelines students will also be given the opportunity to visualize the exercises prior to the warm-up. This will be achieved by having the exercises written on the board for everyone to see. (UDL 1.1)
- Following UDL Guideline 3.2 key elements will be addressed so that students are able to classify the important vs. unimportant. Further, this guideline will help relate to the big ideas and core competencies within the curriculum.
- All exercises will have a modification so that if a student is unable to complete on, there will be another option to engage full participation.

Diagrams:



Teaching Cues:

- Teacher or student volunteer will demonstrate all of the exercises to ensure proper form. The teacher will blow the whistle once so that the students know what to listen for.

Safety:

- Prior to the warm-up students will need a basic understanding of how to complete the movements in a protective manner.
- Students will also need to be aware of their own pace and abilities so that they are not over-exerting themselves.
- The gym will also be supplied with a first aid kit.

Activity #1: Breath Control (2 mins)

Skills:

This activity allows students to become quiet and listen to themselves. It sets up important progressions for yoga, and students are able to discover how to breathe deeply. This activity is great for students to calm themselves down and discover how they feel. It will cool them down from their high intensity warm

Instructions:

1. Line up mats throughout the gym and have students sit cross legged.
2. Tell students to breathe deeply, and then exhale slowly through their nose. This will be completed at the students pace.

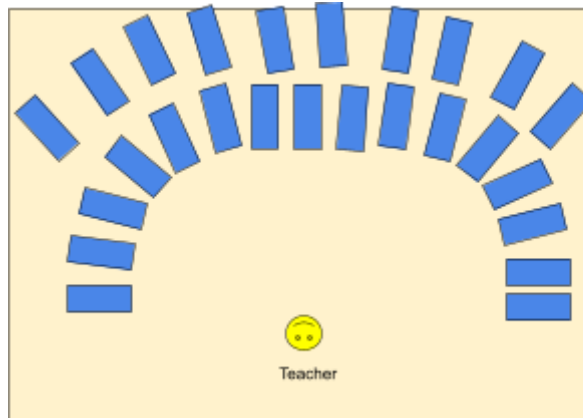
up but still keep them warm in their positions. Overall, this activity teaches self control, breath control, and is an introduction into mindfulness and yoga. This activity is repeated throughout the unit plan to ensure students engage with mindfulness in each lesson, and are prepared and ready for each yoga activity.

3. Have students try this 5 times.
4. Have students try in yoga positions, starting easier, with mountain pose, corpse pose, and childs pose.
5. Ask students to think about how they feel, and if they feel tension in their body.

Modifications:

- This could be done at the end of the class to calm students down, and have them lay on their backs.
- This exercise could be useful for mindfulness.
- Have them try to do it more than 5 times.
- Could have students be quiet or allow conversation.
- Quiet music can play.

Diagram:



Teaching Cues:

- Teacher will demo how to breathe from nose, to abs, then to lungs, making sure children are trying to get deep breath

Safety:

- Make sure this activity does not turn into a holding breath contest.
- With Covid, make sure students are spaced out and are not breathing on you or each other.

Activity #2: Sun Salutation (Surya Namaskar) (10 minutes)

Skills:

This activity will allow students to review several of the yoga positions covered in class thus far. This activity is designed to follow the traditional sun salutation which will introduce students to further yoga culture, broaden their yoga understanding, and help them improve physically. Specifically, students

Instructions:

1. Line up the yoga mats in the same orientation as the breathing activity.
2. Instruct and model the starting position (Mountain pose)

will garner improved flexibility, mobility, and strength.

3. Once all students are ready to begin the salutation the teacher will commence the salutation process.
4. The teacher will slowly guide students into pose one (forward fold). This position will be held for 30 seconds.
5. To transition to the second pose everyone will come out of the forward fold into a toe touch (they will hold for roughly 10 seconds) then, everyone will slowly walk their hands forward and move their body in horizontal alignment with the floor into the plank position. (hold for 30 seconds)
6. From plank students will be guided to lower their bodies slowly to the floor and push upwards into cobra pose. (hold for 30 seconds)
7. Next, the teacher will lead students to slowly come out of cobra pose and again let their body come into contact with the floor. After a few breaths here guide students to come to flip their feet (toes pressed on the ground) and slowly lift their bum into downward facing dog. (Hold for 30 seconds).
8. From downward dog students will walk their hands towards their toes and stay in a toe touch. (Hold for 30 seconds).
9. Next, slowly move into a forward fold, hugging the legs with arms. (Hold for 30 seconds).
10. Finally, students will slowly move to upright standing positions reaching their hands straight to the sky. (Hold 30 seconds) then, lower your arms and place them at the heart center.
11. Look around the room and offer gratitude to everyone for participating in the salutation.
12. Optional: If more practice is desired or needed this process can be repeated.

