

# YOGA AND STRESS MANAGEMENT MODULE



Lessons in this module were contributed by **Ericka Fangiullo**, dean of students at Windsor High School in Windsor, CT, where she taught physical education and health previously for 15 years.

Grade-Level Outcomes Addressed, by Lesson	Lessons														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</b>															
Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L2)									P	P	P				
Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
<b>Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics to movement and performance.</b>															
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)					P						P				
<b>Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</b>															
Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)											E				
Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)	P				E				E		E				
Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)										E					
Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L1)						E	P	P							
<b>Standard 4. The physically literate individual exhibits personal and social behavior that respects self and others.</b>															
Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)		P	E												
Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)								E							
Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)													E	E	E
Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups. (S4.H4.L1)												E			
Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)							E								
<b>Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b>															
Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)				E											
Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)	E	E							E						

P = Primary; E = Embedded