

# Yoga 11

*Guide*

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Yoga 11

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Prepared by the Department of Education and Early Childhood Development

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# **Yoga 11**

**Draft, June 2010**



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# Introduction

## EGLs for Yoga 11

How this course will help students to achieve the Essential Graduation Learnings.

### **Aesthetic Expression**

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Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

- create unique fluid expressions of the postures and the transition from one to another
- create their own yoga posture sequences complemented with music that draws from the ancient traditions of India
- use various art forms as a means of formulating and expressing ideas
- use various forms of art when designing projects and group presentations

### **Citizenship**

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Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context

- explore the value of non-violence and compassion in the context of self, peers, family, school and community
- investigate how different forms of yoga were constructed in a historical context
- celebrate the similarities among various cultural spiritual tenets
- understand the contribution of diverse cultures to Canadian society
- interpret their own identity and values
- understand the impact that personal choices have on the environment
- model and practice the principles of kindness and compassion in the community through leading by example within the school
- draw similarities between their own experiences and values with those of others in a local and global context
- demonstrate acceptance for the feelings and ideas of others

## Communication

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Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

- learn to self-reflect, explore, and express their own ideas through discussion, writing and other artistic representations with respect and sensitivity to the ideas of others
- demonstrate an understanding of yoga postures and principles by expressing and presenting them through movement or words
- learn words that describe specific yogic philosophy and postures through the ancient Indian language of Sanskrit
- deliver oral and/or written presentations to an audience
- communicate effectively in group activities and partner postures
- communicate effectively when presenting information, or instructing aspects of the practice of yoga
- evaluate and demonstrate effective communication strategies in a variety of interpersonal situations
- listen effectively to analyse and evaluate others' ideas and opinions

## Personal Development

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Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

- practice yoga in a learning environment that engages students physically, mentally, emotionally, and spiritually
- practice yoga in a learning environment in which they make conscious choices about how they are engaging their body and mind in daily life
- make appropriate decisions and take responsibility for those decisions
- demonstrate the connection between body, mind, and spirit
- recognize that yoga is an example of an activity that promotes health, fitness, and recreation for people of all ages and fitness levels
- demonstrate self awareness in the context of personal understanding and development
- make appropriate decisions and take responsibility for those decisions
- demonstrate leadership skills in a variety of situations
- demonstrate coping, self-management and interpersonal skills needed to participate and contribute in small and large group situations
- reflect critically on personal development in a variety of situations
- reflect and communicate personal values and priorities in order to better establish personal goals and to determine group goals

## Problem Solving

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Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

- learn conflict resolution skills by developing skills for coping with their own impulses, gaining mental clarity amidst challenging circumstances, and practicing communication about needs and interests
- learn techniques and skills surrounding observation, information gathering and solution seeking
- use a variety of strategies and perspectives with flexibility and creativity in order to affect change
- solve problems individually and collaboratively
- acquire, process, and interpret information critically to make informed decisions on projects and assignments
- evaluate ideas and progress once plans (personal wellness plans) have been implemented
- learn to ask questions, explore problems and generate possible solutions

## Technological Competence

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Graduates will be able to use a variety of technologies, demonstrate an understanding of the technological applications, and apply appropriate technologies for solving problems.

- use various technologies and software to research and organize projects and class presentations
- use various technologies such as moodle to share reflections with teacher online
- locate, evaluate, adapt, create, and share information using a variety of sources and technologies
- use technologies related to film and video for presentations and class projects that are taped for evaluation and self-reflection purposes
- evaluate the contrast between the practice of yoga and the information age and find ways in which they support one another

## Overview for this Course

Yoga 11 introduces students to the ancient tradition of Yoga in its various forms and styles. With its vast capacity to bring vibrant health to body, mind, and emotions, the intention is for students to develop a lifelong personal practice of yoga not only to maintain exceptional physical condition, but also to develop healthy relationships with self and others. Above all, this is an activity that students can enjoy as a regular form of recreation for the remainder of their lives.

Students will participate in various activities, including the physical practice, personal reflection, partner exercises, group discussion, and classroom theory.

The physical aspect of yoga involves the acquisition and development of skills such as strength, flexibility, cardiovascular endurance, balance, regulation of energy through breathing and mental

focus. All of these skills are of significant benefit to one's overall health and well being as well as other physical pursuits.

Classroom sessions will address topics such as: the essentials of good nutrition, ethical principles (like kindness, generosity, and mutual respect), and learning experiences which empower students to become positive and purposeful members of society.

## Rationale

Yoga in its truest sense is a practice of radical transformation. It is an effective system for fostering self-care, empowering students to take charge of their own lives and become confident, healthy, and resilient adults. Its holistic nature also encourages respectful interactions with others and the earth.

Ultimately, the main message of yoga is that we all possess goodness within and that we are all worthy of love, just as we are. When this is realized, a new sense of self-love and respect is experienced, leading to a greater connection to the sacredness of all life.

Yoga 11 is designed to address the physical, social, emotional, and spiritual aspects of health, as defined by the World Healthy Organization, thereby addressing the potential to develop mature and creative members of society, positively contributing to productiveness of the global community.

## How will students be assessed?

- Participation in class activities
- Reflective journal entries on philosophy through poems, suggested readings. Teachers can utilize technologies such as moodle to create secure online reflective space
- Portfolio of personal yoga program (personal nutrition plan, personal yoga style, individual beneficial postures, choice of one ethical guideline, art forms, stress management tools, intentions for the future).
- Intention setting assignments
- Self assessment on yoga practice
- Oral presentations on nutrition, experiences, and final projects
- Demonstrations of postures
- Conferences with teacher
- Observation of individual effort and interpersonal interaction during learning experiences
- Ongoing peer and teacher feedback

Students will be invited to fully engage in the assessment process.



