

STUDENT TARGETS

- **Skill:** I will follow all activity instructions and take turns with my partner.
- **Cognitive:** I will define mindfulness and discuss how it relates to tension and relaxation.
- **Fitness:** I will discuss how mindfulness can contribute to good health.
- **Personal & Social Responsibility:** I will work cooperatively and independently with my partner.

TEACHING CUES

- Focus on Now
- Calm Your Body and Mind
- Tense and Relax

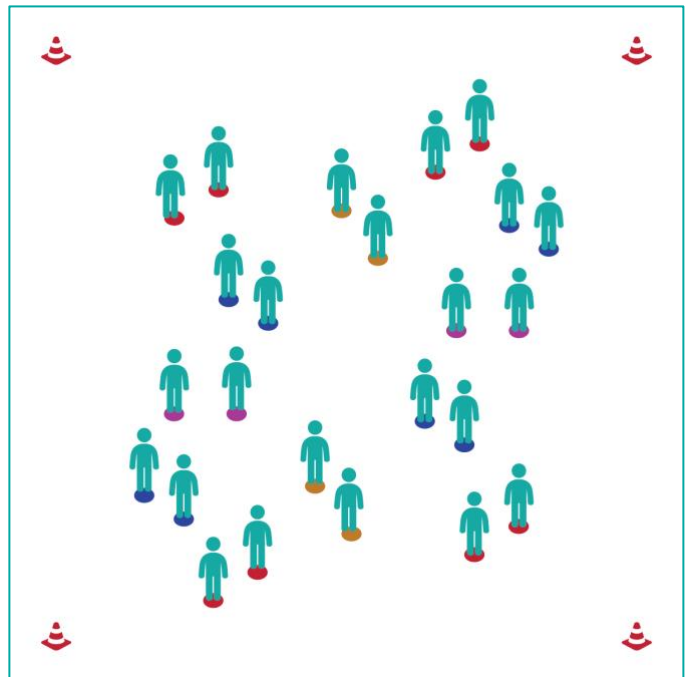
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Relaxation Mirror Task Cards
- Progressive Relaxation Script
- 1 spot marker per student

Set-Up:

1. Scatter spot markers throughout the activity area, grouped into sets of 2.
2. Pair students, each student at a spot marker.



Activity Procedures:

1. Mindfulness is our ability to focus attention on the present moment and to be able to calmly acknowledge our emotions, what we're thinking, and how our body is feeling in the moment.
2. Today, we're going practice an activity called Relaxation mirror. The object is to be mindful and feel how our muscles respond when we make them tense and tight and then loose and relaxed.
3. One of the most important things to demonstrate today is respect for your partner's personal space.
4. Stand tall and face your partner. I will read a descriptive word like "tense," "tight," "relaxed," and "loose." Partner 1 will choose a body part and demonstrate the word on that body part. Partner 2 will mirror the action of partner 1. For example, if I say "tight," partner 1 could choose to tighten their biceps muscles, and then partner 2 will mirror that movement and tighten their biceps muscles.
5. After 4 descriptive words, we'll switch leaders. Choose as many different body parts as possible.

Grade Level Progression:

- **K-1st:** Teachers, begin by giving both the descriptive word and the body part. Students can mirror the teacher's movements.
- **2nd-3rd:** Allow students to work with partner to mirror movements and make decisions on what body part to tighten or relax.
- **4th-5th:** Teachers read from a relaxation progression of tightening and relaxing major muscle groups in a guided relaxation exercise.



RELAXATION REFLECTION

UNIVERSAL
DESIGN
ADAPTATIONS

- Provide equipment to help students find a comfortable position for relaxation. For example, allow students to lie down, sit up, or move in a different way that makes them feel comfortable.

ACADEMIC
LANGUAGE

Contribute, Cooperate, Emotions, Feelings, Good Health, Independently, Loose, Mindfulness, Relax, Respect, Self-Control, Take Turns, Tense, Tight

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 4 [E1.K-5]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2); Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).
- **Standard 5 [E1.K-5]** Recognizes that physical activity is important for good health (K); Identifies physical activity as a component of good health (1); Recognizes the value of “good health balance” (2); Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF
QUESTIONS

- **DOK 1:** How does it feel when a muscle is tense? How does it feel when a muscle is relaxed?
- **DOK 2:** What is the difference between being tense and being relaxed?
- **DOK 3:** How is mindfulness related to tension and relaxation?

TEACHING
STRATEGY
FOCUS

Help students examine similarities and differences. Use the Depth of Knowledge questions above to explore the differences between being tense and being relaxed. If students are developmentally ready, take a minute to introduce metaphors for each term, and then challenge students to create their own metaphors. For example, “My muscles are a free-flowing river,” or “My muscles are a tight cable.”

Brr... I Am Cold

STUDENT TARGETS

- **Skill:** I can self-regulate my tension and stress through mindful physical activity.
- **Cognitive:** I understand that cold hands and cold feet could mean I am tense, and so I need to find a way to relax my body and help blood circulate.
- **Fitness:** I will practice managing stress with physical activity.
- **Personal & Social Responsibility:** I will demonstrate behaviors that help establish a positive learning environment.

TEACHING CUES

- Feel and Think About the Tension in Your Body
- Move Safely on Your Spot
- Help Create a Positive Learning Environment

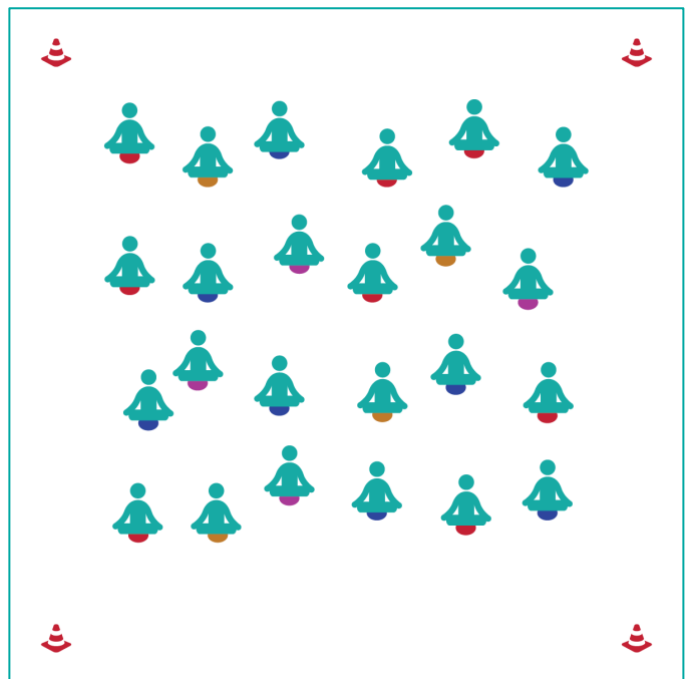
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 spot marker per student
- Brrr...I am Cold! Teacher Movement Card
- Thermometer poster

Set-Up:

1. Scatter spots throughout the activity area, each student sitting on a spot.



Activity Procedures:

1. Today's activity is called Brrr...I am Cold! Have your hands or feet ever felt cold, even when it wasn't cold outside? Have you ever heard someone say that a person has "cold feet" when they were nervous? That's because our hands, arms, feet, and legs can get cold when our bodies are tense.
2. Why might your hands get cold when you're nervous? Tense muscles cause our blood flow to constrict, slow down, or start to shut off. Relaxed muscles allow blood to flow easily all throughout the body.
3. Let's look at this picture of a thermometer. As the temperature gets warmer, the mercury inside the thermometer flows and gets higher. As it gets colder, the temperature drops back down.
4. I'm going to call out some action words that will help you keep your body loose, relaxed, and warm. When you hear each movement, stay on your spot and begin moving. When I yell out, "BRRR!" stop your movement and show me how you would look and feel if you were cold.
5. When you hear the next set of action words, begin moving again on your spot.
6. Teachers, see the Brr...I am Cold! Teacher Movement Card for sample action words.