Modifications:

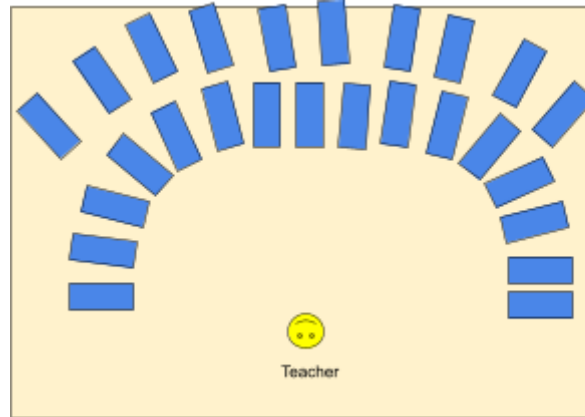
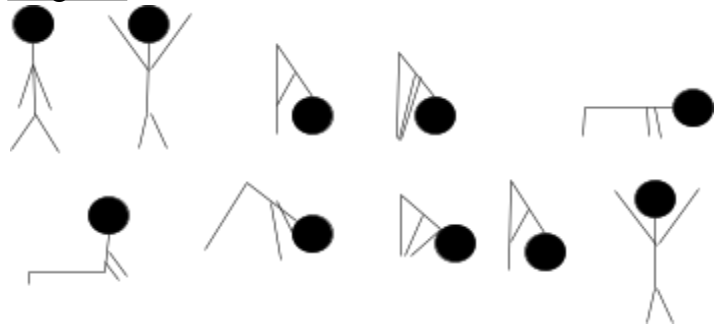
- All students will have different levels of ability and comfort with these yoga positions and movements.
- The students will be provided with the following alterations.

Cobra pose - Instead students could rest on their forearms creating a lower backbend position.

Downward dog- students can choose to slowly and gently walk feet and legs while remaining in the pose depending on their bodies needs.

- If at any point the students feel strained or uncomfortable they will be able to take a momentary pause if necessary.
- The teacher will remain cognizant of the students progress and visual or verbal expressions of discomfort or concern.

Diagram:



Teaching Cues:

- The Teacher will guide and participate in the entire sun salutation to ensure students have a guide during each step of the process.
- The teacher will use patience and consideration while guiding the students.
- The Teacher will be aware of and help students to perform poses safely and steadily.

Safety:

- Ensure that the teacher has demoed skills and explained the proper way to achieve each pose.
- Ensure students have space to complete the salutation, and are aware of others.
- Have teachers monitor and help if students need assistance.
- Ensure the gym has a first aid kit.
- Have all directions, instructions, and poses laid out on the board to ensure student readiness.

Culminating activity: Dancing with Emotion (2 class sessions)

Skills:

This activity will allow students to review the dance movements covered as a class, the ideals and concepts of sequencing, and will help them expressive creativity and emotion through dance. By participating students will gain flexibility, better body movement, an awareness of their body in relation to space, and creative expression with emotion. This lesson connects to emotional intelligence and development.

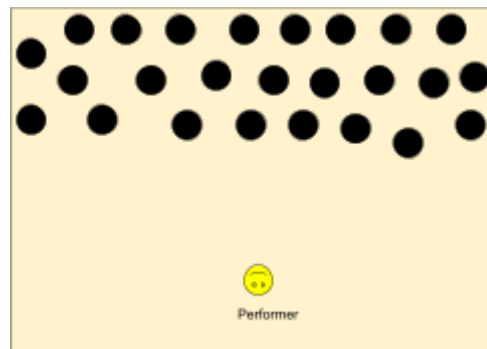
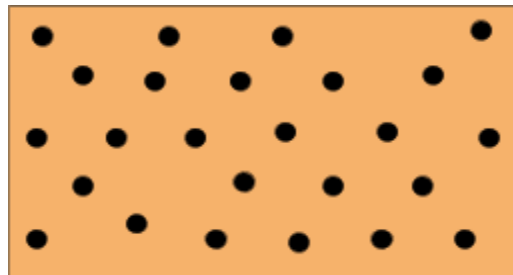
Instructions/ direction:

1. Have students select an emotion from a basket of various emotions.
2. Once the students have the emotion they will be given the chance to think about it and ask any questions.
3. Students will spread out and choreograph their own dance based on the emotion they are trying to portray. (the dance should have some of the movements and motions covered in class. This can include some of the yoga positions.)
4. Once students have gotten their dance and are comfortable with it, they will perform to their peers.
5. Students will arrange in a semi circle and watch each others' dances. Once complete students will have to guess the portrayed emotion.
6. After complete students will fill out a self-evaluation on their participation and understanding and another on how they found this lesson to be.