**Evaluation—breakdown of marks:**

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Participation and development of personal yoga practice	40%
Reflective journal	10%
Class assignments/oral presentations	20%
Project	10%
Portfolio	20%



# Modules and Specific Curriculum Outcomes

# Module 1: Proper Breathing and Asana Practice

**1.1 Students will be expected to demonstrate foundational standing and balance postures with proper alignment**

**1.2 Students will be expected demonstrate foundational seated postures with proper alignment**

**1.3 Students will be expected to demonstrate foundational restorative postures with alignment**

## Suggestions for Assessment

- Having introduced students to various foundational postures, select with students a selection of postures that will be assessed and co-create criteria that will illustrate achievement, or progress towards the outcomes
- Students can work in partners and provide feedback to their peers regarding proper alignment of various postures
- Using digital photography, students can self-assess their alignment within various poses over time
- Portfolio title pages and reflections
- Student created story strips that demonstrate their progress over time. This can be through illustrations or through use of digital technology
- Quality of thoughtful verbal contributions and reflections during class discussions
- Demonstrate proper application of Western and Sanskrit terms during yoga practice
- Provide exit slips to the teacher regarding their posture practice and what they learned, improved on, or wish to improve on

## Suggestions for learning and teaching

“Yoga is 99% practice, and 1% theory” (K. Pattabhi Jois, author of the Yoga Sutras)

Yoga 11 is designed to provide students with the opportunity to practice yoga daily throughout the course of the semester. As such, it is recommended that teachers of Yoga 11 deliver an asana (the Sanskrit word that translates to mean posture) practice at the beginning of each class, beginning with a gentle twenty minute practice at the beginning of the semester and moving towards a forty minute class as students progress. Daily practice should focus on breathing and proper alignment of postures, recognizing that each student will progress in the understanding of and comfort with various foundational postures as they become more aware of how their bodies move through and hold each posture, and become familiar with what is proper alignment for them.

Foundational postures may also be thought of as basic postures. Yoga 11 has identified four categories of postures to be introduced to and practiced over the course of the semester – standing postures, balance postures, seated postures, and restorative postures. Inversions are advanced postures and therefore are not to be practiced, assessed, or evaluated. One exception is downward-facing dog, which is likewise considered in yoga to be a restorative posture, although challenging to beginners at first.

A list of foundational postures is included in the appendix. Teachers are asked to consult this list when designing their daily practice for students, and when selecting postures to workshop.

Text box – Caution! It is important that teachers be mindful of medical conditions, injuries, or strains that students are experiencing. Teachers may not be aware if a student is pregnant, and should always instruct to include modifications for a variety of conditions students could be experiencing.

Students can

Write reflective journal entries to describe their experience of breathing properly and how it affects their postures.

- Create a routine or sequence of flowing postures, put to the musical piece of their choice. In pairs, have students discuss their intention for the demonstration by answering the following questions:
  - Do you want the routine to be upbeat and exciting or calming and meditative?
  - What piece of music would complement your choice?
  - What postures support your intention? (forward bends calm while backbends invigorate)
  - What do you want the audience to learn about you from your demonstration?
- Prepare and present a partner and/or group yoga posture (which they can create), using alignment principles and photograph it for their portfolio. Ask students to provide feedback to one another by asking the following questions:
  - Did the group demonstrate proper alignment?
  - Did they demonstrate the ethical yogic principles while working with one another?
  - What improvements could be made?
  - What creative aspects did you notice?
- Keep a record of participation and set a goal for a specific family of postures that the student wishes to improve upon:
  - What is the family of postures?
  - What is your starting point and what is your goal?
  - What will you do to improve?
  - What will indicate that you've succeeded in achieving your goal?
  - How will you acknowledge and celebrate your success?

Teachers can

- Introduce alignment cues, such as heel-to-heel, creating space between the ears and shoulders, where their gaze (dristi) should be
- Recognize that students have varying learning styles, thereby providing a range of visual, auditory, and kinesthetic cues
- Establish a positive and physically and emotionally safe class environment with expectations for leaving entering the space and leaving the space. Set class norms that are respectful of all students.
- Demonstrate and model the use of props whenever possible – straps, bolsters, and blocks of varying size. Walls and chairs are also props that are readily available to students for practice outside of class time.
- Articulate the importance of restoration/rest within the practice of yoga. Ensure that students are aware of the restorative postures that are always available to them during their practice. Remind students to listen to what their bodies need and that they will come to each practice

- Use music during practice that is appropriate for youth and to the practice of yoga, being mindful of choice and copyright issues. Suggestions for music can be found in the appendix.
- Encourage students to set intentions for their practice
- Relate physical postures to principles of yoga by drawing metaphors. For example, warrior postures encourage us to welcome light, to dismantle limiting beliefs of ourselves, and explore our highest potential
- Introduce partner and group postures
- Invite students from Communications Technology 11 to take images of students in various postures
- Discuss clothing appropriate for the practice of yoga. Invite a discussion on the business of branding yoga clothing, apparel, and celebrity. Make yoga inviting and accessible to students from all socio-economic backgrounds. Think about what you choose to wear.

## 1.4 Students will be expected to demonstrate the sun salutation sequence with proper alignment, integrating breath, postures, and movement

### Suggestions for Assessment

- Provide students with the opportunity to observe/assess their peers in partners or small groups, and ask students to provide constructive feedback. The class can co-create a peer observation instrument.
- Have students reflect on their personal observations of their progress with this outcome over time.

### Suggestions for Learning and Teaching

**The sun salutation is a set of postures linking movement with breath. It comprises a flow of postures that begins in mountain pose and moves through gentle backbends, forward bends, standing postures, a restorative inversion,** and culminates in mountain pose with hands at the heart center. Traditionally, sun salutations were practiced facing the sun. The sun salutation is practiced to warm the body and is commonly used to begin asana practice. The sun salutation sequence can be practiced slowly and gently; over time, students/teachers may wish to work towards practicing five of each sun salutation, and when ready move through the sequence at a slightly increased pace, further warming up the body.