Grade Level Progression:

K-1st: Perform the activity as described above.

2nd-3rd: Students work as a class to create a new set of action words.

4th-5th: Students work in groups of 4 to discuss and develop ways of mindfully moving around the room that can illustrate being tense or anxious (cold) or mindful (warm).



BRR... I AM COLD

UNIVERSAL
DESIGN
ADAPTATIONS

- Create movement options that are appropriate for all students' abilities.
- Pair small groups of students with an adult in a follow-the-leader-style format. Student follow teachers' movements and social cues.

ACADEMIC
LANGUAGE

Circulate, Constrict, Mindful, Positive Learning Environment, Relax, Self-Regulate, Stress, Temperature, Tension, Thermometer

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 4 [E1.K-5]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2); Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).
- **Standard 5 [E1.K-5]** Recognizes that physical activity is important for good health (K); Identifies physical activity as a component of good health (1); Recognizes the value of "good health balance" (2); Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF
QUESTIONS

- **DOK 1:** What is stress?
- **DOK 2:** What do you know about self-regulating your body's tension when you begin to feel your hands or feet get cold?
- **DOK 3:** How is physical activity related to self-regulation of stress and tension?
- **DOK 4:** Can you and a partner create a plan that you can follow the next time you get cold hands and feet because you feel stress?

TEACHING
STRATEGY
FOCUS

Help students practice skills, strategies, and processes. Self-regulation of stress is a challenging process for adults, and children will need opportunities to practice strategies in developmentally appropriate ways. Brr...I Am Cold! is an activity that introduces both concepts and strategies that can help students in all areas of life. Revisit this activity periodically to help remind and reinforce these concepts with additional opportunity for practice.

FAST TO SLOW

STUDENT TARGETS

- **Skill:** I will use mindful breathing to slow my heart rate.
- **Cognitive:** I will discuss how I can use mindful breathing to self-regulate my heart rate.
- **Fitness:** I will actively participate in each physical activity in order to increase my heart rate.
- **Personal & Social Responsibility:** I will move safely in personal and general space.

TEACHING CUES

- In Through Your Nose (4 counts)
- Out Through Your Mouth (8 counts)
- Safe and Controlled Movements

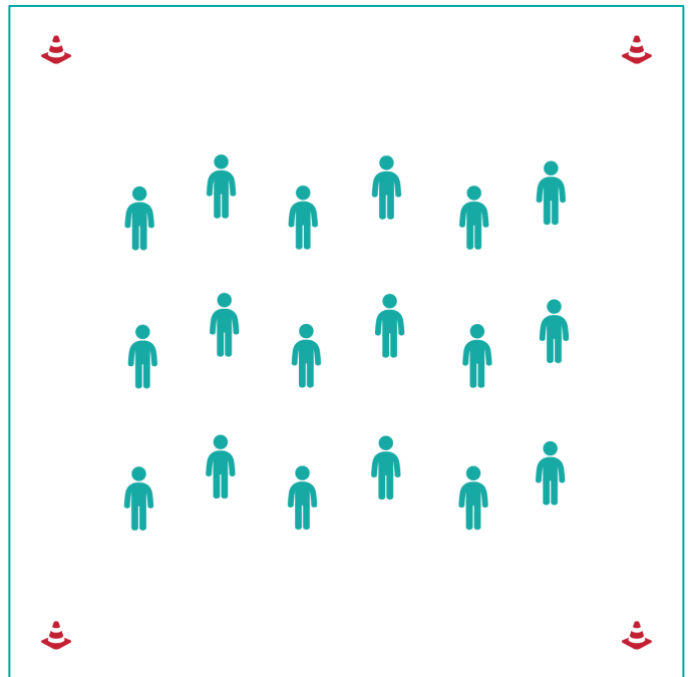
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Music and music player
- Heart rate monitors (optional)

Set-Up:

1. Students scattered in open space with room to move safely.



Activity Procedures:

1. Today's activity is called Fast to Slow. The object of the activity is to learn how to get our fast heart rate to beat slower by using mindful breathing.
2. Your heart beats faster when it works hard, but it also beats faster when you are excited, nervous, or scared — similar to how you might breathe faster, or your feet or hands might get cold. Maybe you're nervous about a spelling test, or you're excited and getting ready to run a big race. In those situations, a heart rate that is too fast might not be helpful. If you know this, you can monitor your heartbeat, understand your emotions, and then work to slow it down. Let's use mindful breathing to slow our heart.
3. When the music starts, march in place and pump your arms in order to make your heart beat faster. Ready? GO! (Students march in place to music for 1 minute.)
4. Now freeze! Put your hand over your heart. Is it beating faster? Use deep breathing to slow it down.
5. Breathe in through your nose and count slowly to 4 — fill your lungs. Now, exhale through your mouth slowly while you count to 8 — empty your lungs. (Repeat for 30 seconds to a minute.) Now, feel your heart again. Is it beating slower?
6. Repeat using a variety of movements, in place or throughout open space.

Grade Level Progression:

K–1st: Perform the activity as described above.

2nd–3rd: Perform mindful breathing after playing a vigorous game.

4th–5th: Allow students to identify times when mindful breathing could help regulate their heart rate.



FAST TO SLOW

UNIVERSAL DESIGN ADAPTATIONS

- Choose activities that are appropriate for all students (e.g., pump arms overhead in classes with students in wheelchairs).
- Students follow verbal and visual cues as teacher demonstrates and leads movements.

ACADEMIC LANGUAGE

Calm, Elevated, Heartbeat, Heart Rate, Rapid, Slow

STANDARDS & OUTCOMES ADDRESSED

- **Standard 3 [E2.K-5]** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2); Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- **Standard 3 [E3. K]:** Recognizes that when you move fast, your heart beats faster and you breathe faster (K).
- **Standard 4 [E3.K-4]** Follows instruction/directions when prompted (K); Responds appropriately to general feedback from the teacher (1); Accepts specific corrective feedback from the teacher (2); Accepts and implements specific corrective teacher feedback (3); Listens respectfully to corrective feedback from others (e.g., peers, adults) (4).

DEBRIEF QUESTIONS

- **DOK 1:** What makes your heart beat faster?
- **DOK 2:** How does feeling nervous affect your heart rate?
- **DOK 3:** Can you describe how to breathe in order to slow your heart rate?
- **DOK 1:** Can you remember how to count when practicing mindful breathing?
- **DOK 2:** Why is counting helpful when controlling your breathing?
- **DOK 3:** How is counting related to the idea of mindfulness?