Modifications:

- All instructions and guidelines will be written on the board and also delivered orally for the class.
- Students will be able to request and review steps with the teacher.
- Because students are choreographing their own dances they will be reminded to stay within their capability level.
- Safety measures will be taken by reiterating the proper way to do the most popular yoga or dance movements.
- When the performances are occurring students will be reminded to be respectful to their peers.

Diagram:



Teaching cues:

- The teacher will conduct the emotion selection process by going around the students with a basket for the random draw.
- The teacher will help remind students of the most popular dance or yoga movements.
- The teacher will remind the students how to act in accordance with safety and respect.
- The teacher will be present at all times during the choreographing process to answer any student questions.
- The teacher will monitor the student performance process to ensure respect and good audience behaviour.

Safety:

- Ensure that the teacher has demoed skills and explained the proper way to achieve each dance movement or pose.
- Ensure students have space to complete the choreographing and performance.
- Ensure students remain aware of their position and space in the gym.
- Have teachers monitor and help if students need assistance.
- Ensure the gym has a first aid kit.
- Have all directions, instructions, dance movements, and poses laid out on the board to ensure student readiness.

Closure (3 mins)

Wrap up questions and review:

The question students are asked to review is how students feel physically after completing the sun salutation. Specifically, if they feel more physically alert. Additionally, students will be asked to consider their emotional representation and awareness before and after the dancing with emotion lesson.

- Do you feel more physically alert after completing the sun salutation? How did you feel during this practice?
- Do you think you are more aware of an emotions representation after practicing and then performing your emotional representation through dance? How?

Team play:

Throughout this lesson students have needed to be aware of their position and that of others while moving in and around the space of the gym. Respect of self and classmates was essential as students were watching the performances of their peers.

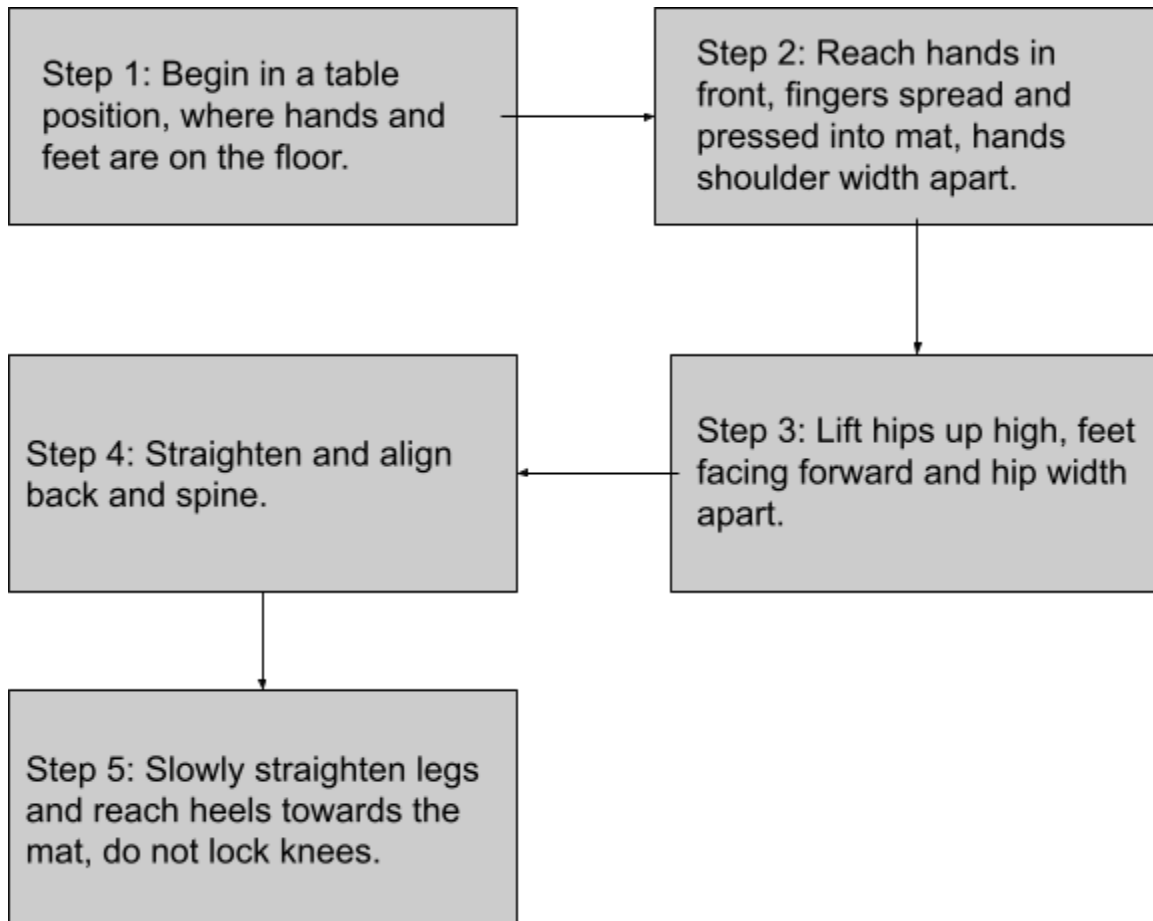
Appendix:

1. Systematic task analysis

Downward Dog:



Photo Credit: <https://www.ekhartyoga.com/resources/yoga-poses/downward-facing-dog-pose>



2. UDL Guidelines:

Lesson 1:

- [UDL 1.2], offer alternatives for auditory information. For all yoga related poses that are practiced, a diagram will be placed at the front of the classroom, and the teacher will provide a demonstration as well as a thorough explanation.
- [UDL 7.2], optimize individual choice and autonomy. Students are encouraged to use their imagination and creative choice to develop their own yoga poses using cues and visual components. This increases students and their ability to discover new and engaging yoga moves.

Lesson 2:

- [UDL 1.1], Students will also be given the opportunity to visualize the exercises prior to the warm-up. This will be achieved by having the exercises written on the board for everyone to see.
- [UDL 3.2], key elements will be addressed so that students are able to classify the important vs. unimportant and relate to big ideas and core competencies within the BC PHE curriculum.

Lesson 3:

- [UDL 1.1] Students will also be given the opportunity to visualize the exercises prior to the warm-up. This will be achieved by having the exercises written on the board for everyone to see.
- [UDL 3.2], key elements will be addressed so that students are able to classify the important vs. unimportant and relate to big ideas and core competencies within the BC PHE curriculum.

3. Assessment:

My Goals, Objectives, and Reflection for yoga and dance

Student Unit Log: Name: _____ Date: _____

As mentioned in the UDL guideline 6.1 students should be given an opportunity to state their goals, objectives, and approximate schedules. The teacher should also have one of these completed as a model.

Section 1: To be completed after unit introduction and description:

What are my goals for this unit?

- _____
- _____
- _____

What are the main objectives of this unit? How will you try and achieve them?

Section 2: To be completed after lesson 1 (Yoga Basics and Expression)

Please circle the yes or no statement honestly. This section allows us (the teacher) to see your progress and comfort level regarding the completed lesson.

I found the poses to be explained clearly making them easier to understand. YES NO

I found the teachers to be supportive during the lesson. YES NO

I found the poses to be appropriate for my abilities. YES NO

If I found a pose difficult, the teacher offered modifications or explanation. YES NO

What was your favourite pose? Your least favourite?

Section 3: To be completed after lesson 2 (Expression and Strength)

Please circle the yes or no statement honestly. This section allows us (the teacher) to see your progress and comfort level regarding the completed lesson.

I found the Tabata warm-up to be effective and helpful. YES NO

I found the Tabata warm-up to be appropriate for my skill level. YES NO

Before this lesson I have experienced Tabata before. YES NO

The breath control helped me feel more relaxed. YES NO

I found the animal yoga helpful in remembering the yoga positions in lesson 1. YES NO

The poses in the animal yoga were enjoyable. YES NO

Section 4: To be completed after lesson 3 (Yoga Flow and Dance)

I found the sun salutation to be a good review of all the yoga covered in class. YES NO

I found the sun salutation to be peaceful and calming. YES NO

I found the dancing with emotion to be helpful in understanding emotional expression. YES NO

Self- reflection:

Please use the section below to identify what you enjoyed the most about the lesson and why.

Explain what you didn't like and how it could have been made better. Explore your participation, did you participate to the best of your abilities? If not, was there something hindering your process? What would have liked to see more of?

Unit Reflection - Teacher **Unit:** _____ **Date:** _____

Complete this sheet after the unit has been completed.

How were the lessons organized? GOOD MEDIUM BAD

What would I do to make them more effective? What went good and bad?

How did students react throughout the unit? GOOD MEDIUM BAD

Comments:

How would I change the unit before I teach it again?

The Emotion Cards - To be used with Dancing with Emotion:



Grading Rubric – Assessment

80-100% Exceptional understanding and demonstration

- Clearly demonstrating participation and understanding
- Used perseverance and continued to refine the positions
- Demonstrated clear interest in the topic

70-79% Good understanding and demonstration

- Clearly demonstrated participation and understanding at a good level.
- Used some perseverance to achieve the poses
- Demonstrated good interest in the activity

60-69% Adequate understanding and demonstration

- Participation is sometimes present but focus wavers
- Completes poses and a good level, doesn't work towards refinement
- Little interest demonstrated

50-59% Minimal understanding and demonstration

- Participation sometimes present, needs constant encouragement
- Sometimes completes poses
- No real demonstrated interest.

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