Students can

- be encouraged to practice the sun salutation sequence outside of class time (upon waking, if possible), and reflect on its benefits
- instruct small groups of their peers through the sun salutation sequence, as they become familiar with the postures that comprise this sequence
- compare the experience of flowing through the sun salutation mindful of their breathing with the experience of the opposite

Teachers can

- introduce the sun salutation sequence and present the benefits of the sequence, which include warming the muscles by providing the opportunity to: flow through a sequence that engages a large range of motion; link the body, mind, and breath; and, increase overall circulation throughout the body
- demonstrate interpretations/variations of the sun salutation
- share the Sanskrit name of the sequence – Surya Namaskara – Surya (sun), Namaskara (Greeting or Salutation)

## 1.5 Students will be expected to apply effective breathing techniques to their yoga practices

Awareness of breath is essential to the practice of Yoga. In fact, it is this aspect of yoga that sets it apart from other forms of physical activity. It is arguably the most important aspect of yoga, and one that should be addressed before all others. Daily practice should always begin with a focus on the breath. This will enable students to leave the daily stress of school and life behind and become fully present to all that yoga has to offer.

Asanas, coupled with the process of proper breathing is what creates a connection between the body, mind, and spirit. These two elements work together to quiet the mind and energize the body, thereby activating the host of physical, mental, and emotional benefits of yoga. “Prana” is the Sanskrit term for “breath”. In traditional yoga, the breath is known as prana – the universal life force within all of us. This energy, or life force, is central to health in many Asian cultures. Other terms include chi, and qi. CHECK: IS THERE A TERM FOR FIRST NATIONS?

In everyday life, it is common to use only the upper one-third aspect of our lungs. This kind of tension is often caused by the pace and stress of daily life. Effective breathing versus this shallow kind, occurs when we breathe in such a way that engages the full capacity of the lungs to ensure that we take in enough oxygen into our bodies, and to release toxins through our exhalation. Increased oxygen intake provides with greater physical energy, improves concentration, decreases anxiety, and allows for enhanced relaxation of the body and mind.

Teachers should introduce breathing techniques with reference to calming breaths versus energizing breath. Three-part breathing is the most common breath introduced within the practice of yoga. One of the many positive health outcomes of the course is simply that participating youth become more aware of their breath. As such, the ujjayi breath is considered a more advance technique and while this can be introduced as an energizing breath, the intent of this outcome is simply that students “breathe”. From this, students become more conscious of their breath as they go about their daily lives and can access simple breathing techniques that serve to reduce stress and promote relaxation.

## Suggestions for Assessment

- Journal reflections on breath awareness and changes in mental/emotional/physical states
- Reflections in journal
- ability to speak or reference health risks of improper breathing and the two different types of breathing--full yogic breath versus empowered thoracic breathing

## Suggestions for Learning and Teaching

Students can

- Analyse their experience of practicing natural breathing.
- Record moments of awareness throughout their day when they were holding their breath or breathing ineffectively.
- Record any changes in their mood, emotions and sensations in the body as they grow more familiar with natural breathing techniques.
- listen for the sound of their own breath during their asana practice



- listen for the sound of a peer during asana practice and share observations with them after practice
- Research mental and physical health issues that can be ameliorated through proper breathing (anxiety, Irritable Bowel Syndrome, asthma etc). Students can submit their findings as an assignment
- In small groups, assign groups a form of exercise (pilates, running, weight training, swimming) and research the specific breathing techniques recommended and share/present their findings on the various breathing techniques

Teachers can

- Introduce the concept of mindful, natural breathing and becoming aware of their breath more often as students move about their day
- Remind students often during practice to breathe
- Teach students the three-part breath, lying down first, then sitting.
- Introduce three-part breathing in a standing position with a strap around the ribcage and a partner pressing on their uddiyana bandha to emphasize where there's movement and where there's stability.
- differentiate between the three-part breath that occurs during practice and relaxation breath that often accompanying savasana, the final restorative pose that ends practice.
- Have students complete a sun salutation, holding their breath for as many postures as possible. For the next sun salutation, have them explore breathing only through the mouth. As they complete another sun salutation, have them breathe only through the nose. Discuss what experiences they had using different ways of breathing.
- Present the purpose and benefits of breathing through the nose (parasympathetic nervous system stimulation versus sympathetic nervous system, cleanses and warms the air etc).
- Present the causes of restrained breathing and the resulting health concerns (digestive disorders, anxiety, stress, tension etc).
- Introduce the primordial sound of Ahh, or Om by connecting sound to the breath on the exhalation.

## **1.6 Students will be expected to demonstrate an understanding of anatomy and physiology as it applies to the intentional integration of breath, postures, and movement within the practice of yoga**

### Suggestions for Assessment

- Observation – Play “Yogi Says” whereby various students are called upon to demonstrate various postures, while the rest of the class demonstrate their knowledge of anatomy and physiology covered in class
- Observation/Rubric of individual effort and interpersonal interaction during learning experiences—strengths and weaknesses.

### Suggestions for Learning and Teaching

Students can

- Demonstrate specific postures and identify the mechanics of major muscles and joints at work.
- Draw connections to the influence of the breath on every system of the body.
- Using anatomical diagrams, on their own bodies, begin from the feet and move up the body, identifying, and palpating general muscles and bones.
- Research the quality of Tapas (cleansing heat) and why it is such an essential part of yoga practice (heats the system to burn away impurities).

Teachers can

- Introduce major muscle groups
- Introduce the skeletal system
- Invite a chiropractor, acupuncturist, sports medicine practitioner or other community health professional to speak directly to the anatomy and physiology of the spine/body
- Discuss the other systems of the body—the respiratory system, nervous system, digestive system, endocrine system, circulatory system, immune system and how they are affected by the practice of yoga.
- Introduce mechanics of the joints
- Refer to proper anatomical names while modeling proper alignment of postures
- Facilitate a game of anatomy by having laminated individual names of muscles and bones. Each team works to tape the muscles and bones in the appropriate places on a volunteer model and the first to complete it correctly wins. The winners have the reward of doing a random act of kindness for someone in their class.