TEACHING STRATEGY FOCUS

Help students elaborate on content. Fast to Slow is an activity that provides students with physical evidence to support the concept being taught. Provide discussion time that allows students time and space to talk about this personalized evidence with details. This activity can and should be used repetitively as students progress from grade level to grade level. This allows their vocabulary and discussion skills to mature as they provide more sophisticated evidence.

STUDENT TARGETS

- **Skill:** I will demonstrate a variety of static balance positions and transfer my weight in order to flow from 1 position to the next with my classmates.
- **Cognitive:** I will discuss the way my body is moving as I create shapes and balances.
- **Fitness:** I will demonstrate safe behaviors while being physically active.
- **Personal & Social Responsibility:** I will discuss the positive social interactions that happen when I'm active with classmates.

TEACHING CUES

- Find your Base of Support
- Focus on Balance and Safety
- Be Creative

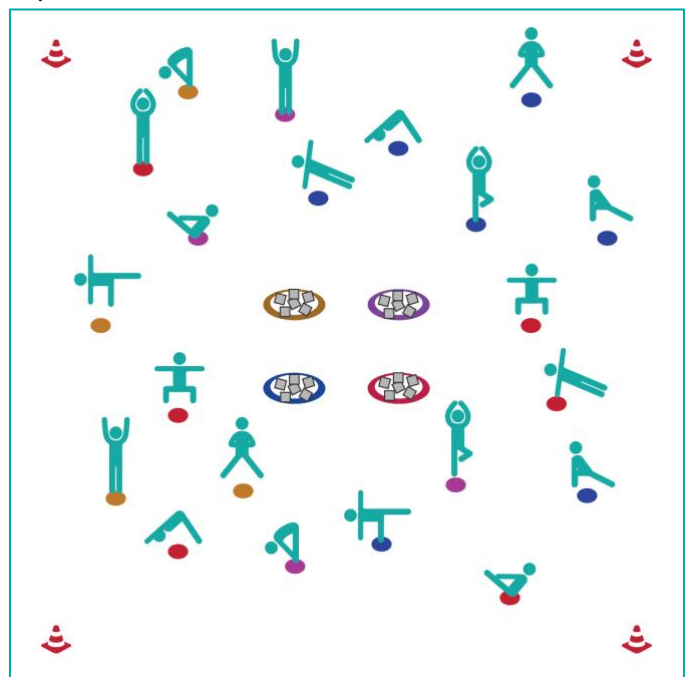
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1–2 sets of ABC Flash Cards (lamine for longevity)
- 4–6 hoops
- 4 cones
- 1 spot marker per student (optional)

Set-Up:

1. Create a large activity area using cones to mark boundaries.
2. Create a square in the center of the activity area using the hoops.
3. Divide ABC cards evenly and place them face-down in the hula hoops.
4. Scatter spot markers throughout the activity area. (Optional)



Activity Procedures:

1. Today's activity is called Make Your Shape. We will flex and extend our muscles to move through dynamic and static balances using different bases of support.
2. First, pick up a single card from 1 of the hula hoops, then find personal space inside the activity area. (Spot markers can help younger students quickly find personal space.)
3. On the start signal, create a personal balance position that looks like the letter on the ABC flash card. On the stop signal, pause and listen for the next steps.
4. Next, we'll create a circle and organize ourselves in ABC order. Don't use your voices; only use balance positions to express your letter.
5. Once we're in our circle, we'll develop a simple flow by performing the letters from A to Z as a group. We'll hold each pose for 15 seconds.
6. Teachers: If you have extra time, the class can also spell out their spelling words, 1 letter at a time as a group, to develop the classroom-to-gymnasium connection.

Grade Level Progression:

K–2: Teacher models letters 1 card at a time; students perform each letter as a group.

3–5: Students spell academic language words 1 letter at a time as a group, and then discuss the word as a class.



MAKE YOUR SHAPE

UNIVERSAL DESIGN ADAPTATIONS

- Use shape cards (e.g., curved lines, triangles, etc.) rather than letters. Students follow teacher demonstrations in a group activity format.

ACADEMIC LANGUAGE

Base of Support, Demonstrate, Flow, Physical Activity, Positive, Safe Behaviors, Social Interaction, Static Balance, Transfer Weight

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E10.K-2]** Contrasts the actions of curling and stretching (K); Demonstrates twisting, curling, bending, and stretching actions (1); Differentiates among twisting, curling, bending, and stretching actions (2).
- **Standard 1 [E7.3 & 5]** Balances on different bases of support, demonstrating muscle tension and extensions of free body parts (3); Combines balance and transferring weight in a gymnastics sequence or dance with a partner (5).
- **Standard 4 [E1.K-5]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2); exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher) (5).
- **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (3); Describes/compares the positive social interactions when engaged in partner, small-group, and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF QUESTIONS

Questions for Grades K–2

- **DOK 1:** How would you perform a curl with a body part? How about a stretch? Twist? Bend?
- **DOK 2:** How did you use these movements when making your letter?
- **DOK 3:** How is safety related to your movement?

Questions for Grades 3–5

- **DOK 1:** What is a base of support?
- **DOK 2:** How does your base of support affect balance?
- **DOK 3:** How is balance related to weight transfer (from one base of support to another)?
- **DOK1:** What would you include on a list about positive social interaction during physical activity?
- **DOK 2:** How does your personal attitude affect social interactions?
- **DOK 3:** How do you think a person’s social interactions in physical activity settings are related to their desire and ability to build a physical activity routine?

TEACHING STRATEGY FOCUS

Organize students to interact with content. This activity allows students to experience yoga-style movements in both an expressive and cooperative group setting. This shared experience, with a focus on positive social interactions, will establish the building blocks for learning for the entire Yoga and Mindfulness module.

STUDENT TARGETS

- **Skill:** I will demonstrate stillness while performing balance poses on different bases of support.
- **Cognitive:** I will discuss how my muscles help me stay still during balance poses.
- **Fitness:** I will actively participate in order to increase my heart rate and warm up my muscles.
- **Personal & Social Responsibility:** I will discuss how this activity challenged me and helped me practice and improve my balance.

