



## Board/Authority Authorized Course: **Yoga 11**

<b>School District/Independent School Authority Name:</b> Cowichan Valley School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD 79
<b>Developed by:</b> Leah Gough	<b>Date Developed:</b> November 2015; revised December 2018
<b>School Name:</b> Cowichan Secondary	<b>Principal's Name:</b> Alison Keple
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Yoga	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120
<b>Course Category:</b> Health Related Activities	<b>Course Code:</b> YHRA-1B

**Board/Authority Prerequisite(s):**

**Special Training, Facilities or Equipment Required:**

The teacher must be a certified RYT 200 (Registered Yoga Teacher with 200 hours of training). The course will require yoga mats and yoga props such as blocks, bolsters and blankets.

**Course Synopsis:**

In Yoga 11 students will develop and sustain a regular physical yoga practice while cultivating an understanding of alignment and anatomy as it relates to the safety and the benefits of the practice. The students will make connections between the physical practice and their ability to handle stressors both on and off

the mat. Further, by a study of yogic philosophy, meditation and mindfulness, the students will see that by developing a healthy state of well-being within themselves, they can affect the larger community in a positive way.

### **Goals and Rationale:**

The purpose of Yoga 11 is to help the student develop and use a regular physical practice to develop skills of self-awareness and reflection, to make time in one's busy day to take care of his/her physical and mental state, to complement one's athletic pursuits, to provide an outlet for stress, and to strengthen and tone the body. Senior students have multiple stresses in their lives: they are often taxed academically, athletically and through after-school and weekend employment. Yoga 11's primary aim is to bring awareness to the stress-reducing benefits of developing a regular practice of self-awareness, relaxation, meditation, and body strengthening.

These aims will be accomplished through an exploration of some of the different types of yoga, a physical practice, concentration on pranayama (the breath), practicing mindfulness and meditation, journaling, and by studying anatomy and alignment. Further, the ancient philosophy of Yoga will be studied. This philosophy, at its most basic, leads one to become a healthier person in both mind and body which then creates a positive relationship between the self and others. In this way, Yoga is not just a practice for the self, but also has broader implications for relationships with others.

The aim is to encourage the student to take what she/he learns from the course and apply it to her/his life outside of school. Much of what is learned or developed through a regular Yoga practice can be extrapolated to many real-life situations.

### **Indigenous Worldviews and Perspectives:**

Yoga 11/12 makes use of the following First Peoples' Principles of Learning:

Connectedness and Relationship: Students are encouraged to explore how Yoga and mindfulness can relate to their own lives, outside of the classroom. Yoga 11 has an emphasis on identity and experiential learning.

Local Focus: An awareness of the seasons of our community is embedded in our Yoga practice, especially the Yin practice where we will become more in tune with the seasonal and daily cycles, recognize these cycles' effects on our bodies, minds and spirits to respond appropriately.

Emphasis on Identity: Students are encouraged and asked to always return to their own unique experience. They are guided to listen to their bodies, and respond to what their body needs or doesn't need appropriately (modifying poses, taking rest). Additionally, they are asked to get curious about their experience in the Yoga room, for example: why is meditation frustrating? How did I feel after a vigorous Yoga practice?

Traditional Teaching: Can we connect any of the traditional teachings of Yoga with local traditional teachings? What is the implication for understanding our interconnectedness and humanity?

Experiential Learning: Our Yoga class embraces a "learner-centred teaching practice." The Yoga and Mindfulness 11 course is based in experience and practice as "learning is holistic, reflexive, reflective, experiential and relational." It is structured on the tenet that one must experience and practice Yoga, Meditation and Mindfulness through gradual release in order for one to fully understand how these practices affect their unique lives. It is a strength-based approach starting with what the student can do and moving towards mastery

### BIG IDEAS

A regular practice of Yoga and **mindfulness** strengthens the mind and body.

Yoga is **holistic, reflexive, experiential, and relational.**

The practice of **mindfulness** can happen at any time, anywhere.

Practicing **self-awareness** and **self-reflection** helps us to grow as individuals and as a **community.**