## **1.7 Students will be expected to identify asanas specific to their desired health benefits and create a yoga practice to use outside of class time.**

### Suggestions for Assessment

- Students can share their practice in small groups towards the end of the semester, or mid-way so they have the opportunity for feedback
- Students can film or illustrate their practice
- Self-reflections in written form, or on audio-tape can demonstrate growth over time. Journal writing is an appropriate and meaningful vehicle for assessing this outcome

### Suggestions for Learning and Teaching

Students can

- Design their own personal space for yoga and reflection, considering directional orientation (north or east is ideal in many traditions), the five elements, favourite quotes, etc.
- Research health benefits of yoga being mindful of evaluating sources of information, especially when searches are done via the internet
- Design a peace corner in the classroom where students can go when they feel the need to take a break and breathe deeply or be alone.
- Report their experience of using this space, ie: the impact of daily practice and their ability to set boundaries around their space with family members, etc.

Teachers can

- Identify and describe to students what their ideal personal space is like for practice and reflection (a sunroom in your house, a place in nature, place in the community for group yoga practice)
- Engage students in discussion on the health benefits of yoga
- Teach students how to evaluate sources of information found online. How do you know a site is reputable?
- Explain to students that the intention for creating a personal space is to have a patch of green grass to land on when life feels uncertain, a home base to return to each day and a welcoming spot to do their daily practice.
- Provide examples of other people's sacred spaces through images found on the internet, in magazines, or other resources to help clarify student's personal style and interests. A sacred table or alter can have a symbol or statue, fresh flowers, candles, natural artifacts, pictures of loved ones – any item personal to that symbolizes or presents a feeling of calm

## Notes/Resources

**Ashtanga Yoga: The Practice Manual** Pending

Beth Shaw's Yoga Fit 2000062

Instructing Hatha Yoga Pending

Performance-Based Assessment for Middle and High School Physical Education 25518

Talk About Assessment: High School Strategies and Tools 2000007

Teaching Yoga for Life: Preparing Children and Teens for Healthy Balanced Living 18990

The Stress Reduction Workbook for Teens 2000220

Transformative Yoga: Five Keys to Unlocking Inner Bliss Pending

Yoga Anatomy 25572

Yoga Ed TM resources

## Module 2: The Origin and Philosophy of Yoga

### 2.1 Students will be expected to demonstrate an understanding of the Eight Limbs of Ashtanga Yoga

#### Suggestions for Assessment

- students can artistically represent the eight limbs of ashtanga yoga
- weekly record of self-reflections
- Self assessment using class rubric

#### Suggestions for Learning and Teaching

Students can

- Using a long roll of paper, draw their own image of the eight limbs of ashtanga yoga, (like a tree, a grove of trees, concentric circles, a flower, a bean stalk). Consider color, phrases and symbols that represent each limb. Decorate the classroom with this mural.
- Participate in a class discussion about key elements of living a yogic lifestyle.
- Do a creative writing assignment where they write about a character that navigates his/her life from the opposite standpoint of the yamas and niyamas and then create a character that lives by these guidelines. What do both scenarios look like? Who will make the most positive impact in the world? Who do you think is living with more peace and enjoyment?
- Write a weekly record in their portfolio, documenting when they have demonstrated the actions or mindset of a modern day yogi
- Complete a self assessment of their progress with yogic actions and/or the yogic mindset with a class generated rubric.
- Research how yoga has augmented training regimes for world class athletes, such as Kareem Abdul-Jabbar who says: "It was yoga that made my training complete. There is no way I could have played as long as I did without yoga."
- Research yoga's benefits for all people— regardless of age, ethnicity, fitness level, ability and present to the class, the results of their research

Teachers can

- Guide students in creating a live diagram of the eight limbs of yoga. Divide the class into eight groups and have them write and/or draw the limb on a poster and then create a gesture or posture that reflects their assigned limb. Have them arrange themselves in order.
- Provide input on class generated self assessment rubric

- Assign short passages from the eight limbs to small working groups for them to interpret and present, using contemporary language. For example, analyze the contemporary relevance to various sutra
- Assign small groups of student with a sutra and have them through dramatization present the sutra to the whole group

## 2.2 Students will be expected to apply their understanding of yogic text and principles to their daily lives and yoga practice

### Suggestions for Assessment

- Quality and growth of personal reflections
- Student/Teacher conferences
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### Suggestions for Learning and Teaching

Students can

- Research and analyse various definitions and practices of Yoga and write a compare and contrast assignment based on the two styles of their choice (for example, Iyengar and Hot yoga). Present their comparison of two practices of yoga in an oral presentation.
- Identify one aspect or lineage of yogic history that interests them and do an oral presentation based on findings from their historical research.
- Create a title page for their portfolio, using yogic symbolism and postures that they've found in their research or personal practice.
- Explore ways that aspects of yoga are found in contemporary sport and leisure, such as; pilates to augment back pain, pre and post performance stretching in sport, breathing exercises used by singers and musicians, visualization techniques used by competitive athletes.
- Research and interview a professional of some kind who utilizes yogic practices to excel in their field of study or work.
- Demonstrate the verbal application of Sanskrit terms during practice, through partner teaching or teaching younger grades
- Research and present findings on historical components of yoga, ie: various cultures that united to form yoga, different regions where yoga is practiced, the varying methods of delivery from teacher to student etc.
- Assign the yamas and niyamas to small working groups for them to interpret and present, using contemporary language. For example, what does the fifth yama, aparigraha, or non-grasping mean when it advises that we "let go of all our titles and identities in order to realize the open nature of the heart"?
- Using the yamas and niyamas for guidance, list ways in which they can establish a supportive, non-judgemental respective class climate
- Post their list on the wall to refer back to throughout the program
- Write a journal entry about the intention of developing a yama and niyama of his/her choice as part of their personal practice. Ask them how they could chart their progress and what would discern their embodiment or success of it.