TEACHING CUES

- Move Safely
- Eyes Forward
- Strike a Pose (Vogue)
- Show Balance

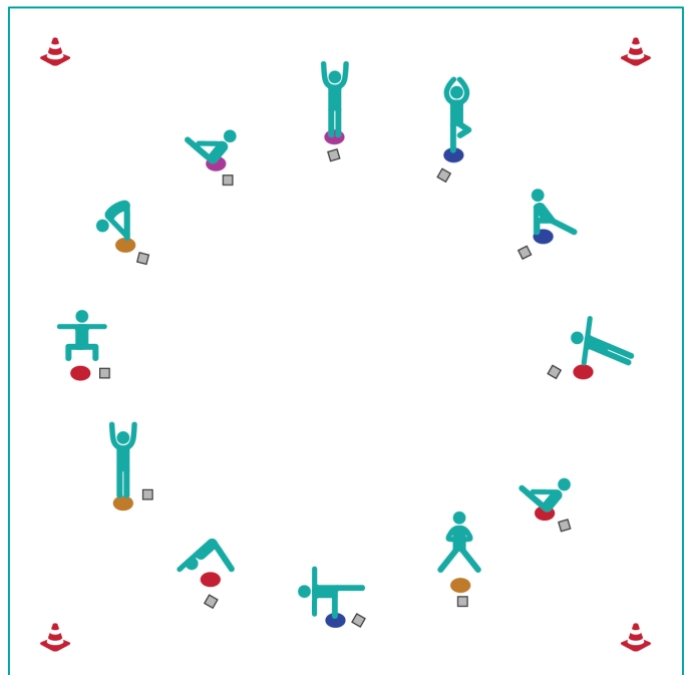
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 poly spot per student, or 1 yoga mat per student (if available)
- Set of Yoga Pose Cards
- Music player and music

Set-Up:

1. Create a large circle using poly spots. Substitute the spots with yoga mats if available.
2. Place 1 card under each spot.
3. Begin with each student on a spot (or mat).



Activity Procedures:

1. Today's activity is called Flowing Movements. We will combine locomotor movements with yoga poses. Our goal is to learn simple poses that can be used in movement routines.
2. Start at 1 of the spots in the circle. Under the spot is a Yoga Pose Card. Teachers, demonstrate a few poses before starting the activity as a whole group.
3. When the music begins, look under your spot and perform the yoga pose on the card. Hold the pose for 15–30 seconds while using balance and strong bases of support.
4. When the music stops, I will call out a locomotor movement. Put your card back under your spot and start traveling throughout the activity area using the locomotor movement.
5. When you hear the 5-second countdown, find a new spot around the circle. When the music starts, look at the card under your new spot and perform that pose for 15–30 seconds.
6. We will continue for several rounds of movements and poses.

Grade Level Progression:

K–1: Students perform the activity with galloping and walking.

2–3: Add running, skipping, and leaping.

4–5: Remove cards from spots. Prompt students to recall (or create) various poses.



FLOWING MOVEMENTS

UNIVERSAL
DESIGN
ADAPTATIONS

- Use 1 card for the entire group and teacher-led poses. Alternatively, limit the number of poses for the group, choosing cards from the deck that match the ability of every student.

ACADEMIC
LANGUAGE

Actively Engage, Balance, Dynamic, Focus, Locomotor Movement, Patience, Safe, Static

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [E7.K-3]** Maintains momentary stillness on different bases of support (Ka); Forms wide, narrow, curled, and twisted body shapes (Kb); Maintains stillness on different bases of support with different body shapes (1); Balances on different bases of support, combining levels and shapes (2a); Balances in an inverted position with stillness and supportive base (2b); Balances on different bases of support, demonstrating muscle tension and extensions of free body parts (3).
- **Standard 4 [E1.K-5]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2); Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in interdependent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).
- **Standard 5 [E2.K-2]** Acknowledges that some physical activities are challenging/difficult (K); Recognizes that challenge in physical activities can lead to success (1); Compares physical activities that bring confidence and challenge (2); Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (5).

DEBRIEF
QUESTIONS

Questions for Grades K–2

- **DOK 1:** How would you describe a student who is staying still during a balance pose?
- **DOK 2:** How does performing locomotor movements affect the way your body feels when you're holding balance poses? Does it affect your heart rate?
- **DOK 3:** How are your muscles related to how well you can stay still and balanced?

Questions for Grades 3–5

- **DOK 1:** What does the word *challenging* mean?
- **DOK 2:** How would you compare and contrast a pose that was less challenging with a pose that was more challenging?
- **DOK 3:** How does the level of challenge affect your enjoyment of an activity?

TEACHING
STRATEGY
FOCUS

Identify Critical Content. Learning yoga poses from cards is fundamental in developing the basic poses that will build future routines. Separating the teaching of the poses from routine development will give the students specific cues to focus on. This progression creates a learning environment well suited for identifying specific movement concepts that will be built upon later in the module. Take time to help the students with their yoga poses and provide corrective feedback to increase student competencies. Then challenge them to perform the poses without prompts or instruction.

YOGA

PASS THE POSE

STUDENT TARGETS

- **Skill:** I will travel safely in the boundaries of general space to chase and flee, and I will move safely in self-space to complete yoga poses.
- **Cognitive:** I will talk with my classmates about how moving safely can help everyone enjoy physical activity.
- **Fitness:** I will talk with my classmates about the benefits of being physically active.
- **Personal & Social Responsibility:** I will move safely and demonstrate concern for myself and my classmates.

TEACHING CUES

- Be Safe
- Strike a Pose
- Two-Finger Touch

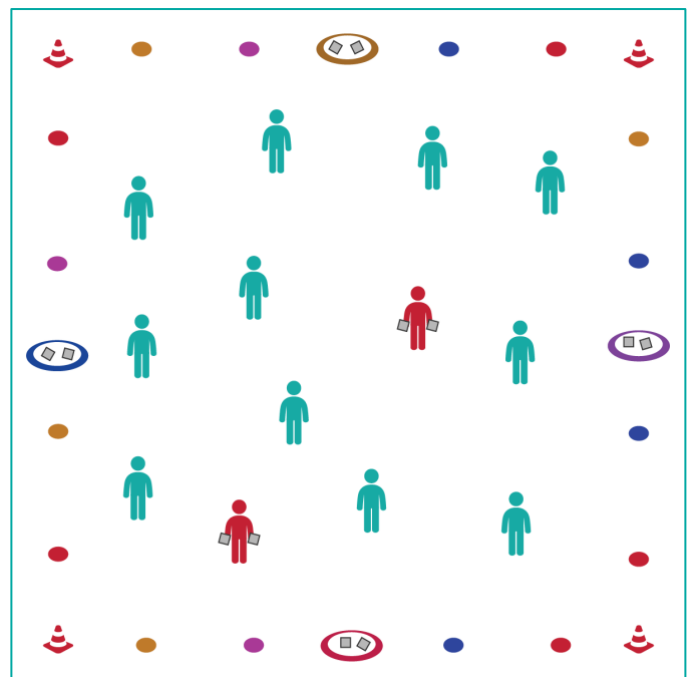
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4 cones
- 4 hoops
- Set of Yoga Pose Cards
- 20 spot markers

Set-Up:

1. Create a large activity area using cones to mark boundaries.
2. Place spot markers and hoops evenly outside the boundaries. Place a few Pose Cards in each hoop.
3. Scatter students. Designate 2–3 taggers by giving them each 2 Yoga Pose Cards.
4. Students scattered inside the activity area.



Activity Procedures:

1. Today's activity is called Pass the Pose. This is a tag game that will help us practice our basic yoga poses. Our taggers have Yoga Pose Cards that they'll pass to you when you're tagged.
2. When I say, "GO!" begin moving at a speed-walking pace. Stay inside the cones.
3. If you're tagged, take 1 card from the tagger, then move to a spot marker on the perimeter and complete the pose listed on the card. Hold the pose for 20–30 seconds.
4. Then place the card in the nearest hoop and come back inside the boundary area to keep playing. Taggers, when you run out of cards, move to a hoop and pick up 2 more.
5. Freeze when you hear the stop signal and we'll change taggers.

