

LESSON 4: SUPINE POSTURES

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

Health: Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

Lesson Objectives

The learner will:

- demonstrate proper breathing techniques while doing asanas.
- demonstrate new asanas and asanas learned previously.

Equipment and Materials

- Yoga mat for each person
- Band or belt
- Appropriate yoga music

Introduction

The focus today will be on supine postures, or postures on your back. We also will work the shoulders a little. Remember to open your mind to new experiences. Corpse pose can include a verbal body scan, so we will leave about 5 extra minutes for that. Let's start our warm-up [see Lessons 1 & 2], which we will extend to be ready for the rest of the lesson.

Instructional Task: Extended Warm-Up

- Warm up hip flexors and hamstrings.
- Hold these poses for about five breaths.

■ PRACTICE TASK

On the back in supine position:

- Right knee to chest, extend leg straight up
- Lying-down spinal twist

Refinements

- Remind students to keep the shoulders on the floor while dropping the knee over the hips across the body.
- Repeat sequence to the left.

Student Choices/Differentiation

- Knee to chest: Pull knee to side to deepen the stretch if knee can touch chest easily.
- Extend leg straight up: Students may wrap a belt around the foot if they cannot reach behind their knee with leg straight.
- Lying-down spinal twist: Students add pressure on the extended arm to further the stretch.

What to Look For

- Students are keeping the opposite leg straight on the ground during knee to chest.
- Students' legs are as straight as possible and foot flexed while extended.
- Students are keeping their shoulders on the ground in lying-down spinal twist.

Instructional Task: New Asanas From Supine Position

■ PRACTICE TASK

Demonstrate the new poses and have students perform the following sequence:

- *Crab*
- *Crab extensions*
- *Egg roll*
- *Bridge*
- *Wind relieving*
- *Bridge*
- *Wind relieving*
- *Bridge*
- *Fish*

Extensions

Crab:

- Crab with right leg extended, followed by egg roll
- Crab with left leg extended, followed by egg roll

Bridge:

- Extend right leg, extend left leg.

Refinements

Crab:

- Tighten abdominal muscles when pulling bottom up.

Egg roll:

- Push the lower back into the floor when the knees are into the chest.

Fish:

- Remind students to keep arms as close together as possible under the body, with palms down.

Student Choices/Differentiation

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

- Crab: May have varying levels of height.
- Crab extensions: If students can't get legs parallel to the ground, they may lift to where it is comfortable for them to hold.
- Bridge: Students may put their hands on the lower back to give support if their core is weak. If comfortable, students may link hands under the back and press palms away from body to stretch shoulders.
- Fish: Students lift to the point at which they are comfortable.

What to Look For

- Are students' hands under their shoulders and feet under their knees in crab?
- Are students rolling softly and staying on their mats in egg roll?
- Are students tightening the core when lifting in crab and bridge?
- Are students keeping their knees aligned when they lift a leg in crab and bridge extensions?

Instructional Task: Cool-Down

Can be a little longer today with a quick body scan.

■ 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

Knees can be up with feet on the floor for those whose lower back is uncomfortable.

What to Look For

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

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.

EMBEDDED OUTCOME: S5.H1.L.1 Ask students to consider how yoga can contribute to health. What components of fitness or well-being does yoga help develop?

Reflection

- How did students do with the supine poses? Are they making progress on back bends?
- Are they comfortable with breathing at the right time during the poses?
- Which students are struggling with the new poses?

Homework

Journal assignment:

- Do you find that you have any pain in your back? What was particularly difficult or easy for you today?
- Were you aware of your breathing? Why or why not? What can help you become more aware?
- Respond to any other comments or questions.
- 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: “crab pose,” “fish pose,” “wind relieving pose,” “bridge,” “egg roll”