- Write a journal entry on yogic philosophy and the experience of implementing these principles into daily life.
- In small groups, trace a team member on white paper and label the key aspects of a true yoga leader, identifying the most important qualities, using the yamas and niyamas as reference, such as: generosity, integrity, commitment to personal growth.
- Compile contributions and present their ideal Yoga Instructor, showing how s/he demonstrates the attributes of true Spiritual leadership. This can be presented in:
  - a dramatic format
  - a multi-media presentation
  - an artistic expression
- Apply the yamas and niyamas to their life and future goals.
- Identify their own personal meaning of niyamas by putting each one in their own words
- Design a 'compare and contrast' presentation on yoga and another spiritual practices, highlighting the differences and similarities in their messages
- Identify the connection between yoga and nature and how the principle of yoga encourage respect for the natural world. Draw the connection to the western terms of yoga such as tree pose, mountain pose, which are references to nature.
- Identify the health benefits of becoming more connected to nature (serotonin boost, mental clarity etc)
- Design a class for children using vocabulary that makes associations to nature, such as animal names for postures or moving like a waterfall, etc.

Teachers can

- Introduce the historical yogic texts of *The Bhagavad Gita* and *The Yoga Sutras*.
- Open discussion on the essential message of *The Bhagavad Gita* —the struggle humans have in standing for goodness versus evil, self-realization, and spiritual growth over material and physical gain, compassion over greed etc.
- Present students with an old appliance that still works and has outlived a newer model that has already broken down to emphasize the point that sometimes, older things hold much promise and use for us today (like the messages in our ancient spiritual texts)
- Introduce various documentation on yogic history and generate verbal discussion on its origins
- Combine students' presentations on the history of yoga into a story map or written/pictorial timeline from past to present
- Show aspects of the movie *Yoga Unveiled*
- From their own life experience, write their own story or movie script on the theme of the *Bhagavad-Gita*
- Provide time for reflective writing
- Introduce the concept of the yamas (social guidelines for living ethically) and ask students if they have any additions to the list.



- Introduce the yamas and niyamas as the foundation of the entire yogic practice and without them, it is an incomplete practice
- Give students the following quote and discuss the importance of self-discipline (abhyasa) for succeeding at anything in life. Yoga requires discipline and routine practice. "We are what we repeatedly do. Excellence, therefore, is not an act but a habit." ~ Aristotle
- Open discussion on ways in which the yamas and niyamas can complement or intermingle with existing religious or spiritual beliefs
- Introduce the concepts of the niyamas (personal guidelines for living with balance and meaning) and ask students if they have any additions to the list. Ask them to journal about how they live when no one is watching...a reflection of how we are living by the Niyamas.
- Review the concepts of the yamas and niyamas (respect, kindness etc) while instructing partner poses.
- Assign students to perform a random act of kindness (anonymous), followed by discussion.
- Give each student a plant to nurture throughout the course and reflect regularly on the responsibilities associated with caring for a living entity. They can also have a playful competition as to who can help their plant grow the most, using principles of the yamas and niyamas.
- Teach the final stage of asana practice with the following message: bring hands together up to forehead "May we think kind thoughts", bring hands to lips "May we speak kind words" and bring hands to heart center "May we have kindness in our hearts and share it with others".
- Show the movie or present the book 'The Story of Stuff', and follow with reflections.
- Sacred leg lift: have students in pairs, one lying down and one sitting beside them. Imagine that you are in the presence of someone very special, like a parent, or a role model. Imagine the respect and reverence you have for this person and feel it spread into your hands. With that attitude, begin to lift your partners leg just 6" off the ground, hold it there and take five breaths together and slowly, carefully lower it down. Switch pairs and discuss the experience.
- Brainstorm with students ways in which they can become compassionate and loving leaders in their families, schools, communities and what challenges they might be able to overcome by taking this approach
- Introduce the basic structure of non-violent communication (ahimsa) to support their new leadership role. "When (this happens)...I feel...I need...and therefore I am requesting..."
- Role-play common social scenarios and have students practice their new non-violent communication skills.
- Guide students through their practice, using affirmations to emphasize principles of yoga

## **2.3 Students will be expected to distinguish among the four forms of yoga, to find the practice most suited to their personality:**

### Suggestions for Assessment

- Portfolio—development of personal joy and wellness plan
- Report findings on a spiritual teacher into a research paper
- Participation and contribution to the fund-raising event

### Suggestions for Learning and Teaching

Students can

- Through discussion in partners, identify which form of yoga they are most drawn to and what style of yoga is ideal for balancing their personality -
  - Jnana (Gyan) yoga – yoga of wisdom, understanding
  - Bhakti yoga – yoga of love and devotion
  - Karma yoga – selfless, mindful service
  - Raja yoga – the royal path of the eight limb
- Develop a personal joy and wellness plan in their portfolio, using their knowledge of their preferred style of Hatha yoga (slow vs power). This will contribute to their achievement of outcome 1.7 where they design a personal practice outside of instructional time
- Research a live or past example of a spiritual leader from the various forms of yoga, including:
  - Name and nationality
  - Type of yogi
  - What was his/her message/vision
  - How s/he impacted the world
- Practice Karma yoga as a class by collectively deciding on a fundraiser/service learning experience and choose the charity or cause to which the funds will go. This experience can support a local cause and/or a global cause. Follow the event with a discussion on their level of cooperation and how it felt to offer themselves freely to helping others with no expectation of reward. This connects to outcome 3.3.