Grade Level Progression:

K–1: Play the game without passing cards between the taggers and the students who were tagged. Instead, select 1 pose for the entire class to work on and post that card on the perimeter.

2–3: Play the game as described above.

4–5: Play the game as written above, but each time a student is tagged, they must complete the pose on the card, plus each of the poses they've done up until that point. Over time, this will build simple routines of 2–4 poses.



PASS THE POSE

UNIVERSAL DESIGN ADAPTATIONS

- Give students modified poses (e.g., tree pose modifications = stand on 2 feet, hands above head).
- Allow students to choose a pose when they are tagged.

ACADEMIC LANGUAGE

Benefits, Boundary, Concern, Demonstrate, Enjoy, General Space, Pose, Safe, Self-Space

STANDARDS & OUTCOMES ADDRESSED

- **Standard 2 [E1.K,3,4b,5]** Differentiates between movement in personal (self-space) and general space (Ka); Recognizes the concept of open spaces in a movement context (3); Applies the concept of closing spaces in small-sided practice tasks (4b); Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and games environments (5).
- **Standard 4 [E6.K-5]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K) Follows teacher directions for safe participation and proper use of equipment without teacher reminders (1) Works independently and safely in physical education (2a) Works safely with physical education equipment (2b); Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- **Standard 5 [E3.K-2]** Identifies physical activities that are enjoyable (Ka); Discusses the enjoyment of playing with friends (Kb); Describes positive feelings that result from participating in physical activities (1a); Discusses personal reasons for enjoying physical activities. (the “why”) (1b); Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment) (2).

DEBRIEF QUESTIONS

Questions for Grades K-2

- DOK 1: What does it look like when our classmates are safe in physical education?
- DOK 2: What do you know about using physical education equipment safely?
- DOK 3: How is safety related to our enjoyment in physical education class?

Questions for Grades 3-5

- DOK 1: How would you describe someone who is showing concern for a classmate?
- DOK 2: How would you compare and contrast a person showing concern and someone not showing concern?
- DOK 3: What facts would you list when discussing the importance of showing concern to others in a physical activity setting?

TEACHING STRATEGY FOCUS

Help students elaborate on content. Taking 5 minutes to use the DOK debrief questions will help students begin to process the importance of demonstrating concern for themselves and others in physical activity settings. Provide discussion prompts and encouragement as students work to relate social and emotional competencies of responsible decision-making and social awareness to their enjoyment and participation in this module’s yoga activities.

STUDENT TARGETS

- **Skill:** I will maintain momentary stillness on different bases of support.
- **Cognitive:** I will discuss the different ways my body moves in order to build a movement sequence.
- **Fitness:** I will discuss how performing sun salutation contributes to my overall fitness.
- **Personal & Social Responsibility:** I will discuss the value of physical activity as it relates to my physical and mental health.

TEACHING CUES

- Keep Your Core Tight
- Focus on Your Breathing
- Flex and Extend Muscles

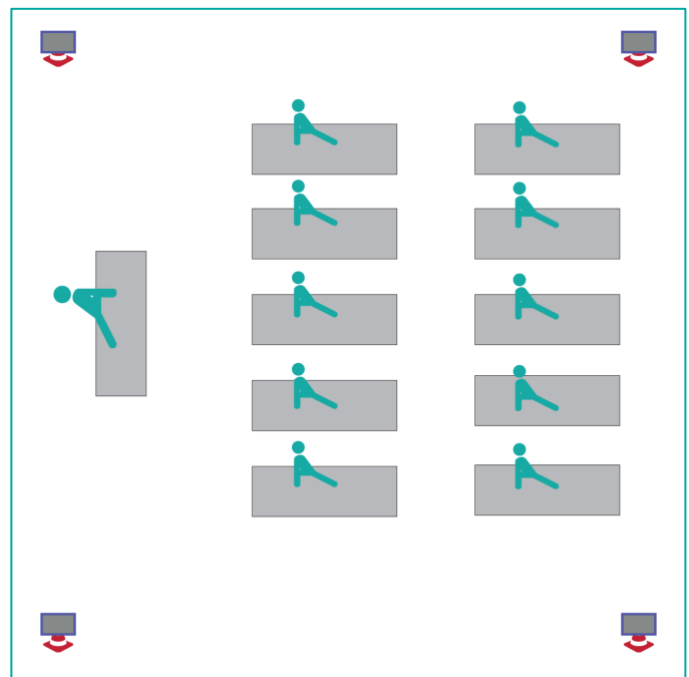
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 yoga mat per student
- 1 yoga block per student (if available)
- 1 Sun Salutation Full Sequence Card
- 4 Sun Salutation Peer Teaching Cards
- 4 cones with task tents

Set-Up:

1. Scatter yoga mats in the activity area, facing the teacher (short ends to the front).
2. Each student at a mat.



Activity Procedures:

1. In today's activity, we're going to learn and practice sun salutations. As a group, we'll learn this traditional yoga routine that focuses on dynamic balance, muscular fitness, and the flexion (curling) and extension (stretching) of our muscles.
2. First, we'll learn sun salutation movements together as one large group. Then you'll work in small groups to perform the entire sequence with your classmates.
3. Follow my instructions, focusing on core strength and fluid movements. (Allow time for students to learn and understand the movement sequence.)
4. Next, we'll work in groups of 4. The sequence is broken into 4 parts, so each part will have a different leader from your group. Teachers: Direct students to move into groups and assign each group member a part of the sequence.
5. After you've practiced and learned your part of the sequence, come together as a group. Each person will teach their part, and then you'll practice the entire sun salutation together. Teachers: Allow groups to perform the sequence for the class.

Grade Level Progression:

- K – 2:** Complete steps 1–3 of this activity only (direct instruction).
3 – 5: Complete steps 4–5 (peer teaching).



SUN SALUTATION

UNIVERSAL
DESIGN
ADAPTATIONS

- Provide visual cues and demonstrations. Allow students to modify the movements to match their abilities. Provide hand-over-hand assistance from an adult if appropriate.

ACADEMIC
LANGUAGE

Asymmetrical, Balance, Base of Support, Bend, Curl, Dynamic, Endurance, Extend, Flex, Flexibility, Sequence, Static, Stillness, Strength, Symmetrical

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [E7.K-3,&5]** Maintains momentary stillness on different bases of support (Ka); Forms wide, narrow, curled, and twisted body shapes (Kb); Maintains stillness on different bases of support with different body shapes (1); Balances on different bases of support, combining levels and shapes (2a); Balances in an inverted position with stillness and supportive base (2b); Balances on different bases of support, demonstrating muscle tension and extensions of free body parts (3); Combines balance & transferring weight in a gymnastics sequence or dance with a partner (5).
- **Standard 1 [E10.K-2]** Contrasts the actions of curling and stretching (K); Demonstrates twisting, curling, bending, and stretching actions (1); Differentiates among twisting, curling, bending, and stretching actions (2).
- **Standard 3 [E3.2&3]** Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength (2a); Identifies physical activities that contribute to fitness (2b); Demonstrates, with teacher direction, the health-related fitness components (3).
- **Standard 5 [E1.K-2]** Recognizes that physical activity is important for good health (K); Identifies physical activity as a component of good health (1); Recognizes the value of “good health balance” (2); Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical

DEBRIEF
QUESTIONS

Questions for Grades K-5

- **DOK 1:** What does it look like when muscles flex? When they extend?
- **DOK 2:** What did you notice about your balance when you flexed and extended your muscles?
- **DOK 3:** Using the words flex and extend, describe the sun salutation as a movement sequence.

