

<p><b>Before beginning</b>, teachers should offer accommodations specifically mentioned in a student’s IEP to support their ability to participate in the activity.</p>		
<p><b>Activity Name:</b> Exploring Yoga fast (“flow”) vs slow (story)</p>	<p><b>Grade Level:</b> PreK – 12+ (Adapted)</p>	<p><b>Activity Length:</b> 15-20 minutes per book</p>
<p><b>Standard(s) and Grade-Level Outcome(s) or Indicator(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns. <ul style="list-style-type: none"> <li>○ S1.Balance Concepts; Weight Transfer; Curling, Stretching Twisting Bending</li> </ul> </li> <li>• <b>Standard 4</b> Exhibits responsible personal and social behavior that respects self and others. <ul style="list-style-type: none"> <li>○ S4.Personal Responsibility, Accepting Feedback, Rules and Etiquette, Safety</li> </ul> </li> <li>• <b>Standard 5</b> Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <ul style="list-style-type: none"> <li>○ S5. Health, Self-Expression, and Enjoyment</li> </ul> </li> </ul>		<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Personal space</li> <li>• Yoga mat or other supporting surface for yoga</li> <li>• Optional a chair (for seated yoga pose options)</li> <li>• Computer with PowerPoint accessibility</li> <li>• PowerPoints of the Converted Books to Interactive Yoga Story’s: <ul style="list-style-type: none"> <li>○ <a href="#">Yoga Bunny PPT</a></li> <li>○ <a href="#">You Are a Lion PPT</a></li> <li>○ <a href="#">Stretch Shapes Converted Book</a></li> </ul> </li> <li>• PowerPoint of Modified Yoga Flow <ul style="list-style-type: none"> <li>○ <a href="#">Yoga Flow Practice Sequence 1 PPT</a></li> <li>○ <a href="#">Yoga Flow Practice Sequence 2 PPT</a></li> </ul> </li> <li>• Optional <a href="#">Body Part Identification and Exploration Lesson 1</a></li> </ul>
<p><b>Objective(s):</b> <i>By the end of the activity, students will be able to...</i></p> <ol style="list-style-type: none"> <li>1. Attempt to manipulate and/or identify (or both) body parts utilizing a prompting hierarchy (preK)</li> <li>2. Engage in at least three different yoga poses utilizing a prompting hierarchy and assistance as needed (elementary)</li> <li>3. Complete at least three different yoga poses with no more than 5 additional prompts (middle)</li> <li>4. Demonstrate at least three different yoga poses with minimal assistance (high school)</li> </ol>		
<p><b>Activity Progression</b></p>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Have students in their personal space/on yoga mats ready for induction and explore yoga <ul style="list-style-type: none"> <li>✓ If you have a breathing focus activity start with that, as a reminder of the importance of breathing in yoga and holding the position not your breathe (my students like “puffer fish breathing:” <a href="#">click here for the ViewPure link</a> or <a href="#">here for the YouTube link</a></li> </ul> </li> <li><input type="checkbox"/> You can participate in yoga in multiple formats (i.e., in person at a yoga studio or class, following along to a YouTube or DVD yoga activity or with yoga books/stories).</li> <li><input type="checkbox"/> There are also multiple Yoga styles. In one yoga style you hold the pose(s) for a short time and using your breath flow through a sequence, “faster flowing” pace (Vinyasa) or in some you hold pose(s) for a longer period and still use your breath throughout (Hatha) – (Teacher Notes: <i>please note, this is an oversimplification of explaining these yoga formats, this lesson is directed to individuals attending APE and have significant intellectual delays.</i>) <ul style="list-style-type: none"> <li>✓ For PreK-Elementary explore slower pace yoga using adapted yoga story <b>Stretchy Shapes (You Are a Lion</b> is also an option if have higher functioning cognitive students)</li> <li>✓ Middle-High School: <b>You Are a Lion or Yoga Bunny (Stretchy Shapes)</b> can also be an option if need less challenging)</li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>▪ Middle-High can do a compare and contrast trying one story and then a modified yoga flow sequence</li> <li>❑ Explore a slower format of yoga using a yoga story (PreK-elementary) <ul style="list-style-type: none"> <li>✓ To work on turn taking and making a choice, I will see if there is a student that would like to select the yoga story (if offering a choice between two, otherwise start the activity going to use)</li> </ul> </li> <li>❑ Explore slow and fast styles of yoga using a yoga story and a modified yoga sequence <ul style="list-style-type: none"> <li>✓ To work on turn taking and making a choice will allow a student to volunteer to select the yoga story for the class to try</li> </ul> </li> <li>❑ Explore a fun way to incorporate yoga into familiar activity: <a href="#">Yoga Freeze Dance</a></li> </ul>
<b>Modifications/Differentiations</b>
<ul style="list-style-type: none"> <li>❑ Many of the modifications are embedded into the activities with a seated/chair option and possible ways to have the yoga pose working on look comparable to the “standing” more traditional version. Again, based on student limitations may need to further adapt by either having student(s) focus on “what the arms look like,” (i.e.; for Tree Pose focus on holding hands together at center of body, if you can do that try touching the toes of one foot on the ground over having both feet, or keeping increasing the balance challenge for what is appropriate for them, etc.)</li> <li>❑ Be sure to stress hold the pose not your breath</li> <li>❑ Many of my PreK-Elementary students struggle with yoga because they have difficulty either identifying what body parts they need to manipulate and or how they can manipulate their body. Many times, I need to scale back, and when engaging in a yoga unit go to the foundational of body part identification and exploration. I have also included the first lesson will use if students are not demonstrating readiness for yoga poses.</li> </ul>
<b>Checks for Understanding/Assessment Strategies</b>
<ul style="list-style-type: none"> <li>❑ PreK-Elementary: <ul style="list-style-type: none"> <li>✓ If able to use a yoga story – assessing who is able to manipulate the correct body parts, who is needing additional prompting and how much. Can student(s) identify via a menu of 3 which body parts they are manipulating/moving to get into that pose and/or identify the pose they are trying</li> <li>✓ If working with body part ID – assessing who can identify by either moving the asked body part exploring, point/touch on themselves or picture/learning buddy (i.e. teacher or support staff) <ul style="list-style-type: none"> <li>▪ Checks built in (how can we move, what else can we do, etc.)</li> </ul> </li> </ul> </li> <li>❑ Middle-High: <ul style="list-style-type: none"> <li>✓ After trying the yoga story see if they can identify if that was a “slow” or “fast” style of yoga</li> <li>✓ After trying a modified flow sequence (either the 2 or 3 cycle) see if they can identify if that was an example of a “slow” or “fast” style of yoga</li> <li>✓ Assessing who is needing additional prompting and/or assistance or both in attempting to get into different poses</li> <li>✓ After trying both, opinion question opportunity: “Which one did you like more?” Fast “Flow” yoga or “Slow” story yoga?</li> </ul> </li> </ul>

*Please Note: First time open/download the PowerPoints, due to the volume of content may take 5 minutes (or more depending on internet downloading speeds) on initial, but will open normal speeds afterwards.*