Teachers can

- Present the historical eras of the various forms of yoga, the location of origins and the cultural amalgamations that occurred to form the practice
- Present the various types of yoga through discussion and readings. Share related aspects of the DVD *Yoga Unveiled*

## Notes/Resources

Beth Shaw's YogaFit 200062  
The Living Gita: The Complete Bhagavad Gita  
The Secret Powe of Yoga  
Yoga Unvieled (DVD)  
1,001 Pearls of Yoga Wisdom

## Module 3: Integrating a Mindful Practice

### 3.1 Students will be expected to analyze their own eating patterns with respect to healthy and mindful eating practices

### Suggestions for Assessment

- A summary of reflective journal entries on food choices and personal goals, success and challenges
- Oral presentations
- Debates on various topics related to food and healthy eating
- Conference with teacher
- Ongoing peer and teacher feedback

### Suggestions for Learning and Teaching

Students can

- Research the following questions: where do these various eating habits come from (history, spirituality, values, cultures, philosophies)? What are the differences and commonalities among these ways of eating?
- Reflect upon the following questions, interviewing peers and mentors as well: Does food intake affect one's ability to practice yoga and participate in other activities? How do you feel (physically, mentally, emotionally, and spiritually) after you eat certain foods? How do you feel after doing yoga?
- Reflect in groups on the influences on eating patterns – what, how, when, where we eat, with whom we eat, and create a circular map with self in the center. Outer rings can refer to relationships and community.
- Examine the Nova Scotia Food and Nutrition Policy. As a connection, and a possible karma project, think of school fundraisers that are non-food related, and share with administration and/or other schools within their board
- Record their positive and negative thoughts and feelings about their bodies on two separate pieces of paper. They can then throw out/shred the page with the negative thoughts and feelings and keep the positive one in a place where they will see it regularly. Teachers can discuss the pitfalls of comparison and competition and explore the opposite yogic approaches of celebration and collaboration, while honouring themselves as unique expressions of beauty.
- Identify/explore ways in which they can support healthy body image in themselves and others. Beyond the Basics: A Sourcebook for Sexual and Reproductive Health Education is a comprehensive resource with a unit of lessons related to body image.

- Evaluate recipes and explore a range of cookbooks. What ingredients make a meal healthy? Students can choose a/several recipes from the cookbooks available and try it at home, reflecting on the experience of preparing and cooking a healthy meal.
- Demonstrate an understanding of how a healthy diet and how it operates in harmony with nature.
- Present the theory of prana and the various ways in which we absorb it (the sun, food, water, movement, breath, the environment etc).
- Develop their own personal nutrition goals, for example: “I will try to eat one meal mindfully every day this week” or “I will sample a new fruit or vegetable every week this month”
- Discuss the effect that food security has on food choices and vice versa.

Teachers can

- Have students spontaneously offer their favourite and most common foods they eat while the teacher randomly records them on the board.
- Explore the concept of mindfulness. As a class, create a definition. What does mindfulness look/sound/feel like when it comes to healthy eating?
- Provide an overview on how to evaluate sources of information available on healthy eating. Discuss the food market today and food as a powerful source of commodity. Who benefits from the culture of food/diet/beauty? What are reliable sources of information?
- Have students examine the factors that influence what they eat, for example, media, culture, societal norms, peer relationships, food accessibility, family influence, religion, medical restrictions, geography etc
- Present an overview of various patterns of eating—Canada’s Food Guide, Ayurveda, vegetarian/veganism, local foods, whole versus processed foods, organic versus non-organic
- Group students together for oral presentations on one of the various ways of eating (could be one that was covered in the overview, or a different one that the students select). Part of this assignment includes inviting students to actually try the way of eating that they are researching and report on their experience
- Offer time to discuss what it means when we speak of our relationship with food, using Ellyn Satter’s ideas as a guide.
- Guide students through a journal entry focusing on their relationship with food and how it affects body image, emotions associated with food and eating, family norms (for example, eating everything on your plate, the value of not wasting food etc).
- Offer principles/techniques of mindful eating, followed by a meditation exercise of consuming fresh fruit together. Conclude the exercise with the question “How does eating mindfully affect you and those around you?”
- Organize a potluck where students prepare a dish at home and bring it in to share with class or arrange a group activity in the family studies room over lunch hour.
- Introduce the concept of food security at the individual and community levels.
- Take students on a field trip to a local food production facility, ex: small farm, industrial farm, ‘you pick’ farm, dairy etc.

- Practice mindful eating techniques by sharing food in silence or preparing food together, being fully present to the experience. Reflect on this experience in journals. Students can discuss the experience with those close to them.
- Distinguish between mindful versus mindless eating, and explore their attitude and approach to eating, for example: eating on the run, emotional eating, distractions while eating (multi-tasking reading/texting/television/computer, eating alone versus eating with others).

### **3.2 Students will be expected to explore relaxation techniques to observe thoughts and to manage emotion and stress, and to reflect on those techniques which are most effective to them**

## Suggestions for Assessment

- Reflection assignment: who is the witness? (our true enlightened nature)
- Report on their application of the pause theory.
- Portfolio development

## Suggestions for Learning and Teaching

Students can

- Portfolio development: having been presented with the following quote “There are no problems, just challenges that offer opportunities for growth”, students can identify one challenge they have recently been faced with and answer the following questions in his/her reflective journal:
  - What was the challenge?
  - How did you deal with it at the time?
  - What was the outcome?
  - How would you deal with it now with your new personal mastery techniques?
  - How might the outcome have differed?
  - What was the major growth from that experience?
  - Explore the concept of ‘the witness’ and how it can influence our ability to maintain mental and emotional equilibrium.
  - Using an art form (poem, drawing), students can illustrate their experience of ‘the witness’ who during meditation observes the stream of thoughts and emotions. Who is that witness? It is our soul or our truest nature (our inner-most kosha).

Teachers can

- Have students reflect on the different stressors of their lives. Record these on chart paper for reference later in the course
- Brainstorm with students relaxation techniques that they currently, or have previously, found effective as a coping skill for life stresses. Note that relaxation techniques are personal and will look different for each individual.
- Be mindful that while many people cite caffeine, alcohol and other drugs as de-stressors, that this outcome is an opportunity to speak to the fact that this is not the case.
- Explore the concept of mental health, mental health disorder, and mental health illness – clarify the difference between normal everyday stress, and mental health illness. Refer to the Canadian Mental Health Association’s *Mental Health and High School curriculum supplement* for lessons and background information on mental health and youth.