Questions for Grades 3-5

- DOK 1: What does the term *health benefit* mean?
- DOK 2: How would you summarize the health benefits of sun salutation?
- DOK 3: How is sun salutation related to physical health? Mental health?

TEACHING
STRATEGY
FOCUS

Help students process content. The progression of this activity from direct instruction to peer teaching gives students the opportunity to work with the content and communicate details about it with their classmates in a student-centered approach. The teacher facilitates the peer teaching group by guiding the communication in a way that helps students process what they’re saying and hearing.

STUDENT TARGETS

- **Skill:** I will flex and extend my body to create shapes while maintaining balance on different bases of support.
- **Cognitive:** I will discuss the activities that are enjoyable and describe positive feelings that result from participation.
- **Fitness:** I will remain actively engaged in this activity without teacher reminders.
- **Personal & Social Responsibility:** I will purposefully participate in a way that helps my classmates enjoy this activity.

TEACHING CUES

- Eyes Forward
- Be Mindful
- Hold Your Pose

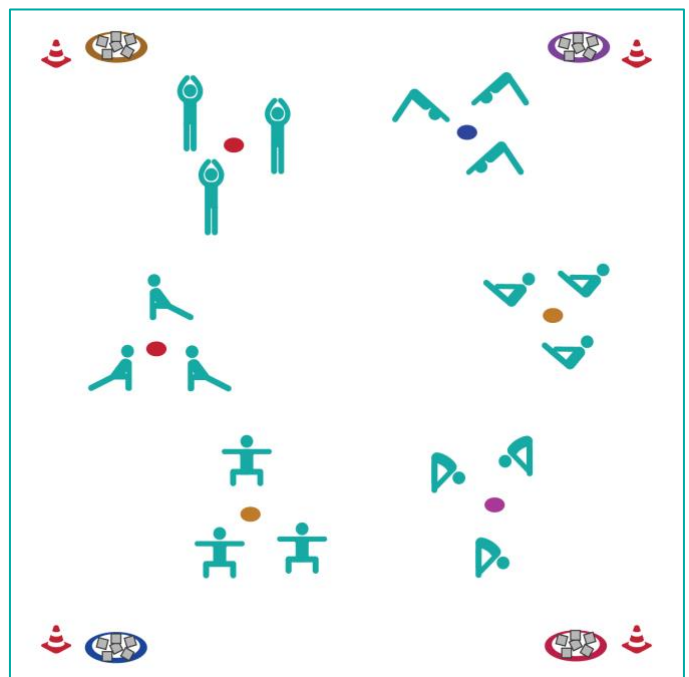
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4 cones
- 4 hoops
- 1 spot marker per group of 3 students
- 4 sets of Sight Word Cards
- 4 sets of ABC Flash Cards

Set-Up:

1. Create a large activity area using cones to mark boundaries.
2. Scatter spots throughout the activity area.
3. Set 1 hoop next to each cone.
4. Place cards (with either letters or words) inside hoops.
5. Create groups of 3, each group at a spot marker.



Activity Procedures:

1. This is Wordles! The object is to design body movements that create letters and then words.
2. On the start signal, 1 student per group will walk (or other locomotor skill) to collect a card from one of the hoops, and then bring that card back to their group.
3. As soon as they return, groups will begin to work cooperatively to design shapes with their bodies to create the letter or word on the card.
4. Take time to allow groups to demonstrate their shapes for another group, or for the entire class.
5. Teachers: As students show success with letters and words, progress in complexity. Younger students will make letters into words; older students will make words into sentences. Keep in mind, words do not have to be letter-spelling illustrations. Students can create poses and movements that give a demonstrative illustration of the word.
6. If students have mastered this activity, give them a simple book to explore and narrate through movement. For example, use *Great Day for Up* by Dr. Seuss, or *The Gruffalo* by Julia Donaldson.

Grade Level Progression:

- K-1:** Use letter cards only.
- 2-3:** Add sight words to the activity.
- 4-5:** Allow students to create their own words or stories.



WORDLES

UNIVERSAL
DESIGN
ADAPTATIONS

- Use 1 card. Demonstrate and perform the letter or word as a class or in small groups with an adult assisting.

ACADEMIC
LANGUAGE

Actively Engage, Balance, Base of Support, Enjoy, Extend, Flex, Muscle Tension, Positive, Self-Expression, Social Interaction, Transfer Weight

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [E7.K-4 & 5]** Maintains momentary stillness on different bases of support (Ka); Forms wide, narrow, curled, and twisted body shapes (Kb); Maintains stillness on different bases of support with different body shapes (1); Balances on different bases of support, combining levels and shapes (2a); Balances in an inverted position with stillness and supportive base (2b); Balances on different bases of support, demonstrating muscle tension and extensions of free body parts (3); Combines balance & transferring weight in a gymnastics sequence or dance with a partner (5).
- **Standard 3 [E2.K-5]** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2); Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- **Standard 5 [E3.K-2]** Identifies physical activities that are enjoyable (Ka); Discusses the enjoyment of playing with friends (Kb); Describes positive feelings that result from participating in physical activities (1a); Discusses personal reasons for enjoying physical activities. (the “why”) (1b); Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment) (2).
- **Standard 5 [E4.3-5]** Describes the positive social interactions that come when

DEBRIEF
QUESTIONS

Questions for Grades K-2

- **DOK 1:** How can you recognize a positive feeling?
- **DOK 2:** What do you know about having fun with your friends?
- **DOK 3:** How can you help your friends have more fun in physical education class?

Questions for Grades 3-5

- **DOK 1:** What would you include on a list about positive social interaction?
- **DOK 2:** How do your behavior and actions affect social interactions?
- **DOK 3:** If a friend is having difficulty with an activity, what could you do to help them have a more positive experience?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content. The Wordles activity creates a learning environment that provides shared experience through physical activity and movement exploration. By focusing on the social aspects of the activity, students can focus their experience on positive behaviors and communication while enjoying the challenges of yoga-style movements. This sets the stage for positive activity experiences in the future.

STUDENT TARGETS

- **Skill:** I will transfer weight to different body parts while twisting, bending, and curling.
- **Cognitive:** I will discuss ways I can express myself through physical activity.
- **Fitness:** I will demonstrate flexibility and muscular fitness while performing yoga poses.
- **Personal & Social Responsibility:** I will discuss reasons why I enjoy physical activity.

