

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Yoga

DATE: March 2008

SUBJECT AREA: Elective

PROPOSED GRADE LEVEL(s): 11-12

COURSE LENGTH: One Year

GRADING: A-F or Pass/Fail

NUMBER OF CREDITS: 5/Semester

PREREQUISITES: None

COURSE DESCRIPTION:

Yoga practice is a system for integrating the body and the mind using the breath as the link. It is appropriate for all levels of fitness. Students learn a series of physical postures as well as practical methods for relaxation, proper breathing, and concentration that promote health, alleviate stress, improve skeletal alignment, and increase muscular strength and flexibility. The course also provides an introduction to basic principles of anatomy and physiology as they relate to yoga practice.

GENERAL GOALS/PURPOSES:

- Improve overall fitness, especially flexibility, endurance, and strength.
- Develop greater balance and alignment of the spine.
- Build awareness of the body-mind relationships.
- Self monitor physical fitness and independence through evaluation of skill and knowledge of a safe yoga practice.
- Introduce breathing practices that promote concentration and support postures.
- Identify basic anatomy and physiology concepts that underlie the postures of yoga

STUDENT READING COMPONENT:

Reading will be related to the anatomy and physiology of the postures being practiced in class and will be limited to short articles and diagrams)

STUDENT WRITING COMPONENT:

Writing will be related to the principles and practices reflected in the Yoga course.

STUDENT ORAL COMPONENT:

Yoga is practiced in silence. Students will develop listening skills necessary for one's self-knowledge and improved communication with others.

DETAILED UNITS OF INSTRUCTION:

First Semester: Beginning Yoga

Introduction to 20-30 poses, the related anatomy and physiological impact. Emphasis will be on safe, individual practice and building flexibility and strength.

1. Introduction
 - a. Safety

- b. Use of props
 - c. Basic relaxation pose
 - d. Warm-up Sequence
 - e. Anatomy and Physiology: Cardiovascular System, Immune System and Cellular Respiration
2. Balancing the spine
 - a. Back bends
 - b. Forward bends
 - c. Twists
 - d. Restorative poses
 - e. Anatomy and Physiology: Central Nervous System
3. Standing Series
 - a. Sun Salute
 - b. Warrior poses
 - c. Triangle
 - d. Lateral Angle
 - e. Anatomy and Physiology: Skeletal Muscular System
4. Sitting Series
 - a. Boat
 - b. Bound angle
 - c. Staff
 - d. Seated wide angle
 - e. Anatomy and Physiology: Skeletal Muscular System
5. Knees Series
 - a. Cat
 - b. Pigeon
 - c. Child's
 - d. Camel
 - e. Anatomy and Physiology: Skeletal Muscular System
6. Supine
 - a. Belly Twist
 - b. Bridge
 - c. Fish
 - d. Couch
 - e. Anatomy and Physiology: Digestive System
7. Prone
 - a. Bow
 - b. Cobra
 - c. Locust
 - d. Anatomy and Physiology: Endocrine System
8. Arm Support
 - a. Crane
 - b. Down Dog
 - c. Plank series
 - d. Upward Dog
 - e. Anatomy and Physiology: Skeletal Muscular System
9. Balance
 - a. Dancer
 - b. Tree
 - c. Rotated Triangle
 - d. Eagle
 - e. Anatomy and Physiology: Peripheral Nervous System
 - f.

10. Inversions

- a. Support shoulder stand
- b. Anatomy and Physiology: Lymphatic system

Second Semester – Intermediate Yoga

Practice beginning poses. Introduce intermediate and advanced forms. Introduce continuous sequences in which one pose flows into the next. Continue to develop understanding of the physiological affect of regular practice. Discuss nutrition and daily habits that promote physical, mental, and emotional well-being. Emphasis will be on establishing a personal practice for life-long health.

Sample lesson

Theme: hip-opening poses

Opening (5 minutes)

Begin with a standing forward bend with hands on a block for support, reclining pigeon pose (ankle-to-opposite-knee hip stretch) or a reclining one-leg hamstring stretch using a strap. You will return to this yoga pose later when you invite students to notice changes in the pose after a patient practice of hip-opening. The pose should be gentle enough to be practiced without much preparation.

Guide students to only go as far as they comfortably can in the chosen pose. They are collecting information about where they are in the present moment. As students relax in the yoga pose, you can introduce some basic anatomy information about the hips that will encourage the theme of patience. Explain that the hips have many layers of muscles, and that as one layer relaxes (for example, the gluteus maximus), students may become aware of sensation in a deeper muscle (for example, the piriformis).

Warm-Up (10-15 minutes)

Continue the practice with a dynamic warm-up.

- cat/cow on all fours
- moving between downward facing dog and child's pose
- sun salutations

In each forward bending movement, guide students to notice how the forward tilt of the pelvis gently pulls the hamstring muscles at the back of the hips.

Standing Yoga Poses (15-20 minutes)

Choose standing yoga poses that use the hip muscles for strength and steadiness. These poses will create heat in the hips and prepare students for deep opening.

- Chair pose
- warrior poses
- standing balancing poses (such as tree pose) that use the deep rotator muscles of the hips to anchor the balance.

To bring the theme of patience to this part of the class, stay in the poses a little bit longer than students are used to. Encourage them to find a way to be both steady and comfortable in each pose. Ask “What would you do differently in this pose if you had no idea whether we would be here for five more breaths or 500 more breaths? What can you do to relax unnecessary struggle in the pose, while still honoring its integrity?”

Deep Release (15-20 minutes)

For this final part of class, choose a sequence that will stretch muscles all the way around the hip.

- head to knee pose, can emphasize the hamstrings and lower back
- cow face pose and spinal twists, provide greater access to the abductors and external rotators of the hip
- Seated side bends allow students to feel how the muscles of the side trunk and low back connect to the pelvis
- Bound angle and wide angle forward bend open the groin and adductors
- Pigeon pose might be a good apex pose, as it requires openness in many of these areas.

After five breaths in each pose, ask students to notice what they feel, and then give them the space to observe sensation. Let students know that the sensation of stretch should dissolve rather than intensify.

Closing (5 minutes)

Bring students back to the same check-in pose from the opening of class. Ask them to notice how the pose feels now. Ask if certain landmarks (such as how far they can reach in the pose) have changed.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND / OR THE FCUSD EXIT EXAMS:

None

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Health Grades 9-12

Unifying Idea

Acceptance of personal responsibility for lifelong health

1. Students will demonstrate ways in which they can enhance and maintain their health and well-being
 - a. Human body
 - b. Food choices
 - c. Physical activity
 - d. Mental and emotional health
2. Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.
 - a. Disease prevention

Biology/Life Science Grades 9-12

1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells
9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.
 - a. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
 - b. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
 - c. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.
 - d. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.

Physical Education Grades 9-12

High School Course 1

3. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.

3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.

3.5 Evaluate and refine personal goals to improve performance in physical activities.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

Self-Directed Learners who will learn to set and reach personal goals in fitness and health.

Effective Communicators who will listen and respond in a positive manner to instruction

Quality Producers/Performers who continually assess, evaluate, and adjust personal performance

Constructive Thinkers who will analyze impact of practice on improved health and apply yoga practices to life-style choices.

Collaborative Workers who will contribute time, energy and positive ideas to the classroom as a whole and actively and politely listen.

Responsible Citizens who will contribute positive time, energy, and talent to improve the welfare of themselves and others; develop and demonstrate habits of personal wellness and safety, while developing a sense of self-discipline; demonstrate care, respect, and pride for themselves, their peers, their classroom, their school and their community.