- Examine the central nervous system and the anatomy and physiology of the brain, as it connects to outcome 1.1 and highlight the practice of yoga and meditation as protective factors for mental health.
- Introduce 'the pause theory'--before reacting in any way, slowly take three deep breaths and respond with a clear head.
- Have students apply the pause theory in a future scenario and document results.
- Take students through various visualizations that depicts the individual handling stressful situations in a positive, composed manner.
- Present students with affirmative language, changing negative phrases like 'I'm overwhelmed' to 'I have endless opportunities'.
- Mind/body connection: compare and contrast the feeling in the body when you visualize an uplifting scenario, like a sunny day on the beach with your favourite food in a picnic basket versus a depressing scenario like you've arrived at a party and none of your friends are there yet. What feelings arise and how does that influence the sensations in your body? Discuss with a partner.
- Introduce the quote 'What you think about you bring about', discuss, identify where most of our dominant thoughts go, toward lacking something, or toward gratitude for what is there?
- Distinguish between the power of positive thinking that uplifts our perspective and the bio-chemical component of mental health disorders, such as depression which may require further treatment beyond positive thinking.
- Open discussion on mental disorders by using the questionnaire on page 99 of Healthy Mind, Healthy Body and read the statistics on page 101.
- In small groups, students can participate in a mental health scenario (pg 95 in Healthy Mind, Healthy Body). They can then cooperatively create a practical plan for dealing with the sample mental health concern by applying principles of yoga and meditation techniques.



### 3.3 Students will be expected to apply the principles of yoga in a personal way outside of yoga practice

## Suggestions for Learning and Teaching

Relationships form an important part of our lives, increasingly so as we age, and this is a very true statement of adolescents. The intention of this outcome is that students will apply the principles of yoga that have introduced throughout the course to their personal lives in terms of their self, their relationship, and their community. This, in yoga, is what is often referred to as “yoga off the mat”. This will look different for each learner in your classroom. Teachers are asked to be mindful, when assessing this outcome, of emotions that can arise when we ask students to reflect on and share pieces of their personal lives. Yoga is a journey of physical, mental, emotional, and for some, spiritual growth. Self-assessment will ultimately be the vehicle for teacher evaluation of this outcome. Students may wish to share their reflections with a peer or not.

Students can

- Spend a designated portion of time (a whole day or noon hour) committed to looking beyond the physical body, connecting to the inner most essence during all human contact, seeing everyone as divine beings of light. Be open to changing your mind about those people you dislike. Reflect on their challenges and outcomes of this exercise.
- Research a community organization (community centre, women’s shelter, daycare,) and create a contributing project to enhance the existence of the organization.
- In groups, discuss the results of TV and how kids are not connecting their actions to a reaction (if I shoot this gun, someone will die). Talk about 9/11 and how children who watched it on TV thought they were watching the special effects of a movie.
- Research the meaning of OM or Aum and apply its message of non-duality to personal relationships.
- This outcome connects to Education for Sustainable Development, whereby students can investigate their environmental footprint and make changes that contribute to a healthy, sustainable environment.
- Create examples of how our actions influence our future – moments of anger or rage, our behaviour at public events and lasting images of ourselves that in this technological age could be captured and posted on social networks, choices we make that effect the environment
- Identify through dialogue, a personal relationship they may have or had that reflects many of the elements of yoga, be it with a friend, a parent, a grandparent, community leader etc. They can use this as a standard for the rest of their intimate relationships. Do a research project on an aspect of yoga, such as teaching yoga for special needs, yoga for pregnancy, yoga for athletes, yoga for eating disorders, etc.
- Create collages from magazines and/or drawings that depict their life with yoga as a part of it.
- In partners, design a class based on their research project and teach it to the class or to younger grades.

Teachers can

- Present the koshas—the layers of our being—physical, energetic, mental, emotional and spiritual to emphasize that we are not just physical, and intellectual beings, but at our core we are creative, divine beings capable of offering empathy and care to others
- Invite students to reflect on each layer to help them see beyond the physical, and suggest how this concept can boost self-esteem by acknowledging their true nature.
- In groups, document an imaginary scenario where every member of the school believed we are not the body, the mind, the emotions but the light within us. How would people interact with one another? With the focus off the body, what might be achieved? What issues would be resolved? (prejudice, sexism, racism). Is there an event or project that could initiate this movement in your school? Create a plan.
- Introduce the basic tenets of non-violent communication, drawing connections between the principles to relationships in their lives
- Discuss the ego's nature to: a) separate us from others by criticizing or judging them b) emphasize the importance of what we have (money) and do (work, career) in the world and c) encourage the belief that our reputation and others opinions are more important than how we feel about ourselves.
- Discuss the concept of the ego and how yoga helps us to move from being externally referenced (oriented around others opinions) to internally referenced (making choices that support self care and ignite inspiration).
- Make a chart of externally reference behaviour vs. internally referenced behaviour, the ego vs. inspiration.
- Put the following three questions on the board. a) Who am I? b) What do I want? c) How can I serve? Follow up their answers with discussion on how these questions help to bring us from the ego (I, me and mine) and our externally referenced descriptions of ourselves to a place of wisdom and joy.
- Facilitate class discussion on respectful relationships, intimacy versus sexuality and honouring boundaries of self and others.
- Introduce discussion for the principle of karma—law of cause and effect, action and reaction and observe how karma exists throughout our lives, in the past, present and future.
- Investigate an aspect of the practice of yoga that interests them and orally present their research to peers. Offer suggestions for the final presentation, such as: chakras, a peace initiative, an aspect of Indian culture (past or present), deities, mantras, mudras etc.
- Initiate discussion on how yoga has influenced his/her life and identify next steps for students, how they will share these gifts with family, peers and community.
- Research companies that use yoga to offset health insurance costs and enhance work performance. For example, lunch hour yoga classes etc.
- "Success is simple. Do what's right, the right way, at the right time." Arnold H. Glasgow

