

LESSON 5: TRANSITIONS

Grade-Level Outcomes

Primary Outcomes

Fitness activities: Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)

Movement concepts, principles & knowledge: Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

Embedded Outcome

Engages in physical activity: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)

Lesson Objectives

The learner will:

- demonstrate proper breathing techniques while performing asanas.
- demonstrate asanas learned previously.
- demonstrate moving through postures.
- apply yoga terminology (name of pose) correctly.

Equipment and Materials

- Yoga mat for each person
- Block
- Appropriate yoga music

Introduction

Today, we will add a large number of new poses. As the routines start to include more poses, transitions and flow from asana to asana become more important. Routines also will start to repeat. This is important for the physical part of yoga—the muscle memory. But it's also important for the mental part—remembering postures, repeating them, and holding for longer periods of time. Let's start our warm-up [see Lessons 1 and 2].

Instructional Task: Beginning Asana Sequence

■ PRACTICE TASK

Demonstrate the new poses.

Have students curl their toes under and push up to downward dog.

Rag doll

Hang and hold

Slowly roll up to quiet mountain.

Five-pointed star

Refinement

Students' arms should be parallel to the floor.

- Triangle
- Pyramid
- Quiet mountain
- Rag doll

Repeat on the other side.

Student Choices/Differentiation

Triangle and pyramid: Students can use the block for the hand that is down in order to help them keep the front leg straight

What to Look For

- Students' knees are soft in rag doll.
- Students remember to roll up slowly.
- Students remember how to use the block for triangle and pyramid.

Instructional Task: Introduction to Moving Through a Posture

■ PRACTICE TASK

Demonstrate the new poses.

From downward dog, have students walk their feet back into a plank position.

Lower to flat on the floor to a 5 count and begin the following sequence:

Cobra

- Lower slowly.

Downward dog

- Drop to knees and pull back.

Caterpillar to cobra

Repeat cobra three times.

- Students lie flat on their abdomens, chin on mat.

Half locust

Locust

Half bow (grab one leg at a time behind)

Bow (grab both legs)

Refinements

Cobra:

- Students should be lifting with the lower back, using the arms for balance, pressing the pelvis into the mat.
- Keep the chin close to the floor when moving through.

Half locust:

- Press chin into mat; lock knees.

Extension

Half locust:

- Raise right leg, then left leg; repeat, trying to raise a little higher the second time.

Student Choices/Differentiation

Video clips or posters can help students learn and remember new poses.

- *Cobra*: Students will have varying levels of height off the mat based on lower-back flexibility and strength. This is OK!
- *Caterpillar to cobra*: For those students with more upper body strength, have them hover lower to the floor as they move through the posture, and to move very slowly.
- *Half and full locust*: Again, there will be varying levels of leg height. Encourage students to self-differentiate based on flexibility and strength.
- *Half and full bow*: Some students will be able to grab just the ankles and that is it; others should pull their upper bodies up as high as possible.

What to Look For

Cobra:

- Students pushing their chins into the mat and lifting with their lower backs.
- Students are keeping their elbows in and using their hands as support.

Half locust:

- Students are pushing their chins into the mat.

Locust:

- Are students keeping their legs straight and knees locked when they lift?
- Students are lifting the chest.

Bow:

- Students are pulling back with their legs to open up and lift the chest.
- Students breathing when holding the asana.

Instructional Task: Cool-Down

■ PRACTICE TASK

Have students lie on their backs in savasana (corpse pose).

Cue with breath counting.

Cue a quick head-to-toe scan: Start at the feet and work up, stating each body part, asking students to become aware of the body part, breathe into it, and relax it.

Student Choices/Differentiation

- Those whose lower backs are uncomfortable may keep knees up with feet on the floor.
- Place a rolled-up towel under the lower back.

What to Look For

- Students have their eyes closed.
- Students seem relaxed.

Instructional Task: Review of Poses

■ PRACTICE TASK

Review the names of the various poses, and ask students to demonstrate the poses as they are called.

Student Choices/Differentiation

Provide flash cards with pictures of poses, and have students identify the names of the poses.

What to Look For

- Students can demonstrate each pose correctly.
- Do any students have to look around to see what others are doing before forming the pose?

Formal and Informal Assessments

- Teacher observation and correction
- Journal assessment and assignment (see homework)

Closure

Quiet the mind; chime the gong. Have students listen and focus on the sound as long as they can.

EMBEDDED OUTCOME: S3.H6.L1. Have students review their journals to see how much physical activity they are putting in outside of class each day. Do they see any patterns?

Reflection

- How is my timing?
- Do I need to spend more time on asanas?
- Was too much planned?

Homework

Journal assignment:

- Write a brief synopsis of today's practice, what you liked, didn't like, had difficulty with, and so on.
- Tell me something about yourself that you want to share. (Purely to get to know your students.)
- Log all your physical activity outside of class. Include the type of physical activity and how long you did it.

Resources

Brown, C. (2003). *The yoga bible*. Cincinnati: Walking Stick Press.

Martin, K., Boone, B., & DiTuro, D. (2006). *Hatha yoga illustrated*. Champaign, IL: Human Kinetics.

Stephens, M. (2012). *Yoga sequencing*. Berkeley, CA: North Atlantic Books.

Internet keyword search: "bow pose," "locust," "caterpillar pose," "cobra pose," "five-pointed star," "triangle," "pyramid"