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>BODY (physical practice)</b></p> <ul style="list-style-type: none"> <li>• maintain consistent yoga practice</li> <li>• use prana (breathing techniques) to enhance and sustain the practice</li> <li>• use the concepts of alignment to sustain a safe practice</li> <li>• find a balance between ease and effort on the mat</li> <li>• improve flexibility</li> <li>• practice a number of different styles of yoga such as Ashtanga, Flow and Hatha</li> <li>• practice <b>Yin Yoga</b></li> </ul> <p><b>MIND (Self-awareness, Mindfulness, Wisdom)</b></p> <ul style="list-style-type: none"> <li>• feel calm while practicing yoga</li> <li>• reflect on the experience of the physical and mental aspects of the class</li> <li>• reflect on one’s learning about one’s self in relation to his/her body, classmates, and the broader world</li> <li>• develop a consistent meditation practice using mantras and other tools</li> <li>• practice mindfulness: being present in our bodies and the moment</li> </ul> <p><b>SPIRIT (Emotional Well-being and Connection to Others)</b></p> <ul style="list-style-type: none"> <li>• model the ethical concepts of <b>Ahimsa</b> and <b>Satya</b></li> <li>• practice <b>Karma</b></li> <li>• communicate how these ethical concepts apply to her/his life and life in general</li> <li>• make connections between the practice of Yoga and the feeling of well-being both on and off the mat</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• how breathing exercises affect one’s body and mind</li> <li>• alignment principles</li> <li>• basic anatomy</li> <li>• the difference between <b>yin and yang</b> and how they relate to the seasons, tissues and poses</li> <li>• an awareness of history and the evolution of yoga and many of its present day branches</li> <li>• common asana (pose) names in both English and Sanskrit</li> <li>• the ethical concepts of Ahimsa (non-harming) and Satya (truth)</li> <li>• the physical and psychological benefits of Yoga and mindfulness</li> <li>• contraindications to practicing certain poses</li> </ul>

--	--

## Big Ideas – Elaborations

**Mindfulness** – is “paying attention, on purpose, in the present moment, without judgment.” This is Jon Kabat-Zinn’s definition.

**Holistic** – Yoga involves the body, mind and spirit. In fact, Yoga is always an attempt to harmonize the three.

**Reflexive** – Yoga and mindfulness practices invite us to reflect on our ways of being both in the world and on the mat.

**Experiential** – In the Yoga and Mindfulness 11 classroom, we try out and practice physical and mental practices.

**Relational** – Yoga and mindfulness are focused on connectiveness, on reciprocal relationships, and a sense of place.

**Self-Reflection** - In the course we are invited to stop and reflect on our experiences both in the classroom and outside of it.

**Self-Awareness** – Yoga and mindfulness invite students to get curious about the state of their bodies, minds and spirits throughout the semester.

**Community** – Everything we do on the mat – physical and mental practices – contribute to the way we can be with others. We practice in a community (with the other class members) and reap the benefits of a shared experience.

## Curricular Competencies – Elaborations

**Yin Yoga** - a slower, cold practice which works on the joints and hard tissues as opposed to the muscles. It is also responsive to the seasonal cycle.

**Ahimsa** – a Sanskrit word meaning “non-harming” or “non-violence.” Ahimsa is the first Yama in the Yoga Sutras. It is the practice on which all of Yoga is dependent. In the classroom we take our understanding of Ahimsa to begin to cultivate love for ourselves, which can then extend out to compassion for others.

**Satya** – a Sanskrit word meaning “truth.” Satya is the second Yama in the Yoga Sutras. In the classroom we use Satya as a way of furthering our understandings of ourselves. For example, we will ask such questions as: “What are my principles and how can I better align myself with them? What are my limits? How can I stay true to my beliefs so that I can feel good about myself?”

**Karma** – a Sanskrit word which relates to the idea that what we put out in the world affects our lives. We practice Karma in the classroom with kindness to our classmates, but we also extend it out into the world with random acts of kindness and acts of service.

## Content – Elaborations

**Yin and Yang** – Traditional Chinese concepts which encompass the idea of balance. Simply put, Yin has the properties of cold, dark and slow, while Yang has the properties of hot, bright and fast. Paying attention to both Yin and Yang activities helps to bring balance to one’s life.

### Recommended Instructional Components:

- teacher-led yoga classes of a variety of styles
- video-led yoga classes of a variety of styles
- student-led yoga classes
- independent yoga practice (teacher-supervised)
- posture labs in which the concepts of alignment are explored
- handouts, videos and lectures about anatomy and how it relates to the practice
- modeling (practice, reflection, ethical tenets, mindfulness, etc)
- lectures
- group-work
- readings

### Recommended Assessment Components:

- student conferencing
- reflecting through journal entries with teacher feedback
- self-assessments
- observation
- informal presentations
- oral feedback

### Learning Resources:

#### For Teachers:

#### Print

*The Power of Ashtanga Yoga* by Kino MacGregor

*The Complete Guide to Yin Yoga* by Bernie Clark

*Learning to Breathe: A Mindfulness Curriculum for Adolescents to Cultivate Emotion Regulation, Attention and Performance* by Patricia C. Broderick

*Yoga Journal* (magazine)

#### Web

Teach Asana: <http://www.teachasana.com>

Yoga Sutras of Patanjali: <http://www.sacred-texts.com/hin/yogasutr.htm>

Ashtanga Yoga Info: <http://www.ashtangayoga.info/practice/>

Yoga Journal: <http://www.yogajournal.com> and especially:

Yoga Journal's very accessible pages about the Yoga Sutra: <http://www.yogajournal.com/category/yoga-101/philosophy/yoga-sutras/>  
A BC-Based free online yoga video service: <http://doyogawithme.com>

Teachers are encouraged to contact yoga teachers from a variety of disciplines in the community.

For Students:

Images of common asanas (many in MacGregor book or can be readily found on the internet)

Anatomy & Alignment handouts

Each other

Access to the internet!