

LESSON 3: STANDING PRACTICE

Grade-Level Outcomes

Primary Outcome

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

Embedded Outcome

Personal responsibility: Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)

Lesson Objectives

The learner will:

- demonstrate class routines, previous asanas, and yoga etiquette.
- demonstrate new asanas.

Equipment and Materials

- Yoga mat for each person
- Appropriate yoga music

Introduction

Today's lesson will continue to build on previous knowledge. As you move toward learning standing postures, daily routines will become more intense and flowing. As you build on past knowledge, your practice will become more challenging both physically and mentally. We'll start with our usual warm-up [see Lessons 1 and 2].

Instructional Task: Guided Practice

■ PRACTICE TASK

Demonstrate new poses.

Have the class move into the following:

- Downward dog
- Child's pose
- *Rag doll*
- *Rag doll* to standing: Roll up to standing to a 10 count.
- *Quiet mountain*: This resting asana is a common way to transition from sitting to standing that maintains flow.

Extensions

- After child's pose, downward dog, right leg up, followed by child's pose
- Downward dog, left leg up, followed by child's pose, then downward dog

Refinements

Downward dog:

- Focus on hamstrings and calves, push heels in, and extend through shoulders.

Rag doll:

- Count to 10 aloud to ensure that students move slowly the first time. Eventually, they will be able to roll up slowly on their own.

Student Choices/Differentiation

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

- Downward dogleg up: Students raise leg only as far as is comfortable.

What to Look For

- Students are performing the asanas correctly.
- Students are breathing correctly.
- Are students' knees locked in rag doll?
- Students are moving to standing slowly.
- Am I cueing breathing?

Instructional Task: Standing Guided Practice

Everything is done on both sides.

■ PRACTICE TASK

Demonstrate new poses.

Triangle sequence right side:

Half pyramid (back knee to floor)

Pyramid

- Curl back toes under and come up off back knee.
- Hold and breathe.

Triangle

- Repeat triangle sequence to the left side.

Refinement

Half pyramid and pyramid: Focus on keeping the front knee as straight as possible. If your knee is bent, come up a little higher so you can keep it straight.

EMBEDDED OUTCOME: S4.H1.L1.1 This is a good opportunity to scan the room and notice the varying levels and talk about how everyone is using asanas to benefit themselves. Just because some students can stretch farther than others doesn't mean that the benefits are different.

Instructional Task: Standing Transition to Floor

■ PRACTICE TASK

Guide students through standing poses to floor work:

- *Quiet mountain*
- Roll down to *rag doll*
- Low lunge right
- Low lunge left
- *Staff pose*
- *Seated forward bend*

Refinements

Staff pose:

- Body should be at 90 degrees, with legs straight and feet flexed. Bend knees slightly, if necessary, to move body into this position.

Seated forward bend:

- Focus on keeping the back flat while performing the stretch; hinge at the hips.

Student Choices/Differentiation

- Video clips or posters can help students learn and remember new poses.
- **Triangle:** Students may use a block for their hands if they cannot touch the floor.

What to Look For

Triangle:

- Students are keeping their legs straight.
- Students' feet are pointing in the correct direction.

Pyramid:

- Students are able to hold where they are comfortable without bending the front knee.

Low lunge:

- Are students' knees going past the ankles?

Staff:

- Students' bodies are 90 degrees to their legs.

Instructional Task: Cool-Down

Should be no more than 7 minutes.

■ PRACTICE TASK

Savasana (corpse pose)

Cue the following during the posture:

- Focus on your breath.
- Now focus on your heart rate.
- Maintain awareness of your body.

Student Choices/Differentiation

Students may bend their knees or put a rolled towel under the lower back if uncomfortable.

What to Look For

Are students able to stay still?

Formal and Informal Assessments

- Teacher observation and correction
- Journal assignments (see homework)

Closure

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

Reflection

- Are students able to understand my cues?
- Am I able to demonstrate and cue at the same time?

Homework

Journal assignment: Give students an opportunity to read your responses and respond to questions, if necessary.

- Do you play any sports or participate in regular physical activity outside of school? If so, what? How often?
- What do you like about exercise? What do you dislike?

- What prevents you from exercising?
- How can you address these obstacles?
- 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: “triangle pose,” “pyramid pose,” “half pyramid pose,” “seated forward bend,” “staff pose,” “quiet mountain pose,” “rag doll pose”