

## LESSON 2: ASANAS

### Grade-Level Outcomes

#### Primary Outcomes

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

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

#### Embedded Outcome

**Challenge:** Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

### Lesson Objectives

The learner will:

- practice proper yoga and classroom etiquette.
- practice breathing techniques.
- practice the class warm-up.
- practice new asanas.
- adjust poses to match personal capabilities.

### Equipment and Materials

- Yoga mat and block for each person
- Appropriate yoga music

### Introduction

*Today, we will add asanas into the practice after reviewing the class routine and warm-up. Each lesson will build on prior knowledge. Just focus on yourself, and remember that it's okay if your posture is not exactly the same as the person next to you. Also, be aware of your body, and be conscious of introspection—pushing yourself to your physical limits, without hurting yourself.*

## Instructional Task: Warm-Up

### ■ PRACTICE TASK

- Starting in a seated position, everyone focuses on their breath.
- Review the ground rules from Lesson 1.
- Go slowly through the warm-up progression performed in the previous class.
- Add wrist and ankle circles to the warm-up, as students will be transferring weight onto their hands.

### Student Choices/Differentiation

As students become more comfortable, once they get into the stretch, have them close their eyes. This will be difficult for some students, but it's the first step in helping students focus on themselves and not on others.

### What to Look For

Walk around the room and offer feedback on students' positions.

- Are their backs straight?
- Are their shoulders relaxed?
- Are their heads in neutral spine position?

## Instructional Task: New Asanas

### ■ PRACTICE TASK

Demonstrate new poses.

Have students get on all fours (called *tabletop*).

While holding tabletop, students do the following:

- Extend right arm.
- Extend left arm.
- Extend right leg.
- Extend left leg.
- Extend right arm and left leg.
- Extend left arm and right leg.

*Child's pose* (a resting pose)

*Downward dog*

### Extensions

- *Downward dog*, right leg lifted, followed by *child's pose*
- *Downward dog*, left leg lifted, followed by *child's pose*

### Refinement

*Downward dog*:

- Arms should be an extension of the back, all in one line.

### Guiding questions for students:

- Are you challenging yourself?
- Are you listening to your body?

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**EMBEDDED OUTCOME: S5.H2.I.2.** Remind students to perform the poses at a level that challenges them now and throughout the module.

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### Student Choices/Differentiation

Video clips or posters can help students learn and remember new poses. If students cannot perform an extension, they should stay at the level at which they can perform. This will be the practice throughout the module. It is sometimes difficult for students to accept their level.

- **Child's pose:** Students may put their hands at their sides, palms up, and decide whether they like this expression of child's pose better.
- **Downward dog:** Students may need to bend the knees to push their heels into the mat. Instruct them to lift each leg only as far as is comfortable.

### What to Look For

- Tabletop: Students are holding their arms/legs parallel to the ground.
- Students are showing that they know their limits.
- Students are breathing throughout the session.

## Instructional Task: Cool-Down

### ■ PRACTICE TASK

Have students assume a comfortable position on their backs in savasana (corpse pose).

- Cue breathing.
- Cue body awareness.

## Refinement

Encourage students to push their lower backs into the floor.

## Student Choices/Differentiation

If uncomfortable, students may bend their knees and put their feet flat on the floor, or put a towel under their lower backs.

## What to Look For

Students' eyes are closed.

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## 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

- Were students able to perform all the physical extensions from tabletop?
- Did I give students appropriate skill feedback?

## Homework

Journal assignment:

- Reflect on your experience in yoga so far. How does your body feel?
- Log all of 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: "tabletop pose," "downward dog," "child's pose"