TEACHING CUES

- Active Listening
- Focus on Form and Safety
- Maintain Balance

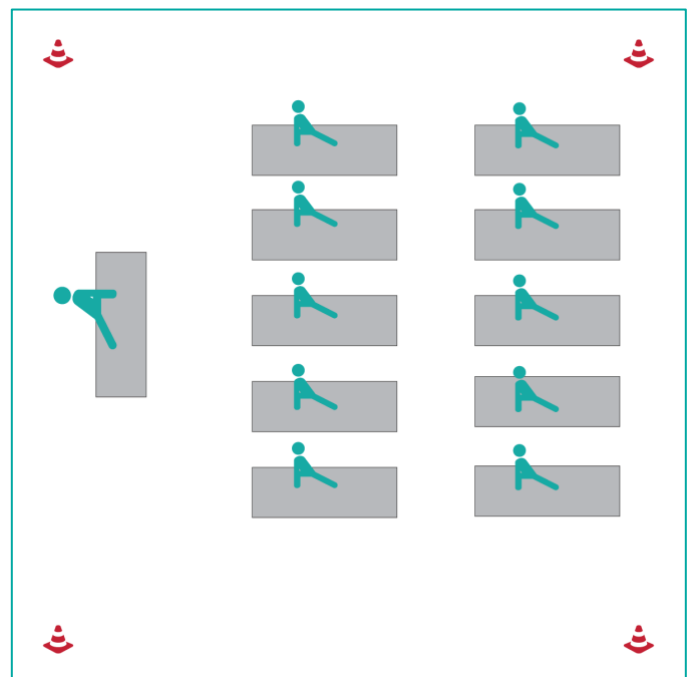
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 Animal Flow Reference Card
- 1 yoga mat per student
- Add additional Flow Reference Cards

Set-Up:

1. Scatter yoga mats in the activity area facing the teacher (short end to the front).
2. Each student at a mat.
3. Place the teacher's mat perpendicular to the student's mats.
4. Display the Animal Flow Reference Card using a projector or printed task cards.



Activity Procedures:

1. Today's activity is called Developing A Flow. We will combine different poses into short routines called a flow. Each flow can be used to tell or create a story.
2. To start, follow my demonstrations for each pose. Focus on balance as you transfer your body weight and move from 1 pose to the next.
3. Once we learn and get good at each pose, and we can demonstrate dynamic balance as we move from 1 to the next, we'll combine them from start to finish in a flow (movement story).
4. We'll complete the 1st flow together. When you're ready, we can break up into small groups and learn new flows and create new stories.
5. Again, if students master this activity, give them a book to explore like *The Gruffalo* by Julia Donaldson.

Grade Level Progression:

- K-1:** Introduce each pose individually with a focus on form and balance before moving on to work through a sequence of poses. Teachers create and lead each flow's story.
- 2-3:** Review poses and then move on to focus on transfers from 1 pose to the next. Allow students to modify and create movement stories.
- 4-5:** Students work in small groups and create their own flow and storyline.



DEVELOPING A FLOW

UNIVERSAL
DESIGN
ADAPTATIONS

- Teachers create basic flows that match the skills and abilities of students.
- Teachers provide visual and auditory cues to assist students in individual or small group settings.

ACADEMIC
LANGUAGE

Base of Support, Balance, Bend, Confidence, Courage, Curl, Enjoy, Fear, Flexibility, Imagination, Muscular Fitness, Self-Expression, Stretch, Transfer Weight, Twist, Yoga Pose

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [E10.K-5]** Contrasts the actions of curling and stretching (K); Demonstrates twisting, curling, bending, and stretching actions (1); Differentiates among twisting, curling, bending, and stretching actions (2); Moves into and out of gymnastics balances with curling, twisting, and stretching actions (3); Performs curling, twisting, and stretching actions with correct application in dance, gymnastics, and small-sided practice tasks/games environments (5).
- **Standard 1 [E11.2]** Combines balances and transfers into a three-part sequence (i.e., dance, gymnastics) (2).
- **Standard 5 [E3.K-5]** Identifies physical activities that are enjoyable (Ka); Discusses the enjoyment of playing with friends (Kb); Describes positive feelings that result from participating in physical activities (1a); Discusses personal reasons for enjoying physical activities. (the “why”) (1b); Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment) (2). Reflects on the reasons for enjoying selected physical activities (3); Ranks the enjoyment of participating in different physical activities (4); Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (5).

DEBRIEF
QUESTIONS

Questions for Grades K-5

- **DOK 1:** How would you describe a person who is enjoying a physical activity? What would they look like?
- **DOK 2:** What physical activities do you enjoy?

Questions for Grades 3-5

- **DOK 1:** What is self-expression?
- **DOK 2:** How many different ways do you know that a person can express themselves?
- **DOK 3:** How is self-expression related to the yoga flows that you performed?
- **DOK 4:** Let’s create a movement story with a new yoga flow that helps us express the story to others.

TEACHING
STRATEGY
FOCUS

Help students examine their reasoning. The debrief questions above are designed to help students examine their experiences with this module and process the logic that connects enjoyment and self-expression to physical activity experiences. Enjoyment is an important aspect of developing a habit of health-enhancing physical activity, and everyone experiences enjoyment in different ways and for different reasons. Be purposeful during these discussions and take the time to help students explore their own reasonings.

BREATHING BAGS

STUDENT TARGETS

- **Skill:** I will demonstrate belly breathing techniques with mindful focus.
- **Cognitive:** I will compare and contrast my feelings/emotions before and after performing the breathing exercise.
- **Fitness:** I will mindfully participate in the activity to relax my mind and body.
- **Personal & Social Responsibility:** I will demonstrate respect for myself and others by quietly participating.

TEACHING CUES

- Inhale Through Nose
- Exhale Through Mouth
- Breathe into Your Belly
- Beanbag Moves with Each Breath
- Still and Quiet Body and Mind

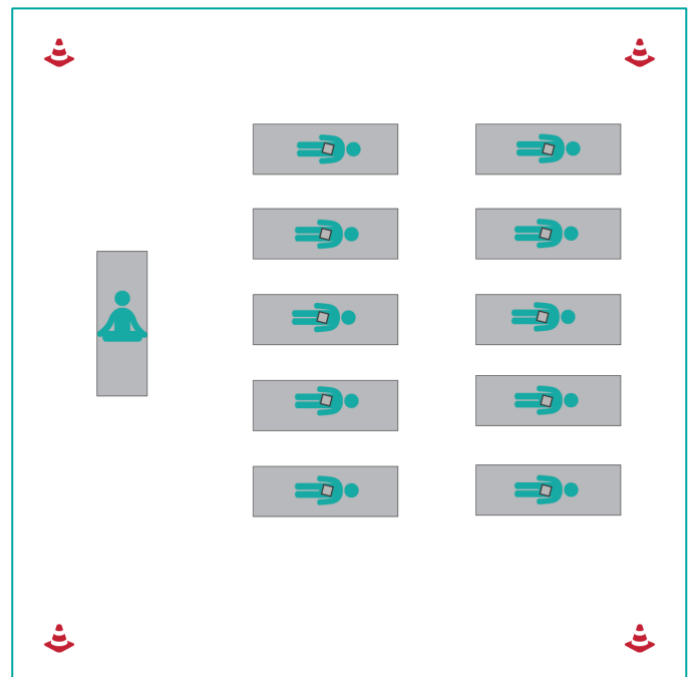
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 yoga mat per student
- 1 bean bag per student
- Calm, quiet music or guided reflection
- Breathing Bags Exit Slips

Set-Up:

1. Lay yoga mats throughout the area, either scattered or in a row formation. Leave a large amount of self-space around each mat.
2. Each student at a mat with 1 bean bag.