## Notes/Resources

*Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education* 18447  
*Canadian Rainbow Cling Set* Pending  
*Canadian Association for Mental Health: Mental Health and High School Curriculum Guide*  
*Food Rules: An Eater's Manual* 2000051  
*Healthy Eating for Preteens and Teens: The Ultimate Guide to Diet, Nutrition, and Food* 25584  
*How We Choose to be Happy* Pending  
*Secrets of Feeding a Healthy Family* by Ellyn Satter  
Service Learning for Health, Physical Education, and Recreation 92550  
The Stress Reduction Workbook for Teens: Mindfulness Skills to Help You Deal with Stress 2000220  
*Walking Meditation*  
What to Eat 2000226  
Yoga for Anxiety: Meditation and Practices for Calming the Body and Mind 2000222

Ellyn Satter Associates website: [www.ellynsatter.com](http://www.ellynsatter.com)

The Center for Mindful Eating website: <http://www.tcme.org/>

Thought about Food? A workbook on Food Security and Influencing Policy, developed by Food Security Projects of the Nova Scotia Nutrition Council and the Atlantic Health Promotion Research Centre, Dalhousie University, June 2005. The workbook and video can be accessed at [www.foodthoughtful.ca](http://www.foodthoughtful.ca)



# Appendices



# Appendix A: Literacy Task, Potential Assessment Strategy

## Keeping a Vocabulary Notebook

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### RATIONALE

As with any learning, mastering the key vocabulary is important in

- participating in discussions regarding the content
- processing and demonstrating understanding of key concepts

### TASK

Students will complete a Vocabulary Notebook for their Yoga course. The notebook can be divided into terms that are pose-specific and terms that are more philosophical in nature to the overall intent of yoga. Teachers may choose to ask students to format their notebook in specific ways. Included is one example of a potential Vocabulary Notebook.

Teachers may choose to highlight key vocabulary at the beginning of the semester and then allow students to select for themselves, as the semester progresses and learning becomes more individual, what terms are significant or important.

### ASSESSMENT STRATEGIES

Students can incorporate this into their reflective journals and/or they could incorporate it into their portfolio of yoga poses.

### ELEMENTS OF A VOCABULARY NOTEBOOK

Encounter with Word (or Phrase) Entries:

- Write word and date first encountered.
- Describe context of initial encounter.
- Explore, discuss, and begin to formulate a definition related to that context.
- List examples generated from personal experiences and prior knowledge.
- List nonexamples generated from personal experiences and prior knowledge to show what the word is not or how it differs from other closely related words.
- Write a definition in your own words; compare with dictionary or glossary.
- Develop appropriate graphic organizers, such as word maps, attribute charts, and comparison diagrams.
- Create visual association drawings, if appropriate.

**POTENTIAL RESOURCES**

**Author Unknown, "Yoga Glossary." Health and Yoga. Unknown. 22 Jul 2009**  
 <<http://www.healthandyoga.com/yogaglossary.html>>.

**Feuerstein , Georg . "200 Key Sanskrit Yoga Terms." The Yoga Journal. 22 Jul 2009**  
 <<http://www.yogajournal.com/lifestyle/159>>.

**Hahn, Harley. "Ashtanga Yoga Terminology ." Harley Hahn. 2009. 22 Jul 2009**  
 <<http://www.harley.com/yoga/index.html>>.

**SAMPLE VOCABULARY NOTEBOOK ENTRY:**

<b>Term: Prana</b>	<b>Date First Encountered: September 3rd, 2009</b>
<b>Context of Initial Encounter</b>	<b>Ms. Smith talked about our prana at the beginning of class, when we were starting to learn about yoga. She talked about how important it is to practicing yoga.</b>
<b>Definition Related to that Context</b>	<b>Prana is breath; breath is 'fire of life.' If we aren't breathing, we are in trouble</b>
<b>Examples from Personal Experience</b>	<b>When I am relaxed, I breathe slowly and don't notice as much. When I am running or working out, how I am breathing becomes more noticeable.</b>
<b>Definition in own words</b>	<b>Prana is breath, the life force that keeps us moving.</b>
<b>Graphic Organizer or Visual</b>	<b>(It is a picture of fire)</b>

<b>Term:</b>	<b>Date First Encountered:</b>
<b>Context of Initial Encounter</b>	
<b>Definition Related to that Context</b>	
<b>Examples from Personal Experience</b>	
<b>Definition in own words</b>	
<b>Graphic Organizer or Visual</b>	



## SANSKRIT POSTURE VOCABULARY

Sanskrit Vocabulary	Meaning	Sanskrit Vocabulary	Meaning
Adho	Downward	Parvritta	Revolved
Anga	Limb	Parsva	Side
Angustha	Big Toe	Paschima	West
Baddha	Bound	Pida	Pressure
Bhuja	Arm	Pinda	Embryo
Danda	Stick	Prasarita	Supported
Dhanura	Bow	Purva	East
Eka	One	Sarva	All
Garbha	Womb	Sava	Corpse
Hala	Plow	Sirsa	Head
Hasta	Hand	Svana	Dog
Janu	Knee	Supta	Sleeping
Karna	Ear	Tola	Scale
Kona	Angle	Tri	Three
Kurma	Tortoise	Upavishta	Seated
Matsya	Fish	Utka	Fierce
Mukha	Facing	Uttana	Intense Stretch
Nava	Boat	Utthita	Extended
Pada	Foot	Urdhva	Upward
Padma	Lotus	Virabhadra	Warrior

For a more information on Sanskrit vocabulary and pronunciation, read *The Shambhala Encyclopedia of Yoga and/or The Language of Yoga* by Nicolai Bachman.

OM  
Shanti Shanti Shanti  
Peace Peace Peace  
Namaste!