

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

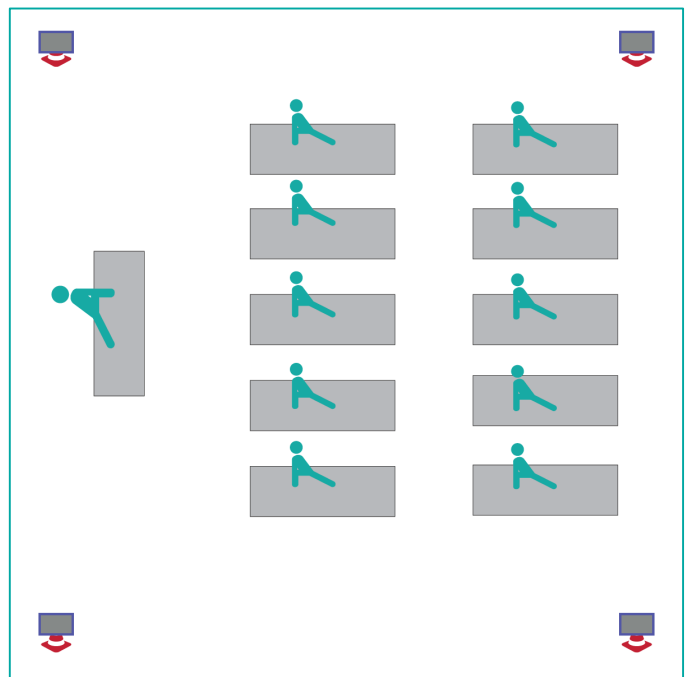
ACTIVITY SET-UP & PROCEDURE

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.