Activity Procedures:

1. Today’s activity is called Breathing Bag. We’re going to use the breathing technique known as “belly breathing.”
2. Lay down on your yoga mat. Find a comfortable position on your back.
3. Place the “breathing bag” (bean bag) on your belly.
4. Close your eyes and focus on your breathing. Teachers: ask, “Are you breathing into your chest or your belly?”
5. Continue to inhale and exhale. Stay focused and mindful of the position of the beanbag. Is it moving, or is it still?
6. Now focus on making the beanbag move up when you inhale and down when you exhale by breathing into your belly. If the beanbag falls off your belly, simply pick it up and place it back in position.
7. Repeat for several minutes.

Grade Level Progression:

K–2: Students start belly breathing practice by following the verbal cues for each breath. After 1 minute, the students set their own personal pace.

3–4: Students can begin belly breathing practice on their own with an appropriate pace for inhales and exhales.

5: Give students a moment to express their feelings with a single word before and after belly breathing. Provide an opportunity for students to expand on their expression in on the lesson exit slip.



BREATHING BAGS

UNIVERSAL
DESIGN
ADAPTATIONS

- Provide students with pillow-like items to support their necks and/or knees.
- Prompt students to perform belly breathing while sitting up straight in a meditative position.

ACADEMIC
LANGUAGE

Belly Breathing, Calm, Emotions, Exhale, Feelings, Focus, Inhale, Mindful, Quiet, Relaxation, Stress

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 4 [E1.K-5]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2); Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).
- **Standard 5 [E2.K-5]** Acknowledges that some physical activities are challenging/difficult (K); Recognizes that challenge in physical activities can lead to success (1); Compares physical activities that bring confidence and challenge (2); Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity (5).

DEBRIEF
QUESTIONS

- **DOK1:** How did you feel before our breathing activity? How did you feel after?
- **DOK2:** Compare and contrast your feelings before and after the exercise. In what ways did you feel the same? In what ways did you feel different?
- **DOK3:** How is focus related to belly breathing? Can you describe how you kept your focus and ignored distractions?

TEACHING
STRATEGY
FOCUS

Manage response rates with tiered questioning techniques. The depth of knowledge (DOK) debrief questions provided on each OPEN activity plan provide a functional example of a tiered questioning sequence. As you use these examples in your lessons, be mindful of how your students are responding to each question. This will help you recognize opportunities to help them advance to higher-order thinking or the need to review content that has not yet been learned.

STUDENT TARGETS

- **Skill:** I will demonstrate belly breathing techniques while focusing on stillness of my mind and body.
- **Cognitive:** I will discuss my feelings before and after this relaxation activity.
- **Fitness:** I will actively participate in order to calm my mind and body.
- **Personal & Social Responsibility:** I will demonstrate respect for myself and my classmates by demonstrating relaxation etiquette.

TEACHING CUES

- Sit Comfortably
- Still and Quiet Body and Mind
- Listen and Breathe
- Breathe Into Your Belly

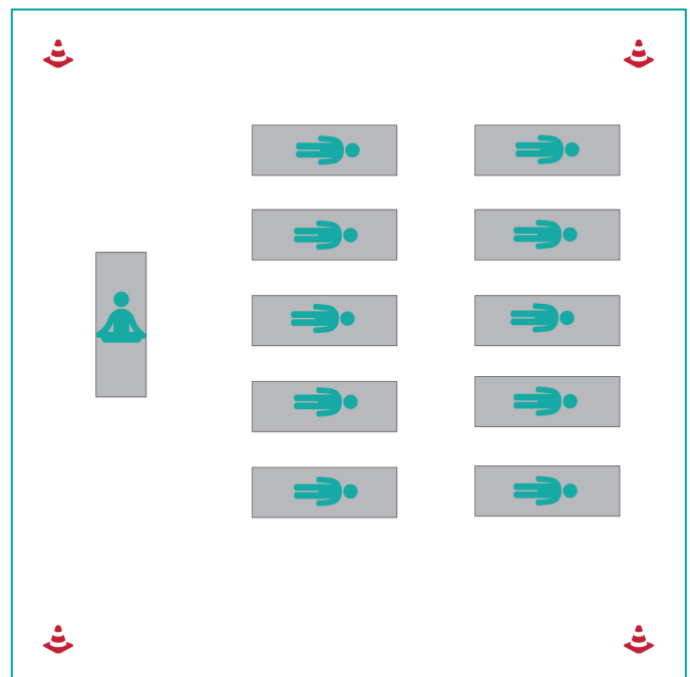
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 yoga mat per student
- Guided Relaxation Audio Track
- Relax and Reflect Exit Slips

Set-Up:

1. Lay yoga mats in a circle or even rows.
2. Send each student to a mat.



Activity Procedures:

1. This activity is called Relax and Reflect. We'll learn how to relax and calm our minds and bodies by listening to instructions that we can follow.
2. Sit (or lay down) on your mat in a comfortable position.
3. Listen to the recording, focus on the words, and practice belly breathing.
4. Follow the instructions you hear to help you relax your body and calm your mind.

Grade Level Progression:

K-1: Students follow the instructions provided.

2-3: Students script their own reflection based on teacher prompts. During their reflection, students include reasons why they enjoy yoga and mindfulness activities.

4-5: Give students a moment before and after this activity to describe their feelings with a single word. Use an exit slip to give them the opportunity to write about why they chose the words that they selected.



RELAX AND REFLECT

UNIVERSAL
DESIGN
ADAPTATIONS

- Give students the option to choose a comfortable relaxation pose (e.g., sitting against a wall for support, laying on their mats, etc.).

ACADEMIC
LANGUAGE

Belly Breathing, Calm, Emotions, Exhale, Feelings, Focus, Inhale, Mindful, Quiet, Relaxation, Stress

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 4 [E5.K-5]** Recognizes the established protocol for class activities (K); Exhibits the established protocols for class activities (1); Recognizes the role of rules and etiquette in teacher-designed physical activities (2); Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).
- **Standard 5 [E3.K-5]** Identifies physical activities that are enjoyable (Ka); Describes positive feelings that result from participating in physical activities (1a); Discusses personal reasons for enjoying physical activities. (the “why”) (1b); Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment) (2); Reflects on the reasons for enjoying selected physical activities (3); Ranks the enjoyment of participating in different physical activities (4); Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (5).

DEBRIEF
QUESTIONS

- **DOK 1:** How can you recognize when your mind and body are feeling stress?
- **DOK 1:** How can you recognize when your mind and body are feeling relaxed?
- **DOK 2:** Compare and contrast how your mind and body felt before and after this activity.
- **DOK 3:** How can you use what you’ve learned about breathing and relaxation when your body and mind are experiencing stress?
- **DOK 4:** Let’s write a very short reflection that we can say to ourselves when we feel stressed.

TEACHING
STRATEGY
FOCUS

Help students process content. Practicing guided reflection and relaxation is, in itself, a very beneficial practice for students. But in order to help them understand the application of this practice in their daily lives, it’s critical to discuss that application and give them the opportunity to elaborate on how they believe guided relaxation can help them manage personal stress.